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**Exploring The Feasibility of Integrating Dogme ELT in Oral Expression
Classes: BBA EFL Teachers' and Students' Perspectives.**

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Dedication 1

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To the people of Gaza and Palestine, to the souls of the martyrs and the steadfastness of the resistance.

To my parents, A source of wisdom, strength, and unconditional love.

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Abstract

Many researchers argue that language learning thrives on interaction, spontaneity, and meaningful communication. Yet, traditional approaches might impose rigid structures that can stifle authentic involvement. Dogme ELT also known as Teaching Unplugged, offers an alternative, stripping away excessive materials in favour of dynamic, dialogue-driven instruction that encourages interactive learning. While its theoretical appeal is undeniable, its practicality within the Algerian Higher Education remains unexplored. This study delves into how Algerian EFL University teachers and learners perceive the feasibility of integrating Dogme ELT in Oral Expression classes. Using a convergent mixed-methods design, data was gathered through semi-structured questionnaires administered to 99 third-year EFL bachelor students and semi-structured interviews conducted with six EFL teachers at BBA University. The qualitative and quantitative data were analysed using descriptive statistical analysis, content analysis, as well as thematic analysis processes. The findings highlight the multifaceted feasibility of integrating Dogme ELT into Oral Expression classrooms. Both teachers and learners emphasized its potential for fostering student engagement, valuing its emphasis on spontaneity and interactive learning. Their perspectives suggest a gradual implementation approach, combining Dogme ELT with other teaching methods, incorporating multimedia prompts, and leveraging technology for personalized learning experiences. However, challenges remain, including large class sizes, structured curricula, and varying levels of learner readiness. Ultimately, this research contributes to the ongoing discourse on integrating Dogme ELT into Oral Expression classes, specifically within the Algerian University context.

Keywords: Dogme ELT, Teaching Unplugged, Oral Expression classes, interactive learning, Algerian higher education

List of Acronym

ALM: Audio-Lingual Method

BBA:Bordj Bou Arreridj

CBA:Competency-Based Approach

CBA:Competency Based Approach

CBI:Content-Based Instruction

CLT:Communicative Language Teaching

EFL:English as a Foreign Language

ELT:English Language Teaching

FCM:Flipped Classroom Model

GTM:Grammar Translation Method

HE:Higher Education

HES: Higher Educational System

L1:First Language

L2:Second Language

LMD:Licence Master Doctorat

MHESR:Ministry of Higher Education and Scientific Research

PBL:Project-Based Learning

SCT:Sociocultural Theory

SPSS:Statistical Package for the Social Sciences

TBL:Task-Based Learning

UCM: Unplugged Classroom Model

ZPD:Zone of Proximal Development

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General Introduction

1. Background of the Study

Teaching is a science with structured principles that can be observed, evaluated, and refined. Enhancing the quality of public education starts with boosting teacher efficiency through different teaching methods (Al-Taai, 2021). In the field of English Language Teaching (ELT), this has led to continuous pedagogical shifts moving away from rigid, teacher-centred approaches towards a more engaging and communicative methods (Alghamdi et al., 2019). For years, classrooms were shaped by approaches like the Grammar Translation Method (GTM) and Audiolingual Method (ALM), where students memorized rules and repeated phrases with little connection to real-world communication (Albukak&Msimeer, 2021).

Today, teachers increasingly recognize the importance of meaningful interaction, pushing for methods that favour practical language use, personal expression, and cultural relevance (Al-Maamari et al., 2021; Jenner, 2024). With this evolving landscape, the post-method pedagogy has increasingly favoured students' autonomy alongside communication, and teacher adaptation and rejected the notion of a single universal method (Kumaravadivelu, 2001). Student-centred methods further, emphasize communication, collaboration, and learner autonomy (Yede, 2020; Shah, 2020a).

Moreover, teaching as a practice has emerged to encompass much more than the delivery of information; it is about designing learning activities that stimulate interest, encourage independent thinking, and primarily sustain engagement (Tomlinson, 2014). As Fullan and Langworthy (2014) argued, teaching practices have to be adaptive, tailored to accommodate students' optimal learning ways in a globally linked and fast-evolving world. This change has been connected with theoretical frameworks such as constructivism and sociocultural theory which consider learning as an interactive social process of constructing knowledge (Vygotsky, 1978; Ardiansyah&Ujihanti, 2017). Specifically, this pedagogical shift has given rise to approaches that emphasize flexibility and responsiveness, that align more closely to mitigating learners' needs such as Dogme ELT or as known Teaching Unplugged (Thornbury, 2013). It strives to advocate for lessons that prioritize learner-generated content,

spontaneous discussions, and minimal reliance on pre-planned materials (Meddings & Thornbury, 2009). Its core tenets including voice, interactivity, scaffolding, and empowerment put forth the learner to be active participants, rather than a passive recipient in the learning process (Barkhuizen, 2017; Laptinova, 2020).

2. Statement of the Problem

Despite the increasing emphasis on communicative competence in English language education, many Oral English classes remain heavily reliant on prescribed materials and teacher-centred instruction. This often limits opportunities for authentic interaction and spontaneous language use, which are essential for developing speaking proficiency. Dogme ELT offers an alternative that aligns closely with the goals of oral language instruction. However, the applicability and effectiveness of Dogme ELT principles have not been widely explored across different educational settings. One study was conducted by Janfeshan et al. (2023) who investigated the plausibility of applying Dogme Language Teaching Approach in Iranian EFL classes from the teachers' perspective. Nevertheless, there is a lack of research in the Algerian context as little is known about the possibility and perceived value of applying the Dogme ELT principle in Oral Expression classes within Algerian Universities. Thus, the current study seeks to investigate the plausibility of integrating Dogme ELT principles in university-level Oral English classes by exploring the perceptions of both teachers and students. More specifically, it seeks to explore the perspectives of both EFL teachers and learners on integrating Dogme ELT in Oral Expression classes.

3. Research Questions and Objectives

Based on the identified research problem, the following research questions were developed:

-What are teachers' and learners' perceptions to the feasibility of applying Dogme ELT principles to Oral Expression classrooms?

-What are teachers' and learners' suggestions regarding the integration of Dogme ELT principles in Oral Expression classes?

Henceforth, it aims to achieve the following objectives:

-Explore teachers' and learners' perceptions on the feasibility of applying Dogme ELT principles to Oral Expression classrooms.

-Explore teachers' and learners' recommendations concerning the practicality of adopting Dogme ELT principles in Oral Expression classes.

4. Significance of the study

The significance of this study unfolds across multiple dimensions. Since little is known about the feasibility of integrating Dogme ELT principles in Oral English classes within the Algerian context, this study adds to the existing prior knowledge by shedding light on a notable knowledge gap. It offers meaningful perspectives on the practicality of this approach. Additionally, it highlights the current practices and obstacles in Oral English instruction at the university level. The findings of this research study may provide insights for educators, syllabus designers, and decision makers to integrate the Dogme ELT principles in Oral Expression classes for more dynamic and learner-centred strategies. Our study can be considered a foundation for further research.

5. Research methodology

This study is guided by the interpretive paradigm and utilizes a convergent mixed-method design to explore the feasibility of integrating Dogme ELT principles in Oral English classes. Data collection tools include a semi-structured questionnaire administered to 99 third-year students and semi-structured interviews conducted with six Oral Expression teachers at BBA University. Data collected from the questionnaire was coded and systematically processed using the Statistical Package for the Social Sciences (SPSS) software to generate a series of descriptive statistics. These were in the form of frequencies and percentages while the open-ended items were analysed through qualitative content analysis. For the semi-structured interview, thematic analysis was employed. Regarding sampling technique, the study employs random sampling with students, while convenience sampling was used for the teachers to fulfil the objectives of this study.

6. Definition of Key Terms

- **Dogme ELT:** a learner-centered approach to English Language Teaching (ELT) that emphasizes spontaneous communication over pre-planned lessons.
- **Teaching Unplugged:** also known as Dogme, is a language teaching approach that prioritizes conversation and minimizes reliance on pre-prepared materials like

coursebooks. It is coined by Luke Meddings and Scott Thornbury, also the title of their influential book.

- **Oral Expression classes:** courses designed to develop learners' speaking skills in a foreign language, especially English.
- **Interactive Learning:** a pedagogical approach emphasizing active student participation rather than passive reception.
- **Algerian Higher Education:** a publicly funded system governed by the Ministry of Higher Education and Scientific Research. It is structured around the LMD system (Licence–Master–Doctorate), introduced in 2004 to align with international standards.

7. Structure of the Dissertation

This dissertation is organized into three main chapters, preceded by a general introduction that outlines the study's background, research questions and objectives research significance, methodology and overall structure of the work.

The first chapter is the literature review which consists of three sections; the first section reviews the transition from traditional language teaching to modern among them Dogme ELT, the second section presents Dogme ELT in the Algerian Higher Educational System (HES), lastly, it examines the previous research studies and identify gaps in the literature review.

Chapter two focuses on the practical dimension of the study. It justifies the guiding research paradigm and details the adopted research approach, research design, data collection instruments, sampling technique, data collection procedures, and data analysis. Additionally, this chapter explains the measures taken to ensure research quality, credibility, and ethical integrity.

Chapter three is concerned with presenting the results and the findings that were derived from the research instruments. It also discusses the findings of the study regarding the research questions and objectives.

This study ends with a general conclusion that sums up the whole work, point its limitations and offer recommendations for pedagogical practice and future investigations.

Chapter One: Literature Review

Introduction

This study aims to explore teachers' and learners' perceptions towards the feasibility of integrating Dogme ELT in Oral Expression classes. This chapter provides a comprehensive literature review from the historical development of Dogme ELT to its emergence as a learner-centred approach. The first section examines the evolution of language teaching approaches and methods, tracing the transition from teacher-centred approaches to more learner-centred methods. It then explores the theoretical underpinnings of Dogme ELT, detailing its back-ground, interconnected principles, core pillars and application in language teaching. The second section contextualizes Dogme ELT within the Algerian HES, analysing the impact of institutional policies, pedagogical trends, and linguistic reforms on its potential implementation into Oral Expression classes. The final section reviews existing research on Dogme ELT, synthesizing teacher and learner perspectives while identifying key challenges. The section ends with an analysis of prior studies highlighting key gaps in Algerian literature and demonstrating how this research contributes to the broader literature on integrating Dogme ELT into Oral Expression classes.

1.1. Language Teaching Approaches and Methods

The history of the field of language teaching and learning is both intriguing and complex as it is marked by a continuing debate about teaching methods that has evolved remarkably over the past century (Liu & Shi, 2007). According to Bouacha (2021), an approach refers to a set of beliefs about the nature of language learning and teaching, while a method is a structured plan for presenting language in a systematic way. Over the past decades, several approaches and methods have been proposed to enhance language teaching. These have evolved from structured approaches like the Grammar-Translation Method (GTM), the Direct Method (DM), the Audio-lingual Method (ALM) to more communicative and learner-centred methods such as Communicative Language Teaching (CLT), Task-based Learning (TBL), and Project-based Learning (PBL) (Cook, 2003). However, the use of these methods can be challenging in real-life utilization, as each one, regardless of its adequacy, encompasses more than merely a single strategy or specific technique (Ahmad, 2021).

Research conducted during the 1960s and 1970s, which explored classrooms as social environment, revealed that approaches like GTM and ALM are not the main factors in determining successful language teaching (Smith, 1970). Pennycook (1989) further argued that several approaches have hindered our awareness to language teaching. In this line, there

has been a growing emphasis on prioritizing the process of learning more than the act of teaching, showcasing a shift of control from the teacher to the learner (Shah, 2020a). Indeed, and as Aqeela et al. (2023) stated “Modern method is not something that can only depend on the teacher. Rather, the students and the learning environment themselves are key factors” (p, 51). Such shift in attention from the teacher to the students has led to the emergence of new trends in ELT, as will be discussed in the subsequent sections.

1.2. From Teacher Centeredness to Learner Centeredness

Education is a multifaceted process influenced by several factors, such as teacher, student, curriculum, and learning environments (Alam, 2023). In the past, ELT has been mainly teacher-centred, through the teacher fulfilling the role of the primary provider of the information and students undertaking a passive position in the learning process, however the limitations of traditional approaches such as the GTM and ALM have led to a transition towards student-centred learning (Albukbak&Msimeer, 2021). On one hand, GTM emphasizing a teacher-led approach, is built on the belief that language functions as a framework of an assembly forms. It aims at the mastery of grammar rules and lexical units focusing on repetition and memorisation (Bouacha, 2021). GTM is criticized for its focus on literal, word-for-word translation between the second language (L2) and the learners’ mother tongue (L1), as well as its failure to successfully promote the progress of students’ interactive language proficiency (Al-Maamari et al., 2021).

On the other hand, ALM has significant drawbacks as it does not encourage learners to understand the meaning of words, it neglects the productive skills (reading and writing), as well as it strictly relies on memorisation and advocates for a teacher-centred approach where learners are just receivers of knowledge (Jenner, 2024). Yede (2020) argued that accuracy-based approaches, which rely on drills and memorisation, should be replaced with strategies that accentuates communication and fluency. Adding that, traditional teaching approaches did not focus on this aspect, thus attention shifts to prioritizing the mastery of communicative competence. In this regard, the CLT emerged as a response to the old-fashioned methods, prioritizing learners’ communicative competence— ability to use foreign languages effectively in real-world contexts — over solely learning grammatical items, while engaging students through active participation in authentic tasks (Richards & Rodgers, 2014). This shift values students’ interests, needs, and objectives within the educational context, requiring a

change in the roles of both students and teachers. As asserted by Sistyawan et al. (2022), teachers are facilitators rather than conveyors of Knowledge, overseeing the student's journey in acquiring the language. In other words, teaching comprises both delivering lessons and engaging in interactive, student-centred teaching methods (Emiliasari et al., 2019; Almubarakah&Arifani, 2021; Sadaghian&Marandi, 2021). Meanwhile, the teacher becomes a facilitator assigned with creating a supportive environment that enables students to explore, learn and build knowledge autonomously, thus they adapt to their unique learning preferences (Herihiri, 2024).

Furthermore, Liu (2004) suggested some strategies that may enhance students' dynamism; teachers can use open-ended questions that prompt their critical thinking and conversation, opt for collaborative activities, such as group discussions and project assignments that encourage students to actively participate rather than relying on closed-ended questions that test their memorization. Simultaneously, the capacity to employ learner autonomy is a central component of learner-centred language learning which allows learners to take ownership of their learning journey uniquely based on their own needs and interests (Begum, 2018). This reflects Vygotsky's Socio-Cultural Theory (SCT), which supports the view that autonomous learners can influence and collaborate with other learners in the learning process (Pathan et al., 2018). It is also linked to Constructivist Theory, where through reportedly learner-centred tasks, the learners' engaged in a process of interaction and experience to construct new knowledge (Ardiansyah&Ujihanti, 2017). Yoshida et al (2023) discussed this idea further:

In the classroom, education focuses on the individual learner rather than on a body of information. The learner-centred approach assumes that the learner's potential for individual growth is unlimited. Reality and behavior result from personal perceptions as the learners interpret and react to their surroundings as they interact with them (p.03).

Undeniably, students play a crucial role in establishing the foundation for a learner-centred approach by advocating for participatory, involving learning environment, and collaborating with teachers to shift the focus from passive recipients to active knowledge construction (Shah, 2020a).

The recent shifts in ELT led to new ways of conceptualising teaching and learning. Post-method pedagogy appeared as a response to the demand for a more efficient approach to

teaching English that transcends the weaknesses prescribed by traditional methods (Chen, 2014). It is characterized by the belief that no single teaching method is universally dominant. Instead, it points out that several methods may be better tailored to different contexts (Abdallah, 2024). Post-method pedagogy endeavours to empowering teachers. Instead of being passive agents executing pre-designed approaches, they are encouraged to make informed, contextually based decisions in their teaching practices (Kumaravadivelu, 2001). Students, hence, become active participants in their learning, contributors to flexible and adaptive teaching methods, shaping the process based on their preferences.

Furthermore, and rather than just sticking to textbooks exercises, post-method pedagogy promotes engaging, interactive tasks that get students using the language in real-life situations (Richards & Rodgers, 2014). It recognizes that effective language teaching is all about flexibility, shaping lessons to fit learners' unique needs and their cultural backgrounds as well as the way language is actually used in their communities rather than rigidly following a single teaching method (Brown, 2007). Kumaravadivelu (2012) proposed three interconnected principles; 'particularity' which focuses on the unique social, cultural, and political contexts of both teachers and learners, 'practicality' which refers to bridging the gap between theory and practice by engaging teachers in research about their own teaching practices. Also, 'the possibility' which emphasizes the way socio-political awareness of both teachers and learners impacts their perception of themselves and their society (as cited in Bouacha, 2021, p. 44).

With this premise, there has been abundant research recently that continues to promote the prospects that this new post-method era could bring. In particular, it reaffirms "learners' inclusivity" by allowing their experiences, and voice to be part of the education process, hence making them active participants in a collaborative educational process (Banegas et al., 2014). Also, it highlights "learners' individuality" by allowing for a unique learning experience that suits their particular needs and context, hence promoting their engagement and motivation (Galante, 2014). Furthermore, it perceives "learners' empowerment" through the role of the teacher. In such case, the teacher's position changes to a reflective practitioner who adapts and tailors' methods and materials to adhere to his/her learners' profile. This in fact serves to further emphasize how, prior to the development of eclecticism and greater context sensitivity on the basis of the strengths of the models, teachers were in a position to enjoy professional creativity and autonomy (Abdallah, 2024). Collectively, these principles signal a strong reassertion of language education both as a learner-centred, inclusive, and adaptable educational process where both teacher and learners alike contributed to creating

meaningful learning environments. An example of such an approach is the one put forward by Luke Meddings and Scott Thornbury in 2001, as we shall see in the next section.

1.3. Dogme and Dogme ELT

Before explaining Dogme in the field of ELT, it is crucial to explore the background that inspired the founders Luke Meddings and Scott Thornbury in 2001.

1.3.1. Dogme 95 Film Movement Inspiration

In 1995, a group of Danish filmmakers headed by Lars Von Trier established the Dogme 95 Manifesto. They rejected artificial effects, emphasizing natural storytelling and character depth, they aimed to prove that high budgets don't determine quality, advocating for films free from the overly technical enhancements, hence reflects their goal of purifying cinemas from Hollywood effects that prioritize spectacle over authenticity (Daguiani, 2022). They agreed on a set of rules called as "vow of chastity" (Von Trier & Vinterberg, 1995) which subsequently became the "*Dogme 95 film movement Manifesto*" (Thornbury, 2000). Pandza (2018) outlined the following rules which are paraphrased below;

- Filming must emerge exclusively at the authentic site or locale; no props should be introduced.
- Music may add a distinction to the film (if an actual group is performing within the scene) but must never be put afterwards.
- The cinematic journey should be represented solely with a free handheld camera.
- The visual storytelling must be in vibrant colour; the use of special lighting is not allowed.
- Special effects and filters are restricted.
- The narrative should avoid petty actions or the depiction of murders.
- Any temporal and geographical dislocation is prohibited; thus, the film must unfold in the here and now.
- Films that go within a genre framework are not permitted.
- The film must be rendered in 35 mm format.
- The director should not receive any acknowledgment for their work; neither at the beginning nor at the end.

These ten rules emphasize new realism by restricting artificial cinematic techniques like added music, props, special effects, and genre conventions (Yalçın, 2003). Handheld cameras

and natural lighting enhance authenticity but eradicate creative control. By keeping films in present allocated time maintains immediacy but limits storytelling (Giralt, 2003). The 35mm format assumes consistency, but limits flexibility in modern digital filmmaking (Bagaskara et al., 2022). These limitations confront filmmakers to innovate and improve within strict boundaries. Indeed, it reflects a radical approach to filmmaking that prioritizes authenticity and minimalism. Scott Thornbury (2000) applied this philosophy to language teaching as Dogme ELT which is discussed in the subsequent section.

1.3.2. Dogme ELT: Teaching Unplugged

The term "unplugged" first originated in the music industry, referring to acoustic performances that are not amplified electronically. It gained widespread recognition through MTV's Unplugged series, where musicians performed stripped-back acoustic versions of their songs (Harvilla, 2017). Over time, the concept expanded beyond music to educational contexts and has become increasingly important in studies of languages. In 2001, Luke Meddings and Scott Thornbury introduced the concept of "Teaching Unplugged" as a movement that emphasizes teaching without relying heavily on textbooks and technology, encouraging authentic communication in the classroom (Thornbury & Meddings, 2001).

Richards and Rodgers (2014) indicated that teaching unplugged “is based on the idea that instead of basing teaching on a pre-planned syllabus, as a set of objectives and published materials, teaching is built around conversational interaction between teacher and the students themselves” (p. 371). Furthermore, Hung (2020) stated that Teaching Unplugged is a new ideology that comes to “liberate teachers from the burden of an over-reliance on the course-book industry and create in-class authentic communication” (p. 174). Such an approach amplifies students' voices, promotes collaborative knowledge construction, and shifts teachers' roles from content deliverers to facilitators of critical learning (Sayed, 2016). According to Laptinova (2020), integrating Teaching Unplugged in the classroom can foster direct social interaction, enhancing students' communication skills and engagement. She argues that it encourages critical thinking and creativity by requiring learners to generate ideas independently and solve problems. Furthermore, Febrianto et al. (2024) highlighted that Teaching Unplugged can be particularly useful in disadvantaged schools, where limited access to teaching materials and technology.

The following elements are the ten key principles that characterize the Dogme ELT as proposed by Meddings and Thornbury (2009).

1.3.3. Key principles of Dogme ELT

Dogme ELT is underpinned by a set of core principles that prioritize communication, learner engagement, and the emergent nature of language. The following subsections outline and explain these ten key principles.

- **Interactivity:**

Janlert and Stolterman (2017) defined interactivity as “something that “happens” or takes place between two parts and to the fact that both parts have to be active” (p.111). For Norqulova (2024), interaction in language learning is the process through which learners engage in meaningful communication, practice using the language, and improve their skills through social exchanges. In the educational setting, Meddings and Thornbury (2009) argued that interactivity is central to Teaching Unplugged, prioritizing real-time interactions during spontaneous classroom conversations between teachers and students and between students. They described Dogme classroom as “a room with a few chairs, a blackboard, a teacher and some learners, where learning is jointly constructed out of the talk that evolves in that simplest and most prototypical of situations” (Meddings & Thornbury, 2009, p. 12).

Moreover, Sandilos et al. (2023) suggested that teacher-student interactions contribute to a more dynamic classroom environment, enhance the effectiveness of teaching and learning process and outcomes, and support students' well-being in the classroom. Additionally, Johnston (2023) emphasized the fundamental role of interaction in education, stating that interaction plays a vital role in the learning process, as it is hard to imagine any educational experience without sort of it. From the sociocultural perspective, interactions can provide scaffolding opportunities that support learning process through the collaborative construction of language use aimed at bridging information gaps (Uztosun, 2021). This naturally leads to the next principle of Scaffolded conversation, where learning unfolds through guided, purposeful dialogue between teachers and students.

- **Scaffolded conversation:**

The concept of scaffolding was originally introduced by Wood, Bruner, and Ross (1976) in their analysis of early parent-child interactions which they described as the steps taken to simplify certain aspects of a task, so that a child can direct their attention toward acquiring a more complex skill. In Dogme ELT, where dialogue drives learning, Meddings

and Thornbury (2009) stated that learning takes place through conversation that the teacher assists and facilitates, creating a positive social relationship among learners, this idea is deeply rooted in Vygotsky's SCT and the notion of Zone of Proximal Development (ZPD) whereby learning is a social process, acquiring knowledge through interactions with more knowledgeable individuals (Vygotsky, 1978). This directly informs the role of scaffolded conversation in Teaching Unplugged, allowing learners to express themselves, take risks, and gradually develop greater independence in language use. For instance, the teacher may make subtle prompts or reformulate a student's utterance to facilitate more fluent and accurate expression. Gibbons (2015) asserted that scaffolded conversation is recognized as an interactive dialogue in which teachers help learners develop understanding by offering temporary support that is gradually withdrawn as students become more independent. It therefore refers to the supportive dialogue and essential guidance teachers provide to help learners develop their language skills and understanding.

- **Engagement:**

According to Kuh (2001), engagement refers to “student involvement in educationally purposeful activities” (p. 12). Skinner et al. (2009) further defined engagement as taking action with enthusiasm, clear purpose, and ongoing efforts. In the language teaching domain, Csikszentmihalyi (2014) described student engagement as a state of deep focus while participating in interesting and enjoyable tasks. Its significance stems from its ability to promote meaningful involvement of language tasks in the classroom (Ellis, 2018). Additionally, Barkley and Major (2020) highlighted that student engagement is the cognitive and emotional state learners experience during the learning process, where their thoughts and emotions intersect.

Within the context of Teaching Unplugged, engagement is crucial as mentioned by Marashi and Rahimpanah (2019), Dogme ELT enhances learner engagement and promotes a valued interaction between students and teachers, facilitating the spontaneous communication in the classroom. Moreover, AlAdl (2023) emphasized that Dogme ELT as a learner-centred teaching strategy enhances speaking skills by encouraging student to engage in meaningful communication, boosting their confidence and fluency.

- **The Dialogic process:**

According to Hennessy et al (2011), Dialogic learning is a pedagogical approach that promotes collaboration between teachers and students, allowing them to engage in discussions and expand on each other's ideas to enhance learning outcomes. This perspective aligns with Dogme ELT's view that the dialogic process serves as a crucial principle for language learning, emphasizing that learning occurs through social interaction and dialogue, where knowledge is co-constructed rather than passively received from the teacher or textbooks. Chappell (2014), through his qualitative research conducted in EFL classroom, employing critical discourse analysis to reinforce the theoretical foundation of the conversation-driven principle to raise teachers' awareness of the importance of strategically managing different types of classrooms talk to enhance learner motivation. The findings revealed four types of talk in Dogme ELT lessons: rote, recitation and elicitation, instruction/exposition, and discussion.

In addition, Nguyen and Hung (2020) declared that "the inquiry dialogue type of talk in Dogme also created a large amount of cumulative knowledge-building as well as mutual respect among students" (p.177) which are common features of Dogme ELT. The latter naturally creates learning opportunities through these four types of talk (Nguyen and Hung, 2020). As Chappell (2014) argued, Dogme ELT lessons encouraged the spontaneous production of spoken texts by both teachers and learners, while also establishing clear linguistic objectives for them to work toward. As a result, Dogme ELT has the potential to enhance both the amount and the depth of incidental learning. Furthermore, Marashi&Rahimpanah (2019) pointed out that teaching English through a social and dialogic approach also increases teachers' awareness of classroom conversations, emphasizing that learning is facilitated through meaningful dialogue. In this sense, dialogic learning is embedded in Dogme ELT as a core aspect, as it emphasizes knowledge construction through interaction rather than passive reception. This approach encourages spontaneous communication, enabling learners to develop their language skills. Thereby, learners engage naturally in real-life communication, reinforcing the principles of dialogic learning.

- **Emergence:**

In Dogme ELT, Meddings and Thornbury (2009) drew attention to emergent language in the classroom. They argue that language learning is an emergent process that naturally

develops through interaction and meaningful dialogue based on the learners' communicative needs (Meddings & Thornbury, 2009). Furthermore, Fregan and Maslun (2024) highlighted that the classroom activities guided by Dogme ELT precepts promote relevant atmosphere for learners by facilitating the emergence of language through authentic communication. In this sense, emergence is embedded in Dogme ELT as a core aspect, as it emphasizes knowledge construction through spontaneous interaction rather than passive reception, enabling learners to develop their language skills. Thereby, learners engage naturally in real-life communication.

- **Affordances:**

This concept originally introduced by Gibson (1979) as the possibilities provided by the environment, is central to fostering emergent, learner-driven language development. Van Lier (2004) described the term affordances as a connection between learners and their environment that fosters awareness and potential actions toward their learning. Dogme ELT emphasizes that the teacher's role is to optimize language learning affordances by directing attention to language that arises spontaneously during classroom interactions (Meddings & Thornbury, 2009). While Teaching Unplugged underscore the importance of affordances, recent claims such as (AlAdl, 2023) has primarily focused on the broader principles of the approach as its emphasis on conversation-driven teaching and the minimization of pre-planned materials, but they do not delve deeply into the specific mechanisms of affordances within the approach.

- **Voice:**

The principle of voice in Dogme ELT underscores the importance of acknowledging and integrating students' beliefs, experiences, and concerns which align closely with the foundations of Freire's (1970) Critical Pedagogy. Freire argued that meaningful learning emerges through the co-construction of knowledge where learners' experiences, perspectives, and realities can shape the educational process. Voice is not merely a methodological choice, but rather a stance that challenges the exclusion of students which often arises from controlled curriculum and rigid teaching materials (Meddings and Thornbury, 2009). Several scholars have consistently supported this view, emphasizing the pedagogical necessity of learner voice. For instance, Barkhuizen (2017) argued that learner narratives offer critical insights into identity, agency, and power dynamics within the language classroom, suggesting that voice is central to both learning and personal development. Similarly, Guérin and Verhoeff (2023)

advocated for creating institutional cultures where students are treated as partners. They argued that student voice should influence curriculum design and teaching strategies. By placing learners at the heart of the communicative process, voice in Dogme ELT fosters more democratic, inclusive, and meaningful educational experiences where language learning becomes a site of negotiation and social engagement.

- **Empowerment:**

Freeing the classroom of imported materials and over reliance on textbooks would empower students and teachers to choose from a wider range of topics (Meddings and Thornbury, 2009). Tomlinson (2008) contended that the imposing pre-planned content disempowers teachers and learners seen as a passive recipient. Additionally, Borg (2012) found that when teachers move away from rigid course-books, they develop greater flexibility and cater to students' needs. This view is emphasized by Garton and Graves (2014) who argued that material-free teaching encourages critical thinking because students and teachers collaboratively develop learning based on authentic communication. Furthermore, Menkabu and Harwood (2014) argued that textbooks might be “tools of institutional control...which leave teachers with almost nothing to decide on, as they merely act out pre-planned procedures” (p.146). In this sense, reducing the use of fixed teaching materials gives both teachers and students the freedom to take a more active role in the learning process.

- **Relevance:**

Meddings and Thornbury (2009) stated that they are not totally against the use of published materials, but they believe that teaching materials such as textbooks when used, should have relevance for the students. As asserted by Bouacha (2021), “the issue is not related to whether textbooks should be used or not but how they are used to promote learning rather than restricting it” (p.50). Nomozova and Abdullayeva (2024) explained that relevant materials bridge the gap between classroom instruction and real-world communication and foster critical thinking. Similarly, Mamba (2024) pointed out that using materials aligned with students' personal experiences increases motivation and active participation. Additionally, Mitrulescu et al (2024) argued that authentic materials in EFL contexts provide the appropriate environment for students to engage more deeply with the learning process, demonstrating that materials connected to learners' cultural and personal contexts lead to more engaging and effective educational outcomes. Indeed, when the materials are used

appropriately, aligning with learner needs and interests then it motivates and encourages them to participate in class and accelerate the pace of their learning.

- **Critical Use:**

In Dogme ELT, critical use advocates for a thoughtful evaluation of the teaching materials, encouraging educators to evaluate their relevance, authenticity, and cultural biases they may contain (Thornbury, 2009). Rather than adhering strictly to textbooks, Dogme ELT supports the use of materials that emerge organically from the classroom interaction which aligns with learners' immediate communicative needs and contexts (Meddings & Thornbury, 2009). Additionally, Xerri (2012) declared that integrating Dogme ELT principles into the exam preparation courses can enhance student engagement and language development by focusing on emergent language and minimizing dependency on prescribed materials. While Thornbury (2006) acknowledges that Dogme ELT may not fully meet the criteria of critical pedagogy, such as seeking political or social transformation, it can promote reflective, participatory, and responsive to the specific needs of learners. As he points out, "proponents of Dogme ELT approach argue that they are not so much anti-materials, as pro-learner, and thus align themselves with other forms of learner-centred instruction and critical pedagogy" (Thornbury, 2006, p. 70). Therefore, Dogme ELT can be seen as partly aligned with critical pedagogy, supporting the critical use of materials and question traditional educational norms.

1.4. Fundamental precepts of Dogme ELT/pillars

Building on above ten key principles, Dogme ELT is grounded in three core tenets that shape its approach: conversation-driven, material-light, and focus on emergent language which are discussed below:

1.4.1. Conversation-Driven:

Conversation is a complex term, and its predictability is one of its most paradoxical features. Thornbury (2011) noted that while conversation is predictable when it follows a general pattern, such as turn-taking, it remains unpredictable because it evolves spontaneously. He argues that this blend of predictability and unpredictability makes genuine conversation a beneficial tool for teaching. In the classroom, participants can leverage this tension by combining familiar knowledge with new instructional one, creating a dynamic and engaging learning environment. Moreover, Teaching Unplugged assumes that conversation "provides the interactional support within which learners can feel safe enough to take risks

and extend their present competence” (Meddings & Thornbury, 2009, p. 10). Ushioda (2011) supported this view and asserts that the Dogme ELT approach prioritizes genuine conversational exchanges between teachers and learners, emphasizing authentic communication rather than teacher-controlled. Acka (2012) highlighted that teachers should use spontaneous conversations and provide scaffolding to support learners in modifying, correcting, or improving their developing language.

One of the fundamental elements within conversation-driven learning that supports language improvement is the discourse community. The latter has been widely explored in composition studies and linguistics, yet scholars continue to refine its definition. While no single definition has achieved universal agreement, various researchers have offered their perspectives on the term. The linguist John Swales (1990), describing discourse communities as groups that share common goals and use communication to achieve them, where language plays a crucial role in shaping interactions. Building on this idea, Porter (1992) offered a broader perspective, defining a discourse community as a textual system that operates through explicit and implicit conventions. He emphasizes that the discourse community plays a vital role in shaping social and institutional structures beyond mere communication.

In educational settings, Dogme ELT Approach introduces the concept of a ‘discourse community’ to describe the process of socialization in second language acquisition (SLA). Meddings and Thornbury (2009) defined it as an environment “where each individual’s identity is validated, and where learners can easily claim the right to speak” (p. 11). They argued that a conversation-driven course is particularly effective in fostering such a community, ensuring that all members contribute to and benefit from the learning process. According to them, conversation is essential in language learning due to its interactive and dialogic nature, which fosters socialization, which is “the process by which we become members of a particular social group” (p. 206), and creates an effective language-learning experience. Thus, integrating discourse communities into language education enhances a sense of belonging, making language learning more immersive. However, McIver (2009) contended that initiating conversation is more easily said than done, particularly when learners lack familiarity with the alphabet of the target language, especially where their native orthography differs from that of English. Sarani and Malmir (2019) also pointed out that the Dogme ELT approach is not suitable for lower-level EFL classrooms, as learners’ inter-

language is still in its initial stages of development, which hinders them from engaging in spontaneous conversation.

1.4.2. Material Light

According to Tomlinson (2018), teaching materials refers to any tool or resource that supports the teaching and learning process, including textbooks, workbooks, teacher-generated content, institutionally produced materials, whiteboards, audio and video resources, etc. In this regard, materials are fundamental in establishing the foundation of language learning classrooms around the world (Bouacha, 2021). The use of such materials has been the subject of extensive debate, particularly regarding their role in language learning effectiveness. For instance, Dogme ELT claim that the overreliance on materials can reduce authentic communication, and hinder learner autonomy (Meddings and Thornbury, 2009).

However, this approach does not condone the use of published materials. Still, it places learners in the centre of the teaching and learning process, advocating for foreign language teachers to have the freedom to use their resources that “support the establishment of a local discourse community, and foster the joint construction of knowledge, mainly through mediated talk.” (Meddings and Thornbury, 2009, p. 14). Moreover, Dogme ELT enables non-native teachers to use textbooks while providing them opportunities to engage in English communication (Xerri, 2012). Additionally, Bryndal (2014) asserted that experienced educators can effectively respond to students’ emergent language in real-time and describes teaching with minimal reliance on textbooks as a liberating experience. In other words, instead of serving as the main source of knowledge, classroom materials should facilitate interaction among students, using student-generated content that reflects their real interests and encourages discussions.

1.4.3. Emergent language

The third principle of Teaching Unplugged is emergent language which refers to “the spontaneous use of language that arises naturally during communication, often revealing learners' current linguistic abilities and gaps” (Ahmed, 2024, p.1). Emergent language as evolved and been shaped differently by the insights of various scholars. Hopper (1998) first introduced the concept of "emergent grammar," proposing that grammar is not a fixed system but an evolving structure shaped by usage and interaction over time. Thornbury (2000) later expanded on this idea, emphasizing that emergent grammar, a subset of emergent language,

develops organically through communication rather than following a predetermined structure. Building on this perspective, Ellis and Larsen-Freeman (2006) argued that language emerges through real-world language use, where learners implicitly acquire linguistic patterns through meaningful interaction. Meddings & Thornbury (2009) argued that the teacher's role is to guide language learning by creating opportunities for language to emerge naturally rather than being directly acquired. This perspective aligns with constructivist theory which stems from Vygotsky's SCT(1978).

One of the key pedagogical approaches that supports the emergence of language is the negotiated syllabus because it " involves the teacher and the learners working together to make decisions at many of the parts of the curriculum design process" (Nation and Macalister, 2010, p.19). Ozturk (2013) suggested that a negotiated syllabus gives students a voice in shaping their learning experience by working together with teachers to develop the course and "authenticate materials through their cognitive and affective engagement" (Charles and Pecorari, 2016, p.77). Moreover, negotiation helps uncovering students' hidden Standpoints and listening to their voices to foster a democratic, dynamic, and productive classroom environment that becomes achievable through mutual decision-making across various aspects of teaching and learning (Azarnoosh&Kargozari, 2018). This idea draws directly from critical pedagogy that prioritize using real, live content to make learning meaningful and relevant. Freire (1970) argued that education should be rooted in the learners' experiences so they can critically engage with their social and cultural context. Furthermore, learner autonomy is also a crucial principle for the development of emergent language, has been shown to be affected by negotiated syllabus positively (Pakdaman et al., 2022; Oruç.; 2024). Pakdaman et al, (2022) found that negotiated syllabus improves learner autonomy and critical thinking in higher-education EFL classrooms that support spontaneous language use. Additionally, negotiated syllabus "enhanced the students' speaking skills, autonomy, and engagement" (Oruç, 2024). Thus, by fostering learner autonomy, encouraging authentic interaction, and supporting shared decision-making, a negotiated syllabus can create the appropriate conditions in which emergent language can naturally develop.

Given this study focus on exploring the feasibility of applying Dogme ELT pillars in oral classes, the subsequent part involves the application of these precepts in EFL classroom.

1.5. Application of Dogme ELT (Teaching Unplugged)

While traditional formats typically include planned dialogues, Dogme ELT promotes spontaneity and requires students to lead discussions. This is important as Meddings & Thornbury (2009) stated, “language emerges best when learners are engaged in genuine communication” (p.8) and that a teacher is rather a facilitator than a director of students’ speech acts. In practice, this means the lesson will be organized around an open discussion or personal narrative or task with no scripts, rather than a scripted role play from a student text. For example, a teacher might start the lesson with a question. i.e., “Should schools ban smartphones?” and allow students to debate and discuss, while the teacher intervened as necessary to support students' language development or perhaps only correcting an error that was static (Thornbury, 2013, p. 15). Vettorel (2016), conducted research into learners’ performances in secondary school EFL classrooms in Italy learning contexts, and found that in rooms aligned to the Dogme ELT tenets, learners in these conditions were “clearly demonstrating more fluency and higher levels of engagement” (p. 27) than in lessons governed by a structure and time. Yet, using Dogme ELT, especially in a mixed ability setting, can be difficult with quieter students, as they may abstain from contributing (Meddings & Thornbury, 2009). However, as Meddings and Thornbury (2009) noted, teachers can employ different techniques (i.e., “think-pair-share”; or, taking turns in a structured way) to engage quieter students and to increase everyone's opportunity to contribute and participate.

The materials-light principle of Dogme ELT undermines reliance on textbooks and pre-prepared resources, allowing a shift in focus to what happens immediately in the classroom. As Thornbury explains it, “the most valuable materials are the learners themselves their experiences, opinions, and emergent language” (2013, p. 21). Indeed, lessons generated by the students’ live contributions are ultimately from, and a representation of, students in the moment. Instead of just giving the students pre-prepared reading passages, for example, teachers can ask for stories from the students’ lives to work with as texts; record reformulations of the language they are discussing as written language for the purpose of grammar study; or even to bring items (e.g., items a student has brought to class) for students to practice vocabulary (Meddings & Thornbury, 2009). This approach not only helps solve the teacher time for preparation or creates and increases relevance for the students when connecting instruction to their immediate context (Meddings & Thornbury, 2009). However,

Lee (2022) and Richards (2017), both criticized the caveat of having teaching and learning too materials-light, where content would not support systematic exposure to the language. This is mitigated by Dogme ELT practitioners where there would be emergent content when they have a supported, one available supplement - e.g., including a short reading text for grammatical elements that described a grammatical element from the student's improvised literacy (Thornbury, 2013).

Likewise, the emergent language pillar relies on the teachers' effective usage of spontaneous student output. If a student makes a mistake (e.g., "Yesterday, I go to park."), the teacher can correct it by recasting it in the correct form ("You went to the park?"), write it on the board so the students can co-correct it, or perhaps extend it by asking follow-up questions ("What did you do there?") to help them use more of the emerging structure (Meddings and Thornbury, 2009). Thornbury (2013) discussed that this type of instruction - based on the context - encourages retention.

It is clear that Dogme ELT practices promote conversation-driven, materials light, and emergent language, professed as student-centered learning. Nevertheless, Vettorel (2016) and Richards (2017) criticized the lack of coherence of this pursuit and also some types of teacher training. Vettorel (2016) pointed out the complexity and high level of skill involved in this type of real-time decision making, especially for novice teachers who are under the stress of sacrificing emergent language for curricular content. In the same way, Richards (2017) also asserted that a materials-light approach to language teaching often leaves students entirely unexposed to a systematic input of language that supports their grammatical and lexical competence. He also points out that teachers using a materials-light approach may not be optimally aligned with institutional accountability measures, which can seem to make it difficult for teachers to show measurable progress or learning outcomes in formal settings.

1.6. The Algerian Higher Education Context

Prior to exploring the status of Dogme ELT in the Algerian context, it is essential to consider the main approaches and policies that the Algerian Higher Educational System underwent.

1.6.1. Algerian Higher Education

Since Independence, Algeria's Higher Educational (HE) policy has undergone two major transformations; the earlier system laid to the foundation for academic structure while

the recent reform centred on the LMD system (Hamzaoui, 2021). The LMD system (Licence-Master-Doctorat), implemented in Algeria in 2004, represents a notable reform designed to support academic guidance (Saad&Djefafla, 2024) given that it was already effective in many European countries through the Bologna Process (Miliani, 2010).

In the LMD system students must complete three years of studying in order to get the Licence (bachelor's) certificate, and two additional years to obtain a Master's diploma (Djebbari&Djebbari, 2020). By the mid-2000s, Algeria's HESunderscores various reforms intended for enhancing the educational outcomes (Djebbari&Djebbari, 2020). Because of Algeria's economic and social connections with the rest of the world, the French language has become less dominant (Djebbari&Djebbari, 2020). With English evolving as the worldwide dominant language in science and technology, Algeria faced challenges in switching to "English as the medium of instruction" (Benrabah, 2013, Khelladi&Louali, 2024).

By 2022, Algeria has stepped into a new phase called "Englishization" (Kadi, 2022), whereby the Ministry of Higher Education and Scientific Research (MHESR) urged the incorporation of English in various academic fields, such as social and scientific disciplines, to open the door for many avenues to Algerian youth. The Algerian HES reflects a clash between Islamic traditional pedagogy and Western Educational models (Miliani, 2012). Arabization policies promoted teacher-centred approaches rooted in Islamic values, while Western reforms like LMD system introduced student-centred methods which resulted in a hybrid pedagogy where teachers blend both systems based on their personal experience (Miliani, 2010). However, this reform faced a lot of criticisms. Bouhali and Bensiali (2023) confirmed that LMD was introduced without proper evaluation with stakeholders. Djebbari and Djebbari (2020) also highlighted several issues with the LMD reform among them; high student failure rates and decreased interest from both teachers and learners.

Algerian universities also witnessed significant shifts in teaching approaches. The competency-based approach (CBA) was included in curricula, focusing on working students' skills and professional adaptability (Souleh, 2017). Further, Content-based instruction (CBI) was included mainly in discipline-specific subject areas, particularly with respect to the medical and technical fields of study in order to better develop language awareness (Benyamina&Boukahla, 2023). Also, the flipped learning model has gained power within the context of HE, especially as an innovative instructional pedagogy for encouraging student

agency (Kourak&Kadi, 2021). Within the context of foreign language, the intercultural approach has emerged in the EFL classroom to promote learners' intercultural communicative competence and self-awareness, it revolves around integrating "cultural elements" along with the language content through the means of a planned set of activities for learners to discover and critically compare their cultural differences (Fedj, 2019). Students enrolled in English departments tackle several courses in written and oral expression, phonetics, TEFL, American and British literature and civilization, linguistics, applied linguistics, and research methodology during their first stage (licence) (Habib, 2018).

Beghoul (2016) examined various approaches to teaching Oral Expression classes, showing how approaches have evolved. Initially, the ALM focused on repetition and drills to enhance pronunciation accuracy, followed by the Functional Approach which prioritized communicative competence through real-world interaction. He further contended that the Situational English method effectively combined grammatical elements and speech functions within particular contexts. In contrast, the eclectic approach with a communicative orientation prioritized comprehension over production. Although role-playing and round-table discussions were employed to enhance fluency, students frequently faced challenges with spontaneous participation. This is clearly demonstrated by Touati (2020), who advocates for a significant enhancement in language teaching at the university level. He emphasizes that teaching must shift from passive reception to active engagement, prioritizing interactive discussions and peer collaboration. This shift effectively replaces conventional lecturing, enabling students to take an active role in their learning while fostering learner autonomy through peer-led assessments and guided discovery, which systematically cultivates their independence. He further argued that, learning rooted in critical thinking is essential for sharpening analytical skills. Importantly, restructuring the curriculum to incorporate interdisciplinary content guarantees a comprehensive and balanced educational experience.

1.7. Previous Research Studies on the Plausibility of Applying Dogme ELT in Oral Expression Classes

To align our research with the relevant existing literature, the following section reviews previous studies regarding teachers' and learners' perceptions on the plausibility of applying Dogme ELT in Oral Expression classrooms.

To begin with, Bouchene (2013) conducted a study about the feasibility of integrating Dogme English Language Teaching (ELT) in the context of Algerian secondary schools. This research sought to evaluate teachers' perceptions of the adoption of Dogme ELT and to what extent they would be willing to accept its main pillars, which include teaching through conversation, material-light, and scaffolding of emergent language. This study consisted of questionnaires and classroom observations to gauge how teachers and students responded to Dogme-style teaching. Findings revealed that most Algerian secondary school teachers were not familiar with the concept of Dogme ELT. However, they acknowledged that it could be useful for enhancing student interaction. Nevertheless, teachers conceptualized the infusion of Dogme ELT in Algerian classrooms as impracticable due to the large number of students in one class, the rigid curriculum and the overwhelming reliance on textbooks. Interestingly, students would banter enthusiastically for a more learner-centered and communicative approach to teaching and learning English and were quite in favor of making group talk and having the lessons structured around their personal experiences and interests. Despite the challenges, Bouchene (2013) drew a conclusion that for Algerian secondary education, the incorporation of Dogme ELT principles poses some challenges but it is still achievable.

At higher education, Tolba (2014) aimed to explore the effectiveness of the Dogme ELT Method in increasing communication skills in English as a Foreign Language on EFL students. The research was conducted in three Algerian universities: Larbi Ben Mhidi (Oum El Bouaghi), Mentouri Constantine, and HadjLakhdar, Batna. The scholars sent two questionnaires to 32 oral expression teachers in order to find out what they thought about the Dogme ELT and how they taught. Teachers appreciated conversational strategies like learning through listening and focusing on language as it arises. However, most of them were unaware of Dogme as a specific method of teaching. A good number of respondents reported that they had used similar approaches within Communicative Language Teaching (CLT). Yet, there seemed to be little correlation between the teachers' beliefs and their classroom practices. This meant that the implementation of Dogme came with challenges. Several explanations for this included insufficient training and adherence to traditional teaching practices. The findings also showed that the implementation of Dogme can enhance learner's ability to communicate, however, it highlighted that there is a need for more teacher training. It recommended more pragmatic studies to solve these challenges while encouraging the adoption of Dogme in more Algerian universities.

In another study, Solimani et al, (2019) examined the impact of two non-conventional instructional approaches, the Flipped Classroom Model (FCM) and the Unplugged Classroom Model (UCM), on the oral proficiency of Iranian EFL learners at Islamic Azad University, Isfahan. A total of 90 upper-intermediate learners were randomly assigned to two experimental groups and one control group, with 30 participants in each. The FCM group utilized the WhatsApp online platform, while the UCM group received conversation-driven, emergent-based instruction. In contrast, the control group followed a traditional textbook-based approach. After four weeks of instruction, learners' oral proficiency was assessed using a mixed-methods design, incorporating post-instruction interviews, paper-based exams, the questionnaire, and instructor observations for the experimental groups. The findings indicated that both FCM and UCM were effective in enhancing oral proficiency. However, learners expressed differing perspectives on these methods, suggesting potential areas for further refinement to not only improve oral proficiency but also develop problem-solving skills.

In his research, Daguiani (2022) At Biskra University, focused on Dogme principles concerning teaching Oral Expression. The study is based on a semi-structure questionnaire, with the concentration on conversation and emergent language; most teachers seemed to be unwilling to reduce the reliance on published textbooks and technological materials. Methods inspired by Dogme ELT were suggested, like allowing students to conduct discussions or role-plays for facilitating unplanned language usage while maintaining the order of supporting materials. The results highlight that the absence of rigid pre-planned materials fosters a higher flexibility to students' emergent language during their sessions

Another study conducted by Gokmen (2024) at Siirt University, worked on developing the English conversational skills of first year university students. This research focused on 72 B1-level English Language Teaching learners that were within the age range of 18-20 and had been enrolled in a mandatory 'Speaking Skills' course. The focus of this study was to evaluate the effect of Dogme ELT on students' self-engagement and conversation proficiency. By incorporating self-reports, reflective journals, and open-ended questionnaires, Gokmen created an action research approach for this study. For a quarter of the semester (15 weeks), students participated in paired conversations and some class discussions on personally motivating topics. Conversation driven lessons were held for two 45 minutes sessions twice weekly and were devoid of any textbooks with the emphasis on the only "emergent language" instruction was used in the teaching. This study shows us that students exhibited significant

improvement in their speaking skill, indicating increased autonomy in their learning process. Students also reported feeling a greater sense of motivation due to collaborative and conversational nature of the lessons.

1.8. Discussing Gaps in the Literature

The review of previous studies reveals that, although Dogme ELT has sparked scholarly interest in various contexts, its application in Algerian higher education remains insufficiently explored. Tolba (2014) provided early insights into teachers' awareness of Dogme principles, their studies either focused on secondary education or emphasized theoretical awareness over practical implementation. More recent research, such as that of Daguiani (2020) and Gokmen (2024), has begun to examine classroom applications, yet these studies often investigate either teachers' or students' perceptions in isolation. Additionally, Solimani et al. (2019) offered a comparative perspective using Iranian learners, but their findings cannot be directly generalized to the Algerian context.

What remains largely absent from the literature is a comprehensive investigation that simultaneously considers both teachers' and learners' perceptions of Dogme ELT in university oral expression classes in Algeria. By employing a mixed-methods approach, this study seeks to fill this gap, offering a balanced and context-sensitive perspective on the plausibility of integrating Dogme ELT principles in Algerian higher education—a dimension that remains markedly underrepresented.

Conclusion

This chapter established the theoretical groundwork for this study by tracing the evolution of Dogme ELT examining its core principles and evaluating its significance within the Algerian HES. The first one dealt with the shift from teacher-centred approaches to a more flexible and interactive learner-centred methods. This section analyses the limitations of traditional methods and highlighting the factors that have driven a transition to student-centred learning. Additionally, it discusses the Dogme ELT approach, alongside its principles and pillars and their application in educational contexts. The second section focused on Dogme ELT in the Algerian HES, highlighting its alignment with learner-centred methods while addressing institutional, pedagogical and practical challenges that affect its implementation particularly into Oral Expression classes. The third one explores previous

research studies on Dogme ELT, synthesizing findings connected to teacher and learner perceptions and identifications of gaps within the literature. By addressing these research gaps, this study contributes to the broader literature on integrating Dogme ELT in Oral Expression within the Algerian Universities. The next chapter discusses the methodological plan of this research, covering different aspects of research design, data collection instruments, sampling technique, data collection, and data analysis.

Chapter Two: Research Methodology

Introduction

The current study explores the feasibility of applying Dogme ELT principles in Oral Expression classes. Following the establishment of the pertinent literature that underpins this study, the current chapter provides a justification of the research methodology employed to answer the research questions. It first reviews the research questions and objectives, while elucidating the research paradigm and research design. Then, it details the research instruments and sampling technique. This is followed by a discussion of the data collection and analysis procedures. The chapter also addresses the ethical safeguards and quality measures adopted. Thereafter, it highlights the limitations of the study before concluding.

2.1 Research Questions and Objectives

Since this study aims to explore the perceptions of EFL teachers and learners regarding the feasibility of Dogme ELT principles in Oral English language classes, it is guided by the following research questions:

-What are teachers' and learners' perceptions of the feasibility of applying Dogme ELT principles to Oral Expression classrooms?

-What are teachers' and learners' suggestions regarding the integration of Dogme ELT principles in Oral Expression classes?

Accordingly, our research aims to achieve the following objectives:

- Explore teachers' and learners' perceptions regarding the feasibility of applying Dogme ELT principles to Oral Expression classrooms.
- Explore teachers' and learners' recommendations concerning the practicality of adopting Dogme ELT in Oral Expression classes.

In the subsequent section, the research paradigm and the rationale for its selection are articulated.

2.2. Research Paradigm

Research paradigms are the standpoints, by means of which the world and its phenomena are being observed, understood, and hence interpreted (Ganiyu et al., 2021). A paradigm is a deeply held set of beliefs that shapes our perception to the world, influencing the way we connect with and make sense of our surroundings (Guba & Lincoln, 1994). Candy (1989) suggested that paradigms can be grouped all together into three main ones; Positivism, Interpretivism, and Critical.(as cited in Majeed, 2020)

The positivist paradigm, aligned with realism, and proposes that reality exists on its own, unaffected by human perception, and operates through objective, cause-effect relationships that enable prediction and control (Rehman&Alharthi, 2016). In contrast, interpretivism views social reality as a dynamic construct influenced by the individuals involved, shaped by shared ideas and meanings (Kivunja&Kuyini, 2017). The critical paradigm looks at how power shapes society, uncovering the way race, class, gender, education, economy, religion, and other institutions interact to maintain or confront social structures, it focuses on inequality and thrusts for a shift by questioning systems that uphold dominance and oppression (Asghar, 2013).

Accordingly, this study leans towards the interpretive paradigm given that this approach seeks to uncover the personal interpretations that participants ascribe to their experiences, making it particularly suited for exploring nuanced and context-dependent phenomena (Pervin&Mokhtar, 2022). It attempts, as Cohen et al. (2018) stated, to “understand the subjective world of human experience” (p. 19). Therefore, the researcher maintains a connection to the matter under scrutiny. Their background influences their understanding, which is shaped by their unique personal, cultural, and historical experiences (Creswell, 2013). Given that this study aims to explore the feasibility of integrating Dogme ELT in Oral Expression classes, the interpretive paradigm enables an in-depth investigation of how teachers as well as learners perceive the implementation of Dogme ELT and its potential influence on enhancing students' oral proficiency. By exploring participants' interpretations and contextual factors, this paradigm facilitates a comprehensive understanding of the phenomenon under study search paradigm.

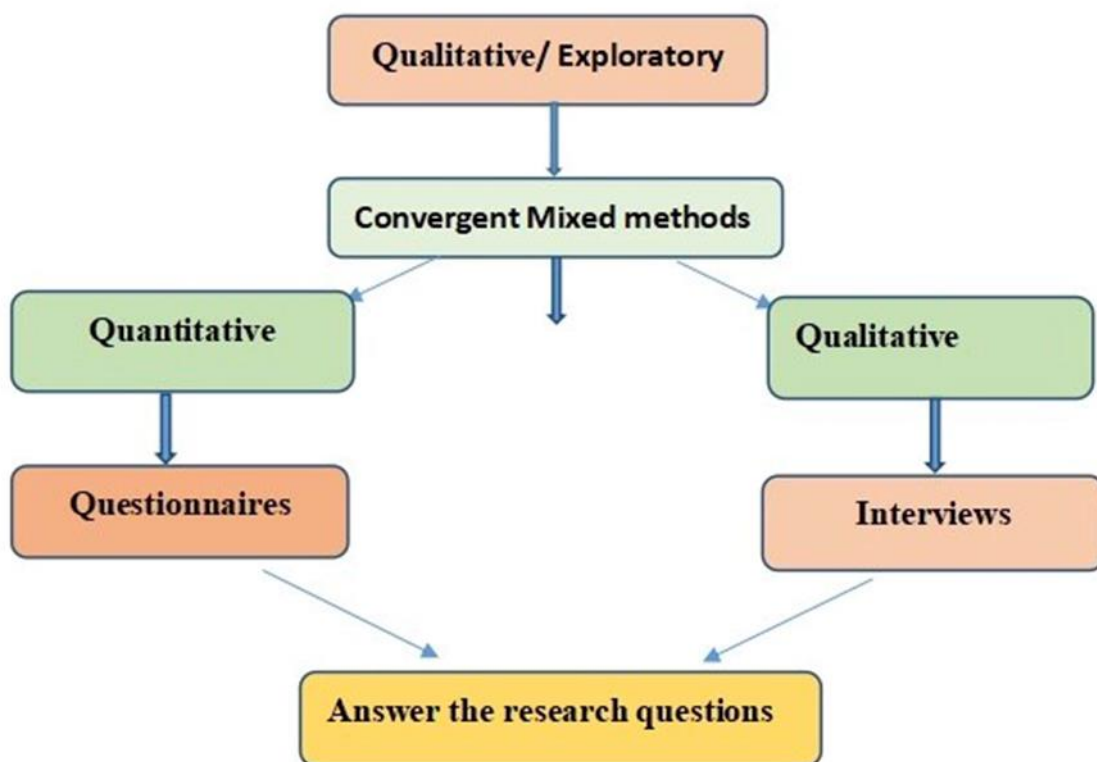
2.3. Research Approach and Design

Unlike the quantitative approach that seeks to test hypotheses or identify causal relationships, the qualitative one offers a deep exploration of perceptions, values, and experiences, allowing researchers to uncover patterns and relationships that can inform future research (Creswell and Creswell, 2018). According to Tracy (2024), Qualitative research involves “immersing oneself in and trying to make sense of a phenomenon, group of people, or scene. Qualitative researchers purposefully examine and make note of small cues to build knowledge claims about the bigger picture” (p.4). This study follows a qualitative orientation with an exploratory purpose. As Creswell (2009) explained, exploratory research is appropriate to use when there is limited prior investigation on the topic or population, allowing the researcher to understand deeply the participants’ perspectives from their shared experiences. Exploratory research indeed allows scholars to investigate phenomena that have not been thoroughly examined, analyse emerging patterns and relationships, and thereby build the foundation for future inquiry.

Nonetheless, although this study is qualitative, we employed a mixed-methods approach via a convergent mixed-methods design (Creswell & Creswell, 2018). The researchers defined mixed-methods as “a useful strategy to have a more complete understanding of research problems and questions... such as comparing different perspectives drawn from quantitative and qualitative data” (p. 298). Plano Clark and Ivankova (2016) highlighted that using quantitative and qualitative data can offer a fuller understanding of research phenomena. In a convergent mixed-methods design, researchers gather qualitative and quantitative data simultaneously (Creswell & Creswell, 2018). As explained by Younas et al. (2023), such an approach enables researchers to draw meta-inferences which are integrated insights that emerge from the combined analysis of both data strands. As such, quantitative data offers numerical insights into students' perceptions and levels of agreement or disagreement, while qualitative data provides a deeper exploration of teachers' perceptions and preferences regarding the plausibility of applying the Dogme ELT principles in Oral English classes (Creswell & Creswell, 2018). This research design is appropriate for obtaining a comprehensive view of how both learners and educators perceive the feasibility of Dogme ELT informed practices, and facilitates a holistic understanding of both teachers' and learners' perspectives.

Figure 2.1.

The Design of the Study.



2.4. Research Instruments

In line with the study's purpose and chosen methodology, two data collection instruments were used: semi-structured questionnaire for students and semi-structured interview with teachers. Our rationale behind using of both semi-structured questionnaire and interview is to allow for data triangulation which adds to the quality of the research. The semi-structured questionnaire will provide a general understanding of student perceptions and perspectives, while semi-structured interviews will give more detail to teachers' points of view and experiences, hence, bridge the gap between quantitative and qualitative research,

offering a more complete picture of the research problem." (Johnson and Onwuegbuzie, 2004, p.17).

2.4.1. Semi-structured Questionnaire for Students

According to Dörnyei (2007, p. 101) "questionnaires are particularly effective for collecting data from large groups, enabling researchers to identify patterns and trends in participants' attitudes and behaviours". In addition, open ended questions without questionnaires can offer deeper insights, as Creswell (2014) explained "The open question format enables data regarding students' perception by having students express their views in their own words, thereby providing richer data." (p.158)

The semi-structure questionnaire (see Appendix A) consisted of four parts to capture students' views on Dogme ELT principles and their usefulness in Oral Expression classes. The first part gathered demographic information like: (gender, age). The second part consist of a Likert scale containing 18 statements to determine the extent to which students agreed with statements about the advantages of using a conversation-driven lesson format, students' engagement with the lesson, and opportunities for critical thinking. The third part of the questionnaire consisted of open-ended questions that focused on students' perspectives on spontaneous discussions or teacher feedback. Finally, the fourth part was an opportunity for students to describe what their ideal Oral Expression class looked like and small additions they would want to make to improve English Language education at the university level.

2.4.2. Semi-Structured Interview for Teachers

According to Kvale (1996), "Interviews allow researchers to explore the meanings and interpretations of participants, providing depth and context to quantitative findings."(p. 6). Indeed, semi-structured interviews allow for flexibility in probing and elaborating on teachers' answers and perspectives. The open-ended questions offer a space for teachers to consider their practices critically, thus fulfilling the research objective of investigating the participants' recommendations for the implementation of Dogme ELT.

The semi-structured interview protocol for Oral Expression teachers (see Appendix B) included two parts. The first part considered details of teachers' academic and professional experiences, while the second part considered their awareness of Dogme ELT and its

perceived strengths, weaknesses, and implementation strategies. Questions were formulated to answer the questions related to the study's aims which focus on the feasibility of Dogme ELT and recommendations for its implementation.

2.5. Piloting the Research Instruments

2.5.1 Piloting the students' semi-structured questionnaires

The pilot phase of the research instruments was conducted through a series of revisions and feedback from the supervisor and the participants.

The initial questionnaire version included three parts: first, information about each participant; second, Likert-scale questions evaluating each student's perspective about the Dogme ELT activities they had experienced in class, and third, are open-ended questions to gain qualitative opinion data on their learning experience and to ask for recommendations for future change. After receiving supervision feedback, significant changes were made to the questionnaire's structure and content. The largest change overall was to the Likert-scale section (Part II) which was moved immediately after the demographics section, so there was a logical transition for respondents. To cover all the key principles of Dogme ELT - interactivity, engagement, relevance, dialogic, affordance, voice, empowerment, and critical engagement, we therefore revised the scale items we created. The new items referred explicitly to the main principles. For example, we added items which provided a statement about dialogic ("Classroom discussions allow me to consider other viewpoints"), affordance and empowerment ("I should be brought into the lesson topic discussion"), and critical engagement ("I should be encouraged to analyse the information I provide during discussions").

Further improvements to the questionnaire involved content and presentation. We improved the clarity of questions through careful adjustments in wording, improved the visual readability of the questions by spacing and positioning, and improved the open-ended section along with some justification prompts to elicit more substantive qualitative data. We added two Likert items to cover two hitherto neglected dimensions: one on student voice ("I feel my contributions are valued") and another about relevance ("Lessons should address things of personal interest"). We also optimized the layout of the questionnaire for better visual coherence, with each section having helpful instructions to further assist user understanding.

The pilot phase with third-year students validated the improvements positively and indicated that the Likert items reflected the intended Dogme ELT principles, while the open-ended questions yielded more subtle responses than intended.

2.5.2 Piloting the Teachers' Semi-Structured Interview

Before conducting the actual interviews, several modifications were made to ensure the clarity, coherence, and relevance of the questions with the supervisor's guidance. For example, one of the main changes was re-ordering questions four and five in part two to ensure a clear flow from general teaching approaches to a specific principle of Dogme ELT and their classroom use. This helped participants define this approach in their own words before discussing how to apply it. In addition, question one in the same part was reworded to get more accurate answers about the oral teaching methods being used. Some questions were added while others were removed based on the supervisor's feedback. For instance, a new question was included to find out whether teachers strictly avoid using pre-prepared materials or prefer to mix Dogme ELT with selected resources. After revisions, the updated questions were emailed to selected EFL teachers' at the Department of English at BBA University. The next section provides details about setting and sampling techniques

2.6. Setting and Sampling

This study took place in the Department of English Language at the University of Mohamed El-Bachir El Ibrahimi in Bordj Bou Arreridj (BBA) during the 2024-2025 academic year. BBA is located roughly 148 miles east of Algiers, the capital of Algeria. We chose BBA as our context for two major reasons. First, as master two students in the same department, we had immediate access to potential participants which made recruiting participants more feasible. Secondly, practical concerns, especially issues of time constraints, which will be discussed later in the study limitations, made this locus of research the most feasible context.

Random sampling approach was employed for the students and convenience sampling for teachers. According to Denscombe (2010) "from a statistical point of view randomness means that each unit should have an equal and known probability of inclusion in the sample" (p. 27). He further argues that "Randomization helps address the problem of investigator bias in the sampling". Adeoye (2023) also observed that, the collection method reflects the

probability that the chosen sample reflects the characteristics of the overall population. Given that we aimed to obtain trustworthy perspectives from students, this sampling approach is in line with simply obtaining students' perspectives on the feasibility of Dogme ELT in Oral Expression classes.

Convenience sampling allows researchers to recruit participants primarily based on their accessibility, availability, and consent to participate in the study (Creswell & Creswell, 2018). Therefore, it is a simple, cost effective, and efficient mode of sampling, especially when working with limited time (Denscombe, 2010). The teachers' participants were selected because they either learn or teach modules that address Oral Expression classrooms. The following section highlights the profile of the questionnaire and interview participants in detail.

2.6.1. Semi-Structured Questionnaire Sample

The questionnaire was administered to 99 students from the 3rd year license level. Table 2.1 details the Students' profiles.

Table 2.1:

Students' profiles

		Frequency	Percentage
Age	17 - 20	18	18.2
	21 - 23	69	69.7
	24-above	12	12.1
Gender	Male	16	16.2
	Female	83	83.8
Level	3 rd year	99	100

As shown in the table 2.1 above, most of the participants (69.7%) were between 21-23 years old, while 18.2% were younger (17-20 years old), and 12.1% were over 24. Concerning gender, the vast majority of the group were female (83.8%), with very few (16.2%) of the

participants being male. All the participants were third-year students (100%), and were therefore all at the same level of education in their program.

2.6.2. *Semi-Structured Interview Sample*

Table 2.2
Teachers' Profile

Participants	Years of experience	Academic Background
Teacher 1	8	Applied linguistics
Teacher 2	2	Language and applied linguistics (master's degree)
Teacher 3	9	Simultaneous interpretation (master's degree)
Teacher 4	3	Didactics and foreign languages
Teacher 5	8	Literature & civilization
Teacher 6	10	Didactics (master's degree) & literature and applied linguistics (magister degree)

All of the six teachers interviewed have advanced degrees related to language (see Table 2.2, above). Two teachers (Teacher 2 and Teacher 3) have a master's degree in Applied Linguistics and in Simultaneous Interpretation, respectively. One teacher (Teacher 6) has both a master's degree in Didactics and a magister degree in Literature and Applied Linguistics. The other teachers (Teacher 1, Teacher 4, and Teacher 5) have learning backgrounds in Applied Linguistics, Didactics and Foreign Languages, and Literature & Civilization, respectively. They had teaching experiences ranging from 2 years to 10 years. The mix of academic and teaching experiences provides further richness to the practical aspect of Dogme ELT in Oral English classes.

2.7. Data Collection Procedures

Following the selection of the research design and tools, completing the piloting phase, and recruiting participants, the researchers proceeded to gather data for the study. The data

was collected from the English language department of BBA University from April 7th to May 9th 2025. Data collection began with the administration of the semi-structured questionnaire for third-year license students. The questionnaire was distributed in person, spanning four sessions held after the students' regular classes over two-day period. Before distribution, the investigators introduced themselves, provided an overview of the research topic, benefited from the teacher guidance during the lesson, assured anonymity for participants, and addressed their queries during the process. Using the methodological considerations put forth by Creswell (2014), the paper questionnaires were given during scheduled class time by the researcher, allowing for response maximization, natural responses, and immediate clarification of any questions. There are inherent challenges in being able to ensure study integrity with information gathering, thus this direct approach to administering the questionnaires was appropriate. A total of 99 students' responses were collected.

During the questionnaire administration, the researchers also conducted semi-structured interviews with EFL teachers from the same department to gather their qualitative insights about the plausibility of implementing the Dogme ELT approach in Oral Expression classes. The researchers reached out to six teachers via email. They shared the interview schedule along with a consent form (see Appendix C) detailing the study. The interviews were guided by a semi-structured format containing 18 open-ended questions. One teacher opted to respond via a Google Form, while the remaining five teachers submitted their answers in a Word document format via email with several correspondences.

Once the data from both students and teachers was collected, the analysis phase began as we shall discuss in the following section

2.8. Data Analysis

This study employed a convergent mixed-methods design, which involved collecting, analysing, and then integrating both quantitative and qualitative results and findings. Creswell and Creswell (2018) outlined that data analysis in a convergent design involves three stages: first, qualitative data are coded and grouped into themes; second, quantitative data are analysed statistically; and third, the two types of data are combined. Following this, we conducted descriptive statistical analysis for the closed-ended items from the questionnaire, while the open-ended items were analysed through qualitative content analysis. For the semi-structured interview, thematic analysis was employed, following the guidelines of Braun and

Clarke (2021) which offer a structured approach to identify themes within qualitative data. The subsequent sections provide a detailed explanation of each step in the data analysis process.

2.8.1. Analysis of the Students' Semi-structured Questionnaires

The study employed a mixed-methods design in which the student questionnaire responses were analysed using quantitative and qualitative methods. In accordance with Denscombe's (2010) assertion: "a straightforward, yet rigorous way of organizing the data" (p. 241). The raw data collected from the questionnaire was coded and systematically processed using the Statistical Package for the Social Sciences (SPSS) software to generate a series of descriptive statistics. These were in the form of frequencies and percentages. Creswell & Creswell (2018) stated that, "researchers use computer programs such as SPSS ...to input, analyse, and present quantitative data" (p.183). Indeed, this analysis sought to explore how the data patterns provide clarity to students' responses, thereby not reducing their claims to numerical figures in their responses.

Furthermore, the open-ended items in the questionnaire were analysed thematically through Content Analysis. Lune and Berg (2017) suggested that content analysis is the "careful and ... systematic examination ... to discern patterns [and] themes" (p. 182). The mixed-method approach used provided a well-rounded view of the students experiencing Dogme ELT as a feasible approach for responding to participants' practical Oral Expression classrooms needs. We followed these steps:

- *Familiarization phase with the data:* we first compiled students' responses in a single Word document, and then divided the responses according to the options that they selected and read through them a number of times to identify the most common ideas.

- *Dividing the text into meaning units and condensing them:* once we had an overview of the general ideas represented, we used the highlight feature on Word Microsoft Office to highlight the most main meaning units while also condensing them.

- *Coding and Generating Themes:* we began the coding process after we had highlighted as many main meaning units as possible. We used Deepseek AI to generate codes, and our iterative process produced codes that settled upon appropriate codes in a more or less organised way within themes. The themes were distinguished according to their frequency as

well. Regarding the evidence supporting the validity of the data, we derived evidence from the respondents through their answers using Q. Number (E.g., Q.57) to represent their response.

2.8.2. Analysis of the Teachers semi-structured interview

According to Braun and Clarke (2017), Thematic Analysis is an approach used to analyse qualitative data and identify patterns that reveal insights into individuals' perceptions, beliefs, and attitudes. To analyse the data gathered from the interviews, we applied thematic analysis by following the step-by-step process outlined in existing literature (Braun and Clarke, 2012, 2017; Creswell, 2008; Maguire and Delahunt, 2017). Figure 2.2 below explains the process.

Figure 2.2

ThematicAnalysisProcess



- *Transcription and Familiarisation:*

After the collection of data through face-to-face and written interviews, we transcribed the audio recordings by converting spoken content into written text without changing the original wording (See Appendix D for a complete transcript of a teacher's interview). Each transcript was saved as a Word document, and all files were later merged into a single comprehensive document. To protect participant anonymity, we assigned pseudonyms such as Teacher 1, Teacher 2, and so on, facilitating easy reference throughout the analysis and

reporting stage. Finally, we repeated reading of the transcripts because this stage involved multiple readings which enabled us to stay closely engaged with the data and build familiarity. As noted by Miles et al. (2014), researchers can begin identifying portions of the data that directly address specific research questions during this phase to become thoroughly familiar with the data.

- *Generating Initial Codes:*

Once we reviewed the data and organized it based on its content, we started the coding process which defined as the act of identifying key categories, concepts and themes within raw data (Yin, 2018). We used an inductive coding approach, beginning with identifying initial codes to reflect the exploratory nature of our study. We applied various coding techniques, including descriptive coding (summarizing topics in descriptive words), values coding (capturing participants’ beliefs and emotions), and “In Vivo” coding (using participants’ words as they are). Table 2.3 provides an example of this stage.

Table 2.3

Example of Initial Coding from Teachers’ Interview

Data Extract	Initial Code
Teacher 01 “Conversation-driven is the most important because it builds confidence and fluency through meaningful interaction.”	Meaningful communication practice

- *Generating and Reviewing the Themes*

After identifying the codes, we grouped them into categories using colour coding. We then began forming themes by combining related codes and categories. We carefully evaluated these themes to ensure they were meaningful and accurately reflected the data (Braun and Clarke, 2012). Table 2.4 illustrates this stage of the process.

Table 2.4

Example of Themes' Generating from Teachers' Interview

Data Extract	Code	Category	Initial Theme
“It also supports critical thinking and helps learners become more active participants.”	-cognitive engagement -participatory learning	Learner development	Empowering autonomous learners
“Student-Centered learning: Dogme ELT places students at the heart of the learning process.”	-learner autonomy - pedagogical decentralization	Teaching methodology	

- Interpretation and Reporting:

In this last stage, we interpreted the results in relation to our research questions and objectives. We presented the findings clearly, offering a detailed explanation of each theme supported by illustrative quotes from participants' responses. Tashakkori and Teddlie (2020) discussed the importance of merging qualitative and quantitative results to develop more comprehensive interpretations and maximize both methods' strengths. Following this

approach, we first presented the quantitative result, then the qualitative findings, and integrated them in the discussion chapter.

2.9. Ensuring Research Quality and Trustworthiness

Ensuring quality and trustworthiness is essential to produce credible and meaningful findings. As Kvale and Brinkman (2009) emphasized, the researcher's role is central in maintaining research quality through careful planning steps. While interpretive studies may not adhere to the strict procedural frameworks of positivist research, they still achieve high quality by following key criteria (Bryman, 2008). In qualitative research, quality and trustworthiness are assessed through four key indicators: credibility, transferability, dependability, and confirmability (Kumar, 2011). These indicators are essential to increase research validity and reliability. In this regard, Creswell and Creswell (2018) explained, qualitative validity involves employing specific procedures to ensure the accuracy of research findings, while qualitative reliability refers to the consistency of the research process across different researchers and various studies. Therefore, we employed different steps as mentioned below.

2.9.1. Credibility

Credibility is a cornerstone of trustworthiness in qualitative research, reflecting the extent to which findings align with participants' realities. Merriam (2009) defined credibility as "how congruent are the findings with reality" (p. 213), while Macnee and McCabe (2008) described it as the degree of confidence that can be placed in the truthfulness of the results. To enhance credibility in this study, we adopted a triangulation strategy, which involves using multiple instruments, sources of data, or researchers to cross-verify findings (Denscombe, 2010). Specifically, data were collected through both questionnaires and interviews, engaging perspectives from both teachers and learners to allow for a deeper exploration of the topic. This methodological diversity not only enriches the data but also helps to validate interpretations and minimise potential bias (Bryman, 2008; Bouacha, 2021).

Additionally, verbatim quotations were integrated into the analysis to support the researchers' interpretations and ground them in participants' voices. As Creswell and Creswell (2018) explained, "good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background, such as their

gender, culture, history, and socioeconomic origin” (p. 275). In line with this, we engaged in ongoing reflection throughout the data collection and analysis phases to remain aware of and mitigate potential researcher bias, further contributing to the credibility of the study.

2.9.2 Transferability

Transferability refers to how well the results of a qualitative study can be applied to other contexts or environments. According to Kumar (2011), this is possible when the researcher offers a comprehensive and transparent account of the research process. In line with this, we have outlined the research design, study setting, participant selection, data collection methods, and analysis procedures, justifying each step. This level of detail supports the potential application of our findings to comparable settings.

2.9.3 Dependability

Kumar (2011) noted that dependability in qualitative research aligns closely with the concept of reliability in quantitative research. To ensure dependability, we maintained consistent communication with our supervisor throughout various stages of our data collection and analysis, seeking guidance and assistance. Furthermore, we provided a clear step-by-step overview of our data-gathering process. By incorporating both quantitative and qualitative approaches, this method enhances the depth of analysis and permits other researchers to assess the validity and reliability of the findings (Bouacha, 2021).

2.9.4 Confirmability

This criterion ensures that research findings are derived primarily from participant responses and researcher interpretations, rather than being shaped by researcher biases or values (Denscombe, 2010). This guarantees that the research findings are objective and based strictly on collected and analysed data (Bouacha, 2021). To address confirmability, this study relied heavily on raw data obtained from interview recordings and questionnaire answers. The interpretations remained aligned with the perspectives and experiences of the participants. Moreover, transcript quotations were included as supporting evidence through the synthesis process, assuring faithfulness to participants’ voices.

2.10. Ethical Considerations

Ethics play a fundamental role in research (Merriam & Grenier, 2019). Hence, we aimed to ensure that our study adhered to ethical guidelines following the British Educational Research Association ethical standards (2018). To uphold these principles, we employed the following measures:

We clearly informed both teachers and students that their participation was entirely voluntary, outlining potential risks and benefits while emphasizing their right to withdraw at any time.

All teachers were required to sign a consent form, which was sent via email. This form contained a comprehensive explanation of our research topic and objectives to address ethical concerns.

To protect confidentiality, participant's names and identities were safeguarded by assigning pseudonyms or numerical codes (e.g., Teacher1, Teacher2) rather than using real names, which remain known only to the research team.

Merriam and Grenier (2019) stated that the study trustworthiness is determined by the integrity of the researcher. In this case, we maintained objectivity throughout data collection and analysis, ensuring the participants' views were represented accurately and uninfluenced by personal bias.

2.11. Research Limitations

Despite the study's careful and thoughtful methodology, several limitations may influence the interpretation of its findings that must be recognized. Among these is the limited availability of scholarly literature addressing the feasibility of integrating Dogme ELT principles within the Algerian context. The lack of existing research may have impeded our efforts to construct a comprehensive literature review and to interpret the data well. Due to time restrictions, the study could not extend to include the perspectives of teachers and students from a wider range of Algerian universities. Although the research involved 99 third-year students and six teachers, which, while providing valuable insights, it may not fully reflect the broader views held by different instructors and learners across Algerian universities.

Given the exploratory and qualitative nature of the study, the generalization of findings was not the objective; nevertheless, the limited sample size and scope may restrict the representation of the perspectives. Furthermore, the limited number of participating teachers may have shortened the pilot phase, affecting the depth and the quality of the data obtained. It is also worth noting that most teacher responses were provided in written form rather than face-to-face interviews. As a result, the responses may have lacked depth and failed to capture the full richness of the participants' insights. Therefore, acknowledging the limitations of our research enhances a clearer understanding of the study's scope and prepares future researchers for the challenges they may face in similar settings.

Conclusion

In this chapter, we attempted to illustrate in details the research methodology including the research paradigm, approach, design, setting, data gathering tools and procedures, and data analysis process. We also considered the diverse analysis techniques adopted for data analysis (statistical and qualitative content analysis for the semi-structured questionnaire data, and thematic analysis for the semi-structured interview data. Multiple steps were taken, each with a focus on ethical considerations and, in particular, how to improve the quality of the researchers' credibility. Additionally, the limitations of the study were acknowledged to provide a transparent and balanced view of the research process. In the next chapter, the results and findings of this study will be presented.

Chapter 3: Results and Findings

Introduction

This chapter presents the data collected from the research instruments into three parts. The first part surveys the questionnaire results resulting from the quantitative descriptive statistics in representative tables and pie charts, as well as the qualitative content analysis of the open-ended items. The second part details the findings from teachers' semi-structured interviews, analysed through thematic analysis to identify recurring patterns and insights. The third part synthesizes both quantitative and qualitative results and findings—drawing from students' questionnaires and teachers' interviews—presented under four sections: the teachers' perspectives on Dogme ELT, the role of integrating Dogme ELT in Oral Expression classes, the challenges and obstacles of integrating Dogme ELT, and the suggestions for the implementation of Dogme ELT in Oral classrooms in order to provide a holistic discussion of the feasibility of integrating Dogme ELT in Oral Expression classrooms.

3.1. Students' Semi-structured Questionnaire Results

This section presents the results from the student questionnaire. The quantitative results of the Likert Scale items will be presented first with supporting frequencies and percentages. This is followed by additional quantitative items, which are then introduced, along with the qualitative findings, enriched by excerpts from the student responses

3.1.1. Students' Perspectives on the Advantages of Using Dogme Principles

Table 3.1

2.1 .Students' Perspectives on the Advantages of Using DogmePrinciples

N	Statements	SD	D	N	A	SA
1	Participating in classroom discussions enables me to learn grammar naturally (i.e., without studying the rules).	4 4%	20 20.2%	22 22.2%	43 43.4%	10 10%
2	Participating in classroom discussions enables me to use words more effectively.	4 4%	4 4%	10 10.1%	63 63.6%	18.2 18.2%
3	Classroom discussions allow me to explore diverse perspectives on various topics.	4 4%	4 4%	14 14.1%	53 53%	24 24.2%
4	I feel that my contributions and ideas are valued during lessons.	0	11 11.1%	24 24.2%	42 42.4%	22 22.2%
5	I should be included in choosing the topic of the lesson.	2 2%	19 19.2%	28 28.3%	34 34.3%	16 16.2%
6	Classroom lessons should address both academic goals and personal learning interests.	0	2 2%	12 12.1%	45 45.5%	40.4 40.4%
7	I should be encouraged to analyse information during classroom conversations.	4 4%	0	27 27.3%	50 50.5%	18 18.2%
8	I should be encouraged to think critically during class discussions.	4 4%	0	27 27.3%	52 52.5%	20 20.2%
9	I should be encouraged to reflect on my learning process and identify areas for improvement.	4 4%	10 10.1%	21 21.2%	56 56.6%	8 8.1%
10	Class materials and discussions should challenge me intellectually and creatively.	0	6 6.1%	10 10.1%	47 47.5%	36 36.4
11	My teacher encourages spontaneous conversations rather than following a strict syllabus.	3 3%	14 14.1%	30 30.3%	42 42.4%	10 10.1%
12	My teacher provides opportunities for students to collaborate through problem-solving or debates.	6 6%	7 7.1%	26 26.3%	40 40.4%	20 20.2%
13	My teacher adapts activities and discussions to our classroom needs and emerging interests.	6 6.1%	9 9.1%	12 12.1%	52 52.5%	20 20.2%
14	My Oral Expression teacher provides opportunities to interact with my classmates.	8 8.1%	10 10.1%	17 17.2%	44 44.4%	20 20.2%
15	My Oral Expression teacher uses audio-visual materials (e.g., pictures, videos, recordings, etc.) to enhance lessons.	8 8.1%	18 18.2%	15 15.2%	36 36.4%	22 22.2%
16	I often participate in interactive games (e.g., picture descriptions, Pictionary, etc.) to enhance my communication skills.	12 12.2%	8 8.1%	26 26.3%	31 31.3%	22 22.2%
17	I often take part in simulations (e.g., role-playing activities) to practice real-world communication.	6 6.1%	16 16.2%	22 22.2%	45 45.5%	10 10.1%
18	I feel that my contributions and ideas are valued during lessons.	10 10.1%	8 8.1%	27 27.3%	40 40.4%	14 14.1%

Note. SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree

The Results from the Likert scale items in the questionnaire indicate mostly positive perceptions amongst the respondents toward classroom discussions and active learning strategies. In regards to Statement 1, 53.4% of respondents were in agreement that engaging in classroom discussions allows them to naturally learn grammar, while 24.2% of respondents disagreed or strongly disagreed with this. This may indicate we have moderate perceptions regarding implicit acquisition of grammar. With Statement 2, 81.8% of respondents agreed that discussions help them use words more deliberately, while 08% disagreed. Furthermore, 77.2% of respondents agreed that class discussions allow them to entertain various perspectives (Statement 3). In Statement 4, the responses reflected that 64.6% of students felt their contributions and ideas were honoured, although 11.1% of students disagreed.

In addition, Statement 5, only 50.5% of respondents agreed with this statement—the inference that they should have a say in selecting the lesson topic based on their interests, this indicates some limited interest in participating with a degree of choice and agency. 21.2% of respondents disagreed with the statement. A strong proportion of 85.9% of respondents agreed that lessons should cater to both academic knowledge, as well as their personal interests showcasing strong support for learner-centred material (Statement 6). Statements 7, 8, and 9 all show a reflected value of higher-order thinking: 68.7% of respondents agreed they should be able to analyse information (Statement 7), 72.7% agreed they should be able to think critically (Statement 8), and 64.7% agreed they should reflect on their own learning process (Statement 9).

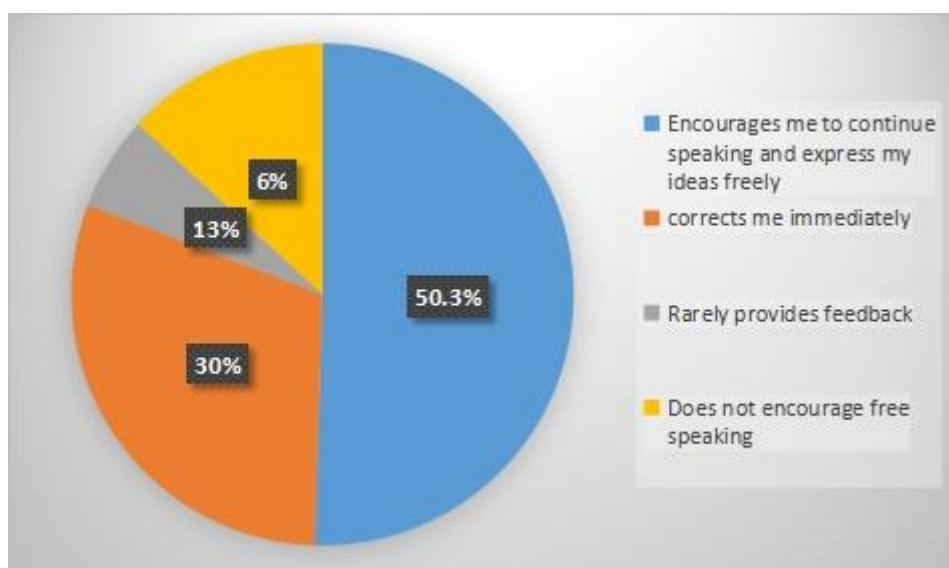
Regarding Statement 10, to provide an intellectual and/or creative challenge for them using lesson-related materials and discussion, 83.9% of respondents agreed with the statement and disagree with the statement. In Statement 11, over half of respondents (52.5 %) felt the teacher encouraged spontaneous conversation (while 17.1 % disagreed). In Statement 12, 60.6 % of respondents agreed that the teacher facilitated collaborative inquiry in the form of problem-solving or argumentation during lessons, although 13.1 % disagreed. For Statement 13, 72.7 % agreed that teachers made adjustments to lessons based on student needs and interests as variables, which is a demonstration of responsive practice. In Statement 14, 64.6 % of respondents felt they also had opportunities to interact with classmates, although 18.2 % disagreed.

In response to Statement 15, 58.6 % felt audio-visual resources had been utilized effectively, and 26.3 % disagreed. Statement 16 indicated that only 53.5 % of students had the opportunity to engage in interactive games, while a larger percentage (20.3 %) disagreed, indicating that not all interactive strategies were implemented or consistently applied. In Statement 17, the percentage who reported participating in a simulation or role-play activity was lower at 55.6 %, however, 22.3 % of students disagreed, which suggests a similar trend in implementation. In Statement 18, which is a repetition of item 4, the number of respondents who agreed that their ideas were valued was 54.5 %, which reconfirms the earlier data but also signals a potential gap in perceived inclusion.

3.1.2. Students' Perspectives on the Teacher's Reaction to Mistake Making

Figure 3.1.

3.1. How does your teacher react when you make mistakes while speaking?



According to the information provided in Figure 3.1 above, when we asked students about their teacher's reaction to mistake making, slightly over half of them mentioned that the teacher encourages them to continue speaking and express their ideas freely. The analysis of the open-ended items revealed that the students who noted that they are encouraged to speak freely by their teacher felt more confident as one student (Q.15) mentioned:

“Encourage student when they make mistakes while speaking make them more confident”

Moreover, the chart also showed that 30.3% of the participating students noted that their teacher corrects them immediately when they make mistakes. These justified their answers by the fact that correctly mistakes enable them to avoid making them again as suggested by respondent (Q.28):

“To avoid making mistakes again”

Furthermore, only 13.1% and 6.1% respectively of them noted that their teacher does not encourage them to speak freely or provide any feedback. A student (Q. 77) justified this by noting that the teacher doesn't allow them to finish their answers

“Sometimes He doesn't let me complete my answer”

However, one of the students (Q.47) noted that the teacher doesn't react to their mistakes in order avoid making them uncoverable or ashamed.

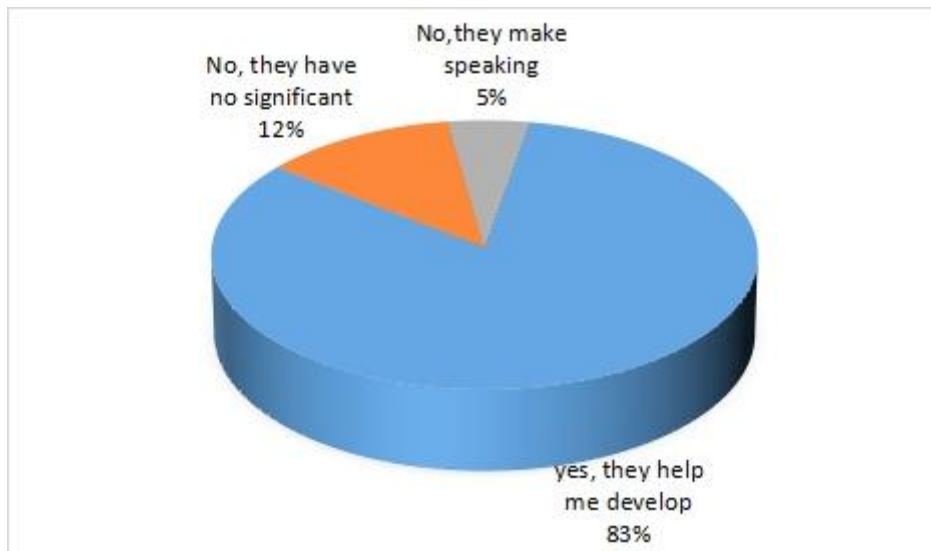
“The teacher tries not to judge us or make us feel shame”

In brief, based on the respondents' answers, it appears that the teachers have different reactions to students' mistakes making. Such difference can be attributed to differences in their teaching beliefs and styles.

3.1.3. Students' Perspectives regarding the Impact of Conversation-Driven Lessons on Their Oral Proficiency

Figure 3.2

3.2. Do you think that conversation-driven lessons impact your oral proficiency?



When asked whether classroom discussions help develop students' speaking skills, the overwhelming majority (82.8%) indicated that it surely does help them develop their Oral competency and idea expression. In this regard, Q.37 noted:

“Different topics and spontaneous dialogues let to express my ideas and help the speaker to be flexible”

However, 12.1% indicated that the conversation-driven lesson type has no significant impact on their oral proficiency while 5% of them noted that it makes speaking difficult for them. One student justified his answer by noting that the type of lessons provided in their oral classes focus more on guided presentation with topics mostly suggested by the teacher. One of the respondents (Q.36) further explained:

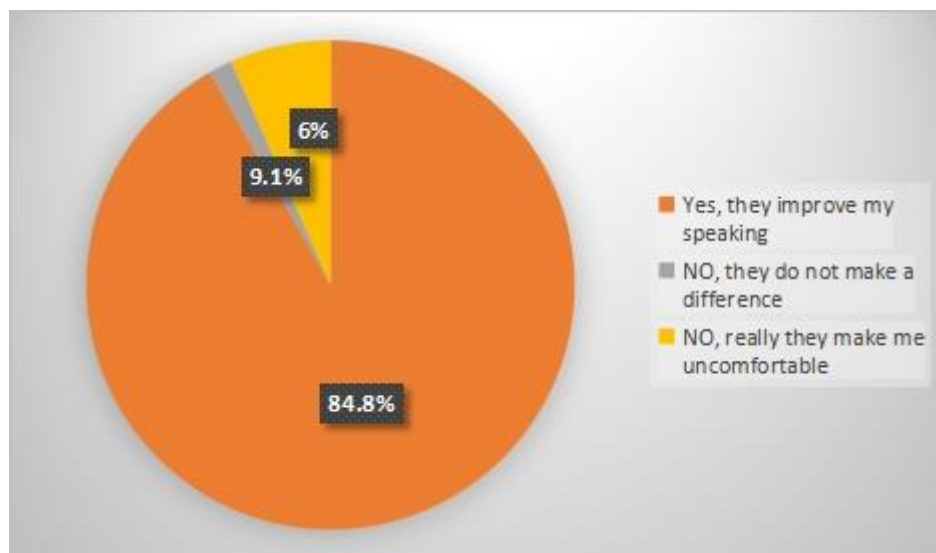
“Because we are not studying oral expression with the right way, we are just making presentation with suggested topics.”

It can be said that classroom discussion can improve students' speaking proficiency as long as it is not based on topics that teachers controlled. This highlights the need for more genuinely authentic and students-led interaction.

3.1.4. Students' Perspectives on the Impact of Personalised Classroom Discussion on their Speaking Skills

Figure 3.3.

3.3. Do you think that classroom discussions based on your personal experiences and interests affect your speaking skills?



As noted from the above figure, the majority of the students (84.8%) agreed that having personalised classroom discussions impact their speaking skills. In this regard, Q.42 argued:

“That really contribute to the improvement of our skills.”

Nevertheless, a notable 12.1% of the students noted that they do not influence their ability to speak freely. As noted by Q.57:

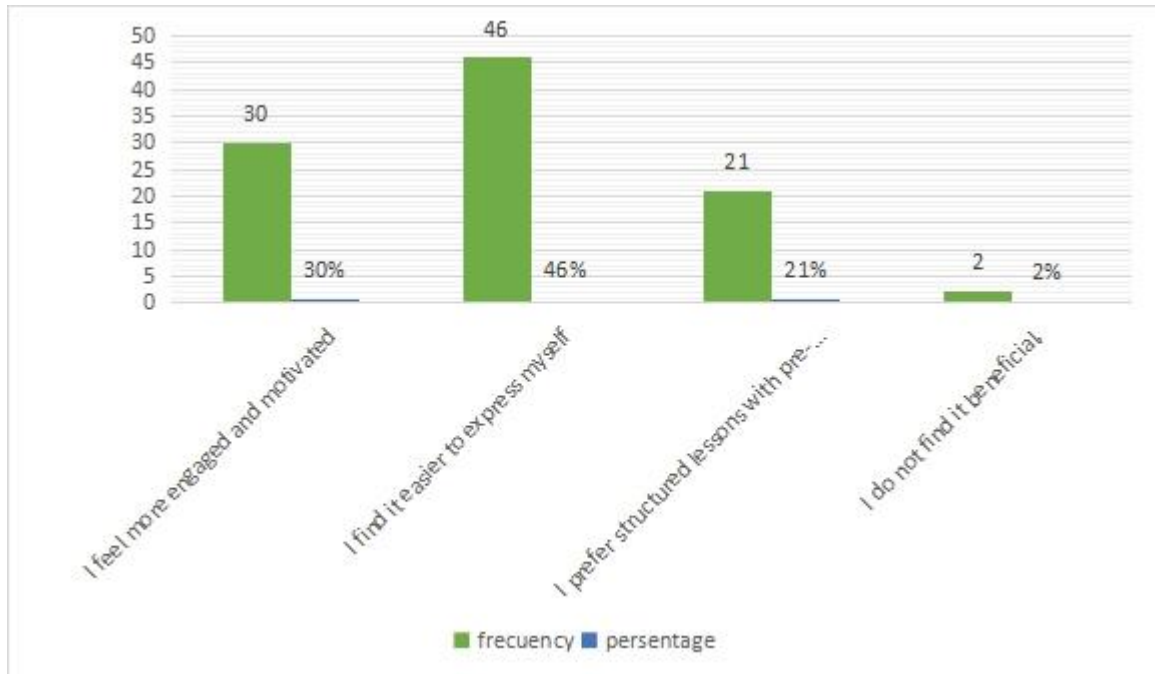
“Personally, it does not make much of a difference whether the topic is personal or not as long as I’m free to speak”

It appears that most students perceived personalised classroom discussions as a meaningful way to develop verbal skills, emphasizing the relevance and engagement components of Oral Expression classrooms. However, some students indicated that topic personalisation did not matter much, which could mean that freedom to speak was more important for some students. The authors of this study remind us of the value of personalisation relative to opportunities for open expression.

3.1.5. Students' Reactions to Personalised Classroom Discussion Topics

Figure 3.4.

3.4. How do you feel when classroom discussions focus on your chosen topics?



It can be noted from the above chart that almost half of the respondents (46.5%) preferred the interactive classes to passive listening to a teacher lecturing on the topic, indicating they found interactive classes easier to follow as confirmed by Q.67:

“Because you are already having some idea to explain them and contribute in the lesson”

Moreover, 30.3% said they like personalised classroom discussions because it made them feel engaged in the lessons as noted by Q.75:

“I feel free to express my ideas related to the topic, which makes me more comfortable... not feeling shy.”

Nevertheless, 21.2% of the respondents' students preferred explicit, organized lessons while two students (2%) did not find any value in the oral classes. as confirmed by Q.69:

“Because of the type of topics, they talk about”

In summary, even if the majority of students favoured interactive, individually-focused discussions to foster comfort and engagement, a minority still preferred a more structured, teacher-led lesson format. This indicates that while learner approaches generally work, there are still student preferences, highlighting the importance of creating a classroom climate that allows for balance and inclusivity.

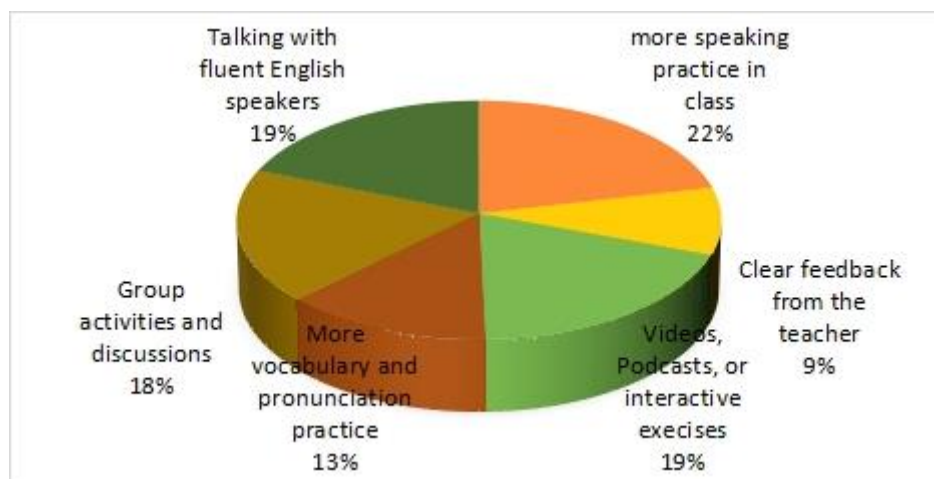
3.1.6. Students' Suggestions and Recommendations

The questionnaire included a section on the types of support students would like to have to support their learning and how their ideal Oral Expression class would be. The findings give us a clearer understanding of how learners picture useful support in a speaking-focused class, and what practices may align with Dogme ELT principles, such as learner autonomy, media use, and interaction.

3.1.7. Students' Preferred Support and Resources

Figure 3.5

3.5. What additional support or resources would help you feel more confident and comfortable speaking English?



When asked about what support they want to receive in Oral Expression classes, the students mostly selected more speaking time (55.3%) as their preferred type of support. One of the students (Q.47) justified their answers mentioning that:

“The most significant thing in our third-year level is to practice speaking intensively”

The second mostly rated option was videos and podcasts and more talking in class, with a percentage of 48.9% which means students appreciate learning with media and talking; as Q.57 answered;

“Movies, music and books help a lot too”

Students also selected group activities (46.8%) as their 4th preferred support type. As Q.74 declared:

“Such as: movies, travel, conversations with friends.”

Conversely, the need for more vocabulary support was expressed by 34% of the students; perhaps this reflects a sense that their vocabulary needs were not being met during the lexical development stages of Oral Expression classes. as expressed by Q.25:

“I like when I speaking it is the best way to improve my pronunciation”

However, only 23.4% of students expressed a need for clearer feedback but not always as an area for improvement. as Q.26 justified:

“Because I am an auditory learner”

More positively, the results overall suggest students wanted a more active and media-rich and more interactive-learning based class that aligns with communicative and Dogme ELT foundational principles.

3.1.8. Students’ Ideal Oral Expression Class

When asked about what their ideal Oral Expression classes would look like, the participating students noted that their desired Oral Expression course encouraged spontaneity, variability in discussion and content, and comfort with emotional expression.

In regard to spontaneous vocations and debates, many students explained their importance as features of a good class. For example, one student expressed by Q.92

“Has debates, spontaneous speaking.”

Other students mentioned features of good interactive activities, as exemplified by Q.86:

“Games, role plays, activities.”

Students also wanted an emotional low anxiety setting of which learners may feel empowered to speak as noted by Q.85:

“Encourage my students to speak spontaneously without getting anxious about my feedback or their classes feedback.”

Student also wanted to have space to discuss topics that matched their interests as mentioned by Q.81

“The teacher gives us a specific topic that we are interested in so we can speak freely and also gives us podcasts or videos to help us interact in.”

Similarly, others emphasized the significance of freedom of expression and dialogically collaborative dialogue as answered by Q.73:

“Both teacher and students have the freedom to express their thoughts and have an going conversation rather than presenting certain topics under pressure.”

In conclusion, students' ideal oral expression class descriptions show a strong preference for a spontaneous, interactive, and emotionally supportive environment. Students prefer freedom of expression, low-anxiety participation, and discussions that revolve around what the students are interested in. These preferences are closely aligned with the principles of Dogme ELT, which emphasize the importance of learner conversation-driven instruction.

3.1.9. Students' Recommendations for Improving their English Language Learning

The participating students indicated a need for both early exposure, practical resources, innovation, and student motivation. One theme that emerged across the recommendations was an opportunity to introduce English and especially oral skills at the primary level. For instance, one participant noted by Q.89:

“I think we should adapt the English language from the primary and especially the oral skill in order to not get a difficulty in the future.”

Furthermore, many students highlighted the importance of student encouragement and engagement which highlights the significance of motivational teaching and varied class activities. To illustrate, Q.79 who wrote:

“Encouraging students is actually most important thing to do learning should be fun and contain multiple activities. “

The findings in thousands of student questionnaires showed strong acceptance of the Dogme ELT principles, specifically centred on learning and teaching opportunism, interaction and spontaneity. The quantitative responses to the Likert scale items revealed a strong preference for class discussions, opportunities for critical thinking and using content that was entertaining and personally relevant. The qualitative comments reinforced their desire for socially-emotionally supportive, interactive contexts where the students could express themselves with confidence. Some inconsistencies were noted with respect to learner agency, vocabulary support and the implementation of interactive activities, however. Above all, the research demonstrates the need to devote more attention to creating flexible, multimedia-rich, and responsive Oral Expression classes that empowered learners and supported real language use. In the subsequent section we present the findings obtained from the thematic analysis of the semi-structured interviews.

3.2. The Semi-structured Interviews’ Findings

In this section, we present the findings of the interviews into four main themes that reflect the participants’ views and experiences regarding the plausibility of integrating the Dogme ELT principles in Oral classes. The section begins with findings regarding teachers’ perspectives on Dogme ELT. This is followed by their perceived role of Dogme ELT in enhancing Oral Expression classrooms. The section then moves to showcasing the findings regarding the challenges and obstacles encountered in implementing this approach. Finally, the section concludes with the participants’ suggestions for effective integration of Dogme ELT principles into Oral Expression classes. It is worth noting that each theme is divided into subthemes accordingly.

3.2.1. Teachers’ perspectives on Dogme ELT

This theme represents the key insights shared by the participants regarding their perspectives on Dogme ELT. According to their views, this approach is seen as an effective,

learner-centred approach that prioritizes real communication, encourages spontaneity in language use, and reduces the dependence on pre-planned materials.

3.2.1.1. Teachers' definition of Dogme ELT

The participants' teachers demonstrated a clear understanding of Dogme ELT as a conversation-driven, learner-centred approach as most teachers articulated its pillars with a strong emphasis on spontaneity, minimal use of materials, and real-time language development. For instance, Teacher 2 described Dogme ELT as:

“An approach that focuses on real communication and spontaneous language use rather than planned lessons. It encourages teachers to build lessons around student interaction and emergent language.”

Similarly, Teacher 4 explained:

“Dogme ELT is a teaching philosophy that encourages teachers to focus on: Conversation-driven teaching – using natural dialogue in the classroom as the main tool for learning. Materials-light lessons – minimizing the use of pre-prepared materials and focusing instead on what emerges in class. Emergent language – paying attention to the language learners produce and need in real time, and building the lesson around that ... In short, Dogme ELT is about stripping teaching back to its essentials: the teacher, the learners, and the conversation between them.”

It appears that the participating teachers hold an acute awareness of the main pillars of Dogme ELT and its flexible nature.

Nevertheless, teacher 6 explained that the approach is more suitable for students with high motivation level and fluency.

“Dogme is an approach based on spontaneous conversation without prepared materials ... works well for motivated and fluent students... It benefits more students with good level as it helps them become more active and confident, allowing them to express their ideas freely and naturally without fear or shyness”

The above quote underscores a practical insight into when the approach may be most effective. This suggest that Dogme ELT may be less effective with lower-level students who

might require more structured guidance. This distinction introduces a critical consideration regarding the adaptability of this approach to varied learners.

Overall, the responses reveal a clear and coherent understanding of Dogme ELT, with particular emphasis on its core tenets which are authentic conversation, minimal materials, and focus on emergent language.

3.2.1.2. Teachers' Conceptualisation of Dogme ELT Pillars

The Participating teachers not only recognized the three pillars of Dogme ELT, rather they also identified the most important one among them. Their answers reflect the consistent appreciation for the interconnected relationship between Dogme's ELT core pillars. Teacher 3 provided a detailed explanation of the interconnectedness between the pillars, stating:

“Conversation-Driven and Emergent Language work hand-in-hand to create a dynamic and interactive classroom. They allow students to practice language in a natural, unforced way, which is crucial for developing fluency and confidence.”

This quote highlights how the participant viewed the interactive conversation and the natural production of language as essential tenets for building fluency, especially when students are not restricted to fixed materials.

Further emphasizing the importance of teachers' responses, Teacher 4 expressed her preference for the emergent language pillar, stating:

“While all three pillars are interconnected and valuable, focusing on emergent language brings out the full potential of the other two: it turns conversation into learning and makes materials unnecessary ... It allows teachers to address exactly what learners need at the moment, making learning more relevant and efficient. It leads to deeper learning, because students work with language that comes from their attempts at communication.”

The above quote highlight how emergent language can serve as a beneficial tool for both teachers and students, allowing them to create a suitable learning environment.

Furthermore, Teacher 1 pointed out that conversation-driven is the most important pillar she was familiar with and considered essential:

“I think conversation-driven is what I am familiar with and consider important because it helps both the teacher and the learner to understand key elements of the whole learning process.”

This viewpoint is further emphasized by Teacher 2 who holds that:

“The main pillars are conversation-driven teaching, being materials-light, and focusing on emergent language. I find “conversation-driven” the most important because it builds confidence and fluency through meaningful interaction.”

Teacher 5 also prefers the conversations as the most important and useful for students. He argued that:

“Conversations are very important because they open up new opportunities for students. Usually, for them to understand the lesson first and even for the language to have more opportunity to improve their language, especially speaking.”

Additionally, another participant (Teacher 6) noted the significance of spontaneity and Dogme’s material-light aspect, even though her understanding of the entire approach was limited. She remarked:

“Not fully, but I know it focuses on spontaneity and not using materials. I think spontaneity is the most important because it helps students speak more naturally.”

It appears that teachers’ responses showed an appreciation for the three precepts of Dogme ELT with each teacher’s view toward the most important pillar aligning with their teaching experiences. Whether focusing on emergent language, conversation-driven learning, or minimal use of materials, the participants demonstrated an understanding of how these pillars contribute to a more spontaneous, authentic, and responsive classroom environment.

3.2.2. The Role of Integrating Dogme ELT in Oral Expression classes

This theme captures the key perspectives of the participants regarding the significance of integrating Dogme ELT into Oral Expression classrooms.

3.2.2.1. Real-Life Relevance: “It reflects the learner’s world.”

Many teachers shared the point that bringing Dogme ELT into Oral Expression transforms classroom learning into a space for genuine conversations. They described it as an approach that gives students freedom to speak more naturally. For example, Teacher 1 declared:

“Most learners look for opportunities to express themselves and exercise their agency in their own learning ... The main benefit is making learning closer to real life success.”

From her quote, participant 1 highlighted one of the core principles of this approach which focuses on situating language use within meaningful, real-world contexts. Similarly, teacher 2 mentioned that DogmeELT makes lessons more personal and relevant:

“Because it gives them space to speak freely and express their opinions. It helps them build personal connections to the language.... especially when I noticed that students were more engaged in discussions and activities that came naturally from our conversations.”

3.2.2.2. Focus on language experiment and Engagement

Additionally, Teacher 4 noted that Dogme ELT allows students to be active participants instead of receiving language passively. According to her, Dogme ELT creates a space where learners can develop their communication styles, rather than simply focusing on using the language correctly. She argued:

“Student agency is at the heart of the approach, meaning that learners are not passive recipients of language. They actively engage with the target language in ways that feel meaningful to them. Moreover, by focusing on spontaneous, real conversation, Dogme provides the kind of environment where students can experiment with language and develop their own preferred modes of communication, rather than just learning “correct” forms.”

In the same vein, Teacher 2 further explained the cognitive and pedagogical advantages of Dogme ELT principles:

“The benefits include more student engagement, real-life communication practice, and the opportunity to adapt the lesson to the learners’ needs in real-time. It also supports critical thinking and helps learners become more active participants.”

The above response advocates for the significance of Dogme ELT principles in enhancing critical thinking skills. In addition to the flexibility to respond to learners’ needs that makes the lessons more dynamic, providing them with the opportunity to take an active role in shaping their learning process.

It can be noted from the above interview extracts that the participating teachers are aware of how Dogme ELT can enhance Oral Expression classrooms by grounding language use in students’ real-life experiences and prioritizing authentic communication and personal relevance. Thus, it can be said that lessons built around spontaneous interaction between the teacher and the learners lead to natural development of language.

3.2.2.3. Minimalist, Resource-Light Value.

Many teachers recognized the value of Dogme ELT as a minimalist and low-resource approach. They stressed that it reduces dependence on textbooks and pre-planned materials, making the learning process more natural through students’ interaction and authentic communication. Teacher 4 noted that:

“Unlike traditional methods that rely heavily on textbooks and rigid structures, Dogme encourages teachers to be responsive to learners’ immediate needs, making it highly relevant in today’s diverse and dynamic classrooms... It encourages learners to be active participants, rather than just following a syllabus.”

The above quote from teacher 4 highlights Dogme's ELT merit is in having less reliance on materials and heavy prepared content to draw language and ideas from the learners themselves. Teacher 3 further validate this point and declared that going beyond pre-planned materials allows for more learner-centred teaching. She explained:

“Dogme ELT encourages teachers to strip away unnecessary elements and focus on the essentials: meaningful communication and language development. This often means less focus on formal grammar drills or rigid lesson plans.”

It appears that Dogme ELT brings learning back to its roots-conversation, and real engagement. Instead of sticking to textbooks and predetermined lesson plans, it puts students at the centre of the learning process, shaping the content around their needs and interests. This approach makes learning feel more natural and interactive, promoting genuine communication and active participation.

3.2.2.4. Flexibility and Creativity:

In particular regard to adaptability and creativity, teachers had positive comments on Dogme ELT because lessons could be tailored to suit learners' needs in the moment. Unlike overly structured plans, Dogme ELT invites teachers to tune in to students' interests and the vibe of the class, as Teacher 3 elaborated:

“Dogme ELT has a profound impact on students' creativity in language use and expression precisely because it strips away artificial constraints and prioritizes authentic, student-driven communication.”

Furthermore, Teacher 2 further noted that Dogme ELT boosts students' creativity:

“It [dogme ELT] encourages creativity by allowing spontaneous speech and by using student-generated topics. They are not limited by textbooks or fixed dialogues.”

The above quotes clearly show that this approach encourages creativity by breaking away from rigid lesson plans and giving students the space to express themselves more naturally. This kind of freedom helps them become more confident and imaginative in using the language.

In the same vein, Teacher 4 commented on the impact of Dogme ELT on learners' language use and usage. She further explained:

“Dogme ELT has a significant impact on students' creativity in language use and expression, largely because of its focus on authentic, spontaneous communication and its minimal reliance on predetermined materials.”

Moreover, Teacher 5 expounded the notion that when lessons are adaptable, students feel more involved in participating:

“When learners meet me, they meet themselves at the centre. For example, not just giving the lesson directly. I try to engage my students usually with different topics. Something that I call flexibility ... You shouldn't, for example, provide students with heavy teaching resources like we have in high school or some teacher's data at the university or when you teach English for specific purposes. Usually sometimes, some lessons, they can be generated by learners and they can direct the lessons by them.”

According to teachers' viewpoints, incorporating Dogme ELT principles in Oral Expression classrooms is crucial as it promotes authentic communication, improves students' engagement, and supports the progress of fluency and confidence. Moreover, participants emphasized that Dogme ELT creates a more learner-centred environment that values individual expression, encourages creativity, and fosters a more dynamic and interactive oral learning experience.

3.2.2.5. Teachers' Use of Dogme ELT's Principles.

The teachers in the interviews shared a variety of experiences with the Dogme ELT approach, applying its principles in different ways. Their responses reflect both practical experience and pedagogical awareness, highlighting how Dogme ELT is adapted to suit different teaching contexts and learner needs. For instance, Teacher 1 indicated an alignment with Dogme's ELT core tenets, suggesting that:

“Yes, I do apply most of its principles.”

Similarly, Teacher 4 provided more detail about when and how she incorporates Dogme ELT in her teaching:

“I often apply the Dogme ELT approach in practice while teaching, especially in my oral expression classes.”

This quote sheds light on the relevance of Dogme ELT in speaking-focused lessons. Thus, its principles are particularly effective in classes that aim to develop communicative fluency.

Moreover, Teacher 2 articulated a flexible application of the Dogme principles, noting that:

“Yes, I have used parts of it, especially when I noticed that students were more engaged in discussions and activities that came naturally from our conversations.”

Here, Dogme ELT principles are not applied in a fixed way, instead, the teacher uses them when they fit naturally into the flow of classroom conversation. She observed that when students are engaged, it becomes easier to implement the Dogme ELT in practice.

Teacher 5 emphasized the importance of learner-centred education over adherence to rigid content. He reported that:

“I think I applied some of the important concerns in the conversation on hand. When do you focus about the learner first? Because, I think, the Dogme approach usually focuses on the learner, not providing the students with a heavy course.”

It is worth noting that participant 5 appreciates Dogme’s ELT focus on the learner rather than heavily structured content. He associated this approach with reducing the over-reliance on instructional tools and providing space for students’ needs to guide the flow of the lesson.

Nevertheless, Teacher 6 shared another perspective, initially adopting the Dogme ELT approach out of necessity, but later adapted it based on student proficiency level. She stated that:

“When I started teaching at university, I had no materials during my first year of teaching Oral Expression to first year students, and was too busy designing other three modules, so Dogme seemed as a good approach to implement. However, during the second semester of the same year I shifted away from it because the students’ level was too low and they needed clear structure and guidance. However, with third year students, I use an ‘adopted version’ of the approach that meets my students’ needs and I find the approach in general quite effective and I have been integrating it the whole year.”

According to her, it was less suitable for lower-level learners while it was effective with third-year students, using a modified version tailored to their needs.

3.2.3. Teachers' Perceived Challenges and Obstacles of Implementing Dogme ELT

Although all of the interviewees appreciated the benefits of Dogme ELT, they also raised some issues related to its application. These include contextual limitations and methodological inconsistencies in applying the approach to real classrooms, difficulties related to classroom management, institutional necessities, and learners' readiness.

3.2.3.1. Classroom and Contextual Constraints

The issue of class size is considered a significant factor that influences the feasibility of applying Dogme ELT principles. As Teacher 1 noted:

"It is more practical when the learners' number does not exceed 15 in the classroom. In case of a large number of learners, I do not think it would be practical."

Additionally, Teacher 3 supported this idea by declaring that:

"Dogme thrives in small groups where spontaneous interaction is manageable."

These perspectives reveal that student numbers play an important role in determining the practicality of integrating Dogme ELT. Teachers stressed that this approach works most in smaller groups, where they can foster dynamic discussions and respond to learners more individually.

3.2.3.2 Issues of Shifting from Structured Approaches

One of the key points that the participating teachers found to be an obstacle to the integration of Dogme ELT concerning the dependence on pre-planned materials and rigid syllabi within the teaching contexts. In this regard, Teacher 3 summed up this challenge succinctly:

"Some challenges include classroom management, lack of structure, and difficulty covering a full syllabus... Some students and teachers may feel uncomfortable without the structure of a textbook or pre-planned syllabus, especially in exam-focused or highly structured learning environments... Teachers accustomed to textbooks may feel unprepared."

This viewpoint highlights a potential obstacle in implementing the Dogme ELT approach where teachers may struggle with the absence of structured materials. In contexts where curricula and exams dominate, the lack of a fixed syllabus can lead to uncertainty.

Similarly, Teacher 4 evidenced that using Dogme ELT might not be useful in an exam-driven culture. She indicated:

“Harder to align with a fixed syllabus or standardized exams.”

It appeared from the above quotes that applying Dogme ELT may be difficult for teachers accustomed to using structured materials. This requires the need for more flexibility and support in teaching approaches.

3.2.3.3. Learners’ Readiness for a Student-Centred Learning

Some teachers noted particular difficulties that students might face when transitioning to student-driven learning approaches, particularly those who are familiar with a traditional, teacher-led classroom. For instance, Teacher 1 indicated:

“Some students are not open for such kind of approaches; they are familiar with passive reception, so they will not accept to be participants.”

In this regard, it can be said that the main challenge highlighted by teacher 1 is not related to the content or subject matter itself but to students’ resistance to more interactive, student-centred approach. She pointed out that some students prefer receiving information without active participation. This resistance can hinder their willingness to engage in the classroom.

Additionally, Teacher 5 identified classroom dynamics and learner variability as a challenge:

“The first challenge, usually, is about the classroom environment as you are there. Learners, because sometimes you can find multiple learners. They don't have the same flexibility that you want to have them.”

Here, the teacher emphasizes the heterogeneous nature of learners within the same classroom. While some may adapt quickly to the freedom and interactivity of Dogme ELT, others may struggle due to limited flexibility or differing expectations. This variation in

learner adaptability makes it difficult to implement a one-size-fits-all approach and requires teachers to be highly responsive to individual needs.

Further elaborating on student-related difficulties, Teacher 3 emphasized a mismatch between Dogme's ELT interactive nature and students' expectations:

“Learners from traditional backgrounds may expect textbooks or fear ‘wasting time’ chatting.”

This quote illustrates the perception problem some learners may have believed that conversational activities are not as productive as textbook exercises. Such students may equate learning with structured content delivery and may view Dogme's ELT spontaneous talk as inefficient.

Similarly, Teacher 4 commented on the need for structure among some learners:

“Not always inclusive. Some learners prefer or need more structure and predictability.”

For these students, the absence of a fixed syllabus or lesson plan can be disorienting. Predictability helps some learners feel secure and allows them to track their progress, so the unstructured nature of Dogme ELT lessons may hinder their confidence and motivation. This reinforces the idea that students who have been shaped by conventional instruction might find the open-ended, less predictable style of Dogme ELT unsettling. The discomfort can manifest in reduced participation or a lack of trust in the learning process.

Teacher 3 also argued that silent learners might be marginalised or taken over by their classmates. He asserted:

“Confident students dominate; shy ones withdraw.”

This comment addresses a potential equity issue. In a discussion-based classroom, assertive students may monopolize interaction, leaving quieter peers side-lined. This undermines the inclusiveness of the approach and can negatively impact the learning experience of less confident and silent learners.

Similar to teacher 3, teacher 4 further indicated that silent and shy students might feel intimidated. He argued:

“Students with limited speaking confidence might struggle to engage.”

Since spoken communication is at the heart of Dogme ELT, without appropriate scaffolding, students might avoid participating altogether, limiting their language development opportunities.

The above views indicate that while Dogme ELT encourages autonomy and active participation, some students may find it difficult to adapt. Teachers noted that learners accustomed to traditional instruction may feel uneasy in unstructured lessons, and students with low confidence might withdraw rather than engage. These answers highlight the importance of preparing students gradually for a shift in classroom environment and providing differentiated support and guidance.

The following theme outlines the participants’ suggestions and recommendations for addressing these challenges.

3.2.4. Teachers’ Suggestions for the Implementation of Dogme ELT in Oral Expression Classrooms

Although the participating teachers appreciated the learner-centred and flexible nature of Dogme ELT, they also provided thoughtful recommendations for its further effectiveness and applicability to real classroom situations. Teachers’ suggestions touched upon three aspects; mitigating teaching concerns, educational practice use, and prospective incorporation.

3.2.4.1. Mitigating Teaching Concerns

Most participating teachers suggested a gradual and flexible way for teachers who are hesitant to try Dogme ELT, as advised by Teacher 3:

“Start small, hybridize with structured frameworks, use “Emergency” prompts, and gradually shift responsibility.”

Similarly, Teacher 2 noted:

“I would advise starting using student generated discussion topics or reducing textbook dependence. Gradually, teachers can learn to trust the process and enjoy more flexible teaching.”

Teacher 1 proposed adapting the approach to suits learners' profiles and context:

“It deserves a try but after all any approach needs to be amended according to its appropriateness”

Indeed, no approach can be used universally without adaptation. Such an aspect of flexibility is among the benefits of Dogme ELT.

From a different perspective, Teacher 4 added that a blended strategy is often the most sustainable path forward:

“Ultimately, the most practical approach often depends on the teacher’s ability to blend both methods and adapt to the context—combining the structure and resources of a coursebook with the flexibility and learner-centred focus of Dogme ELT.”

From the above quotes, Dogme ELT isn't about ignoring the traditional methods. Rather, it's about embracing opportunities for meaningful dialogue. Teachers can weave the Dogme ELT approach into their practice bit by bit. Learning should feel natural, and evolve in a way that uplifts both teachers and students alike.

3.2.4.2. Educational Practice Use

To integrate Dogme ELT into oral classes, it was worthwhile to ask participants about the modifications or adaptations that could make Dogme ELT more practical in Oral Expression classes. Teacher 1 recommended using structured but open multimedia resources to spur conversations:

“Using visual prompts, short videos, or audio clips as conversation starters can bridge the gap between structure and spontaneity. Also, setting clear objectives before the discussion helps.”

As well, Teacher 2 proposed:

“It would be better if oral expression sessions take place outside the classrooms using a Dogme approach.”

One suggestion by Teacher 3 emphasized the value of balancing spontaneity with support structures to make Dogme ELT more adaptable in practice:

“Controlled chaos with silent discussions, tech-enhanced Dogme, and structured flexibility: “Dogme + Scaffolding”.”

The teachers’ perspectives highlighted practical insights to implement Dogme ELT in oral classes by blending its spontaneous nature with supportive strategies. Their suggestions using multimedia prompts, conducting sessions outside the classroom, and incorporating flexible structures to maintain both focus and learner engagement.

3.2.4.3. Prospective Incorporation

The findings revealed that the participating teachers proposed many suggestions to facilitate the integration of Dogme ELT in the EFL classroom. Some of them emphasized the potential of integrating technology and contemporary pedagogical approaches to reinforce Dogme ELT. For instance, Teacher 1 recommended:

“Dogme could work better with the integration of AI tools because they would provide more personalized environment.”

This perspective highlights the idea that AI tools can assist this approach by creating an appropriate context where students’ needs, preferences, and pace are better addressed.

Building on this view, another participant (Teacher 3) argued that Dogme ELT could not only survive but also evolve by embracing relevant innovations. He contended:

“Dogme ELT won’t just survive—it will thrive by absorbing innovations that align with its core principles: voice, authenticity, and emergence. The goal isn’t to dilute Dogme but to make it more inclusive, evidence-based, and adaptable to 21st-century learners.”

In addition to technology tools, other teachers proposed integrating Dogme ELT with other established approaches that share a focus on active participation, real-world communication, and meaningful use of language. Teacher 2 suggested some of these approaches:

“It could blend well with technology-based tools like digital storytelling or flipped classrooms. Combining Dogme with task-based or project-based learning can also enrich the experience.”

It seems that integrating technology and blending Dogme ELT with other teaching approaches could enhance its practicality, personalization, and inclusivity in Oral English classes.

The above sections presented the results and findings of the questionnaires and interviews. These findings reflect considerable interest in integrating Dogme ELT into Oral English classes. The participants expressed some recommendations on how to integrate and stated some issues concerning this process. In the subsequent section, we provide a discussion of the findings, connecting these to our research questions and existing literature.

3.3. Discussion of the Results and Findings

This research aims to explore the perceptions of teachers and learners regarding the feasibility of using Dogme ELT principles in Oral Expression classes and scrutinizing their recommendations for its practical application. Relating to the questions and objectives of our study, we shall now put forward a discussion on the results and findings in light of the existing literature. To ensure clarity and coherence, the discussion is presented in two parts: teachers' and learners' perceptions towards the importance of integrating Dogme ELT principles in Oral Expression classrooms, as well as teachers' and learners' suggestions regarding the implementation of Dogme ELT principles in Oral Expression classes.

3.3.1. Teachers and Learners Perceptions towards the Plausibility of Integrating Dogme ELT Principles in Oral Expression Classes

The first questions aim to explore teachers' and learners' perceptions of the plausibility of integrating Dogme ELT principles in Oral English classes. As mentioned in the literature review, Dogme ELT as a learner-centred teaching strategy enhances speaking skills by encouraging student to engage in meaningful communication, boosting their confidence (AlAdl, 2023). The results from the students support this idea, as many reported feelings more comfortable and confident when participating in discussions that allow them to express their experiences and opinions. This aligns with, Gökmen (2024), who found that learner-centred conversational approaches significantly boost fluency and reducing language anxiety. Moreover, Insights from teachers' interview and students' questionnaires indicate strong alignment with the principles of Dogme ELT, teachers' value providing communicative

spaces that enable individual language engagement while encouraging learner autonomy (Begum, 2018).

The Dogme ELT approach focuses on real conversational interactions between teachers and students, placing importance on authentic communication over teacher-dominated instruction (Ushioda, 2011; Chappell, 2014; Nguyen & Hung, 2020). Students appreciated this flexible environment, which is based on spontaneous, collaborative dialogues. Acka (2012) emphasized that teachers ought to engage learners in spontaneous conversations while offering scaffolding to help them refine, correct, and enhance their emerging language skills, which reflects the idea that conversation “provides the interactional support within which learners can feel safe enough to take risks and extend their present competence” (Meddings & Thornbury, 2009, p. 10). In addition, Marashi and Rahimpanah (2019) noted that such dialogic teaching enhances teacher awareness and facilitates learning through meaningful conversation. Overall, both teachers and learners favoured spontaneous conversation that enhances confidence and creates a more authentic learning experience. However, the teachers expressed concerns about its suitability for lower students who, in their view, require more structured guidance. This aligns with McIver (2009), who argued that starting to converse in English is easy said rather than practically done when learners are not even familiar with the alphabet and writing system of the target language, especially when the orthography system of their mother tongue is radically different from that of English. Sarani and Malmir (2019) also highlighted that the use of Dogme ELT in lower-level EFL classes, where learners’ inter-language is still at an early development stage, is not recommended.

In a classroom where dialogue takes precedence over pre-packaged syllabus, learning unfolds organically. Teachers guide lessons with adaptability and responsiveness, shaping the content around learners' immediate needs. Teachers’ perspectives underscore the idea that this approach adheres to minimizing reliance on heavy materials, as acknowledged by Tomlinson (2008) maintained that relying on pre-set content strips both teachers and learners of their autonomy, reducing them to passive participants in the learning process. It recognizes that effective language teaching is all about flexibility, shaping lessons to fit learners’ unique needs and their cultural backgrounds as well as the way language is actually used in their communities rather than rigidly following a single teaching method (Brown, 2007). As Thornbury (2013) explains it, “the most valuable materials are the learners themselves their experiences, opinions, and emergent language” (p. 21). However, contrary to the conclusion of Tolba (2014) who emphasized students' reliance on textbooks as essential learning tool,

Lee (2022) and Richards (2017) further criticized the risks of an overly-materials approach, warning that it may hinder systematic exposure to a language needed for effective learning. Moreover, our interpretation of students' and teachers' perspectives demonstrated the importance of allowing learners to participate in choosing relevant and interesting topics. Many students indicated a preference for discussing topics that relate to their own lives. Teachers supported this view, noting that involving students in choosing the lesson content creates a motivated and safe learning environment. This idea was equally emphasized by Guérin and Verhoeff (2023) that advocated for the significance of giving students a voice in the classes, treating them as partners. This environment helps build learners' confidence in using English for real communication.

3.3.2. Teachers' and Learners' Suggestions Regarding the Integration of Dogme ELT Principles in Oral Expression Classes

According to the third research question, data from teachers and learners captures how Dogme ELT can be applied in Oral English classes. Teachers appreciate the approach for fostering a more positive, student-centric atmosphere, but emphasize the necessity of slower pacing owing to some students' traditional textbook, material-centered habits. Both teachers and learners also recognize the value of advanced technology like AI and storytelling applications in bolstering Dogme ELT, even with its focus on minimal material use.

This standpoint supported by the founder of Dogme ELT. Thornbury (2009) clarified that this approach is not anti-technology instead it criticized of technology that does not support learner-centred and authentic communication for example recent adaptations termed "Dogme 2.0 explore the integration of Web 2.0 tools to align with Dogme ELT principles (Ushioda, 2011).

In line with these recommendations, some teachers also proposed combining Dogme ELT with other approaches including task-based learning (TBL) and project-based learning (PBL) to improve its pedagogical effectiveness which could prepare purposeful communication and collaborative problem solving. As evidenced by the findings, both teachers and learners offer valuable perspectives on Dogme ELT reflecting a detailed stance on its feasibility. While students show acceptance and enthusiasm for this approach, teachers argue that it might not be suitable in all contexts. This is aligned with Bouchene's (2013) results which indicate that students are generally receptive to Dogme ELT, however teachers

emphasize its demanding nature. Moving forward, Teachers recognize the value of Dogme ELT in promoting a safe, spontaneous communication-based learning, yet many express concerns about minimizing the use of structured materials like textbooks or technology. This goes hand in hand with Daguiani's (2022) findings, which emphasize a need for a balanced approach that integrates Dogme ELT with other teaching methods. These insights indicate a willingness to adapt the Dogme framework rather than apply it rigidly, underscoring the importance of flexibility and responsiveness to local teaching contexts. It is significant to take into consideration the participants' and respondents' recommendations that they revealed because it could help integrating Dogme ELT in oral classes with positive outcomes.

Conclusion

This chapter presented the results and findings in two sections and discussed them in the third one. The analysis and interpretation of the research findings revealed different key points. Both teachers and learners expressed a generally positive perception of integrating Dogme ELT principles in oral English classes, especially conversation-driven. They showed this approach as a way to foster active participation, improve communication skills, and create a more engaging student-centred learning environment. Additionally, both teachers and students showed a clear preference for discussing topics that reflect learners' personal interests. Although this approach was seen as beneficial, concerns were raised regarding its suitability for all proficiency levels of students as well as the need to gradual adaptation of Dogme ELT principles. The findings also highlighted participants' willingness to integrate supportive technological tools and to combine Dogme ELT with other teaching approaches to achieve better outcomes. In light of the findings presented, the following titled recommendations are proposed to guide future pedagogical practice.

Recommendations for Further Research

Although this study sheds light on the perceptions of teachers and learners from a particular Algerian university BBA regarding the plausibility of integrating Dogme ELT principles in oral English classes, some limitations should be taken into consideration for future exploration. Further investigations are needed to examine the perceptions of a larger and varied group of participants, including EFL teachers and students from different Algerian universities and educational contexts. Expanding the sample would allow researchers to obtain a more comprehensive view of the feasibility and impact of Dogme ELT principles in

diverse institutional settings. Moreover, it is recommended that future research explore how Dogme ELT principles may be integrated with other communicative approaches such as Task-Based Learning (TBL) and Project-Based Learning (PBL). Such combinations may offer practical benefits, particularly in promoting meaningful communication and collaborative language use. It is also suggested to carry out experiments to test Dogme ELT's effects on speaking skills and to create classroom observation checklists to better evaluate its use in practice.

Recommendations for Practice

Based on the research findings, there are some important suggestions for policymakers, curriculum designers, and teachers to support the use of Dogme ELT in Oral English classrooms:

1- Encourage More Flexible Teaching Approaches

It can be recommended that education policymakers support teaching approaches that focus more on real communication and less on heavy use of textbooks. This can help create a learning environment where students speak more freely and naturally.

2- Adapt Curricula to Support Conversation-Based Learning

Curriculum designers should consider making room for more open and flexible lessons that allow language to emerge naturally during class. While textbooks can still be used, there should be space for activities based on real-life communication and students' interests.

3- Support a Gradual Transition

Since many students are used to traditional, material-based lessons, the shift to a Dogme ELT approach should happen gradually. Teachers should introduce this method step by step, giving students time to adjust to more student-led and interactive classes.

4- Use Technology When It Helps Communication

Even though Dogme ELT avoids overusing materials, simple digital tools like voice recording apps or online discussion boards can still help students speak more and practice authentic language. Teachers should feel free to use such tools when they improve communication.

5- Provide Training for Teachers

We suggest offering workshops or training sessions to help teachers learn how to use Dogme ELT effectively. These should focus on classroom strategies, building learner confidence, and encouraging meaningful interaction.

6- Combine Dogme ELT with Other Communicative Approaches

Dogme ELT can work well alongside other approaches like Task-Based Learning or Project-Based Learning. These combinations can make lessons even more engaging and give students more chances to use English actively.

To conclude, it can be said that supporting Dogme ELT through policy, curriculum, and classroom practices could help improve oral English lessons by making them more interactive, learner-centered, and relevant to real communication.

General Conclusion

This study endeavoured to investigate teachers' and learners' perceptions towards the feasibility of integrating Dogme ELT in Oral Expression classes. By addressing our research questions and objectives, the present study enriches the research area with thought-provoking insights on the incorporation of Dogme ELT in Oral Expression classes. It also provides valuable recommendations for teachers to promoting Dogme ELT integration in the Algerian English departments.

Laying the theoretical underpinnings for this research, the literature review chapter covered the multidimensional aspects related to Dogme ELT, including its historical background, core pillars, and the ten principles alongside perspectives from both opponents and proponents. Additionally, it inspects its practical application in EFL classrooms. It further highlights the role of Dogme ELT in Algerian HES. Also, the first chapter concludes by examining critically the relevant previous studies and the gaps identified in the existing body of knowledge. The second chapter outlined the methodology of this research, detailing aspects such as research design, data collection methods, and data analysis. Qualitative and quantitative data were analysed using descriptive statistical analysis, qualitative content analysis, and thematic analysis and it concluded by acknowledging its limitations. Chapter three began by delineating the questionnaire results, followed by an in-depth exploration of the interview structured into four principal thematic categories. In this chapter, the discussion section furnished a nuanced and comprehensive interpretation of the findings foregrounding the pivotal role of Dogme ELT in Oral Expression classes, particularly in fostering spontaneous interaction and real-world communication. Moreover, the discussion elaborated on key suggestions for integrating Dogme ELT, while critically addressing the challenges that might impede its potential implementation of Dogme ELT. The study concluded by proposing recommendations interested in further exploring this research area.

In essence, this research sought to scrutinize how university teachers and learners in the English department perceive the inclusion of Dogme ELT in Oral Expression classes. The questionnaire and interview findings underscored the substantial contribution that Dogme ELT could make in Algerian HE within the ELT settings. While teachers and learners put forth various propositions for its integration, noteworthy impediments were identified.

Consequently, this study amplifies the existing body of literature in Algerian ELT by unravelling an uncharted research area.

Our Research Journey

Embarking on our master's dissertation was an intellectually demanding yet deeply rewarding journey. From the initial spark of curiosity to the final polished draft, the process was exhaustive, countless hours spent digging scholarly articles and grappling with complex concepts. But every challenge strengthened our understanding, sculpting our ways to see things, and deepening our expertise. Our topic was not just an academic pursuit but a first-hand reality, it truly echoed the hurdles we face as students in the education system. Since there wasn't much out there on our specific topic, every insight we uncovered felt notable, adding something new to the broader discourse that often overlooks such perspectives. Most importantly, our research serves to enrich Oral Expression classes, offering innovative teaching methods that empower both teachers and learners.

Beyond the academic rigor, this journey underscored the invaluable role of mentorship. Huge thanks to our families and friends for their constant support, encouragement, and patience — honestly, their belief in us has been an unfaltering source of motivation. Also, we can't forget our supervisor, whose relentless guidance and insightful feedback kept us grounded; her incredibly wise feedback turned potential roadblocks into stepping stones. She laid out a roadmap for us that knew no bounds and helped us stay focused while ensuring both integration and relevance maintained seamlessly related throughout the whole process. More than anything, this journey has left us humbled and inspired, reaffirming our commitment to pushing forward meaningful discussions in our field.

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Appendices

Appendix A: Students' Semi-structured Questionnaire

Dear students,

This study aims at exploring the feasibility of applying Dogme ELT in oral expression classes from both teachers' and learners' perspectives. Your participation in this research study is completely voluntary. Your answers will be kept anonymous and confidential.

Note: Dogme is an approach to language teaching that encourages teaching without pre-prepared materials and focuses on spontaneous conversation among learners. Its principles revolve around: interaction, engagement, the dialogic process, scaffolded conversation, emergence, affordance, voice, empowerment, relevance, and critical use.

Part I: Please tick (✓) the appropriate information about yourself.

Age: 17 – 20 21-23 24-above

Gender: male female

Level: 1st year licence 2nd year licence 3rd year licence

Part II: Please indicate to what extent you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
- Participating in classroom discussions enables me to learn grammar naturally (i.e., without studying the rules).					
- Participating in classroom discussions enables me to use words more effectively.					
- Classroom discussions allow me to explore diverse perspectives on various topics.					
- I feel that my contributions and ideas are valued during lessons.					
- I should be included in choosing the topic of the lesson.					
- Classroom lessons should address both academic goals and personal learning interests.					

- I should be encouraged to analyze information during classroom conversations.					
- I should be encouraged to think critically during class discussions.					
- I should be encouraged to reflect on my learning process and identify areas for improvement.					
- Class materials and discussions should challenge me intellectually and creatively.					
- My teacher encourages spontaneous conversations rather than following a strict syllabus.					
- My teacher provides opportunities for students to collaborate through problem-solving or debates.					
- My teacher adapts activities and discussions to our classroom needs and emerging interests.					
- My Oral Expression teacher provides opportunities to interact with my classmates.					
- My Oral Expression teacher uses audio-visual materials (e.g., pictures, videos, recordings, etc.) to enhance lessons.					
- I often participate in interactive games (e.g., picture descriptions, Pictionary, etc.) to enhance my communication skills.					
- I often take part in simulations (e.g., role-playing activities) to practice real-world communication.					
- I feel that my contributions and ideas are valued during lessons.					

Part III:

Please tick the relevant box and answer in the provided space.

1. How does your teacher react when you make mistakes while speaking?

- Encourages me to continue speaking and express my ideas freely
- Corrects me immediately
- Rarely provides feedback
- Does not encourage free speaking

Please justify your answer:

.....
.....

2. Do you think that conversation-driven lessons impact your oral proficiency?

- Yes, They help me develop my oral proficiency and express unique ideas
- No, They have no significant impact on my oral proficiency
- No, They make speaking more difficult for me

Please justify your answer:

.....
.....

3. Do you think that classroom discussions based on your personal experiences and interests affect your speaking skills?

- Yes they improve my speaking fluency and confidence.
- No they do not make a difference in my speaking skills.
- Not really they make me uncomfortable speaking in class.

Please justify your answer:

.....
.....

4. How do you feel when classroom discussions focus on your chosen topics? (Tick all that applies)

- I feel more engaged and motivated.
- I find it easier to express myself.
- I prefer structured lessons with pre-planned materials.
- I do not find it beneficial.

Other:

.....
.....

5. What additional support or resources would help you feel more confident and comfortable speaking English?

- More speaking practice in class
- Clear feedback from the teacher
- Videos, podcasts, or interactive exercises
- More vocabulary and pronunciation practice

- Group activities and discussions

- Talking with fluent English speakers

Other (please specify)

.....
.....

Part IV: Please take a moment to answer these questions:

1. What would your ideal oral expression class look like?

2. What suggestions do you have for improving English language teaching at the university level in the Algerian context?

Thank you for your participation

Appendix B: Teachers' Semi-structured Interview

Part One:

- 1-Can you briefly introduce yourself and share your academic and professional background?
- 2-Describe your teaching experience at the university.

Part Two:

- 1- What teaching approach do you use in your oral classes?
- 2- How much do you know about Dogme ELT or unplugged teaching Approach? How would you define it?
- 3- Do you consider Dogme ELT as a modern approach to language teaching?
-Dogme has 10 key principles which are : interactivity, engagement, emergent language, scaffolding conversation, relevance, dialogic process, affordance, voice, empowerment, and critical use.
- 4- According to you what are the main benefits of integrating Dogme principles in your classroom?
- 5- Are you familiar with the pillars of the Dogme ELT approach? If so, could you briefly describe its key features ? Based on those features, which ones do you consider most important, and why?
-These pillars are: conversation driven, materials-light, and emergent language.
- 6- Have you ever applied the Dogme ELT approach during teaching?
- 7- What are the reasons to apply or reject using the Dogme ELT Approach?
- 8- Do you think Dogme ELT helps students develop their own "voice" in the target language? If so, how? If not why?
- 9- How do you think Dogme ELT impacts students' creativity in language use and expression?
- 10- Do you think the Dogme ELT approach is more practical than a course book-based approach? Why?
- 11- Do you adhere to the Dogme ELT by avoiding using pre-prepared materials, or do you sometimes integrate materials? Why?
- 12- Do you think Dogme ELT is more effective for certain types of learners or contexts? Why or why not?
- 13-What challenges might you face when implementing the Dogme teaching approach?
- 14-What advice would you give to teachers who are hesitant to try Dogme ELT because they fear losing structure or control in the classroom?

15-What modifications or adaptations do you think could make Dogme ELT more practical or effective in oral classes?

16-How Dogme ELT could evolve or integrate with other innovative teaching practices? Do you have anything to add?

Appendix C: Teachers' Consent Form

Consent Form

Title of Study: Exploring the Feasibility of Applying Dogme ELT Principles in Third-Year Oral Expression Classes

Investigators: DoumiAsma, HamataNoura, and Keriou Amina.

Supervisor: Dr. Nour El HoudaBouacha

Dear teacher,

You are invited to participate in a research study that aims to explore the feasibility of applying Dogme ELT principles in third-year oral expression classes. The study involves an interview where you will be asked a series of questions to understand your perceptions toward the possibility of applying Dogme ELT and its practical implications in enhancing students' oral proficiency.

Procedures: You will take part in an interview, conducted either face-to-face or online, lasting approximately 45 to 60 minutes. The interview will include questions about your experiences and perspectives on implementing Dogme ELT principles in oral expression modules. With your permission, the session will be audio-recorded to ensure accuracy.

Voluntary Participation: Your participation in this study is entirely optional, and you are free to withdraw at any point without facing any negative consequences.

Risks and Benefits: There are no known risks associated with participating in this study. You may decline to answer any question if you prefer. The study aims to provide valuable insights into the feasibility of applying Dogme ELT in oral expression courses, potentially informing future teaching practices.

Confidentiality: Your identity and responses will be kept strictly confidential. Pseudonyms will be used in any reports or presentations. Only the researcher will have access to the audio recordings, which will be deleted after transcription.

Contact Information: If you have any inquiries or concerns about the study or interview process, please contact the investigator at dissertation2025team@gmail.com.

Consent: Your signature below indicates that you have read the information provided above and have decided to participate in the study. You may withdraw at any time after signing this form if you choose to discontinue participation.

Participant's Signature:

Investigator's Signature:

Date:

Appendix D: Example of a Teacher's Interview Transcript

Part One:

1-Can you briefly introduce yourself and share your academic and professional background?

I am BenhamimidAbdennour. I teach English at the University of BBA, and I have a master's degree in simultaneous interpretation.

2-Describe your teaching experience at the university.

As a university teacher, my experience has been both challenging and incredibly rewarding. I've had the privilege of working with diverse groups of students, each bringing their unique perspectives and ideas to the classroom. My teaching philosophy centers on fostering critical thinking, encouraging open dialogue, and creating an inclusive environment where every student feels empowered to participate and grow.

Part Two:

What teaching approach do you use in your oral classes?

In my oral classes, I employ a communicative and student-centered approach, focusing on creating an environment where students feel comfortable and motivated to practice speaking.

How much do you know about Dogme ELT or unplugged teaching Approach? I'm familiar with the Dogme ELT or unplugged teaching approach. How would you define it? It is a methodology that emphasizes conversation-driven, materials-light, and emergent language learning.

3- Do you consider Dogme ELT as a modern approach to language teaching? Yes, I do.

-Dogme has 10 key principles which are: interactivity, engagement, emergent language, scaffolding conversation, relevance, dialogic process, affordance, voice, empowerment, and critical use.

4- According to you what are the main benefits of integrating Dogme principles in your classroom?

Integrating Dogme ELT principles into the classroom can bring several significant benefits:

Promotes Authentic Communication:

This helps students develop fluency and confidence in using English in real-life situations.

Student-Centered Learning:

- Dogme ELT places students at the heart of the learning process.

Flexibility and Adaptability:

- Without the constraints of pre-planned materials or a rigid syllabus, teachers can adapt lessons in real-time based on students' emerging needs and interests.

Makes Learning More Enjoyable:

- By focusing on meaningful, student-driven content, Dogme ELT can make lessons more enjoyable and engaging for both students and teachers.

5- Are you familiar with the pillars of the Dogme ELT approach? Yes, I am. If so, could you briefly describe its key features? Based on those features, which ones do you consider most important, and why?

Key Features (Pillars) of Dogme ELT:

Conversation-Driven:

The approach prioritizes authentic, meaningful conversation as the primary means of language learning. Instead of relying on scripted dialogues or pre-planned activities, the focus is on real communication between students and the teacher.

Materials-Light:

Dogme ELT minimizes the use of textbooks, worksheets, and other pre-prepared materials. Instead, it encourages teachers to use the “here and now” of the classroom—students’ ideas, experiences, and immediate language needs—as the main resource.

Emergent Language:

Language learning is driven by what emerges naturally during interactions, rather than being dictated by a fixed syllabus. Teachers address errors, gaps, and new vocabulary as they arise in conversation.

Student-Centered:

The approach places students at the center of the learning process. Lessons are shaped by their interests, questions, and contributions, making the learning experience more relevant and engaging.

Minimalist Teaching:

Dogme ELT encourages teachers to strip away unnecessary elements and focus on the essentials: meaningful communication and language development. This often means less focus on formal grammar drills or rigid lesson plans.

Which Features Are Most Important, and Why?

While all the pillars are interconnected and contribute to the effectiveness of Dogme ELT, I consider the following features particularly important:

Conversation-Driven:

This is the heart of Dogme ELT. Authentic communication is essential for developing fluency, confidence, and real-world language skills. By prioritizing conversation, students learn to use language in meaningful ways, rather than just memorizing rules or vocabulary.

Emergent Language:

This feature ensures that learning is responsive and relevant to students' immediate needs. By addressing language as it emerges, teachers can provide timely and contextualized feedback, which is more effective than pre-planned grammar lessons.

Student-Centered:

Placing students at the center of the learning process increases engagement and motivation. When lessons are shaped by their interests and experiences, students are more likely to participate actively and take ownership of their learning.

Why These Features Stand Out:

Conversation-Driven and Emergent Language work hand-in-hand to create a dynamic and interactive classroom. They allow students to practice language in a natural, unforced way, which is crucial for developing fluency and confidence.

Student-Centered learning ensures that the content is relevant and engaging, which fosters a positive and inclusive classroom environment. It also empowers students to take an active role in their learning journey.

-These pillars are: conversation driven, materials-light, and emergent language.

6- Have you ever applied the Dogme ELT approach during teaching? Yes, I have.

7- What are the reasons to apply or reject using the Dogme ELT Approach? The reasons to apply this approach are that it:

Reduces Dependency on Materials:

The materials-light approach encourages creativity and resourcefulness, using the “here and now” of the classroom as the primary resource.

Fosters Critical Thinking and Creativity:

Open-ended discussions and emergent language activities encourage students to think critically, express their opinions, and solve problems creatively.

Creates a Collaborative Learning Environment:

Emphasizing peer interaction helps students learn from one another and build a sense of community in the classroom.

Addresses Immediate Language Needs:

Teachers can identify and address errors, misunderstandings, or gaps in knowledge as they occur, providing timely and relevant feedback.

The reasons to reject this approach:

Lack of Structure:

Some students and teachers may feel uncomfortable without the structure of a textbook or pre-planned syllabus, especially in exam-focused or highly structured learning environments.

Time-Consuming:

Planning and executing Dogme ELT lessons can be time-consuming, as teachers need to be highly responsive and adaptable in real-time.

Challenges with Large Classes:

In larger classes, it can be difficult to manage open-ended discussions and provide individualized feedback to every student.

Limited Focus on Specific Skills:

Dogme ELT's emphasis on conversation may leave less room for focused practice on other skills, such as writing, reading, or grammar, unless intentionally integrated.

8- Do you think Dogme ELT helps students develop their own "voice" in the target language? Yes, I do.

If so, how? If not why? Dogme ELT is uniquely suited to helping students develop their voice because it:

Treats language as a tool for self-expression, not just accuracy.

Values individuality by centering lessons on students' lives and needs.

Normalizes experimentation through supportive, emergent-language feedback.

9- How do you think Dogme ELT impacts students' creativity in language use and expression?

Dogme ELT has a profound impact on students' creativity in language use and expression precisely because it strips away artificial constraints and prioritizes authentic, student-driven communication. Here's how it fosters creativity:

1. Freedom from Scripted Language

Traditional Approach: Students memorize dialogues or essay templates.

Dogme ELT: Students invent language to express their own ideas.

2. Problem-Solving Through "Language Gaps"

When students lack vocabulary or grammar, Dogme ELT encourages them to:

Invent Metaphors or borrow from L1.

3. Peer Interaction Sparks Collaborative Creativity.

10- Do you think the Dogme ELT approach is more practical than a course book-based approach? Yes, I do. Why?

When Dogme ELT Is More Practical:

Small, Conversational Classes

Dogme thrives in small groups where spontaneous interaction is manageable.

Fluency Over Exam Prep

If the goal is spontaneous communication (not test-taking), Dogme's focus on emergent language is ideal.

Resource-Limited Settings

No need for expensive textbooks or photocopies—just a whiteboard and student-generated content.

Highly Motivated Students

Learners who enjoy autonomy and creativity engage deeply with Dogme's open-ended approach.

11- Do you adhere to the Dogme ELT by avoiding using pre-prepared materials, or do you sometimes integrate materials? I integrate materials. Why?

Dogme ELT's core innovation isn't rejecting all materials—it's rejecting materials that silence student voices. By curating resources that amplify (not replace) learners' ideas, we honor both the method's philosophy and classroom pragmatism.

12- Do you think Dogme ELT is more effective for certain types of learners or contexts? Yes, I do.

Why or why not? Dogme ELT is most effective when:

Learners need fluency over accuracy.

The context values authentic interaction.

Teachers can adapt dynamically.

13-What challenges might you face when implementing the Dogme teaching approach?

1. Teacher Challenges

a) Improvisation Demands

Challenge: Dogme requires real-time decision-making. Teachers must think on their feet to exploit emergent language.

b) Balancing Fluency and Accuracy

Challenge: Over-prioritizing communication might lead to fossilized errors.

c) Lack of Ready-Made Materials

Challenge: Teachers accustomed to textbooks may feel unprepared.

2. Student Challenges

a) Resistance to Unstructured Learning

Challenge: Learners from traditional backgrounds may expect textbooks or fear "wasting time" chatting.

b) Uneven Participation

Challenge: Confident students dominate; shy ones withdraw.

c) Fossilization of Errors

Challenge: Without explicit correction, mistakes may become habitual.

14-What advice would you give to teachers who are hesitant to try Dogme ELT because they fear losing structure or control in the classroom?

Start Small

Hybridize with Structured Frameworks

Use "Emergency" Prompts

Gradually Shift Responsibility

15-What modifications or adaptations do you think could make Dogme ELT more practical or effective in oral classes?

Controlled Chaos with Silent Discussions

Tech-Enhanced Dogme

Structured Flexibility: "Dogme + Scaffolding"

16-How Dogme ELT could evolve or integrate with other innovative teaching practices?

Dogme ELT won't just survive—it will thrive by absorbing innovations that align with its core principles: voice, authenticity, and emergence. The goal isn't to dilute Dogme but to make it more inclusive, evidence-based, and adaptable to 21st-century learners.

Do you have anything to add? No, I do not.

Résumé

Un bon nombre de chercheurs affirment que l'apprentissage des langues se nourrit d'interactions, de spontanéité et de communication significative. Or, les mises en œuvres des approches traditionnelles peuvent être rigides et ne favorisent pas forcément l'engagement authentique. Qu'est-ce qui pourrait en offrir une alternative, si ce n'est Dogme ELT, appelé aussi enseignement non branché, que l'on peut distinguer comme se détachant des matériaux au profit d'un enseignement vivant, dialogique et favorisant la négociation pour l'apprentissage par interaction ? Sur le plan théorique, son attrait est indiscutable, mais sur le plan pratique, peu d'études se sont encore intéressées à sa faisabilité chez les enseignants du supérieur en Algérie. C'est à cette question que cette recherche se propose de répondre à travers la perception qui est celle des enseignants et apprenants algériens de l'université EFL sur l'utilisation du dogme ELT auprès des cours d'expression orale. Une enquête aux méthodes mixtes dans un design convergent a permis de recueillir les données d'une part à travers des questionnaires semi-structurés administrés à 99 étudiants de troisième année de licence EFL et d'autre part via des entretiens semi-structurés mis en œuvre auprès de six professeurs de EFL à l'Université BBA. Les données tant qualitatives que quantitatives ont fait l'objet d'une analyse utilisant, d'une part, une analyse statistique descriptive, et ensuite, pour ce qui concerne l'analyse des contenus, des processus d'analyse thématique. Les résultats révèlent la faisabilité de l'ELT Dogme pour ce qui concerne l'intégration de la méthode dans les classes d'expression orale. Les enseignants et les apprenants font valoir son potentiel pour engager les élèves, en mettant en avant la spontanéité et l'aspect collaboratif de l'apprentissage qu'elle offre. Des perspectives de mise en œuvre progressive ont été suggérées, combinant l'ELT dogme en même temps que d'autres méthodes d'enseignement, intégrant des prompts multimédias et tirant parti de la technologie pour des expériences d'apprentissage sur mesure. Les défis demeurent néanmoins présents, notamment compte tenu des effectifs des classes, des programmes rigides et des disparités de préparations des apprenants. En somme, cette recherche participe à la réflexion sur l'intégration de l'ELT dogme dans l'enseignement de l'expression orale, particulièrement dans le cadre universitaire algérien.

ملخص

يرى العديد من الباحثين أن تعلم اللغة يزدهر بالتفاعل و العفوية و التواصل الهادف. ومع ذلك، فإن الأساليب التقليدية قد تفرض هياكل جامدة قادرة على قمع المشاركة الحقيقية. يقدم نهج Dogme ELT المعروف أيضا باسم التدريس غير المقيد Teaching Unplugged، بديلا من خلال التخلص من المواد التعليمية المفرطة لصالح التدريس القائم على الحوار الديناميكي الذي يعزز التعلم التفاعلي. ورغم أن جاذبيتها النظرية لا يمكن إنكارها، فإن تطبيقها العملي في التعليم العالي الجزائري لا يزال غير مستكشف. تتعمق هذه الدراسة في كيفية إدراك معلمي و متعلمي جامعة اللغة الانجليزية كلغة أجنبية انجليزية (EFL) لجدوى دمج Dogme ELT في فصول التعبير الشفهي. باستخدام تصميم مقارب للطرق المختلطة، تم جمع البيانات من خلال استبيانات شبه منظمة تم إجراؤها على 99 طالب في السنة الثالثة لتخصص اللغة الإنجليزية، بالإضافة إلى مقابلات شبه منظمة مع ستة أساتذة للغة الإنجليزية في جامعة محمد البشير الإبراهيمي، برج بوعريريج. تم تحليل البيانات النوعية والكمية باستخدام التحليل الإحصائي الوصفي، وتحليل المحتوى، بالإضافة إلى منهجية التحليل الموضوعي. تكشف النتائج عن إمكانيات متعددة لدمج فصول التعبير الشفهي، حيث أكد كل من أساتذة و طلاب اللغة الإنجليزية كلغة أجنبية (ELT) على قدرته على تعزيز تفعل الطلاب، معتبرين تركيزه على العفوية و التعلم التفاعلي ميزة رئيسية. تشير وجهات نظرهم إلى Dogme ELT نهج تنفيذ تدريجي يجمع بين أساليب تعليمية أخرى، مع دمج الوسائط المتعددة والاستفادة من التكنولوجيا لتقديم تجارب تعلم مخصصة. ومع ذلك، لا تزال هناك تحديات، بنا في ذلك أحجام الفصول الكبيرة، المناهج المنظمة، وتفاوت استعداد الطلاب للتعلم بهذه الطريقة. في النهاية، تساهم هذه الدراسة في إثراء النقاش المستمر حول دمج Dogme ELT في دروس التعبير الشفهي، وخاصة ضمن السياق الجامعي الجزائري.

27 صفر 2020

* الملحق بالقرار رقم 10821... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعضي أسفله،

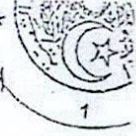
المسيدة (ة): سمانة بوزية الصفة: طالب، أستاذ باحث طالبة
الحامل (ة) لبطاقة التعريف الوطنية رقم 111922827 والمبادرة بتاريخ 25/11/2018
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والمكلف (ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،
عنوانها: Exploring the Feasibility of Integrating Degree FLT in Oral Expression Classes: BBA, FLT Teachers' and Students' Perspectives
أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 20/07/2020

توقيع المعني (ة)

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مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعني أسفله،

السيد(ة): المرزوق أمينة الصفة: طالب، أستاذ، باحث طالب
الحامل(ة) لبطاقة التعرف الوطنية رقم: 1400116404 والصادرة بتاريخ: 03 31 2014
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والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

عنوانها: Exploring the Feasibility of Integrating Drama FT in Oral Expression Classes: BBAEFL Teachers' and Students' Perspectives

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطروحة في إنجاز البحث المذكور أعلاه .

التاريخ: 10.10.7.2025

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27 جند 2020

* ملحق بالقرار رقم 10821... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



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الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعني أسفله،

السيد(ة): دوهي ف. اسماء الصفة: طالب، باحث طالب

الحامل(ة) لبطاقة التعرف الوطنية رقم: 118181189 والصادرة بتاريخ: 23 07 2020

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والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: Exploring the Feasibility of Integrating
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أدرك بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 10/07/2020

توقيع المعني (ة)