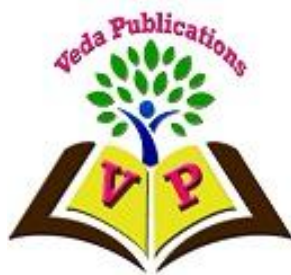# DOGME LANGUAGE TEACHING

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ABSTRACT

Dogme is a teaching philosophy. It goes beyond the other common standard pedagogical methods. The thinking behind it is that students learn when they feel involved and interested in the subject. The solution within Dogme basically consists of removing all irrelevant material to enhance learning. Scott Thornbury is the main force behind the revolutionary movement. He and his colleagues realized that too many classes were being invaded by lesson plan, text books, work books, tapes, transparencies, flashcards, Cuisenaire rods, tapes and other such gimmicks that the students themselves were no longer the focus of the lesson. The paper explains the importance of Dogme teaching philosophy.

Keywords: *Learning, Pedagogy, Language, Teaching.*

INTRODUCTION

Language is primarily about communication. Yet language teaching methods and materials often seem to lose sight of the fact that the default mode of communication is conversation. In a profession marked by an abundance of published teaching materials and resources, course books supplemented by workbooks, teacher resource books, companion DVDs, CD ROMs and websites, there is a danger of teachers and learners becoming too immersed in materials, and foregoing the learning opportunities afforded through genuine social interaction.

The Dogme ELT movement was born out of an article and subsequent online discussion group, originating from language education author Scott Thornbury. This provided a forum where teachers who wished to free themselves from an over dependency on materials and technology could debate their beliefs Thornbury describes a Dogme lesson as "... one that is grounded in the experiences, beliefs, desires and knowledge of the people in the room. It is a lesson that is language-rich, where language is not used for display, but for meaningful exchange."The student should express their concern about their particular given topic, practically with the written component. The thoughts should be shared. Vocabulary should be checked. Pronunciations are corrected.

Paradoxically, classrooms themselves are locally constituted sub-cultures nested within this global

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Proceeding of Two-Day International Conference on "Language and Literature: Dynamic Resources in the ELT Classroom" (LLR-ELT 2K17) on 10th & 11th Nov. 2017, SSN College of Engineering, Kalavakkam, Tamil Nadu 603110.

VEDA'S
JOURNAL OF ENGLISH LANGUAGE AND LITERATURE (JOELL)
An International Peer Reviewed Journal
http://www.joell.in

**Vol.4
Spl.Issue 2
2017**

spread of English, and each has its own unique needs, goals, social structure and learning potential. Dogme is one way that the situated nature of language learning can accommodate, and exploit, the globalization of English. The teacher has a responsibility to notice the learners' emergent language, and to manage and facilitate the social processes out of which, and for which language develops. It seems fair to assume that Dogme ELT teaching would appeal more to experienced teachers who have a solid appreciation of the language systems their learners are learning, as well as a wide repertoire of procedures and techniques at their disposal that they can deploy eclectically in a dynamic response mode

The teacher therefore needs to be:

* A skilled linguist, who knows how language works and how to exploit it as a tool in learning and teaching (as it emerges in the classroom dialogue);
* A caring observer, who shows a lot of interest in his/her learners and has the skill to manage the classroom diversity, and
* An activist, who shows interest in the world and even willingness to change it.

PEDAGOGICAL FOUNDATIONS

Dogme has its roots in communicative language teaching. Dogme has been noted for its compatibility with reflective teaching and for its compatibility with reflective teaching and for its intention to "humanize the classroom through a radical pedagogy of dialogue". It also shares many qualities with task-based language learning in terms of methodology rather than philosophy. Research evidence for Dogme is limited but Thornbury argues that the similarities with task-based learning suggest that Dogme likely leads to similar results. An example is the findings that learners lend to interact, produce language and collaboratively co-construct their learning when engaged in communicative tasks.

KEY PRINCIPLES

Dogme has ten key principles:

1) Interactivity: The most direct route to learning is to be found in the interactivity between teachers and students and amongst the students themselves.

2) Engagement: Students are most engaged by content they have created themselves.

3) Dialogic processes: Learning is social and dialogic, where knowledge is co-constructed.

4) Scaffolded conservations: Learning makes place through conversations, where the learner and teacher co-construct the knowledge and skills.

5) Emergence: Language and Grammar emerge from the learning process. This is seen as distinct from the 'acquisition' of language

6) Affordance: The teacher's role is to optimize language learning affordances through directing attention to emergent language.

7) Voice: The learner's voice is given recognition along with the learner's beliefs and knowledge.

8) Empowerment: Students and teachers are empowered by freeing the classroom of published materials and textbooks.

9) Relevance: Materials should have relevance for the learners.

10) Critical use: Teachers and students should use published materials and textbooks in a critical way that recognizes their cultural and ideological biases.

There are Dogme rules that can be followed but in true Dogme style they are there to be bent and moulded to your own teaching context. Here are some of the main ones:

* Resources should be provided by the students or whatever you come across. If doing a lesson on books then go to the library.
* All listening material should be student produced.
* The teacher should always put himself at the level of the students.
* All language used should be 'real' language and so have a communicative purpose.
* Grammar work should arise naturally during the lesson and should not be the driving force behind it.
* Students should not be placed into different level groups.

ADVANTAGES

* Learners are given a platform to use connected speech and build on the meaning which is relevant to

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the topic. In order to achieve this relevance, the teacher helps to build the conversation.

* This leads to transparency between the teacher and learner. The teacher has to be very open in this case.

* Student should feel in control of their learning process and consequently more motivated.

* No need for the preparations of notes and maintaining lesson plan.

* The teacher involves the learners in deciding on their priorities each lessons, and takes the note of facilitator of their objectives.

* Though it might not be suited for the novice teacher, doing properly, it can be highly motivating and interesting for the teacher.

DRAWBACKS

* New teachers may be extremely uncomfortable with abandoning the security of a textbook. Teachers simply may not have the freedom to use this methodology.

* It removes the teacher from a position of power which may make some teacher uneasy. Colleagues may think the Dogme teacher is simply "winging it" to avoid preparation.

*Students who are unused to the method may feel uneasy about it or simply not understand it.

* While Dogme is good for teaching students conservational skills it is not appropriate for students studying for a specific exam. (Although Dogme practitioner would maintain that this is not its objective anyway).

* The major drawback is expectations. Many parents are concerned about the completion of the syllabus. It is the same with the teachers too, where the curriculum focuses on the end results i.e. product than what the students actually learn.

* If motivation is not provided to the students who cannot come up and speak, then i will lead o worse academic of the student. It is the teacher's responsibility to motivate.

REFLECTION AND FEEDBACK

By reducing the role as a teacher, the students will be allowed to guide the directions of the lesson. The students will behave freely with the teacher, so that fear will be removed. Many students refer the internet and many books. Even journals are used for reference. Thus, teaching English with Dogme ELT will increase the activity of an individual.

POPULARITY OF DOGME

The reason why Dogme ELT has become so popular is that it claims to focus on the learner's actual needs. Learners are considered as the primary resources of learning (teaching). Extracting everything from the learners in order to teach them language could be a scaffolding process. Example: A student in a classroom would feel bored if we ask him to take a textbook and turn to a 'random page number'. However, if we ask him about a favourite movie that he saw the previous day, he would be excited. Taking this as a chance, if the teacher builds on the conversation, we are sure that the teacher has taught something new.

CONCLUSION

A better understanding of the learner's necessity and the Dogme pedagogy can vouch for Dogme ELT is a post method. Admitting the truth that there were more successful methods and approaches before this, which focus on various aspects of language learning, Dogme ELT too shares the responsibility of creating suitable conditions where learners learn the language meaningfully. Dogme ELT claims that there is no particular framework for this to be considered as a method. It is eclectic in its view and the teachers' autonomy can definitely influence Dogme ELT in the lights of post method conditions.

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