

عنوان مقاله:

(The Effect of Dogme Language Teaching (Dogme ELT) on L₂ Speaking and Willingness to Communicate (WTC

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خلاصه مقاله:

Dogme Language Teaching (Dogme ELT) is an innovative learner-centered methodology and a movement for teaching English (or any other L₂) that primarily focuses on face-to-face interaction between teacher and learners and among the learners themselves (Thornbury, ۲۰۰۹) without using any preplanned and established instructional materials, syllabuses, or preset activities. Despite many claims by the proponents, research evidence for Dogme ELT is very limited; accordingly, this sequential explanatory mixed-method study sought to examine the effect of Dogme ELT on L₂ speaking and willingness to communicate (WTC) across different proficiency levels among Iranian EFL learners at a private language institute. Participants included ۱۴ intermediate, ۱۲ upper-intermediate, and ۱۲ advanced level learners from both genders in three intact classes as the experimental groups. Three other intact classes comprising ۱۳ intermediate, ۱۳ upper-intermediate, and ۱۱ advanced level learners, respectively were selected as control groups who received the mainstream communicative language teaching (CLT) for their L₂ instruction. The treatments continued for two subsequent semesters including thirty ۱.۵-hour sessions. Quantitative data analysis using two-way ANCOVA revealed that Dogme ELT was more effective than CLT only for the advanced but not for the intermediate and upper-intermediate learners' speaking and WTC. Qualitative data analysis revealed that most advanced and only some upper-intermediate learners had positive attitudes about Dogme ELT. The findings of the current investigation suggest that Dogme ELT should be used for advanced EFL levels and its application should be done with more caution.

کلمات کلیدی:

(Dogme ELT, CLT, L₂ speaking, language proficiency, willingness to communicate (WTC

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