

Exploring the Transformative Pedagogy from Traditional Course book based Teaching towards Dogme Teaching Approach, Constructive Teaching Approach and Critical pedagogy

Elsadig Ali Elsadig*

King Khalid University, College of Art and Sciences –Dhahran Aljanoub.

*Corresponding author: Elsadig Ali Elsadig; e-mail: elnadeefelsadig@gmail.com

Received: 08 May 2017

Accepted: 28 May 2017

Online: 03 June 2017

ABSTRACT

Dogme is a communicative approach to language teaching which involves free published textbook class and interactive conversational communication among learners. It is evolved in 2011 by Scott Thornbury and Luke Meddings who design it as free instructors from a dependence on materials and technology and work with nothing more than the interests of the people in the room. Dogme is a teaching philosophy which goes beyond the standard pedagogical methods and it is a textbook free zone. It has various principles interactivity, engagement, dialogic processes, scaffolded conversations, affordances, empowerment, relevance and critical use. The main precepts of dogme are conversation-driven teaching, materials light approach and emergent language. Dogme is compatible with reflective teaching and it recognizes the legitimacy of learners needs and expectations. Constructive teaching proposes that learning is an active constructive process rather than the process of knowledge acquisition and learning is a developing process by the learner's understanding of the real world. It involves posing problems of emerging relevance to students, seeking and valuing student's points of view and assessing student learning in the context of teaching. Paulo Freire, Brazilian educational reformer, believes that liberating education consists of acts of cognition, not transferrals of information through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers.

Keywords: Dogme ELT, Constructive Learning, Critical Pedagogy and Dialogic pedagogy

INTRODUCTION

Teaching English language in its traditional media is based on excessive reliance on course book, teaching aids and electronic literacy, such as accessing, evaluating, and utilizing information. Moreover, a course book designed by language policy makers is a dominant factor in English class and a teacher is another dominant factor in instructional processes and conceptualization. Hence, excessive teacher talking time is another dominant factor. In traditional teaching approach, language is treated as a series of objects, which like numerous bricks are assembled for communication. Instruction commences with the introduction of grammatical objects for learners to recognize as parts for assembling into pre-arranged sentence patterns. The rules for assembling parts into patterns need to be learned. The sequencing of grammatical items and the lists of words is unrelated

the texts learners might need for communication. Grammatical rules and forms are illustrated in decontextualized sentences or dialogues. The grammar is practiced repetitively in exercises without meaning. Vocabulary items are memorized as lists and tested in gap filling exercises, which are not functional. In this prototypical approach to language teaching, grammar and words have been extracted from texts. Removed from contexts, the grammar and words no longer resemble parts of texts. Nor do they function as parts of texts. Nor are they practiced as parts of texts. As isolated text elements they do not suffice for learners to reassemble into texts.

Nonetheless, language learning and teaching involves social context which involves mutual interaction and participatory aspect in terms of dialogic and dogmatic

perspective. Hence, change in language teaching methods was in response to the need to redesign teaching to achieve communication as a general goal of instruction. Moreover, constructive learning is based on learners construct their own meaning and teachers search for learner's understanding, and then structure learning opportunities for students through posing contradictions, presenting new information, asking questions, encouraging research and engaging students in inquiries designed to challenge current concepts. It involves activating high order thinking(HOT) and setting real life context. With communication and liberating education from Paul Ferire's perspective as the goal for language teaching, a modern trend of teaching English method emerged in 2002. Scott Thornbury and his colleagues proposed Dogme ELT, a similarly spelled word (dogma). He and his colleagues realized that too many classes were being invaded by lesson plans, textbooks, workbooks, tapes, transparencies, flashcard and tapes which deviates the students from being the focus of teaching and learning process.

2.0 Definition of Dogme ELT

Dogme is a communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on conversational communication among learners and teacher and it intends to humanize the classroom through a radical pedagogy of dialogue. It is evolved in 2011 by Scott Thornbury and Luke Meddings who inspired its name from an analogy with Dogme 95 film movement initiated by Lars von Trier. The Dogme approach is also referred to as Dogme ELT, which reflects its origins in the ELT (English language teaching) sector. ¹The Dogme ELT approach is designed free instructors from a dependence on materials and technology and work with nothing more than the interests of the people in the room. Dogme is a teaching philosophy which goes beyond the standard pedagogical methods and it is a textbook free zone.

3.0 Dogme's Key Principles:

Dogme ELT has ten principles:

- ² Interactivity: Interactivity between teachers and students and amongst the students themselves.
- Engagement: students are most engaged by content they have created themselves
- Dialogic processes: learning is social and dialogic, where knowledge is co-constructed

¹ Thornbury (Smith, 2004), *Dogme asks us to place the student and student needs and preferences at the center of our teaching; it asks us to become partners with rather than pontificators to students. Applying the Dogme tenets will be simple to some but also require many to rethink our ways in the classroom, and here the meaning of the word "Dogme" may need elucidation.*

² *Dogme are interactivity - the belief that the most direct route to learning is to be found in the interactivity between teachers and students and among the students themselves - and dialogic processes, the idea that learning is social and dialogic, and that knowledge is co-constructed.*

- Scaffolded conversations: learning takes place through conversations, where the learner and teacher co-construct the knowledge and skills
- Emergence: language and grammar emerge from the learning process. This is seen as distinct from the acquisition of language.
- Affordances: the teacher's role is to optimize language learning affordances through directing attention to emergent language.
- Voice: the learner's voice is given recognition along with the learner's beliefs and knowledge.
- Empowerment: students and teachers are empowered by freeing the classroom of published materials and textbooks.
- Relevance: materials such as texts, audios and videos should have relevance for the learners
- Critical use: teachers and students should use published materials and textbooks in a critical way that recognizes their cultural and ideological biases.

4.0 Main Precepts

There are three precepts that emerge from the ten key principles:

4.1 Conversation-Driven Teaching

Dogme places more value on communication that promotes social interaction and it also places more emphasis on a discourse-level rather than sentence-level approach to language. Dogme considers that the learning of a skill is co-constructed within the interaction between the learner and the teacher. In this sense, teaching is a conversation between the two parties.

4.2 Materials Light Approach

The Dogme approach considers that student-produced material is preferable to published materials and textbooks. However, there is a debate to the extent that Dogme is actually anti-textbook or anti-technology. Meddings and Thornbury focus the critique of textbooks on their tendency to focus on grammar more than on communicative competency and also on the cultural biases often found in textbooks, especially those aimed at global markets.

Cangarajah (1999:122), among others, has pointed out how imported materials and methods enshrine postcolonial values, reinforcing the dominance of the Western. Using locally produced materials might be one way of responding to the threat; another might be for local teachers to adopt creative and critical instructional practices in order to develop pedagogies suitable for their communities .

4.3 Emergent Language

Language is considered to emerge in two ways. Firstly classroom activities lead to collaborative communication amongst the students. Secondly, learners produce language that they were not necessarily taught. The teacher's role is to facilitate the

emergence of language. However,³ Dogme proposes that the teacher must encourage learners to engage with this new language to ensure learning takes place.⁴The teacher can do this in a variety of ways, including rewarding, repeating and reviewing it.

5.0 Dogme's Rules

- ❖ Resources should be provided by the students or whatever you come across.
- ❖ All listening material should be student produced.
- ❖ The teacher should always put himself/herself 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.

6.0 Merits of Dogme ELT

- Dogme is compatible with reflective teaching.
- More freedom for teachers and students to conceptualize and implement more appropriate material.
- Students are most engaged by content they have created themselves
- -Dogme has the merit of creating a low-affective filter environment in the classroom.
- learners follow their own pace of learning assisted by the teacher through scaffolding.
- Learning is humanized through a radical pedagogy of dialogue.
- Learners are freed from the ideological load inherent in textbooks generally published in the west and commercialized all over the world.
- Dogme recognizes the legitimacy of learners needs and expectations.
- -Dogme gives teachers and learners the possibility to free themselves from the models of teaching and learning imposed by textbook writers.
- -Conversations provide the opportunity for learners to analyze, internalize, and practice language.
- Communication is central in the dogme approach.

³ Dogme Language Teaching intended as a partially tongue-in-cheek attempt to restore the communicative aspect to communicative language teaching and to reject the over-reliance on the seemingly endless material churned out by publishing houses, all of which were seen as a barrier to real communication between the social agents present in the classroom. Dogme's original tenets seem to, that scaffolded conversations are important, and that teachers and learners need to co-construct knowledge and skills, I'd argue that material can frequently offer superior scaffolding myself.

⁴ Optimally, Dogme teacher training would instill a relaxed confidence in the use of the language and an intuitive ability to understand the background to problems arising in using language. It would require the instructor to be willing to stand back and let things happen, and to be ready to suggest rather than impose ideas.

7.0 Practical Pedagogical Dogme principles (Thornbury, 2002):

1. Teaching should be done using only the resources that teachers and students bring to the classroom .
2. No recorded listening material should be introduced into the classroom: the source of all listening activities should be the students and teacher themselves. The only recorded material that is used should be that made in the classroom itself.
3. The teacher must sit down at all times that the students are seated, except when monitoring group or pair work and even then it may be best to pull up a chair. In small classes, teaching should take place around a single table.
4. All the teacher's questions must be real questions.
5. Slavish adherence to a method (such as audiolingualism, Silent Way, TPR, task-based learning, suggestopedia) is unacceptable.
6. A pre-planned syllabus of pre-selected and graded grammar items is forbidden. Any grammar that is the focus of instruction should emerge from the lesson content, not dictate it.
7. Topics that are generated by the students themselves must be given priority over any other input.
8. Grading of students into different levels is disallowed: students should be free to join the class that they feel most comfortable in, whether for social reasons, or for reasons of mutual intelligibility, or both. As in other forms of human social interaction, diversity should be accommodated, even welcomed, but not proscribed.
9. The criteria and administration of any testing procedures must be negotiated with the learners.
10. Teachers themselves will be evaluated according to only one criterion: that they are not boring.

8.0 Constructive Teaching Approach

Learning involves activities to process the new material, linking it to student's prior knowledge and teaching materials should be authentic setting in a real life meaningful context. The focal premise of constructivism is that knowledge and understanding are constructed individually and collectively by learners as a result of their experiences. Thus, learning is facilitated by experiences that allow individuals to construct knowledge. Constructive teaching practice helps learners to internalize and transform new information. Transformation of information occurs through the creation of new understanding that results from the emergence of new cognitive structures.

8.1 Constructive Learning and Teaching's Phases:

Constructive learning and teaching involve three phase-present ,apply and review. The present phase involves the student is presented with the new knowledge, concepts, skills, theories and explanations are given persuasively link the material to prior learning and experience. Constructivist methods of presenting are rare and include: Students discovering

for themselves, Socratic questioning and Jigsaw activities. Apply phase involves the student carries out an activity that requires them to apply the material presented (Learning by doing). Review phase involves explanations that link the new learning with former learning.

⁵Constructive teaching focuses on higher order cognitive skills of analysis, reflection, and synthesis. Thus, teachers seek and value students' points of view and classroom activities challenge students' suppositions. Furthermore, teachers pose problems of emerging relevance, teachers build lessons around big ideas and teachers assess learning in the context of daily teaching.

8.2 The Theoretical Assumption of Constructive Teaching

Constructive teaching proposes that learning is an active constructive process rather than the process of knowledge acquisition, teaching is supporting the learner's constructive processing of understanding rather than delivering the information to the learner, teaching is a learning-teaching concept rather than a teaching-learning concept, knowledge is constructed out of sensual and perceptive experiences of the learner in which learning is internalize through the learner's constructive process in nature, knowledge is the personal understanding of the outside world through personal experience rather than the experiences of others, this internally represented knowledge becomes the basis of other structures of knowledge and a new cognitive structure of the person, learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner's understanding of the real world, it comes from the premise that personal understandings result in various perspectives ,and learning creates knowledge in the context of a situational reality.

8.3 Principles of Constructive Teaching

The principles of constructivist teaching are:

- posing problems of emerging relevance to students
- structuring learning around primary concepts: the quest for essence
- seeking and valuing student's points of view
- adapting the curriculum to address students' suppositions
- assessing student learning in the context of teaching (Brook & Brooks, 1993)

⁵ The epistemological base of constructivist teaching comes from an epistemological difference between the traditional epistemology of knowledge and the constructivist epistemology of knowledge. Traditional epistemology views knowledge as an objective phenomenon while the constructivist views knowledge as a subjective understanding of the person.

8.4 Characteristics of constructive teaching:

- Constructivist teachers invite student questions and ideas.
- Constructivist teachers accept and encourage students' invented ideas.
- Constructivist teachers encourage student's leadership, cooperation, seeking information, and the presentation of the ideas,
- constructivist teachers modify their instructional strategies in the process of teaching based upon students; thought, experience and or interests.
- Constructivist teachers use printed materials as well as experts to get more information.
- Constructivist teachers encourage free discussions by way of new ideas inviting student questions and answers.
- Constructivist teachers encourage or invite students' predictions of the causes and effects in relation to particular cases and events.
- Constructivist teachers help students to test their own ideas.
- Constructivist teachers invite students' ideas, before the student is presented with the ideas and instructional materials.
- Constructivist teachers encourage students to challenge the concepts and ideas of others.
- Constructivist teachers use cooperative teaching strategies through student interactions and respect, sharing ideas and learning tasks.
- Constructivist teachers encourage students to respect and use other people's ideas

8.5 Difference between Traditional and Constructive Teaching

In a constructivist classroom⁶, teachers search for learner's understanding, and then structure learning opportunities for students to refine or revise these understandings by: Posing contradictions, presenting new information, asking questions, encouraging research and engaging students in inquiries designed to challenge current concepts.

Traditional classroom is dominated by teacher talk; heavily reliant on texts ; students work alone on low-level skills, and student thinking is devalued, with a focus on "right" and "wrong" answers. ⁷Traditional

⁶ There are three fundamental differences between constructivist teaching and other teachings. Firstly, learning is an active constructive process rather than the process of knowledge acquisition. Secondly, teaching is supporting the learner's constructive processing of understanding rather than delivering the information to the learner. Thirdly, teaching is a learning-teaching concept rather than a teaching-learning concept. It means putting the learner first and teaching is second so that the learner is the center of learning.

⁷ Constructivist teaching stands in contrast to traditional teaching practice in that learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice, on the other hands, helps learners to internalize and transform new information. Transformation of information occurs through the creation of new understanding that results from the emergence of new

teaching focuses primarily on lower-order cognitive skills. Whereas, constructivist teaching focuses on higher order cognitive skills of analysis, reflection, and synthesis.

8.6 Constructive Teaching Assumption

The constructivist teaching practice, on the other hands, helps learners to internalize and transform new information. Transformation of information occurs through the creation of new understanding that results from the emergence of new cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is, unlike the repetition of prescribed behavior, the act of transforming ideas into broader, more comprehensive images which escape concise description.

The constructivists such as Jonassen(1990) and others enlist the following theoretical assumptions(Kim, 1993): Firstly, knowledge is constructed out of sensual and perceptive experiences of the learner in which learning is internalize through the learner's constructive process in nature. Secondly, knowledge is the personal understanding of the outside world through personal experience rather than the experiences of others. Thirdly, this internally represented knowledge becomes the basis of other structures of knowledge and a new cognitive structure of the person. Fourthly, learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner's understanding of the real world. Fifthly, it comes from the premise that personal understandings result in various perspectives. The perspectives constructed within the individual cognitive conceptual structure attempt to share all possible various perspectives. Sixthly, learning creates knowledge in the context of a situational reality. Knowledge is the understanding of meaning through situational contexts, not objective reality.

9.0 Critical pedagogy

Paulo Freire, Brazilian educational reformer, evolved the term "Critical Pedagogy" and Pedagogy of the Oppressed (1970). He proposed a positivist educational paradigm: positivism is the belief that knowledge exists, independently of the learner, as a body of facts that can, and should, be transmitted from teacher and textbook to learner. He believes that liberating education consists of acts of cognition, not transferrals of information. (1970, p. 60). Freire contrasts two opposing models of education: on the one hand, the banking model in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive,

memorize, and repeat (p. 53). As an alternative, Freire advocates a dialogic pedagogy, in which the learners become not simply the objects of the teaching process, but agents in their own education.

Education is primarily intended the skill and capacity among the students in addition to acquisition and expansion of knowledge. At present the educational practices are firmly rooted on the objective ways of evolving knowledge. The traditional teaching prevents interaction and differential thinking among the students. Teacher is considered the custodian of the knowledge and the classroom interactions are centered mostly on him. The students particularly listen and learn from an authority of knowledge. The student – student interaction is curtailed and very little time is given for teacher student dialogue. This instructional practice fails to promote the interface between students and teachers. Conventional teaching learning promotes the learning capacity knowledge dimensions but curtails the student initiative, intellectual growth, critical thinking and problem showing ability. Critical pedagogy as an alternative mode of teaching and learning provides analytical skills, reflective thinking and assists students to achieve critical judgment and collective consciousness. It facilitates collective decision making through open discussion and by encouraging and recognizing multiple viewpoints. Critical pedagogy emphasizes teaching through dialogues, dialectical and practical analysis of issue and phenomenon's related to life. Its approach is democratic and aims at achieving equality and justice through educational process. Grounded in the work of Paulo Friere ' pedagogy of the oppressed, critical pedagogy is concerned in the development of knowledge, autonomy, reflectivity, transformation, representation of reality and action for creating better leaving environment. It creates endless possibilities for teachers aid the students to explore and construct the knowledge. It is a challenge to any type of alienation, oppression, subordination and submission in learning process. Teachers and students share each other knowledge; Learning becomes pleasant, reciprocal, dialogical and participatory in nature. Critical pedagogy is particularly concerned with teaching learning practices that are designated to raise learner's critical consciousness regarding oppressive social condition. It focuses on personal liberation through the development of critical consciousness which is positioned as the necessary first step of the larger collective political struggle to challenge and transform oppressive social conditions such as social liberation can be achieved in classroom where pupils get an opportunity to react upon their own situations, criticize them and opt for changing. It attempts to empower learners to critique and challenge oppression in social conditions and worked towards a more just society . In critical pedagogy the three variables of education: the learner, teacher and content together attempt to disrupt the effect of oppressive regimes of power both in the classroom and in the larger society. Critical pedagogy focuses on reconfiguring the traditional

cognitive structures. Teachers may invite transformations but may neither mandate nor prevent them. Deep understanding is, unlike the repetition of prescribed behavior, the act of transforming ideas into broader, more comprehensive images which escape concise description.

teacher student relationship, where teacher is the achieve agent, the one who knows and the and the students are the passive recipients of teachers knowledge. Instead of the classroom a site where knew knowledge grounded in the experience 0of students and teachers alike, is produced through meaningful dialogue.

9.1 Dialogic pedagogy

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach . Norton and Toohey(2004)propose that a critical pedagogy has the following features:

1. It is transformative, and seeks social change
2. It foregrounds social inquiry and critique.
3. It challenges the status quo and problematizes 'givens'.
4. It devolves agency to the learner.
5. It is participatory and collaborative.
6. It is dialogic.
7. It is locally-situated, and socially-mediated.
- 8.It is non-essentialist, i.e. it doesn't reduce learners to stereotypes, but rather legitimizes individual identities.
9. It is self-reflexive.

10.0 Conclusion

Teaching Unplugged is the term used for a teaching method and philosophy which has three primary aims: teaching through conversation, taking out external input such as course book and technology and letting the lesson content be driven by the students rather than being pre-planned by the teacher. Dogme is a new form of teaching unplugged which shares the belief with other approaches to language education, such as task-based learning. Dogme does not see the teacher's role as merely to create the right conditions for language to emerge ,but he /she must encourage learners to engage with this new language to ensure learning takes place. Indeed, Dogme can be seen as a pedagogy that is able to address the lack of availability

or affordability of materials in many parts of the world. It entails learners' participation in in creating the materials which they intend to learn and it activates mutual dialogic perspective and Freire's dialogic pedagogy, in which the learners become not simply the objects of the teaching process, but agents in their own education.

REFERENCES

1. Cangarajah, A.S. (1999) Resisting linguistic imperialism in language teaching. Oxford: Oxford University Press.
2. Christensen, T. (2003). Observations on observing secondary school English classes. *The Language Teacher*, 27:4, 16.
3. Freire, P. (1970). *Pedagogy of the Oppressed*. Harmondsworth: Penguin.
4. Gill, S. (2002). *Against dogma: a plea for moderation*. Available at www.teaching-unplugged.com.
5. Henze, N., Nejd, W., & Wolpers, M. (1999). Modeling constructivist teaching functionality and structure in the KBS hyper book system. Proceedings of the 1999 conference on Computer support for collaborative learning. Palo Alto, California.
6. Holliday, A. (2005). *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.
7. Kumaravadivelu, B. (2006) *Understanding Language Teaching: From method to post method*. Mahwah, NJ: Lawrence Erlbaum.
8. Meddings, L. and Thornbury, S. (2009)*Teaching Unplugged: Dogme in English Language Teaching*. Peaslake, Surrey: Delta Publishing.
9. Norton, B. and Toohey, K. (eds.) (2004) *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.
10. Penny cook, A. (2001). *Critical Applied Linguistics: A Critical Introduction*. Mahwah, NJ: Lawrence Erlbaum.
11. Thornbury, S. (2002). *A dogma for EFL*. Available at www.teaching-unplugged.com.
12. Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. London: Cambridge University Press.
13. White, B., Shimoda, T., and Frederiksen, J. (1999). Enabling students to construct theories of collaborative inquiry and reflective learning: computer support for metacognitive development. *International Journal of Artificial Intelligence in Education*, 10, 151-182.

© 2017; AIZEON Publishers; All Rights Reserved

This is an Open Access article distributed under the terms of the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.
