

Dogme Yönteminin Depremzede Öğrencilerin İngilizce Konuşma Becerileri, Öz-Yeterlilikleri ve Konuşma Kaygıları Üzerindeki Etkileri

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Öz

Türkiye'de 6 Şubat 2023'te meydana gelen Maraş merkezli ikiz depremler nedeniyle depremde sağ kurtulan öğrencilerin çoğunun bu durumun fiziksel ve zihinsel etkilerini yaşadığı görülmüştür. İki ay sonra okullar yeniden açıldığında öğrenciler eskisi gibi değildir. Psikolojik etkilerinin yanı sıra fiziksel ve ekonomik kayıplar nedeniyle öğrenciler okul malzemeleri olmadan okullara geri dönmüşlerdir. Bu öğrencileri yabancı dil olarak İngilizce dersinde konuşmaya motive etmek için Dogme yönteminin uygulanmasına karar verilmiştir. Dogme ELT, hazır veya hazırlanmış materyaller kullanmak yerine, öğretmen ve öğrencileri arasındaki yüz yüze etkileşimi destekleyen bir yöntemdir. Bu araştırmanın amacı, Dogme yönteminin İngilizceyi yabancı dil olarak öğrenen öğrencilerin konuşma becerilerine, öz yeterliliklerine ve konuşma kaygılarına etkilerini araştırmaktır. Araştırma karma yöntem modelinde ve sıralı açıklayıcı desende tasarlanmıştır. Nicel veriler için yarı deneysel desen, nitel veriler için betimsel analiz kullanılmıştır. Deneysel çalışma ve odak grup görüşmesi gerçekleştirilmiştir. Veri toplama araçları TOEFL Temel Konuşma Testi, İngilizce Özyeterlik Ölçeği, İngilizce Konuşma Kaygısı Ölçeği ve yarı yapılandırılmış görüşme formudur. Katılımcılar depremde etkilenen bir ildeki bir ortaokulda öğrenim gören 20 altıncı sınıf öğrencisidir. Sonuçlar, Dogme yönteminin öğrencilerin İngilizce konuşma becerilerini ve öz yeterliliğini geliştirdiğini, ayrıca konuşma kaygılarını azalttığını göstermiştir. Dogme yöntemi, yabancı dil olarak İngilizce öğrenen öğrencilerin konuşma becerileri ile öz yeterliliklerini artırmak ve konuşma kaygılarını azaltmak için kullanılabilir.

Anahtar Kelimeler: Dogme, ELT, konuşma, öz yeterlilik, kaygı, depremzede



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Genişletilmiş Özet

Giriş

Türkiye'de 6 Şubat 2023 tarihinde yaşanan Maraş merkezli ikiz depremler nedeniyle, depremzede öğrencilerin çoğu depremin fiziksel ve ruhsal etkilerine maruz kalmışlardır. Depremden iki ay sonra okullar açıldığında, öğrenciler eskisi gibi değildir. Depremin psikolojik etkilerinin yanı sıra, fiziksel ve ekonomik kayıplar nedeniyle öğrencilerin birçoğu okul malzemeleri olmadan geri dönmüşlerdir. Bu öğrencileri yabancı dil olarak İngilizce dersinde konuşmaya motive etmek için Dogme yönteminin uygulanmasına karar verilmiştir. Dogme öğretim yöntemi, hazır veya öğretmen tarafından hazırlanmış materyaller kullanmak yerine öğretmen ve öğrencileri arasında yüz yüze etkileşimi destekleyen bir yöntemdir. Bu yöntem, yabancı dil dersinde konuşmanın önemini vurgular çünkü dil öğrenimi, öğrencilerin o dilde iletişim kurmasını sağlamak anlamına gelmektedir. Dahası, değişmez bir öğretim programını takip etmek yerine öğrencilerin ortaya çıkan öğrenme ihtiyaçlarını temel almayı savunur (Meddings & Thornbury, 2009). Ayrıca, öğretmenlerin rolü öğretmekten ziyade diyaloglarda uygulayıcıya dönüşür (Freire, 2005).

Amaç

Deprem sonrası dönemde, fiziksel kayıpların olması nedeniyle, öğrencileri sözlü iletişime yönlendirmek için Dogme yöntemi seçmeli İngilizce dersinde kullanılmıştır. Bu nedenle, bu araştırma Dogme yönteminin depremzede öğrencilerin İngilizce konuşma becerileri, öz yeterlilikleri ve konuşma kaygıları üzerindeki etkilerini araştırmayı amaçlamaktadır. Araştırmanın nicel kısmında yöntemin öğrencilerin konuşma becerilerine, öz yeterliliklerine ve konuşma kaygılarına olan etkileri araştırılır iken araştırmanın nitel kısmında yöntemin etkililiği incelenmiştir. Araştırmanın nitel kısmında, öğrencilerin deneyimlerine bağlı olarak bu yöntem hakkındaki görüşleri ve bu yöntemi uygulayacak olanlara sundukları öneriler araştırılmıştır.

Yöntem

Bu araştırma karma yöntemli araştırma modeli ve açıklayıcı sıralı desende hazırlanmıştır. Nicel veriler için yarı deneysel desen kullanılırken nitel veriler için betimsel analiz kullanılmıştır. Deneysel çalışma ve odak grup görüşmesi gerçekleştirilmiştir. Veri toplama araçları TOEFL İlköğretim Konuşma Testi, İngilizce Öz Yeterlilik Ölçeği, İngilizce Konuşma Kaygısı Ölçeği ve yarı yapılandırılmış görüşme formudur. Katılımcılar depremden etkilenen bir ildeki bir ortaokuldan 20 altıncı sınıf öğrencisidir.

Bulgular

Ön-test ve son-test analiz sonuçlarına göre, Dogme yönteminin öğrencilerin İngilizce konuşma becerilerini ve İngilizce konuşma öz yeterliliklerini artırdığı görülmüştür. Bu durum, Dogme yönteminin öğrencilerin konuşma katılımlarına odaklanmasından dolayı olabilir. Ayrıca, Dogme yöntemi öğrencilerin İngilizce konuşma kaygısını azaltmıştır. Dogme yönteminde materyal kullanılmadığı için öğrenciler yalnızca kendi konuşmalarına odaklandığından, daha az kaygılı hissetmiş olabilirler. Dogme yönteminin uygulandığı sınıflardaki atmosfer daha rahat ve katılımcıdır.

Araştırmanın nitel bölümünde, öğrencilerin aktif katılımı, konuşma etkinliklerinin miktarını ve türünü ve sosyal etkileşimi beğendikleri bulunmuştur. Diğer yandan, öğrenciler hiç materyal veya teknoloji kullanılmamasını eleştirmişlerdir.

Tartışma, Sonuç ve Öneriler

Sonuç olarak Dogme yönteminin İngilizcenin yabancı dil olarak öğretiminde, ortaokul öğrencilerinin konuşma becerilerini ve konuşma öz yeterliliklerini artırdığı ve konuşma kaygılarını azalttığı görülmüştür. Buna göre, Dogme yöntemi, İngilizce öğrenen öğrencilerin konuşma becerileri ile öz yeterliliklerini artırmak ve konuşma kaygılarını azaltmak için kullanılabilir. Ayrıca, öğrencilerin önerilerine göre dersin kazanımlarına, içeriğine, öğrenci

profillerine bağı olarak sınırlı materyal veya teknoloji kullanımı eklenebilir. Ancak, bu çalışmanın katılımcıları depremzede öğrencilerdir. Dogme yöntemi, mevcut fiziksel ve psikolojik koşullar altında etkili sonuçlar vermesine rağmen, etkisi farklı katılımcılarla farklı koşullar altında değişebilir. Bu nedenle, gelecekteki çalışmalarda, Dogme yönteminin farklı değişkenler üzerindeki farklı düzeylerdeki etkileri, farklı katılımcılarla daha uzun çalışmalarda incelenebilir.

Effects of Dogme Language Teaching on EFL Speaking Skills, Self-Efficacy, Speaking Anxiety of Survivor Students

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Abstract

Due to the Maraş-centered twin earthquakes on the sixth of February, 2023, in Türkiye, most of the students who are earthquake survivors have experienced its physical and mental effects. After two months, when schools were re-opened, students were not the same. Besides its psychological effects, students came back to school without their school supplies because of physical and economic losses. In order to motivate these students to speak in an EFL lesson, we encountered Dogme language teaching as a methodology. Dogme ELT is a methodology that supports face-to-face interaction between a teacher and his/her learners rather than using pre-prepared materials etc. The purpose of this research is to investigate the effects of Dogme language teaching on EFL speaking skills, self-efficacy, and speaking anxiety of survivor students. This research is designed in a mixed-method research model and explanatory sequential design. For quantitative data, a quasi-experimental design was utilized whereas for qualitative data descriptive analysis was utilized. An experimental study and focus group interview were conducted. Data collection tools were the TOEFL Primary Speaking Test, English Self-Efficacy Scale, English Speaking Anxiety Scale, and semi-structured interview form. Participants were 20 sixth graders from a secondary school in an earthquake-affected province. Results showed that Dogme ELT developed students' EFL speaking skills and self-efficacy, and also reduced their speaking anxiety. That means, Dogme ELT can be used to increase the speaking skills of EFL students, to increase their self-efficacy, and to reduce their speaking anxiety.

Keywords: Dogme, ELT, speaking, self-efficacy, anxiety, earthquake survivors



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1. Introduction

Devastating earthquakes which result in damaging school buildings and interruption of education have occurred throughout history. In 1985, almost 25 schools were entirely demolished whereas 760 experienced considerable harm in Mexico (Gratton et al., 1986). In 2010, a major earthquake damaged around 11,000 schools in Pakistan (Chuang et al., 2018). Likewise, twin earthquakes which are 7.8 and 7.5 magnitudes occurred in Türkiye within a nine-hour period on the 6th of February, 2023. There are 11 earthquake-affected provinces in the area. So, disaster awareness and training are of high importance because education is a great tool for societies to cope with the causes of disasters (Le Brocque et al., 2016). Also, they directly affect schools and education. At this point, teachers gain importance. After their first response, they will keep up with teaching, but how? The issue of teaching in post-earthquake areas becomes important. Apart from awareness training and psychological support, academic parts need to be handled. Because while governments deal with other problems, teachers come back to classes.

Teaching English as a foreign language (EFL) consists of teaching listening, speaking, reading and writing. In post-earthquake areas, it is difficult to develop earthquake survivor students' reading, writing, and listening skills without any material. However, speaking is a basic form of a language. So, it can be done spontaneously without any material. Also, it is the medium of communication even in the EFL context. In these circumstances, a rapid shift to speaking practices without materials becomes a need. At this point, Scott Thornbury & Luke Meddings who are English language teachers claimed Dogme ELT as an alternative teaching method. They named the method Dogme because of the Dogme 95 filmmaking movement in which the actual story and its relevance become important rather than applying effects/filters (Jeyaraj, 2017). Similarly, Dogme ELT focuses on learners rather than materials and technology. They suggest minimum use of materials and their contexts should be relevant to learners, but the bigger role of textbooks is no longer real (Jeyaraj, 2017). Instead, it emphasizes the use of conversation in language classes because language learning means qualifying learners to communicate in that language. Also, it advocates the emergent language needs of students rather than a fixed syllabus (Meddings & Thornbury, 2009). Also, the role of teachers turns into a practitioner in dialogues rather than teaching (Freire, 2005). Teachers respond to students, show interest in their students' contributions, and guide them toward effective communication (Nunes & Faciola, 2023). In the post-earthquake area, Dogme ELT was adapted in elective English language courses to direct students into oral communication. So, this research aims to investigate the effects of Dogme ELT on EFL speaking skills, self-efficacy, and speaking anxiety of earthquake survivor students.

In Worth's (2012) research, nine Japanese learners' opinions about Dogme were analyzed. The data was collected via group discussion, interviews with three students, and open-ended questionnaires. Based on the findings of this research, learners thought that there was a significant connection between textbooks and exam preparation. Additionally, their choice was Dogme ELT rather than a textbook-based lesson. Bryndal (2014) designed Dogme-based lessons to teach vocabulary related to household problems. It was found that implementation was beneficial for pre-intermediate students, however not working for low-level students. Moreover, Coşkun (2017) conducted research involving EFL instructors, and their 38 learners were asked to share their opinions about Dogme ELT. Teachers used Dogme in their lessons and then all participants answered the surveys. Results showed that there were positive opinions regarding and they suggested the use of Dogme in the EFL curriculum. Mohamed (2019) also designed a Dogme ELT-based course to observe the impact of Dogme on freshmen' speaking skills and speaking self-efficacy. The participants were 44 freshmen from the education faculty of a university in Egypt. It is indicated in the research that Dogme ELT enhanced students' speaking abilities and confidence in speaking. Then, Sarani & Malmir (2019) worked with 75

Iranian EFL learners from different proficiency levels in a private language institution. They created a sequential explanatory mixed-method research to investigate the impact of Dogme ELT on L2 speaking skills and readiness to converse. They used Dogme ELT in the experimental group whereas they continued to use communicative language teaching in the control group. It is claimed that Dogme ELT is effective for advanced learners and not suitable for other learners. Solimani et al. conducted two studies on Dogme ELT (2019; 2020). In 2019, their participants were 90 upper-mediate EFL learners and the instrument were a questionnaire and observation. In 2020, participants were B1-B2 level EFL learners and checked results via interviews and placement tests. It was found that the fluency of learners was enhanced (Solimani et al., 2019) and learners appreciated collaborative learning and developed their oral proficiency (Solimani et al., 2020). Also, they gained confidence (Solimani et al., 2020). Moreover, Rushton (2020) investigated the views of Japanese learners about Dogme ELT in an elective EFL oral communication course via a Likert-type questionnaire. It was discovered that students enjoyed the course. Next, Daguiani (2022) explored the integration of Dogme ELT in an oral course for second-year English students in Algeria. For this aim, mixed-method research was used. Quasi-experimental studies and questionnaires were used. Participants were 10 teachers and 80 students. Also, a focus group interview was done with eight students. The experimental group obtained statistically higher results in speaking. Similarly, qualitative information reinforced quantitative findings. Furthermore, Chuquitarco Guagchinga (2024) searched the effectiveness of Dogme approach on speaking skills. The research design was pre-experimental research and participants were 24 A1+ level students. The instrument was the Cambridge test (A2 key for schools). According to the results, the Dogme approach helped learners to improve their speaking skills. Also, learners' motivation and participation increased because the material was chosen in compliance with learners' interests. In addition, it is stated that Dogme approach provided a good class environment for learners.

According to the literature review, studies showed that Dogme ELT is an alternative approach for assessing speaking skills because of its characteristics. So, it was decided that Dogme ELT was the best method to adopt for this research in order to develop students' speaking skills without materials because data were gathered from earthquake survivor students. It was considered that this research will contribute to the approach since there are no studies on Dogme ELT with earthquake survivors or secondary school students in Turkey.

The aim of this research is to investigate the effects of Dogme language teaching on EFL speaking skills, self-efficacy, and speaking anxiety of earthquake survivor students. Moreover, sub-questions are searched as follows:

Regarding the quantitative phase of the research

1. Is there a significant difference between the experimental group and control group in terms of English-speaking test post-scores?
2. Is there a significant difference between the experimental group and control group in terms of post-scores of speaking part from the English self-efficacy scale?
3. Is there a significant difference between the experimental group and the control group in terms of English-speaking anxiety post-scores?

Regarding the qualitative phase of the research

4. What are the opinions of earthquake survivor students about Dogme ELT-based speaking lesson experience?
5. What are the suggestions of earthquake survivor students about Dogme ELT?

2. Method

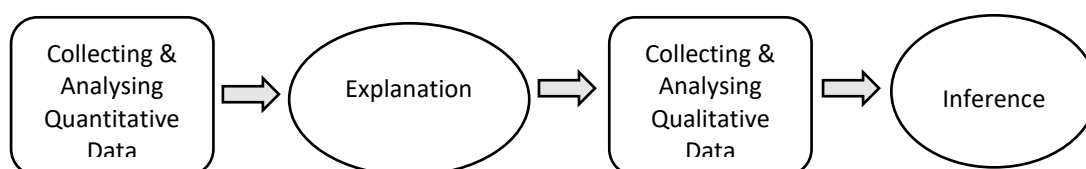
This part of the research includes research design, participants, data collection tools, data collection, validity and reliability, and data analysis.

2.1 Research Design

This research employs a mixed-method research model that incorporates both quantitative and qualitative approaches. To explore the impacts of Dogme ELT on students' speaking skills, self-efficacy, and speaking anxiety, explanatory sequential design is preferred. Explanatory sequential design enables the researcher to first collect quantitative data and then qualitative data to compare and relate quantitative data with qualitative data (Creswell, 2017). So, first, a quasi-experimental design was used for quantitative data. In the experiential group, the Dogme ELT approach was used whereas the non-interventional curriculum (communicative teaching method) was continued in the control group. Second, descriptive analysis was applied to qualitative data. So, experimental group students were participants in the focus group interview. The research design (Creswell, 2017, p. 39) is illustrated in Figure 1.

Figure 1.

Explanatory Sequential Design of This Research



To apply Dogme teaching method and then understand participants' ideas about the method, explanatory sequential design above was used.

2.2 Participants

The participants involved in this research were 20 sixth graders from a public secondary school in an earthquake-affected province in the Eastern part of Türkiye through the 2023-2024 academic year. Participants are selected according to the cluster sampling method. This method allows effective, simple, and inexpensive implementation and evaluation (Henderson & Sundaresan, 1982). There are 10 students in the Dogme ELT (experimental) group and 10 students in the non-intervention curriculum (control) group. Moreover, participants of the experimental group took part in focus group interviews.

Table 1.

Characteristics of Participants

Characteristics	f
Gender	
Female	12
Male	8
Earthquake Survivor	
Yes	20
No	-
Loss of Family Member	
Yes	1
No	19
Loss of Relative, Friends, Neighbour, Beloved One	
Yes	16
No	4
Loss of House	
Yes	13

No	7
Loss of school supplies	
Yes	17
No	3

As is seen in Table 1, all participants were earthquake survivors. 60% of them were female and 40% of them were male. While 80% of them had experienced losing any relative, friend, neighbor, or beloved one, 5% of them had lost their family member. 65% of them lost their houses whereas 85% of them lost their school supplies. These are general characteristics of the participants.

Before starting the experimental procedure, both group students' pre and post-test scores on the speaking test, self-efficacy test, and anxiety scale were analyzed via normality tests. In Table 2, the results of normality tests are shown.

Table 2.

Results of Normality Tests of Both Groups

	Experimental Group			Control Group		
	Skewness	Kurtosis	Shapiro-Wilk	Skewness	Kurtosis	Shapiro-Wilk
Pre-Speaking Test	-.369	-.657	.432	-.310	-1.216	.271
Post-Speaking Test	.000	-.895	.849	-.206	-1.046	.680
Pre-Self Efficacy Scale	-.826	-.740	.107	.151	-1.078	.813
Post-Self Efficacy Scale	-.571	-.619	.557	-.506	-.988	.282
Pre-Anxiety Scale	.112	-.499	.921	-.476	-.425	.734
Post-Anxiety Scale	.128	-.797	.953	-.627	-.671	.411

According to Table 2, all skewness and kurtosis values were between +1.96 and -1.96. Also, the results of Shapiro-Wilk tests showed that a value of $p > 0.05$ is obtained. That means values were normally distributed (Büyüköztürk, 2011, p. 42). So, data analysis would be done with parametric tests.

Table 3.

Result of Independent Sample t-Test regarding the Pre-Speaking Scores of Both Groups

	N	\bar{X}	SS	Sd	t	p
Experimental	10	9.10	2.02	18	.104	.918
Control	10	9.20	2.25			

* $p < .05$

According to Table 3, there was no significant difference between the pre-speaking test scores of the experimental and control group students ($t_{(18)} = .104$, $p > .05$). This finding showed that students were similar to each other in terms of their speaking skills before the experimental procedure.

Table 4.

The Result of Independent Sample t-Test regarding the Pre Self-Efficacy Scores of Both Groups

	N	\bar{X}	SS	Sd	t	p
Experimental	10	13.50	3.06	18	.989	.336
Control	10	12.30	2.31			

* $p < .05$

According to Table 4, there was no significant difference between the pre-self-efficacy scores of the experimental and control group students ($t_{(18)} = .989$, $p > .05$). This finding showed that students were similar to each other in terms of their self-efficacy scores before the experimental procedure.

Table 5.*Result of Independent Sample t-Test regarding the Pre-Speaking Anxiety Scores of Both Groups*

	N	\bar{X}	SS	Sd	t	p
Experimental	10	41.40	2.83	18	1.99	.062
Control	10	44.40	3.80			

*p<.05

According to Table 5, there was no significant difference between the pre-speaking anxiety scores of the experimental and control group students ($t_{(18)}=1.99$, $p>.05$). This finding showed that students were similar to each other in terms of their speaking anxiety scores before the experimental procedure.

According to Tables 3, 4, and 5, there was no significant difference between the two groups in terms of speaking skills, self-efficacy, or speaking anxiety. So, both groups were similar to each other and it was appropriate to carry out the experimental procedure.

2.3 Data Collection Tools

Data collection tools for this research were the TOEFL Primary Speaking Test, the speaking part of the the English Self-Efficacy Scale (Hancı-Yanar & Bümen, 2012), the English Speaking Anxiety Scale (Orakçı, 2018) and semi-structured interview form developed by the researcher.

2.3.1 The TOEFL Primary Speaking Test

TOEFL primary speaking test is a computer-based test for measuring primary-level students' speaking skills. It is designed for young learners (8 and up) to communicate orally in their daily routines. There are six task types and the first four tasks are scored 3-point whereas the fifth and sixth tasks are scored 5-point rubric. The maximum achievable score for this test is 22 points. Normally, this test presents visual and audial tips for each task. However, the participants of this research were earthquake survivors and the objective was to apply the Dogme method. So, tasks are designed without any material. In this research, students were asked to describe their daily routine, express their ideas about their routine, ask one question to the teacher if they can do something, ask three questions about the routine, explain how to run errands step by step and explain what happened yesterday.

2.3.2 The Speaking Part of English Self-Efficacy Scale

Hancı-Yanar & Bümen (2012) developed an English self-efficacy scale which is aimed at assessing students' beliefs in their self-efficacy regarding listening, speaking, reading, and writing. In this research, only the speaking part of the scale is used. The speaking part has six items and 5 Likert types. The maximum achievable score for this test is 30 points whereas the minimum is 6 points. The more scores students get from the scale, the more self-efficacy they have. The Cronbach's Alpha coefficient for the speaking part was .92 (Hancı-Yanar & Bümen, 2012) while it was found .95 in this research.

2.3.3 English Speaking Anxiety Scale

Orakçı (2018) developed an English Speaking Anxiety Scale to measure students' English-speaking anxiety levels. The original research was conducted with seventh-grade secondary school students. The scale has 16 items in 5 Likert types and two subscales. The maximum achievable score for this scale is 68 points and the minimum is 28 points (three reverse items). A high score obtained from this scale represents a high level of English-speaking anxiety. The coefficient of Cronbach's alpha for this scale was .89 (Orakçı, 2018) while it was found .92 in this research.

2.3.4 Semi Structured Interview Form

To develop a semi-structured interview form, the first literature about Dogme ELT is reviewed. It is drafted by related sources. The form has six core questions and a few more questions for follow-up. It focuses on students' experiences, the method's advantages, the method's disadvantages, and students' suggestions. Then, expert opinion was taken into consideration. Some questions are edited according to the feedback. After designing the final version, a small group of students participated in a pilot interview. Based on the insights obtained from the pilot interview, questions were edited to be clear and more understandable.

2.4 Data Collection

For the quantitative data, the experimental study lasted six weeks. Each week, one specific topic was selected by students for each class. They had speaking activities based on Dogme ELT in an elective English language course in a state secondary school. First, the principles of Dogme ELT implemented in this research are visible in Table 3 (Meddings & Thornbury, 2009).

Table 6.

Implementation of the Principles of Dogme ELT

The Principles	Yes	No
There exists a continuous interaction among students and between the instructor and students.	✓	
Students can develop their own subject.	✓	
Learning involves conversation and social interactions.	✓	
The instructor and students collaboratively build their understanding.	✓	
From the communicative needs of learners, language can be acquired.	✓	
The teacher draws students' attention to emergent language.	✓	
Students choose the appropriate subject that aligns with their thoughts and understanding.	✓	
There are no available (published) teaching resources in the classroom.	✓	
Materials that will be used should be suitable to learners' needs.		X
Both teacher and students use materials critically.		X

As seen in Table 6, in the experimental study, there was interactivity all the time. Interactivity appeared in three different forms of interaction which are whole class, student-student, and teacher-student. Before the study, students were asked to choose the content that made sense to them. Learning occurs in the form of conversation. While orally communicating in the target language, both the teacher and students build their knowledge together because of the ongoing process. The lessons' first focus was students' communicative needs. In addition to communicative needs, they had a chance to learn other parts of the language indirectly. For instance, while interacting, they learned additional vocabulary knowledge. However, the main focus was on emergent language because of current circumstances and limited time. There was no use of published teaching the material in classroom, so the last two principles are not applied. Rather than engaging in teaching materials, there was room and time for real communication.

All in all, there were no materials in these lessons and the aim was students' participation in conversations. Students were asked to select topics and they chose daily routine, preferences, hobbies, games, animals, and places because they stated that they were familiar with these subjects. They were also related to the formal syllabus. Teaching was unplugged because there was no use of technology. The teacher praised students for their contributions to the conversation. So, students felt that their contributions were valuable. That is to say, all lessons were student-centered and they actively contributed to interactivity. The interaction was whole class, teacher-student, and student-student forms which depended on time. Brainstorming, question-answer, making dialogues, giving a short speech, singing, speaking circle, and fish bowl strategy were used in lessons. The teacher provided wait time whenever students needed it. When there was a need, repetition and drilling were used, and the teacher helped students to notice patterns and phrases. Feedback provided by the teacher was toward emergent language. Also, at the end of each lesson, students provided a summary of the lesson.

To gather qualitative data, a focus group interview was conducted with 10 experimental group students. It was carried out in face-to-face interaction. Essential permissions were obtained from students, parents, and school management. Also, the researcher took notes for details or examples. The interview lasted for half an hour. To make students engaged, there was no arrangement or taking turns. The researcher sometimes asked additional questions for clarification.

2.5 Validity and Reliability

To guarantee reliability in the quantitative part of this research, the Cronbach Alpha value of data collection tools was calculated. Also, necessary permissions were obtained from the owners of the scales. Moreover, ethical permission from a university was taken.

For reliability in the qualitative part of the research, students participated in the interview voluntarily. The research set a suitable environment for the focus group interview. Also, the researcher has adequate mastery of the subject and interview technique. Before the interview, a short pilot interview was done with students to strengthen the researcher and students. Also, coding data by different coders can increase the reliability of qualitative research (Baltacı, 2017). Miles-Huberman coder reliability percentage, which is Reliability Percentage = Agreement/(Total Agreement + Disagreement), is used in this research. The result of it was found 92% similar and anticipated to have a minimum of 80% similarity (Miles & Huberman, 1994). Additionally, students were coded as S1, S2, S3, etc. to not affect the reliability.

2.6 Data Analysis

The quantitative data were subjected to various statistical processes. Shapiro-Wilk tests and skewness-kurtosis values were used to verify if the data exhibited a normal distribution. After obtaining a normal distribution, parametric tests were used.

The qualitative data was subjected to descriptive analysis. It was interpreted based on predetermined themes. For this research, predetermined themes were components of a curriculum because Dogme ELT is a teaching method. The framework was developed with them and the data was processed according to this framework. Also, it was backed by the quotations taken from the interview. In the end, the findings were explained and interpreted.

3. Findings

In this part, the collected data were analysed and interpreted in the order of the research sub-questions.

3.1. Findings Regarding Speaking Skills

First, to determine whether there is a significant difference between the pre-test and post-test scores obtained from the speaking test of the experimental group students using Dogme ELT, the difference between the pre-test and post-test in the speaking test was analyzed with paired sample t-test. Results are shown in Table 7.

Table 7.

Result of Paired Sample t-Test regarding the Pre-Post Speaking Scores of the Experimental Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	9.10	2.02	9	30.59	.000*
Post-test	10	19.50	1.58			

*p<.05

According to Table 7, there was a significant difference between the pre and post-test scores of the experimental group students in terms of speaking scores ($t(9)=30.59$, $p>.05$). Also, post-speaking scores of the experimental group students were higher (10.40 points) than pre-speaking scores. That means Dogme ELT developed students' speaking skills.

Second, another paired sample t-test was run to check if there was a significant difference between the pre-test and post-test scores obtained from the speaking test of the control group students. Results are displayed in Table 8.

Table 8.

Result of Paired Sample t-Test regarding the Pre-Post Speaking Scores of the Control Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	9.20	2.25	9	4.58	.001*
Post-test	10	9.90	2.42			

* $p<.05$

According to Table 8, there was a significant difference between the pre and post-test scores of the control group students in terms of speaking scores ($t(9)=4.58$, $p>.05$). Also, post-speaking scores of the control group students were a little higher (0.70 points) than pre-speaking scores. That means a non-interventional curriculum (communicative teaching method) developed students' speaking skills a little.

Third, with the aim of analyzing the difference between the post-speaking test scores of both groups, an independent sample t-test was utilized. Results are shown in Table 9.

Table 9.

Result of Independent Sample t-Test regarding the Post Speaking Scores of Both Groups

	N	\bar{X}	SS	Sd	t	p
Experimental	10	19.50	1.58	18	10.48	.000*
Control	10	9.90	2.42			

* $p<.05$

According to Table 9, there was a significant difference between the post-speaking test scores of both groups ($t(18)=10.48$, $p>.05$). Also, the post-speaking score of the experimental group students were higher (9.60 points) than the control group. That means Dogme ELT was more effective than a non-interventional curriculum for developing students' speaking skills.

3.2 Findings Regarding Speaking Part of Self-Efficacy

First, to decide whether there is a significant difference between the pre-test and post-test scores obtained from the speaking part of the self-efficacy scale of the experimental group students using Dogme ELT, the difference between the pre-test and post-test in the speaking part of the self-efficacy scale was tested with paired sample t-test. Results are displayed in Table 10.

Table 10.

Result of Paired Sample t-Test regarding the Pre-Post Self-Efficacy Scores of the Experimental Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	13.50	3.06	9	9.41	.000*
Post-test	10	23.30	5.35			

* $p<.05$

According to Table 10, there was a significant difference between the pre and post-test scores of the experimental group students in terms of self-efficacy scores ($t(9)=9.41$, $p>.05$). Also, post-self-efficacy scores of the experimental group students were higher (9.80 points) than pre-self-efficacy scores. That means Dogme ELT developed students' self-efficacy about speaking.

Second, another paired sample t-test was run to check if there was a significant difference between the pre-test and post-test scores obtained from the self-efficacy scale of the control group students. Results are demonstrated in Table 11.

Table 11.

Result of Paired Sample t-Test regarding the Pre-Post Self-Efficacy Scores of the Control Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	12.30	2.31	9	1.50	.168
Post-test	10	12.70	2.16			

* $p<.05$

According to Table 11, there was no significant difference between the pre and post-test scores of the control group students in terms of self-efficacy scores ($t(9)=1.50$, $p>.05$). That means the non-interventional curriculum was not effective enough to develop students' self-efficacy about speaking.

Third, for the purpose of analyzing the difference between the post-self-efficacy test scores of both groups, an independent sample t-test was employed. Results are presented in Table 12.

Table 12.

Result of Independent Sample t-Test regarding the Post Self-Efficacy Scores of Both Groups

	N	\bar{X}	SS	Sd	t	p
Experimental	10	23.30	5.35	18	5.84	.000*
Control	10	12.70	2.16			

* $p<.05$

According to Table 12, there was a significant difference between the post-self-efficacy test scores of both groups ($t(18)=5.84$, $p>.05$). Also, post-self-efficacy score of the experimental group students were higher (10.60 points) than the control group. That means Dogme ELT was more effective than a non-interventional curriculum for developing students' self-efficacy about speaking.

3.3 Findings Regarding Speaking Anxiety

First, so as to decide whether there is a significant difference between the pre-test and post-test scores obtained from the speaking anxiety scale of the experimental group students using Dogme ELT, a paired sample t-test was employed. Results are shown in Table 13.

Table 13.

Result of Paired Sample t-Test regarding the Pre-Post Speaking Anxiety Scores of the Experimental Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	41.40	2.83	9	7.31	.000*
Post-test	10	31.40	2.22			

* $p<.05$

According to Table 13, there was a significant difference between the pre and post-test scores of the experimental group students in terms of speaking anxiety ($t(9)=7.31$, $p>.05$). Also, post-speaking anxiety scores of the experimental group students were lower (10 points) than pre-speaking anxiety scores. That means Dogme ELT reduced students' speaking anxiety.

Second, one more paired sample t-test was conducted to assess whether there was a significant difference between pre-test and post-test scores obtained from the speaking anxiety scale of the control group students. Results are presented in Table 14.

Table 14.

Result of Paired Sample t-Test regarding the Pre-Post Speaking Anxiety Scores of the Control Group

	N	\bar{X}	SS	Sd	t	p
Pre-test	10	44.40	3.80	9	4.63	.001*
Post-test	10	46.20	3.42			

* $p<.05$

According to Table 14, there was a significant difference between the pre and post-test scores of the control group students in terms of speaking anxiety ($t(9)=4.63$, $p>.05$). However, post-speaking anxiety scores of the control group students were higher (1.8 points) than pre-speaking anxiety scores. That means a non-interventional curriculum was not effective in reducing students' speaking anxiety.

Third, to analyse the difference between the post-speaking anxiety test scores of both groups, an independent sample t-test was utilized. Results are illustrated in Table 15.

Table 15.

Result of Independent Sample t-Test regarding the Post Speaking Anxiety Scores of Both Groups

	N	\bar{X}	SS	Sd	t	p
Experimental	10	31.40	2.22	18	11.46	.000*
Control	10	46.20	3.42			

* $p<.05$

According to Table 15, there was a significant difference between the post-speaking anxiety test scores of both groups ($t(18)=11.46$, $p>.05$). Also, the post-speaking anxiety score of the control group students was higher (14.8 points) than the control group. That means Dogme ELT was more effective than a non-interventional curriculum for reducing students' speaking anxiety.

3.4 Findings Regarding Students' Opinions and Suggestions

First, to determine students' views regarding Dogme ELT, descriptive analysis was conducted with data from semi-structured interview form. So, themes and sub-themes were selected from students' opinions. Then, their satisfaction was initiated next to themes. Results are demonstrated in Table 16.

Table 16.

Students' Opinions about Dogme ELT

Themes	Sub-themes	Satisfaction (f)	
		Insufficient	Sufficient
Objective	Being able to speak		10
	Active participation		10
Content	Enough time	1	9
	Related to daily life	2	8
	Having a voice/choice	2	8

Learning Experience	No visual materials	4	6
	No use of technology	3	7
	Speaking practices		10
	Types of speaking activities		10
	Active learning		10
	Social interaction (Whole class/Group/Pair work)		10
	Non-verbal communication	2	8
Evaluation	Feedback	2	8
	Speaking exams	2	8
	Productivity		10
Personal	Motivation	1	9
	Self-Efficacy		10
	Speaking Anxiety	1	9
	Shyness	1	9
	Lack of knowledge		10
	Pronunciation	2	8

As seen in Table 16, all students claimed that they were able to speak while using Dogme ELT teaching. S1 said, *"We had more chance to speak"*. Also, they agreed that they actively participated in the class. S3 said, *"We were more active than our old classes"*. Regarding time, just S5 shared that time was not enough because lessons are 30 minutes due to the effects of earthquakes. On the other hand, nine students indicated that time was enough because *"We usually did not speak a lot while we were doing the course book pages"* (S6). Topics were chosen by students and they were related to daily life or their interests. Having a voice/choice about content was normally not an issue because there are formal regulations and curricula to follow which include pre-determined themes. However, while using the Dogme ELT teaching method after twin earthquakes, students got a chance to have a choice. Eight of them stated that having a choice was good and enjoyable, but two of them indicated that this may create chaotic situations. In terms of learning experiences, four students specified that no use of visual materials made it difficult for them to dream and plan their speaking. S5 shared *"I need visuals because it is difficult to imagine all the time"*. Likewise, three students added that no use of technology was weird. *"I don't understand why don't we use the smart board and internet connection."* (S8). Next, all students agreed that there were lots of speaking practices and enough different kinds of speaking activities. Also, they stated that they experienced active learning. Also, they liked social interaction in the class. *"We speak to our partners, sometimes groups, sometimes all classmates, and teacher too. It was full of entertainment."* (S1). Regarding non-verbal communication, eight of them said that they used gestures and mimics too. On the other hand, two of them stated that they had difficulty in the use of non-verbal communication. *"It was difficult to use non-verbal communication in English speaking classroom."* (S7). In terms of feedback, two of them shared that getting feedback from the teacher or a partner was difficult in English-speaking classrooms. *"How can I understand all the feedback if it is English?"* (S5). Then, eight of them were satisfied with the speaking exam. Two of them just had difficulty in the exam. Moreover, regarding the personal effects of the method, all students agreed on the productivity thanks to active learning. About motivation, just one student said *"I sometimes feel demotivated because there was no material. It was distracting for me"* (S5). With regard to self-efficacy, all students made positive comments. *"Now, I believe in myself. I can do it."* (S1). Concerning speaking anxiety, still, one student shared that he/she feels anxious while speaking English, but nine students stated that they feel more confident and relaxed. *"Last year, speaking English made me nervous, now it doesn't"* (S3). Another student added that he/she does not have speaking anxiety, rather he/she is shy, so *"full of speaking class sometimes made me shy."* (S9). All of them clarified that there was no lack of knowledge because they chose topics they have known. *"We learned daily routines, so it was easy to speak."* (S4). On the other side, two

of them added that pronunciation was problematic. *"I was speaking but it was difficult, I didn't know how to pronounce, sometimes I imitated."* (S6). All in all, the students' comments were mainly positive. According to comments, active participation, amount and kinds of speaking practices, and social interaction were the best parts of this method while no use of material or technology was the worst part of it.

Table 17.

Students' Suggestions about Dogme ELT

Suggestions	Students (f)
Use of Dogme ELT in every week one class	7
Providing language box (written support) on board	6
Adding just visual materials to speak about	5
Limited use of technology to support	4
Recording conversations	2

As seen in Table 17, seven students suggested the use of Dogme ELT for one class each week. They stated that they *"need more speaking practices"* (S1), but *"there is no speaking time or special lesson for it"* (S4). Also, six students suggested the use of a language box which is a kind of written memo on the board. With the help of a language box, students believe that they can *"achieve more"* (S2), *"take support"* (S5), and *"continue to speak when there is a barrier"* (S9). Five students added the use of visual materials to support speaking activities. *"I need a picture to look at and talk about it."* (S3). Similarly, four students suggested limited use of technology. *"We have a smart board and it has an internet connection. We can use it."* (S8). Lastly, two students suggested recording conversations. They said that they can listen to recordings at home and practice listening too. Also, *"I can notice my mistakes while listening to our recordings."* (S6). To sum up, students' suggestions are mainly about getting a little support from materials, technology, language boxes, and recordings. Also, they stated that they need a speaking class every week.

4. Discussion, Conclusion and Suggestions

In this research, the effects of Dogme language teaching on EFL speaking skills, self-efficacy, and speaking anxiety of earthquake survivor students were investigated. According to pre and post-test analysis results, Dogme ELT increased students' English speaking skills and self-efficacy in speaking. This may be due to the fact that Dogme ELT focuses on students' participation in conversations. With this method, students were able to practice speaking individually, with a partner, as a class, with a teacher in many forms, and for long periods. This situation led to their speaking skills and self-efficacy to increase. In addition, according to the analysis, Dogme ELT reduced students' English-speaking anxiety. Since Dogme ELT does not use materials, students only focus on students' speaking practices, so they may have felt less anxious. The atmosphere in the classroom where Dogme ELT is applied is more relaxed, spontaneous, and participatory.

Upon reviewing the literature, it becomes evident that there are research findings that back this conclusion. Mohamed (2019) concluded that Dogme ELT enhanced students' self-efficacy and speaking abilities. Also, it was found that the fluency of the learners was enhanced (Solimani et al., 2019) and learners appreciated collaborative learning and developed their oral proficiency (Solimani et al., 2020). And they gained confidence in the classroom (Solimani et al., 2020). Moreover, Daguiani (2022) stated that Dogme ELT improved students' speaking skills. Also, Chuquitarco Guagchinga found that the Dogme approach developed learners' speaking skills. However, Bryndal (2014) and Sarani & Malmir (2019) stated in their studies that Dogme ELT worked with high-level students and was not very suitable for low-level students. In this research, similar to Mohamed (2019), Solimani et al. (2019), Solimani et al. (2020) and Daguiani (2022) and contrary to Bryndal (2014) and Sarani & Malmir (2019), Dogme ELT was determined

to be effective in improving secondary school students' speaking skills in EFL, increasing their speaking self-efficacy, and reducing speaking anxiety.

Following the qualitative part of this research, one side, students liked active participation, amount and kinds of speaking practices, and social interaction. On the other side, they criticized no use of material or technology. That is to say, Dogme ELT teaching can be used to raise students' participation, speaking practices, and social interaction. However, limited use of materials, especially visuals, or limited use of technology can be added to the method. Because of the twin earthquakes, there was no use of materials or technology in this research. It may be useful to add limited use of both depending on objectives, content or profiles of students. They practiced speaking skills more than they did in previous lessons. In terms of speaking skills, self-efficacy, and speaking anxiety, findings derived from qualitative data reinforce the conclusions drawn from quantitative data collected.

According to qualitative data in the studies conducted on Dogme ELT, positive opinions were obtained from students (Chuquitarco Guagchinga, 2024; Daguiani, 2022; Rushton, 2020; Coşkun, 2017; Worth, 2012). They stated that they were satisfied with Dogme ELT, felt more comfortable, felt more confident, and wanted to participate in the lesson more. These findings resemble the present research. Likewise, it was found in this research that students felt more productive, motivated, self-efficacious, and less anxious. Likewise, it is found that learners' motivation and participation increased because the material was chosen in compliance with learners' interests (Chuquitarco Guagchinga, 2024). Similarly, students in this research stated that they felt motivated and there was no lack of knowledge about topics because they chose them. Also, it is stated in this research that the Dogme approach provided a better classroom environment for students to feel comfortable and practice English which brings interactive communication (Chuquitarco Guagchinga, 2024). This is so similar to this research that students made positive comments on Dogme ELT regarding active participation and social interaction.

In summary, Dogme ELT in an EFL class has increased the English speaking skills and speaking self-efficacy of secondary school students and reduced their speaking anxiety. Accordingly, Dogme ELT can be used to increase the speaking skills of EFL students, increase their self-efficacy, and reduce their speaking anxiety. Also, regarding students' suggestions on the use of Dogme ELT, limited use of materials or technology can be added depending on the objectives, content, and profiles of students. However, participants in this research were earthquake survivor students. Although Dogme ELT has yielded effective results under current physical and psychological conditions, its effect may change under different conditions with different participants. Therefore, in future studies, the effects of Dogme ELT on different variables at different levels can be examined in longer studies with different participants.

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