



A scoping study of “Snapshot” teaching framework

Gina Selvira Yanti^{1*}, Rafika Nurhidayah²

^{1,2}English Literature Program, Sekolah Tinggi Bahasa Asing Pontianak, Pontianak, Indonesia

* Email: gsy.310890@gmail.com (corresponding author)

Article history: Received: 20 November 2021

Available online: 9 March 2022

Accepted: 23 February 2022

Published regularly: March 2022

Abstract

Despite the emergence of Dogme ELT in the 2000s, only small numbers of academic research employing this approach were documented, especially in the context of teaching English Speaking skills in Indonesian higher education. Also, as a response to Indonesian students' unsatisfied performance in English skills, this study was aimed to introduce and propose an instructional framework using "Snapshot" for college students. As one of the Dogme ELT activities, it hopefully can boost students' motivation, participation, and ability to use the target language orally. Following the scoping study method by Arksey and O'Malley (2005), we gathered data by deriving and concluding theories and practices of research published in 2016 until 2020. As a result, there are thirteen studies on Dogme ELT. From those studies found, we derived and cultivated the implementation of the approach, the perspectives of teachers and students toward the activities, and then presented the proposed framework in teaching English speaking using Snapshot in three stages. Furthermore, the findings indicate that only five out of thirteen studies that empirically utilized and described Dogme ELT in the classroom with mostly favored by both teachers and students. In sum, the proposed framework hopefully can benefit educators in general, ELT teachers, and lecturers in particular.

Keywords: classroom activity; Dogme ELT; teaching framework; teaching unplugged; technology integration

To cite this article: Yanti, G. S., & Nurhidayah, R. (2022). A scoping study of “Snapshot” teaching framework. *Journal on English as a Foreign Language*, 12(1), 74-96. <https://doi.org/10.23971/jefl.v12i1.3438>

To link to this article: <https://doi.org/10.23971/jefl.v12i1.3438>



Copyright © 2022 THE AUTHOR(S). This article is distributed under a *Creative Commons Attribution-ShareAlike 4.0 International* license.

Introduction

Having a good capability in speaking a foreign language that is English is an unspoken and still a dreamy goal for those who are learning them, moreover, for English major students. It is in line with Andini et al. (2020), who claim that English speaking skills are usually seen as concrete evidence for someone who learns the language despite holding the four main skills. The capability to start a simple conversation in English may be a tool for people to gauge or acknowledge someone's capability in English; therefore, together with other English skills; speaking skills are believed to gain more attention from educators globally (Richards, 2008). For example, Indonesia is one of the developing countries that places English as a foreign language that has to be mastered (Abadi, 2015). Speaking or communicative skills in the language are strongly mandated as one of the final expectations to behold by the students. It can also be seen from the curriculums that have been adopted by the country, which focuses on the development of communicative competence (Yulia, 2014). Unfortunately, it is a fact that Indonesian graduates have not shown satisfying performance in speaking English up to this day (Andini et al., 2020; Fahmi et al., 2020).

There are several studies suggest on this issue. The studies report that they still have a poor performance in using English orally, and many of them face the same difficulties such as lack of vocabulary, poor grammar mastery, anxiety, and an unsupportive environment (Al-Esaifer & Alshareef, 2018; Jusuf et al., 2021; Permana & Arjulayana, 2021). Moreover, a study was done by Ilinawati et al (2021) also claims that experiencing years in learning English does not represent the students' performance in speaking the language. In line with those documented reports, Husna (2021) emphasizes that many students fear making mistakes when they speak in English and see the language as a scary thing to learn which affects their fluency in showing the skill. In response to the low English-speaking skill performed by students, many teaching approaches or methods emerged from time to time, such as the Audio-Lingual Method, Total Physical Response, and Communicative Language Teaching. In response to it, there are lots of researches in ELT that utilize those methods in numerous settings beneath the same concern (Bhatti & Mukhtar, 2017; Fazil et

al., 2018; Mart, 2013; Toro et al., 2018; Yuliani, 2018); it is done to assist students' development in their English skills.

Speaking skills in the English language is an essential skill needed to be mastered. This assumption is admitted to the English language and all languages. Thus, to have a good capability in using the language orally is a prime goal for most EFL students (Grauberg, 1997; Richards, 2008). In addition, Harmer (2007) says that second language learners or foreign language learners are said to have good English speaking skills when they can converse and communicate orally using the language in different occasions, purposes, places, and genres; and they can seize repair strategies in a conversation. In addition, "speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing" (Harmer, 2007). Hence, in its teaching practice, Goh (2016), especially in non-English speaking countries, the practice of teaching this skill is purposively employed to encourage learners to increase their confidence in using spoken English (Renandya & Widodo, 2016). Thus, the use of a certain and suitable teaching approach is one of the main steps to help the learners with the integration of technology to meet the learner characteristic as of now.

The notion of technology integration in language learning cannot be said as a new paradigm. It has been known for the past decades. Furthermore, educators nowadays are more persuaded to employ technology in their classrooms since Fisk's emergence of education 4.0 in 2017 (Hussin, 2018; Sadiyoko, 2017). As a response to the phenomenon, several studies could be found in Ammade et al. (2018), Athawadi (2019), Hamat and Hassan (2019), and Shian and Yunus (2016). In addition, Gunuç and Babacan (2017) described that web tools such as social media, software, and hardware can provide students with available space and place to participate in teaching-learning activities.

Among many approaches that support the technology integration in ELT, Dogme ELT or Teaching Unplugged by Scott Thornbury and Luke Medding emerged in the 2000s. In the approach, Thornbury (2000) claims that a classroom only needs teachers and students in which the learning process can be about anything around people in the classroom. On top of that, there are ten Dogme ELT principles described by the founders of the approach: interactivity among people in the classroom, engagement in the learning process, social and dialogic process during the class discussion, scaffold conversation and learning while conversing, language-focused emergent during the class which is seen as a part of an acquisition, directing learning focus affordance by a teacher, giving

space for students' voices while learning, material-lights empower both students and teachers, relevant materials should be able to promote students real-life, and critical use in choosing and using books, texts, or other forms of material is encouraged. In short, three main tenets - conversation-driven, material-lights, and emergent language - can be taken from the ten principles (Meddings & Thornbury, 2009; Sarani & Malmir, 2019, Sasidharan, 2014). Although they once did not acknowledge technology aid in the unplugged teaching activities, they published a revised book, there is a teaching activity called "Snapshot". As mentioned before, one of these activities applies to the nowadays teaching-learning idea, which is education 4.0. aiding by mobile phone in its implementation, Snapshot is suitable to be used in this era since Education 4.0 also emphasizes the use of technology in ELT. Thus, "Snapshot" is reasonable to be used in this recent research.

It has been more than a decade since the Dogme ELT appearance, we found six downloadable research. Most of that research did not implement the Dogme approach. The earliest research found was in 2005 by Christensen who applied the Dogme tenet to younger learners (Christensen, 2005). Furthermore, 5 out of six research focused on adult learners, speaking skills, and teacher or students' attitudes toward the tenet of the Dogme approach (Sarani & Malmir, 2019; Sasidharan, 2014; Sketchley, 2011; Stones, 2018; Xerri, 2012) with no clear step-by-step how to utilize the approach in the classroom. As a result, there are small numbers of academic or scientific studies that provide us with detail on how the Dogme-based approach is applied since most of the found studies tend to point out learners and teacher attitudes toward Dogme ELT, in this case, the application of this approach on speaking classrooms.

Supporting the concepts that have been explained above, this study intends to fill in some gaps as follows. First, there has still limited numbers of Dogme ELT empirically examined. Another gap is, specifically, there are not yet, accessed reports employing this approach in the Indonesian context to university students. Next, many studies such as (Andini et al., 2020; Husna, 2021; Permana & Arjulayana, 2021) have highlighted the need for methods or ways in teaching speaking skills that can maximally provide students to use the skill communicatively. Lastly, supporting the use of technology, we cannot find, so far, a similar study that has the same goal as this recent study, especially the Snapshot activities. Thus, the questions are as follows:

- 1) How is the practical procedure and effectiveness of Dogme ELT applied by empirical research?
- 2) What do the teachers and students say about the Dogme classroom?

Moreover, this research also aims to introduce a framework in teaching English speaking using Snapshot in three stages (hunting time, performing time, concluding). Correspondingly, the research results, specifically the framework, are expected to inspire teachers to apply it in their classroom.

Method

Research design

To achieve the purpose of this study, it used a scoping study method. Scoping study method is described as a mapping way to gather pieces of evidence or data from works available, which finally aims to develop a future policy or program (Arksey & O'Malley, 2005; O'Brien et al., 2016). It is considered suitable to conduct this research that this study purpose mentioned before. Therefore, the five stages of this method by Arksey and O'Malley (2005) were also adopted: identifying research questions, identifying relevant studies, study selection, charting the data, and reporting the result.

Data collection and data analysis

In the first stage, the questions or focuses formulated for this research were identified as mentioned in the introduction section. This formulated question was read between the lines, concluded, and analyzed to develop a framework; it is the main goal of this research. The second stage used an electronic database such as ERIC, Semantic Scholars, ResearchGate, and other accredited journals; this stage was done by searching and choosing studies on Dogme ELT. There were some criteria that we used in choosing the research. First, the studies chosen were published in accredited journals with the ISSN numbers and ISBN books. Second, they were published from 2016 until 2020. We chose the specific publication year of 2016 until 2020 because we wanted to obtain recent context instead of the older one. Third, the studies must be empirical-based in which the studies describe the procedures of the approach application. In the third stage, the selection of relevant research was done to meet the research purpose; thus, the empirical studies were chosen to grasp the steps or procedures on how Dogme ELT was employed.

Turning now on the fourth stage, it was extracting the data of chosen researches; it included covering titles of research, the year published, the setting, the level of education, and the methodology. In the findings section, all of those data were presented in Table 1. Lastly, qualitative data analysis

concerns moving the data into understanding and interpreting the phenomenon in question (Bogdan & Biklen, 1998). Thus, utilizing the scoping method, the data have been analyzed qualitatively. After gathering the suitable previous works on Dogme ELT, we read and understood the collected studies to grasp the themes of the found studies, summarized them, and then reported the data in a narrative view. The last stage also included a narrative of how Dogme ELT was being carried out in the teaching-learning process. Finally, considering the theories and results from these five stages, a framework of using Snapshot, one of the teaching-learning activities in the Dogme ELT approach, was also qualitatively elaborated. Afterward, we continue to read and interpret the studies found to elaborate the interpretive description on the issue being studied. Creswell (2012) claims that analyzing qualitative data is interpretive based on the personal research assessment to describe the information.

Findings

The chosen research

Thirteen studies that were published from 2016 until 2020 were found. There are four studies found in 2019, two studies in 2016, one study in 2017, two studies in 2018, and four studies found in 2020. However, from the thirteen studies, only five of them are most suitable for this study's criteria. Thus, the other eight studies that had not met the criteria (Amjad et al., 2019, 2020; Eroğlu, 2019; Isa & Isa, 2016; Nguyen & Hung, 2020; Nureldeen, 2020; Rion et al., 2018; Sarani & Malmir, 2019) were eliminated. Furthermore, Table 1 illustrates the data of each research in more detail.

It can be seen from Table 1 that all the studies took university-level students as their subject, and it investigated the Dogme ELT practices mostly on English speaking skills. However, there is no study conducted in the Indonesian context. The following is the elaboration of the empirical-based studies into two themes.

Practices of Dogme ELT

As mentioned before, although there are thirteen studies found from 2016 until 2020, only five of them described how they implemented the Dogme ELT in their research reports. Therefore, to answer this study's first focus or question, this section describes procedures of Dogme ELT implementation from the five empirical studies. Firstly, it is research done in 2016 by Sayed. He attempted to investigate the effect of unplugged teaching in his writing class and denote how

the unplugged class influences his students' speaking skills. Forty-eight students participated in the study. They were divided into one experimental group and one control group. In the experimental group, the students were seated in a circle and guided to write a paragraph through a mediated talk by the lecturer. The prepared materials such as textbooks, script dialogues, and vocabulary lists were not brought and allowed. The lecturer guided the lesson using five stages: prewriting, drafting, revising, editing, and publishing. In the prewriting stage, the students presented their selected topic in pairs, which had been shared and discussed before. The students brainstormed the topics based on their knowledge and beliefs. In the presentation, the interaction between teacher and students happened. Next, students worked individually to write their rough draft in the drafting stage. In this stage, the teacher invited students to ask questions that can guide them to write. After drafting, the students orally read their drafting results, and the classmates commented on them.

Table 1. The general information of the five empirical-based studies

Studies' titles	Year published	Level	English focused skill	Methodology	Setting
Teaching unplugged: does it have the potential to improve EFL students' speaking skills in a writing class	2016	University	Writing and speaking	Experimental	Saudi Arabia
Dogme ELT: what do teachers and students think?	2017	University	Speaking	Experimental	Turkey
Investigating students' attitudes to a Dogme approach to IELTS Essay writing	2018	University	Writing	Qualitative	Japan
Using Dogme ELT in reading classes	2019	University	Reading	Experimental	Tehran
Flipped vs. unplugged instructions: sailing EFL learners' oral proficiency through virtual and real learning communities	2019	University	Speaking	Quasi-experiment	Iran

Continuing the Sayed's (2016) study, revising as the third stage was done by students individually checking, reviewing, and revising their drafts. After revising, they were asked to work in pairs to read each other drafts and discuss them. In this stage, the teacher continues to record the language that emerged during the discussion. The fourth stage is editing. In this stage, some significant language features such as the students' errors in grammar, punctuation, capitalization appeared in the class discussion. Lastly, in the publishing stage, the students checked their writing. Guiding by the teacher, the discussion happened when the students read along with their writing while others took notes and prepared for the comments. The teacher triggered the discussion by clarifying, explaining, confirming, speculating, considering possible words, and reflecting. From this class instruction, Sayed (2016) concluded that teaching unplugged or Dogme has great potential in the EFL context.

The second study was research reported by Coskun (2017). Set in middle schools in Turkey, Coskun (2017) investigated teachers' and students' attitudes toward a Dogme ELT classroom setting. He has described three implementations of Dogme ELT done by three different teachers in his research. The three teachers used different teaching strategies in which one of them used a teaching activity from Scott Thornbury and Luke Medding's book in 2009, while the other two teachers created their teaching strategy. The first teacher started his class by asking students to form groups and then asked them to list things and to explain why they used or chose those particular things imagining they were desolated on an unknown island. The teacher walked around the groups while taking notes on the words and expressions which came up during the discussion and then wrote them on the wall. Continuing the lesson by discussing the emergent language with the whole class, afterward, the teacher asked students some questions on how and what purpose by doing something using the listed things to make them able to escape out of the island.

Looking at how the second teacher of Coskun's (2017) study employed the Dogme ELT in his class, similar to the first teacher, the second teacher also taught students in discussion form. However, in his class, he used provocative statements to initiate the class discussions such as "TV is bad for you" and "I like Monday"; and then asked students to stand up in each "Agree", "Disagree" and "Not Sure" written on the wall to show their opinion. Later, they must deliver their reason for their choice. When they have this session among them, the teacher jot down the students' structure and word errors, correct them, and finally discuss it with the whole class. Moving to the last teacher, by using his lesson plan; he asked students in pairs to talk about the possible places they want to go to when they travel. This is an adoption activity from Scott

Thornbury and Luke Medding's "Space Travellers" book. Then, the class discussion commenced in which students voted on the best place and gave her reason for their choices. The language noted by teachers during this activity such as "If I were...", "travel", and "destination".

Next, it is research done by Stones (2018). His research focused on English writing skills, particularly in IELTS writing. The lesson procedure was started by giving some prompt questions to students, and then in groups, they discussed the idea of answering the questions given. The lecturer noted and reformulated words or structures that emerged within the groups' discussion during this activity. After that, students in groups wrote a 250-word essay. The class interaction and discussion occurred when the groups evaluated and gave feedback on their works reciprocally. Lastly, it is the third research done by Marashi and Rahimpanah (2019). In contrast to previous research, this study focused on reading skills. Dividing the students into a control group and an experimental group, the practical action of Dogme ELT had been employed for the last four sessions out of eight in total.

A control group was treated using the conventional method of teaching reading, while the experimental group was treated underlying the Dogme-based approach. In the Dogme-based treatment, the experimental group students were given chances to select their reading texts; it was taken from the internet and magazine. As its treatment, the teacher first provided the students with a piece of text, and afterward, it moved to class discussion on guessing the title, the text type, and the previous paragraph of the excerpt. Later, the teacher handed them the whole text and asked them to check on their formulated ideas discussed before, covering the differences among ideas, vocabulary, and any features. In the same vein, Solimani et al. (2019) used an experimental in their research as well. Comparing unplugged teaching or Dogme-based approach and flipped classroom instruction, they also used a control group and an experimental group. In terms of employing the unplugged teaching, they used a general instruction of Dogme-based classroom. It started with triggered students' prior knowledge about the topic and then putting them in pairs to study the content and practice the conversation. Lastly, it discussed and concluded vocabulary, language features, and structures.

As a result, they reported that the learners felt more confident to be involved in a discussion; furthermore, the researchers also claimed that fluency and complexity of the learners' speaking skills were improved. To sum up, all three implementations of the Dogme-based approach that just have been narrated have shown how the Dogme ELT had been carried out into practices in different English skills: speaking, writing, and reading. It can be said that two

of the studies have put at least one or two of the three main tenets of the Dogme-based approach into real practice, and it is considered to succeed as they reported that most of the subjects have positive attitudes toward the approach and show significant improvement in their performance.

Teachers and students' sayings about the Dogme-based activities

This part describes the study's second focus, which denotes the teachers' and students' perspectives after the Dogme-based activities. Taken from the five empirical studies, the general perspectives foreground the effectiveness of the approach, the advantages and difficulties during the implementation, and the implication of results. Sayed (2016) reported in the view of researcher-teacher toward the Dogme application that the approach encourages the experimental group students in their speech productions skills with "intelligible pronunciation and adequate intonation" (Sayed, 2016). Furthermore, Sayed (2016) claims that the students can use relevant and adequate vocabulary in expressing themselves. Regarding usage of textbooks, Sayed (2016) also states that the students participated in both oral and written activities in a more pleasant and unlimited scenario depending on their interests and life experiences. In shorts, Sayed (2016) implicates that teachers have to be aware of or their changing roles in Dogme-based classrooms to be able to provide, encourage, and manage students' participation during the activities. In addition, he also emphasizes the use of Dogme ELT either as a single or a complementary approach to assist students in both productive and receptive skills.

The second study grasps the view from both teachers and students after the Dogme activities. Coskun (2017) claims the Dogme activities which had implemented by the three teachers were effective for students. Moreover, Coskun (2017) describes the three main tenets of Dogme presented in the application. In the interview session with the teachers, it is found that all three teachers agree that a conversation-type classroom motivates students to talk. With no specific course book brought into the classroom, all teachers felt more enjoyable in Dogme ELT setting. One teacher sees the emergent language as the flooding effect that can provide more things to talk about. Another teacher reports that the language that emerged is for one-time use only; it needs some manageable strategy to make the emerged language becomes more practical in the future. In the same vein, from students' view, it is found that most of them felt that the activities were enjoyable. The students were amused at talking and learning English in a natural setting without following the course books. Furthermore, they also describe that following course books are monotonous.

Yet, one point that needs to pay attention to is the concern uttered by both teachers and students regarding the exams-driven style of their institution. In response to this, Coskun (2017) implicates that Dogme ELT can be a balanced approach rather than a dominant teaching approach in Turkey.

Stones (2018), in his writing class, concludes that Dogme ELT facilitated the students' learning. It is based on the learners' response to an open-ended questionnaire. One obtrusive point is the tenet of Dogme in terms of the usage of textbooks that also relates to the teacher-centered approach. The students respond that they can express themselves better with the teacher's help rather than depending on the course books. However, students' level divergence in one class can be a major challenge for the teacher to manage. Some students who have higher proficiency than their classmates responded that they could write by themselves and felt not too benefitted from their group mate's contribution. In short, from these findings, Stones (2018) suggests teachers be more considerate in delivering the lesson and assigning the groups. In another setting, Solimani et al. (2019) reported that in the Dogme classroom, the Iranian students felt they could learn and talk in natural and authentic communication; there is no need to worry about being restricted by the course books' patterns. They also state that they get beneficial feedback during the discussion. To sum up, the researchers implicate that since the Dogme ELT is the opposite learning method for the students, encouraging them to participate in small groups discussion is one of the initial stages to make them familiar with the approach. Lastly, implemented Dogme ELT in a reading class to upper-intermediate Iranian EFL learners, Marashi and Rahimpanah (2019) reported that Dogme ELT is beneficial in teaching reading comprehension. Furthermore, the relevancy between the texts being discussed and students' context will be more valuable. It is done by discussing the topic beforehand with the students. In a personal view, the researchers felt that this approach help them to be more aware in their teaching reading. The teaching-learning process can be mediated well through talk and increase their awareness as the manager and mediator in the classroom interactions.

Snapshot and the framework in teaching speaking

Since being introduced in 2000 by Scott Thornbury, the Dogme ELT has received quite some pro and contrast for what it embraces saying that the approach is not technology and materials-friendly (Thornbury, 2000). As a result, it led Thornbury and his co-founder Medding to re-introduce the Dogme ELT by publishing a book containing sets of teaching activities in which light materials and technology can be found (Meddings & Thornbury, 2009).

Furthermore, the idea of Dogme 2.0 emerged to strengthen the idea of using materials or media and technology; it said that "the pedagogy of Dogme language teaching is relevant for nowadays learning environment that emphasizes the usage of web 2.0 tools such as blog, Google, etc." (Vickers & Languages, 2010, p. 78). Among many learning activities suggested by Meddings and Thornbury (2009) in their book as a fulfillment of technology integration in ELT, "Snapshot" is considered a suitable teaching activity to be taken to the surface. It is also considered by looking at that no studies have used these activities.

Taken from its originality, the Snapshot teaching activity belongs to the third part out of five teaching strategies in Dogme language teaching. Snapshot teaching activity emphasizes the use of the mobile phone as its media in its implementation. In general, the implementation of this activity focuses on speaking activity by taking pictures using mobile phones. After that, learners have to narrate or describe the pictures that have already been taken in groups or individuals orally. The conversation happens during this session when students narrate the pictures and other students ask them some questions about them (Meddings & Thornbury, 2009). Based on the theories, literature review, and relevant studies that have been described in the previous sections, the following is a framework of Dogme-based Snapshot teaching activity (see Table 2).

Table 2. The framework of "Snapshot Your Day"

Stages	Activities	Interaction
1. Hunting time	1. Students snap pictures outside the classroom, 2. Brainstorming ideas, 3. Student works individually, in groups, or in pairs.	Student to student
2. Performing	1. Students brainstorm, plan and prepare the explanation of the picture taken, 2. In turn, students describe orally the pictures they have taken in front of the class, 3. Other students ask questions regarding the pictures, 4. Students and teachers discuss the language that emerged from the discussion in previous sections,	Student to student, Student to teacher
3. Concluding	Student and teacher conclude the topic.	Teacher to students

Table 2 shows an instructional framework of Snapshot teaching activity specifically in speaking, but it can be applied in writing, listening, and reading

class as well. The framework consists of three general steps that can be adapted and re-created by teachers. Thus, the elaboration of each stage is presented in the discussion.

Discussion

To elaborate more in answering to the present study focus, the study denotes some points in the discussion as follows. As mentioned above, five empirical studies have shown how the approach leads the teaching-learning processes. Referring to those studies covering the two focuses mentioned before, we highlight the significant points that have emerged in applying the Dogme-ELT-based classroom into two points: the tenets applied of the Dogme-ELT practices and the perspectives emerged of the approach application. Firstly, emergent language, materials-light, and conversation-driven are the three main tenets of the Dogme-ELT approach (Meddings & Thornbury, 2009) which the three empirical studies have applied (Coskun, 2017; Marashi & Rahimpanah, 2019; Sayed, 2016; Stones, 2018). In favor of emergent language, this concept of the approach emerged when students engaged with one another discussed among themselves (Coskun, 2017; Sayed, 2016). Similar to that, Stones (2018) adds that emergent-language aid students in expressing their ideas. Stones (2018) further describes that in his writing class, the discussion on the language that emerged was facilitated by the teacher to polish the final writing product of students.

In the same vein, Marashi and Rahimpanah (2019) also narrated that in their reading class, both students and teacher together focused on language; regarding diction, language structures, and as well as language features of the text. However, Sarani and Malmir (2019) claim that the Dogme-ELT-based classroom favors advanced learners, but not low-proficiency ones. In contrast, Nguyen and Hung (2020) claim, "lower-level students are less likely to feel threatened unless the teachers introduce the new approach too abruptly." (p. 15) with the students' level teacher. In addition to another tenet of Dogme-ELT, Marashi and Rahimpanah (2019) report that students become more dynamic and autonomous in the learning process under the materials-light approach. In the same way, materials-light encourage students to participate in the learning process in a meaningful way (Xerri, 2012). Furthermore, Coskun (2017) also claimed that implementing the Dogme-ELT-based approach in speaking class represented the core principle of the approach, conversation-driven. It was evidenced by teacher response in Coskun's (2017) report implied that setting such an environment for students nicely forced them to use the language to solve the problem given; it represents the real-life situation. Harmer (2007) said

that providing students with real-life learning situations can trigger them to use any language skills they have, which can be a beneficial response for both teacher and students.

Secondly, it is related to the Dogme-ELT-based approach from both teacher and students. Marashi and Rahimpanah (2019) personally deliver their perspective of benefiting from the Dogme-ELT. Employing the approach makes them more aware of the applicability of talking about the teaching process. Furthermore, both students and teachers positively view the approach (Coskun, 2016; Stones, 2018). Similarly, Christensen (2005) also suggests her favor by saying that Dogme-ELT provides challenging and varied activities. Additionally, Dogme-ELT is an apt teaching approach that can bridge teachers and students in different contexts and needs (Nguyen & Hung, 2020). Sayed (2016), in his role as teacher-researcher, has reported that the Dogme ELT allows him to guide the students in meaningful interaction. Another perspective is that it is not impossible for learners to feel little benefit by unbalancing group-mates. The active learners tend to be forced to work more than their mates who are unwillingly participating. This found drawback in grouping students then seen as one of necessary consideration in next class (Stones, 2018). Likewise, there is doubtful thinking to apply the Dogme for lower-level students (Coskun, 2017; Solimani et al., 2019). However, it is in contrast to Nguyen and Hung (2020). On the positive side, students confirm that the Dogme classroom is "fun and useful" (Coskun, 2017).

In terms of using course books, some students felt that the topics in the textbooks make them less afraid to participate in the talking time rather than merely relying on what they can say about the topic without textbooks (Solimani et al., 2019). On the contrary, students in Japan mostly favor talking on the topic that the ideas have come from themselves (Stones, 2018). It is also described by Marashi and Rahimpanah (2019) and Sayed (2016) that the students felt more comfortable and pressure-free with no course books. Taken together, those researches have mentioned so far indicate that Dogme ELT-based approach is supported to be applied in some contexts. However, there is a need to make the approach suitable with students' level proficiency and readiness. Moreover, those research indicate that the Dogme ELT-based approach indeed adapted some other teaching approaches into its application, such as collaborative learning, task-based language, and communicative approach. Furthermore, Dogme ELT emphasizes a learner-centered learning vibe, group work, and class discussion.

The three stages of the proposed framework

The last focus of this present research was to develop a potential teaching framework using Snapshot teaching activities in Dogme-ELT-based classrooms. As the framework has been presented in the table above, the following is the elaborate description of each stage, showing the strength and promising framework by correlating the stages to crucial theories to support the theory and practicality of the framework.

Stage 1: Hunting time

Using a mobile phone or smartphone, students work individually, in pairs, or in small groups to snap or take a picture a day, days before the class, or the same day, which is suitable for the topic. As Meddings and Thornbury (2009) noted, the mobile phone is a daily technology tool used by students; thus, taking advantage of it in their language learning is worth trying. Similarly, Ibrahim and Kadiri (2018) stated that using a mobile phone in language learning called M-learning enables students to learn and review topics at any time. This first stage also covers the process of brainstorming ideas on the class day about the topic being discussed, wherein students work together to share their ideas to fulfill the task given by the teacher (Harmer, 2007). It also supports the claim that brainstorming is essential and beneficial for learners to feel more comfortable highlighting their prior knowledge (Anderson et al., 2001) on solving the problem given (Khan, 2013; Sharafi-Nejad et al., 2016). Furthermore, leading the learners to go outside to look for authentic material in their English learning process, such as this activity, can be advantageous to stir their interest and rationale to learn (Guo, 2011).

Stage 2: Performing

After brainstorming ideas and taking pictures, in this second stage, students plan their presentations before, in turn, performing them in front of the class. Thus, the discussion will take place during this stage in which the group/students perform explaining the picture they have snapped and answer a series of questions regarding their works or pictures they are presenting to the class thrown by their classmates. Planning and preparation are necessary to do as Newton and Nation (2009) say that planning gives learners time to finish the work in the hope there will be fewer things going south when it is being performed. Furthermore, this stage also represents the retelling stage of speaking performance. In line with this, Newton and Nation (2009) say, "the retelling task pushed the learner to make sense of the items from the input and

to use them productively." (p. 15). Some of the example activities in the framework are narrating a sequence of events, describing picture(s), and making inferences. This activity triggers learners' speaking skills in general. The linguistics knowledge interprets/converts the information of the picture into another form, such as the spoken form in retelling activity (Anderson et al., 2001). Furthermore, in this stage, the teacher monitors the class while focusing on language emerging and gives feedback.

Stage 3: Concluding

At the last stage, called concluding, the teacher points out or looks back at students' performance in the second stage to summarize key points and language that emerged during the class. Regarding teacher feedback, in terms of its timing, teachers can apply two types of it: immediate or delayed. Meanwhile, there is explicit and implicit feedback in terms of types or styles. Feedback or correction from teachers in language learning plays a significant role in helping students learn (Jing et al., 2016; Teba, 2017). Hence, when and how a teacher conveys his or her feedback falls on the teacher's choice himself. Furthermore, looking at the three stages, students are emphasized to work in groups or collaboratively. Working in groups in a collaborative nature enhances students' inner willingness to participate more in the learning process that can help them learn not only getting fed by teachers but also solving a problem or creating a product by working together (Scager et al., 2016). Moreover, group work in collaborative learning promotes students' responsibility autonomy and pushes them to practice the language (Kasim, 2015).

Conclusion

As the first research focus was to gather and describe the empirical procedure of the Dogme ELT application, this study found thirteen studies published in 2016-2020. Five of them were identified as empirical studies. They are one study in 2016, one in 2017, one in 2018, and two in 2019. Additionally, the findings indicate possibly that the empirical studies have covered the tenets of the Dogme ELT; they are emergent-language, conversation-driven, and materials-light. Furthermore, the second focus of this study was teachers' and students' perspectives toward the Dogme ELT activities. The findings also display that both teachers and students mostly hold a positive view. Despite the positive view of both teachers and students, this study implicates that teachers have to strongly pay attention to how they will carry out the Dogme ELT activities

concerning the students' proficiency level and assigning the groups. The third focus was the proposed framework in three stages. Since no studies have found applied the Snapshot activity and the small numbers of empirical studies, this study proposes the snapshot teaching framework that consists of three stages: hunting time, performing, and concluding. To sum up, Dogme-ELT provides good opportunities for education practitioners to apply this approach in their settings.

Although there is no specific policy or program that can be derived from this study, this study can only find five empirical studies out of thirteen studies; with the teaching framework, this study contributes to encouraging more empirical studies of this approach in the future. Unlike previous empirical research, the framework sets the integration of technology in the concept as a response to today's English teaching-learning trend. Equipped with plenty of specific theories, we strongly believe that this framework can become a great alternative as one method to help our students. In sum, it is hoped that other researchers employ the framework in each own context to be better and experiment with the Dogme ELT in general by using the approach as a single approach or as a complementary one to investigate how they correlate. Furthermore, future research can also apply the scoping method on similar topics that can provide the specific policy or program for the policy-makers to consider.

Acknowledgments

We would like to acknowledge the editors and reviewers for the great feedback, and all colleagues in Sekolah Tinggi Bahasa Asing Pontianak for their support.

Funding

This work was supported by Sekolah Tinggi Bahasa Asing Pontianak Fund 2019.

Disclosure statement

No potential conflict of interest was reported by the authors.

ORCID

Gina Selvira Yanti <https://orcid.org/0000-0001-5140-4839>

Rafika Nurhidayah <https://orcid.org/0000-0002-6756-0876>

References

- Abadi, C. P. (2015). Developing speaking skill in EFL English course. *Journal on English as a Foreign Language*, 5(2), 133-140. <https://doi.org/10.23971/jefl.v5i2.373>
- Al-Esaifer, F. S. A., & Alshareef, H. M. A. (2018). Speaking challenges that encounter 2nd and 3rd year EFL university students. *Premise: Journal of English Education and Applied Linguistics*, 7(1), 49-56. <http://dx.doi.org/10.24127/pj.v7i1.1339>
- Amjad, M., Tahir, A., & Ahmed, Z. (2020). Practicing dogme ELT techniques to improve academic essay writing: an evaluative study of learners' perception. *International Journal of Linguistics and Culture*, 1(2), 133-150. Retrieved from <http://ijlc.wum.edu.pk/index.php/ojs/article/view/18/21>
- Amjad, M., Tahir, A., & Qadeer, A. (2019). Practicing dogme ELT to enhance L2 academic essay writing skills. *International Journal of Applied Linguistics and English Literature*, 9(5), 55-61. <https://doi.org/10.7575/aiac.ijalel.v.9n.5p.55>
- Ammade, S., Mahmud, M., Jabu, B., & Tahmir, S. (2018). Integrating technology in English language teaching: global experiences and lessons for Indonesia. *International Journal of English Linguistics*, 8(6), 107-114. <https://doi.org/10.5539/ijel.v8n6p107>
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: a revision of Blom's taxonomy of educational objectives*. New York: Longman. Retrieved from <https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf>
- Andini, T. N., Eun, L. Y., Khramova, A., & Žok, A. (2020). ELT comparison: increasing students speaking ability in Indonesia, South Korea, Russia, and Poland. *English Language in Focus (ELIF)*, 2(2), 131-140. <https://doi.org/10.24853/elif.2.2.131-140>
- Athawadi, A. (2019). Factors hindering the implementation of communicative language teaching in Libyan university English classes. *European Journal of English Language Teaching*, 4(3), 60-74. <https://doi.org/10.5281/zenodo.2564001>

- Bhatti, M. S., & Mukhtar, R. (2017). Analyzing the utility of grammar translation method and direct method for teaching English at intermediate level. *International E-Journal of Advances in Education*, 3(7), 60–67. <https://doi.org/10.18768/ijaedu.309803>
- Bogdan, R., & Biklen, S. K. (1998). *Qualitative Research in Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Christensen, T. (2005). Dogme in language teaching in Japan. In *The Language Teacher* (Vol. 31, Issue 7, pp. 9–13). Japan Association for Language Teaching. <https://doi.org/10.1177/0265532209340194>
- Coskun, A. (2017). Dogme ELT: What do teachers and students think? *International Journal of Research Studies in Language Learning*, 5(5), 33–44. <https://doi.org/10.5861/ijrsl.2016.1445>
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education Company.
- Eroğlu, A. D. (2019). *An investigation into dogme ELT: practices, teacher attitudes, and constraints (Unpublished Thesis)*. CAG University. Turkey, Republication of Turkey. Retrieved from <https://acikbilim.yok.gov.tr/handle/20.500.12812/71472>
- Fahmi, Pratolo, B. W., & Zahrani, N. A. (2020). Dynamic assessment effect on speaking performance of Indonesian EFL learners. *International Journal of Evaluation and Research in Education*, 9(3), 778–790. <https://doi.org/10.11591/ijere.v9i3.20466>
- Fazil, S. H. S. M., Nor, F. M., & Halim, N. A. A. (2018). Issues in promoting communicative competence among Malaysian primary school students. *International Journal of Academic Research in Business and Social Sciences*, 8(8), 608–619. <https://doi.org/10.6007/ijarbss/v8-i8/4617>
- Grauberg, W. (1997). *The Elements of Foreign Language Teaching Languages in Practice*. Multilingual Matters.
- Gunuç, S., & Babacan, N. (2017). Technology integration in English language teaching and learning. *The Journal of Teaching English for Specific and Academic Purposes*, 5(2), 349–358. <https://doi.org/10.22190/JTESAP1702349G>
- Guo, S. (2011). Impact of an out-of-class activity on students' English awareness, vocabulary, and autonomy. *Language Education in Asia*, 2(2), 246–256. <https://doi.org/10.5746/leia/11/v2/i2/a07/guo>
- Hamat, A., & Hassan, H. A. B. U. (2019). Use of social media for informal language learning by Malaysian university students. *3L: The Southeast Asian Journal of English Language Studies*, 25(4), 68–83. Retrieved from <http://journalarticle.ukm.my/14010/1/34719-115971-1-PB.pdf>

- Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Education Limited.
- Husna, H. A. U. (2021). The relationship between the students English speaking skills and their closeness to English. *Language Circle: Journal of Language and Literature*, 15(2), 229–240. <https://doi.org/10.15294/lc.v15i2.28581>
- Hussin, A. A. (2018). Education 4.0 made simple: ideas for teaching. *International Journal of Education & Literacy Studies*, 6(3), 92–98. <http://dx.doi.org/10.7575/aiac.ijels.v.6n.3p.92>
- Ibrahim, A. A., & Kadiri, G. C. (2018). Integrating mobile phones in teaching auditory and visual learners in an English classroom. *English Language Teaching*, 11(12), 1-10. <https://doi.org/10.5539/elt.v11n12p1>
- Ilinawati, Sijono, & Elisa, H. (2021). The study of the students' speaking performance in demonstrating product advertising. *Journal of English Education Literature and Linguistics*, 4(1), 59–70. <https://doi.org/10.31540/jeell.v4i1.1209>
- Isa, A., & Isa, M. (2016). Frankly speaking: learner perceptions of an unplugged speaking course in Kurdistan, Iraq. *7th International Visible Conference on Educational Studies & Applied Linguistics*, (pp. 210–230). <http://dx.doi.org/10.1016/j.tws.2012.02.007>
- Jing, H., Xiaodong, H., & Yu, L. (2016). Error correction in oral classroom English teaching. *English Language Teaching*, 9(12), 98-103. <https://doi.org/10.5539/elt.v9n12p98>
- Jusuf, S. H., Fatsah, H., & Dako, R. T. (2021). Students' performance in speaking English (a case study on students' poor performance in speaking English). *Jurnal Normalita*, 9(2), 303–322. Retrieved from <https://ejurnal.pps.ung.ac.id/index.php/JN/article/download/818/606>
- Karim, U. (2015). Implementation of group work in the classroom. *LINGUA: Journal of Language, Literature and Teaching*, 12(1), 97–106. <https://doi.org/10.30957/lingua.v12i1.74>
- Khan, I. (2013). Relevance of brainstorming in an EFL classroom. *Social Science*, 54(January 2013), 12880–12883.
- Marashi, H., & Rahimpanah, M. (2019). Using dogme ELT in reading. *Language Horizon, Alzahra University*, 3(1), 169–186. <https://doi.org/10.22051/lghor.2019.26347.1127>
- Mart, C. T. (2013). The audio-lingual method: an easy way of achieving speech. *International Journal of Academic Research in Business and Social Sciences*, 3(12), 63–65. <https://doi.org/10.6007/ijarbss/v3-i12/412>
- Meddings, L., & Thornbury, S. (2009). *Teaching unplugged Dogme in English language teaching*. Delta Publishing.
- Newton, J. M., & Nation, I. S. P. (2020). Teaching ESL/EFL listening and

- speaking. In *Teaching ESL/EFL Listening and Speaking*.
<https://doi.org/10.4324/9780429203114>
- Nguyen, Q. N., & Hung, B. P. (2020). The dogme approach: a radical perspective in second language teaching in the post-methods era. *Journal of Language and Education*, 6(3), 173–184.
<https://doi.org/http://dx.doi.org/10.17323/jle.2020.10563>
- Nureldeen, W. A. (2020). EFL teachers' beliefs about language teaching and learning: implications for teaching unplugged. *Journal of English Teaching*, 6(3), 232–245. <https://doi.org/10.33541/jet.v6i3.2145>
- Permana, A., & Arjulayana. (2021). Analysis students' speaking fluency in speaking class performance. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 10(1), 43.
<https://doi.org/10.31000/globish.v10i1.3940>
- Renandya, W., & Widodo, H. (2016). English language teaching today: linking theory and practice. *The Journal of AsiaTEFL*, 14(2), 373-375.
<https://doi.org/10.18823/asiatefl.2017.14.2.14.373>
- Richards, J. C. (2008). *Teaching Listening and speaking from theory to practice*. New York: Cambridge University Press.
- Rion, N., Kakamad, K. K., & Fatah, A. H. (2018). A case for a dogme "lite" EFL teaching approach in Kurdistan. *Information Management and Business Review*, 10(1), 47–55. <https://doi.org/10.22610/imbr.v10i1.2147>
- Sadiyoko, A. (2017). Industry 4.0 ancaman, tantangan atau kesempatan [Industry 4.0 threat, challenge or opportunity]. In *Oratio Dies XXIV FTI UNPAR*.
- Sarani, A., & Malmir, A. (2019). The effect of Dogme language teaching (Dogme ELT) on L2 speaking and willingness to communicate. *Journal of English Language Teaching and Learning University of Tabriz*, 11(24), 261–288.
- Sasidharan, R. P. (2014). Dogme ELT: a method for enhancing conversational communication among engineering students. *IOSR Journal of Humanities and Social Science*, 19(7), 33–35. <https://doi.org/10.9790/0837-19753335>
- Sayed, O. (2016). Teaching unplugged: does it have the potential to improve EFL students' speaking skills in a writing class? *Journal of Research in Curriculum Instruction and Educational Technology*, 2(3), 93–127.
<https://doi.org/10.21608/jrciet.2016.24505>
- Scager, K., Boonstra, J., Peeters, T., Vulperhorst, J., & Wiegant, F. (2016). Collaborative learning in higher education: evoking positive interdependence. *CBE Life Sciences Education*, 15(4), 1–9.
<https://doi.org/10.1187/cbe.16-07-0219>
- Sharafi-Nejad, M., Raftari, S., Ismail, S. A. M. M., & Eng, L. S. (2016). Prior

- knowledge activation through brainstorming to enhance Malaysian EFL learners' reading comprehension. *International Journal of Linguistics*, 8(2), 187. <https://doi.org/10.5296/ijl.v8i2.9397>
- Shian, C. S., & Yunus, M. (2016). Audio clips in developing listening comprehension skills in Malaysian primary ESL classrooms. In *Proceedings of The ICECRS* (Volume 1, No. 1, pp. 421–430. <https://doi.org/10.21070/picecrs.v1i1.511>
- Sketchley, M. (2011). *An investigation into teacher and student attitudes of the key tenets of dogme elt* (MA Dissertation). Retrieved from <https://wiac.info/docview>
- Solimani, E., Ameri-Golestan, A., & Lotfi, A. (2019). Flipped vs. unplugged instructions: sailing EFL learners' oral proficiency through virtual and real learning communities. *International Journal of Instruction*, 12(3), 459–480. <https://doi.org/10.29333/iji.2019.12328a>
- Stones, T. (2018). Investigating student attitudes to a dogme approach to IELTS essay writing. *Journal of Policy Studies*, 56, 39–44. Retrieved from <http://hdl.handle.net/10236/00026786>
- Teba, S. C. (2017). Using effective strategies for errors correction in EFL classes: a case study of secondary public schools in Benin. *Journal of Education and E-Learning Research*, 4(2), 63–71. <https://doi.org/10.20448/journal.509.2017.42.63.71>
- Thornbury, S. (2000). A Dogma for EFL. *IATEFL Issues*, 153(2), 2. Retrieved from <http://nebula.wsimg.com/5663ba0b760132a894433eb2c1faec95?AccessKeyId=186A535D1BA4FC995A73&disposition=0&alloworigin=1>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110-118. <https://doi.org/10.5539/elt.v12n1p110>
- Vickers, H., & Languages, A. (2010). VirtualQuests: dialogic language learning with 3D virtual worlds. *CORELL: Computer Resources for Language Learning*, 3, 75–81. Retrieved from <https://www.ucam.edu/sites/default/files/corell/Vickers.pdf>
- Xerri, D. (2012). Experimenting with dogme in a mainstream ESL context. *English Language Teaching*, 5(9), 59–65. <https://doi.org/10.5539/elt.v5n9p59>
- Yulia, Y. (2014). *An evaluation of English language teaching programs in Indonesian Junior High Schools* (Unpublished Thesis). RMIT University. Retrieved from <https://core.ac.uk/download/pdf/32228648.pdf>
- Yuliani, R. (2018). The use of suggestopedia to develop students' writing skill in English: a case of the seventh grade students of SMP N 2 Mranggen in

academic year 2014 / 2015. *ETERNAL (English Teaching Journal)*, 6(2), 74–83.
<https://doi.org/10.26877/eternal.v6i2.2375>