Integrating Dogme ELT and Task-based Language Teaching Techniques to Improve Academic Essay Writing

MUHAMMAD AMJAD
MPhil English Scholar
RIPHAH International University, Faisalabad, Pakistan.
Email: mamjadfsd@gmail.com

Dr. SHAZIA AYYAZ
Assistant Professor of English, University of Okara, Pakistan.
Email: shaziaayyaz@uo.edu.pk

Dr. ADNAN TAHIR
(Corresponding author)
Associate Professor of English, University of Okara, Pakistan.
Email: adnantahirqureshi@gmail.com

Abstract

English language is mostly learnt for academic and professional purposes all over the world, so most of the ELT (English Language Teaching) researchers and language instructors make efforts to share their effective and successful experiences of teaching language skills through ELT innovations. They highlight the merits and demerits of their teaching experiences in different contexts. They apply various teaching approaches and methods for effective learning outputs. They also integrate different teaching methods for better results. The purpose of this classroom action research was to explore the impacts of Task-based Language Teaching (TBLT) and Dogme ELT integrated teaching in an academic essay writing class. Data was collected through a pre-test, a post-test and a learners' feedback questionnaire and was analyzed through mixed methods. The learners' performance in the pre-test, the post-test and their responses from the feedback questionnaire proved that the integration of these two modern teaching approaches was a very effective and successful teaching experiment to improve learners' academic essay writing. Therefore, Dogme ELT should also be included in the syllabuses of teacher training programs at different levels.

Keywords: Integration, Dogme ELT, TBLT, Academic Essay Writing.

Introduction

English language is mostly learnt for academic and professional purposes, and a large number of volunteers work hard to study and learn this language. Learning English causes many problems for ESL and EFL students (Reader's Digest, 1998). Academic writing is one of the important areas that is full of problems for the learners all over the world. Writing is the primary basis upon which learners' work, understanding in learning, and intellect to criticize or evaluate will be judged in school, college and university, in the work place and in the community. Writing also equips the students with communication and thinking skills; it helps to express who we are as people, and makes our thinking and learning visible and permanent. According to Klimova, B. (2014), writing is very important because it is used extensively in higher education and in the workplace. If students cannot express themselves in writing, they will not be able to communicate well with professors, employers, peers and so on. Much of professional communication is done in writing such as proposals, memos, reports, applications, e-mails, but college student or successful graduates cannot do this job properly. In Pakistani schools and colleges, the students also face such

problems because the students do not study academic writing skills. The teachers mostly use GTM to develop translation and writing skills to help the students to pass examinations. When they go for higher or professional education, they face many problems owing to academic writing. To resolve such language learning problems, the researchers and language teachers try to innovate different teaching techniques for better outcomes. Innovative teaching is required for better results, and it is a process in which the teachers are inventive and creative, in which they continue to discover and device new methods and contents to ensure that students get the best learning experience. Sometimes a language teacher may act like a chemist. A chemist works with different chemicals and their combination to record their reactions and benefits. Similarly, an innovative language teacher goes through different experiments to record the results of the integration of different teaching methods and techniques. They also integrate different ELT methods for classroom experiments to develop learners' language skills, and academic writing got more attention of the researchers because of its importance in academic circle. The importance of academic writing pushed the experts to have debates about the issues of writing skills and experiment with the methods of teaching writing skills, so they stressed on the need of a coherent writing theory (Ferris & Hedgcock, 2004). ELT experts are not satisfied with the current L2 teaching models because they think these models do not bring better learning outcomes. This study was a serious attempt to fill the gap in teaching methodology by exploring the impacts of TBLT and Dogme ELT integrated teaching techniques to improve learners' academic essay writing skills.

Because of learning through the traditional teaching models, most of the learners cannot do well in academic writing, and the language experts devoted their concerted efforts to find better teaching methods to develop writing skills. TBLT and Dogme ELT are the teaching approaches that claim to show better teaching results to develop different language skills. Because of its importance in educational circle, academic writing has gained the attention of the ELT researchers. Tarnopolsky (2000) is one of the researchers who stressed on making the teaching of writing skills more enjoyable so that the students can learn in a better way. The learners face many problems in their academic and professional circles because they cannot demonstrate error free and impressive writing skills that can lead them to success in different areas. The objective of this study was to highlight the impacts of TBLT and Dogme ELT integrated teaching treatment to improve process essay writing skills of the intermediate students.

The focus of this study on the stated questions helped to highlight the impacts of TBLT and Dogme ELT integrated teaching to improve process essay writing.

- How much is the integration of TBLT and Dogme ELT effective to improve learners' skills of academic essay writing?
- How do TBLT and Dogme ELT integrated learning-tasks improve learners' skills of academic essay writing?

Review of Literature

The history of language teaching witnessed the rise and fall of various teaching approaches and methods. The innovations in technologies gave a new direction to the teaching of foreign languages that caused visible changes in classroom practices, learners' behavior and performance as well as the teaching quality of the language instructors. Dogme-95 movement by some Danish filmmakers refused unnatural post-production and modification and as a result, Dogme ELT was introduced based on applying the same filmmaking principles to the ELT classrooms where the teachers and the students use different coursebooks, videos, photocopiable…and workbooks (Thornbury, 2000). An online discussion of over 300 members and their 7000 comments caused to emerge many principles that seemed common among the participants (Thornbury, 2005). Three core precepts emerged from these principles, and they were the foundation of Dogme Approach (Meddings & Thornbury, 2009). These core principles are: conversation-driven, materials-light and emergent language (Zakime, 2018).

Task-based Language Teaching, as considered a branch of CLT, is another popular teaching approach that focuses on asking the learners to complete some meaningful and real world tasks rather than the accuracy of prescribed forms using L2. According to Ellis (2003), a task has four main characteristics. A task focuses on the pragmatic meanings and has some kind of gap such as information gap, reasoning gap and opinion gap; the participants choose linguistic resources to complete a task and the task has a clearly defined non-linguistic outcome. The information-gap task involves a transfer of information from one person to another; reasoning-gap task involves deriving some new information from the given information through inference, deduction or practical reasoning; opinion gap task involves identifying a personal preference, feeling or attitude in response to a given situation (Prabhu, 1987). The core of the lesson is the task through which the learners can be taught grammar, vocabulary, spelling, academic essay writing skills and what not. In the pre-task, the teacher explains what the learners are expected to do in the task phase selecting the appropriate language for the given task. In the task phase, the students try to perform the task in small groups where the teacher's role is limited as an observer or a counselor making it a student-centered learning experience (Niemeier, 2017).

Many researchers tried Dogme ELT in different contexts and appreciated the learning outcomes. Sherriff (2012) elaborated 20 unplugged teaching steps, Xerri (2012) developed monthly Dogme ELT lessons, Bryndal (2014) designed an unplugged lesson to overcome vocabulary problems, Rahul (2015) advocated teaching of English without prescribed materials and Bekaryan (2016) advocated conversation-driven communicative techniques. Coskun in 2017, Rion in 2018, Sarani in 2019 and Marashi in 2020 also appreciated Dogme ELT and its effectiveness to teach English language skills. Some of the teachers also criticized Dogme ELT for different reasons. In the same way, Prabhu in 1987, Loschky and Bley-Vroman in 1993, Willis in 1996, Ellis and Rod in 2003, Frost and Richard in 2015, Niemeier and Susanne in 2017, Milarisa in 2019, Angga in 2020 and many others discussed their task-based teaching experiments to develop language skills. They expressed the positive learning outcomes through TBLT. The learners cannot learn academic writing skills by sticking to the coursebook contents because learning writing skill is a process that needs a focus on individual learners, so the teaching through TBLT and Dogme ELT integrated tasks can help to teach essay writing effectively. Through the TBLT and Dogme ELT integrated teaching techniques, this action research will explore the impacts of this new teaching experiment to improve process essay writing skills of the intermediate students and show another scholarly track to the researchers to conduct more research in different areas of ELT by integrating different teaching methods and techniques.

Material and Method

To make this research an effective language teaching and learning experience, the researchers organised a few steps and collected data from a pre-test that is on the first day of the class, a post-test and learners' feedback questionnaire after this integrated teaching treatment, and data was analyzed in mixed mode using SPSS 23 and MS Excel. The study focused only on developing Pakistani intermediate level learners' skills of writing process essays through the integration of TBLT and Dogme ELT Approach. The learners in this process essay writing class were the second year students of intermediate level who were from different colleges of Faisalabad, but they were the classmates in this private evening college/academy. There were only twenty students in the 2nd year class, and the whole class of twenty students was selected as research participants of this action research. The learning environment of this essay writing class improved the learners' behaviors, motivation and performance in essay writing because of applying TBLT and Dogme ELT integrated techniques. In addition, the study was delimited as stated below:

a) A class of 2nd year students of higher secondary level was selected.
b) They were the 12 boys and 8 girls of 19 to 21 years of age.
c) All the students were the classmates at Reliance College/Academy of English and Computer Sciences in Faisalabad.

Data Analysis

To explore and highlight the impacts of the integration of TBLT and Dogme ELT to teach process essay writing skills, the data was analyzed in mixed mode to measure and record the research participants' learning outcomes.

The analysis of the learners' pre-test shows their unsatisfactory essay-writing performance. They could not perform well because they used to do translation activities to prepare for exams, and they never studied essay-writing skills. They learnt English through GTM, and they never experienced learning through TBLT and Dogme ELT. It was the first time that they heard of these teaching techniques. In the pre-test, a few learners randomly marked the correct answers. They did not know the writing techniques, and the researcher confirmed it many times through students' learning tasks. Moreover, the learners had no idea of TBLT, Dogme techniques and process essay writing. Focusing on the learners' performance in the pre-test, the researcher taught essay writing using TBLT and Dogme ELT integration including the meaningful class conversation and well-focused learning-tasks, freedom of questioning and choosing course contents. The results of this post-test proved the learners' understanding and performance. The students were motivated to learn through a variety of tasks as well as without any fear of exams that could declare them fail or pass. Furthermore, the learners felt happy and energetic in the classes because they were learning process essay writing through different learning-tasks and meaningful conversation as a fun. These challenging and tricky tasks helped the research participants memorize the writing lessons without making their extra efforts on cramming, and it was because of the integrated challenging and tricky task-based and Dogme ELT teaching treatment program that the learners proved their understanding of the subject and performed better to write a process essay.
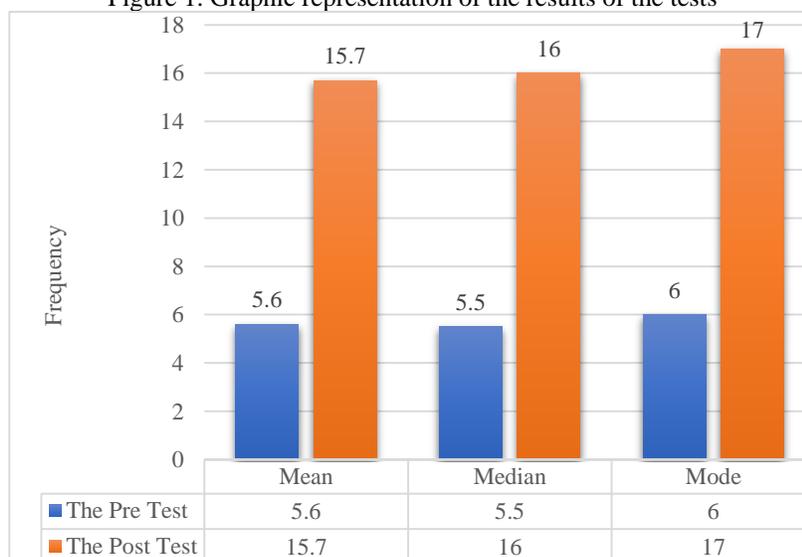
Quantitative Analysis of the Tests

Table 1. The results of the pre-test and the post-test of the action research participants (ARP).

Results of Pre-test				Results of Post-test			
S/N	ARPs	Points-20	Percentage	S/N	ARPs	Points-20	Percentage
1	ARP:1	5	25%	1	ARP:1	17	85%
2	ARP:2	4	20%	2	ARP:2	14	70%
3	ARP:3	3	15%	3	ARP:3	12	60%
4	ARP:4	6	30%	4	ARP:4	16	80%
5	ARP:5	5	25%	5	ARP:5	14	70%
6	ARP:6	3	15%	6	ARP:6	13	65%
7	ARP:7	5	25%	7	ARP:7	18	90%
8	ARP:8	7	35%	8	ARP:8	17	85%
9	ARP:9	10	50%	9	ARP:9	18	90%
10	ARP:10	5	25%	10	ARP:10	17	85%
11	ARP:11	6	30%	11	ARP:11	16	80%
12	ARP:12	5	25%	12	ARP:12	12	60%
13	ARP:13	6	30%	13	ARP:13	16	80%
14	ARP:14	3	15%	14	ARP:14	14	70%
15	ARP:15	7	35%	15	ARP:15	17	85%
16	ARP:16	6	30%	16	ARP:16	18	90%
17	ARP:17	5	25%	17	ARP:17	15	75%
18	ARP:18	8	40%	18	ARP:18	17	85%
19	ARP:19	6	30%	19	ARP:19	15	75%
20	ARP:20	7	35%	20	ARP:20	18	90%
Mean		5.6		Mean		15.7	
Median		5.5		Median		16	
Mode		5		Mode		17	

The above results describe the learners' knowledge of process essay writing, and it was owing to their new learning experience through the TBLT and Dogme ELT integrated teaching program in this academic essay writing class.

The Table-1 above describes the learners' results of the pre-test and the post-test in this process essay writing class. The mean scores of the tests are 5.6 and 15.7. The median scores of the tests are 5.5 and 16, and the mode scores of the tests are 5 and 17. These scores show a great difference between the learners' performance in the pre-test and the post-test of process essay writing. We can say that the results of these tests show different levels of learners' understanding and performance in process essay writing. This result also shows that teaching of process essay writing using TBLT and Dogme ELT integrated teaching techniques was a successful experiment. The learners proved their better understanding of the process essay writing after this integrated teaching treatment. They answered the challenging and tricky questions about process essay writing skills in their post-test that they were unable to answer in the pre-test.

Figure 1. Graphic representation of the results of the tests

	Mean	Median	Mode
The Pre Test	5.6	5.5	6
The Post Test	15.7	16	17

In this figure, we can clearly see the difference of the results of both tests. The post-test was conducted after the treatment of a TBLT and Dogme ELT integrated teaching program. The comparative analysis of the results of these two tests show a big difference through the mean, median and mode scores, and it also shows the substantial improvement in learners' understanding, knowledge and performance after learning process essay writing skills through TBLT and Dogme integrated teaching. They answered the challenging and tricky questions about essay writing skills in their post-test that they were not able to answer in the pre-test. The whole process of this new teaching and learning experience in an unplugged essay writing class through an integrated teaching treatment was very effective to improve the learners' skills of process essay writing.

Quantitative data analysis of learners' feedback questionnaire

A Likert scale feedback questionnaire was given to the learners after this integrated teaching treatment to collect primary data about the impacts of using TBLT and Dogme ELT integrated teaching treatment to improve process essay writing skills. The learners' responses were analyzed and tabulated through SPSS-23 and MS Excel.

Table 2. SPSS frequency table: learners' responses to TBLT and Dogme ELT teaching approach.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Q-1: Do you agree that it was an interesting learning experience to be in this class?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	8	40	40	40
Very Important	12	60	60	100
Total	20	100	100	
Q-2: Did you like learning by conversation?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	6	30	30	30
Very Important	14	70	70	100
Total	20	100	100	
Q-3: Did you like coming to the writing class without a textbook?				
Not Important	0.00	0.00	0.00	0.00
Less Important	2	10	10	10
Neutral	0.00	0.00	0.00	0.00
Important	4	20	20	30
Very Important	14	70	70	100
Total	20	100	100	
Q-4: Did you like choosing the topics for class activity and discussion?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	3	15	15	15
Important	6	30	30	45
Very Important	11	55	55	100
Total	20	100	100	
Q-5: Do you agree that learning by conversation and learning-tasks helped to memorize?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	3	15	15	15
Important	10	50	50	65
Very Important	7	35	35	100
Total	20	100	100	
Q-6: Was it interesting and motivating to be in the class without a coursebook?				
Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	3	15	15	20
Important	3	15	15	35
Very Important	13	65	65	100
Total	20	100	100	
Q-7: Do you think the learning-tasks were more productive than the coursebooks?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00

Important	7	35	35	35
Very Important	13	65	65	100
Total	20	100	100	
Q-8: Do you agree that one topic one page activity enhanced the writing?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	3	15	15	15
Very Important	17	85	85	100
Total	20	100	100	
Q-9: Do you agree that Task-1 of writing titles of essays helped you learn the topic?				
Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	0.00	0.00	0.00	0.00
Important	9	45	45	50
Very Important	10	50	50	100
Total	20	100	100	
Q-10: Did the Task-2 of writing hooks for essays helped you understand it?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	8	40	40	40
Very Important	12	60	60	100
Total	20	100	100	
Q-11: Did the Task-3 of writing good thesis statements for essays make this topic easy?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	4	20	20	20
Important	3	15	15	35
Very Important	13	65	65	100
Total	20.0	100.0	100.0	
Q-12: Was it effective to learn using linking words through the Task-4?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	2	10	10	10
Important	11	55	55	65
Very Important	7	35	35	100
Total	20	100	100	
Q-13: Did the Task-5 of linking thesis statements and body paragraphs help you learn?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	3	15	15	15
Important	8	40	40	55
Very Important	9	45	45	100
Total	20	100	100	
Q-14: Do you agree that the Task-6 of writing concluding paragraphs was very helpful?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	3	15	15	15
Important	11	55	55	70

Very Important	6	30	30	100
Total	20	100	100	

Q-15: Was the Task-7 of drawing a sketch of an essay to understand its structure help you revise all the rules of essay writing?

Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	0.00	0.00	0.00	0.00
Important	6	30	30	35
Very Important	13	65	65	100
Total	20	100	100	

Q-16: Do you agree that the Task-8 of discussing a topic was better than teaching a topic?

Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	10	50	50	50
Very Important	10	50	50	100
Total	20	100	100	

Q-17: Did the Task-9 help you learn how to arrange events or actions in process essays?

Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	19	95	95	95
Very Important	1	5	5	100
Total	20	100	100.0	

Q-18: Did the Task-10 of learning the sentence types help you improve writing?

Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	4	20	20	20
Important	7	35	35	55
Very Important	9	45	45	100
Total	20	100	100	

Q-19: Did the Task-11 of questioning develop your understanding of the topics while doing learning-tasks?

Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	3	15	15	15
Important	12	60	60	75
Very Important	5	25	25	100
Total	20	100	100	

Q-20: Did the Task-12 of group learning-tasks and conversation promote socialization?

Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	5	25	25	30
Important	9	45	45	75
Very Important	5	25	25	100
Total	20	100	100	

Q-21: Did you like the Task-13 of writing intro paragraphs and peer editing?

Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	5	25	25	25

Important	7	35	35	60
Very Important	8	40	40	100
Total	20	100	100	
Q-22: Did you like the Task-14 of writing a complete essay and group editing?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	6	30	30	30
Important	10	50	50	80
Very Important	4	20	20	100
Total	20	100	100	
Q-23: Did you like the Task-15 of teacher's written and oral feedback on you essays?				
Not Important	0.00	0.00	0.00	0.00
Less Important	0.00	0.00	0.00	0.00
Neutral	0.00	0.00	0.00	0.00
Important	9	45	45	45
Very Important	11	55	55	100
Total	20	100	100	
Q-24: Do you agree that this teaching technique made your learning easier and faster?				
Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	0.00	0.00	0.00	0.00
Important	6	30	30	35
Very Important	13	65	65	100
Total	20	100	100	
Q-25: Do you think these teaching techniques are better than the traditional methods?				
Not Important	0.00	0.00	0.00	0.00
Less Important	1	5	5	5
Neutral	0.00	0.00	0.00	0.00
Important	4	20	20	25
Very Important	15	75	75	100
Total	20	100	100	

Figure 2. Graphic representation of the students' feedback questionnaire
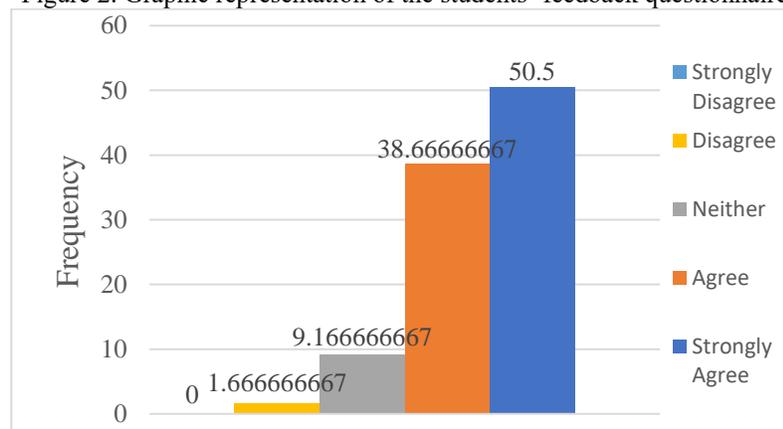
The Figure 2 shows the results of the learners' feedback about different aspects of this integrated teaching program. The graph shows the level of frequency from [0] to [60]. The first space for first scale bar shows a zero [0] strongly disagreed response of the learners, the second scale bar shows 1.666666667 disagreed

responses, the third scale shows 9. 166666667 neutral responses, the fourth scale shows 38. 66666667 agreed responses and the last one shows 50.5 strongly agreed responses. It shows that the integrated teaching through TBLT and Dogme ELT was a very successful teaching experiment to teach L2 process essay writing skills in the unplugged language classes.

Table 2. SPSS statistics of learners' feedback

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1- An interesting learning experience	20	1	4	5	4.60	.503	-.442	.512
2- Like learning by conversation	20	1	4	5	4.70	.470	-.945	.512
3- Like coming to the writing class without a textbook	20	3	2	5	4.50	.946	-2.073	.512
4- Like choosing the topics for class activity and discussion	20	2	3	5	4.40	.754	-.851	.512
5- Learning by conversation and learning-tasks helped to memorize	20	2	3	5	4.20	.696	-.292	.512
6- Interesting and motivating to be in the class without a coursebook	20	3	2	5	4.40	.940	-1.367	.512
7- Learning-tasks are more productive than the coursebooks	20	1	4	5	4.65	.489	-.681	.512
8- One topic-one page activity enhanced the writing skills	20	1	4	5	4.85	.366	-2.123	.512
9- Task-1: Writing correct titles of essays	20	3	2	5	4.40	.754	-1.670	.512
10- Task-2: Writing hooks for essays	20	1	4	5	4.60	.503	-.442	.512
11- Task-3: How to write good thesis statements for essays	20	2	3	5	4.45	.826	-1.071	.512
12- Task-4: Using linking words correctly	20	2	3	5	4.25	.639	-.253	.512
13- Task-5: Linking thesis statements and body paragraphs	20	2	3	5	4.30	.733	-.553	.512
14- Task-6: Writing concluding paragraphs	20	2	3	5	4.15	.671	-.177	.512
15- Task-7: Drawing a sketch of an essay to understand its structure	20	3	2	5	4.55	.759	-2.191	.512
16- Task-8: Discussing a topic is better than teaching a topic	20	1	4	5	4.50	.513	.000	.512
17- Task-9: Learnt how to arrange events or actions in process essays	20	1	4	5	4.05	.224	4.472	.512
18- Task-10: Learnt the sentence types	20	2	3	5	4.25	.786	-.496	.512
19- Task-11: Questioning developed understanding while doing learning-tasks	20	2	3	5	4.10	.641	-.080	.512
20- Task-12: Group learning-tasks and conversation promote socialization	20	3	2	5	3.90	.852	-.363	.512
21- Task-13: Liked writing intro paragraphs and peer feedback	20	2	3	5	4.15	.813	-.296	.512
22- Task-14: Like writing a complete essay and group-editing	20	2	3	5	3.90	.718	.152	.512
23- Task-15: Liked teacher's written and oral feedback	20	1	4	5	4.55	.510	-.218	.512
24- Teaching techniques made learning easier and faster	20	3	2	5	4.55	.759	-2.191	.512
25- Better teaching techniques than traditional methods	20	3	2	5	4.65	.745	-2.695	.512
Valid N (listwise)	20							

Interpretation of the learners' feedback table

The Table-2 gives a clear picture of the learners' feedback through the first eight questions. These questions focus on the learners' new learning experience, learning by conversation, coming to classes without coursebooks, learners' freedom to choose their topics for class discussions and memorizing lessons by conversation. It also focuses on the learners' level of interest and motivation, the effectiveness of learning-tasks handouts about process essay writing as compare to using coursebooks and the one topic on one-page tasks to improve essay writing skills through integrated TBLT and Dogme ELT teaching techniques. The statistics show the learners' feedback through the value of statistic of numbers, minimum and maximum statistics, mean values (std. error), values of standard deviation, and the skewness of each question in the learners' feedback questionnaire. These statistics help us understand different aspects of the learners' feedback about this TBLT and Dogme ELT integrated teaching treatment in an essay writing class.

The questions from nine to twenty-three are about different kinds of teaching and learning tasks that the researcher designed to teach academic essay writing skills to the learners. Each task focused on teaching and learning of a particular skill that helped to improve academic essay writing skills as a whole. The question-9 is about the task-1 of this teaching program that helped to learn how to write correct titles. It looks very simple and easy, but the learners make mistakes in writing titles by using incorrect capital letters and punctuation marks. The question-10 is about the task-2 that gave a controlled practice of writing better hooks for the essays. The question-11 is about the task-3 that helped the learners to develop their understanding of writing well-focused thesis statements of their process essays. The question-12 is about the task-4 that is about using linking words in process essay writing. The question-13 is about the task-5 that was a very difficult task for the learners. It helped to write well-focused topic sentences of the body paragraphs of the essay and linked them with the thesis statements to show unity and better organization of the essay. The question-14 is about the task-6, and it talked about writing an impressive concluding paragraph of the essay. The question-15 is about the task-7 that helped to understand the writing rules through drawing a sketch of an essay indicating the place of hook, topic sentences, thesis statement in the essay. It helps to revise and memorize rules about the structure of an essay in a short time. The question-16 is about the task-8 that focuses on the impacts of using Dogme ELT technique of teaching by meaningful conversation and discussion instead of teaching a topic from a book. The question-17 is about the task-9 that taught and trained the learners to arrange events or actions in a process essay to show a better organization.

The question-18 is about the task-10 that gave some focused and controlled practice of writing simple, compound, complex and compound complex sentences. The question-19 is about the task-11, and it was about the Dogme ELT teaching that encourages the learners to ask as many questions as they want so that they can develop better understanding of the topic. The question-20 is about the task-12, and it was about giving the learners some group tasks to discuss and write. These tasks helped to develop the understanding of the subject and socialization among the learners. The question-21 is about the task-13 that was about writing an introductory paragraph and peer feedback, and it helped to correct mistakes before writing a final draft. The question-22 is about the task-14 that gave an opportunity of writing a complete essay and group editing of the essay according to the given checklist before giving it to the teacher for final feedback. The question-23 is about the task-15 that was about the effectiveness of teacher's written and oral feedback on the essay before writing the final draft. The question-24 is about the impacts of integrated teaching techniques applied during this teaching treatment program to improve process essay writing skills. The learners appreciated this new learning experience a lot because of its effectiveness to make learning process easier and faster. The last question focused on the learners' opinions about the effectiveness of this integrated teaching treatment as compare to the traditional teaching method. The learners found this new teaching treatment program better than the traditional teaching method that is boring, and it promotes cramming of every lesson instead of developing learners' understanding and performance.

Findings

This study was done in Reliance College of English and Computer Sciences in Faisalabad, Pakistan. It focused on seeking the answers of the research questions related to the TBLT and Dogme ELT integrated teaching treatment to teach process essay writing skills. Here are the findings:

a) In Pakistani schools and colleges, traditional teaching methods are used to teach English that promote cramming to pass examinations, and the students do not study academic writing skills as a subject.
b) The findings proved the effectiveness of the integration of TBLT and Dogme ELT lessons to improve process essay writing because the learners improved their process essay writing skills when they learnt it through this integrated teaching treatment.
c) The students were taught process essay writing by meaningful conversation and well-focused challenging and tricky learning-tasks without using a coursebook, and it increased their performance, motivation and understanding of the key topics and essay writing as a whole.
d) This study proved the effective learning of different components of process essay writing through TBLT and Dogme treatment as described in question-9 to question-23 of the learners' feedback questionnaire.
e) The findings also suggest that the language teachers can teach process essay writing effectively in any language class through the integrated teaching techniques of TBLT and Dogme ELT, but we can only do it successfully if we have competent and experienced teachers. For this purpose, these new teaching methods should be included in the teacher training courses, and the teachers should be given an opportunity to practice these new teaching approaches and methods in their language classes.

The history of language teaching witnessed the rise and fall of various traditional and innovative teaching approaches and methods that gave a new direction to the teaching of foreign languages. Many researchers tried TBLT and Dogme ELT in different contexts and appreciated the learning outcomes. Sherriff (2012) highlighted the 20 unplugged teaching steps, Xerri (2012) developed monthly Dogme ELT experimental lessons, Bryndal (2014) wrote an unplugged vocabulary lesson to address some problems, Rahul (2015) suggested language teaching without prescribed materials and Bekaryan (2016) advocated conversation-driven techniques. Coskun in 2017, Rion in 2018, Sarani in 2019 and Marashi in 2020 also appreciated Dogme ELT to teach language skills. Similarly, Prabhu in 1987, Loschky and Bley-Vroman in 1993, Willis in 1996, Ellis and Rod in 2003, Frost and Richard in 2015, Niemeier and Susanne in 2017, Milarisa in 2019, Angga in 2020 and many others discussed their task-based teaching experience to improve language skills. All these researchers described their success stories of applying TBLT and Dogme ELT in their language classes. Despite all that, TBLT and Dogme ELT have not been tried as an integrated teaching technique to improve academic writing skills at higher secondary level. This action research tried to explore the impacts of this new teaching experiment of TBLT and Dogme ELT integration to improve process essay writing skills of the intermediate students. It will also show another scholarly track to the researchers to conduct more research in different areas of ELT by integrating different teaching methods and techniques.

Conclusion and Pedagogical Implications

The present research highlights the impacts of a TBLT and Dogme integrated teaching treatment program to improve learners' process essay writing. The participants performed better in their post-test as compare to their pre-test. They answered the questions about which they knew nothing before being taught through TBLT and Dogme ELT treatment. The researcher taught process essay writing by conversation, giving the learners freedom to choose the teaching and learning topics as recommended by Dogme ELT as well as designing some well-focused challenging and tricky learning-tasks to improve learners' skills of process essay writing as in TBLT. Each learning-task focused on teaching a specific topic and skill, and these challenging and tricky learning-tasks were explained during meaningful conversation followed by a chain of questions and answers. Thus, this integrated teaching experiment of teaching process essay writing

through challenging and tricky learning-tasks and meaningful conversation, learners' freedom and engagement in the class proved its success and effectiveness. All the teaching and learning steps developed the participants' learning motivation, understanding and performance of process essay writing. The findings also pointed out that the integration of TBLT and Dogme teaching techniques was proved more result oriented than the traditional teaching methods to improve process essay writing, so the teachers can confidently use these integrated teaching techniques for better learning outcomes to improve learners' skills of process essay writing. In addition, more research should be conducted in different contexts and perspectives using these integrated techniques to fill the research gaps.

References

Angga A. S. (2020). The implementation of TBLT to enhance students' writing achievement. Penerbitan Artikel Ilmiah Mahasiswa Universitas Muhammadiyah Ponorogo, 4(1): 38-46.

Bekaryan, L. (2016). Experienting with Dogme. *Herald of Social Science*, 1, 302 – 307. Retrieved from http://lraber.asj-oa.am/6535/1/302.pdf.

Bryndal, M. (2014). Dogme ELT: Developing teachers. Retrieved from http://www.developingteachers.com/articles_tchtraining/dogme1_malgorzata.htm

Coskun, A. (2017). Dogme ELT: What do teachers and students think? *International Journal of Research Studies in Language Learning*, 6 (2), 33 – 44.

Ellis, R. (2003). Task-based language learning and teaching. Oxford, New York: *Oxford Applied Linguistics*.

Ferris, D. R., & J.S. Hedgcock (2004). Teaching ESL composition. New York: Routledge Frost, R. (2015). A Task-based approach. British Council Teaching English.

Gordon, P., & Lawton, D. (1978). Curriculum change in the nineteenth and twentieth centuries. London: Hodder and Stoughton

Klimova, B. (2014). Approaches to the teaching of writing skills. Procedia - *Social and Behavioral Sciences*. 112. 147–151.

Long, M. H., & Doughty, C. J. (2009). The handbook of teaching language. Cambridge: Blackwell.

Meddings, L., & Thornbury, S. (2009). Teaching unplugged. Surrey, England: Delta Publishing.

Matsuda, P.K. (1997). Identity in written discourse. Annual review of applied linguistic, 35 (2015), pp. 140–159.

Mercer, N., & Swann, J. (2001). Learning English: development & diversity. Abingdon, UK: Routledge

Milarisa, S. (2019). The Effectiveness of Task Based Language Teaching (TBLT) Toward ESP Students' Writing Achievement. *English Language in Focus* (*ELIF*), 1 (2), 121-126.

Niemeier, S. (2017). Task-based grammar teaching of English: Where cognitive grammar and task-based language teaching meet. Tübingen: A. Francke Verlag.

Prabhu, N. S. (1987). Second language pedagogy. Oxford University Press.

Rahul, D. R. (2015). A study of Dogme ELT. International Journal of English Language, Literature and Translation Studies (IJELR), 2 (4).

Reader's Digest. (1998). Write better; Speak better. South China Printing Co. Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd Ed.). Cambridge, UK: 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), 45 – 55.

Sasaki, M. (2002). Writing in foreign language contexts. Changes in English as a foreign language students' writing over 3.5 years: A socio cognitive account. *Bristol: Multilingual Matter*. P.49

Sherriff, S. (2012). Live and Unplugged - a Dogme Lesson and Discussion. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/British%20Council%20Nov%2011%20Scott%20Sherrif%20on%20Luke%20Meddings.pdf

Tarnopolsky, O. (2000). Writing English as a foreign language: A Report from Ukraine. *Journal of Second Language Writing*, 9 (3), 209 – 226.

Thornbury, S. (2000). A dogma for EFL. IATEFL.153, 2.

Thornbury, S. (2005). Dogme: Dancing in the dark? In Foley, J.A. (Ed.) 2005. New dimensions in the teaching of oral communication (*Anthology Series* 47) (127-143). Singapore: SEAMEO Regional Language Centre.

Thornbury, S. (2013). Dogme: hype, evolution or intelligent design? *The Language Teacher*,37,(4).

Willis, J. (1996). A framework for task-based learning. Longman.

Xerri, D. (2012). Experiment with Dogme in a mainstream ESL context. English Language Teaching, 5 (9)59-65.

Zakime, A. (2018). What is Dogme ELT? Retrieved from https://www.whatiselt.com/single-post/2018/10/09/What-is-Dogme-ELT.