

# Utilizing Dogme Approach to Promote EFL Learners' Oral Skills at the Tertiary Level

Mohammed Abdalgane

Department of English & Translation, College of Science and Arts, Ar Rass, Qassim University, Saudi Arabia

Abdulrhman Musabal

Department of English Language Skills, Common First Year, King Saud University, Saudi Arabia

Rabea Ali

Department of English & Translation, College of Science and Arts, Ar Rass, Qassim University, Saudi Arabia

**Abstract**—This research was prompted by the discovery of communication hurdles in EFL programs at Saudi universities. Professors and students have observed a lack of effective communication; therefore, innovative pedagogies that can increase teacher-learner communication are urgently needed. Using a questionnaire to collect data from EFL professors, this study applies the analytical research approach to achieve its conclusions. The vast majority of respondents agreed that the Dogme approach in EFL classes is highly significant in a variety of ways, including enhancing rapport between instructors and students as well as between students themselves, promoting interaction, enhancing communication skills, and encouraging students to ask open-ended questions. The study concludes by proposing methods to create a more communicative learning environment, such as using warm-up oral questions, assessing learners' comprehension through oral questioning after each learning outcome, and employing the Dogme approach as a motivating tool to ensure that learners participated in achieving the intended learning outcomes.

**Index Terms**—pedagogy, communicative proficiency, analogy, emergent language, non-material-driven learning

## I. INTRODUCTION

The debate over the most effective pedagogy and instructional methods for students in general and language learners in particular is ongoing. This has resulted in the formation of an eclectic teaching method, which attempts to include ideas, style, or taste from a range of sources; in other words, to select the most effective elements from many teaching philosophies and use them in language learning sessions.

As a result of the unsatisfactory learning outcomes, it is probable that both language instructors and students were discontent with the coursebooks utilized in language learning contexts. Numerous educational experts have addressed and disputed the question of whether or not to use textbooks. In 2000, Thornbury proposed for the first time a recently developed concept known as the Dogme approach or teaching unplugged. Relevance, effectiveness, instructors' and students' views, as well as its practicability and applicability in English language teaching and learning should all be the subject of in-depth research.

### A. Literature Review

Numerous linguists, academics, and educators from around the world have studied and investigated English as a foreign language in an effort to produce results that would better serve and support both learners and teachers in developing an effective learning environment.

In 2000, Thornbury introduced the "Dogme" teaching approach, among other methods. According to Scott Thornbury, the teaching method Dogme for EFL was influenced by the Danish film 95 movement. The concept of Dogme teaching was named after the Dogme 95 film movement, which was founded by Larsen Trier with the intention of liberating cinema from artificial skills and restoring it to its natural mode, focusing on the theme and the inner actions of actors/actresses and excluding unreal acting practices. In language courses, Dogme calls for the use of minimal or no textbooks and emphasizes interaction between students and dialogue between learners and instructors. Thornbury (2000) said that the field of English language teaching was oversaturated with resources because there was insufficient time for discourse.

This approach focuses on non-material-driven lessons, so the insights embedded in its unique learning style are based on encouraging EFL learners to produce language based on their own topic choices without the use of coursebooks in the classroom. As a result, emergent language is required for speaking tasks/activities, with the teacher prompting and scaffolding the scene and discussions in free communicative and collaborative contexts.

### B. Speaking Skill

Brown (2000) mentioned that speaking is the most difficult skill to students because of the following features of the oral discourse:

- a. Contractions, vowel reductions and elision.
- b. Use of idioms and slang.
- c. Intonation, rhythm and stress.
- d. The need to interact with others.

It is a difficult task for language learners to speak in a second or foreign language since speaking calls for the integration of numerous components. It is regarded as one of the focal skills by many (Nunan, 2001). Speaking is necessary for dealing with others, responding to others, and expressing emotions, according to Lindsay and Knight (2006, p. 58).

Human communication, according to Harmer (2007, p. 46), is complicated. When someone wants to express anything or share knowledge, communication is necessary. When speaking, distinct meanings are conveyed through the construction of words and sentences as well as through changes in pitch, intonation, and stress. The speaker can employ body language, gestures, and facial emotions during face-to-face communication to aid in message transmission.

According to Nunan (2001), the majority of English teachers have indicated that speaking abilities are best learned through conversation. Collaborative learning and communicative language instruction can help achieve this goal. Teaching a language in a communicative context concentrates on circumstances where communication is necessary. This approach can provide possibilities for students to interact with their peers in the target language in ESL programs.

Classmates are urged to be able to converse vocally with other students when learning speaking abilities (Lituly, 2016, p. 56). Speaking is a difficult procedure that enables the construction of a message in a way that other people can understand, as well as the use of the appropriate pronunciation, stress, and intonation to receive the message. Speaking entails interacting with others and communicating with them. The other person must be able to understand what is being said, and learners must be correct and fluid enough to fit into the discourse. Learners require a ton of practice, encouragement, and corrections to be able to execute all of things (Lindsay & Knight, 2006, p.68). Nunan (2003) asserted that teaching speaking entails instructing language learners to:

- utter the sounds and patterns of English.
- Use rhythm, stress patterns, and word and phrase intonation.
- Consider the social context, audience, circumstance, and topic matter while selecting appropriate words and sentences.
- Arrange their ideas in a coherent and understandable order.
- Use language as a means of communicating your opinions and values.
- Use the language fluently by speaking confidently, rapidly, and without many awkward pauses.

Generally, five components of speaking skill are recognized in analyses of the speech process as follows:

1. Pronunciation: This relates to the manner in which students articulate words clearly when speaking Kline (1998, p. 69).
2. Grammar is the formal study of language structure and describes how words fit together to make meaningful structures, Williams (2008, p.2).
3. Vocabulary can be described as the words of a language, including phrases and groups of words that communicate a particular meaning in the same way as individual words do, Lessard (2013, p. 2).
4. Fluency: This refers to the ability to speak at a natural pace without interruption, Pollard (2008, p. 16).

It is a collaborative exchange of thoughts, sentiments, or ideas between two or more individuals that has a reciprocal influence on each other (Brown, 2007, p.212).

Speaking abilities contribute to the development of language competency, according to several studies and researches, and they should be carefully considered (Torkey, 2006). Curriculum should pay more emphasis to speaking skill materials, speaking examinations, and teaching methods (Hamad, 2013; Mohamed, 2013).

#### C. Dogme Approach in Developing Speaking Skills in Nunan's Similar Claim as Follows

According to Nunan (2001), many English instructors regard interaction as the most effective method for developing speaking skills. This can be achieved through communicative language training and collaborative learning. The emphasis of communicative language instruction is on authentic conversation situations. This method can provide students with opportunities to converse in the target language in ESL classes.

#### D. Stages of a Dogme Lesson

1. Setting the lesson context to rouse students' stimulation by asking relevant questions or showing a clip or a picture as a lead-in getting them interested in the topic of the lesson.
2. Let it run: A phase when students interact with the instructor and with their peers and the teacher notices the language emerges out of the conversations.
3. Closing stage in which the instructor and the learners concentrate and work on the language points noticed in the preceding stage.

Dogme does not disregard planning, but rather invites teachers to give feedback/ reflect on the lesson laying emphasis on emergent language. Since Dogme is a fundamentally student-centered approach, it can lead to a variety of

teacher and student performances in classroom context thus resulting in enjoyable, targeted, and highly engaging learning.

The Dogme ELT approach has defined core ideas that have been backed by Scott Thornbury; the following arguments support these thoughts: The process of learning and teaching does not rely on published materials, but rather on what is referred to as "conversation"; and Dogme is that teaching is mostly driven by discussion.

Dogme philosophy and materials-light instruction emphasize the development of emergent language (Meddings & Thornbury, 2009, p. 8)

#### *E. Key Principles of Dogme*

1. Materials-based instruction is what most learners, teachers and educators believe in for language learning, but the straight route is found in the interaction between instructors and students, and among the learners themselves as Dogme ELT suggests.

2. Teachers supply the content necessary for the involvement of students and the activation of the learning process.

3. Language learning happens through dialogic and social contexts, where knowledge can be co-constructed rather than "transmitted" or "taken" from teacher/material to students

4. Rather than being learnt, the emergence of language (including grammar): that is a natural processing which occurs with the right conditions.

5. The teacher's basic role is to optimize language learning affordances with a conducive atmosphere where he/she purposely focusing on features of the language comes out alive in the classroom.

6. Escalating opportunities for learners to showcase their language knowledge, opinions, concerns, and desires are viewed as of a high value proves that they are genuine part of the learning pillars.

7. Material -free learning and teaching situations would empower both learners and teachers to have wider range of topics choice.

8. If texts have to be used, they should be relevant to the learners' real lives and interests.

Dogme has attracted the attention of teachers who are not native English speakers because it "seeks to disrupt" Meddings and Thornbury (2009, p.84) the notion that language instruction is about the transfer of ideal chunks of language that only native speakers are capable of. Dogme emphasizes the role of non-native teachers who are able to "explore and extend the learner's current language capability" because they "can view the target language through the eyes of the learners" (Meddings & Thornbury, 2009, p. 84).

In today's world of synchronous engagement and communication, speech seems to play a big role, and the objective of teaching English has evolved from mastery of structure to communicative proficiency (Soureshjani, 2013, p.167).

In the instruction of speaking skills, students are encouraged to verbally interact with their peers (Litualy, 2016, p. 56). In addition to emphasizing learner-teacher and learner-learner unconstrained contact, the Dogme learning style promotes the notion that teachers and students are free to introduce themes they find interesting and practice the language at their convenience.

Scott asserts in his article that "learning occurs in the present moment." In addition, I am not confident that this is accurate. Learning takes place in the learner's brain, but there is no guarantee that it occurs 'here and now' and as a result of and during dialogic engagement. Brains of children process their behaviors differently. Some of them require time to assimilate information, which may not be the case at the moment. Dialogue – especially the persistent pressure on students to talk RIGHT NOW when the teacher asks them (a core concept of communicative approach) – seems to severely disadvantage some pupils, and the notion that all learning takes place through interaction makes no sense to me. Thus, some of us are thinkers, and others are doers. Clearly, the bulk of us are a combination of the two. But (and this is my point), for every student whose language improves through relevant and meaningful speech, at least one other student gains from an internal struggle when listening to lectures or reading assigned literature.

I believe it is also possible to take a more optimistic view on coursebooks and "grammar McNuggets" (another of Scott's brilliant and thought-provoking analogies). If we believe in equal opportunity, we could argue (emphasis on could!!) that delivering pre-digested grammar matches this claim significantly better than an approach that benefits the more extroverted, communicative, and emotionally intelligent students. With grammar McNuggets, the playing field is level for everyone. Can we be sure that this pertains to student-centered pedagogy? Moreover, about whose group members are we speaking? A class of sixty students?

In response to Scott Thornbury's arguments and questions in 'Grammar McNuggets,' the Dogme philosophy for language learning and instruction makes a number of good attempts.

Twenty years ago, at a conference in Dublin, I coined the term "grammar McNuggets" to characterize how coursebooks convey grammar in little, tasty pieces. Grammar McNuggets are typically presented utilizing the PPP teaching paradigm, where presentation shares semantic space with 'a present' (as in 'I'm going to give you a present') and production invokes imagery of assembly lines and conveyor belts. This is what Brazilian educator Paulo Freire referred to as the "banking model" of education, in which instruction is considered as a depositing act.

The educator is the depositor, while the pupils are the depositories. The teacher issues and deposits *communiqués* that the students patiently absorb, memorize, and repeat (1970, p. 53).

The deposit consists of grammatical McNuggets, of course."

Do learners actually learn in small portions? Or, to be more specific, do these "little, digestible bits" ever coalesce into communication fluency? Is linguistic competence the sum of a slow and progressive collection of small, consumable pieces?

In addition, pre-selecting the tokens (a.k.a. grammar McNuggets) confines the practice and production stages, as the goal of any such exercise is the faithful reproduction of those tokens, regardless of the learner's current developmental level or communicative demands. And requiring them to use the goal form in the production stage goes against the intent of that stage, which Donn Byrne, the creator of PPP, initially defined as "free expression" (1976, p. 2). As Willis (1996, p. 47) has maintained continuously, it is tantamount to advising the student, "You may say whatever you like, but you must use the third conditional."

Few indications suggest that the PPP paradigm operates as intended. According to common assumption, it does not lead in straightforward steps from presentation to mastery. As a paradigm that prioritizes conformity throughout, it provides little opportunities for communicative language use.

In other words, language learning is not the ingestion of grammatical nuggets inserted by the teacher and delivered to the learner on a conveyor belt.

## II. METHODOLOGY AND STUDY POPULATION

This study adopted the analytical research methodology by using SPSS program to analyze data collected using a questionnaire that was distributed to a random sample group of 49 tertiary level professors who teach English as a foreign language at different universities. The data collection instrument was a seven-item questionnaire that was administered using Google forms. All the respondents teach English as their specialization and as a foreign language in a formal setting. Both validity and reliability were checked. The questionnaire was sent to 5 referees to check its content validity. Items of the questionnaire were therefore modified according to the referees' feedback. The aim of the instrument was to examine the respondents' attitudes towards the role of utilizing Dogme Approach to promote EFL learners' oral skills at the tertiary Level. Each questionnaire item required a response based upon the five-point Likert-type scale used to measure attitudes with choices ranging from Strongly Agree to Strongly Disagree.

## III. RESULTS AND ANALYSIS

The participants in this study were forty-nine English language professors.

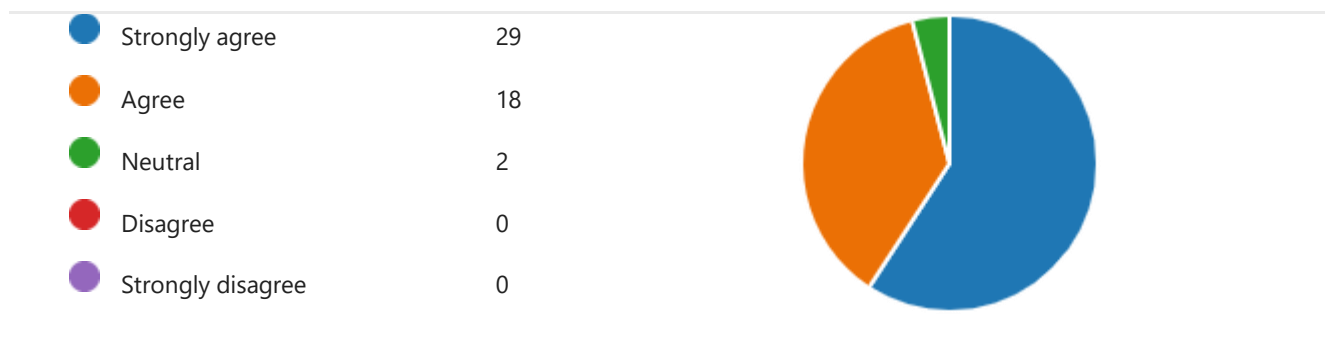


Figure 1 Dogme Approach Helps to Promote EFL Learners' Oral Skills.

According to the statistical results, it is found that 59.5 % of the participants have strongly agreed that Dogme approach helps to promote EFL learners' oral skills, and 36.5 % have agreed as well, whereas 4 % remained neutral.

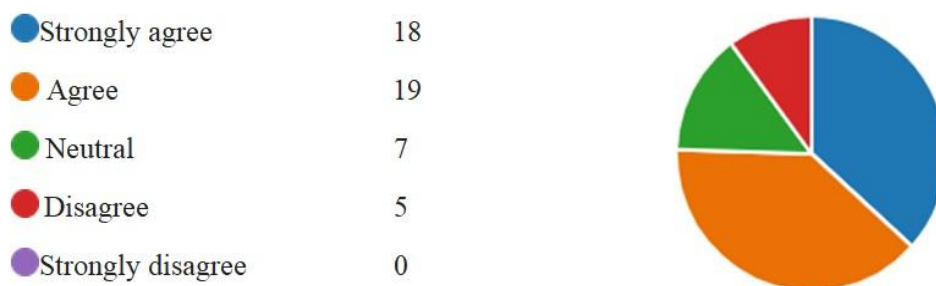


Figure 2 Adopting Dogme Philosophy in Developing EFL Learners' Fluency Skills Has a Positive Impact.

On the basis of the statistical results, it is found that 36.5 % of the participants have strongly agreed that adopting Dogme philosophy in developing EFL learners' fluency skills has a positive impact, and 38.5 % have agreed as well, whereas 14 % preferred to be neutral and 11 % disagreed with the statement.

● Strongly agree	30
● Agree	16
● Neutral	3
● Disagree	0
● Strongly disagree	0



Figure 3 Dogme Approach Serves the Teacher-Learner and Learner-Learner Effective Communication in English Language Classes.

Based on the above figure, it is shown that 61 % of the participants have strongly agreed that Dogme approach serves the teacher-learner and learner-learner effective communication in English language classes, and 32.5 % have agreed as well, whereas 6.5 % have chosen to be neutral.

● Strongly agree	22
● Agree	21
● Neutral	6
● Disagree	0
● Strongly disagree	0



Figure 4 EFL Instructors Benefit From Utilizing Dogme Approach in Building Good Rapport With Their Students as Well as Strengthening the Collaborative Learning Spirit Among Learners.

As a result of the above figure, it is shown that 45 % of the participants have strongly agreed that EFL instructors benefit from utilizing Dogme approach in building good rapport with their students as well as strengthening the collaborative learning spirit among learners, and 43 % have agreed as well, whereas 12 % have selected to be neutral.

● Strongly agree	21
● Agree	19
● Neutral	7
● Disagree	2
● Strongly disagree	0

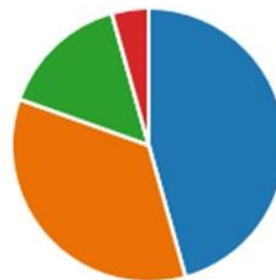


Figure 5 Applying Dogme Approach in EFL Classes Creates Core Challenges to Instructors and Learners.

Due to the above statistical results, it is found that 43 % of the participants have strongly agreed that applying Dogme approach in EFL classes creates core challenges to instructors and learners, and 39 % have agreed as well, whereas 15 % preferred to be neutral and 3 % disagreed with the statement.

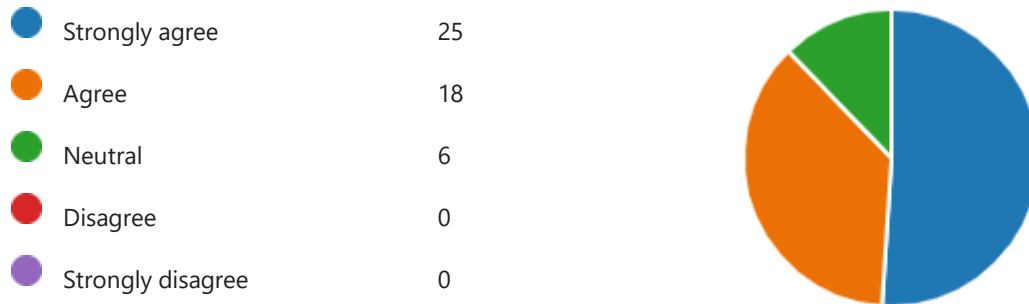


Figure 6 Dogme Approach Consolidates Learners' Self-Confidence and Communicative Skills.

According to the above figure, it is found that 51.5 % of the participants have strongly agreed that Dogme approach consolidates learners' self-confidence and communicative skills, and 36.5 % have agreed as well, whereas 12 % have preferred to be neutral.

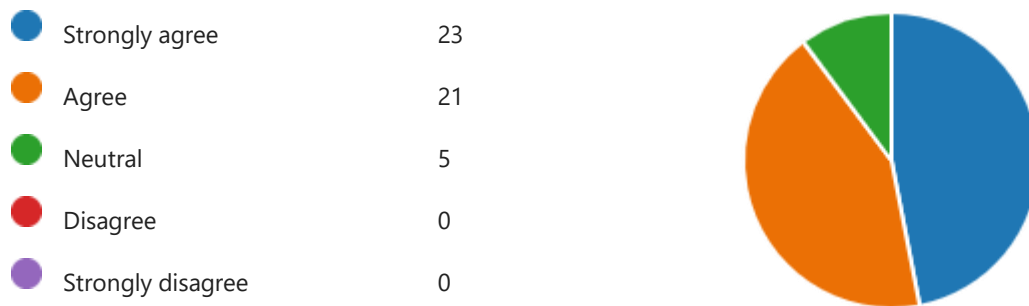


Figure 7 Using Dogme Approach Stimulates Students' Motivation in Producing Emergent Language in EFL Classes.

Based on the above statistical analysis, it is found that 47 % of the participants have strongly agreed that using Dogme approach stimulates students' motivation in producing emergent language in EFL classes, and 43 % have agreed as well, whereas 10 % have chosen to be neutral.

#### IV. QUESTIONS OF THE STUDY

1. To what extent would Dogme approach help promote EFL learners' oral skills?
2. How can teachers benefit from utilizing Dogme in building good rapport with their students as well as strengthen the collaborative learning spirit among learners?
3. What are the core challenges of using Dogme approach that instructors and learners may face?

#### V. DISCUSSION

The instrument handled all seven research statements adequately, with data outcomes that were either nearly universal in support or partially contradictory. In this way, the study contributes to the existing literature which agrees on a few points, i.e., that the Dogme approach can be used to improve EFL learners' oral skills at the tertiary level, but that its success or failure is highly influenced by factors related to the professors' performance as well as the EFL learners' collaboration and motivation. Nonetheless, occasionally academics lack the inputs necessary to make oral engagement, particularly in EFL classroom situations, as relevant as it may be. In other words, training for professors must be enhanced so that they can effectively utilize this instrument in their courses.

In addition to facilitating contact between EFL professors and students in language classrooms, the Dogme technique fosters a strong relationship between them. Employing the Dogme methodology enhances the critical thinking, discussion, and argumentation skills of EFL students. The application of the Dogme methodology could be used to stimulate students to join and engage in classroom activities, so enhancing their performance, particularly their oral communication abilities. By highlighting certain points in the form of oral communication, the Dogme method facilitates the achievement of the specified learning outcomes.

#### VI. FINDINGS

1. Dogme approach helps to promote EFL learners' oral skills.
2. Adopting Dogme philosophy in developing EFL learners' fluency skills has a positive impact.

3. Dogme approach serves the teacher-learner and learner-learner effective communication in English language classes.
4. EFL instructors benefit from utilizing Dogme approach in building good rapport with their students as well as strengthening the collaborative learning spirit among learners.
5. applying Dogme approach in EFL classes creates core challenges to instructors and learners.
6. Dogme approach consolidates learners' self-confidence and communicative skills.
7. using Dogme approach stimulates students' motivation in producing emergent language in EFL classes.

#### VII. CONCLUSION

It is the obligation of education specialists to explore this concept in depth, particularly at the university level, since it works with adult language learners, given that the Dogme approach is relatively new in compared to more established teaching methods. There are positives and cons to syllabi-free language classrooms, primarily from the pedagogical and psychological perspectives that not all students are capable of working under the strain of unexpectedly assigned assignments. Moreover, individual learner variances have a key influence in teaching and learning processes; accordingly, not all learners are equipped with the skills necessary to comprehend unexpected learning results, i.e., they require preliminary instruction. This study is an attempt to investigate the role of the Dogme approach in tertiary-level language classrooms; therefore, the researchers hope that it will pave the way and pique the interest of a large number of other researchers to conduct voluminous, exhaustive further research on this controversial topic.

#### VIII. RECOMMENDATIONS

As the Dogme approach is a recently developed teaching method, language educators are advised to employ it with caution in their classes. In addition, it is recommended that researchers perform additional research into the Dogme technique and its rationale. Almost every new ideology or philosophy has both supporters and detractors, so it is recommended that syllabi designers, teacher trainers, education specialists, language instructors, and language learners discuss the Dogme approach from various educational, psychological, social, and linguistic perspectives.

Note: Abbreviations

- **EFL:** English as a Foreign Language
- **PPP:** Presentation, Production and Practice

#### APPENDIX

Statements of the questionnaire:

- (1) Dogme approach helps to promote EFL learners' oral skills.
- (2) Adopting Dogme philosophy in developing EFL learners' fluency skills has a positive impact.
- (3) Dogme approach serves the teacher-learner and learner-learner effective communication in English language classes.
- (4) EFL instructors benefit from utilizing Dogme approach in building good rapport with their students as well as strengthening the collaborative learning spirit among learners.
- (5) Applying Dogme approach in EFL classes creates core challenges to instructors and learners.
- (6) Dogme approach consolidates learners' self-confidence and communicative skills.
- (7) Using Dogme approach stimulates students' motivation in producing emergent language in EFL classes.

#### REFERENCES

- [1] Brown, D. (2007). *Principles of Language Learning and Teaching*. USA: Pearson Longman.
- [2] Brown, H. (2000). *Principles of language learning and teaching*, 4th ed. New York: Longman.
- [3] Byrne, Donn. 1976. *Teaching oral English*. London: Longman.
- [4] Hamad, M. (2013). Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South. *English Language Teaching*, Vol. (6), No. (12), pp. (87-97).
- [5] Harmer, J. (2007). *The practice of English language teaching*, 4th ed., London: Longman.
- [6] Kline, J. (1998). *Speaking Effectively a Guide for Air Force Speakers*. Alabama: congress books.
- [7] Lessard, M. (2013). *Teaching vocabulary*. Virginia USA: Editorial, Thomas S.C.Farrell.
- [8] Lindsay, C., & Knight, P. 2006. *Learning and Teaching English: A Course for teachers*. Oxford University Press.
- [9] Lituay, S. (2016). Integrative Teaching Techniques and Improvement of German Speaking Learning Skills. *Journal of Education and Practice*, 7(9), 56 – 61.
- [10] Meddlings, L, & Thornbury S. (2009). *Teaching Unplugged: Dogme in English language teaching*. Peaslake: Delta publishing.
- [11] Mohamed, M. (2013). *Problems of Speaking English Language Among University Red Sea University Students*. Unpublished Ph.D. Dissertation, Faculty of Education: Red Sea University, Egypt.
- [12] Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge university press.
- [13] Nunan, D. (ed.) (2003). *Practical English Language Teaching*. New York: McGraw-Hill.

- [14] Pollard, L. 2008. *Teaching English a book to help you through your first two year in teaching*. London: Longman, second edition.
- [15] Soureshjani, K. (2013). A study on the effect of self-regulation and the degree of willingness to communicate on oral presentation performance of EFL learners. *International Journal of Language Learning and Applied Linguistics World*, 4(4), 166-177.
- [16] Torky, S. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*. Unpublished Ph.D. dissertation, Women's college: Ain Shams University, Egypt.
- [17] Williams, J. (2008). *Teacher's Grammar Book*. Mahwah New Jersey: Soka University.

**Mohammed Abdalgane** is an assistant professor of Applied Linguistics, has been awarded an MA in ELT and a PhD in Applied Linguistics from University of Gezira, Sudan.

He has been teaching English at the tertiary level in Sudan as well as Saudi Arabia since 2006. He taught the four skills, Linguistics, Phonetics & Phonology, Morphology, etc. His research interests are EFL speech production and perception, vocabulary teaching, reading, readability, Phonetics, Phonology and teacher education, teaching methodologies, education technology, etc.

- MOHAMMED. ABDALGANE. (October, 2022). The EFL Learning Process: An Examination of the Potential of Social Media, *World Journal of English Language*, (SCOPUS Q3), ISSN: 1925-0711, Vol. 12, Issue No. (7), pp: (69-75), Sciedu Press, Canada. <https://www.sciedupress.com/journal/index.php/wjel/article/view/22693>
- MOHAMMED. ABDALGANE. (April, 2022). Utilizing Technology in the ELT Classroom: An Overview of the Available Choices, *International Journal of Early Childhood Special Education (INT-JECS)*, (ISI Q4), ISSN: 13085581, Vol. 14, Issue No. (03), pp: (425-432), *International Journal of Early Childhood Special Education (INT-JECS)*, Turkey. <https://www.int-jecse.net/abstract.php?id=822>
- MOHAMMED. ABDALGANE. (March, 2021). Gendered Language: A Study of Sociolinguistic Theories and Approaches. *Asian ESP Journal*, (SCOPUS Q1), ISSN: 2206-0979, Vol. 17, Issue No. (3.1), pp: (204-215), Asian EFL Journal Press, United Kingdom. <https://www.asian-esp-journal.com/volume-17-issue-3-1-march-2021/>

**Abdulrhman Musabal** is an assistant professor of Applied Linguistics Department of English Language Skills, Common First Year, King Saud University, Saudi Arabia. Abdulrhman has been awarded a PhD in Applied Linguistics from Sudan.

He has been teaching English at the tertiary level in Sudan and Saudi Arabia for several years. He taught the four skills, ESP, general English courses, EAP, etc. His research interests are EFL, TESOL, language skills, education technology, and teacher training, etc.

**Rabea Ali** has been awarded a PhD in Curriculum and EFL Instructions from Egypt.

He has been teaching English at the tertiary level in Egypt and Saudi Arabia for many years. He taught the four skills, academic writing, language testing, ESP, general English courses, EAP, etc. His research interests are EFL, curriculum design, language skills, education technology, and language testing, etc.

- Rabea. Ali. & MOHAMMED. ABDALGANE. (October, 2022). The Impact of Gamification "Kahoot App" in Teaching English for Academic Purposes, *World Journal of English Language*, (SCOPUS Q3), ISSN: 1925-0711, Vol. 12, Issue No. (7), pp: (18-27), Sciedu Press, Canada. <https://www.sciedupress.com/journal/index.php/wjel/article/view/22689>
- Rabea. Ali. & MOHAMMED. ABDALGANE. (December, 2020). Teaching English Literacy in the Time of COVID-19 Pandemic in Higher Education: A Case Study in Saudi Qassim University. *Multicultural Education*, (SCOPUS Q2), ISSN: 10683844, Vol. 6, Issue No. (5), pp: (204-215), *International Journal Documentation & Research Institute (IJDR) & Caddo Gap Press*, USA. <http://ijdri.com/me/vol-6-no-5-2020/>