



Teaching Unplugged has so far provided activities that are deliberately open in their potential application – they are designed to come to life in class, and that life will depend on the people you are teaching. We now focus on those people, and on the ways in which Dogme can be applied in different teaching environments.

Since we started our e-group (<http://groups.yahoo.com/group/dogme/>), teachers have been asking each other questions about the suitability of teaching unplugged for different teaching contexts, and even for their own skills.

Unplugged applications

Very often these questions have been answered simply and affirmatively by the teaching experience of those people taking part in the debate.

Do you have to be a native speaker of English to teach this way? Our group members think not. Can you teach this way with children? Some of the most passionate ‘dogmets’ already do. Can you teach people who need English for business? Again, the answer is yes.

Working people bring to class their immediate language experience, allowing you to help them shape their language to their needs. Is it possible to teach over an extended period, perhaps a term or a full year, and even organise a whole school around a Dogme philosophy? The authors of *Teaching Unplugged* think so.

Of course, there are specialised areas in which Dogme techniques need to be blended with a syllabus. Examination classes are one example and, if you are teaching English for Aviation, it would be essential to cover key areas of operational language. Even the authors would not feel comfortable waiting for language to emerge at 20,000 feet!

Unplugged indications

This part of *Teaching Unplugged*, then, addresses some of the ‘frequently asked questions’ about where and how Dogme may be applied – the issues involved and their implications.

We do not pretend to have all the answers, but we hope to indicate how you can confidently explore unplugged teaching where *you* are, and to find the answers *yourself*.

