

**The Effectiveness of A suggested Program Based on
Combining the Direct and the Indirect Strategies on
Developing the EFL Al-Azhr Secondary School Students'
Strategic Competence Skills**

Ismail Ibrahim Elshirbini Abdel-fattah Al-Ashri

(English Language Instructor)

2011

**The Effectiveness of A suggested Program Based on Combining the Direct
and the Indirect Strategies on Developing the EFL Al-Azhr Secondary School
Students' Strategic Competence Skills**

Abstract: This study aimed to examine the effectiveness of using a suggested program based on integrating the direct and indirect approaches on developing Strategic Competence skills of EFL secondary school students. The study adopted the experimental design. one group was an experimental group (using the suggested program) and another group worked as the control group (using the traditional method). The sample of the study contained (60) first year secondary school students in Satamooni institute for girls. They were randomly assigned to experimental group (N=30) and control group (N=30). Subjects of the experimental group were instructed by the present researcher using the suggested program based on integration between the direct and indirect approaches, whereas, the control group subjects received the regular EFL curriculum. Both groups were presented pre and post speaking test. The present study included a speaking skills test, prepared by the researcher, and based on a Strategic competence components required for secondary school students. The researcher prepared a program based on the integration of the two approaches. Findings of the study revealed that students' strategic competence improved as a result of using the program based on integrating the direct and indirect approaches of teaching conversation. . Results of the present study showed that the suggested program based on combining the direct and the indirect Strategies improved students' speaking skills and strategic competence. Thus, it was observed that the students who were the sample of the study enjoyed the conversations.

. Finally, the study carried important implications and suggestions for further research.

Introduction:

Developing communicative competence is one of the important goals of English language teaching because it enables learners to communicate successfully in real situations. Teachers of English focus on the first three components of communicative competence (linguistic, sociolinguistic , discourse) at the expense of strategic competence. They think that once grammatical, sociolinguistic and discourse competencies are developed learners will be able to communicate effectively in the real world. They ignore the fact that strategic competence is an essential component in the communicative competence that plays a major role in communicating successfully. The present study is an attempt to integrate the two approaches, the direct and the indirect , as they complement each other in achieving the two functions, transaction and interaction. Many researchers recommended integrating the direct and indirect approaches in developing EFL conversation skills, including strategic competence components among learners. This view is supported by Richards (1990) who indicated that the two approaches are complementary and recommended that a balance of the two approaches would seem to be the most appropriate methodological option.

The Speaking Skill

Being able to communicate is extremely important in everyone's life. People communicate most of the time orally. Today, pupils' language is considered successful if they can speak effectively in their second or foreign language (**Stoodt, 1988; Hennings, 1989; Anwar, 1997; De Porto, 1997; Kaplan, 1997; Rudder 1999**). The Egyptian EFL syllabus for the preparatory stage is designed to consolidate and build on the achievement of learners based on Primary stage. So, all the skills are introduced: listening, speaking, reading and writing (**Dallas, 2005**).

However, speaking is in many ways an underdeveloped skill. The direct cause may be rooted in teaching itself. In EFL classes, pupils are given few opportunities to practice speaking. They are there to listen much more than to speak. So, they fall

into the habit of using their ears and eyes instead of their mouths. Even worse, speaking is not included in English language tests. Emphasis is generally put on marking individual words, sentences and drilling on mini-dialogues at the neglect of training in longer discourse (**Anwar, 1997**).

According to the 2005 English Curriculum, the emphasis of the curriculum is that the pupils are able to communicate in English by mastering the whole skills. However, it is not easy to master all the skills; there must be one important skill that covers the whole skills. Based on the statement above, speaking is the most important skill that should be mastered by pupils in order to communicate in English fluently. In this case, the pupils must be given opportunities to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class, because many factors prevent pupils from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and of having lack of confidence in their ability. Considering this problem, relating to speaking activities in class and helping pupils to improve their speaking skill are aspects of the teacher's job. The EFL teacher is expected to have right teaching techniques to provide pupils with appropriate teaching materials and to create a positive classroom environment. Only then, the pupils will have the opportunity to use English among themselves. (**Newton, 2009**)

So, developing speaking is a real challenge in the sense that it deserves every bit of attention as much as the other skills in teaching a language. For achieving this, pupils must practice language in actual performance. **Kaplan (2001, p.42)** confirms that:

..., everyone must perform We know how important is to be able to speak on one's feet. No task - not even reading or writing - can compare with the importance of being able to express oneself clearly... ALOUD!!!! Communicating ideas and opinions stands tantamount as the one skill that all human beings must do well to succeed in their lives.

The teaching-learning process should not only happen between teacher and pupil but also between pupils and pupils. Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When a pupil speaks, he interacts and uses the language to express his ideas, feeling and thought. Pupils also share information to others through communication. In the classroom, the teacher must create the situations that can encourage real communication, many activities can be designed to make major element lively. Communicative activities are one of the techniques that can be applied in teaching speaking because it is one of potential activities that give pupils feeling of freedom to express them. It's also potentially useful to encourage pupils to interact with each other orally. **(Rudder, 1999)**

In this study, the researcher focuses on the communicative activities. The reason for using communicative activities is to give more opportunities to pupils to make turns in speaking during the times allocated. The researcher assumes that communicative activities are a combination of language practice and fun. Pupils can express their ideas freely because they do activities with their friends.

Definition of Speaking

Speaking is one of the skills that have to be mastered by pupils in learning English. Many experts define speaking in different ways. **Brown and Yule (1983)** stated that. "Speaking is to express the needs—request, information, service, etc." The speaker says words to the listener not only to express what in his mind but also to express what he needs. Most people might spend their everyday life in communication with others. **Revell (2008, P. 27)** defines communication as follows: "Communication, of ideas, of opinions, of feeling."

Therefore, communication involves at least two people; one is the sender and the other is the receiver and vice versa to exchange information, ideas, opinions, views, or feelings. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process

of achieving goals that involves transferring messages across. **Jones (1989, P.14)** said, “How you say something can be important as what you say in getting your meaning across.”

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (**Brown, 1994; Burns & Joyce, 1997**). Its form and meaning are dependent on the context in which it occur including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous and open-ended. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (**Burns & Joyce, 1997**).

Valdman (1996, P.62) said, “The ability to speak a foreign language is without doubt the most highly prized language skills, and rightly. So, because he can speak the language well, he can also understand it and he can learn to read it with relative ease and also the ability to speak a language will greatly speed up and facilitate learning to write it.” Therefore, the speaking process should pay attention to what and how to say as well as to whom appropriately.

Jones (1989) identified the characteristics of speaking as follows:

a. Clarity

Clarity means that the words that the speakers use must be clear, so that listeners can understand what the speaker says. Here, the speaker must consider speed and volume.

b. Variety

The speakers must try to vary the ways of speaking such as pitch (rise and fall of voice), emphasis, speed, variation, volume and pause.

c. Audience and Tone

The way the speakers speak and the tone the speakers use will be affected by audience to whom the speakers are speaking. If the speaker is discussing something with friends, he is likely to use informal conversational tone. If the speaker is giving a talk to a group of thirty pupils, it is likely that the speaker would speak more formally and would raise the pitch and the volume of his voice in order to make sure that what he says reach all his listeners.

So, Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words.

The micro-skills of the speaking skill:

Lackman (2011) lists some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

Theoretical background & review of literature:

II.1. Communicative competence:

Communicative competence might best be achieved if learners are focusing on communicating from the outset . Instruction should focus on the creation of conditions in which learners engage in an effort to cope with communication (*Thornbury and Slade , 2006*). Language teaching has focused on the learning process than the teaching of language . The emphasis is not only on linguistic competence of the language learners , but also on the development of their communicative ability . In order to develop the learners' communicative ability , the teacher needs to teach the target language in an active and interesting manner . Thus, extended activities in the form of role play , simulations and problem solving are vital in developing the communicative ability of the learners (*Krish, 2001*) .

a. Components of communicative competence:

Agustien (no date) presented the following figure that shows the components of Celce Murcia's model of communicative competence :

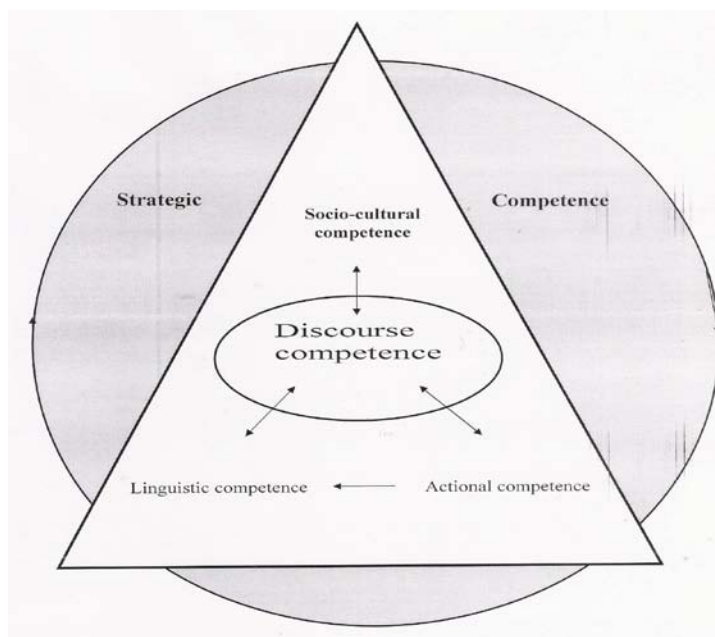


Figure (1): *Components of Celce Murcia's model of communicative competence*

This model is based upon the belief in the potential of a direct, explicit approach to the teaching of communicative skills, which requires a detailed description of components of communicative competence to be used as a content base in syllabus design.

Celce Murcia (2000) listed the components of communicative competence as follows:

1. **Linguistic or grammatical competence**, which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources and phonological or orthographic systems.
2. **Socio-linguistic competence**, which consists of the social and cultural knowledge required to use the language opportunity with reference to formality, politeness and other contextually defined choices.
3. **Discourse competence**, which involves the selection, sequencing and arrangement of words, structures, *and* sentences utterances to achieve a

unified spoken or written whole with reference to a particular message and context.

4. **Strategic competenc**, which refers to the ability to know when and how to start the talk, how to keep a conversation going, how to terminate a conversation, breakdown as well as comprehension *problems* (Alkhuli, 2000). It includes the strategies and procedures relevant to language learning, language processing and language production. It activates knowledge of the other competences and helps language users compensate for gaps or deficiencies in knowledge when they communicate.

5. **Actional competence**: It includes knowledge of language functions.

Strategic competence

One of the components of communicative competence identified by **Canale and Swain (1980)** is strategic competence. It's long ignored by linguists. Strategic competence is defined as *'the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence'* (ibid: 30), It's explained by **Dornyei and Thurrell (1991:17)** as *'the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process.'*

Tarone (1983: 3) defined strategic competence as *"the knowledge of how to use one's language to communicate the intended meaning"* He stated two aspects of strategic competence that should be considered when improving it:

1. The overall skill of the foreign language learner in successfully conveying information to a listener.

2. The ability of the learner to use communication strategies when problems are encountered in the process of conveying information.

Communication strategies (CSs) are important in helping second/foreign language learners to communicate successfully when they are faced with a production problem due to their lack of linguistic knowledge (Rababah, 2003) . Among the studies that investigated the teachability of communication strategies is the study of *Dornyei (1995)*. Dornyei first described what communication strategies are and what role they play in communicative competence. Then, he investigated the validity of strategy training discussing the arguments for and against strategy instruction and suggesting three possible reasons for the existing controversy. Finally, the results of a quasiexperimental study were presented. The research focused on the training of three CSs and offered both awareness and practice activities. These strategies were:

- a) Topic avoidance and replacement
- b) Circumlocution.
- c) Using fillers and hesitation devices.

Subjects were 109 students studying English in different secondary schools in Hungary.

The experiment consisted of six-week strategy training program. An attempt was made to cover all the six types of CS teaching procedures that follow:

1. Raising learner awareness about the nature and communicative potential of CSs.
2. Encouraging students to be willing to take risks and use CSs.
3. Providing L2 models of the use of certain CSs.
4. Highlighting cross-cultural differences in CS use.
5. Teaching CSs directly.
6. Providing opportunities for practice in strategy use.

The conversational training activities included communicative tasks such as role-play, games and discussions. All the students took a written and oral test before the program and an oral test again after the training. Students of the treatment group also filled out a questionnaire assessing how interesting and useful they had found the training.

Results indicated an improvement in the use of CSs among the treatment group. It was also assumed that one educational approach learners might benefit from in developing their coping skills could be the direct teaching of CSs.

Yousef (2003) focused on developing communicative competence of Azhar University students through using some group based language activities. The activities used were; simulation role-plays and games. The study used certain techniques to carry out these activities. As there is a problem symbolized in the lack of communicative competence among the target students, two questionnaires were prepared by the researcher. The former was to determine the communicative skills needed by the target students. The latter was to determine attitudes towards communication. The results were in favor of the experimental group.

Rabab'ah's (2001) study is a qualitative study of the strategic competence of Arab English majors at Yarmouk University in Jordan. Its main aim is to determine which communication strategies (CSs) are used by English majors while communicating in L1 Arabic and L2 English. The subjects of the study were 30 English majors at Yarmouk University, put into three proficiency levels according to an adapted TOEFL test. The data collected were based on their performance in three communicative tasks especially designed for the study. The subjects' communication strategies were identified from features of their performance such as hesitation, pauses and repeats, and classified according to the adopted taxonomy which is based on previous CS taxonomies and the pilot study.

The main finding of the research is that English majors make wide use of CSs. These strategies were mostly L2- English based strategies. Another finding is that in spite of their limited linguistic knowledge, English majors manage to communicate their intended meaning by making use of CSs. It is also found that the learners' use of CSs is related to their proficiency level, in that L1-Arabic based strategies decrease as proficiency improves. It is found that Arabic speakers use many communication strategies when compared with speakers of other languages in CS research. The subjects' use of CSs is also related to the type of task they are performing. Finally, Arab learners use CSs in their native language, but when compared to the CSs used in their target language, these are fewer in terms of frequency and vary in terms of type.

Mariani (1994) examined how strategic competence can contribute to the development of an overall communicative competence. He pointed out that Strategic competence is rarely given explicit and systematic treatment in course books and one may wonder whether it is really worth adding an extra dimension to an EFL syllabus. He summarized that communication strategies are also indirect learning strategies: they help learners to remain in conversation, and so provide them with more input, more opportunities for checking and validating their hypotheses, and therefore more chances to develop their interlanguage systems. Also, by allowing learners to remain in conversation, communication strategies help them, on the productive side, to get some useful feedback on their own performance, and on the receptive side, to exercise some kind of control over their intake, for example, by enabling them to prompt their interlocutor to modify his or her utterances. In other words, strategic competence promotes learners' self-monitoring function or executive control.

Rababah (2002) discussed the notion of communicative competence, particularly strategic competence in English language teaching. Strategic competence refers to the individual's ability to use communication strategies such as

paraphrase, circumlocution, literal translation, lexical approximation, and mime to get their message across and to compensate for a limited or imperfect knowledge of rules or the interference of such factors as fatigue, distraction, and inattention. The paper examines various definitions of strategic competence and communication strategies, noting that both native and non-native speakers use communication strategies, but non-native speakers use them more frequently to cope with problems encountered while attempting to speak a second language. Successful language learning is not only a matter of developing grammatical, sociolinguistic, and semantic competence but also strategic competence, which involves the use of communication strategies and their role in transmitting and comprehending messages successfully. The paper concludes by discussing the place of communication strategies in language teaching.

Tarone (19881; a) sets out the following criteria as characteristics of a communication strategy:

- A speaker desires to communicate a meaning X to the listener.
- the speaker believes the linguistic or sociolinguistic structure designed to communicate meaning X is available or is not shared with the listener.
- The speaker chooses to do one of the following :
 1. not attempt to communicate meaning x
 2. attempt alternate means to communicate meaning x

The integration of the direct and the indirect approaches of teaching coincide with Tarone's (1983) view that the use of communication strategies in the EFL classroom should be provided with:

- a) opportunities for practice ,and
- b) Actual instruction in the use of strategies.

Rich (no date) pointed out that there is considerable overlap between communication and conversational strategies, and all may be taught either indirectly

'as the product of engaging learners in conversational interaction' (Richards 1990:76 in Dornyei and Thurrell 1994:4 1), or directly, 'providing the learners with specific language input' (Dornyei and Thurrell 1994:4 1) Given the preeminence of grammatical competence in most curricula and coursebooks it is unlikely that the indirect approach will provide learners with the material to develop communication strategies. For example few coursebook listening features fillers. Unless the learner is exposed to authentic L2 outside the classroom the teacher will have to use authentic recordings to provide any chance.

Dornyei and Thurrell suggest three elements to a direct approach:

- adding specific language input
- Increasing the role of consciousness raising.
- sequencing communicative tasks systematically' (ibid:47).

Consciousness-raising refers to fostering learners' awareness of how language works (Rutherford and Smith 1985, cited ibid:47), but in the case of communication strategies might also be applied to teachers' own examination of how we use language, particularly the sociocultural aspects to our use and teaching of fillers and non-linguistic devices fillers 'being acquired. Tarone (1983) pointed out that students not only need instruction and practice in the overall skill of conveying information using the target language; they also need them in the use of communication strategies to solve problems encountered in the process of conveying information.

Research into the teaching and learning of speaking in the ESL context is relatively neglected. There have been only a few studies that addressed the need to incorporate the development of strategic competence into the L2 oral classroom .

Lam (2005) reported findings from a strategy interventionist study conducted in the secondary English oral classroom in Hong Kong. Based on a psycholinguistic model of speech processing, eight strategies were identified and introduced to the treatment class in the study. A data collection method comprising stimulated recall interviews and observations that aimed to investigate respectively the learning process (i.e., covert thoughts) and the learning product (i.e., overt speech) was employed. A comparison of the findings between the treatment class and the control class which was not exposed to any strategies-based instruction supports the view that not all strategies are equal and that some are more teachable than the others. Specifically, 'Resourcing' seems to function as a 'bedrock strategy' for young L2 speakers. Possible implications for strategy instruction were made with a view to enhancing the development of strategic competence in the L2 classroom.

In this vein, Escola (1980) investigated the relationship of communicative competence training to the development of listening and **speaking skills** of students of German in a large suburban high school in the State of Maryland. The study examined the extent to which activities in communicative competence training affected linguistic competence in listening and speaking as indicated by scores on the listening and speaking sections of the Modern Language Association-Cooperative Foreign Language Tests, German, forms LA and MA, for students completing level II and level IV German, respectively, in the target school. Communicative competence training was defined as the periodic engagement of students in listening and speaking activities that called for spontaneity and focused on the transmission and reception of student-created messages. Activities of communicative competence training were analyzed for each level of study. The researcher compared the linguistic competence in listening and speaking of 31 students of level II and level IV German who had engaged in no communicative competence training (May 1976) and of 30 students of level II and level IV German who had engaged in four semesters of communicative competence training (May

1979). Students from the 1976 and the 1979 groups had the same German teacher, textbook and syllabus, with the addition of communicative competence training in September 1977. They spent an equal amount of time in the development of their listening and **speaking skills**. Only the types of speaking activities were different. Time spent in prepared speaking activities was decreased for the 1979 group in order to provide time for spontaneous speaking activities in which the focus was on the transmission and reception of messages. These activities of communicative competence training accounted for approximately half the time spent in the development of speaking skills. Training occurred at levels I and II for the 1979 level II group at the time of testing and at levels III and IV for the 1979 level IV group at the time of testing. Thus, it would appear that communicative competence training has certain positive effects on the development of listening and speaking skills of high school students, as measured by the Modern Language Association-Cooperative Foreign Language Tests of linguistic competence.

In the same field, Nakatani (2005) examined current patterns of oral communication strategy (OCS) use, to what degree these strategies can be explicitly taught, and the extent to which strategy use can lead to improvements in oral communication ability.

In a 12-week English as a Foreign Language (EFL) course based on a communicative approach, 62 female learners were divided into 2 groups. The strategy training group ($n= 28$) received metacognitive training, focusing on OCS use, whereas the control group ($n= 34$) received only the normal communicative course, with no explicit focus on OCSs. The effects of the training were assessed by 3 types of data collection: the participants' pre- and postcourse oral communication test scores, transcription data from the tests, and retrospective protocol data for their task performance.

The findings revealed that participants in the strategy training group significantly improved their oral proficiency test scores, whereas improvements in the control group were not significant. The results of the transcription and retrospective protocol

data analyses confirmed that the participants' success was partly due to an increased general awareness of OCSs and to the use of specific OCSs, such as maintenance of fluency and negotiation of meaning to solve interactional difficulties.

The direct and the indirect approaches to teaching :

Richards (1990) distinguished two major approaches to the teaching of conversation:

1. ***The direct approach***: It's one that focuses explicitly on the processes and strategies involved in casual conversation. In other words, It involves planning conversation program around the specific micro-skills, strategies and processes that are involved in fluent conversation as turn-taking, topic control and repair. The program hence addresses directly such aspects of conversational routines; fluency; pronunciation; and differences between formal and casual conversational styles.
2. ***The indirect approach*** in which conversational competence is seen as the product of engaging learners in conversational interaction designing activities whereby students can interact with the language through information gap type activities; role plays; simulations; discussions and games. These activities help improve students' communicative skills.

Brown & Yule (1983); Cook (1989) ; Richards (1990) stated that conversation is not a haphazard activity but highly organized , requiring skills and strategies on the part of the speaker and the listener. Courtney (1996) noted that ;" *in order to choose oral tasks for the language classroom , we need a clear idea of what the possible outcomes might be in terms of the type of the activity the students will be engaged in and the type of language they might be expected to produce*".

"Classroom activities that increase student- talk and promote interaction among students for communicative purposes help us reach this goal. Such meaningful and purposeful activities contribute to language growth and encourage

language production "(Zayed, 2003) . Learners who have good knowledge of grammar and vocabulary , may still fail as conversationalists because they have not acquired the appropriate rules or strategies involved in conversational competence .This view agrees with Dornyei and **Thurrell (1994)** who viewed that the indirect approach of communicative language teaching is not doing enough and is less effective than a direct approach which involves designing conversational program which will give the learner the specific micro-skills and strategies required for fluent conversation . They suggest the direct approach which aims at fostering students' awareness of conversational rules, strategies to use and pitfalls to avoid as well as increasing their sensitivity to the underlying process. On the other hand, **Sze (1995)** assured that classroom activities used to develop communicative language often fail to address the interactional dimension of conversation.

. Bradwell (no date) agreed with Richards' view and indicated that "our role as teachers is to ensure we provide that balance". This complementary role helps overcome the limitations and problems of each approach. Moreover, Seifedden (2000) indicated that the direct approach is used to raise students' awareness of the linguistic skills, while the indirect approach is used to provide opportunities for students' practice and using the skills learnt in communicative acts of social nature. In the same vein, Anwar (2001) recommended that the direct approach should be used in combination with the indirect approach in teaching conversation courses. At the same time, Bou Franch (2001) agreed with the integrative view wishing to focus particularly on the direct approach. Thornbury & Slade (2006) assured the previously suggested views saying that current thinking tends to support the view of combining features of the direct and indirect approaches in an alternating cycle of performance and instruction.

In recent years within the language learning field, a lot of attention has been given to the importance of integrating the direct and the indirect approaches in

developing conversation skills. The literature is replete with studies attempting to enhance conversation skills, oral communication skills, communicative competence and speaking skills such as El Gameel (1982), Abdel Masseh (1987), El – Hadidy (1987) ,Bishay (1989) ,Clode (1995) ,Abd El-Moneim, (1996), Khater's study (1997), El – Matarawy (1998), El-Elki (1999) ,Radwan (1999), Ahmed (2000), Seifeddin (2000), Anwar (2001), Basturkmen (2001), Leong (2002) ,Zayed (2003), Yousef (2003) ,Abdel-Halim (2004), Gilmore (2004) , Sayer (2005), Othman (2005) ,Ibrahim (2007).

The process of integrating the direct and the indirect approaches was supported by many researchers. Richards (1990:87) indicated that the two approaches are complementary and recommended that "a balance of the two approaches would seem to be the most appropriate methodological option". Revel (1986) stated that teachers must do more than just supplying learners with a number of language structures to manipulate. There are cases of people being unable to use a language after years of formal teaching.

Widdowson (1978: 3) stated that teachers must demonstrate how language items are used and in what situations they are appropriate. They must teach the use of language as well as its usage. El Hadidy (1987) wrote about contrasting views; the viewpoint of the linguists which concentrates on the 'usage' of language. They lay emphasis on formal language patterns. They aim to equip the learners with skills necessary for accuracy. Whereas the communicationists concentrate on the 'use' which is concerned with the communicative function or how the language is used. Their aim is to provide the learner with the skills that enable him to convey appropriate meanings, paying greater attention to the social context in which the interaction takes place. El Hadidy stated that " *success is measured in terms of the functional effectiveness of the language produced as well as in terms of the acceptability of the forms that are used* "p. 36 Therefore it can be said that 'usage'

(competence) and 'use' (performance) are two components that must be paid attention to while developing communicative competence .in the classroom .

Moreover, Ebraheem (1994:2) stated that "*the integration between usage and use results in maintaining and solidating the language learning receptive and productive skills leads the learners to how well they can learn the language, not how much they know about it.*" .

Seifeddin (2000 :164) mentioned that "*as conversation is a skill , and as any skill requires instruction and practice , the direct approach is used explicitly to teach the various conversation skills so as to raise students' awareness of these skills (skill-getting) . The indirect approach is used where opportunities are provided for students' practice and using the skills learnt in communicative acts of social nature (Skill-using). So, the two approaches should be used side by side in developing conversation skills.*"

Willis' (1996b) framework for task-based instruction involves focus on form including analysis and practice as an integral part of every task. El Elki (1999) argued that it's not sufficient for students to know different features of the language. It's important for them to practice and use the target language in order to become fluent in English. The EFL teacher should encourage students to talk, discuss and converse purposefully in the target language.

Johnson et al (1981) pointed out that English is rarely taught in secondary schools in the most efficient way possible. Teachers should not only teach skillfully but also utilize any useful techniques that may assist learners to use the target language.

In the same vein, Anwar (2001) recommended that the direct approach should be used in combination with the indirect approach in teaching conversation courses

and in enhancing communicative competence. McCarthy (2002:52) also indicated that role play and similar activities should be designed while developing conversation skills. At the same time, particular strategies and linguistic elements need to be pre-taught "*where learners are instructed to behave in ways specified by the activity and where the goal is a simulation of real life discourse.*" This means that integration between using activities and teaching strategies and linguistic elements of strategic competence should be made.

Luchini (2004) argued that learners must be conscious of the structural or grammatical features of the target language, be able to associate those features to their functional usage and have the ability to use both forms and functions properly for establishing meaningful communication. This calls for using wide selection of activities ranging from form focused tasks to more informal and meaning focused interactions.

Moreover, Thornbury and Slade (2006:278) indicated that "*current thinking tends to support a view of learning which combines features of indirect and direct learning in alternating cycles of performance and instruction.*" That's to say, "*an indirect approach plus*". This means that learners have plentiful opportunities for exposure to and participation in authentic conversation, but that is at a strategic point in the process some explicit instruction will be useful.

Aim of the study:

The primary aim of the present study is to examine the Effect of integrating the direct and indirect approaches on developing strategic competence among secondary school students.

Statement of the problem:

The problem of the present study lies in the weakness of EFL strategic competence as an essential component of communicative competence among Al-Azhar secondary school students. Thus, the present study tried to investigate the effect of integrating the direct and indirect approaches on developing EFL strategic competence among secondary school students.

Questions of the study:

1. What are the strategic competences required for secondary school students?
2. What are the bases of the integration between the direct and the indirect approaches of teaching EFL conversation?
3. What's the effect of integrating the two approaches on developing EFL strategic competence among secondary school students?

Hypotheses of the study:

To test the hypotheses of the study, the following procedures will be adopted:

1. There are statistically significant differences between the mean scores of the control group and the experimental group in the overall components of strategic competence in the post treatment in favor of the experimental group.
3. There are statistically significant differences between the mean scores of the experimental group in the overall components of strategic competence in the pre and post tests in favor of the post test.

Procedures:

- 1. Preparing a list of strategic competence components required for secondary school students through :**
 - a) Reviewing literature and previous studies related to **strategic competence** among secondary school students.
 - b) Investigating the nature of **strategic competence** at first year secondary stage through reviewing the directives of the Ministry of Education.
 - c) Preparing a list of some **strategic competence** components required for secondary school students.
- 2. Identifying the bases of the integrated approaches (the direct and the indirect) through :**
 - a) Reviewing the literature and previous studies related to the direct and the indirect approaches in teaching conversation.
 - b) Designing a conversation development program (CDP) to be taught and based on integrating the direct and indirect approaches.
- 3. Identifying the effect of the integration of these approaches on developing strategic competence through :**
 - a) Selecting a sample of first year secondary school students (N=58).
 - b) Dividing the sample into control and experimental groups.
 - c) Applying pre test on the sample.
 - d) Applying the integrated approaches on the experimental group using the program
 - e) Teaching the control group using the traditional method.
 - f) Applying the post test on the two groups.
- 4. Analyzing and interpreting the results.**
- 5. Recommendations and suggestions.**

Method and Procedure:

- **Subjects:**

The study comprised a group of first **year** secondary school students (n=60). To participate in the present study, they were divided into two groups:

- ❖ An experimental group (N=30), which was taught through integrating the direct and indirect approaches.
- ❖ A control group (N=30), which followed their regular EFL curriculum.

- **Tools of the study (the speaking skills test):**

The researcher designed test to be used as pre and posttest (see appendix A). It was validated by a jury of 8 members in the field of EFL. Its reliability was measured using the test – retest method. Results indicated that the correlation coefficient is statistically significant at .01 level. This means the test is highly reliable.

- **The Conversation Rubric:**

The present researcher developed a conversation rubric that included the strategic competence elements. Each skill is given points that ranged from 4 to 1. The point '4' means that the response is "*superior*", the point '3' means that the response is "*yes*", the point '2' means that the response is "*to some extent*" and the point '1' means that the response is "*no or very poor*". (See appendix B).

The EFL strategic competence components list:

The researcher prepared a list of strategic competence components required for secondary school students. The list included:

1. using fillers and hesitation devices
2. Using gambits (e.g., *well, actually ... , where was i ... ?*)
3. Using self-initiated repairs.
4. Using self and other repetition.
5. Using word-coinage.

6. Using self-rephrasing. (e.g., *this is for students..., pupils... when you are at school...*)
7. Expressing appeal for help.
8. Indicating mis/nonunderstanding.
9. Expressing requests.
10. Making an interpretive summary
11. Using expansion and reduction.
12. Using comprehension checks.

- **Validity of the strategic competence components list:**

To determine the appropriateness of the skills, the list was submitted to a jury of EFL specialists in curricula and methods of teaching (N=8).

The suggested program:

Based on the prepared by the researcher, a program was developed in order to be administrated to the experimental group students.

Design of the program:

1. Goals of the program :

The suggested program aims at developing secondary school students ' strategic competence through integrating the direct and indirect approaches of teaching conversation. Thus, students should have an awareness of the features, processes and strategies of natural speech before they practice talking to each other taking short and long turns, in addition to exposing them to native speakers' conversations.

This means that it's necessary to integrate the usage (knowledge of features of natural conversations) with the use (putting the knowledge into practice through interactive activities) Therefore, the main

2. Content of the program:

The content of the suggested conversation program consisted of three units , at the end of which the goals and objectives should have been achieved . Each unit is divided into four lessons. Each lesson is designed on the basis that integrates the direct and indirect approaches of teaching conversation and focuses on developing different components of strategic competence. In the beginning of each lesson the objectives, the teacher's role, the students' role and the materials are established.

While applying the program, the class teacher is free to follow one of the following steps:

1. Learners listen to a conversation extracts; study specific features in scripts of these extracts; attempt to incorporate these features into their own conversations.
2. Learners are given explicit instruction in a feature of strategic competence ; they observe how this feature works in context before going to practice it themselves .
3. Learners listen to conversations; they attempt similar conversations; they are given instructions in the form of feedback in those features they failed to incorporate and repeat the practice stage.
4. learners attempt a conversation task , then witness proficient speakers performing the same task , noticing the difference between these and their own conversations (noticing the gap) and receiving some instruction in these features before repeating the practice task.

3. Approaches, strategies, activities and lesson plan followed while administrating the program:

Throughout the administrating the program, the researcher integrated the direct and indirect approaches of teaching conversation as recommended by Richards (1990) and outlined by Thornbury and Slade (2006).

Each lesson in the program followed the following outline:

1. Listening or (exposure)
2. Awareness-raising observations or(instruction)
3. Script analysis
4. Conversation activities or (practice)

4. Evaluation techniques:

Evaluation was done through using two types of evaluation:

- The *formative evaluation*, where students progress was measured throughout the application of the program using activities that ranged from role play and discussions to information gaps and games. The researcher also used other strategies as peer and teacher –feedback while performing the activities. Analyzing the script of each conversation helped also in making sure that student's conversation skills were developed or at least in making sure they benefited from the program being introduced.
- The *summative evaluation*, where students were post-tested to measure the effect of the program on developing students' strategic competence.

Results and discussion:

Findings of the first hypothesis:

The first hypothesis of the study states that "There are statistically significant differences between the mean scores of the control group and the experimental group in the overall components of strategic competence in the post treatment in favor of the experimental group.

Table (1)

T- Value of the difference between the mean scores of the control and experimental groups in the components of strategic competence in the post test and their significance

skill	Group	N	M	S.D.	"T" value	df	Sig.
strategic competence	Control	30	13.10	2.99	16.04	58	.000
	Experimental	30	25.59	2.96			

Table (1) indicates that the t-value (16.04) is significant at the level of .01. This result confirms that "There are statistically significant differences between the mean scores of the control group and the experimental group in the overall components of strategic competence in the post treatment in favor of the experimental group. Therefore, this hypothesis was supported. This result can be attributed to integrating the direct and indirect approaches while applying the strategic competence program.

Findings of the second hypothesis:

The second hypothesis of the study states that "There are statistically significant differences between the mean scores of the experimental group in the components of strategic competence in the pre and post tests in favor of the post test. This result is indicated by table (2):

Table (2)
T- Value of the difference between the mean scores of and
experimental group in the components of strategic competence
in the pre and post test and their significance

skill	Group	N	M	S.D.	'T' value	df	Sig.
strategic competence	Exp pre	30	10.10	2.65	20.99	58	.000
	Exp post	30	25.59	2.99			

Table (2) indicates that the t-value (20.99) is significant at the level of .01. This result confirms that "There are statistically significant differences between the mean scores of the experimental group in the components of strategic competence in the pre and post tests in favor of the post test." .Therefore, this hypothesis was supported. This result can be attributed to integrating the direct and indirect approaches while applying the strategic competence program.

The previous results show that the program was effective in developing strategic competence among students. The program helped raising students' awareness with features and strategies of communicative competence, especially strategic competence, as well as how to use them in communicative situations.

To sum up, results of the present study agree with results of many studies such as Ghanem (1983), El Hadidy (1987), Ebraheem (1994), El Elki (1999),

Seiffedden (2000), Anwar (2001), Rababah (2002), El Ghandour (2003), Jeon (2003) and Luchini (2004) in that they view that:

- ✓ Students must be able to associate features of conversation to their functional usage and have the ability to use both form and function for establishing meaningful communication.
- ✓ Students must be taught abstract knowledge of the rules of language as well as practicing language for communicative processes.
- ✓ The two approaches (the direct and the indirect) should be used side by side in developing conversation skills and communicative competence.
- ✓ Only knowledge about foreign language doesn't mean that students master it. Students should know about features and strategies involved in fluent authentic conversation as well as practicing using them through varied activities that help students master conversation skills.
- ✓ The integration between usage and use results in maintaining and solidating the language learning.

All the previous views confirm that integrating the usage of language through teaching by the direct approach and the use of language through teaching by the indirect approach results in developing strategic competence to a great extend.

Discussion of results:

In the present study, the researcher presented first the strategic competence components to students before applying the program. She aimed to prepare them to understand how to develop each one in combination to others. Also, the researcher raised students' awareness with strategies and components of strategic competence . Then students were encouraged and motivated to apply them in meaningful situations through practicing activities of different types.

The researcher motivated students to use the language they were taught in communicative activities. This means that the program was effective in improving students' communicative competence skills including their awareness with aspects and features of conversation as well as the opportunities provided to practice these skills in context. While developing the communicative skills, the researcher focused on acquainting students with the most important aspects or strategies of natural conversation. These strategies are turn taking, repair, topic management and adjacency pairs. Students couldn't test these skills except through using them in communicative situations using language functions. This result agrees with those of Seiffedden (2000), Jeon (2003) and Anwar (2001).

Students were made aware of how they open and close conversations, how they maintain talk using topic management strategies, how they express ideas on everyday topics and how they use follow up questions and upshots. Moreover, students were taught turn taking skills, adjacency pairs and repair strategies. They knew how to use fillers and hesitation devices, in addition to identification and use of contractions and reductions. All these strategies and processes are necessary for developing strategic competence.

Conclusion

The present study aimed at developing secondary school students' strategic competence through integrating the direct and indirect approaches in teaching conversation. This depends, to great extent, on the role of the teacher. That's because the teacher doesn't simply give students the instructions to talk fluently and accurately but he integrates these instructions with practice.

The effectiveness of the program may be due to the fact that the researcher encouraged students to practice specific speech acts such as "greeting, introducing people, leaving taking" and trained them to use suitable strategies as topic management and turn-taking. The researcher discussed strategies of opening conversations, managing topics and being friendly.

The program used and applied focused on raising students' awareness of strategic competence skills such as: using fillers and hesitation devices, Using gambits, using self-initiated repairs, using self and other repetition, using word-coinage, using self-rephrasing, expressing appeal for help, indicating mis/understanding, Expressing requests, making an interpretive summary, using expansion and reduction and using comprehension checks.

The present study assured the idea of Heathfield (2005) that the best way to explore features of conversation, which were clarified through using the direct approach, is using communicative activities, represented in the use of the indirect approach.

Results of the present study also proved that students succeeded in performing successful classroom participation which, in turn, requires command of language in functions of conversation, the interactional and the transactional.

Recommendations of the study:

Based on the results of the present study, the following recommendations might be helpful when developing EFL strategic competence:

1. EFL Teachers should focus on different components of communicative competence that enable students to converse fluently.

2. EFL Teachers should integrate the direct and the indirect approaches while teaching, not to use them separately.
3. Feedback should not be given while practicing the conversation in order not to interrupt the flow of conversation, but notes should be taken then given to students after performing the talk.
4. EFL Teachers should share students the talk because they work as models for students.
5. EFL Teachers should not neglect using their different and important roles that help students very much develop their strategic competence skills.
6. Prospective teachers should be trained on how to apply the direct and indirect approaches through the teaching practice phase and not to focus on one of them at the expense of the other.
7. Conversation courses should make use of the direct and the indirect approaches in teaching and more time should be devoted to developing it in the English language time schedule.
8. Secondary school students should be given the opportunity to participate in interactive activities which support learning the features of natural conversation.
9. EFL Students should be exposed to listening to native speakers of English frequently, as this process helps them to be accustomed to fillers, hesitation devices, reductions, deductions and other devices of strategic competence..
10. Oral tests should be an essential part of the final exams, as they are the best and most productive ways of assessing conversation skills. Oral tests also motivate students to develop their own conversation skills inside and outside class.

. Suggestions for further research:

In the lights of the findings of the present study, the present researcher recommended conducting studies to investigate the following :

1. The effect of the direct and the indirect approaches on developing students' other communicative competence components .
2. The effect of integrating the direct and indirect approaches on developing strategic competence among various educational stages such as the preparatory stage.
3. The effect of integrating the direct and the indirect approaches on developing other EFL skills such as writing and reading.
4. The effect of integrating the direct and the indirect approaches on developing students' attitudes towards conversation skills inside and outside the class.
5. The effect of integrating the direct and the indirect approaches versus other approaches of teaching on developing conversation skills among secondary school students.
6. The effect of using the direct approach versus the indirect approach on developing conversation skills among students of different stages.

Definition of terms:

Strategic competence:

Strategic competence is defined as *'the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence'* (Canale and Swain (1980).

It's explained by Dornyei and Thurrell (1991:17) as 'the ability to get one's meaning across successfully to communicative partners, especially *when problems arise in the communication process.*'

It refers to the ability to know when and how to start the talk, how to keep a conversation going, how to terminate a conversation, breakdown as well as comprehension *problems* (Alkhuli, 2000). It includes the strategies and procedures relevant to language learning, language processing and language production. It activates knowledge of the other competences and helps language users compensate for gaps or deficiencies in knowledge when they communicate.

The direct approach:

Planning conversation program around the specific micro-skills, strategies and processes that are involved in fluent conversation as turn-taking, topic control and repair (Richards , 1990). This approach explicitly calls students' attention to conversational rules, conventions and strategies (Brown, 2001).

The indirect approach:

An approach of teaching in which conversational competence is seen as the product of engaging learners in conversational interaction designing activities whereby students can interact with the language through information gap type activities; role plays; simulations; discussions and games (Richards , 1990) . This approach implies that one does not actually teach conversation, but rather students acquire conversational competence, peripherally, by engaging in meaningful tasks (Brown, 2001).

The integration of the two approaches:

The researcher defines it as the process in which students are involved in conversational activities and tasks through which rules and strategies of the authentic conversation will be taught. Thornbury and Slade (2006) defined it as the process in which learners will have plentiful opportunities for *exposure* to and *participation* in authentic conversation concentrating on guidelines and *instructions* which help learners converse naturally .

References

1. **Abdel - Halim S. M. (2004).** The Effect of Using Drama on Developing English Language Speaking Skill for Primary School Pupils. MA Thesis, Faculty of Education, Helwan University.
2. **Abdel – Meneim (1996).** The effectiveness of A suggested Strategy on the Oral performance of the Prospective teachers of English. MA Thesis, Faculty of Education, Mansoura University.
3. **Abdel Messeh, A. ,S. , H. , (1987) .** An Evaluative Study of Specialized In-Service Teachers of English in Classroom Conversation Skills .MA Thesis, Faculty of Education, Banha, Zagazig University.
4. **Ahmed, A. M. (2000).** Evaluation of the Speaking Skills in the English Language Course for Students of the First Grade at the Secondary Stage. MA thesis, Institute of Educational Studies, Cairo University.
5. **Alexander, R. (2000).** **Culture and Pedagogy: International Comparisons in Primary Education.** Blackwell, Oxford.
6. **Anwar, I., Z. M. (2001).** The Effect of Using the Direct Vs. the Indirect Approach in Teaching a Conversation Course to Freshmen English Majors Of Al Alson Faculty on their Conversational Performance, Aural Comprehension and Foreign Language Anxiety. **Journal of Research in Education and Psychology.** 14(4), Pp. 1-28
7. **Basturkmen, H. (2001).** Description of Spoken Language for Higher Level Learners: the example of questioning. **ELT Journal.** 55(1) Pp. 3-15

8. **Bishay, S. R. (1989).** The Effect of Some Educational Activities on Developing English Speaking Skills for Grade Seven of the Basic Education. MA Thesis, Faculty of Education, Helwan University.

9. **Bou-Franch, P. (2001).** Conversation in Foreign Language Instruction. Universitate de Valencia. Available at : [http://www.uv.es/~boup/pdf/cifli\(2001\)](http://www.uv.es/~boup/pdf/cifli(2001))

10. **Brown, G. & Yule, G. (1983).** Teaching the Spoken Language. Cambridge: Cambridge University Press.

11. **Cazden , C. (1992) Whole Language Plus :** Essays on Literacy in the United States and New Zealand . New York : Teachers College Press

12. **Celec-Murcia, M. (1991).** Teaching English as a Second or Foreign Language. Heinle & Heinle Publishers.

13. **Clode (1995).** "Orally At Work" Training Elementary Students in Listening & Speaking Skills to Promote Social Responsibility. Unpublished MA Thesis University of Victoria
 Cook, G. (1989). Discourse. Oxford University Press

14. **Courtney, M. (1996).** Talking to learn: selecting and using peer group oral tasks. **ELT Journal.** 50(4) pp. 318-326.

15. **Dobson, J., M. (1983) .Effective Techniques for English Conversation Groups.** United States Information Agency (USIA), Washington ,DC

16. **Dornyei, Z. & Thurrell, S. (1994).** Teaching Conversation Skills Intensively: Course Content and Rationale. **ELT Journal** .48(1), Pp. 40-49

17. **Ebraheem, M. (1994).** The Effect of Using Language Functions on Improving the Communicative Performance of Secondary School Students. Unpublished M. A. Thesis, Faculty of Education, Zagazig University.
18. **El-Elki, S. S. (1999).** The effectiveness of Using Scenario in Teaching English as a foreign Language on Developing Some Verbal Skills of the First Year Secondary Stage Students in Egypt . MA Thesis, Institute of Educational Studies, Cairo University.
19. **El Ghandour, A, (2003)** .The Effect of Using Situationally-Based Dialogues in the Teaching of Grammar Rules on Developing Some Communicative Skills for Preparatory Stage Students . MA Thesis, Faculty of Education, Zagazig University.
20. **El-Gameel, S. A. (1982).** Designing an EFL Programme to Develop the Listening and Speaking Skills of First year Secondary Students in Egyptian Government Schools. MA Thesis, Faculty of Education, Ain Shams University.
21. **El-Hadidy, M. M. S. (1987).** The Effect of Using Some Techniques at the Language Laboratory on Developing Speaking Skills for Students at the Faculty of Education. MA Thesis, Faculty of Education Mansoura University.
22. **El-Matarawy, A., M. (1998).** Using Cooperative Learning Techniques to Develop English Oral Language Fluency of Adult Learners. MA thesis, Faculty of Education, Ain Shams University.

23. **Escola, Y.H. (1980)** .Certain Effects of Selected Activities of Communicative Competence Training on the Development of Listening and Speaking Skills of High School Students of German: A Case Study. Ph.D., University of Maryland College Park.

24. **Ghanem, A. (1983)**. The Effect of Developing Verbal Interaction Patterns Of Teaching English on the Speaking Skill of Secondary Students ; Ph. D. Thesis , Faculty of Education , Ain Shams University.

25. **Glimore, A. (2004)**. A Comparison of Textbook and Authentic Interactions. **ELT Journal**. 58 (4), Pp. 363-374.

26. **Heathfield, D. (2005)**. Conversation Skills: Why and How? **Modern English Teacher**. 14(3).

27. **Ibrahim, D. S. (2007)**. The effectiveness of Some Cooperative Learning Strategies in Developing Preparatory School Students' English Speaking Skills. MA Thesis , Faculty of Education , Zagazig University.

28. **Johnson, K. & Morrow , K. (1981)** . **Communication in the Classroom**. Longman Group Ltd.

29. **Khater, A. E. (1997)**. The Effect of Using Student- Made Dialogues to Develop the Speaking Skills of Students at the English Department. Unpublished MA Thesis, Women's College, Ain Shams University.

30. **Li-sheng, x. (2000)**. Strategic Competence for Intercultural Communication. **Journal of Zhejiang University Science**. 1(4), Pp. 476-480.

31. Leong, P. N. (2002). Teaching Oral English through Readers Theatre. *TESOL Journal*, 11(4).
32. Luchini, P. L. (2004). Developing Oral Skills by Combining Fluency with Accuracy Focused Tasks. A Case Study in China. *Asian EFL Journal*. 6(4) pp.1-12. Available at: http://www.asian-efl-journal.com/December_04_PL.php.
33. Lynch, T. & Anderson, K. (1992). *Study Speaking*. Cambridge: Cambridge University Press.
34. Mercer, N., (2000). **Words and Minds: How We use Language to Think Together**, London, Routledge.
35. Metcalf, E. (2002). The Implications of Teaching Conversation in the Classroom with Specific reference to Advanced Learners and Genre Available at:
www.developingteachers.com/articles_tchtraining/speaking_emmal.htm
32. Nakatani, Y. (2005). The Effects of Awareness-Raising Training on Oral Communication Strategy Use. **The Modern Language Journal**. 89 (1), Pp. 76-9.
36. NCLRC, The National Capital Language Resource Center, (2004). Strategies for developing Speaking Skills. Available at :
www.nclrc.org/essentials/speaking/stratspeak.htm - 35k.
37. Nunnan, D. (1991) **.Language Teaching Methodology** .UK: Prentice Hall International.

38. Othman, R., S. (2005). Authentic vs. Improvised Conversations in Teaching English as Second Language. MA Thesis, Faculty of Arts, Helwan University.
39. Rababah, G. A. (2001). An Investigation into the Strategic Competence of Arab Learners of English at Jordanian Universities. Unpublished PhD Dissertation. University of Newcastle Tyne, UK.
40. Rababah, G. A. (2003). Strategic Competence in Language Teaching and ELT Syllabus. **Grazer Linguistische Studien** . 66, Pp. 77-90.
41. Rababah, G. A. (2002). Strategic Competence and Language Teaching. (ERIC Document Reproduction Service No. ED 472697).
42. Radwan, S. S. (1999). The Effectiveness of Using Cooperative Learning for Developing the Communicative Oral Skills of First Year Students in the Department of English at Port -Said Faculty of Education .MA Thesis , Faculty of Education , Suez Canal University.
43. Revell, J. (1986). **Teaching Techniques for Communicative English**. Macmillan, London.
44. Rich,S. (no date)Exploring Strategic Competence .Available at : <http://www.developing teachers.com>
45. Richards, J. C. (1990). Conversationally Speaking: Approaches to the Teaching of Conversation. The Language Teaching Matrix. Cambridge: Cambridge University Press.

46. Sayer, P. (2005). An Intensive Approach to Building Conversation Skills. **ELT Journal** 59(1), Pp.14-22.
47. Seifeddin, A. H. (2000). A suggested Program for Developing Conversation Skills among Secondary School Students. Second Annual Convention, Cairo .Pp. 154 – 174.
48. Sze, P. (1995). Teaching Conversation in the Second Language Classroom: Problems and Prospects. **Educational Journal**, 23(2), Pp. 229-250.
49. Tarone, E. (1981). Some thoughts on the Notion of Communication Strategy. **TESOL Quarterly** 15(3).
50. Tarone, E. (1983). Teaching Strategic Competence in the Foreign Language Classroom. (ERIC Document Reproduction Service No. ED 278234).
51. Thornbury , S. & Slade , D. (2006) **Conversation : From Description to Pedagogy** . Cambridge .Cambridge University Press.
52. Wells, G., (1999). **Dialogic Enquiry: Towards a Sociocultural Practice and Theory of Education**. Cambridge, Cambridge University Press.
53. Willis,J. (1996). **A Framework for Task-Based Learning**. London. Longman
52. Widdowson, H. (1978). **Teaching Language as Communication**. Oxford University Press.

54. Yousef, S. (2003). The Effect of Using Group-Based Language Activities on Developing Communicative Competence of Azhar University Students. MA Thesis, Faculty of Education, Azhar University.
54. Zayed, J., E., (2003).The Effectiveness of the Dramatic Activities on the Development of the Oral Performance Skills of the Prep Students in English. MA Thesis, Faculty of Education, Mansoura University.

Appendix (A)
A speaking test For First Year Secondary School Students

Part One : The Written Part of the Conversation

A. Do as shown between brackets:

1. A: ?

B: Go down this street, then turn left at the bus stop. (Ask for direction)

2. A:

B: Certainly, I'll bring it right way . (Order a meal)

3. A: I'll see ya later (Write the long form of the underlined word)

.....

4. I want to go to the office now . (Write the short form)

.....

5. A: Would you like to go to see the match this afternoon?

B:

(Refuse with an excuse)

6. A: ?

(Ask for opinion .)

B: I think it's great.

7. A: What are you listening to, Magdy? Is that a radio?

B: No that's an MP3 player . I download from my computer.

A:?

(Ask for clarification)

8. A: I think the monitor may be broken.

B:

(Respond with interest)

9. A: Good bye. (Complete)

B: Good bye.

10. A:?

B: I can't stand it. (ask about likes or dislikes)

11. A: Let me introduce my teacher Mr. Hany .

B: (Respond)

12. A: Do you know how to mail a letter?

B: (Give instructions)

Use different types of sentences to indicate:

13. An invitation

14. An offer

Part Two: The Oral Part of the Test

A. Take turns performing any of the following situations:

1. Invite your partner to the activities below:

To a natural history museum

To a friend's birthday party

To an annual book fair

To a horror movie

Your partner should accept some of the invitations, but decline others. If they decline, they should offer polite reasons for rejecting the invitation.

If they accept the invitation, both partner should continue the conversation to get more information about the event, such as:

- the day and time
- where they should meet

- how much money it will cost
 - what kind of dress is required
 - how long the event will last
 - if anything special is needed to participate in the event
2. At a movie and you can't stand the violence? Try to convince your partner to leave the movie because you don't like it.
 3. At a restaurant and the food is terrible. You are eating a hamburger, French fries, and chocolate ice cream. The waiter (your partner) comes by and asks how the food is. Tell him/her why you dislike it.
 4. In English class and the teacher is lecturing about grammar. Tell your partner why you dislike lectures on grammar.
 5. One partner is a new student at a university meeting his/her major professor for the first time.
 6. One partner has recently moved to a new neighborhood and is meeting his next door neighbor for the first time.
 Work with a partner and ask for and give directions to the following places in town.
 Movie, theater, Bus station, Supermarket, Public Park, Hospital ...
 Use some of the expressions for asking for directions and the prepositions of location.

B. Discuss your opinions about these topics? Give detailed reasons for your opinions.

1. Using cell phones while driving.
2. The work of children under twelve.
3. Using computers and the internet.

Or select a topic that you want to discuss with your partner

Appendix B

skills	4	3	2	1
Strategic competence skills	1. The student's ideas are always comprehensible. He expresses understanding & shows interest.	The student's ideas are almost comprehensible.	The student's main ideas only are comprehensible.	The student's ideas are not comprehensible except isolated bits.
	2. The student manages to express ideas on everyday topics. He shows superior skill in managing topics. Telling stories b& using follow up questions & opening and closing conversation.	The student shows adequate skill in managing topics, telling stories, using follow up questions & opening and closing conversation.	The student shows partial skill in managing topics. Telling stories b& using follow up questions.	The student shows minimal skill in managing topics. Telling stories b& using follow up questions.
	3. The student shows superior skill in maintaining conversation and increasing talk. He masters the turn taking skills , adjacency pairs,....etc	The student shows excellent skill in maintaining conversation and increasing talk. He masters the turn taking skills , adjacency pairs,....etc	The student shows hesitation in speech . He makes long pauses and long silence while talking.	The student falls into long silence and fails to ask or answer questions . He shows very long pauses and couldn't make even mini dialogue.

The scoring rubric

Appendix (C)

Names of the jury members of the conversation skills test
& the conversation skills list

Names of the jury members	Position
1. Prof. Dr. Azza Ahmed Hamdi Hasan El-Marsafy	Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Zagazig University.
2. Prof. Dr. Mustafa Abdel-Ati Badr	Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Tanta University
3. Prof. Dr . Mohammed Hasan Ibrahim	Assistant Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Zagazig University.
4. Prof. Dr . Mahsoub Abdel-Sadek Aly	Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Benha University.
5. Dr. Prof. Dr . Magdy Amin Abed	Assistant Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Benha University.
6. Dr. Ahmed A. Edris	Lecturer of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education, Zagazig University.
7. Dr. Fatma Al Maghraby	Assistant Professor of Curriculum and Methods of Teaching English as a Foreign Language, Faculty of Education ,Zagazig University