كلية التربية

قسم المناهج وطرق التدريس

أثر إستراتجية "Dogme" في تنمية مهارات التواصل الشفهي لدي معلمي اللغة الإنجليزية

The Effect of "Dogme" Strategy on Developing Oral Communication Skills for English Language Teachers

بحث مقدم فى

المناهج وطرق تدريس اللغة الإنجليزية

إعداد

أشرف حامد محمد علي

مُعلم خبير لغة إنجليزية بإدارة البساتين ودار السلام التعليمية

أ. د/ سهير إبراهيم محمد سليم   د/ منال فاروق محمد

أستاذ مناهج وطرق تدريس اللغة الانجليزية   أستاذ مناهج وطرق تدريس اللغة الانجليزية المساعد

كلية التربية ـ جامعة حلوان   كلية التربية ـ جامعة حلوان

(١٤٣٩ هـ ـ ٢٠١٩ م)

1. Abstract:

The present study was conducted to investigate the effect of "Dogme" strategy on developing oral communication skills for English language teachers. Thirty two English language teachers were randomly chosen from four heterogeneous schools and formed the experiment group after being sure that they were equivalent. The experiment group teaches were trained in oral communication skills through the "Dogme" strategy. To achieve the aims of the study, the researchers designed an oral communication skills pre-post test to measure the participants' level of oral communication skills. It was administered to them before and after the experiment. The mean scores of the pre-post administrations of the test were treated statistically. The result of data analysis indicated that the experiment group progressed in the overall required oral communication skills and on each main skill. In the light of the findings of the study, the researchers recommended the use of "Dogme" strategy for developing oral communication skills for English language teachers. .

Key words: Oral communication, Dogme strategy

2. Introduction:

Language is a means for the transfer of information, feelings and opinions. English language is the first international language in our modern world not only in terms of the number of speakers, but also in terms of its spread all over the world and its use in various fields. In fact, it should be learned nowadays by all peoples. So, if we want to keep in touch with the scientific progress, we must give much care and interest to teaching English, and mastering all its four skills: listening, speaking, reading, and writing.

2.1. Oral Communication Skills:

Nowadays - all over the world - engagement in oral communication is needed in day-to-day situations. So, the development of oral communication skills is required. A person might speak. However, he lacks the basic communication skills like active listening, eye contact, or being interactive. The failure of communication can also be drawn to the communicator's limited knowledge of the language he/she is communicating with (Carter & Nunan, 2001, p.87).

Language is more than a tool for communication; it also represents social and cultural background. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communication in the target culture, they also need to acquire the target pragmatic competence, the capacity to incorporate culture knowledge into language use and choose appropriate language in different contexts (Celce & Murcia, 2001, p. 99).

2.1.1. Qualities of Oral Communication:

Grove (2006, pp. 48-61) mentioned the following oral communication skills that depend on certain qualities which every professional need to develop:

1) **Integrity:** In order to build a rapport with the listeners/receivers one must maintain integrity in the speech. Integrity refers to speaking to the point accurately and confidently.
2) **Voice:** One should speak in a pleasant voice. It should be audible and the volume of speech should be adjusted according to the environment.
3) **Tone:** One should not try to speak in an extra fashionable manner or like a singer. One should speak in a normal pitch which can be understood.

4) **Delivery:** While speaking one should have a controlled and deliberate delivery style. The normal speed of delivery should be within 120-180 words. Clarity should be maintained in the delivery of speech.

Moreover, Kottler, Kottler & Street, (2008, p.3) added the following three qualities:

5) **Accent or Diction:** One should try to speak in neutral accent. The accent should be bereft of mother tongue influence. Never try to be extraordinary and avoid using nasal accent.
6) **Quality of the topic:** It is also important what one speaks. S/He should speak relevant and good points. One has to substantiate his/her points with clear conviction.
7) **Enunciation and Pronunciation:** Enunciation means pronouncing each and every sound clearly and distinctly. Giving thought to the pronunciation is enunciation. Pronunciation of the words should be clear and audible.

2.1.1.1. Types of Oral Communication:

Flowerdew & Miller (2005, pp.66-70) stated the types of spoken communication which can be broadly of two types, formal and informal.

1- Formal communication is known as official communication. In case of formal communication, formal language is used. It is used for serious purposes, such as discussions and lectures.

2- Informal communication includes all the communication that is done either in a professional set up or in social set up without any serious purpose attached to it, such as casual greetings and private conversations. Informal communication is natural and free flow communication without any rules and formality.

Language used in both types of communication depends on the kind of relationship plus in what context the communication is taking place. The environment has a role in deciding the degree of formality in the process of communication (Bailey, 2005, p.87).

2.1.2. Listening, Speaking & Interaction:

2.1.2.1. Listening Skills:

Listening is the most important skill required for obtaining comprehensible input in one's first and subsequent languages. It is a pervasive skill as we listen more than we read, write, or speak, so English teachers and learners need to listen to English in different situations (Omar, 2008, p.25).

Listening in language learning has undergone important stages. In daily communication, listening plays an important role, so some researches demonstrated that adults spend 40-50 of communication with listening, 25-30% with speaking, 11-16% with reading, and 9% with writing. Listening is used in conjunction with the other skills of speaking, reading and writing. Listening also provides opportunities to hear voices other than the teachers or colleagues. This enables learners to acquire good speaking habits as a result of the spoken English they absorbed, and helps to improve their pronunciation (Omar, 2008, pp.35-40).

2.1.2.2. Speaking Skills:

Lee (2009, pp.142-145) stated two main approaches for speaking, the bottom-up and the top down approaches. The bottom up view, points out that the focus in speaking is on motor perceptive skills. Within this context, speaking is described as: "The production of auditory signals designed to produce differential verbal responses in a listener". It is also considered as: "Combining sounds in a systematic way, according to language specific principles to form meaningful utterances". This approach is adopted by audio-lingualism. Eventually,

in terms of teaching speaking, the bottom-up approach suggests that teaching should be started with the smallest units- sounds and moved through mastery of words and sentences to discourse.

Speaking is described as: "An interactive process of constructing meaning that involves producing, receiving and processing information". Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. This latter approach was adopted in the current research, as speaking has been considered "the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context" (Lee, 2009, pp.155-156).

2.1.2.3. Interaction:

Interaction is a kind of action that occurs as two or more persons have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions between persons: combinations of many simple interactions can lead to surprising emergent phenomena. Interaction has different tailored meanings in various fields given the following casual examples in learning (Chan, 2011, p.71):

- **Communication of any sort**, for example two or more people talking to each other, or communication among groups, organizations, nations or states: trade, migration, foreign relations or transportation (p.72).
- **The feedback during the operation of a machine** such as a computer or tool, for example the interaction between a driver and the position of his or her car on the road: by steering the driver influences this position, by observation this information returns to the driver (p.73).

2.2. Dogme Strategy:

Dogme was the name of a movement started in 1995 by Danish film directors. The movement was a reaction to the excesses of modern filmmaking, particularly with Hollywood films. The idea was to encourage the production of films without all the special effects and other such embellishments and to take filmmaking back to the essentials, which the Dogme movement saw as "story, acting and theme" (Akça, 2012, p.34).

Bryndal (2014, p.87) mentioned that Dogme became associated with English Language Teaching in 2000 when the writer Scott Thornbury adapted the philosophy of the film movement to English Language teaching. He presented his ideas in an article entitled "A Dogme for EFL" and a global discussion began about the approach and its principles. In the same way that the film movement reacted to the excesses of modern filmmaking, ELT Dogme reacted to what was seen as excesses in the classroom. Technology has certainly played a large role in transforming films as well as English language teaching but there are other aspects of teaching that Thornbury reacted to.

As Dogme wanted film to return to its essence, the story and the characters, Dogme for EFL asked for teaching to return to its essence: the communication between teachers and students. And as Dogme issued a challenge to filmmakers, Thornbury issued his own challenge to language teachers (p.88).

2.2.1. Dogme Principles:

Demirtas & Sert (2010, pp. 159-172) mentioned ten important principles characterizing Dogme ELT. These principles can be summarized as follows:

1. Interactivity between students and teachers and among the students themselves leads to effective language learning.
2. Students are involved in the content they create themselves.

3. Learning is dialogic and social, and thus knowledge is co-constructed.
4. Learning occurs through conversations in which learners and the teacher co-construct the skills, and the teacher scaffolds interactions among learners by providing help when needed.
5. Language and grammar emerge in the classroom.
6. The teacher is the person who is in charge of attracting students' attention to the language emerging in the classroom.
7. Learners' needs should be given utmost attention.
8. Teachers and students are empowered by taking published materials out of the classroom and replacing them with what students bring to the classroom.
9. Materials are relevant to the learners' daily lives.
10. Teachers are encouraged to use materials critically to recognize students' ideological and cultural biases.

2.2.2. Dogme Fundamental Tenets:

Based on above ten principles, Dogme ELT has three fundamental tenets: It is conversation-driven, materials-light and focuses on emergent language (Kumaravadivelu, 2006, pp. 98-99).

1. *Conversation-driven*: Conversation is defined as "the kind of speech that happens informally, symmetrically and for the purposes of establishing and maintaining social ties.". Therefore, it is believed that the current EFL course books have a certain "degree of artifice" that destroys the spontaneous nature of real-life conversation. In the Dogme ELT classroom, the teacher takes advantage of conversation as it occurs incidentally and scaffolds information for the learners in the process of reformulation, repair or refinement of the emerging language. Kumaravadivelu (2006, p. 100) also states that the classroom should be a representation of the outside world and describes communication as "…not just something which happens 'out there', but also a process which occurs within the social environment which we call the classroom."

2. *Materials-Light*: Arguing that meaningful communication is overshadowed by materials, Brown (2001) indicated that materials destroy the creativity of the teacher and the learner. Also, according to second or foreign language acquisition (SLA) or (FLA) research, language is not learned "...in an additive, linear fashion" (Kumaravadivelu,2003, p. 539-550.) as presented in traditional ELT materials.

Therefore, Kumaravadivelu (2003, p.540) claim that the learning process is impeded by mass-produced materials which are not necessarily related to learners' needs and lives. However, instead of materials-free teaching, the term materials-light is used by the originators of Dogme ELT as they believe that Dogme-friendly materials, such as photos, original texts recorded or written by the students, and music stored on their mobile phones can be used in the classroom (p.550).

3. *Focus on Emergent language*: The Dogme ELT movement is also based on the idea that grammar and vocabulary items should emerge from the communicative needs of the students in the classroom (Sketchley, 2011 – p.100). Sketchley (2011) also suggests that teachers should only resort to whatever happens in the classroom; consequently, there is no pre-planned lesson and thus no syllabus including pre-selected grammar items. Instead, he calls for a post-lesson plan and an emergent syllabus centered on learners' needs (p.103).

In other words, as Sketchley (2011, p.110) points out, rather than pre-emptive teaching, reactive teaching is favourable in a Dogme ELT lesson in which the main focus is on emerging language. It is also argued by Thornbury (2013) that the use of emerging language as the resource of the lesson gives learners a sense of ownership of their learning process and thus makes them more intrinsically motivated.

2.2.3. Dogme Activities:

Some researchers who discussed the importance of Dogme strategy such as: Sketchley (2011), Worth (2012), Xerri (2012) and Bryndal (2014) suggested some Dogme activities and recommended that they should be tried by the teachers to focus on emerging language as a source of the English language lessons. What is important to these researchers is that the teachers should design a Dogme activity in a small group and shared with the others (Daniel Xerri, 2012).

3. Context of the Problem:

The researchers of the present study especially the first and the third ones, due to their long experience in teaching and supervising EFL teaching, felt that English language teachers lack the EFL oral communication skills required for them. So, they interviewed five primary school teachers, five preparatory school teachers, five secondary school teachers and five governmental language school teachers and asked them some questions about this problem.

After the interviews, they became convinced of the existence of the problem they felt. Then they reviewed the related studies of Amin (2007), Almashy (2011) and Atli & Bergil (2012) and became sure of the existence of the problem in these studies and that the problem was serious and should have an appropriate solution. So, they thought of using "Dogme" strategy to solve the problem for English language teachers especially that it was not used before to develop the oral communication skills in English as confirmed by Xerri (2012, p. 121). Thus, there was an urgent need for conducting the present study.

4. Statement of the Problem:

The problem of the present study could be stated in the weakness of the required oral communication skills for English language teachers. So, the present study attempted to investigate the effect of using "Dogme" strategy to develop those skills for those teachers.

5. Questions of the Study:

The present study attempted to answer the following main question:

What is the effect of using "Dogme" strategy on developing English language teachers' required oral communication skills?

Two sub-questions were derived from the main question:

1. What are the required oral communication skills for English language teachers?
2. To what extent will Dogme" strategy affect each of the main required oral communication skill for English language teachers i.e. listening, speaking and interaction?

6. Aim of the Study:

The present study aimed at:

1. Investigating the effect of "Dogme" strategy on developing English language teachers' required oral communication skills.

7. Hypothesis of the Study:

1. There is a statistically significant difference at the level of (0.05) between the mean scores of the experiment group on the oral communication skills test pre and post administrations, in favour of the post administration.

8. Delimitations of the Study:

This study was confined to:

1. developing the required oral communication skills for English language teachers.

2. thirty two English language teachers heterogeneously assigned to the experiment group to learn from each other.

9. Variables of the Study:

1) The independent variable: Using "Dogme" strategy.
2) The dependent variable: Developing EFL oral communication skills for English language teachers.

10. Significance of the Study:

The present study is expected to help in the following areas:

1. Helping the Ministry of Education EFL inspectorate to improve the outcomes of the EFL teaching / learning process in Egypt.
2. Providing supervisors and curriculum planners with the required EFL oral communication skills for the teachers of English to be taken into consideration while planning EFL curriculum for learners in Egypt.
3. Helping supervisors and senior teachers use "Dogme" strategy for developing teachers' EFL oral communication skills.
4. Paving the way for other researchers to conduct further studies on using "Dogme" strategy for developing teachers' EFL oral communication skills and the other EFL skills.

11. Procedures of the study:

In order to achieve the aim of the present study, the researchers of the study went through the following procedures:

1) Reviewing the related literature and previous studies in the field of EFL oral communication skills and "Dogme" strategy.
2) Designing a checklist for the EFL oral communication skills required for English language teachers.
3) Submitting the checklist to specialized jury members to ensure its validity and so identify the EFL oral communication skills required for English language teachers.
4) Preparing an EFL oral communication pre-post test for English language teachers.
5) Submitting the test to specialised jury members and ensuring its validity before using it.

6) Ensuring the reliability of the test before using it.
7) Choosing a random sample of 32 heterogeneous EFL teachers for the experiment group to learn from each other i.e. (eight primary stage teachers, eight preparatory stage teachers, eight secondary stage teachers and eight governmental language school teachers).
8) Pre-administering the oral communication test to the participants i.e. (the experiment group).
9) Using "Dogme" strategy with the experiment group to develop their EFL oral communication skills.
10) Post-administering the oral communication test to the participants i.e. (the experiment group).
11) Collecting and analysing the obtained data.
12) Displaying the results of the study.
13) Presenting conclusions, recommendations and suggestions for further research.

12. The Oral Communication Skills Checklist:

Before developing the pre-post test, the following checklist was designed to decide the required oral communication skills that should be tested and developed, for English language teachers.

12.1. Aim of the Checklist:

The checklist aimed at identifying the required oral communication skills for English language teachers.

12.2. Content of the checklist:

Having reviewed the related literature and studies on developing EFL teachers' oral communication skills, the researchers designed an oral communication skills' checklist and submitted it to specialised jury members in the English Language Teaching (ELT) so as to determine the degree of importance of each skill in the checklist. The first form of the checklist consisted of 31 skills classified under three categories: listening, speaking and interaction.

The jury members stated that the skills in the checklist would be appropriate to its purpose, after deleting some unimportant sub-skills which were considered unsuitable for English language teachers. The checklist became valid, after it had been modified according to the jury members' suggestions and contained (24) skills only, as shown in Appendix (II). They are also shown in the objectives of the present study programme for developing the EFL oral communication skills. Thus, the first sub-question of the study about the required EFL oral communication skills for English language teachers was answered.

13. The Instruments of the Study:

A pre-post oral communication skills test and an oral communication skills observation sheet were designed by the researchers. To ensure the validity of the test, and the oral communication skills observation sheet, the researchers submitted them, in their initial form, to a number of specialised jury members. The test and the observation sheet became valid when they were modified according to the jury members' slight comments and suggestions. One question only was changed to suit the teachers as suggested by the jury members. The final form of the test and the observation sheet are shown in Appendixes (III) and (IV).

To establish the reliability of the test and the observation sheet, they were administered to a sample of (20) English language teachers other than the sample of the experiment of the study. Then, the same test and the observation sheet were administered to the same group under nearly similar conditions after two weeks. The reliability coefficient of the test and the observation sheet were estimated using Cronbach Alpha Formula. The estimated values for the test (0.86) and (0.86) for the observation sheet were considered reliable for the purpose of the present study.

Timing of the oral communication test was estimated by calculating the time taken by all the tested teachers, divided by the number of the

same teachers. Thus, the time allotted for the test was counted as shown in the following formula:

The time of the test = summation of the time taken by all the tested teachers
$$\text{The time of the test} = \frac{\text{summation of the time taken by all the tested teachers}}{\text{the number of the teachers}}$$

The time of the test = $\frac{4420}{35}$ = 120 minutes

Thus, the time allotted for the test was (120) minutes.

14. The Programme:

14.1. Aim of the Programme:

The proposed programme aimed at developing the oral communication skills necessary for English language teachers, through using "Dogme" strategy. All the oral communication sub-skills were twenty four. So, by the end of the programme, the EFL teachers were expected to achieve the following twenty four objectives:

1. identify a good position to hear clearly.
2. identify the stated main idea of the spoken text.
3. identify detailed information of the spoken text.
4. observe the body language of the speaker.
5. let the speaker finish what he/she is saying before replaying.
6. encourage speaker to talk by giving non-verbal cues.
7. make encourage listening noises such as: i see, uh, huh, yes … etc…
8. guess the meaning of unknown words or phrases in the spoken text.
9. consider the speaker's point of view.
10. draw conclusions, inferences and predictions.
11. have a clear purpose and main ideas for my speech.
12. use clear details that support the main ideas.

13. be familiar with his/her topic.
14. make the message clear to the audience.
15. tell things in an order that makes sense.
16. have an effective beginning, middle and end.
17. make a clear and valid conclusion.
18. choose words that are expressive and accurate.
19. use humor when appropriate or words to convey the seriousness of his/her topic when appropriate.
20. speak at an appropriate speed and volume and his/her voice is energetic.
21. make body language matches the tone of the speech and does not distract the audience.
22. use appropriate social rules such as greetings, farewells, thank you, getting attention.
23. initiate and end a topic of conversation (do not just start talking in the middle of a topic).
24. end conversation (do not just walk away).

14.2. Duration of the Programme:

The programme consisted of five sessions. Each session took two periods (45 minutes for each period). In addition to two orientation sessions that lasted for four periods for introducing the programme and identifying the "Dogme" strategy at the very beginning of the programme. The implementation of the proposed programme on the experiment group started on the 17th February 2019 and ended on the 2nd April 2019. It was taught in ten (10) periods, in five (5) weeks, two classes a week besides the four periods of the two orientation sessions.

14.3. Content of the programme:

The content of the programme was activities as suggested by the pioneers of using "Dogme" strategy in teaching English language to help in emerging the language of the lessons. Before implementing the programme, its content, was slightly modified according to the jury's point of view as follows:

1. The activities were modified to suit the time allowed for each activity in each session.
2. A balance between the different types of activities was made to cover all the oral communication sub-skills.

First, the teachers were given the two orientation sessions to introduce the programme and identify the "Dogme" strategy used in the proposed programme; to get the experiment group teachers acquainted with what they were supposed to do throughout the programme. The content of the programme was distributed on five sessions using "Dogme" strategy. The five sessions contained the following rich activities that helped enhance the English teachers' oral communication required skills as each session was devoted to developing four or five of the required 24 oral communication skills.

Table (1): Distribution of the "Dogme" Activities on the sessions of the Programme.

The Programme				
Sessions	**Time**	**Activities of "Dogme" Strategy**	**Source**	**Objectives**
One	90 mins	1- What is in my pocket? 2- Guess what?	(Thornbury & Meddings, 2009) (Thornbury & Meddings, 2009)	1- identify a good position to hear clearly. 2- identify the stated main idea of the spoken text. 3- identify detailed information of the spoken text. 4- observe the body language of the speaker. 5- let the speaker finish what he/she is saying before replaying.
Two	90 mins	1- Circular syllabus. 2- I wish … ?	(Thornbury, 2010) (Thornbury & Meddings, 2009)	1- encourage speaker to talk by giving non-verbal cues. 2- make encourage listening noises such as: i see, uh, huh, yes … etc… 3- guess the meaning of unknown words or phrases in the spoken text. 4- consider the speaker's point of view. 5- draw conclusions, inferences and predictions.
Three	90 mins	1- Lost property. 2- Headlines.	(Thornbury & Meddings, 2009) (Thornbury & Meddings, 2009)	1- have a clear purpose and main ideas for my speech. 2- use clear details that support the main ideas. 3- be familiar with his/her topic. 4- make the message clear to the audience. 5- tell things in an order that makes sense.
Four	90 mins	1- Newspaper post-its. 2- Agreeing to disagree.	(Sketchley, 2011) (Sketchley, 2011)	1- have an effective beginning, middle and end. 2- make a clear and valid conclusion. 3- choose words that are expressive and accurate. 4- use humor when appropriate or words to convey the seriousness of his/her topic when appropriate. 5- speak at an appropriate speed and volume and his/her voice is energetic.
Five	90 mins	1- Interview. 2- Who are you?	(Sketchley, 2011) (Thornbury, 2013)	1- make body language matches the tone of the speech and does not distract the audience. 2- use appropriate social rules such as greetings, farewells, thank you, getting attention. 3- initiate and end a topic of conversation (do not just start talking in the middle of a topic). 4- end conversation (do not just walk away).
For more information about these activities look at the above sources found in the references written at the end of the research.				

14.4. Evaluation:

Two types of evaluation were used in this programme. Formative evaluation during the programme and summative evaluation by the end of the programme.

14.5. The Scoring Scale:

After reviewing a number of oral communication scales, the researchers prepared the current study's scoring scale to evaluate each skill on the pre-post oral communication test. The oral communication scoring scale was scored out of (45) marks divided by the three situations to be discussed i.e. of the (15) marks (3) marks devoted to each sub-skill of oral communication skills.

To ensure validity of the scale, the researchers submitted it, in its initial form, to eleven of specialised jury members in the field of curriculum and EFL instruction.

The jury members were asked to comment on the suitability of the scale to assess English language teachers performance on the oral communication pre-post test two administrations. The scale was modified according to the jury members' few comments and suggestions which were slight ones.

15. Results of the Study:

The results of the study will be displayed through verifying the hypotheses and answering the questions of the study.

15.1. Verifying the Hypothesis of the Study:

The First Hypothesis:

In order to verify the first hypothesis of the study stating:

"There is a statistically significant difference (5,.5) between the mean scores of the experimental group on the pre-post oral communication test, in favour of the post test."

In order to verify this hypothesis, ANCOVA test was used. Its results were consistent with the hypothesis. So, Turkey LSD test was

also used. This test aimed at comparing the mean ranks of the experimental group on the pre and post administration of the test in the oral communication skills as a whole and in particular in table (2) below:

Table (2) Turkey LSD test results comparing the pre and post administrations of the test mean scors of the experiment group in the oral communication test (N=32, df=31):

Main Skills	The group	Pre-administration of the test - M (SD)		Post-administration of the test - M (SD)		MD	t-value	Effect size (η^2)
Listening	Exp. G.	6.480	*(0.96)*	17.381	*(1.231)*	10.880	50.182**	0.98
Speaking	Exp. G.	4.050	*(1.11)*	10.628	*(0.870)*	6.575	39.250**	0.98
Interaction	Exp. G.	4.082	*(0.76)*	10.799	*(0.882)*	6.725	32.217**	0.96
Total	Exp. G.	24.852	*(2.20)*	63.480	*(3.672)*	38.625	72.780**	0.99
Note: Tabled t value: 2.639 (significant at 0.01)**								

Table (2) indicated that there were statistically significant differences at (0.01) level in oral communication skills between the mean scores of the experiment group on the pre and post administrations of the test, in favour of the post administration of the test. Therefore, the hypothesis was confirmed.

15.2. Answering the Questions of the Study:

The first sub-question of the study was answered before when the required oral communication skills for EFL teachers were determined in the checklist mentioned before and also in appendix (II).

For the second sub-question of the study as shown in table (2) the effect sizes on each of the EFL main oral communication skills were large. Thus, the second sub-question of the study was answered. At the same table the effect size on the overall EFL oral communication skills

was 0.99. Thus, the main question of the study was also, in turn, answered. Therefore, all the questions of the study were answered.

16. Discussion of the Results:

On displaying the results of the study, the researchers presented an account of the development of the experiment group teachers' oral communication skills due to the use of "Dogme" strategy. This is shown in the difference between the pre and post administrations mean scores of the experiment group teachers. The difference between the teachers' mean scores in the pre and post administrations of the test was statistically significant at the 0.01 level. This is because the teachers became aware of the importance of using "Dogme" strategy in oral communication. The research has shown positive results as Dogme" strategy brought about significant improvement in the EFL oral communication skills of the teachers.

The researchers believe that the use of "Dogme" strategy had highly contributed to enabling learners find out main ideas of what they listen or speak, interact meaningfully, exchange opinions and crystallise new thoughts about the raised topic, a fact that positively affected their performance during the oral communication test post administration. Moreover, much attention was given to the development on of all the skills on equal footing in the proposed programme. That is why, each of the main required skills gained a large effect size.

In addition, using "Dogme" strategy motivated teachers to get involved in oral communication process and express themselves freely without hesitation, since they were told that their ideas should not and would not be judged during "Dogme" strategy's sessions. Thus, they felt free while co-operating and generating their ideas and came up with unique and unexpected ideas and unique thoughts that were completely different from one teacher to another.

Finally, the present study results match with the results of some previous studies such as Amin (2007), Atli & Bergil (2012),

Rawsthorne (2012) and Simon, (2013) on the importance of training teachers well on oral communication skills for enhancing them. Also, the results of the present study support the results of some previous studies, concerning the improvement of teachers' performance due to the use of "Dogme" strategy, such as Sketchley (2011), Worth (2012), Xerri (2012) and Bryndal (2014).

The study findings can be beneficial for the other researchers in future research as well, especially those who deal with obstacles pertaining to develop oral communication or eagerness to use "Dogme" strategy for developing the performance of the teachers in EFL.

17. Conclusion:

Results of the current study supported the hypothesis presented by the researchers. They showed that the experiment group achieved higher scores on the post administration of the oral communication test than those of the pre administration. Thus, "Dogme" strategy had a positive result i.e. a large effect size of (0.99) on developing English language teachers overall oral communication skills and also large effect sizes of (0.98), (098) and (0.96) on the three main communication skills listening, speaking and interaction. Moreover, "Dogme" strategy motivated teachers to get involved in the learning process, express the ideas they generated freely, and come out with new ideas of unique thoughts as was joyfully reported by the experiment group teachers after the experiment.

18. Recommendations:

Based on the findings of the study, the researchers recommended that the responsible personnel for teaching English in the Egyptian Ministry of Education should:

1. Place more emphasis on developing EFL teachers' oral communication skills in general and in governmental language schools in particular.

2. Take "Dogme" strategy into account while designing English language curriculum due to its importance in motivating leaners to get involved in the learning process and depend on themselves.

3. Place more emphasis on teaching EFL oral communication skills through rich activities not only for learners but also for the teachers to ensure real oral communication.

19. Suggestions for Future Research:

The researchers of the present study suggest that future research should be conducted for:

1. Developing oral communication for teachers in other schools rather than the governmental schools.

2. Using "Dogme" strategy to develop EFL teachers' oral communication skills in all the types of schools.

3. Using "Dogme" strategy to develop other EFL skills such as reading, and writing.

References

Akça, C.: (2012). Dogme unplugged. Paper presented at the International Symposium on Language and Communication: Research Trends and Challenges in Erzurum, Turkey. Retrieved from,http://abs.kafkas.edu.tr/upload/16/Dogme__Unplugged.pdf-p.34

Amin, E.: (2007). "A Suggested Self-efficacy-based Program for Developing Secondary School Students' EFL Speaking Skills". Unpublished Master Thesis, Faculty of Education, Benha Universty.

Atli, I. & Bergil, A.: (2012). "The effect of pronunciation instruction on students' overall speaking skills". Procedia - Social and Behavioral Sciences.

Almashy, A.: (2011). "Causes of EFL speaking Weakness in Saudi Secondary Schools in Al-Gunfuthah City". Unpublished Ph.D thesis, Faculty of Education, King Saud University. P.29.

Brown, H.: (2001). Teaching by principles: An integrative approach to language pedagogy (2nd ed.). White Plains, NY: Longman.

British Council & TEPAV: (2015). The state of English in higher education in Turkey. Ankara: Yorum Basın Yayın.

Bryndal, M.: (2014). Dogme ELT. Developing Teachers. Retrieved from http:// www.developingteachers.com/articles_tchtraining/dogme1_malg orzata.htm - pp.87-88.

Bailey, K.: (2005). Speaking.In D. Nunan (Ed.). Practical English Language Teaching. Singapore: McGraw-Hill. P. 87

Brownell, J.: (2002). "Listening: Attitudes, principles, and skills." (2nd Edition). Boston: Allynand Bacon. P. 78

Baker, J., & Westrup, H.: (2003). "Essential speaking skills: a handbook for English language teachers". Continuum Publishing. Pp.77-100.

Boonkit, K.: (2010). "Enhancing the Development of Speaking Skills for Non-native Speakers of English". (Faculty of Arts, Silpakorn University, Thailand). Procedia Social and Behavioral Sciences 2 (2010) pp. 305-309.

Burns, A.: (2013). "A holistic approach to teaching speaking I the language classroom: part 1". Vox Conference, Oslo . April, 2013. Pp. 125- 130.

Banafa,F. (2004) "The Impact of the Internet and Multimedia on Pronunciation and Oral Communication of Arab College Students Learning English in the United States". Unpublished PhD. New Mexico State University. May 2004.

Chan, V.: (2011). Teaching oral communication inundergraduate science: Are we doing enough and doing it right? Journal of Learning Design,4(3), pp. 71-79.

Carter, R. & Nunan, D.: (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press. p.87.

Celce-Murcia, M.: (2001). Teaching English as a second or foreign language. Boston, MA: Heinle and Heinle. p.99.

Cole, D. et al: (2007). "Teaching Speaking and Listening, a toolkit for practitioners". Portishead Press, Bristol, England. P. 65.

Demirtas & Sert,N.: (2010). English education at university level: Who is at the centre of the learning process? Novitas-ROYAL, 4(2), 159-172.

Grove, N.: (2006). Inclusive approach to communication with children with special. In P. Hodson, & D. Jones (Eds.), Unlocking speaking and listening (pp. 48-61). London: David Fulton Publishers. P.67.

Flowerdew, J., & Miller, L.: (2005).Second language listening theory and practice.In J. C. Gardner.P. (2010). Creative English creative curriculum (New perspectives for key stage 2)New York, USA: Routlledge. Pp. 66-70.

Helgesen, M.: (2003). "Teaching listening. In D. Nunan (Ed.), Practical English Language teaching." New York: McGraw-Hill. P. 91.

Kumaravadivelu, B.: (2003). Forum: critical language pedagogy: A postmethod perspective on English language teaching. World Englishes, 22(4), 539-550. http://dx.doi.org/10.1111/j.1467-971X.2003.00317.x

Kumaravadivelu, B.: (2006). Understanding language teaching: From method to postmethod. Mahwah, NJ: Lawrence Erlbaum Associates.- pp. 98-100

Kenyon, D.: (2003). "Foreign Language Test Development (Speaking Tests)". Center for Applied Linguistics. http://www.cal.org/tests/fltests.html, accessed on 11th August 2005. P. 18.

Kingen, S.: (2000). "Teaching Language Arts in Middle Schools". Connecting and Communicating. New Jersey: Lawrence Erlbaum Associates, Publishers. P. 218.

Kyriakopoulos,P.: (2008) "Using Practiced Improvisation and Role-Play to Improve Oral Communication Skills for English Second Language Learners". Presented in Partial Fulfilment of the Requirements for the Degree of Master of Arts at Concordia University Montreal, Quebec, Canada.

Kurita, T.: (2012). "Issues in second language listening comprehension and the pedagogical implications." Accents Asia, 5(1), pp.30-44.

Kottler, E., Kottler, J., & Street, C.: (2008). English language learnersin your classroom: strategies that work. (3rded.).USA: Corwin Press, Thousand Oaks. P.3.

Larsen-Freeman, D.: (2000). Techniques and principles in language teaching (2nd ed.). Oxford: Oxford University Press.. Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667190.019

Lee, G.: (2009). Speaking up: Six Korean students' oral participation in class discussions in US graduate seminars. English for Specific Purposes, pp.142-156.

Meddings, L. & Thornbury, S.: (2003b). What Dogme feels like. Humanizing Language Teaching, 5(6). Retrieved from http://www.hltmag.co.uk/nov03/ sart1.htm

Nunan, D.: (2002). Learner strategy training in the classroom: An action research study. In J. Richards & W. Renandya (Eds.), Methodology in language teaching: An anthology of current practice (pp. 133-143).

Omar, E.: (2008). "The Effect of Using the Integrated Strategy on Developing some Listening Skills in English Language for Secondary Stage Students". Unpublished PhD. Thesis, Cairo University. pp.25 - 40.

Rezaei, A., &Hashim, F.: (2013). "Impact of awareness raising about listening micro-skills on the listening comprehension enhancement": An exploration of the listening micro-skills in EFL classes. Australian Journal of Teacher Education, p. 38-44.

Richards, J.: (2008). "Teaching Listening and Speaking From Theory to Practice". Cambridge University Press. p. 111- 120.

Rawsthorne, D.: (2012). "Teaching Speaking at Upper-secondary School to Achieve Communicative Competence". Thesis, Faculty of Arts and Philosophy, University of Pardubice. Czech Republic. P. 158-161.

Siegel, J.: (2011, August). "Refashioning L2 listening pedagogy. Paper Presented at the JACET." International Conference, Fukuoka, Japan. Pp. 66-78.

Sketchley, M.: (2011). An investigation into teacher and student attitudes of the key tenets of Dogme ELT. Masteral thesis. Retrieved from http://www. scribd.com/doc/83684117/Dogme-ELT-Dissertation-Final-Version - pp.100-110

Simon, Ş.: (2013). "Enhancing the English oral communication skills of the 1st year students of the Bachelor's degree program "Communication and Public Relations"". University "Politehnica" of Timişoara, Faculty of Communication Sciences, Timişoara, Romania.

Vandergrift, L., Goh, C.: (2012). "Teaching and Learning Second Language Listening." New York: Taylor & Francis. P. 101.

Thornbury, S.: (2007). "How to Teach Speaking, 4th impression Harlow": Pearson Education. P. 56.

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

Worth, A.: (2012). A Dogme based approach from the learners' perspective. The Journal of Kanda University of International Studies, 24, 77-99.

Xerri, D.: (2012). Experimenting with Dogme in a mainstream ESL context. English Language Teaching, 5(9), 59-65. http://dx.doi.org/10.5539/elt.v5n 9p59.