



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Khenchla
Faculty of Letters and Languages
Department of English

**The Use of Classroom Discussion to Improve EFL
Learners' writing skill**

The Case of First Year Secondary School – Tebessa-

A Dissertation Submitted to the Department of English Language
In Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates:

Mourad BRAHMI

Supervisor:

Miss .Nassira MALEK

Board of Examiners

President:

Supervisor: Miss . Nassira MALEK

Examiner:

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Dedication

I would love to dedicate this work to:

- *My precious parents who have been always there for me.*
 - *My little family.*
 - *My dear friends.*
- *All the teachers who believed in me.*
- *All my friend from the cohort of 2015/ 2020*

Abstract

This dissertation seeks to improve EFL learners writing skill through the use of classroom discussion . It aims at testing the effect of discussion based approach enhancing First Year Secondary School learners of English writing skill . Therefore, this research hypothesises that if written expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' written production will be enhanced. Accordingly, to test this hypothesis a quantitative research method was adopted and was based on statistical and descriptive data in order to strengthen the validity and reliability of the present research. The findings of provided evidence that first year secondary school learners of English need to enhance and promote their writing skill through the collaborative work which based on the use of discussion to pave the way from them to share their interests . Moreover, the results of the findings proved that the participants asserted the use of classroom discussion in their classes . Accordingly, the main conclusion drawn from this study is the need to include classroom discussion in the regular lessons and to teach its with the inclusion of various activities .

Key words : Discussion based Approach , Writing skill . .

List of abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
SL	Second Language
SPSS	Statistical Package for the social sciences

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General Introduction

1. Background of the Study

Writing is to share ideas with others and communicate with words to transmit a message. As Byrne (1993, p. 1) argued, “Writing involves the encoding of a message of some kind that is we translate our thoughts into language”. Throughout our experience as foreign language learners, we have observed that writing is one of the most complex and difficult skills in foreign language (FL) learning. Therefore, there appeared a growing need for FL teachers to attempt to find and implement new techniques in their classes to help students improve this skill. Certainly, teachers are aware of some of their students’ writing deficiencies; yet, they cannot find their ways in teaching writing communicatively for one reason or another (Brookes & Grundy, 1990). For this reason, the study focuses on how to improve students’ writing ability by considering the role of classroom discussion with its underlying techniques. In this guise, it is assumed that the task of writing should be viewed as a process of interaction and communication for students. Therefore, teachers should “think of writing, then, not as a way to transmit a message but as a way to grow and cook a message.” (Brown, 2001, p. 337).

2.The Literature Review :

Recently, many researchers realized that the effective language programs have shifted from the focus on teacher-centered to learner-centered classrooms. The benefits of that shift were the emergence of cooperative learning or small group work (Arnold, 1999). Most recent FL research holds the belief that it is better for foreign /second language (FL/SL) learners to acquire language in an interactional atmosphere since teaching a foreign language is an interactive process by its nature. Research in the field of FL/SL acquisition has proven that learning in a collaborative setting, where students work with each other cooperatively, has a dramatic and positive impact on all the aspects of language learning. In the field of FL/SL learning and teaching, learning to write accurately and correctly is certainly a very crucial

component, mainly because it enables students to communicate their thoughts, ideas, and opinions. Accordingly, this study seeks to clarify the positive effects of classroom discussion techniques and cooperative learning on enhancing students' writing ability.

Among the other skills, writing is seen to be a very basic requirement for human being since it goes in connection with his/her daily life. The importance of writing, as one of the language skills, stems from the influential role which language plays in human life. Since language is a means of communication among people, writing accomplishes a lot of different communicative functions. Apart from the importance of writing in general, writing in English is regarded one of the basic elements of intercultural communication. This is regarded as a significant requirement especially in the present era which is characterized by what has been recently termed as globalization. In the field of FL/SL education, writing is important for language, learning and teaching. Students communicate and express their ideas not only through speaking- oral language, also through writing different topics. Writing in a foreign language is one of the most challenging skills for almost all students. It is also a very demanding skill that requires a considerable practice and effort from the learner to reach an acceptable level of writing. Since the FL/SL is rarely used outside the classroom, collaborative learning and classroom discussion are very important methods to improve students writing skills.

Kwiatkowski (2015, p. 4) claimed that "through collaborative learning the whole class benefits from each other not just the individual students". Students often benefit from working in pairs or small groups to construct understanding or help one another master skills. Here, students can improve or master skills such as writing skill in pairs or small groups. Thus classroom discussion techniques and collaborative activities have the power to enhance the students writing products.

3. Statement of the Problem :

Out of the need to improve students' writing ability and to ensure their active involvement in the writing process, this research is carried out to investigate the problematic issue of writing in a foreign language. As a solution to this problem, the study suggests the application of the classroom discussion techniques in EFL classes. Students tend to face real difficulties whenever they try to practice the language, particularly, as the research highlights, its written form. In writing, students traditionally write individually with no major interaction with their peers. Consequently, the writing task becomes a mechanic process with no social interaction and feedback apart from the venerated opinion of the teachers.

4. Research Questions :

Accordingly, this research aims at answering the following questions:

Main question: How can classroom discussion techniques enhance students' writing?

Sub-questions:

1. How far and to what extent do these techniques improve students' writing performance?
2. What attitudes and opinions do First year secondary school teachers have about classroom discussion as a method to teach and learn writing?

5. Research Hypotheses :

FL learners are generally faced with problems in writing, thus overcoming these problems became the responsibility of many researchers and, specifically, teachers. In this respect, this research explores the implementation of classroom discussion techniques as a way to improve the students' writing. Therefore, the study hypothesizes that in EFL classes:

1. If written expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' written production will be enhanced.

2. If students have positive attitudes towards the implementation of classroom discussion techniques, they will improve their writing.
3. If students write in collaboration, they would develop their essay writing skills better.

6. Aim of the Study:

In accordance to the problem stated above, the present study aims to:

1. Investigate the relationship between the implementation of classroom discussion techniques and the development of students' writing skill.
2. Enhance students writing outcomes by implementing the principles and techniques of classroom discussion in classroom activities.

7. Structure of the study

This work is presented in three chapters. Preceding the first chapter, the general introduction introduces the reader to the concept of classroom discussion, then more specifically the role of classroom discussion in improving EFL students writing skill, the research questions, hypotheses, and objectives are presented in this part, finally the structure of the thesis is outlined to provide a brief overview of each chapter. The first two chapters provide a theoretical background of this study through a review of relevant literature. Chapter three details the methodological framework of the study starting from the research design, data collection instruments, analysis of the data gathered, and its discussion and interpretation. The three chapters are followed up by a general conclusion and the bibliography.

8. Research Methodology

For the sake of investigating the role of classroom discussion on EFL students writing skills, the researcher opts for descriptive research methodology to gather data for this study. The main research tool is the questionnaire, one for students and another for teachers, in addition to classroom observation to get more insights about the vital role that classroom discussion plays to enhance students' writing ability.

Chapter One : The use of classroom discussion to improve learners 'writing skill

Introduction

Teaching EFL learners should not focus only on language usage, but it should raise their awareness about the importance of teaching methods. The development of writing skill can be accomplished by the incorporation of classroom discussion that would facilitate the acquisition of communication strategies in various contexts.

Therefore, this Chapter is divided into two sections. The first section involves a general overview about classroom discussion and its components. Also, it sheds light on the purposes of using the strategy of classroom discussion in EFL classroom.

The second section starts with the nature and components of the writing skill . Then, it moves The integration of discussion method in classroom to enhance EFL learners writing skill. After that, it highlights the benefit of discussion based approach in developing EFL learners writing skill.

Section one: Classroom discussion in EFL classrooms

1- Discussion-based Approach: Theoretical Background

1-1- Discussion :

Discussion is a term refers to “ a conversation in which people’s talk about something and tell each other their ideas or opinions” (The Cambridge Learner’s Dictionary) , or it indicates that is “ a conversation about somebody or something ; the process of discussing somebody or something” (Oxford Advanced Learner’s Dictionary). These definitions imply that the term discussion is concerned with the way people use their ideas and opinions to communicate in order to transmit information , thoughts , knowledge , and messages.

Bridges (1988) claims that discussion is a set of interaction forms in a place of an open dialogue and collaboration between individuals where they have the opportunity to share thoughts, opinions and knowledge. He believes that discussion requires interlocutors to convey systematic , organized , regular hints , opinions , signs , information and judgments in a mutually responsive cases to refresh a depth knowledge and a higher order of thinking which are affected by other people perspectives in a way they might be accepted or denied (as cited in Preskill and Brookfield , 2005, p.5) . One cannot explore the meaning of discussion without referring to the English philosopher Michael Oakeshott (1962), who characterizes group talk as an “unrehearsed intellectual adventure” in which discussion goes beyond turn and talk. Many participants are required to interact and admit their knowledge; they are invited to recognize their ideas and concerns despite their discrepancies and opposed ways of thinking. (as cited in Preskill and Brookfiled , 2005, p.6-7).

2-2- Designing discussion :

A successful communication demands more than a high level of linguistic competence, it also demands communicating models. This implies that communication is concerned with the way languages , ideas , opinions and information are used in communicative situations as it is claimed by Preskill and Brookfield (2005 , p.9-17) that discussion is a dynamic activity which stimulates different ways of thinking among a group of individuals , and each participant is free to share his views based on the following :

- Hospitality: it is meant by hospitality an atmosphere in which individuals feel to participate in different communicative situations and take risks and to exchange ideas, held opinions and reveal strongly their views.
- Participation: The effectiveness and efficiency of a discussion depends on the community in which everyone is encouraged to participate. In other words, discussion works best when a large number of individuals participate, when they become actively related to each other in their respective roles do so on many different occasions and with respect to many different issues.
- Mindfulness: A basic feature of discussions is the mindfulness among the various members of the group. They see, hear and communicate with each other orally by paying attention to each other.
- Humility: is a crucial component in a discussion. Humility helps individuals remember that learning is always uncertain; individuals should admit the limits of their knowledge and opinions in order to work authentically to create greater understanding among group members.
- Mutuality: means that individuals are intended to work in reciprocal cycle, they care about each other's self-development as one's own, all participants benefit from the

discussion when they act with mutuality. They realize that their own thriving depends on the flourishing of all others.

- **Deliberation:** refers to the desire of participants to discuss issues that are supported by evidence, data, and logic and by holding strong arguments about how precisely they should be understood. While such arguments can be enlightening and are surely unavoidable for anyone interested in the subject.
- **Appreciation:** is an essential component in a discussion which plays a significant role in bringing individuals closer together to work collaboratively in a trustful community where people motivate each other .
- **Hope:** refers to the willingness of participants to discuss topics and issues comfortably and decrease the pressure to conform to the norms which individuals are always enforced to follow , and encourage them to generate new ideas which provide better understanding for all the members .
- **Autonomy:** denotes that individuals have the independency to take strong stands in discussion, improve their abilities to be autonomous which is directed by their considerations and desires , conditions and characteristics.

2-1- Discussion Based Approach:

The use of various ways of communication in the EFL context has become the concern of many researchers. These researchers believe that the use of communicative approaches in the learning process enhances EFL learners' competences. Teaching methodologies and approaches have evolved enormously to change practitioners and pedagogues' views about foreign language teaching and learning. Within the traditional teaching methods, the focal point was on the development of the learners' linguistic competence and nothing was said about making them able to communicate appropriately in the

target language. That deficiency was overcome with the emergence of the communicative approaches under which more focus is oriented towards learners' communicative abilities.

1-2-1- discussion method :

Welty (1989, p.1) considers discussion method as a teaching process and pedagogical method teachers use to improve learners interactive skill and involve them in an open-ended collaborative exchange of idea , information and perspectives .However , Gall and Gall (1993, p.1) define discussion method as a method of teaching in which , "(1) a group of persons usually stand in the roles of moderator -fader and participant, (2) assembles at a designated time and place, (3) to communicate interactively, (4) using speaking, nonverbal, and listening processes, (5) in order to achieve instructional objectives". In other words, discussion method is an exchange of ideas where both participants , teacher and learners , are in active and dynamic state over a transmission medium such as during classroom debates , audio visuals , hands on demonstrations , role plays ...etc , using productive and receptive skills to manage a large quantities of information for the sake of instructing teachers to build and foster a safe learning environment where students can thrive , prosper and learn .

According to Major et al (2016, p.2) discussion method typically means the implementation of pedagogical strategies in classrooms_which center the role of students and enhance their communicative abilities. Moreover , Nilson (2010) identifies discussion method as “ a productive exchange of viewpoints , a collective exploration of issues “ this implies that discussion method stands for the exchange of different perspectives , ideas , opinions , information ... etc in a collaborative work to explore the problems and search for the solutions (as cited in Major et al. , 2016, p.2) .

1-1-1-2- Types of discussion method :

Discussion is important to learning all disciplines because it helps students process information rather than simply receive it. Roby (1988) classifies three types of discussions (as cited in Wilkinson , 2009 , p.332) :

1-1-1-1-2 - Problematical discussions : relates to debatable topic in which the teacher is dominant in the discussions.

2-1-1-1-2- Dialectical discussions : refers to the ability of students to view issues from multiple perspectives that aim to establish the truth through reasoned arguments, and the students play a dominant role in the discussions.

3-1-1-1-2- Informational discussions : focus on arousing a debate or discussion of opposing opinions in a accepted atmosphere, and students have considerable freedom to bring up issues they wish to discuss.

1-2-2-1- Getting Discussion based approach implemented

The modern teaching approaches prove that learners cannot learn only from the teacher's lectures, and his explanations may not be efficient and sufficient. Recently, it is well observed that teaching and learning processes in EFL classroom shift from teacher-centered to learner-centered model. Many remarkable efforts to change things have appeared in order to remove the traditional teacher-driven management of talk. So it is time teachers start looking at new ways to enhance classroom discussion. Walty (1989, p.1-5) states that preparing for discussion classes demands more time and effort than getting ready for lecture classes . He demonstrates how discussion based approach can be applied in classroom through the followings steps:

A. Preparing before class :

Teachers are always looking for effective communicative ways to help learners engage in the discussion, this necessitates teachers to:

- Read the assigned material : teachers must be very familiar with the reading assigned for discussion , and prepare themselves for any detail that is needed to be discovered or explored .
- Decide on Important Concepts and Outline: Once teachers grasp the assigned material and decide on the important concepts to be clarified for students, they should make an outline to feel comfortable while emerging a discussion in the class .
- A Question Outline: Once teachers are sure of their grasp of the topics, they should prepare a question outline since it is important at this stage to think of questions that will promote discussion.

B. A Board Outline :

A good discussion leader should make use of the blackboard to help organize the discussion. The board is considered as a very powerful for the discussion leader. Teachers should choose what they write on the board to be discussed.

C. Knowing Students :

Teachers when they are leading a discussion, they want students in the class to learn something from that discussion, which means that students are the important ones in the process. Teachers must know them, their differences, how they learn, how they respond differently to the various stimuli of the discussion class, and what their strengths and weaknesses are

D. Beginning the Class :

Teachers should ask a different question, student should have five to ten minutes to think about an answer. Cool calling at the beginning of a class induce the discussion to proceed differently.

D. Questioning, Listening, Response :

While using questioning and active listening to move the class toward the goal teachers have set to engage students in the discussion to see whether they understand or not, and who needs to be helped. A good discussion leaders in this sense encourage the students to interact in questioning, listening, and response activities to shape an effective discussion.

E. Body Language :

For teachers who will to teach successfully by the discussion method, they should learn to make themselves aware of the message their bodies are communicating.

F. Sense of Time :

Controlling time is considered as the most difficult aspect to control in a discussion. Time is consumed so quickly in a good discussion and last for long time in inappropriate one. Teachers should divide discussion into three part: a beginning, a middle and an end, and should give an amount of time for each part to establish an effective discussion.

G. Group Work

Teachers should follow the natural hierarchy in discussion classes, from individuals, to small groups, to the whole class. At each stage, insights are added, intentions are interpreted and opinions are analyzed.

H. Ending the Class

Discussion classes generally require that teachers end the class by summing up the discussion by showing discussion costs and benefits. At the end they want to empower their students to learn on a continuous basis- and much of those activities are self-directed.

2- The use of discussion instruction

Learners are supposed to use the target language and try to make what they have learnt in practice through collaboration; they also learn how to communicate and enhance their learning.

Accordingly, it is necessary for EFL learners to talk and listen to each other, understand and negotiate meanings with the help and support of the teacher, through the good selection of the appropriate learning style. Both teachers and learners are interested in discussion instructions; they believe that improving interactive skills in the classroom will improve their teaching and learning processes. Gall and Gall (1993, p.2-3) assert that the discussion process is reserved for interactive communication authorized by student-student and teacher- student interchanges. They identify three main types of discussion methods which shift the dominated role of the instructors to be interchangeable between teachers and students.

- 1-1- Cooperative learning discussion :** The discussion process in cooperative learning groups promotes the development of higher quality cognitive through combining classroom-based education with practical work in which individuals seek outcomes and information that are beneficial for them and all other group members .
- 1-2- Subject Mastery Discussion Method:** Mastery of the subject matter by the student- teacher is an essential component in the discussion through which teachers can simplify the topic into main points to be easily understood by the learners. The student-teachers mastery of the subject matter affects the subject content delivery , enhances the discussion process and the understanding by of the learners
- 1-3- Issues-oriented Discussions:** In the learning process, it is important to solve problems. However, it is not easy for students to design and implement an effective problem-solving plan , teachers in this type of discussion emerge a paradigm contains the problem components to be conducted by students in order to establish solutions

2- Different kinds of discussion based approach :

Classroom discussion plays a vital role in the collaboration and communication of ideas and knowledge between learners to practice the target language and develop their skills. Its enhancement in foreign or second language learning is not an easy task to do because it requires aspects and rules to be used accurately and effectively. Teachers implement different kinds of discussion based approach which prioritize learners' acquisition of knowledge, skills, and attitudes through verbal exchanges of thoughts rather than passive approaches that focus only on lecturing, reading, or viewing.

1-2- Harkness Discussion: Williams (2010) associates Harkness method with the American businessman, philanthropist and educational reformer of the early 20th century, Edward Harkness. He identifies Harkness method or Harkness discussion as a teaching and learning process through which students seat in oval table facing the teacher in the front of the classroom. The Harkness table facilitates discussion and compels students to the part of discussion. He asserts that Harkness discussion center the focus on the students who come up with their ideas and learn good reasoning and communicative skills , and minimize the role of teachers who intervene occasionally .

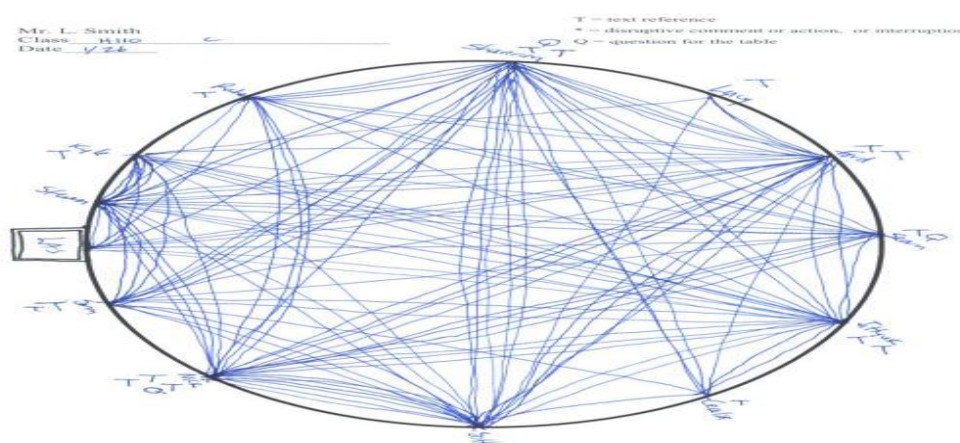


Figure 1: Harkness Discussion Circle with possible pathways for turns Williams (2010)

The figure above represents the Harkness discussion table where every student participates. The pace allows students to cover ideas and opinions. Students are attentive and respectful of others' opinions and questions. It helps students explore ideas as a group; develop their courage to speak, their compassion to listen and their empathy to understand.

2-2- Pinwheel discussion

Pinwheel discussion according to Edwards (2003, p.13) refers to the attempt of choosing students from each group to take part in the first discussion round. They move to the center square. The teacher opens the discussion and students pinwheel out of the discussion to be replaced by another member of their groups. He asserts that pinwheel discussion promotes learners language skills; keep students on task during group work; encourage engagement with course material prior to class; and cover several related topics in one class period

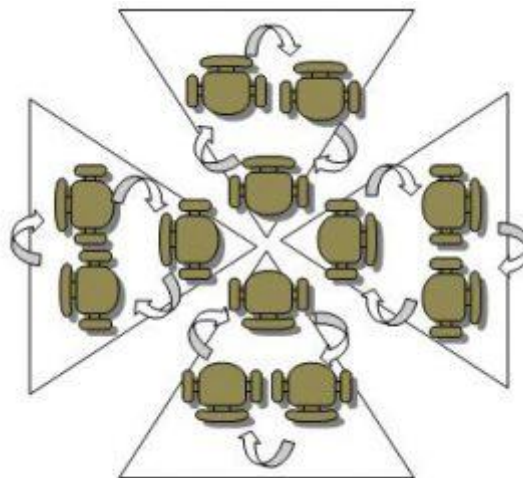


Figure 2 : . Pinwheel discussion model (Edwards , 2003 , p13)

The figure above shows how pinwheel discussion method works as it is mentioned in the description of Edwards who relates the pinwheel discussion to the form of discussion which is held by a provocateur or in another word the teachers who divide the students into four groups , each group is assigned by a topic , then teachers give them time discuss their views.

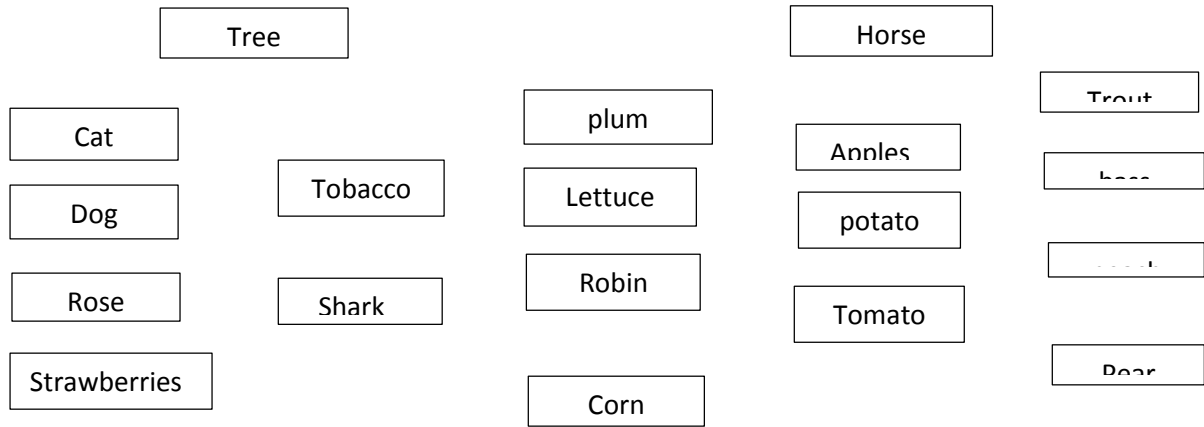
One person from each group sits in a desk facing students from the other groups, so they form a square in the center of the room. Behind each speaker, the group members are seated: behind the speaker, forming a kind of triangle. From above, this would look like a pinwheel. The four speakers introduce and discuss questions they prepared. After a while, new students rotate from the seats behind the speaker into the center seats and continue the conversation.

3-2- Affinity Mapping:

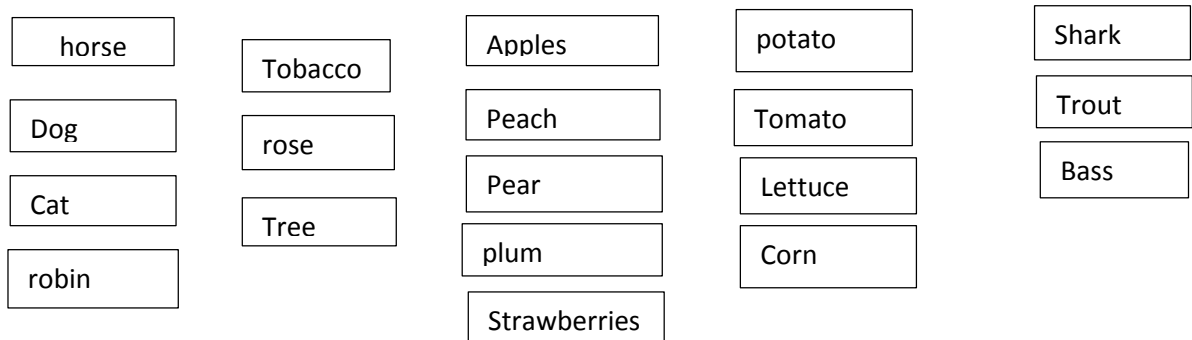
It was Haselden (2003) who provided a detailed explanation for the affinity mapping method which helps students to engage in discussions and enhance their communicative skills. He considers an affinity mapping as a tool designed to help learners organize unstructured ideas, generate their brainstorming, gather large amounts of language data and organize them into groupings based on their natural relationships.

Identify a topic (e.g, living things) and generate “ideas” or

a listing of items related to it



Arrange items in natural groupings reflecting things that go together



Name each group

(and discuss why items belong to each other)

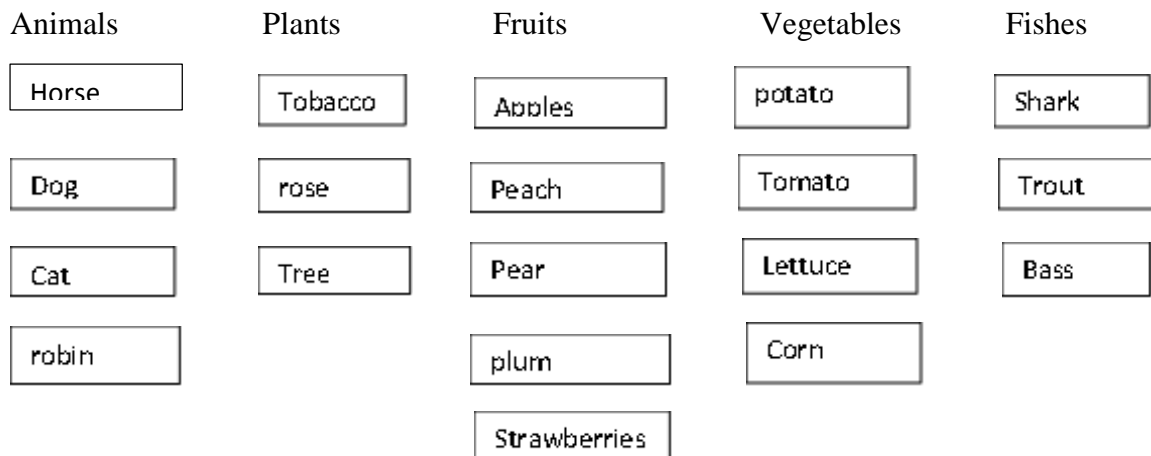


Figure 03 : Developing an affinity mapping

The use of affinity mapping enhances students' discussion skill through reflecting their voices and allowing them to be heard. Teachers use affinity mapping to assess and review students information and encourage students to engage in self-thinking and self-discovery.

4-2- Socratic Seminar:

The Socratic seminar is described according to Schiller (2008) as follows: "...Accordingly he asked questions, letting the other man do most of the talking, but keeping the course of the conversation under his control, and so would expose the inadequacy of the proposed definition of courage. The other would fall back on a fresh or modified definition, and so the process would go on, with or without final success" (As cited in Bećirović & Delić, 2016, p.512). This implies that a Socratic Seminar is a formal discussion used to examine a text or explore it, in which the leader asks open-ended questions within the context of the discussion, students help each other understand the ideas, issues, and values reflected in a text through a group discussion. Students are responsible for facilitating their group discussion according to the text. They learn to work cooperatively and to practice how to listen to one another and deduce meanings. Teachers in Socratic seminar or circle lead it from the first question to the last stage, with no intention to dominate the student circle.

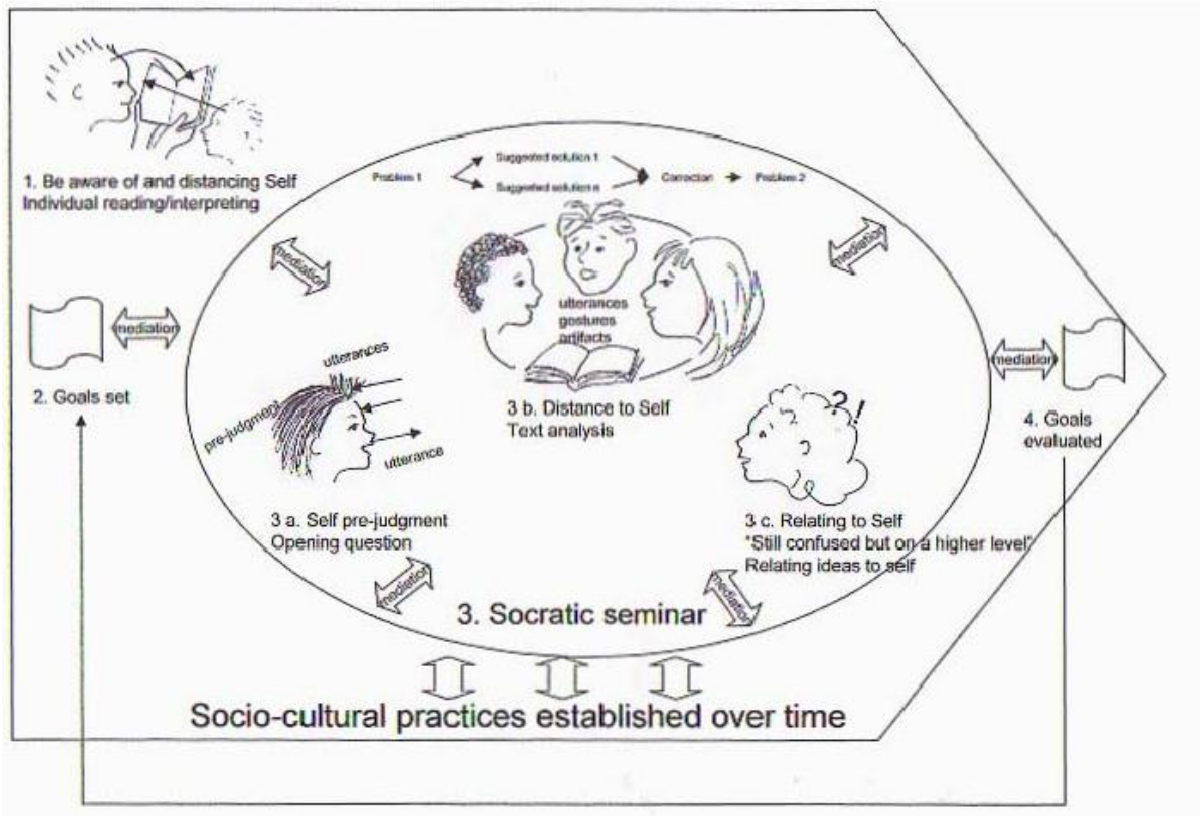


Figure 4 : Socratic Seminar Pihlgren (2007)

In this figure, the Socratic seminar presents a group activity intended to increase critical thinking, self-responsibility and self-reliance. The use of Socratic seminar as it is viewed helps students to improve the complex interplay of dialogical and intellectual skills.

5-2- The fishbowl

The fishbowl method as it is stated in the explanation of Zulfiqar Bin-Tahir et al. (2015, p.4) refers to a teaching method that helps students contribute in a discussion. Students ask questions, present their point of views, and share information in the “fishbowl” circle. While students sit in the inner, they practise responding to different voices. The fishbowl is a student-centered method that builds the comprehension of various types of texts while developing group discussion skills.

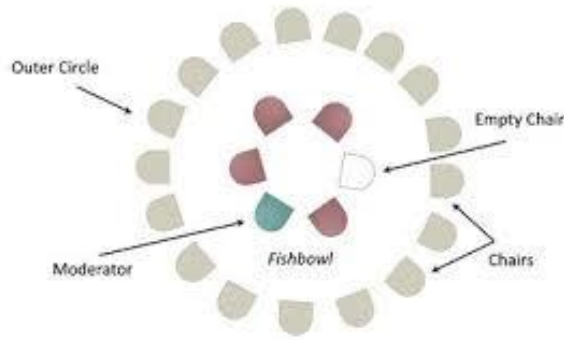


Figure 5 : Fishbowl discussion technique adopted from skillsconverged.com

As it presented in the figure above fishbowl discussion requires a circle of chairs and the remaining space in the room is left for the other students to observe and take notes about what is occurring in the fishbowl, only students in the fishbowl are allowed to speak. The moderator introduces the topic and participants start discussing it .The fishbowl is designed to improve student's communicative skills.

6-2- The snowball:

Snowballing is another discussion technique in which the students sit individually and think about the topic, then in pairs responding to a discussion question with one partner. The pair joins another pair creating a group of four. Pairs share their ideas, opinions and information about the topic with the joined pairs to form groups of eights, until the whole class will be joined in one large discussion (Darmayenti & Kustati 2018 , p.78) .This technique is structured to be used by students to share ideas and to give them the opportunity to work collaboratively and interact with each other in a respectful way .

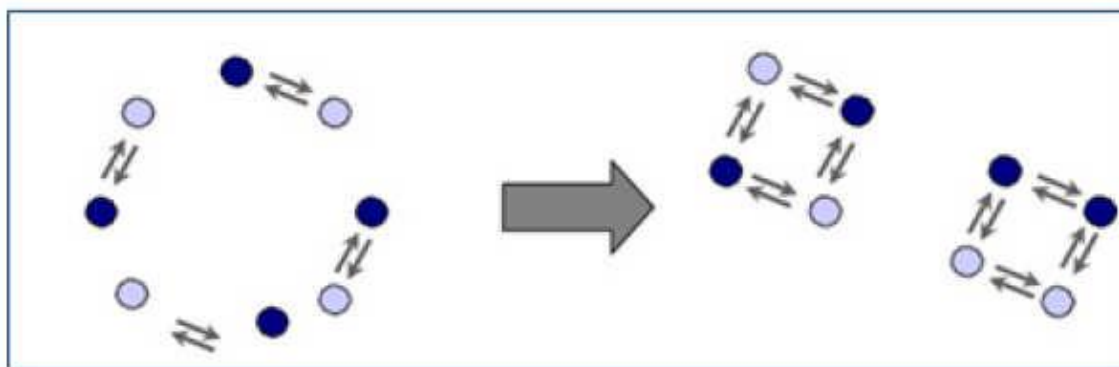


Figure 6: Snowball strategy adopted from Imperia Collogue London .com

In the figure above, the snowball discussion starts with one thought that gathers new perspectives and through that grows fuller and richer. It develops new ideas to enrich students understanding of a certain topic.

The different aforementioned formats for structuring a class discussion is implemented in the EFL classroom to make students more engaging, more organized, and more academically challenging. If teachers struggle to find the appropriate ways to develop students' language skills, this reflects the hard efforts of them.

3- The purpose of Discussion Based in EFL classroom :

Tsui (1995) states that: "In the language classroom, be it first, second or foreign language, classroom language and interaction are even more important" (p.12). Considerably, the language used in the classroom discussion ,regardless whether it is the mother tongue, second or foreign language, its use along with classroom interaction is very significant inside the classroom .Awarig about the important role of classroom interaction in developing the learners' communicative skills necessitates a full comprehension of its different elements, such as the two chief types: teacher-learner interaction and learner-learner interaction in which a verbal exchange takes place. Then, the teacher should be aware of the different roles that he is

supposed to play inside the classroom and adopt a set of discussion tasks attain a successful communication as well as a skillful capacities .

1-3-Teacher's benefit from Discussion based approach in EFL classroom :

Classroom discussion is a practice in which the instructor and students share views on a specific topic previously adopted. Promoting and facilitating classroom discussions can not only help students learn from one another but also help teachers to improve students understanding and retaining information better. Ellis and Barkhuizen assert that “Interaction and interactive language constitutes a major role in EFL teaching, because a teachers’ interactive language can keep an interaction going on smoothly in EFL classroom.”In other words , classroom discussions can be considered as a helpful pedagogical method that enable learners to enhance their communicative skills and how teachers can help their learners to interact with each others in classroom. They stated that discussions or interactions in EFL classroom play a vital role and hold an important place in language teaching be it a native or a foreign language (as it is cited in Meng and Wang , 2011, p.98) . In the same line , Meng and Wang (2011 , p.99) admit that multiple roles are played by the teacher in the discussion based approach activities to control , assess, organize learners exchange of ideas , and to be considered as participant and resource. In EFL classroom teachers play a critical role in developing learners’ communicative abilities where important information are learnt from each others. However , Jawad et al (2018, p.119) claim that the use of discussion during lectures, is considered as an efficient and appropriate way to facilitate learning and allow teachers to test students’ understandings and comprehending of the valuable input thoroughly through expressing their own viewpoints . Discussions offer students the opportunity to participate in their learning process. When students are actively involved within teachers’ platforms, the teaching process would be more better .

Carpenter (2006) claims that “the discussion is the most preferred teaching method among university students. Some students refer to the main reasons for their choosing this as the most acceptable method would imply that they have a strong interest in being active learners, engaging in discussion rather than sitting passively in class and merely listening to a lecture” (as it is cited in Jawad et al , 2018, p.120) . This implies that Teachers who adopt discussion in their lectures can engage, prepare, and motivate students more They can Incorporate discourse during lectures to maintain students’ focus on the topic and get different perspectives ..

Discussion is a strategy that can support teachers in understanding what students already know and in determining what they still need to learn. In this sense, the requirement of adopting discussion based approach in EFL classrooms promotes teachers to stimulate students' ideas in during discussions and serves as pedagogical method that helps teachers enhance their competences in the teaching process .

2-3- Learner’s benefit from Discussion based approach in EFL classroom :

Every student is capable of achieving success at school and they do all they can to find ways of making themselves successful .Among the learning ways students follow and depend on is the discussion based approach since it important to learning in all disciplines and helps students process information rather than simply receive it. According to Brown (2008) Cooperative learning gives passive students the opportunity to progress , get students to practice thinking about the course material and improve their English language skills.(as it cited in Harizaj ,2015, p.234) . This means that students through the use of discussion based approach shift from being passive learners to active learners who exchange ideas , information , opinions ...etc, and engage effectively in the classroom sphere . In the same line Harizaj (2015, p.234) believes that learners who engage in discussion easily are considered as autonomous learners which means learners hold the responsibility to regulate and control their

own learning ways. They will be able to practice and acquire English language through communication and interaction.

Garside (1996) argues that “active learning is a key component for developing critical thinking skills, and discussion is one such strategy where students elaborate, defend, and extend their positions, opinions, and beliefs.” (as it is cited in Wilson et al , 2009, p.2) . This implies that discussion based approach or the discussion strategy is considered as a way of cooperative learning which helps students explore topics , learn to recognize and investigate assumptions and integrate information .Discussion increases learners intellectual capability In other words discussion helps students learn to think on their feet while absorbing new information and ideas.

Conclusion

A vivid and effective communicative class is supposed to include the integration of the classroom discussion approach , in which the teacher needs to establish a positive environment, plan appropriate activities, encourage learners to promote their writing skill .

Section Two: - The nature and components of the writing skill :

Introduction .

Writing is one of important skills that language learners need to acquire as an essential component for their academic and their professional life later . Writing skills allow learners to convey their messages with clarity and comprehensibility.

1- Definition of writing skill :

According to Merriam-Webster's Dictionary the term Writing “ is the act or process of one who forms visible letters or characters “ (1825) , or refers to “the one who produces something in written form so that people can read, perform or use it, etc... “(Oxford Advanced Learner's Dictionary). These definitions imply that the term writing is concerned with the representation of language with symbols to convey needed messages . .

Hyland(2003) claims that writing is ‘a set of separate ,independent value-free technical skills which contained decoding and encoding meanings ,arranging writing means, perceiving productive output , etc. which are acquired through a systematic intentional way ' (as it cited in Harmer ,2007, p.323) He believes that writing is a system for symbolizing symbols and a conventional system of marks or signs that represents the utterances of a language.

In addition , Byrne (1988, p.1)states that “Writing involves the encoding of a message of some kind; that is, we translate our thoughts into language”. He considers writing as a graphism of symbols such as letters that express meanings and thoughts While Nunan (2003, p. 87) asserts that writing “ is both physical and mental act “ . He means that Writing is an aspect that contains both a cognitive and physical capacity. It's physical because of the physical effort of living the experience and the actual sitting down to write and it is It's mental because what you say has to be planned and inventing a plot plus character creation takes concentration

2- The Process of Writing Skill :

A writing process represents a set of physical and mental activities that learners follow in the production of any kind of text. Many learners find that using of the process of writing is useful method to divide the needed task into different stages .

Harmer (2007 , p. 326) states that the writing process is a complex activity through it learners pay attention to the various stages that any piece of writing goes through ; drafting, reviewing, re-drafting and writing, etc. which are done in a recursive way. He means that that each step in the writing process will feed into other steps until the writing product will be completed in a linear form.



Figure Harmer (2007 , p. 326)

1-2 -Planing :

Is a set of intended actions designed to compose and produce information in writing. It is also called pre-writing. In this stage, the learner selects a topic and gathers information or ideas. In short, planning is the first step of writing process that helps the learners brainstorm , generate ides for the topic and focus on the central ideas . (Harmer 2007, p.07)

2-2- Drafting :

Harmer claims that we can refer to the first version of a piece of writing as a *draft*. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. (2004, p.5). In other words, he means that drafting is the first step which is attempted to organize information and typically the first draft doesn't need to be perfect.

3-2- Editing :

Asriati (2017) asserts that involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.

Like all the other parts of the writing process. This means that editings confront the expressed ideas by eliminating punctuation, grammar and spelling mistakes to be saved for the end of the writing process.

4-2- The final version :

“Once writers have edited their draft making the changes they consider to be necessary, they produce their final draft” Harmer (2004, p.5). He means the final version or the final draft requires the end of the writing stage when it will be ready to read by the audience.

3- Types of writing :

A learner can choose a type depending on what he or she wants to accomplish, what sort of material is to be discussed, and what kind of effect he or she intends to have on the reader. Generally, there are four types of writing, they run as follow :

1-3- Expository Writing :

Asserriati (2017) claims that expository writing is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. In other words expository writing is used to provide the reader with explanations or reasons . It is considered as a logical sequencing of information written with the assumption that the reader does not have any prior knowledge about the topic that is being composed.

2-3- Descriptive Writing:

Neeld et al define Description writing is a way to present details; even though it is often appears with other or pattern of development. When we write, we are contrastingly describing people, place and objects (1990, p.116). This definition implies that descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details.

3-3- Persuasive Writing :

Aserriati (2017) considers the persuasive writing as the production of writing that is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. It may present arguments to persuade the reader to accept an idea or a point of view. She means that persuasive writing contains the opinions and biases of the writer to convince others to agree with his/her point of view.

4-3-Narrative writing :

According to Hyland (2003, p. 1), writing is the evidence of our personal experience and we can be evaluated by reading our own writing. He means that narrative writing can be broadly considered as story writing that includes a main character that encounters a problem or engages in an interesting, significant, or entertaining activity or experience.

5- The importance of writing skill :

Writing is an important part of communication. It is also the ability to produce correct forms of language (Hyland 2003). Teachers should be selective and choose activities that would improve the learners' writing levels and abilities. The writing activities should be interesting and motivating, because learners will obviously be more motivated and have more ideas if the task engages their interest. Additionally, the selection of the activities should be slightly close to the learners' levels because the teacher has to start from easy to hard. Some groups of learners may need or prefer different kinds of writing that are more related to what they already know .

According to Mukulu et al. (2006), "Writing is considered the most important language skill that students require for their personal development and academic success". He believes that writing makes our thinking and learning visible and permanent and fosters learner's ability to explain and refine our ideas to others and ourselves. (as it is cited in Rao & Durga ,2019) .

In addition ,Klimova (2013) claims that writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills . This means that that writing yield a number of intellectual, physiological, and emotional benefits to individuals . It helps is to communicate with others, and to stimulate interest or action from the reader.

Writing is used to transmit information and to serve a communicative function. Writing is a great way to teach, inform, entertain one's behavior and educate oneself. Writing filters your knowledge and brain to the point of value. It communicates the point that is important for others.

6- Approaches to writing :

Writing is the process which involves several identifiable steps. It is a complex cognitive behaviour and a nonlinear process of discovery. Walsh claims that Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. (as it is cited in Klimova ,p.147). He means that The process approach treats all writing as a creative act which allows the teacher and the students to go through the process of producing a text together.

Tuffs (1993) lists the approaches pf writing as follow :

1-6- Product approach :

This approach involved in more recent years from an approach placing most emphasis at the sentence level to an approach focusing more on rhetorical organization of texts and discourse features . This means that Product approach emphasis greatly on the end if writing process rather than the actual process . P.701.

2-6- The process approach :

This approach claims that more attention needs to be paid to the stages that good writers go through as they create a final product .This implies that this approach is concentrated on the correctness and the form of final product . P 702.

3-6- The genre approach :

Learners need or want reproduce certain written genres such as letters and reports in business situation and projects in an academic setting. That is to say , the genre approach is an appropriate approach for learners to write for specific purposes . P.706.

7- Enhancing EFL learners writing skill through the use of classroom discussion :

Writing equips learners with communication and expresses who they are .Activating prior knowledge is one method in which teachers can induce students to think about what they already know before the task begins through the use of discussion in EFL classroom.

1-7- Writing as a cooperative process :

Harmer (2007, p. 328) believes that cooperative writing works well whether the focus is on the writing process , group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students. Writing in groups, whether as part of a long process or as part of a short communicative activity, can be greatly motivating for students, including , discussion, peer evaluation and group accomplishment .He means that cooperative writing encourages EFL learners to work together in a natural process , it provides learners with the appropriate environment to foster concentration on the learning process , to discuss their ideas and declare their point of views and help each other to write and work better as if they appear as unified community.

2-7- The integration of discussion method in classroom to enhance EFL learners' writing skill :

Libers claims that traditional 'chalk and talk' teaching is a low variety method of teaching which makes 'the students' expression of their complexity as difficult as possible' (as it is cited in Lynch and Livingstone, 2000, p.326). This implies that the history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. The implementation of new methods of teaching as discussion method should be used contingently since it is very important to have effective communication.

Pratiwi (2015) believes that "Join writing in a group is technique which teacher divided the students into several group or in pair. So the teacher give the material with the students, then students have to discuss with their group". He means that the use of discussion among groups allows participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of group , and this simply enhances the leaner's writing skill and makes him / her writes effectively and appropriately .

According to Boscolo and Klein (2016, p.314) When classroom talk becomes an integral part of writing instruction, students benefit immeasurably. Their thinking and communication skills grow as part of a single process that connects speaking and listening with writing. This means that classroom discussion is considered as an important part of the writing skill , since it stimulates learners thinking way to be handled through the mechanism of representing those thoughts into a written form. Moreover Brewer (1997, p22) asserts that " small group discussion allows presenters to announce a topic or idea for group discussion among participant ". It means that discussion allows learners to interchange of ideas within the context of a group under the direction of a presenter inorder to produce an effective writing composition .

Hence, Hayes states that through mind mapping students turn random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms. (as cited in Syanto 2010, p.42). In other words, affinity mapping as a discussion method helps learners to turn their thoughts and information into a written production well organized and developed.

3-7- The benefit of discussion based approach in developing EFL learners' writing skill:

The ability to use language in a communicative way requires the use of the appropriate method to enhance the quality of learning and teaching process. To enhance learners writing skill teachers adopt various methods among them discussion method is viewed as an effective method to be adopted. Brewer claims that The benefit of small group discussion can be summarized as follows :

- 1- It contributes and circulates information on a particular topic and analyzes and evaluates the information for supported evidence in order to reach an agreement on general conclusions.
- 2- It is human nature to be curious about our surroundings and other people; and the best way to find out answers to our questions is to talk with one another.
- 3- A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.
- 4- People enjoy discussions and the arenas of thought they uncover. 5- Talking with friends reveals attitudes and values and offers insight into ways of solving personal problem. (as it is cited in Putra 2019).

Conclusion

Writing just like other skills can be taught through the use of classroom discussion . For this reason, teachers adopt different models to improve such an interesting skill. Those models differ in their characteristics and methods but share a common goal that is to say . improving the writing skill among learners.

Chapter Two

Introduction

This chapter is divided into two sections. The first section is devoted to the reports of the findings of both research instruments. Then, the second section presents a brief summary of the findings, the discussion of results according to the research questions and hypotheses.

Section One: Research Methodology

Introduction

This section outlines the research method, instrument, population, and sample of this research Tools , in addition to the design with description of the experiment process, and the procedure adopted to analyse the findings.

1- Research Method :

The current research particularly is quantitative because it collects numerical data that show the existence, or absence thereafter, of a relationship between the research variables. Bryman argues that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data.(as it is cited in Daniel 2016, p.94). It emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaire in this study using computational techniques. Since it is impossible most of the time to conduct a study that covers a whole population, researchers can select a representative part from the whole population with whom the study could be conducted. This process is known as sampling (Taherdoost, 2016). The sample of this research was selected through simple random sampling. This probability sampling strategy entails that all members of the population have an equal chance to be selected (Taherdoost, 2016). As such, if the circumstances have allowed, any First year Secondary EFL school teachers could have been selected.

2-Population and Sampling:

The population in research is defined as the whole set of members who can serve a particular study (Kothari, 1990; Dörneyei, 2007). The population that serves the purpose of this study is that First year Secondary English school teachers in Tebessa . They were selected randomly . The sample of study is based on representative portion of the selected so that results could be generalized especially that the study is quantitative sample for this research is 30 English First

year Secondary School teachers. Since covering the whole population of English First Year Secondary school teachers in Tebessa is an unattainable goal due to time constraint, a sample of 30 teachers was selected using the online sample size calculation (w.w.w.survey system .com).However, due to the low response rate, the study rested on investigating 20 EFL teachers

3- Research Instrument

1-3- The Teachers' Questionnaire

Questionnaires are defined as a set of questions, expressions, or statements that the researchers use in order to receive responses, attitudes, or facts from the sample that serves their study (Dörnyei, 2007). That is why, the researcher opted for the questionnaire as the second data gathering instrument in order to collect a good sum of responses and to get accurate and reliable results.

A. Procedure

The distribution of the questionnaire occurred in the form that was administered online through providing the teachers with the following link <https://www.surveymonkey.com/r/QGFVC8C> that contains the questionnaire

B.The Aim of the Questionnaire

The teachers' questionnaire aimed at gathering a variety of views from 20 teachers about the use of classroom discussion in improving EFL learners' writing skills , the obstacles and the strategies for good implementation of classroom discussion , and the the strategies for promoting and improving EFL learning writing skill .

C. The Structure of the Questionnaire :

The teachers' questionnaire is divided into three sections (refer to Appendix A) :

- General Information

This section covers general background information about the participants; these include the teachers' gender , employment status , the number of years for English Language Teaching in the secondary school and the level that they have been taught.

- Teaching the Writing Skill

This section seeks to present the way EFL secondary school follow in teaching and promoting learners writing skill .These include the process , timing , activities concerning the writing skill lecture.

- Classroom Discussion as a Pre-writing Strategy

This section targets the strategies and the obstacles that hinder the implementation of the method , and seeks to determine whether teachers consider classroom discussion important or not.

Conclusion

This section provided a thorough presentation and justification for the choice of the research design and instruments. It thus paves the way for readers to understand the analysis and discussion of the results

Section Two: Data Analysis

Introduction

This section is devoted the present that statistical package of the gathered results of the present study , Then it moves to analyse , interpret and discuss the findings .

1- The Use of SPSS for Data Analysis

The Statistical Package for the Social Sciences SPSS version 18.0 is the most commonly used windows based program in Social Sciences (Dörnyei, 2007), this implies the SPSS is used to analyse data obtained from questionnaire in the present study.

2- The analysis of the questionniire

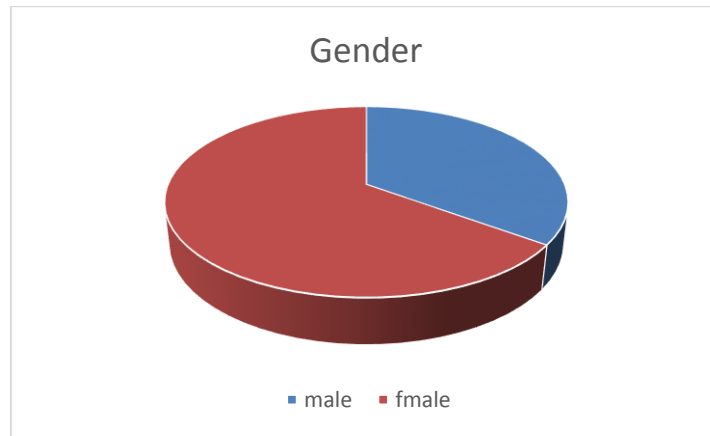
1-2- Section one : General information .

- Gender

- Table 01 :

		Frequency	Percentage
Valid	Male	07	35.0
	Female	13	65
	Total	20	100

Table (01) shows the 07 research participants are male ; they make up 35% of the sample. The next portion of the sample i.e.13 teachers are male making up 38% of the sample. Furthermore. This diversity is related to the findings of the study. The results are shown in the following graph



Graph 1.1. Teachers' Gender

- Employment Status:

- Table (02) :

Employment Status			
		Frequency	Percentage
Valid	Full time	0	0
	Part time	20	100.0
	Total	20	100,0

The table (2) shows that all the (20; 100%) EFL secondary school teachers work part time .

The results are shown in the graph .



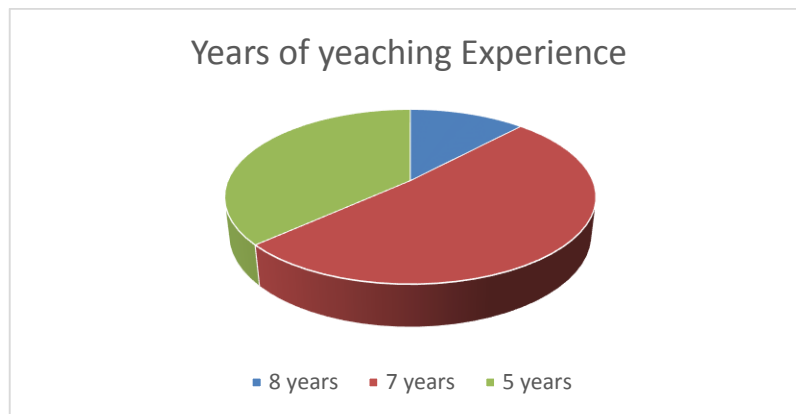
Graph 2.2. Employment Status

- Years of Teaching Experience

- Table (3) :

Years of teaching			
		Frequency	Percentage
Valid	Years of teaching	8	40
		7	35
		5	25
	Total	20	100

This table (3) seeks to determine the extent to which the investigated teachers are experienced in English teaching in the secondary school. The majority of teachers (40%) have a 8 years experience in teaching. However, 7 teachers (35%) are teaching since 7 years. Additionally, 5 (25%) teachers have an experience in this field. The results are shown in the graph.



Graph 3.3 : Years of teaching experience

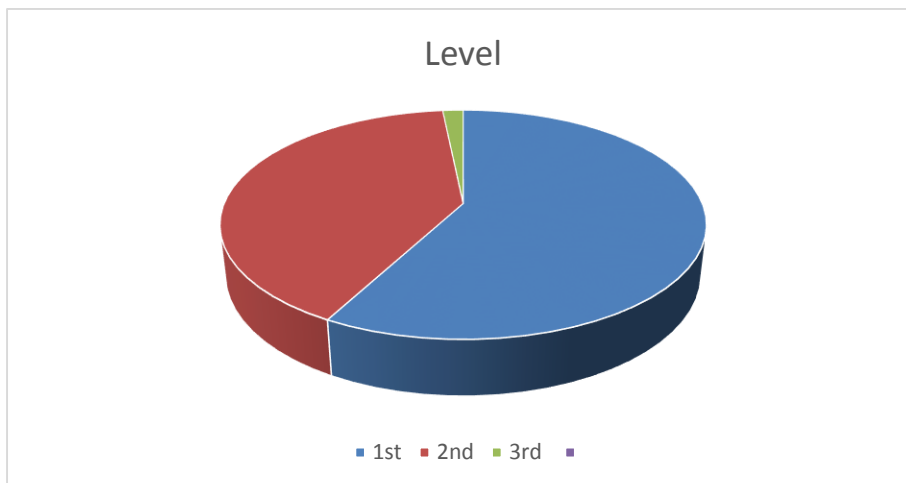
- Level of teaching :

- Table (4) :

-

Level		Frequency	Percentage
Valid	1 st	10	50
	2 nd	7	35
	3 rd	3	15
	Total	20	100,0

Table (04) shows the different levels that the research participants teach . The largest portion of the sample (10 teachers) teaches first year secondary school ; they make up 50% of the sample. The next portion of the sample i.e. 7 teachers teaches the second year secondary school making up 35% of the sample. Furthermore, 3teachers (14%) teaches third year secondary school. This diversity is related to the findings of the study and they are shown in the below graph .



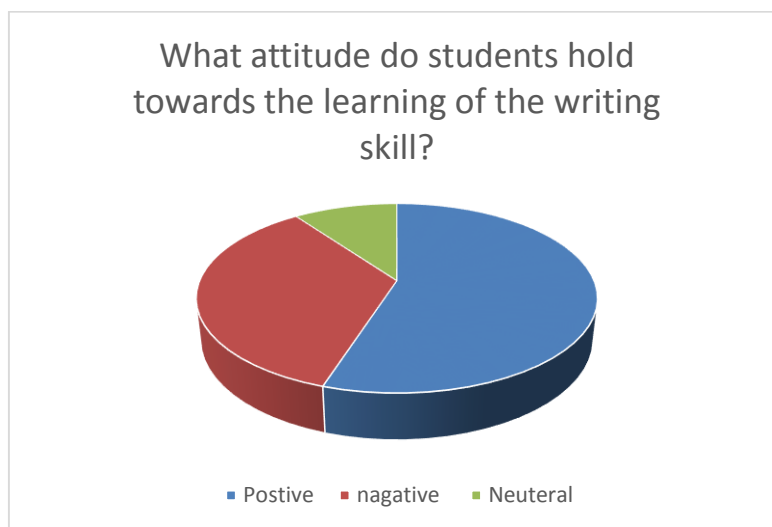
Graph 4.4. Level of working

Section Two: Teaching the Writing Skill

- Question 1 : What attitude do students hold towards the learning of the writing skill?
 - Table (05) :

What attitude do students hold towards the learning of the writing skill?			
		Frequency	Percentage
Valid	Positive	11	55
	Negative	7	35
	Neutral	2	10
	Total	20	100

Table (05) summarizes the results of the teacher's views on the attitudes , students hold towards the learning of the writing skill It is clear that the great majority of respondents (11 teachers) representing 55% say that students hold positive attitude towards the learning of writing skill , correspondingly,7 teachers (40%) claim that students hold negative attitude towards the learning of writing skill. The rest of the sample which is a minority, 2 teachers (10%) are neutral. The results are shown in the follow graph .



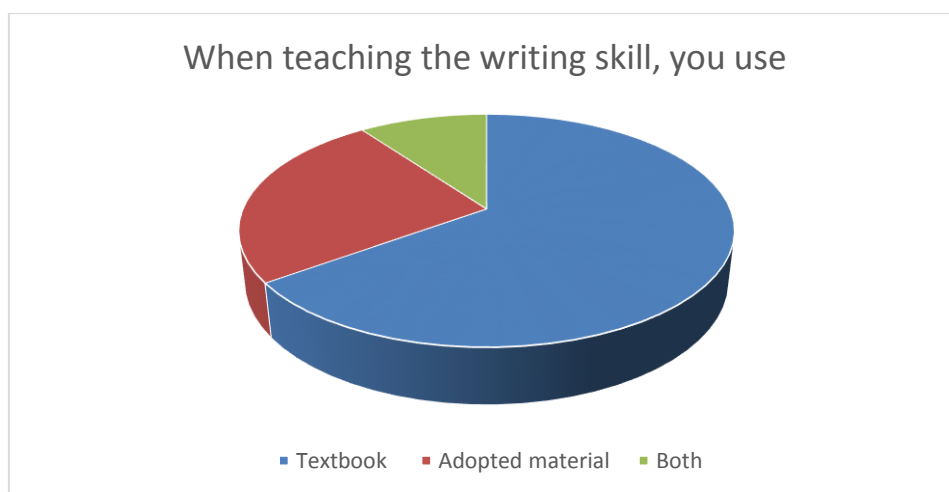
Graph 5.5. teachers' views towards students learning writing skill

- Question 2 : When teaching the writing skill, you use :

- Table (06) :

When teaching the writing skill, you use			
		Frequency	Percentage
Valid	The textbook	13	65
	Adopted materials	5	25
	Both	2	10
	Total	20	100

From teachers' responses which are clear in the table (06) 13 teachers (65%) use the text book while teaching the writing skill, 5 (25%) depend on the adopted materials , and 2(10 %) use both. As a result and according to these responses, textbooks is highly implemented material in the teaching of writing skill more than others. The results are clearly presented in the graph.



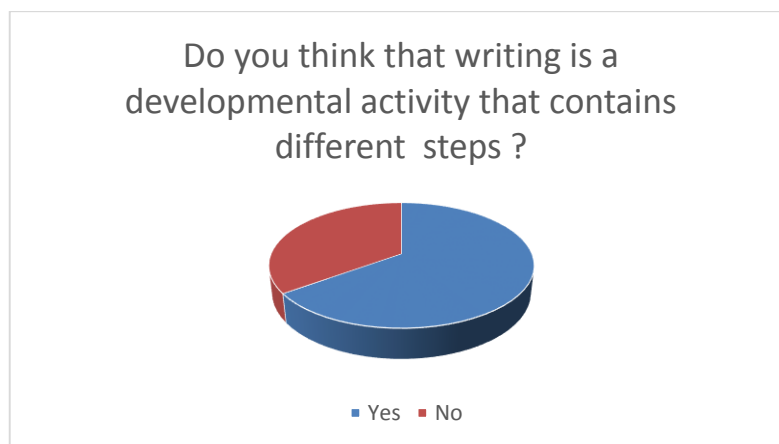
Graph 6.6 . The method teacher use in the teaching of writing skill

- Question 3 : Do you think that writing is a developmental activity that contains different steps ?

- Table (07) :

Do you think that writing is a developmental activity that contains different steps ?		Frequency	Percentage
Valid	Yes	13	65
	No	7	35
	Total	20	100

By depending on what is written in the table (07), 13 respondents representing 65 % believe that writing is a developmental skill which contains different steps , while 7 teachers (35) do not believe on that . The diversity that occur upon the responses show that writing has an important role in learning process with its different steps and no one can ignore the importance of the other skills . The results are shown in the graph below :



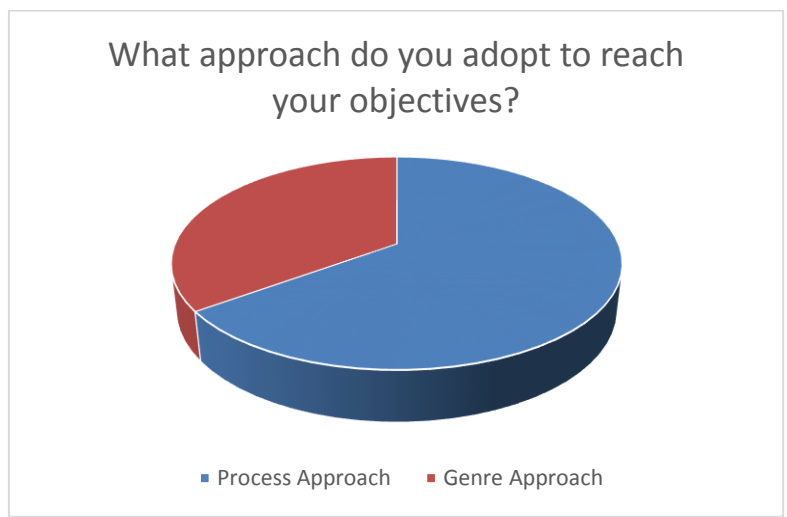
Graph 7.7. Teachers opinion towards writing as a developmental activity.

- Question 4 : What approach do you adopt to reach your objectives?

- Table (08) :

What approach do you adopt to reach your objectives?			
		Frequency	Percentage
Valid	The Process Approach	13	65
	The Genre Approach	7	35
	Both	0	0
	Total	20	100

The table (08) documents that the highest number of teachers 13(65%) adopt the process the approach to reach their lessons' objectives in the writing skill , while the rest of them 7 (35%) use the genre approach to fulfill their goals , and non of them use the two approaches in the same time. The diversity in the responses show that teachers implement different methods to handle their classes and accomplish their aims. The results Are viewed in the following graph.

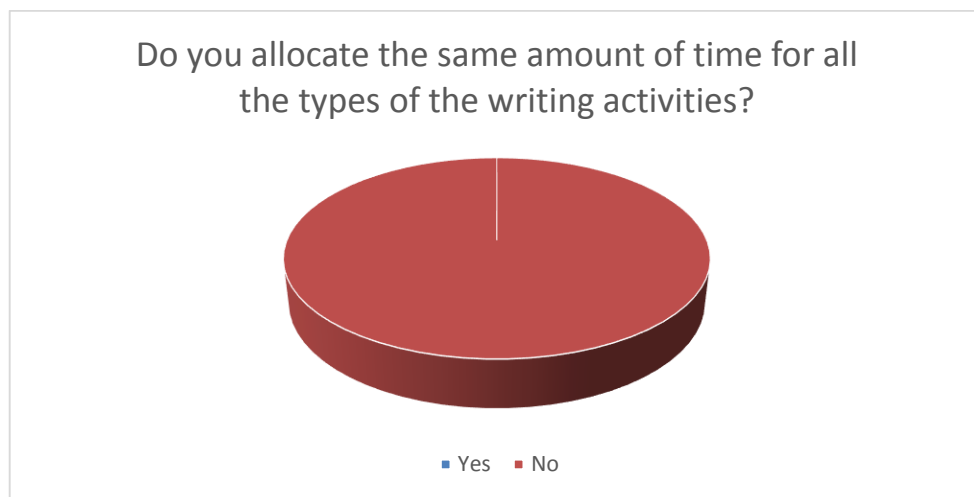


Graph 8.8. The appropriate approach for teaching writing skill

- Question (09) : Do you allocate the same amount of time for all the types of the writing activities?
- Table (09) :

Do you allocate the same amount of time for all the types of the writing activities?			
		Frequency	Percentage
Valid	Yes	00	00
	No	20	100.0
	Total	20	100

Table (09) indicates that all of the participants (20; 100%) think that it's impossible to provide learners with the same amount of time for different types of writing , since the writing process vary according to its type . The results are shown in the graph below .



Graph 9.9. Teachers views about the concerning amount of time for types of the writing activities.

- Question 6 : If not, how much time do you devote for each writing rubric? Tick the allotted time for each activity

- Table (10) :

Groups	Options	Score Frequency				Score Percentage			
		1h/5	1h	2h	3h	1h/5	1h	2h	3h
		Valid	Write it right	7	3	4	6	35	15
It's your turn	4		5	6	5	20	25	30	25
Say it in writing	8		4	3	5	40	20	15	25
Write it out	9		2	4	5	45	10	20	25
Developing skills tasks	10		2	3	5	50	10	15	25
Total	20		20	20	20	100	100	100	100

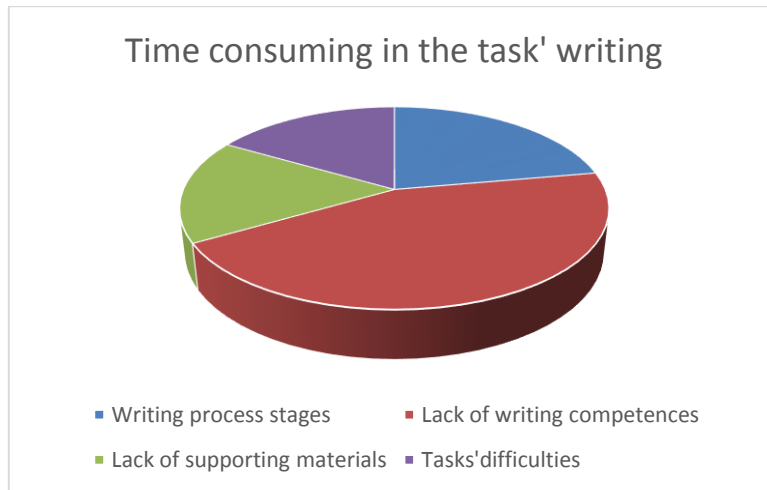
The results shown in table (10) demonstrates the amount of time for each writing rubrics as follows; it's your turn for one hour to 5 hours 7(35%) , 3(15%) for one hour , 20% (4) for two hours and 6 (30%) for three hours . correspondly , stay it in writing for one hour to 5 hours 8 representing (40%) , 4 (20%) for one hour, 3(15%) for two hours and 25% (5) for three hours, write it out ; 9(45%) for one hour to five hours , 2(10%) for ine hours , 4(20%) for two hours and 5(20%) for one hour. In addition developing skills for task is devoted to 10 (50%) for one hour to five hours , 2 (10%) for one hour , 3 (15%) for two hours and 5(25%) for three hours. The results comprise a variety of different types of activities that affect the amount of time which is used to produce a written composition.

- Question : . Why does the time differ from one task to another?

- Tables 11 :

	Opinions	Frequency	Percentage
Valid	Writing process stages need a great amount of time	4	20
	Lack of the competences in writing	8	40
	Lack of supporting materials	3	15
	Tasks' Difficulties	3	15
	Total	20	100

Table (11) documents that 4 teachers (20%) believe that the writing process stage need a lot of time , the other portion 8 teachers representing (40%) say that lack of writing competences make learner in need of great amount of tile to write , another 3 teachers (15%) think that lack of materials is obstacle of writing which needs a long time to accomplish the needed writing task , and another 3 teachers (15%) see that the tasks 'difficulties affect the time consuming of learners while writing . The results are shown in the following graph.



Graph 11.11. Time consuming in the task's writing

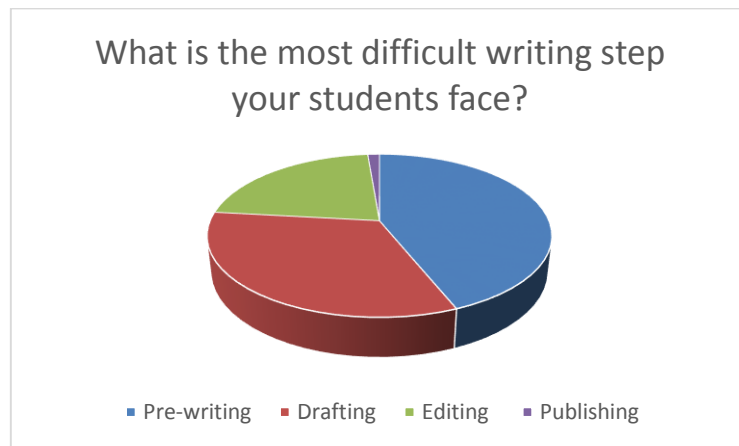
- Question 8 : What is the most difficult writing step your students face?

- Table 12

What is the most difficult writing step your students face?			
		Frequency	Percentage
Valid	Pre-writing	8	40
	Drafting	6	30
	Editing	4	20
	Publishing	2	10
	Total	20	100

Table (12) indicates that high majority of teachers 8(40%) think that the pre-writing stage is the most difficult step students face while writing , 6 teachers (30) concern the drafting stage as the difficult step of writing , another 4 (20%) teachers believe that editing is the diificult one

while 2 of them representing (10%) from the portion assert that the publishing stage is the difficult one . The diversity in responses show that each stage in the process of writing can be difficult for learners to produce a well-formed written production. The results are shown in the graph below .



Graph 12.12. Students' difficult writing step

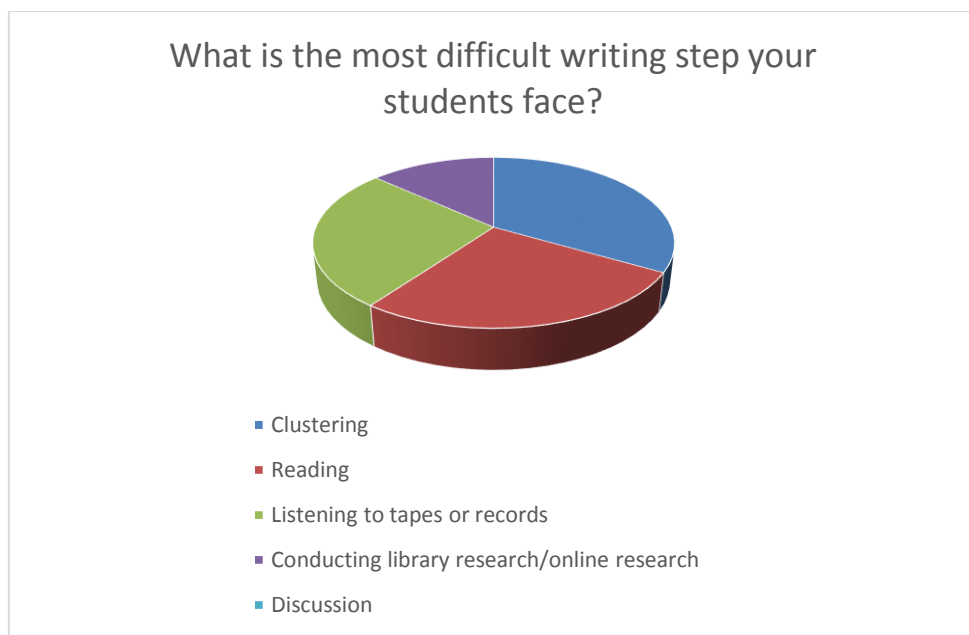
- Question 9 : Which types of activities do you usually use in teaching the writing skill?

- Table 13 :

What is the most difficult writing step your students face?			
		Frequency	Percentage
Valid	Clustering	5	25
	Reading	4	20
	Listening to tapes or records	5	25
	Conducting library research/online research	2	10

	Discussion	5	25
	Total	20	100

The table (13) documents the opinions of teachers about the difficulties in the writing steps students face , 5 (25%) teachers think that clustering is the most difficult step , another 4 (20%) teachers see reading is the difficult step , 5 (25%) consider listening to tapes and records is the difficult step , 2 of them (10%) believe that conducting library research or online reach is the difficult one , while 5 teachers representing (25%) think that discussion is considered and the most difficult step. The results are shown in tha graph below .



Graph 13.13. The difficult step in the writing process

Section Three: Classroom Discussion as a Pre-writing Strategy

- Question 01: Do you use discussion to teach the writing skill?
 - Table 14 :

Do you use discussion to teach the writing skill?			
		Frequency	Percentage
valid	Yes	13	65
	No	7	35
	Total	20	100

Depending on the results in the table (14) , 13 teachers representing (65%) from the sample use the discussion to teach the writing skill , while 7 (35%) teachers do not , this implies the diversity on the teaching process of teachers to promote learners writing skill . The results are in the graph below.



Graph 14.14. the use of discussion the teaching of writing skill

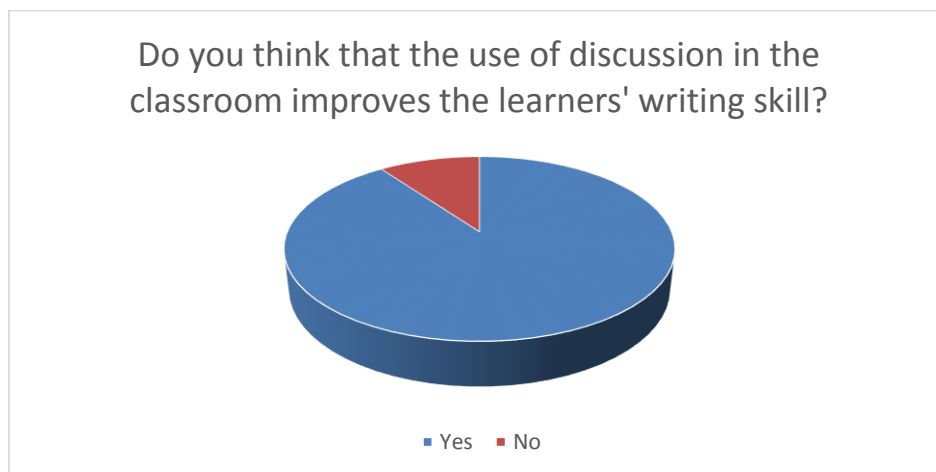
- Question 2 : Do you think that the use of discussion in the classroom improves the learners' writing skill?

- Table 15 :

-

Do you use discussion to teach the writing skill?			
		Frequency	Percentage
valid	Yes	18	90
	No	2	10
	Total	20	100

Table (15) documents that 90% from the teacher representing 18 from the sample say yes for the improvement of learners' writing skill that can be occurred through the use of classroom discussion , while 2 of them representing (10%) say no depending on their way of teaching. The graph below show the obtained results.



Graph 15.15. The use of classroom discussion in improving learners' writing skill

- Question 3 : If so, how does it improve it?

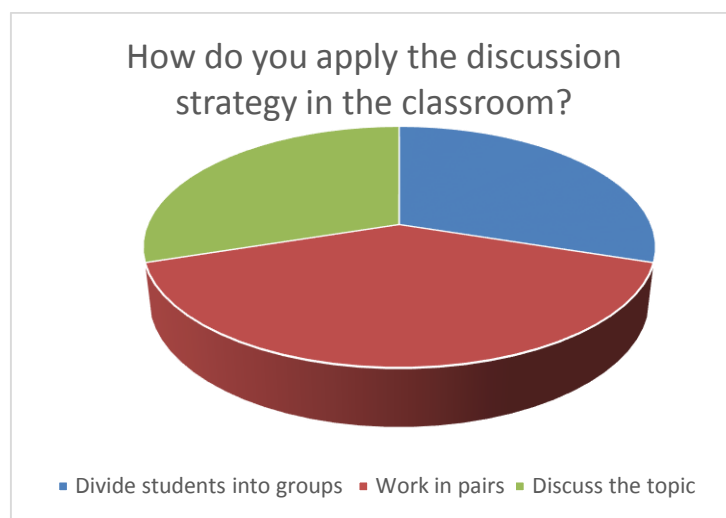
According to the teacher who are with the implementation of classroom discussion to enhance learners' writing skill , classroom discussion exposure learners to share their ideas , information and opinions and benefit from each others and this can be occurred through the discussion , otherwise the discussion promotes learners' writing skill since they learn new vocabulary , correct mistakes for each others and strengthen their opinions through expressing their views.

1. Question 4 : How do you apply the discussion strategy in the classroom?

- Table 16:

How do you apply the discussion strategy in the classroom?			
		Frequency	Percentage
Valide	Divide students into groups	6	30
	Work in pairs	8	40
	Discuss the topic collectively	6	30
	Total	20	100

The table 16 indicates that most of the respondents 8 (40%) think that working in pair is the best strategy teachers should apply in their classes , and 6 of them (30%) believe in using the collective discussion , while the other 6 teachers representing (30%) assert that dividing students into groups works better for their teaching process . The results are in the graph.



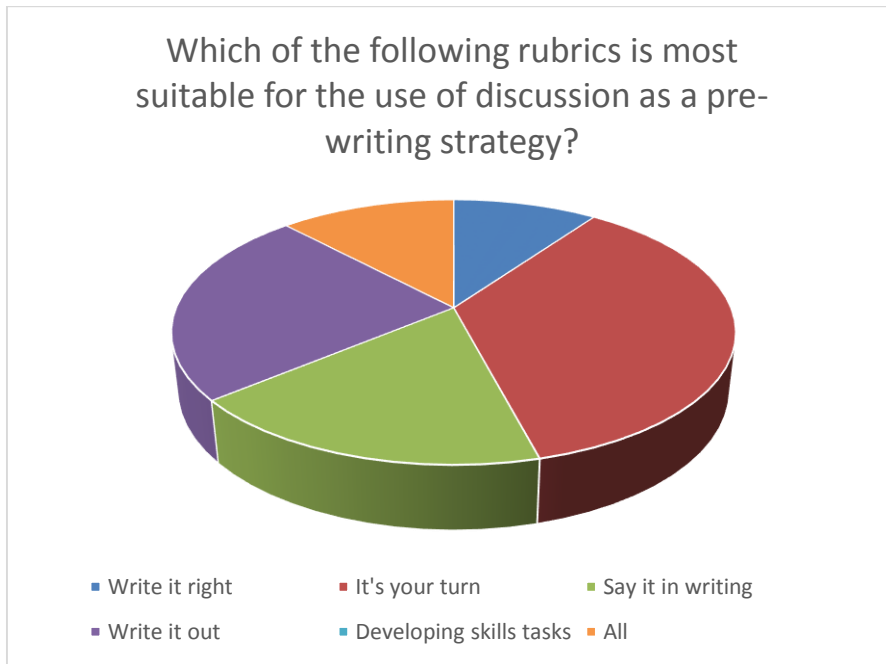
Graph 16.16. Discussion strategy

- Question 5 : Which of the following rubrics is most suitable for the use of discussion as a pre-writing strategy?

- Table 17:

Which of the following rubrics is most suitable for the use of discussion as a pre-writing strategy?			
		Frequency	Percentage
Valide	Write it right	2	10
	It's your turn	6	30
	Say it in writing	3	15
	Write it out	4	20
	Developing skills tasks	3	15
	All	2	10
	Total	20	100

Table (17) documents that 2 teachers (10%) think the rubric “ write it right “ is suitable for the use of discussion as a pre-writing strategy , 6 (30%) informants believe that “it’s your turn” is the appropriate one , 3 (15%) teachers think that “stay is in writing” suits the use of the discussion as pre-writing strategy , 4 of them representing (20%) assert that “ write it out “ is the best one , 3 teachers (15%) believe that “developing skills tasks” is the suitable one and 2 of them representing (20%) think that all the rubrics are suitable for the discussion. The graph show the results.



Graph 17.17. The suitable rubric

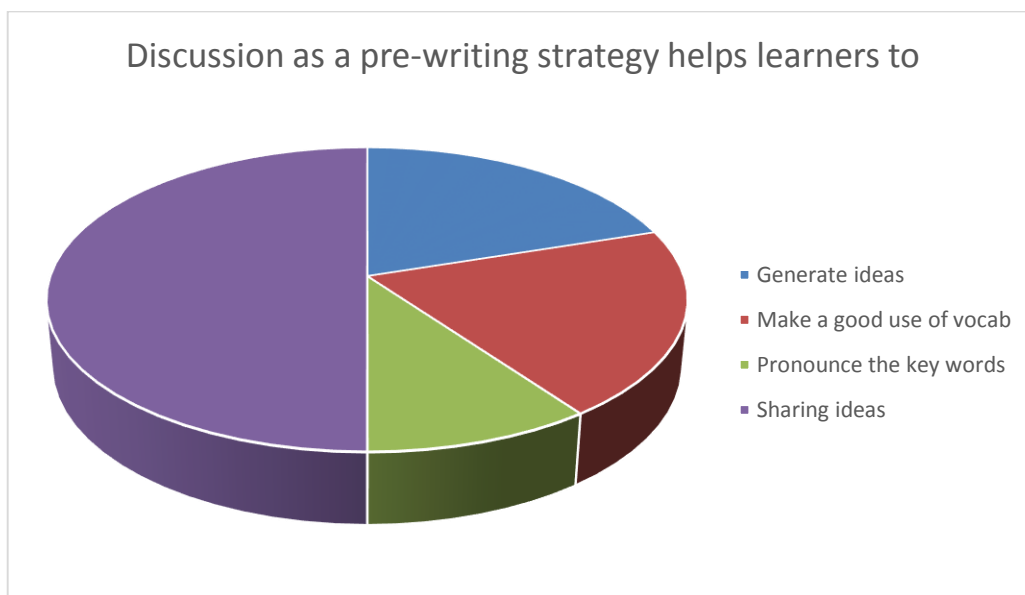
- Question (6) : Discussion as a pre-writing strategy helps learners to :

Table 18:

Discussion as a pre-writing strategy helps learners to :			
		Frequency	Percentage
Valid	Generate ideas	4	20
	Make a good use of vocabulary	4	20
	Pronounce the key words correctly	2	10
	Share different thoughts about the topic suggested	8	50

	Total	20	100
--	-------	----	-----

The results in the table (18) shows that 8 teachers representing (50%) from the sample think the sharing different thoughts about the topic suggested helps learners in improving their writing skill , 4 teachers (20%) believe that generating ideas help learners to promote their writing skill , (20%) 4 teachers assert that making a good use of vocabulary helps learners to write better and 3 of them (15%) believe that pronouncing the key terms correctly promote learners writing skill. The results are shown in the graph below .

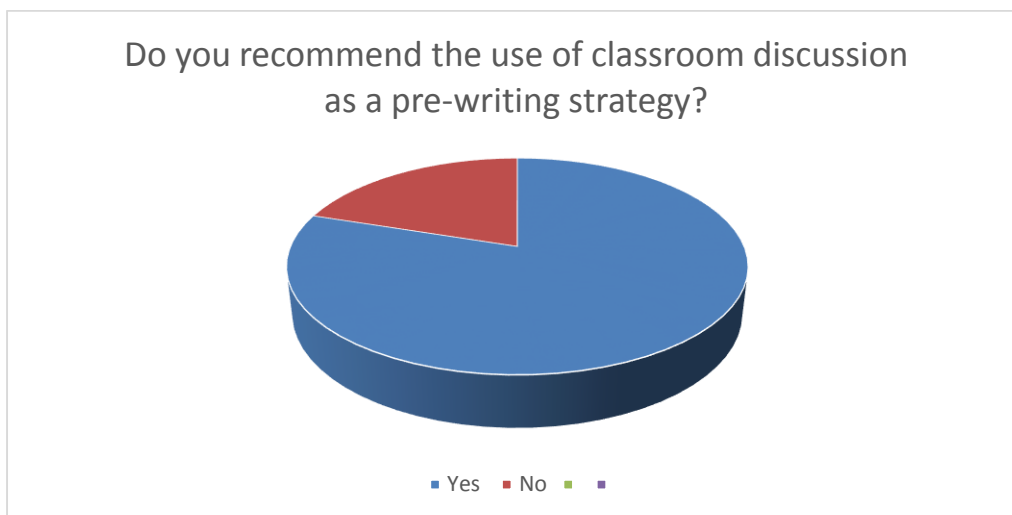


Graph 18.18. The appropriate strategy

- Question 7 : Do you recommend the use of classroom discussion as a pre-writing strategy?
- Table 19 :

Do you recommend the use of classroom discussion as a pre-writing strategy?			
		Frequency	Percentage
Valid	Yes	16	80
	No	4	20
	Total	20	100

The table 19 represents that high majority of teacher 16(80%) say yes fro the recommendation of using discussion as a pre- writing strategy and 4 of them (20%) say no fro that. The results are in the following graphp .



Graph 19.19. Recommendation for the use discussion as a pre-writing stage

3- Research Questions Answered

Based on the findings of the study The first research question is the focal question of this research as it investigates the use of classroom discussion techniques to enhance students' writing .It is answered through the data obtained from the teacher's questionnaire. The latter additionally displays the respondents' views about the way that classroom discussion can be implemented to promote learner's writing skill . Most teachers think that the use of classroom

discussion is an appropriate method to enhance learner's writing skill . The following research question displays the respondents' views about the extent of using classroom discussion to improve EFL learners writing skill . The third question is equally answered through using the teachers' questionnaire. Results have shown teachers' opinions upon the fact that classroom discussion affect the enhancement of EFL learners writing skill.

Research Questions	Answered
- How can classroom discussion techniques enhance students' writing?	✓
- How far and to what extent do these techniques improve students' writing performance?	✓
- What attitudes and opinions do First year secondary school teachers have about classroom discussion as a method to teach and learn writing?	✓

4- Research Hypotheses Tested:

Research Hypotheses	Confirmed	Rejected
4. If written expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' written production will be enhanced.	✓	
5. If students have positive attitudes towards the implementation of	✓	

classroom discussion techniques, they will improve their writing.		
6. If students write in collaboration, they would develop their essay writing skills better.	✓	

The three hypotheses are confirmed after conducting the questionnaire, respondents do not consider the integration of classroom discussion is the best strategy in enhancing EFL learners writing skill.

5- Discussion :

Concerning the approach followed, most of the teachers who took part in this study state that they depend on use of classroom discussion in their teaching process. The reason behind adopting classroom discussion can be that it is the approach adopted by the Algerian Secondary schools in the textbooks. It aims at improving the learners' competencies and developing their, working in collaboration to enhance their writing skill. Moreover, All the teachers who participated in this study believe writing, should be taught through the use of discussion and they nearly share the same reasons. Additionally, implementing the whole sample consider that the use of classroom discussion enhances the learners' levels of writing skill and creates positive student to student and teacher to students' interaction because this approach encourages collaborative work.

Conclusion

This section was devoted to present a detailed analysis of obtained data from the questionnaire responses. It has mentioned the aim behind selecting and using them, how they are structured, and the software package that is used to analyze the data and findings

Limitations of the Study :

It is impossible to conduct a study as planned and as required because there are always some problems that are out of control of human beings which means that no study is perfect. Consequently, the great cause that limits this study is the spread of Corona virus that destroys the norms of life and research process for all researchers, added to that the lack of resources and the end of the scholar year which affects the research's conducting time .

General conclusion

This research has investigated the effect of using classroom discussion on the development of first year secondary school EFL learners. The main aim of this research was to integrate the classroom discussion in teaching/ learning process and practice it adequately in order to promote EFL learner's writing skill. This dissertation includes Three chapters. The first two chapters provide a theoretical background of this study through a review of relevant literature. Chapter three details the methodological framework of the study starting from the research design, data collection instruments to the analysis of the obtained results from the suggested tool of the research , and finally discusses them by relating these results to those previous studies of the literature review. The findings of this research show that there is a positive strong relationship between the two variables, this relation is clear through using SPSS program, and the analysis of questionnaire, The results answered the research questions and confirmed the validity of research hypothesis

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Appendices

Appendix I

The Teacher's Questionnaire

Dear teacher,

This questionnaire is a part of a Master's thesis that is entitled: The Role of Classroom Discussion in Improving EFL Learners Writing Skill. It aims at gathering secondary school teachers' views about the role of classroom discussion in improving EFL learners writing skill and the strategies for a good implementation of classroom discussion.

You are kindly asked to tick the appropriate answer and to fill in the blanks when necessary.

Section One: General Information

1. Gender:

Female teacher

Male teacher

2. Employment Status:

a. Full time

b. Part time

3. Years of Teaching Experience

4. Which levels have you been teaching?

1st

2nd

3rd

Section Two: Teaching the Writing Skill

1. What attitude do students hold towards the learning of the writing skill?
 - a. Positive
 - b. Negative
 - c. Neutral

2. When teaching the writing skill, you use
 - a. The textbook (At the Crossroads)
 - b. Adopted materials
 - c. Both

3. Do you think that writing is a developmental activity that contains different steps?
 - a. Yes
 - b. No

4. What approach do you adopt to reach your objectives?
 - a. The Process Approach
 - b. The Genre Approach
 - c. Both

5. Do you allocate the same amount of time for all the types of the writing activities?
 - a. Yes
 - b. No

6. If not, how much time do you devote for each writing rubric? Tick the allotted time a. for each activity
 - a. Write it right 1/5h , 1h , 2h , 3h
 - b. It's your turn 1/5h , 1h , 2h , 3h

c. Say it in writing 1/5h , 1h , 2h , 3 h

d. Write it out 1/5h , 1h , 2h , 3h

e. Developing skills tasks 1/5h , 1h , 2h , 3h

7. Why does the time differ from one task to another?

.....

.....

.....

8. What is the most difficult writing step your students face?

a. Pre-writing

b. Drafting

c. Revising

d. Editing

9. Which types of activities do you usually use in teaching the writing skill?

a. Clustering

b. Reading

c. Listening to tapes or records

d. Conducting library research/online research

e. Discussion

Section Three: Classroom Discussion as a Pre-writing Strategy

2. Do you use discussion to teach the writing skill?

a. Yes

b. No

3. Do you think that the use of discussion in the classroom improves the learners' writing skill?

a. Yes

b. No

4. If so, how does it improve it?

.....
.....
.....

5. How do you apply the discussion strategy in the classroom?

a. Divide students into groups

b. Work in pairs

c. Discuss the topic collectively

6. Which of the following rubrics is most suitable for the use of discussion as a pre-writing strategy?

a. Write it right

b. It's your turn

c. Say it in writing

d. Write it out

e. Developing skills tasks

f. All

7. Discussion as a pre-writing strategy helps learners to

a. Generate ideas

b. Make a good use of vocabulary

c. Pronounce the key words correctly

d. Share different thoughts about the topic suggested

8. Do you recommend the use of classroom discussion as a pre-writing strategy?

a. Yes

b. No

Résumé

Cette thèse vise à améliorer les compétences en écriture des apprenants EFL grâce à l'utilisation de discussions en classe. Il vise à tester l'effet d'une approche basée sur la discussion en améliorant les compétences d'écriture en anglais des apprenants de première année du secondaire. Par conséquent, cette recherche émet l'hypothèse que si les enseignants d'expression écrite connaissent les techniques de discussion en classe comme méthode d'enseignement et les mettent en œuvre dans leurs classes, la production écrite des élèves sera améliorée. En conséquence, pour tester cette hypothèse, une méthode de recherche quantitative a été adoptée et reposait sur des données statistiques et descriptives afin de renforcer la validité et la fiabilité de la présente recherche. Les résultats de la preuve ont montré que les apprenants de première année du secondaire en anglais doivent améliorer et promouvoir leurs compétences en écriture grâce au travail collaboratif qui repose sur l'utilisation de la discussion pour leur ouvrir la voie à partager leurs intérêts. De plus, les résultats des résultats ont prouvé que les participants affirmaient l'utilisation de la discussion en classe dans leurs classes. En conséquence, la principale conclusion tirée de cette étude est la nécessité d'inclure la discussion en classe dans les leçons régulières et de l'enseigner avec l'inclusion de diverses activités.