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Using Deliberation Strategy for Developing some EFL Writing and Critical Thinking Skills Among Secondary School Students

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Abstract

The current study investigated the effects of using deliberation strategy on developing EFL secondary stage students' writing skills. The participants of the study comprised 60 students .They were drawn randomly from first year students enrolled in the secondary stage, at NasifTahoon secondary school, AshmounEducational Directorate, Menouifa governorate ,during the first semester of the academic year 2021-2022. The participants were divided into two groups: experimental (30) and control(30).The study adopted the quasi-experimental pre- post test design. The experimental group received writing skills through deliberation strategy while the control group received regular instruction. The instruments included an EFL writing skills checklist and writing skills test and California critical thinking skills. The findings revealedthe positive effect of using deliberation strategy on developing EFL secondary stage students' writing skills. Hence the results seemed to provide adequate evidence to support the hypotheses. The change that occurred in the writing skills performance of the experimental group as shown in the post-test administration was higher than that of the pre-test administration. Thus ,the study revealed that the use of deliberation strategy positively affected EFL secondary stage students' writing skills and critical thinking skills.

Key words: Deliberation strategy, EFL writing skills critical thinking skills, secondary stage students.

الملخص

عنوان البحث: استخدام استراتيجيات المداولات لتنمية مهارات الكتابة باللغة الإنجليزية والتفكير الناقد لدى طلاب المرحلة الثانوية.

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تناولت الدراسة الحالية تأثير استخدام استراتيجيات المداولة على تنمية مهارات الكتابة والتفكير الناقد لدى طلاب المرحلة الثانوية في اللغة الإنجليزية كلغة أجنبية. بلغ عدد المشاركين في الدراسة ٦٠ طالبًا ، تم اختيارهم من طلاب الصف الأول الثانوى بمدرسة ناصف طاحون الثانوية المشتركة بشما بإدارة أشمون التعليمية بمحافظة المنوفية ، وذلك خلال الفصل الدراسي الأول للعام الدراسي ٢٠٢١-٢٠٢٢. تم تقسيم المشاركين إلى مجموعتين: التجريبية (٣٠) والضابطة (٣٠) ، واعتمدت الدراسة علي المنهج شبه التجريبي حيث تلقت المجموعة التجريبية مهارات الكتابة والتفكير الناقد من خلال استراتيجيات المداولة بينما تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية. تضمنت الأدوات قائمة مراجعة لمهارات الكتابة باللغة الإنجليزية كلغة أجنبية واختبار مهارات الكتابة والتفكير الناقد. ولقد أظهرت النتائج الأثر الإيجابي لاستخدام استراتيجيات المداولة في تنمية مهارات الكتابة والتفكير الناقد لدى طلاب المرحلة الثانوية. ومن ثم يبدو أن النتائج توفر أدلة كافية لدعم الفرضيات. حيث كان التغيير الذي حدث في أداء المهارات الكتابية للمجموعة التجريبية كما هو موضح طبقا لنتائج الاختبار البعدي أعلى من التغيير الذي حدث في نتائج الاختبار القبلي. وبذلك أوضحت الدراسة أن استخدام استراتيجيات المداولة أثر بشكل إيجابي على مهارات الكتابة والتفكير الناقد لدى طلاب المرحلة الثانوية.

1.1. Introduction

Writing is a difficult skill not only for non-native speakers but also for speakers. This difficulty is to be written by balancing between several skills such as content, organization and purpose of writing, vocabulary, punctuation, spelling, and writing techniques. For many students, writing things down is a strong study tool, with the added benefit of knowing that writing will be there when the next time they need to find that information. Writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, corre-

spondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems (*Millis, 2010*).

Writing is one of the essential language skills. It is an important skill for students in school, college and lifelong situation (*Warschauer, 2010*). Writing is also an essential for the instruction of foreign and second language learners for three reasons. First, writing well is a vital skill for academic or working achievement (*National Commission on writing, 2004*), however it is especially difficult for foreign and second language learners to master. Second, writing can be an effective tool for the development of academic language proficiency as learners explore advanced lexical or syntactic expression in their written work easily (*Warschauer, 2010*). Third, writing across the curriculum can be very helpful for mastering different subject matter, as written expression allows learners to raise their awareness of knowledge gaps and abstract problem-specific

Writing is a vital part of learner's daily life and it is involved in many situations. It is the ability to put pen and paper to express ideas through symbols. Writing develops out of talking. By the time, children learn to write around the age of six or seven, they have acquired some grammatical rules, but written language is not just speech written down. A child needs to learn not only the conventions of spelling and pronunciation but also ways of organizing text at a sentence. Writing can help our students for those reasons, firstly writing reinforces the grammatical structure, idioms and vocabulary that we teach, Secondly when students write they have chance to be adventurous with the language to take risks and lastly they become involved with the new language. There are many writing forms some of them are creative and others are not, however all writing is creative writing because writing uses the materials of language, knowledge, experience, textual sources, personal ideas and imaginations of the writer, bringing out something that did not exist before. All of the writings of students are important and any kind of writing is a creative act (*Mcvey, 2008*).

Deliberation strategy can be used to help students overcome their writing problem. Deliberation can be used at anytime during teaching and learning as long as they are relevant to the point or purpose .They can be supportive to start a lesson and keep the learners active in learning. They activate learners at classes and can be used as a source of improving learning environment.

Deliberation is excellent as it can deliver positive messages and create awareness among learners. Deliberation reduces boredom and decrease academic stress and anxiety. According to (McFarland & Starmanns 2009) , the English words and sentences are chosen by experts and educators to suit the students' abilities. Also, they contain many dialogs and vocabulary with familiar stories completed by nice pictures, colours and sounds. Teachers do not need to take a lot in explaining the teaching materials that are being presented.

1.2.Context of the problem

From the researcher experience as an English teacher, it was found that secondary school students encounter difficulties in writing skills. They do not like or even feel motivated to learn writing skills. Also, in spite of writing skills importance, there is a lack in EFL writing skills among secondary students.

The studies of Hamp and Heasley (2006) ;Liou and Lee (2011);Ibn Eder (2015); fareed (2016); Mugableh and Khreista (2019) ensured that although the importance of writing skills, there is a lack in the EFL in writing skills among students in the receptive and productive activities which affect the learning of the four skills. They attributed this problem to two main factors, the first related to the learner himself due to their limited background knowledge, lack of motivation to write and fear of negative evaluation from the teachers. The second related to the teacher due to the traditional ways of teaching writing skills.

To document the problem of the present study ,a pilot study was conducted by the researcher to find out the weakness of secondary stage students in EFL writing skills. The participants were thirty students(N=30) of first year of NasifTahoon secondary school ,in the academic year 2021-2022. The pilot study included a simple writing skills. The results of the pilot study as-asserted the weakness of students 'writing skills. It tested the students ability to write a good paragraph. The results of the pilot study confirmed the students' weakness in writing skills.

1.3. Statement of the problem

The problem of the current study was represented in the weakness of secondary stage students in EFL writing and critical thinking skills.

1.4. Questions of the Research

The present research was an attempt to answer the following questions:-

1. What are the writing skills required for first year secondary school students?
2. To what extent do they master these skills?
3. What is the effectiveness of using deliberation strategy in enhancing first year secondary school students writing skills?
4. To what extent does the strategy of deliberations affect the development of thinking skills among secondary schools students?

1.5. Hypotheses of the Research

1. There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the overall EFL writing skills test in favor of the experimental group.
2. There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of some EFL writing skills (content – organization- structure- mechanics) in favor of the experimental group.

3. There is a statistically significant difference at the 0.01 level between the average of the experimental group and the control group in the post-test in the critical thinking scale for the experimental group.

1.6. Aims of the study

The present study attempted to investigate the effectiveness of using a deliberation strategy on developing secondary students' writing and critical thinking skills.

1.7. Significance of the study

The current study is expected to be significant to:

1. Secondary School students: as it helps them to develop some writing skills through deliberation strategy and it also helps them learn faster, and have better attitudes towards learning through interactive deliberation strategy.
2. Teachers of English as a foreign language: as it provides them with a new trend in teaching writing skills, namely deliberation strategy and helps them make use of deliberation strategy while teaching writing.
3. Curriculum designers: as it draws their attention to deliberation strategy and help them in general and deliberation strategy to develop EFL language skills in general and EFL writing in particular.

1.8. Participants of the study

A group of sixty first year secondary stage students were randomly selected from NasifTahoon secondary school ,in the academic year 2021-2022. They were divided into two groups : an experimental group (No=30) and a control group (N= 30). The participants of the experimental group were taught using deliberation strategy, while the participants of the control group received regular instruction

1.9. Delimitations of the study

The present study was delimited to:-

1. A sample of first year secondary school students at NasifTahoon secondary school.
2. Some EFL writing skills such as (language, organization, mechanics, vocabulary and content).
3. The first semester of the academic year (2021-2022).

1.10. Instruments and materials of the study

In order to fulfill the aim of the present study, the researcher prepared and used the following instruments:

1. An EFL writing skills checklist and rubric.
2. An EFL writing skills test.
3. A critical thinking skill test.
4. A teacher's guide.

1.11.Procedures of the study

The following procedures were followed to carry out the present study:

1. Reviewing the previous studies and literature related to deliberation strategy and EFL writing skills.
2. Choosing the study participants from first year secondary stage students enrolled in NasifTahoon secondary school, Ashmoun educational directorate, Menoufia governorate and dividing them randomly into two groups experimental and control.
3. Preparing the instruments and materials of the study including an EFL writing skills checklist, An EFL writing skills test, a critical thinking test and deliberation strategy based activities
4. Presenting the EFL writing checklist and the EFL writing test to the jury members to validate them.
5. Setting the EFL writing checklist and test in their final form after the jury members' suggestions.
6. Pre-testing both groups.
7. Teaching the Experimental group using deliberation strategy.
8. Post –testing both groups.
9. Analyzing data statistically

10. Interpreting the results in light of the study questions and hypotheses.
11. Presenting summary, conclusions, recommendations and suggestions for further research.

1.12. Terminology

1-EFL writing:

Ibn Eder (2015) defined "Writing as a method of representing language in visual or tactile form .Writing systems use set of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals".

Zaker(2015) defined EFL writing skills" The students' ability to express thoughts and ideas in writing. Writing skills began when students are young but continue to develop until adolescence.

In the current study EFL writing skills are operationally defined as secondary school students' abilities to communicate with others through various written formats as sentences, paragraphs, graphic organizers or reports.

2- Deliberation Strategy:

Strategy of the deliberations between teacher and student:

- The deliberations are a bilateral dialogue and not a unilateral party by the teacher to comment on errors and correct them. (Lightbown, 2011)
- Deliberations are a model of critical contemplative thinking. (Schulz, 2010)

In this study, the researcher adopts these two definitions because they strongly support the relationship between the variables of the study.

3-Critical thinking:

Odiba& Baba (2013) showed that critical thinking refers specifically to the analysis and judgment of what has been accomplished.

In this study, the researcher adopts this definition because it is a modern definition and serves the study.

Review of Literature and Related studies

Writing is considered a challenging skill in learning English as foreign languages. It is based on the appropriate and strategic use of language with accuracy and fluency. The ability to write gives learners the power and the opportunity to share their thoughts, ideas and opinions with others. It is considered one of the most difficult skills in learning English as a foreign language as it includes numerous processes and strategies (Powell, 2012). Writing is not simply putting down a word after another to form a long sentence or a group of sentences to form a paragraph. It is a major language skill that contributes to learners' academic achievement. Many learners face different difficulties while writing in English due to the limited number of vocabulary, grammatical knowledge and other discourse strategies that organize the text.

In the same context McEwan (2009) and Abosteit (2011) described writing as the ability to communicate through various written formats, such as graphic organizers, short answers, essays or reports. Through employing the skills of handwriting or keyboarding, spelling and punctuation. It draws on the writer's knowledge of vocabulary, syntax and textual conventions and requires an understanding of the audience and purpose of writing. In addition Powell (2012) has described writing as a system of markings with a conventional reference that communicates information like the signs on the pages. Those markings are related in an organized way in order to tell the reader. Writing is the use of conventional signs in a conventional system as instruments in a mental process.

Keshta and Harb (2013) pointed out that writing is a mental work which involves inventing ideas, thinking about how to express them and organizing them into sentences and paragraphs that will be clear to readers. It is generally a group of letters or symbols written as a means of communication. It is a means of communicating a message with an intended audience but there is

a difference between writing and speaking. Writing is more than a public communication ,it is not always spoken words put onto paper.

Importance of EFL Writing Skills.

Harmer (2004) showed that writing has always been used as a way of reinforcing language. Teachers use Writing tasks and activities for a lot of purposes. Firstly as a test to determine the learners' level of understanding grammar. Secondly, reinforces other language skill namely, listening speaking and reading .Third, it is one of the important ways of expressing learners' thoughts and communicating ideas and views to others.

The importance of EFL writing also as indicated by Walsh (2010) who pointed out that unless students know how to express themselves in writing, they will not be able to communicate well with their teachers or just with anyone in normal daily situations 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 learner or successful graduate .Writing has a unique position in language teaching since its acquisition involves practice and knowledge of other three language skills, such as listening, reading, and speaking. Moreover, it requires mastering other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it.

Qalaja (2015), illustrated the importance of writing as : (1) helping learners make their thinking visible,(2) providing feedback,(3)expressing ideas and reflecting upon them ,(4) transferring facts and opinions without being confused,(5) becoming confident. Besides, Ariana (2010) has mentioned that writing skills are very helpful because they help the learner become independent, comprehensible, fluent and creative in English classes.

These skills help learners put their thoughts in a meaningful form in a proper manner.

EFL Writing Difficulties

According to Mugableh and Khreista (2019), earning writing skill is a challenging task for second or foreign language learners. This difficulty is the result of requiring multiple skills and knowledge while writing. Learners need for example enough vocabulary, knowledge of the basic grammar rules and other discourse strategies to organize the text. Learners are also in need for background knowledge about the subject matter of writing skills. As This fareed (2016) has also asserted that writing is a difficult skill insufficient linguistics proficiency (including grammar, syntax and vocabulary).

To sum up writing difficulties, the researcher found that English language learners have limited vocabulary; therefore, learners could not give voice to their thoughts and repeat the same words. learners are unwilling to share their work with other learners and they do not get the suitable feedback. English language learners' written texts are limited to words which they know. The learners' writing is difficult to understand because of ill-structured sentences in composition.

After reviewing the literature and related studies on EFL writing skills, it can be concluded that:

Most studies concentrated on developing writing skills due to the importance of EFL writing for both teachers and learners alike. Consequently, researchers tried to develop writing skills by using different teaching approaches and strategies such as blogs, using face book groups, the corpus-Based program, (CBP), using Edmodo and computer assisted language learning (CALL).

Similarly, the aim of the present study is to develop EFL writing skills for secondary stage students .Previous researchers also emphasized that pre-writing activities helped EFL learners to improve the quality of their writing and generating ideas. The present study used deliberation strategy (as an independent variable) which makes it different from other studies.

In the present study EFL writing skills of the first year secondary were developed .The Researcher benefited from such studies reviewed in the designs, instruments and selecting the participants of the study to whom using deliberation strategy can be consistent.

Using technology in education

Technology is the mother of civilization of arts and science. Technology has certainly changed the way we live. The era of 21th century is often regarded as an era of technology. Technology ,today, plays a very important role in our life. This is because technology makes our work much easier and less time consuming. According to the latest insights as to how exactly students of today prefer to use technology and how does their learning get an impact if they use technology. With the development of learning technologies in the late 20th century, education system has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process.(Ghavifekr; Rosdy, 2015).

2. Critical thinking

Critical thinking (CT) is an important skill that must be applied to all aspects of learning. Students must be able to think critically about the resources and information they are using in their studies. You must be critical when reading other people's work. Your writing should demonstrate that you can reflect on different arguments and perspectives and express your own opinions based on informed judgment. There is an imperative to use critical thinking (TC) can be used to make valuable deductions from the information

provided. As Padmanabha, (2018) said that “almost everyone agrees that one of the most important goals of education, regardless of level, is to help students develop general thinking skills, especially critical thinking skills. In other words, critical thinking is a learned skill that requires practice and teaching.

CT has been recognized as indispensable at all levels of education for several years. At the same time, the teaching of CT remains a mystery, explained Gotoh, (2016). An important factor in a successful CT class is the teachers' understanding of the CT concept. Hence, it is necessary to conceive the concept of CT. Researchers highlighted the importance of CT skills for students. Now CT makes important decisions in students' daily lives and influences their growth process at school and at work. Thinking helps students decide what to believe and what to do. Help students look at a problem or problem from different angles to find the best possible solution (Guiller & Dumdell & Ross 2008). And Computed tomography is known as the art of analyzing and evaluating thought to improve it. In a world full of conflicting and complex decisions, it is important for people to develop intellectual skills that enable them to think about tasks with meaningful thinking. KM is a tool with which this can be done. By using critical thinking skills, people can better understand the structures involved in systematic thinking that improve the quality of problem solving in any subject or life (Lyutykh, 2009). According to Santos and Fabricio (2007), the development of critical thinking presupposes a continuous questioning of assumed assumptions, while critical readers show the following characteristics: a) they base their evaluations on evidence b) they ask penetrating questions and evaluate ideas c) distinguish between opinions and facts and d) reflect on their ideas.

2.2.1- Critical thinking Definition:

Scriven and Paul (2004) defined critical thinking as an intellectually disciplined process in which students actively and skillfully conceptualize,

apply, synthesize, and evaluate information generated by observation, experience, reflection, reasoning, and communication. Critical thinking does not expect students, to answer the questions put in the class, but instead develops students' sound judgment for problem-solving, decision-making, and higher-order thinking.

In a paper presented by Bailin , Case , Coombs & Daniels (2010) , they set out that critical thinking is a normative enterprise in which, to a greater or lesser degree, we apply appropriate criteria and standards to what we or others say, do, or write. Moore (2013) presents seven definitions , namely critical thinking: (1) as judgment; (2) as skepticism; (3) as a simple originality; (4) as sensitive readings; (5) as rationality; (6) as an activist engagement with knowledge; and (7) as self-reflexivity. This multiplicity of meanings is thought to have important implications for university teaching and learning. In the present study, the researcher adopted this definition.

2.2.2- The importance of critical thinking:

Unfortunately, it is very difficult to improve a student's CT skills through the lesson format. The topics are not discussed critically but in turn and students tend to memorize the material as the lesson method makes it easy to provide great information. The student is placed in a passive rather than an active role because the teacher talks about the questions and therefore most of the thought. Few teachers use tools that build a student's mental state for CT skills. Teachers do a great job of delivering academic content, but fail to teach students how to think effectively about a topic. By increasing the number of CT skills used in the classroom, students are more likely to perform better on standardized tests. and in the future, students may have a better chance of being prepared for the real world (Dwyer.; Walsh, 2020).

2.2.7 The Relationship between Writing and Critical Thinking

There is an inevitable connection between writing and critical thinking because writing is thinking on paper. So, students who write a lot think a lot

(Meyer, Sebranek, & Rys, 2011). Lev Vygotsky, A.R. Luria, and Jerome Bruner have pointed out that “higher cognitive functions, such as analysis and synthesis, seem to develop most fully only with the support system of verbal language, particularly, it seems, of written language. For the purpose of guiding students towards clear writing, critical thinking can be infused into each stage of the writing process.

According to Meyer, Sebranek, & Rys (2011), Paul Diederich, along with a group of experts, proposed seven traits of effective and clear writing. This framework is supported by many years of research:

Table (1) Seven Traits of Effective and Clear Writing

IDEAS	ORGANIZATION	VOICE
<ul style="list-style-type: none"> • focus on a main point. • Supporting points are logically developed and well explained. • Information is accurate, precise, complete, and current. 	<ul style="list-style-type: none"> • The writing has a strong opening, middle, and closing. • The organization fits with the audience and purpose. • Details follow a clear order. • Transitions link sentences, paragraphs, and sections. • Lists make information accessible. 	<ul style="list-style-type: none"> • The tone is positive, polite, confident, and convincing. • The piece shows attention to the reader and is convincing. • The voice connects with and encourages the reader.
WORDS	SENTENCES	CORRECTNESS
<ul style="list-style-type: none"> • Words are conversational and understandable. • Key words and technical terms are precise and defined. • Language respects gender, ethnicity, and ability. 	<ul style="list-style-type: none"> • Sentences are concise and easy to read. • Lengths and patterns are varied. • Active and passive voices are used effectively. 	<ul style="list-style-type: none"> • Grammar, punctuation, spelling, and mechanics are correct. • Correctness makes communication clear.
	DESIGN	
	<ul style="list-style-type: none"> • Format is complete and consistent • Page design makes the document attractive and easy to read 	

Source: Adopted from Meyer, Sebranek, and Rys (2011)

Both clear writing and careful critical thinking require focus and attention. Certain critical thinking strategy can be used to encourage the seven traits of good writing mentioned above Depending on the deliberations strategy To be more specific, practicing specific strategy, such as the ones designed and implemented in this study, can strengthen the ability to think well and thus to write critically and clearly. Obviously, there is an indispensable

connection between the two activities. As a result, good writing becomes the outcome of using critical thinking.

Research on writing needs not only to examine the value of practices in the field of writing, but also to explore how to implement them in the classroom to the advantage of students. This study aims at bringing together the teaching of writing as process with the social and cultural in Egypt context.

2.3 The Deliberations

2.3.1 Definition of Deliberation

In a vote based society distinctive socialization specialists can shape youngsters' metro esteems and perspectives. Close by guardians, friends and associations, schools add to this cycle of mentality and worth arrangement (Flanagan 2013; Neundorf et al. 2013; Eidhof et al. 2017; Osler and Starkey 2006; Reichert 2016). They do as such through civics courses, extra-curricular exercises, administration learning and a vote based school atmosphere (Dijkstra et al. 2015; McFarland and Starmanns 2009; Flanagan et al. 2014; Claes et al. 2012; Kahne and Sporte 2008; Quintelier 2010). Hence we realize that an open study hall atmosphere for conversation relates particularly emphatically to significant municipal qualities, for example, political trust and resilience (Campbell 2008; Persson 2015; Torney-Purta et al. 2001).

Schulz et al. (2010) expected a conscious connection among understudies and educators from one viewpoint and a school which is responsive towards understudy requests then again to invigorate an open conversation atmosphere. We contend that these school attributes fill in as important conditions for schools to be a reasonable play area for rehearsing deliberative abilities. At the point when a school climate is seen as insolent and unwelcoming to understudy contribution, singular understudies will cease from communicating their sentiments.

Results

In order to answer the previous research questions and in light of the quantitative results of the post administration of the EFL writing skills test on the participants of the experimental and control research groups ,

This chapter deals with the method and experimental procedures .It presents a detailed description of the participants,design and variables .It also presents ,in some detail, the instruments and materials as well as the experimental treatment.

4.1 Hypothesis one:

Hypothesis one states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on the overall EFL writing skills test in favour the experimental group. By using t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of overall EFL writing skills test and determining the statistical significance of the difference between them, the results were as shown in the following table (11):

Table (11): t- test differences between the participants' mean scores in the post administration of theEFL Writing skills (Content Skills) test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	4.23	0.85	58	20.67	sig.	0.01
Experimental	30	9.17	0.98				

* the tabular value of t-test at the level of (0.01) and 58 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 20.67, exceeding its tabular value of 2.66 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the EFL Writing skills (Content Skills) test in favor of the experimental group. This finding of the research can be clarified using the following statistical representation:

4. 2 Hypothesis two: Each of writing sub-skills

Hypothesis two states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on each of the EFL writing skills in favour the experimental group.

4. 2.1 Results related to content

T-test was used to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of Content sub-skill. The statistical significance of the difference between them was calculated .The results were as shown in the following table (12):

Table (12): The effect size of 60to develop EFL Writing skills (Content Skills).

Group	D. F	t-value	Sig.	η ² value	Effect size
Control				value	Sig. Value level
Experimental	58	20.67	0.01	0.88	Sig. 5.43 Large

Based on the previous results, it becomes clear that the value of the ETA square for the results of the participants of the experimental groups in the EFL Writing skills (Content Skills) test exceeds the value indicating the educational importance of the statistical results in educational and psychological research, which is estimated at (0.15), this indicates the positive effect of deliberation strategy on developing EFL Writing skills (Content Skills). Further, The effect size also reached (5.43), which is a large (high) level of influence, as the size of the effect is considered large if its value is greater than or equal to (0.8), which also indicates the practical and educational significance of the results of the research and the high effect of the independent variables on the development of the dependent variable.

4. 2.2 With regard to the EFL writing skills(organization)

The research hypothesis states that "There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the EFL writing skills(organization sub- skill) in favour the experimental group. This is shown in the following table (13)

Table (13): t- test differences between the participants' mean scores in the post administration of theEFL Writing skills(Organization Skills)test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	2.86	0.81	58	15.12	sig.	0.01
Experimental	30	6.20	0.88				

* the tabular value of t-test at the level of (0.01) and 58 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 15.12, exceeding its tabular value of 2.66 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the EFL Writing skills (Organization Skills) test in favor of the experimental group. This finding of the research can be clarified using the following statistical representation:

4.2.3 With regard to EFL writing skills (vocabulary):

There is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the EFL writing sub skill (vocabulary) in favour the experimental group. This is shown in the following table (17):

Table (17): t- test differences between the participants' mean scores in the post administration of the EFL Writing skills (Vocabulary Skills) test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	2.73	0.78	58	11.63	sig.	0.01
Experimental	30	5.76	1.19				

* the tabular value of t-test at the level of (0.01) and 58 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 5.33, exceeding its tabular value of 11.63 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the EFL Writing skills (Vocabulary Skills) test in favor of the experimental group. This finding of the research can be clarified using the following statistical representation:

4.6 With regard to EFL Writing skills (Mechanics Skills):

The research hypothesis states that "There will be a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the EFL Writing skills (Mechanics Skills) test in favour the experimental group. By applying t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of the EFL Writing skills (Mechanics Skills) test and determining the statistical significance of the difference between them, the results were as shown in the following table (19):

Table (19): t- test differences between the participants' mean scores in the post administration of the EFL Writing skills (Mechanics Skills) test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	4.40	1.00	58	10.74	sig.	0.01
Experimental	30	8.43	1.79				

* the tabular value of t-test at the level of (0.01) and 58 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 10.74, exceeding its tabular value of 2.66 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the EFL Writing skills (Mechanics Skills) test in favor of the experimental group. This finding of the research can be clarified using the following statistical representation:

4.7 With regard to Critical Thinking skills

The research hypothesis states that "There will be a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of The California Critical Thinking skills test in favour the experimental group.

By applying t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of The California Critical Thinking skills test and determining the statistical significance of the difference between them, the results were as shown in the following table (21):

Table (21): t- test differences between the participants' mean scores in the post administration of The California Critical Thinking skills test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	6.17	0.83	58	52.46	sig.	0.01
Experimental	30	16.30	0.65				

* the tabular value of t-test at the level of (0.01) and 58 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 52.46, exceeding its tabular value of 2.66 at a degree of freedom 58 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of The California Critical Thinking skills test in favor of the experimental

group. This finding of the research can be clarified using the following statistical representation:

4.10. Discussion of the results:

The results of both experimental and control groups on the writing pre-test showed that both groups were equal and homogenous before using deliberation strategy. In addition, the results of both groups on the writing pre-test indicated that their level in writing skills is very low. Through deliberation strategy students had a chance to improve their level in writing skills by interacting and participating in various writing tasks and activities. The results of both experimental and control groups on the writing post-test showed that the deliberation strategy had a positive effect on developing the experimental group students' overall writing skills and each of the writing sub-skills of first year secondary stage students.

The findings of the first hypothesis indicated that there was a significant difference between the experimental and the control groups' mean scores in the post-test of the overall writing skills in favor of the experimental group. The students of the experimental group showed more development in their writing skills than the participants of the control group and this development is after the implementation of the treatment.

The findings of the second hypothesis indicated that there was a significant difference between the experimental and the control groups' mean scores in the post-test in some writing sub skills such as (content- organization- structure- mechanics - vocabulary) in favor of the experimental group. The students of the experimental group showed more development in their sub – skills writing skills than the participants of the control group and this development is due to the implementation of deliberation strategy.

The findings of the present study revealed that deliberation strategy played an important role in developing secondary stage students' EFL writing skills as follows:

Deliberation strategy encouraged the students to write through the practical communicative tasks and develop interests and positive attitudes towards writing. During the treatment ,participants of the experimental group were offered plenty of opportunities that enhanced self-esteem ,creativity and positive interactions among them. In addition, deliberation strategy ,created excellent environments that helped learners improve their EFL writing skills as they are motivated to write in freely and overcome their fear of writing. Furthermore, deliberation strategy created a –more-student- centered environment and also provide a chance for feedback and correct students' mistakes through a various interesting activities which were made by the researcher. To conclude, deliberation strategy proved to be an effective in developing secondary stage students' EFL writing skills. This result was indicated by the significant improvement among students on writing skills, also the consistency between the findings of this study and related studies suggest that deliberation strategy are easy to use and it can be used to improve writing skills.

Despite all those advantages mentioned by the researcher as a result of using deliberation strategy and their impact on enhancing writing skills, there were many obstacles that the researcher faced, including power cuts at times, in addition to the instability of the Internet.

5.3.Recommendations

In accordance with the findings and conclusions of the current study, the following recommendations were presented:

1. EFL teachers should give more attention to the technological innovations to cope with the recent technological revolution.
2. EFL teachers should increase the students' role in writing classes and minimize their own role.
3. EFL writing skills should be given more attention in our EFL classes. More time and efforts should be exerted to develop the main skill and its sub-skills.

4. Students and teachers should be aware of the different writing sub-skills that have to be mastered in secondary stage.
5. The deliberation strategy are recommended to be implemented in teaching EFL writing skills to secondary stage students.
6. Providing a good atmosphere help students to learn and improve their achievement.
7. EFL teachers should motivate and stimulate students at the various stages to communicate to succeed at school and outside school.
8. As the writing skill is so important ,it should receive the appropriate attention it deserves. So more focus should be given in different educational stages.
9. In planning curriculum, curriculum planners provide more chances to use the English language writing communicatively, promote apposi-tive attitude toward English language learning and higher achieve-ment.

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