Spur Students to Brainstorm Ideas and Delivering a Presentation as Classroom Management Strategies in Essay Writing

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Abstract

   As a productive skill, writing is one of the final complex skills for language learning process because it requires mastery of previous many skills. This research is about how to teach essay writing skill by using two classroom management strategies which are spur students to brainstorm ideas strategy and delivering a presentation strategy in Iraqi private college, Imam Jafar Al-Sadiq University. It is essential for teachers to make students engage and negotiate in their classroom questions to enrich their learning process and to write notes and drafts during essay writing lessons. Thus students gain the ability to express their concepts and thoughts in writing essays and master their production. The study aimed at finding out the differences between the mean scores of students' essay writing. The students were assigned into three groups : two experimental ,and one control .The first experimental group was taught essay writing according to spur students to brainstorm ideas strategy, while the second group was taught according to delivering a presentation strategy. The control group was taught according to the conventional way of teaching. It is hypothesized that: 1- There is no statistically significant difference between writing mean score of the students who are taught using spur students to brainstorm ideas strategy and that of students who are taught according to the traditional method.2- There is no statistically significant difference between writing mean score of the students who are taught using delivering a presentation strategy and that of the students who are taught according to the traditional method. The results showed that the first experimental group was more influential and unique nature to English Foreign Language learners than the second one.

Keywords: Teaching writing skills, classroom negotiation, spur students to brainstorm ideas, delivering a presentation, classroom strategies.

Introduction

One of the important skills in the process of language learning is writing an essay. It is not like an algebra equation being solved. It is one of the main components of good management skills in the classroom. It is an art that required consciously directed effort and deliberate choice of language (Rivers, 2018: 237).One of the most powerful communication instrument learner can use today and add sense to his life is an essay writing. A good instructor who manages the class skillfully will give students opportunities to increase their knowledge of the instrumental use of writing in society (Graham, 2007:104). In teaching and learning English as a foreign language, certain skills, or strategies play a core role in managing classroom skillfully to improve students' performance. Spur students to brainstorm and delivering a presentation are the 21 century innovative strategies. These two strategies draw a central role in improving essay writing skill because they provide good steps and solutions to prevent students' writing problems (Queroda, 2018). Students learn to write after they think, they can say, and then they can write and read. Therefore writing is a cyclic skill. It is acquired and used through negotiated interaction. Certain classroom management strategies give students opportunities to practice certain steps and instructions. So they are able to interpret and write clearly (Liu, 2018). Classroom management strategies occupy the key role for classroom teaching. The teacher's capacity to effectively manage classroom techniques will influence the performance of students. The teacher has a central obligation to build and sustain a healthy learning atmosphere in the classroom. To improve students' essay writing skill, certain strategies draw ongoing professional development. Teachers can enhance students' writing performance through practicing daily strategies .Also they provide with more language support and enable students to engage in classroom activities ,share their thoughts with their classmates ,and write drafts with their partners (Brown and Inglis, 2018:58). To create an engaging and negotiating lesson, the teacher has the instructional leader controlling the class and supplying content relevant to the students' level. Classroom management strategies provide the best content with how students gather ideas and present material. In addition they supply students' opportunities to work with teachers, so they become active and independent to develop their everyday and future learning (Al-Khatib, 2012). According to Horner, Lu, Royster and Trimbur (2011:303), they have argued that these two classroom strategies are successful. They consider tools to overcome obstacles of essay writing   and provide significant steps for active and independent   learning. The study investigates the effect of two classroom management strategies on improving the students' writing performance. The study aims at finding out the effect of: 1- Spur students to brainstorm ideas strategy on Iraqi EFL university students' essay writing performance.2- Delivering a presentation strategy on Iraqi EFL university students' essay writing performance. In order to realize this, the writer tries to answer the following research questions: 1-What is the nature of spur students to brainstorm ideas strategy in EFL classes? 2-What is the nature of delivering a presentation strategy in EFL classes? 3-What are the methodological issues and

major findings of these strategies as a future direction for research? 4-How does the researcher compare the significant effect of two classroom strategies on essay writing?

Literature Review

Ultimately teachers have to plan lessons for students with diverse learning strategies inside classroom which aim to motivate their performance. They manage classroom through efficient differentiated strategies to appropriate student's intelligence or competencies. These strategies can draw the steps, ideas and knowledge (content) to access the lesson (Liu, 2018).In literature, studies on classroom management strategies are related to EFL context. The researcher found that her study is similar to these studies like Al-Khatib's study (2012).He presented his research "the effect of using brainstorming strategy in developing creative problem solving skills among female students in Princess Alia University. And Al-Mutairi (2015) claimed that using brainstorming strategy in developing essay writing skills among male students in Kuwait. The researcher hopes to attain new teaching methods or strategies to create an innovative 21 century teaching strategies for developing learning process. While Zahra Hashempour, et al, (2015) elucidated that their research "investigating the effect of using brainstorming as a prewriting strategy on EFL advanced learners' writing skill. Bennett (2019) seeks to introduce good article about how to deliver a presentation in the classroom. The researcher sheds the light on choosing instructional strategy to successfully deliver content. Whereas my research focuses on applying two classroom management strategies which are spur students to brainstorm ideas and delivering a presentation in teaching essay writing skill to EFL learners to develop their written performance.

Spur Students to Brainstorm Ideas

Alex Osborn, an American advertising company founder, introduced Shatz and Loschiavo (2005) to inspire students to brainstorm ideas in 1938. This approach allows students to debate openly and honestly by allowing them to collect ideas. Collecting ideas mean creating content to increase the flow of communication. This strategy signifies that students flow ideas freely, make sure that every student has a chance to respond delightedly and they capture a rapid brainstorming session. Also students will notice how the product will match their academic standards. If not they try to refine the material until it matches. Kadhim (2018) emphasizes that spur students to brainstorm ideas, as a teaching strategy, stimulate students to notice their progress and comprehension. It is a kind of assessing their performance. El-Sobery (2001) presents that the steps or stages of obtaining this strategy are as the following: divide the class into groups then monitor them, introduce an explanation of the subject or problem to be discussed, be sure or guarantee that every student comprehends the subject or problem to be discussed, motivate every student to express his opinion about every problem, warm against pre-formed judgments of other opinions, determine the time, ask the students to answer the questions following the lesson, and allow them to write their answers in a form of an essay. Brenda (2018) elucidates that this strategy, as a classroom management strategy, creates a comfortable atmosphere for practicing and applying linguistic skills. It considers a natural way teacher used for stimulating positive and successive communication. It is a negotiating strategy. It builds a kind of cooperative learning between teacher and students. It fosters an experience to students for participation in classroom activities especially those who are hesitant to speak in front of the class.

Significance of Brainstorming

As a communicative management strategy, it signifies more opportunities for facilitation, clarification and questioning. It supplies teacher a kind of freedom for changing in teacher-student(s) negotiation to free him moving around the class and labor with groups and individuals (Thrush et al, 2003: XIV).As a classroom strategy, it plays an important role in motivating students to apply their language skills in a more interactive, communicative and authentic context. It is essential in mastering the structure of the reader or writer for better reading or writing skills. Therefore it strengthens students' skills. They will become more critically aware of their styles and ideas they provide. In addition this strategy encourages creativity as it creates a strong thinker. Students generate solid mental themes of logical rules or steps. As a result this strategy decorates students' ideas, thinking and organizing steps clearly (Qattami, 2010). Alex case (2008) suggests that spurring ideas consider an effective way of getting students think of their correct answer from different angles. Students will generate and create different ideas and details to justify and clarify their viewpoint about the content, i.e., their attitudes or orientations towards the written content. Jarwan (2005) explains that spurring students to brainstorm ideas indicate number of steps as follows: piling or creating a list of ideas and themes that relate to the topic, accumulating items one after another, trying to sort out major details from minor ones, and putting details in any specific arrangement. It draws on the use of brain to solve problems actively to enrich creativity. In addition, a recent trend of this strategy is motivating shy students to participate in classroom discussion

without pressure of information. Teacher has the ability to create a better classroom environment through concentrating on a successful brainstorming strategy attaining classroom goals .Thus students' active and negotiating learning will be prepared (Arbain et al, 2017).

Brainstorming as a Successful Strategy in Classroom

Osborn suggests that this strategy interprets and facilitates mental thinking processes through   clarifying what learners think of and reflect on their tongue. Communicative thinking is essential for humans to interact with each other in such a pattern of life. But there are restrictions to avoid passing specific patterns. Thus this strategy is a successful tool to create and extend ideas to find solutions to these specific mental patterns in life. Also as a thinking strategy, brainstorming lets student   listen to many students' ideas in class .They will benefit from such ideas to find out new solutions to problems after discussing the subject. There is an opportunity for student to share and exchange information, get viewpoints and build respect with their classmates. Krashen indicates that brainstorming as a psychological strategy provides learners with freedom out of pressure of content. There is no assessment or criticism to stimulate simple ideas to flow, respect ideas or views of others, and offer to improve performance. It encourages students to find out more solutions for producing new perspectives. It generates new and innovative ideas to deal with specific problems. As a new orientation, it enables student to think of other views and change his own to diagnose the problem (Inggris and Raya, 2015). Brainstorming as a process is a series of activities by which a group of learners tries to draw good solutions to a particular problem. Each one of them generates certain solution spontaneously to match with other members solutions in this process. Another trend is that brainstorming fosters the quality and quantity of themes and ideas presented by members or groups of learners to push these themes as much as possible. Organizing thoughts and ideas are the essential step in this process. Thus refining or pouring themes are the core factor either to make sense or to suit together (Fleming, 2014). In addition, brainstorming enhances the flow of communicating ideas to be easily created in learners' mind and they start writing freely and accurately (Shufi, 2010).

Brainstorming and time required Managing

Miller (2010) indicates that it is a time-honored approach to spur learners to brainstorm ideas. It is used to improve English language innovation and productivity. It clarifies through unstructured negotiation through flowing communicative questions between teacher and students. It is used effectively by an individual who is looking for ideas about a topic. In a short amount of time, it involves mentioning these ideas as soon as possible. Students should get a pen and a sheet of paper to implement this technique, and then set a clock for 15 minutes. It is essential to focus on the subject, asking "what you know about" then responding or jotting down student's responses. When ideas come to your cognition, jot them down as fast as you can. Spelling is not necessary but focusing ideas on paper are essential. Students don't pay attention to their responses because they can assess them later. What is important is gathering many ideas or themes on their paper and storming them to the brain. If the teacher makes students' mind working actively, energetic ideas will be created. They try to refine good ideas. Then stop when the time is over and have a look to students' jottings. Mark is written on useful or interesting ideas .To sum up what is mentioned previously, an interesting question is, would spur students to brainstorm ideas be successful in essay writing? It is important to say that this strategy motivates students to write freely and correctly. They face no problems in writing correct sentences, and paragraphs .It helps them to   take the role of evaluator to their production so they try to correct and assess their writings (Kadhim, 2018).Another question is, would this strategy structure and organize essay writing elements? Moussa(2013) has recommended that students are able to pre-write, rephrase, synthesize and organize, ,and refine efficient elements of essay writing depending on this strategy. Therefore this strategy provides students with successful steps to build sentences, inserting correct texts and offering coherent structures.

Delivering a Presentation Strategy (DPS)

Halverson (2019) clarifies that the classroom is like a global village in which content can be created to prepare, develop, and deliver. Useful and functional material is designed and prepared by the instructor to provide students with knowledge throughout the class.Meaningful and cohesive content is a vital and successful components to improve students' experience and governance. Al-Suhaim (2017) defines delivering a presentation strategy is the vital actual work life strategy. It enables students to reflect their presenting content through increasing their effort to practical applications and precise structure of their presentations. Parvis (2001) elucidates that good content has to provide a normal response shared by students when confronted with oral and written communication in class. Appropriate training to students stimulates them to take part in activities production and enrich reinforcement. Suitable content to students' level should be ready to include

their communication assignments, thus successful communication contents (written essays) are delivered. It is essential to be presented content to be lively, well-organized and engaging. In class, teacher enables students to be more effective in presenting content through advance preparation and utilizing content. In addition content should be graded according to students' level of comprehension. Most college students should gain the opportunity to be able to achieve their successful learning and deliver material to improve their performance. DPS means plotting an achievable roadmap to generate and keep content that learners actually care about. It draws specific, well-informed content about the essay topic. It is important to focus on the academic and behavioral skills of students to improve the application of successful classroom strategies. In addition, students in class will generate delivering strategy so the flow of communication will raise in the positive classroom environment (Sutherland, et al, 2002). Miller (2009:5) mentions that teachers as a curricular designer can choose the appropriate content according to their students' level. They can prepare their available time for responses on the questions given to their students to create successful classroom environment. Also useful content should increase the level of excitement for students who have a great deal of energy. It stimulates a positive reinforcement and increases the participation inside class. DPS can create positive learning habits to students. It improves the positive learning of students by endorsing, promoting, listening, accepting, trusting, respecting, and negotiating positions in the classroom. Such habits create a linked bridge to the production of essential content and successfully stimulate the production of students (William Glassier Institute, 2010:27). Sori and Roby (2013:20) present that DPS empowers and gives more responsibility for students' life. It helps them to develop plans to achieve their goals. It encourages students' needs to be ready and chooses supports classroom management and promotes students success. For teachers, it determines steps or ways to plan, access content, implement, and design learning experiences that pave the way to learning opportunities to learn and utilize classroom management skills to acquire the negotiated skill. This skill gives the teacher authority to determine the difficult task of managing a diverse classroom. Thus superior training steps are essentially provided in class. DPS encourages students by creating an interactive and facilitating learning atmosphere. Teacher can organize structure and consist with students in class so that instructions and learning will attain in a consistent environment. Students feel interest, concern and respect for their appropriate learning. They attain a good level of independence, active engagement, cooperative learning classroom and understanding the world in which students live in. DPS depicts classroom managing students' behavior through modeling students' interaction, controlling their behaviors, designing classes and obeying instructional steps (Uysal et al, 2014:39). Building a connected relationship between teacher and students will enrich learning behaviors. Thus students' behavioral problems will be avoided (Savas, 2012:39).Furthermore, Budiharso et al, (2019:99) assert that productive skills are covered through DPS as it plays a beneficial role in process oriented approaches to writing skills .Genuine interaction and writing skills facilitate learning and present a vital content to produce useful and vast learning platform. In this regard, they convinced that learner's successive platform will acquire active content delivered in classroom.

Delivering a Presentation Strategy as the Learning Platform

Delivering a presentation strategy signifies that the creation of learning experiences and content to result acquiring and applying of information. It draws on assessing learners' needs, planning a process, developing content and evaluating their results. This strategy supplies a practical and systematic process for designing successful curricula. As a classroom management strategy, teacher or designer must begin presenting new knowledge to learners in order to determine the needs of their learning event. Thus teacher is responsible for forming cause design and developing learning content for successful solutions. Further content gets meaningful when it is delivered by a primary themes, a key process of what it is aimed (Nanopoulos, 2018).Presenting content strategy provides learners with meaningful and engaging a well-designed course. This course will help students to master new skills and comprehend how to apply new content to their learning environment (Schroeder, 2018). DPS has the basic phase. It delivers learning, processes, products, and training content to students. The above is called the learning platform. This platform supplies learners with new content, such as activities, examples, practices, references to foster and stimulate learning new skills and to enhance learning environment. Thus learning platform must be delivered in various manners to ensure active learning for students .Heskett (2009), a professor at Harvard school mentions that learning content is strongly influenced by teacher. Good teachers provide students with individualized feedback (content) while remaining sensitive and responding to interactions to ensure successful learning platform.

Essentials to Preparing the Presentation in Advance

According to Imaniah's viewpoint (2018), she declares that there are three significant components in preparing the presentation. First is the presenter (teacher).Second is the learners (students), and third is the presentation itself (content).Each of these components is essential to foster the aims of presentation to be vital and active. Most importantly, if the presentation is perfect and the teacher inspired and charismatic, if the students are not engaged, then the presentation will fail .So it is necessary for teacher to prepare the content to learners at the beginning to gain the best results.   Further, teacher has the authority to start, continue, and end the presentation. Therefore they not only prepare the content well but also need to prepare themselves practicing the presentation clearly and accurately. Through practicing, concentration will be occurred on the three essential components which mentioned previously. Thus DPS is a core strategy in delivering positive learning experiences.

Methodology

Participants

The study included (100) participants. They were all third year college students who were studying in the second semester of the academic year 2018 -2019 at Imam Jafar Al –Sadiq University, college of Arts, department of English Language. They are male and female. Their age ranged from 20 to 24 years old. They had learnt English at school for at least eight years before they went to university. So they had to continue learning English as a compulsory subject at university. All participants were given explicit instructions. The instrument for data collection was testing students to write an essay.

Research Design

This research explored the impact of two techniques for classroom management, namely to enable students to brainstorm ideas and offer a presentation on essay writing to Iraqi EFL University students. Quasi experimental design was used. The entire experiment was performed in class. For this review, the instructional material was chosen to include writing narrative and descriptive essays in L.G.Alexander's Essay and Letter Writing. The instructions began on 2/3/2019 and ended on 16/5/2019. For two months and a half, the researcher instructed the control group by conventional approach. The two experimental groups were taught to brainstorm ideas strategy and produce a presentation strategy by using spur learners. Using a written test for students, the data from the present study was collected.

Data Collection

One method of data collection was used in this study which is posttest. The posttest was the instrument used to find out results. It includes a holistic scoring scheme (five components) of essay writing. The material is taken from L.G.Alexander book entitled *Essay and Letter Writing*. The five components involve the following:

1-Choosing a topic (it focuses on size, level of difficulty).
2-Prewriting (it focuses on thesis statement, developing ideas, using description, consistent focus, narrowing the topic)
3-Organizing (it focuses on effectiveness of introduction, elaborating ideas, sequencing ideas, attributing information, outlining sentences).
4-Drafting (it focuses on installed introduction, topic sentence, essay unity, achieving coherence, cohesion, focusing accuracy (syntax, vocabulary, mechanics), and relevant concluding sentences).
5-Refining (it focuses on combining sentences, coordinating and subordinating ideas, using figurative language appropriately, using idiomatic English, and analysis and comment).

The posttest was presented to students' .The approximate length of essay writing was 300 words (at least three paragraphs).Students had to pay attention to the structure of the essay .To write successfully, their writings included the following structures: an introduction (topic sentence), supporting evidences, and concluding sentences. After presenting and explaining the idea of the essay clearly, students had to write and structure the essay. Their writings are read and corrected by teacher. Their performance is assessed depending on a holistic scoring scheme.

Data Analysis and scoring

This study was analyzed obtained data using two strategies to test students' production for essay writing. The posttest is divided into five main components. Each main component has sub components (items) as follows: a-choosing a topic (it focuses on size ,and level of difficulty),b-prewriting(it focuses on thesis statement, developing ideas ,using descriptions, consistent focus ,narrow the topic)c-organizing(it focuses on effectiveness of introduction, elaborating ideas, sequencing ideas, attributing information ,outlining sentences),d-drafting(it focuses on installed introduction, topic sentences, essay unity, achieving coherence,

cohesion, focusing accuracy(syntax ,vocabulary ,mechanics), relevant concluding sentences e-refining(it focuses on combining sentences, coordinating and subordinating ideas, using figurative language appropriately, using idiomatic English, analysis and comment).Each of the five components of essay writing has scores as seen in Table 1.

Table 1

Holistic scoring scheme of posttest

Choosing a topic	Size, level of difficulty	2	
Prewriting	Thesis statement, developing ideas, descriptions ,consistent focus, narrow the topic	5	
Organizing	Effectiveness of introduction, elaborating ideas, sequencing ideas, attributing information, outlining sentences	5	
Drafting	Installed introduction, topic sentences, essay unity, coherence ,cohesion, accuracy(syntax ,vocabulary, mechanics) ,concluding sentences	9	
Refining	Combining sentences, coordinating &subordinating ideas, using figurative language, using idiomatic English, analysis and comment	5	
Total			26	

The total score of the posttest is 26.A score is assigned to any correct item and zero for incorrect one.

Findings

This section analyzes the students' findings of two classroom management strategies in essay writing. The researcher concentrates on answering the four research questions, namely 1-What is the literary nature of spur students to brainstorm ideas strategy in EFL classes? 2-What is the literary nature of delivering a presentation strategy in EFL classes? 3- What are the methodological issues, and major findings discussed in this study? 4- How does the researcher compare the significant effect of two classroom strategies on essay writing?

RQ1/What is the literary nature of spur students to brainstorm ideas strategy in EFL classes?

Literary Nature of Spur Students to Brainstorm Ideas Strategy

A variety of theoretical works and concepts have been applied to the study the effects of two classroom management strategies and their impact on students' essay writing. Let's explain the first question concentrating on the first strategy which is spurring students to brainstorm ideas strategy. In Phimmasenh's study (2011), literature on this strategy is based on ZPD theory. It emphasizes on motivating students to learn is the strategy that is potential for cognitive development to solve problems .There is a significant and stimulating importance between the students' scores of the posttest and their ability to write essays accurately .Astuti and Kumalarini (2013) point out that spur students to brainstorm ideas is a vital and immense strategy to improve EFL learners level in descriptive essay writing .Noor's study(2013) is found out that this strategy is focusing on analyzing descriptive and narrative texts. Crawford, Saul,Mathews,and Makinster(2005) bring up that brainstorming ideas can help students interact each other to refine and discover valuable ideas among less important ones . Therefore students can practice creating new ideas to be more prolific thinkers. Moreover, Brenda (2018) asserts that the nature of this strategy is not to generate new ideas but to spark off from associating with the ideas of others to enlarge and develop critical ideas. The literary nature of this strategy is to facilitate rapid and successful growth of creative ideas.

RQ2/What is the literary nature of delivering a presentation strategy in EFL classes?

Literary Nature of Delivering a Presentation Strategy

Let's explain the second research question focusing on the second strategy. In Everston and Weinstein study (2006), they elucidate that DPS is to create a supportive, flexible and positive environment to social-emotional learning of students'. Asiyai (2011:283) addresses that DPS refers to steps adopted by teachers to create a motivating atmosphere for successful learning. In current literature, Theodora Popescu (2014) argues that DPS creates efficient learning classroom situations to foster students' production. This strategy is successful to empower their abilities to write efficiently. Thus their goal is to be successful writers will be attained. Halverson (2019) suggests that the literary framework of this strategy draws on the number of classroom management activities as continuing students delivering material independently. In addition to the aforementioned studies on DPS ,Imaniah (2018) states that in EFL context, DPS consists of complex and constant decision –making from the students from the beginning (preparation phase) to the end (presenting phase).This strategy draws on understanding the assigned material ,organizing, refining content ,and presenting it between teacher and students. So DPS requires constant negotiation and decision making for it to be successful. Also this strategy is vital because it is in contact with university life and courses that are taught in the universities sections and academics.

RQ3/What are the methodological issues, and major findings discussed in this study?

Methodological Issues

To answer this research question, the concept of using two classroom management strategies was employed by the researcher to address methodological issues in this study. Most of the studies analyzed do not mention any methodological weakness, For example, Phimmasenh (2011),Astuti and Kumalarini(2013),and Noor(2013)elucidate that spur students to brainstorm ideas is successful and beneficial to EFL learners .As in Phimmasenh(2011) relied on ZPD to motivate students to write accurately. Similarly, Astuti and Kumalarini(2013) suggested that this strategy is essential to improve students' essay writing .In addition Noor's study (2013) indicated that this strategy focused on the analysis of descriptive and narrative texts .Moreover Everston and Weiustein(2006), Asiyai (2011),and Teodora Popescu(2014) emphasized that DPS creates active and supportive environment for good writers to enrich their production .Everston and Weinstein(2006) depended on creating social-emotional situations for successful students' learning. Similarly Asiyai(2011) presented that this strategy is fostering a motivational learning to EFL learners. Teodora Popescu study (2014) focused on training students to structure and write essays accurately.

Major Findings

This section deals with the analysis of findings obtained from the students' responses of the posttest. A distinction has been followed with the aims of research questions to provide solid justification that can verify the hypotheses stated at the beginning of this study.

Results Related to the Essay Writing Posttest

The statistical treatment of the scores of the three groups of the study has shown that the mean score of the first experimental group is 43.41, while it is 45.77 for the second experimental group, and 28.34 for the control group. The standard deviations are 4.41, 5.91, and 6.19 respectively. Table 2 illustrates these values.

Table 2

The mean scores and standard deviations of three groups on essay writing posttest

Groups	Sample size	Mean	Standard Deviation
1st experimental	35	43.41	4.41
2nd experimental	35	45.76	5.91
Control	30	28.34	6.19
Total	100	117.52	16.52

To find out the significance of statistical differences among the three groups, (ANOVA) has been used as illustrated in Table3

Table 3

ANOVA for significance differences among groups

Source of variance	Sum of squares	Degree of freedom	Mean square	F-ratio	Level of significance
Between groups	7203.413	2	3601.707	116.069	0.05
Within groups	3599.578	116	31.031		
Total	1080.991	118			

Table 3 illustrates that the computed F-ratio which is 116.06 is higher than the tabulated one which is 3.07 at 2,116 degrees of freedom and 0.05 level of significance. This indicates that there are statistically significant differences among the three groups on the essay writing posttest.

RQ4/How does the researcher compare the significant effect of two strategies on essay writing?

Scheffe test is used to identify the source of difference among the three groups on the posttest essay writing.

Table 4

Scheffe values for the comparison among the three groups on the essay writing posttest

Groups	Mean difference	Critical scheffe
1st exp. /2nd exp. /control	2.55 15.06	2.20 3.055
2nd exp. /1st exp. /control	2.3 17.42	2.20 3.55
Control / 1st exp. / 2nd exp.	15.06 17.42	3.55

Table 4 shows that the comparison between the first experimental group and second experimental group, where the computed scheffe value for the difference between the mean scores of the first experimental group with control group which is 15.06 and for the second experimental group with control group which is 17.42.While scheffe critical value for the first and second experimental groups is 2.20 at0.05 level of significance. Thus the computed scheffe value for the difference between the mean scores of the first experimental group is higher than those of the second experimental group. This indicates that there is a statistically significant difference in favor of the first experimental group which is taught by spur students to brainstorm ideas strategy. The finding justifies the effect of this strategy as a classroom management strategy on EFL university students' posttest in essay writing. This finding indicates that there is a difference between the first and second experimental groups in favor of the first one. Therefore teachers who are using the first strategy are surprising to gain successful findings. From the findings analyzed previously, this study has investigated the effects of two classroom management strategies on EFL college students' in essay writing. With regard to the effects of these strategies, it was found that spur students to brainstorm ideas strategy awarded a significant effect to EFL college students' on essay writing at Imam Jafar Al-Sadiq University. This finding was in line with the results from Brenda (2018), Al-Mutairi (2015), Zahra Hashempour et al. (2015), Astuti and Kumalarini(2013),and Noor(2013) who clarified that teacher used this strategy to increase students' interest but different from the findings from the study on Al –Khatib (2012) and Phimmasenh (2011).In the present study, the participants were followed the classroom instructions presented by teacher as precisely as possible. Also the current study was analyzed the findings using statistical computation value of ANOVA. This means that the first null hypothesis was rejected, while the second hypothesis which indicates that there is no statistically significant difference between writing mean score of the students who are taught using delivering a presentation strategy and that of the students who are taught according to the traditional method is accepted. After discussing the findings, it proved that spur students to brainstorm ideas strategy has a successful effect on EFL students' essay writing. Applying this strategy assists students to create and write good articles accurately and creatively.

Discussion and Conclusion

From the findings analyzed above, general valuable orientations can be discussed to open further directions for this study. Let's explain, recent literature has explored the importance of classroom management strategies to EFL students' .Spur students to brainstorm ideas and delivering a presentation strategy had a large impact on the demands placed on teaching-learning classroom management skills. They play a valuable tool for motivating students to be independent writers. In addition, they foster both academic and social learning as mentioned in the study of Everston& Weinstein (2006).The present study pinpoints on teaching two classroom management strategies in negotiable and interactional development production (Jennings and Dip rete ,2010).They conclude that recent strategies have a core effect on the growth of academic skills. Thus innovative trends in teaching strategies will be developed in classroom. Another

conclusion is that classroom strategies improved instructional practices and increased opportunities to learn students more work to understand what exactly student learning should be maximized through applying these strategies. Another conclusion is that these two strategies drew their positive effect on all students' outcomes. It is indicated that all EFL learners have benefit from these strategies. Broad variety of these strategies was provided solutions for most classroom management problems. Thus these strategies proved their significance to EFL learners in essay writing. Finally, it could be concluded that classroom management strategies   had a core effect on EFL students essay writing. Their essays could be thoroughly constructed and organized through spurring and blowing up ideas thus their written   test will be improved.

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