



Developing Written Expression Skills through Interactive Teaching Strategies -A Case Study of Second-Year Secondary Scientific and Technical Streams-

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Abstract ;

The study aimed to utilize interactive teaching strategies as a means to develop writing expression skills. The research was conducted on topics from the second year of secondary school scientific and technical streams, using a descriptive and limited model approach. Several strategies were selected and applied to a single topic over three sessions. The study concluded with several key findings:

- Adopting interactive teaching strategies can effectively transform the proposed topic into practical, application-based activities that enhance the learning process.*

The study also emphasized the importance of carefully selecting interactive teaching strategies that are relevant to the topic and suited to the learners' characteristics. It recommended aligning the educational content with the subject matter and pedagogical context. Moreover, it stressed the need to utilize information and communication technologies and to maintain coordination with educational specialists to ensure continuous research and development.

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1. Introduction

Language is an independent entity that not only reflects the communicative aspect between people for fulfilling their interests and conveying their social and functional needs, but it has also become a domain in which skills are developed and abilities are revealed. Competition is one of the essential reasons for the production of texts, regardless of their nature—whether poetic or prosaic—which has shifted the conscious reader from the role of passive recipient to that of active sender. The reader no longer stops at the limits of the text, but engages in reading mechanisms to produce new texts that contribute to activating the communication process. The school is considered the cradle of this process. In the profile of each academic year, learners are expected to acquire the ability of fluent reading and the construction of correct sentences, especially in the early stages of primary education. This goal continues throughout the three stages of education, where at each level, the construction of texts on various topics becomes a targeted competency that the teacher strives to achieve, paying attention to both structure and meaning.

However, this vision remains confined to the theoretical aspect of this trajectory, as the lived school reality does not reflect this positive view—especially since the secondary school learner is characterized by limited expressive competence, a fact that does not align with the pedagogical expectations for learners at this stage, given that written expression is among the essential competencies targeted in the teaching-learning process. This has made the core of written expression a difficult goal to achieve for both learners and teachers, particularly as today's learners have come to prefer listening over reading, consumption over production, and activity over contemplation and reflection. This has made the teacher's task more difficult in

facing learners who have made material achievement both their goal and ultimate aim.

The idea of appreciating texts—or even producing them—is the last thing today's secondary learners aim for. Their excuse is that they cannot write a few lines discussing the proposed topic. This is what led us to explore interactive teaching strategies, as they are a necessary approach in light of modern knowledge transformations. To mitigate this difficulty, we focused on the written expression component to reach a realistic profile that ensures a set of comprehensive competencies that qualify the learner to construct a complete text using modern strategies that guarantee the production of a coherent written composition in an engaging and stimulating interactive environment—especially since learners are already practicing certain activities that the teacher strives to establish in educational settings to help them reach open-ended educational goals. This led us to pose the following problem:

How can interactive teaching strategies develop the written expression skills of second-year secondary students in scientific and technical streams?

1.1 Hypotheses of the Study:

To answer this problem, we propose a set of hypotheses, the most important of which are:

- Interactive teaching strategies cannot rely on a single method but depend on a set of strategies based on the stages of presenting the written expression topic.
- A supportive and well-equipped environment is a necessary condition for learners to produce written expression texts.
- The learner's psychological and social state plays a direct role in the success or failure of interactive teaching strategies in writing.

- Interactive teaching strategies can develop the learner's skill if the proposed topic is one that reflects the learner's own lived experiences

1.2 Significance of the Study:

This study plays a direct role in activating the written expression component, as it opens the way for both the teacher and the learner to identify the most effective methods for achieving their shared goal—namely, the production of texts with cognitive value, in addition to developing time management skills. This ensures two essential outcomes for the learner: first, the acquisition of comprehensive knowledge of everything covered in the assigned unit; second, the production of texts that combine the requirements of the proposed topic on one hand, and the demonstration of the learner's creative competence on the other.

1.4 Methodology and Instruments:

We relied on the descriptive-analytical method in our study, in order to apply selected interactive teaching strategies to the written expression topics assigned to second-year secondary school students in scientific streams, in accordance with the time allocated to this component.

2. Theoretical Framework of the Study Variables

2.1 The Nature of Written Expression:

2.1.1 The Concept of Written Expression:

- **Linguistically:**

The Arabic root word "abbara" (عبر) means "to cross"—to move from one side to another. It also means to interpret visions ("abbara al-ru'yā") or to express something clearly. "Expression" (ta'bīr) means the articulation of inner thoughts or emotions through speech or other means (Al-Farahidi, 1967, p. 210) "To express speech" means to clarify and explain it. "To express a vision" means to interpret it. Thus,

expression is interpretation, clarification, and the revelation of meaning hidden within the self (Al-Fayruzabadi, 1977, p. 823).

- **Terminologically:**

It is the individual's ability to articulate inner thoughts and feelings using refined and concise language (Youssef Saeed, 2006, p. 44). It is considered a means of communication between individuals by recording what lies within them and turning it into a cognitive product (Blahda, 2020, p. 136).

Accordingly, expression is a skill through which the learner's thoughts and emotions are translated from an imagined mental image to a concrete, tangible form embodied on the physical page containing the lines of the topic. This makes it one of the most important activities for learners, as it enables them to achieve the most vital competency targeted by the teacher: the production of a well-structured text that fulfills the demands of the topic—especially when the writing is a school assignment that requires applying grammar or rhetoric lessons, for instance. However, if the writing stems from the learner's own desire, it goes beyond being just a task and becomes a genuine step toward creativity through writing.

2.1.2 Objectives of the Written Expression Component:

At the level of the educational group (in-class):

- Expressing personal feelings and desires, while employing prior knowledge according to the topic requirements.
- Developing imagination skills by transforming perceived images into real ones through written text.
- Enhancing the learner's linguistic repertoire, which in turn strengthens communication with peers through group work.

Outside the educational group (out-of-class):

- Strengthening previously acquired knowledge with motivation and effectiveness that encourages participation in learning and develops social communication skills.
- Overcoming certain personal challenges, such as social anxiety or hesitation, thereby boosting self-confidence.
- Helping the learner master three essential elements: sentence structure, appropriate contextual development, and accurate performance in any situation beyond the classroom.

2.1 The Nature of Interactive Teaching

2.2.1 The Concept of Teaching and Education:

Education is a set of activities carried out by the teacher in a specific learning situation to help the learner achieve defined educational objectives (Tagreed, 2021, p. 01). Education, like teaching, "can be understood as a task and an act of accomplishment" (PETERS, 2010, p. 10). Based on this definition, we face two interrelated concepts: teaching and education, which are considered two sides of the same coin. If education is linked to the teaching methods practiced by the teacher, then the comprehensive concept of teaching deals with the implementation process as broad and not limited to the classroom, involving pre- and post-class elements that affect the teaching process (Balrached & Bin Tahe, 2018, p. 05). Some believe that "teaching is practical work on education," as it focuses on teaching individuals by engaging them in activities instead of merely providing information. Teaching takes place in various settings, such as classrooms, workshops, and others (Wahocho, 2023).

Education is an organized and facilitated process aimed at delivering information and developing learners' knowledge and skills (Bourabaine, 2023, p. 378). It also reflects acquired behaviors that enable learners to choose and carry out their projects and achieve self-realization based on previous learning (José & TOURINÁN, 2021). This makes communication easier and contributes to skill development and broadening horizons (<https://ischoolconnect.com/blog/the-importance-of-education-reasons-why-we-need-it/>, 2024). Regardless, education is a human right needed to live a meaningful life (Hassan Atia, 2021, p. 114). In Islamic Sharia, education is considered a divine requirement, as Allah says: "Read in the name of your Lord who created (1), Created man from a clot (2), Read, and your Lord is the Most Generous (3), Who taught by the pen (4), Taught man what he did not know (5)" (The Holy Quran, Sourat Al-Alaq).

2.2.2 The Concept of Interactive Teaching:

Ayman Abdul Hamid believes that what the learner possesses in terms of prior knowledge and experience is the foundation of learning and knowledge-building, which in turn depends on the teacher's knowledge and experience (Ayman Abdel Hamid, 2020, p. 496). This is what interactive teaching seeks to activate through collaboration between teacher and learner or among learners themselves. Interactive teaching refers to "a wide variety of activities and methods used in the classroom" (<https://ar.al3yla.com/education/teaching>), taking into account the time required to complete these activities, and relying on strategies that promote deep learning and enable the learner to engage with complex knowledge (Naghham Hadi, 2016, p. 347). Some see the core of interactive teaching as "creating educational and psychological conditions that activate learners'

intellectual, personal, and social engagement” (Marina V, Lyubov I, & Natal V, 2018, p. 26), under the teacher’s supervision. Thus, interactive teaching becomes a dual activity where the teacher stimulates learners' capacity for thinking, creativity, and adaptability (Peng Chen, 2017, p. 1474). It can therefore be concluded that interactive teaching is a special form of organizing cognitive activity (Peng Chen, 2017, p. 1474). It is distinguished by key elements (Jaghoubi & Mazouz, 2022, p. 132) such as mutual interaction, follow-up on work, specific social skills, and individual responsibility.

2.2.3 Objectives of Interactive Teaching:

Interactive teaching has several objectives, (Ayman Abdel Hamid, 2020, p. 497):

- Encouraging learners to gain real-life and educational experiences.
- Increasing learners' creativity, regardless of the subject matter.
- Helping learners achieve goals that enhance self-awareness and confidence, enabling them to explore important issues in their environment and actively pursue paths to excellence.

2.2.4 Interactive Teaching Strategies:

Interactive teaching strategies are among the most important methods used in the teaching-learning process. They include:

2.2.4.1 Brainstorming Strategy: Proposed by Alex Osborne, this method suggests that “people generate more ideas when they are together” (Deepa Kajal, 2000, p. 22). The teacher gathers learners and presents or writes the topic for written expression, asking them to contribute any ideas that come to mind. All suggestions are recorded without objection or criticism. Each idea is then discussed individually, and the best one is selected with the group's approval.

2.2.4.2 Cooperative Learning Strategy: The teacher forms groups of learners

(regardless of number) and allows them to use communication tools like phones, intranet, etc., to carry out their projects. Interactive learning methods encourage such activities by promoting teamwork, collaboration, and effective communication (sarvan, 2023).

2.2.4.3 Self-Learning Strategy:

This strategy focuses on learners' individual abilities and encourages the acquisition of knowledge and skills from various sources. It helps develop learners' capabilities and ensures future progress. It is especially applied in research and applied projects (Quality Assurance Unit, (D.S.N.), p. 05). Therefore, classrooms should be adapted to modern teaching using technology and communication tools (Team Hurix, 2023).

2.2.4.4 E-Learning Strategy: This strategy is based on education through electronic networks specifically designed for learning (Krom & Alawi, 2020, p. 52). E-learning encompasses all components of the educational process and aims to develop the learner's abilities and achieve all planned goals. It goes through several stages (Tahrach, 2018, p. 02):

- A stage focusing on isolated learning materials,
- A stage focused on tools and equipment,
- A stage focused on methods and strategies.

2.2.4.5 Integrated Learning Strategy: This approach encourages learners to use existing knowledge and experiences to build new ones. The idea is to make learners responsible for expanding their understanding, thus turning them into researchers (Integrative teaching strategies; what are they, and how do you implement them?, n.d.). Teachers should therefore help learners connect different subjects with prior learning and their environment whenever (Al-Masry, 2015, p. 11).

Despite the significant importance of interactive teaching and its various strategies, its implementation faces many challenges. The content of interactive lessons often cannot be fully covered due to a lack of equipment and resources, which poses a major challenge (Pravin, 2016, p. 06), in addition to large class sizes and the limited instructional time allocated.

3. Applied Framework of the Study

This section applies interactive teaching strategies to the written expression topics specified in the educational curriculum.

3.1 First Topic: Summarizing Texts of Various Styles

This topic falls under the first unit titled "The Rational Trend in Arabic Poetry." Although it may seem simple to some, it is considered one of the most difficult due to its reliance on the principles of the given text, which limits free expression. It requires the learner to perform deep and conscious reading to distinguish essential elements from secondary ones. To facilitate this step, the teacher guides the learner through a series of planned stages bound by a three-hour time frame, broken down as follows:

3.1.1 First Session (Duration: 1 hour)

- **Stage One (1–20 minutes):** The teacher presents the definition of the term "summary" both linguistically and technically, explains its importance as a written expression technique, and outlines the key steps in summarizing. He also clarifies which types of texts can be summarized, such as stories and novels, and which cannot, like scientific texts (e.g., medical drug leaflets).
- **Stage Two (20–40 minutes):** The teacher assigns students to read specific texts such as "The Impact of Rationalism on Arabic Poetry" by Shawqi Daif, along with other teacher-selected texts relevant to the unit. The class is divided into groups of six students each, meaning six different texts

for a class of 36 students. Students work individually, reading and analyzing the text using prior knowledge and personal skills. The teacher encourages self-reliance and persistence, applying the self-learning strategy where the student depends on both previous knowledge and skills developed during the session.

- **Stage Three (40–59 minutes):** One student from each group presents their summary aloud while the others evaluate it. This cycle repeats across all six groups. The presenter benefits from specific feedback (positive or negative), especially as it pertains to the same text others in the group have read, while other groups learn general lessons. This partially fulfills the cooperative learning strategy, as it minimizes reliance on technology and maximizes group work and peer learning.

At the end of the activity, the teacher highlights the strengths and weaknesses of the produced work, which the students are expected to consider in future summaries. A shared follow-up task is then assigned, reinforcing the summarization technique. Students are given one week to complete it, using both technology and their individual capabilities, again employing the self-learning strategy.

3.1.2 Second Session (Duration: 1 hour):

In this session, the students write their summaries in class. The teacher gives sufficient time, collects the work, and returns the corrected papers the following week.

3.1.3 Third Session (Duration: 1 hour):

This session is dedicated to correcting the summaries. The teacher returns the corrected versions and praises those that focused on the core content and adhered to the expected length (usually one-quarter of the original text). Common errors (spelling, style, etc.) are addressed. Students participate in correcting these mistakes on the board, especially the original author of

the mistake, applying the learning through mistakes strategy. The teacher encourages learners by having them read their work aloud and opens the floor for discussion and evaluation among the students, forming an interactive communication loop involving the teacher, text, and learners.

3.2 Second Written Expression Topic: "Kindness to Evildoers is a Form of Foolishness"

This topic falls under Unit Four, titled "Imitation and Innovation in Abbasid Poetry." The total duration for this topic is three hours, distributed as follows: one session for introducing the topic, one for writing, and one for correction. Based on this, we will suggest a set of interactive strategies to help students develop their writing skills on this topic, tailored to their abilities and introduced gradually for optimal results.

3.2.1 First Session (Duration: 1 hour): In this session, some essential classroom tools should be available, such as a blackboard for the teacher to write the prompt clearly, the textbook, colored pens, and scraps of paper for note-taking.

- **Stage One (5 to 20 minutes):** The teacher reads the prompt aloud, using different vocal tones to emphasize the words "kindness" and "foolishness" to capture the learners' attention and motivate them to explore the topic's nuances. Then, the teacher asks a student to come to the board and underline the key words, preferably using a different color. The teacher sits among the students to encourage them to use the brainstorming strategy, which is based on stimulating free thinking and generating a large number of ideas.

The teacher poses the central question: "How can kindness to evildoers be considered a form of foolishness?"

Students are asked to rephrase this question in similar ways and share their ideas and perspectives, fostering an

interactive and communicative environment where they benefit from each other's viewpoints. The teacher selects some responses randomly to keep engagement high.

- **Stage Two (20 to 40 minutes):** The teacher moves to a new interactive strategy — cooperative learning — to save time, increase learners' focus on the main idea, and create enjoyment and harmony among students. The classroom atmosphere becomes a supportive learning environment. Based on the ideas generated in the first stage, the teacher divides the class into groups according to similarity in the ideas expressed (groups form organically, not forced). This helps deepen and clarify the topic's ideas within each group, and fosters a competitive atmosphere where groups compare and critique each other's ideas.

- **Stage Three (40 to 58 minutes):** Students write down the most important ideas generated from their group work. They define clear boundaries for their topic, deciding which examples and arguments to use to support it. They apply the skills they developed during the group work. By the end of this session, learners have gained new competencies and have listened to peers' ideas, which may align or conflict with their own views.

At the session's close, the teacher assigns students to further explore the topic on their own as a follow-up. This implements the flipped classroom strategy, encouraging students to rely on themselves to gather information and adapt it to their topic. This approach supports self-directed learning, develops expressive skills, and strengthens both cognitive and practical activities by integrating personal experiences, discussions, and readings. Thus, the learner moves beyond the traditional classroom role by studying the topic independently and discussing it within the group.

Although this strategy reduces the teacher's burden somewhat, it also requires the teacher to carefully monitor students' ideas and keep the topic vibrant among them. The teacher remains ready to answer any questions or proposals related to their topics at the end of each session —

including rules, literary texts, communication, projects, etc. — preparing them well for the upcoming writing session. The following table illustrates the above.

Tabel 01: Table (01) :Distribution of Interactive Teaching Strategies in the First Class (for the Second Topic)

strategy	time period	means	Steps taken to implement the strategy	The goal of applying a brainstorming strategy
Brainstorming strategy	5 to 20m	- Material: -the use of the board; - Investing what the learner has eaten in this unit - text book . - Paper scraps to write down the most important ideas - Learner's brochure - Colored pens	- Presentation of the subject of the written expression by the learner - Presenting the most important ideas - Learners hear each other and actively discuss them - Suggest some solutions	- Accept criticism in harmony and difference through teamwork - motivate him to come up with new ideas; - Developing communication and dialog skills. - Enhancing linguistic balance and encouraging expressive fluency - Spark creative thinking - Enhance Listening and Attention Skills - Developing memory skills,
Collaborative Teaching Strategy	20m to 40m 5 to 20m	- the same means - clock to set the time;	- dividing learners into groups; - Identify the main problem of the topic; - Listening to different ideas - Write down proposed ideas before Fuji action	- Alleviating the state of shame and tension in learners - Effective participation through the work of the regiment by distributing roles among them. - Investing time. - Achieving some noble qualities - Respect the other's opinion. - ring communication realization - The department room becomes an interactive space that supports their activities
Integrative teaching strategy	40m to 58m	- the same means	- Creating a competitive atmosphere - Effective participation of learners within the same group - Participation and discussion within other groups - The learner has transformed from an outlet for education to a knowledge maker according to a common methodology - Documenting the most important points from teamwork	- Developing the learner's skills and enabling him to solve problems - Draw a structure for its subject based on teamwork - Write down his own opinion as a hallmark of his achievement. - Developing creative and exploratory thinking. - Transform it from a recipient of information to an initiator and an actor.

Source: Prepared by the researcher

3.2.2 Second Session: Writing the Topic (Duration: 1 hour): This session takes place one week after presenting the topic to the learners. The teacher asks learners to write their compositions inside the classroom, making this session an intermediate one between the topic introduction and its correction.

- The teacher grants learners 50 minutes for writing, which is done individually in a quiet environment.

- At this stage, learners apply two interactive teaching strategies they benefited from: cooperative learning and the flipped classroom, using their outcomes to compose their texts.

3.2.3 Third Session: Correction (Duration: 1 hour):

- After correcting the works and addressing the structural, content, linguistic, and stylistic aspects, the teacher returns the corrected papers to learners.
- Some exemplary models are read aloud with learner participation (dividing the class into groups).
- This helps learners recognize individual differences in their group despite collective work, encouraging the interactive cooperative learning strategy.
- Learners develop communication and dialogue skills by listening to peers' feedback, which builds their confidence beyond the classroom and into their social environment.
- This also strengthens their linguistic and stylistic skills, as well as their ability to defend their ideas with organized arguments supported by evidence.

3.3 Third Topic: Abu Tammam, Al-Mutanabbi, and Al-Buhturi — Wise Men or Poets?

This topic is part of Unit Seven, titled *Complaint and Social Disorder*. It primarily focuses on comparison, as learners have previously studied these three poets separately in different units.

The teacher relies on brainstorming and cooperative learning strategies. The topic is divided into:

3.3.1 First Session (1 hour), divided into three stages:

- **Stage One (5 to 20 minutes):** The teacher writes the topic prompt on the board and reads it aloud, followed by learners' reading. The goal is for learners to identify key words in the topic. The teacher revisits the problem statement to reinforce brainstorming, weaving a communicative network among learners. The class is divided into groups to encourage interaction.

- Each group identifies the main lines to cover in the topic, using their accumulated knowledge from previous lessons. The goal is to integrate ideas and present them to stimulate skills and value their knowledge, especially focusing on the differences and similarities between the three poets, as learners have studied them separately before. This collective work goes beyond idea sharing to knowledge production and exchange, helping define the scope of the topic.

• Stage Two (20 to 40 minutes):

The teacher activates an integrative interactive teaching strategy based on cooperative cognitive links supporting exploratory and creative thinking. Each group chooses a student to represent one of the poets, forming new groups based on this idea:

- Group 1 selects a student to represent Al-Mutanabbi, highlighting his wisdom in poetry.
- Group 2 selects a student for Al-Buhturi, demonstrating his poetic merit.
- Similarly, another group selects a student for Abu Tammam. This shifts the class from unclassified groups to classified groups based on poets.

Each student conveys the conclusions of their original group to their new group to present a clear picture of the poet. This process builds several skills, including analysis, dialogue, and critique, especially regarding points of agreement and disagreement, and implicitly practices classification, synthesis, and analysis. Learners write down key points, transforming the group work from oral interaction to written communication, emphasizing time management as a key to successful teamwork.

• Stage Three (40 to 58 minutes):

The teacher employs self-directed learning strategy, focusing on learners' individual capacities and their ability to

assimilate information from the previous stages.

This stage begins with the teacher listening to the groups' outputs, shifting learners from passive reception to active expression.

Each group presents points that may differ in content or context from others, reflecting their unique perspective after reviewing the group work. The following table illustrates the above.

Table (02) Distribution of Interactive Teaching Strategies by First Class (for the Third Topic)

Strategy	time period	means	Steps taken to implement the strategy	The goal of applying a brainstorming strategy
Brainstorming strategy	5m to 20m	- employing the blackboard to write the bond; - Paper scraps to jot down the most important ideas - Use colors to control keywords. - Textbook - notebook - clock to set the time	- Dividing the educational cohort into unclassified groups - Identify the main problem of the topic; - Listening to different ideas - blogging; - implementation;	- understanding the subject; - Invest the final competencies derived from the previous topics - strengthening analytical skills; - developing critical skills; - Strengthening communication and dialog work;
Integrative Interactive Teaching Strategy	20m to 40m	- the same means	- Dividing the educational cohort into groups classified "based on each poet" - The learner moves from being a subject reporter to being a critical recipient based on his or her participation in the two groups.	- Developing oral expression skills - Enhancing the communication dialog; - investing time in bringing these three poets closer together;
Self-education strategy	40m to 58m	- the same means	- Notation of the most important points that highlight the contrast between the three poets, as well as their compatibility	- The learner's investment in his previous competencies; - Invest in his Fuji work; - his collection of evidence and arguments and his ability to employ them

Source: Prepared by the researcher

3.3.2 Second Session: Writing the Topic (Duration: 1 hour)

This session takes place inside the classroom, where the teacher employs the self-learning strategy. The focus is on how well the learner has adopted and absorbed the topic and the information they have gathered. Attention is also given to the structural framework of the topic and the learner's adherence to it, in addition to linguistic accuracy, stylistic formulation, and the use of arguments, evidence, and examples that support the idea.

3.3.3 Third Session: Topic Correction (Duration: 1 hour)

After correcting the submitted topics, the teacher focuses on the following:

- Implementing time management strategies with learners.
- Changing their perspective of the session from being merely a correction session that only highlights grammatical and stylistic errors, to one that also emphasizes individual skills resulting from group participation.
- Highlighting the success of interactive group teaching, as it helps bring learners' viewpoints closer and changes some behaviors, such as reducing stubbornness and intolerance in expressing opinions by promoting acceptance and respect for others' views, which serves their common topic.
- Ensuring the reinforcement of the communication loop between teacher and

learner, learner and learner, and between teacher, learners, and the class.

Session Phases:

- **Phase One (5 to 25 minutes):** The teacher writes some common mistakes made by learners on the board, presenting them in a table accompanied by errors. This acts as a new strategy called learning through errors. Learners are asked to correct these errors, identify the type of mistake, and write down the correct form. This is done collaboratively and learners record it in their notebooks.

- **Phase Two (25 to 40 minutes):** The teacher selects some topics and asks learners to read them aloud. Here, an opportunity is given to learners who have not previously participated to share their work with classmates.

- **Phase Three (40 to 58 minutes):** A final evaluative stage where learners assess each other's work. They get the chance to choose the best works based on objective criteria and valid arguments. This process enhances their linguistic communication skills in formal language and gives the session an interactive character based on the cooperative learning strategy.

3.4 Fourth Topic: Three Aspects Defining the Near Future — The Revolution in Technology, Transportation, and Medicine

This topic falls under Unit Nine, titled: Poetry in the Context of Internal Power Conflicts

3.4.1 First Session (Duration: 1 hour): Divided into Three Phases

- **Phase One (5 to 15 minutes):**

The teacher writes the topic on the board and reads the text (the prompt). Then, some learners are asked to read it aloud, and one of them is chosen to underline the key words.

Since this topic is characterized by its modern, technological nature, the teacher provides several tools such as a mobile phone, a projector, and a computer. The teacher also displays a set of images illustrating the latest advances in medicine and transportation to give learners a comprehensive understanding of the topic. The teacher then poses the following question:

"What are the features that will distinguish the near future in the fields of technological revolution, transportation, and medicine?"

Based on learners' answers, the teacher divides the class into groups. The group members select each other based on shared ideas, thereby activating the cooperative learning strategy, which enhances their effectiveness in succeeding with the group work.

- **Phase Two (15 to 30 minutes):** The teacher places learners in a problem-solving situation, aiming to apply the brainstorming strategy, starting with these questions:

- How do you imagine the future in the fields of medicine, technology, and transportation?

- How far do you think human intellect will advance in these three fields?

- What would you add to these fields if you were given the opportunity to work in one of them?

Each group writes down their main expectations for each field.

- **Phase Three (30 to 55 minutes):** The teacher values the cooperative learning strategy by organizing groups based on their shared focus area. The goal is to strengthen dialogic communication processes. Learners are allowed to use mobile phones and computers as supportive tools for their futuristic visions, fostering a competitive competence among groups, as well as implementing the e-learning strategy, which

focuses on effective communication as a core element of the session.

This strategy also aims to develop creative and purposeful thinking skills, encouraging learners to envision the reality they aspire to create. This opens horizons for imagination and innovation, especially since today's learners live in a digital world that parallels and even competes with their real one. Learners spend most of their time in the virtual world, becoming part of it unconsciously, which distances them from their true knowledge.

The session transforms into an awareness-raising voice for the learner's self — a reminder that they are a complete being who should not be overwhelmed or drained by this overwhelming technology. The true role of technology is to serve them, not the other way around. The learner's duty is to be

active and developmental, an influencer rather than a passive influenced.

Each group outlines the main framework of their topic based on the communicative and dialogic interactions among members. The groups should enrich their topics with modern terminology relevant to the subject. The teacher ensures that learners enjoy their presentations and that enthusiasm and positive interaction prevail among the groups.

Each group appoints a representative to read aloud their conclusions. This provides learners with a comprehensive view of their classmates' ideas and opinions and gives them a chance to reshape and expand the dimensions of their own topics — especially since they have a whole week ahead to continue researching and enriching their work. The following table illustrates the above.

Table (03) Distribution of Interactive Teaching Strategies by First Class (for the Third Topic)

strategy	time period	Means	Steps taken to implement the strategy	The goal of applying a brainstorming strategy
Collaborative Teaching Strategy	6m to 20m	- employing the blackboard to write the bond; - The learner puts a line on the keywords - Using some means: mobile phone, display screen, computer	- Dividing the educational cohort into groups based on convergent ideas	- understanding the subject - Developing imagination skill - strengthening analytical skills; - Investing the displayed scenes to enhance visual and dialog communication work
Brainstorming strategy	20m to 40m	- the same means - Snippets carrying the most important ideas of Fuji work - Classification of responses based on the three areas.	-The learner presents a set of ideas based on his vision for the future - The learner has the freedom to present what serves the work." - Developing creative thinking - Transforming the learner from being a recipient into a producer	- Invest time with efficient hardware - Achieving competition.
Collaborative Teaching Strategy and e-teaching strategy	40m to 58m	- the same means	-Groups are reorganized based on the common domain -To be influential, not influenced - Draw the important lines in his subject - Investing his previous gains -Employing Hajj Evidence -Ability to employ technology	- Achieving fun and interaction among learners - Using technology in a direct and indirect collaborative collective framework "chats employing the Internet" - Exiting from the traditional framework of this tributary to enhance the modernist framework to keep pace with the requirements of the times - It can collect information from a variety of sources.

Source: Prepared by the researcher

3.4.2 Second Session: Topic Writing (Duration: 1 hour)

This session lasts for 50 minutes. The teacher asks the learners to write their topics individually on paper to review the information they have gathered and assess their ability to utilize it, especially after the joint group work that facilitated the exchange of knowledge, ideas, and ways of applying them. This fulfills the **self-learning strategy**, as the learner builds their topic from two angles: structural construction and content elaboration.

3.4.3 Third Session: Topic Correction (Duration: 1 hour)

- **Phase One (1 to 20 minutes):** During this time, the teacher writes some common errors on the board, ensuring variety by including spelling, stylistic, and informational mistakes. Learners are encouraged to participate in an organized group discussion, embodying the peer cooperative learning strategy. The core of this strategy is to break the traditional monotony of teaching and give the class dynamic energy. The learner is simultaneously the one who makes the mistake, corrects it, and explains the nature of the error. This approach fosters learning through errors, enhancing performance, understanding, and confidence. Learners get to play three roles: the errant, the corrector, and the explainer.
- **Phase Two (20 to 40 minutes):** The teacher allows learners to copy the correction table from the board, which represents a collective product of their efforts.
- **Phase Three (40 to 55 minutes):** The teacher selects some well-structured topics that have successfully incorporated evidence, arguments, stylistic beauty, and coherent presentation to be read aloud to the class. The teacher tries to remain neutral and does not express personal opinions

about the work, instead giving learners the opportunity to express their views. Their evaluations are expected to be objective, avoiding favoritism or harshness, thus reinforcing mutual respect.

4. Conclusion:

At the end of this research paper, we see that interactive teaching is a broad field whose coordinates cannot be rigidly defined, especially when supported by expressive writing that combines talent and skill alike. However, we have tried as much as possible to provide studied steps that may assist both the teacher and the learner. Nonetheless, research on this topic remains open for further investigation and scrutiny. From the above presentation and analysis, we highlight the main results of this study, summarized as follows:

- Moving expressive writing from its traditional theoretical framework into an interactive space that serves the teaching-learning process.
- Expanding the scope of written expression from an individual task to a collective performance that contributes to building learner skills.
- The contribution of interactive teaching strategies in transforming the proposed topic into practical activities based on stages that develop thinking, planning, and accomplishment.
- Learners reaching the essence of the writing expression process by employing interactive teaching strategies, especially integrative and cooperative teaching strategies, while enhancing dialogic and communicative skills.
- Strengthening the learner's self-confidence, which contributes to strengthening their relationship with their school and social environment.

Recommendations Based on the Results:

- Attempt to utilize interactive teaching strategies to develop learners' abilities and increase their competence in writing and critiquing texts.
- Guide the use of information and communication technology by the educational group and ensure its use for research and development purposes, not dependency that leads to losing targeted goals.
- Encourage and motivate learners, especially those with creative and critical skills, and attempt to integrate them into supportive clubs.
- Provide a safe and supportive classroom environment for the learner and the teacher through training courses that help improve teaching skills

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