

## The Effect Of Using Discussion Method In Promoting English Language Knowledge among English Foreign Language Learners

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### Abstract:

This article was concerned with the application of discussion method in promoting English language knowledge among English foreign language learners in Iran. Discussion method as one of the factors of speaking skill has been paid attention by scholars, teachers in order to help language learners to improve their target language. In English foreign language setting, what is important to know is that the English foreign language learners have not good opportunity to speak English language in their classroom. So far, the English foreign students have faced with limited English speaking skills in EFL classroom. Discussion method might be a stimulant for the EFL learners to start English speaking skills in their classrooms. When I started teaching English at Bushehr Medical University, Bushehr in Iran, I realized that there was a great demand for teaching discussion method from medical students and I had to bend after these demand. So after teaching discussion method for many years, I felt it necessary to conduct a discussion method research in the light of my experience so as to make handy and useful for students, teachers, and syllabus designers in terms of promoting English learning. The subjects for this research were 100 medical students that were enrolled in five classrooms with different medical subjects in Bushehr University of Medical Sciences, Bushehr in Iran. The result of this project showed that discussion method could be a stimulant for the increase of the English knowledge of the EFL learners.

**Keywords:** EFL learners, English language, speaking skills, communicative approach, discussion

### Introduction

This paper explored how an English teacher in a foreign language country such as Iran teaching discussion method in English language teaching classrooms for EFL learners. Using discussion method, this article focused on EFL learners initiating an interactional sequence through using sequence questions designed by the teacher. The questions were designed to give the opportunity for the EFL learners to contribute in the discussion of English topics in classroom. However, this paper showed the learning of English language through discussion method between the teacher and the learners in EFL classroom. In this kind of model of English learning in EFL classrooms, there are communication factors between teacher and learners which increase the knowledge of English learners in EFL classroom. Al-Murtadha (2020) argued that the role of communication in EFL classroom is a vital factor that can help success learning English language. However, I cannot ignore the role of communication and English language in this paper. It is interesting to note that there is the relationship between language and communication. Thus, language and communication are known both of them as the most important phenomenon of human being. They are closely related but they are not the same phenomenon. Littlewood (1994) mentioned that language does not only enable us to communicate with other people. It also has important mental functions and affects how we understand and reflect on the world around us. Khansir (2012) added that we use language for purpose of communication that distinguishes him from other animals.

Before examining the application of discussion method in increasing English language knowledge of EFL students in English language teaching classroom, it is of study necessary to refer to the work of Edward Anthony (1963), considered three definitions approach, method, and technique. He argued that approach considers the nature of language and the nature of language teaching and learning. An approach is axiomatic. According to his theory, method is an overall plan for orderly presentation of language material, and then a method is procedural. Ziahosseiny (2009, P1) mentioned that "a method refers to idea, belief, or theory that a teacher holds in her mind; it is based on two principles, one in linguistics and the other in psychology"(cited in Khansir, 2014a). According to Anthony (1963), a technique is implementation- that which actually takes place in a classroom. It is interesting to note that every method has many techniques that take place in classroom and we can say that they are classroom activities. A technique depends on the master of the teacher in a classroom and the effectiveness of a particular technique must be taken in relation to a method.



In this paragraph, this paper looks at briefly communication strategies. However, I did acknowledge that communication strategies relating to my work in this article and they play a vital role in communicative competence as the central role in using discussion method in this paper. Before I discuss about the title of this paper "Discussion Method" is my main orientation in this article. I try to keep a particular kind of reader in mind. First of all, I adapted that communication strategies will help readers of this paper to more use of communication strategies in order to develop the knowledge of their language communication in English. However, in 1972, the notion of communication strategies originated in SLA research in the early 70s with Selinker's (1972) invocation of them as one of the five central processes responsible for the development of interlanguage (Husain 2006). Interlanguage is the type of language produced by second and foreign language- learners who are in the process of learning a language. In language learning, learners' errors are caused by several different processes. These include: 1) borrowing patterns from the mother-tongue; 2) extending patterns from the target language, for example, analogy or overgeneralization; and 3) expressing meaning using the words and grammar which are already known (communication strategy). It is interesting to note that in communication strategy issue, the learner may have a limited command of the language; in trying to communicate, he may have make up for a lack of knowledge of grammar or vocabulary. What is important for us to know is that since the language which the learner produces using these processes differs from both the mother tongue and the target language called an interlanguage. On the other words, Ellis (2003) argued that the concept of interlanguage can be viewed as a metaphor of how second language acquisition takes place (cited in Khansir and Pakdel (2019). Richards et al (1992) reported that communication strategy is a way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In a communication strategy, a student tries to communicate in target language; he may have to make up for a lack of knowledge of vocabulary or grammar. In recent years, many language researchers have worked in the field of communication strategies (Selinker 1972; Tarone 1977; Dornyei 1995; Faerch & Kasper 1983; Maleki 2007). What we can conclude of communication strategies is that they are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal, according to Faerch and Kasper, 1983)

Following the basic approach of language teaching which appeared in 1970, it is called communicative language teaching. Communicative language teaching is known as approach which focuses on communicative competence. Brown (1994) reported that Communicative language teaching is an approach that is based on a board theoretical position about the nature of language and of language learning and teaching. In this approach, a theory is coined by a Sociolinguistics expert, Hymes (1972), believed that in order to use the language effectively students need to develop communicative competence. In fact, the ability to use the language they are learning appropriately in a given social encounter. What is important is that every language learner hopes that he / she can speak the target language in social environment. We can conclude that the main aim of the communicative language teaching is to help language learners communicate in social area. According to this approach, in 2002, Savignon is one of the language experts who introduced five components of a communicative curriculum that could help learners in acquiring the target language based on both theoretical and practical foundations of communicative language teaching are mentioned in (Hiep, 2005, pp.194), as follows:

- 1) Language arts includes those elements that teachers often do best ; it may be all they have been taught to do including exercises used in mother tongue to focus attention on formal accuracy.
- 2) Language for a purpose is the use of language for real communication goals.
- 3) Personal English language use relates to the learners' emerging identity in English.
- 4) Theatre arts means to teach in a way that can provide learners with the tool they need to act in new language such as to interpret , express, and negotiate meaning.
- 5) Beyond the classroom refers to the need to prepare learners to use the language they learn in the world outside the classrooms.

Communicative language teaching has played a significant role in the teaching and learning of English language over the world. Communicative competence as the main core of the communicative language teaching approach helps language learners in learning language in target language. In communicative language teaching both teacher and learner participate in learning the target language.

A question arises why the author of this paper selected the discussion method topic. Discussion method is used as language learning strategy involves language learner to use a language effectively and helps the learner enhance his ability to use the knowledge for his communication. Discussion method can be used as a tool in helping EFL students in improving their English language. The main aim of discussion method in learning language is that focuses on how a language should be spoken in language classroom. This method of language is related directly to conversion and give more self –confidence to the learners in EFL classroom. It involves both teacher and learners in the study of language effectively. It is important to note, however, in this study, there was a process of interaction between the teacher and the learner based on the use of discussion method and feedback exchanges in which the teacher posed a topic of discussion and involved the students into the discussion topics. In fact, in the time of discussion method in classroom, the learners should be ready to engage themselves in the process of the discussion which took place in their classroom environment. , as was stated by teacher in the previous meeting. It is interesting to note that they were completely same heart in their work. Thus, the relationship between the learners and the teacher provided a peace space that all the English learners felt accepted, supported and encouraged by the teacher and the classmates. Harmer (1983, pp. 95-8) reported that "more direct forms of self-expression can occur when we relate the content of a discussion or through techniques for personalizing language practice". In this study, this paper was done based on social and psychological factors in which emphasized that the teacher should provide a good sufficient time to the students to reach their purpose in the English classroom. Spaventa (1980) argued that one of the fundamental tasks of the teacher as a facilitator of learning is therefore to make space for the learner in the classroom. Khansir (2014b, p. 839) supported this claim as follows:

It is important that English teachers give more opportunity to learners in classroom in order to practice their lesson. Thus, the teachers should give sufficient time to their students is that the students feel freedom to analyze and reflect what has been exposed to the students."

I tried to create a friendly atmosphere among my students when we started discussion topic in the English classrooms. One of the main aims of this study was to create a real life situation in the English classrooms between the teacher and learners, so that the learners learned English better as they felt confidence and comfortable. This study involved the students to engage in a peaceful rivalry in their works. The paper by using discussion method helped build the peaceful space in order to enable the learners communicates better in their English classrooms. In fact, this study provided the medical learners with opportunities speak English language sentences with their classmates spontaneously. The teacher tried to improve the English language of the learners' errors through the repetition of the English words or sentences several times. In this study, the teacher always tried to give positive feedback to the students and turn the negative energy of fears of response to the discussion topic in communication activities if there was among the students into positive energy and enthusiasm for learning English in the classrooms.

### **Aim of the study**

The fundamental characteristic of teaching through discussion method was that facilitate English speaking learning in EFL classroom at Bushehr Medical University in Iran. It is true that this paper followed this learning process by the use of the implementation to leaning and communication. Based on the topic of this article, the present study aimed to consider the two following questions:

- 1) What are impacts of discussion method on learning of English in EFL classroom?
- 2) What are the perceived benefits of the discussion method in EFL classroom?

Note that English in Iran is used as a foreign language. English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life. Khansir and Gholami Dashti (2014) reported that English is used as a subject from middle school; Iranian learners accepted it as foreign language to pass in the examination. The fact that the vast majority of English syllabuses in school, university situations in Iran are paid attention to teaching English through grammar rules but in the recent years, the Iranian students have recognized that English is necessary for them if they would like to continue their education programs in future. Iranian society has faced with a great enthusiasm for learning English among educated family. Khansir (2010) supported this claim as follows:



Today, the demand for learning English language among Iranians is growing. There is a great enthusiasm in learning English among Iranians. Almost all educated families have realized that English is of importance for international communication for their children. Today, the influence of communicative competence language teaching method has been widely accepted in English foreign language environment. One of the most important methods in EFL classrooms is that English teacher focuses on English communication. According to Choi and Lee (2017), in recent decades, L2 teaching methodologies have shifted from traditional grammar-focused and teacher-centered approaches to more communicative and learner-centered approaches. Al-Murtadha (2020, p. 1) added that "many EFL teachers around the world have experienced the challenges of encouraging EFL learners to communicate in English". Kainth and Kumar Arora (2012) continued this issue of English language and argued that the English language has spread and developed globally, which is a fact that cannot be ignored. It is important to note that English has become very essential for EFL students to have an international language. Researcher of this paper believes that English should be taught as language of comprehension and it should be made more practical and related to the daily life of the EFL students. It is interesting to note that English language is called the language of the global village.

### **Review of Literature**

In this part of this paper, the researchers investigated the effect of using discussion method on promoting the knowledge among the students in EFL and ESL are considered as follows:

Abbas Sanda and Mazila (2017) investigated the discussion method on the performance of the learners of Education Institute, Borno State. They selected forty students for data collecting in this study. The outcome of this study showed that discussion method had effect of the promoting the knowledge of the students. Rahman et al (2011) examined the discussion method and lecture method. They used of forty five students as the sample of the study. The purpose of their study was to evaluate the content and format of instruments. This study reported that discussion method was more effective than lecture method. Santiani Karina (2017) studied on writing descriptive test of all of the students who were joined in in X Administrasi Perkantoran with using discussion method. He reported that there was no the effectiveness using discussion method on writing descriptive text. Hary Setyawan (2015) studied the impact of classroom discussion method in improving English speaking skill of the students who were enrolled in SMP N 3 Depok. In this study, she used as an achievement test for collecting data. This study showed that classroom discussion method had the effect on improving of the students' English speaking skill.

### **Discussion Method**

Today, the value of EFL classes, then, lies not only in the teaching of English grammar, but in the simpler the teacher talks so that the EFL learners understand English language in the real life and supplies the real world environment so that the students make progress in language acquisition. Certainly, successful discussion method in the EFL classroom requires the teacher attend to the formation of the students who try to learn English and helps them develop their linguistic knowledge. I needed define 'group discussion', before starting 'discussion method' as the main topic of this study. The term group discussion is used to refer to a situation in which a small number of persons meet face-to face and, through free oral interaction among themselves exchange information or attempt to reach a decision on shared problems (Mohan & Banerji, 2002). Discussion method is the most common form of dynamic communication method. It links the students together in the classroom. That is why discussion method finds a place in a programme of formal instruction. For example, it is used to practice English language in EFL classroom. In discussion method, the students have to play the role of the speakers or the listeners interchangeably. Mohan & Banerji, (2002) mentioned two ways of organizing a group discussion. First, the topic of discussion is announced beforehand and the participants are expected to have done their homework before coming to the table discussion. Second, the topic of discussion is announced after the participants have assembled and five to ten minutes are given to them for collecting their thoughts. As mentioned earlier, this study selected the topic of discussion method in the previous meeting and informed the students to prepare materials on the mentioned topic. For example, several issues will be discussed in relation to the mentioned topic for teaching discussion method. One of the main advantages of this study was that the students involved in the discussion topic and it was the duty of all the participants to express their opinion on the discussed issues.

Discussion method gives chances for EFL students to use English not only in the classroom but also outside the classroom. It also is important to point out, discussion method opens new window towards English learning in EFL settings. It helps the students to develop English through integrative skills of listening and speaking. This paper tried to use the discussion method in order to teach English through integrative skills of listening and speaking. Juan (2014) mentioned that discussion method is a way of organizing the class and doing communicative activities in class. However, discussion method offers language for communication and comprehension. It is also worth pointing out, that indeed, success is more probable if there is continuing communication between the English teacher and the EFL students in EFL classrooms. Discussion method is the one of the method models in which the English teacher goes into EFL classrooms to work with the EFL students, either as a small group or large group, during classroom English instruction; there are certain benefits from this method. Abba Sanda and Mazila (2017) argued that discussion method is used as an interactive learning process that encourages learners to think critically and creatively at higher cognitive levels. Hary Setyawan (2015) reported that the role of discussion method as an effective and efficient teaching and learning program. Abdalbaki et al (2018) mentioned that discussion method can encourage the students during the lecture time and it helps to interactions between learners and lecturer and also among learners themselves. Richards et al (1992) mentioned the four common types of discussion method as follows:

- 1) Recitation: a teacher directed and highly structured discussion in which the teacher checks to see if students have learned certain facts.
- 2) Guided discussion: a less structured discussion in which the teacher seeks to promote understanding of important concepts.
- 3) Reflective discussion: the least structured form of discussion in which students engage in critical and creative thinking, solve problems, explore issues etc.
- 4) Small group discussion: the class is divided into small groups, with students assuming responsibility for the discussion (p.113).

## Methods

The aim of this project was to help the medical students improve their command of English speaking and to give them skill and practice in using English speaking as a language of instruction for two semesters Bushehr medical university. Research design was designed based on teaching discussion method by the teacher who was teaching English in the university.

## Participants

This study was carried out on five classes of university medical students. The purpose of this study was to help the medical learners improve their study habits in English speaking and to provide them an opportunity for practice in using English speaking. The participants included in this research project had completed twelve years of school education in Iran. This work was done based on English syllabus in this university. All of them, the medium of communication is Farsi; they were native speakers of Farsi (Persian), and studied at Bushehr Medical University of Iran. All participants were members of the same study and the prime goal is to develop and improve their English language based on discussion method. The participants were both males and females in the first year of study, and were studying medical courses at Bushehr University of Medical Sciences in Iran. The participants were 100 medical university studied medical subjects such as, Dentistry, Nutrition, Nursing, Environmental Health, and Public Health. Their age range was between 18 and 24. The participants were passing the compulsory general English course at Bushehr University of Medical Sciences.

## Procedure

The researcher was an English teacher who taught English programs and straight observed the EFL students activities. He controlled all the activities of the participants who were his students at the Bushehr Medical University during two semesters. During this time, the researcher taught the discussion method and he selected English speaking topics and worked with the participants at two semester's meetings. The participants were requested to involve in English speaking topic was selected by the teacher for an hour and half in each meeting.





In the two semesters, at least 15 discussion method meetings were taught and discussed among the teacher and the students. We discussed several scientific discussions or several social discussions and routine activities. The researcher discussed with their students face to face. For example, he selected "the topic of divorce" for next meeting and he informed the students. For example, the students had enough time to prepare the topic and studied it carefully. When the meeting began, the teacher wrote the English speaking topic on the blackboard and started to write new words were related to the topic for helping the students communicate in English. The teacher started speaking of the introduction of the topic in English language. Then he asked the students many questions on the topic in turn and finally, the students took turns in speaking on the questions which were asked by teacher. The teacher gave self-confidence to the students and he told to the students, several sentences such as you are successful learners. So far, our class has been successful.

### **Discussion of the Study**

The focus of the study was to discuss the discussion method in English language. The study aimed at the understanding of how the discussion method took place through the interaction between the teacher and the students in EFL setting. So, the study also focused on English competence of the participants in English language through communication. This study showed this fact that discussion method as one of English conversion methods can help the EFL learners improve English language. This method has been emerged as a successful method of English teaching in EFL classroom. This study encouraged the students to be self-confidence in learning English and increasing their command of English through discussion method. One of the results of this study was to reduce the fear of making errors among the learners since they are asked to answer the question in English. Because, the teacher frequently informed them that errors are part of learning and every human makes errors in his/her work. I also as your teacher have made errors in my works in English. He argued this sentence "without errors, you cannot learn." The teacher tried to give a friendly space to class. In general, this study showed that this learning strategy can be useful strategy for EFL learners in EFL setting. Before, this study started, the English knowledge of the participants was very low normal quality and they could not speak English due to lack of competence. The discussion method was used as learning strategy to enhance their communicative competence in English. Before this study, the students were difficult to use English communication skills particularly speaking skill. This research work used several instructional techniques, were developed by the teacher in response to problems faced in the medical English classes, in during the two semesters. One of the instructional techniques was a positive attitude toward to learning English through discussion method. The teacher made a positive attitude toward discussion method as one of the chance bridge between the students and their purposes in their educational work. He always reminded the students to study English, because, you need it for your job. Speaking was used as the main instructional techniques of this research study involved the students in acquiring knowledge of English language and helps them achieve the ability to communicate in English. One of the instructional techniques was used by the teacher was to check the pronunciation of the learners when they speaking English. The teacher mentioned the English errors of them and tried to improve the errors. He made differentiate between errors and mistakes and thus, he taught them errors and mistakes in the target language. The teacher tried to enable the students to correct their errors. The correction of errors of the learners is known as a learning strategy in target language. Khansir and Pakdel (2018) reported that the errors of language learners are known as integrated part of language learning. Language teachers should provide special plans and use the essential practices which enable the learners to correct their errors. Listening as one of the language skills has good place in teaching of language. In this study, it also was recognized as a skill to be used through discussion method; it was needed to practice in the EFL classrooms. The teacher knew that listening skill is not easy skill for the students. He gave the students listening practices through discussion method and the teacher believes that the listening practices brought a number of benefits to EFL students. The teacher also tried to cheek the listening of the learners and correct comprehension answers. Brown (1995) mentioned that the outcome of listening is not a set of facts that can be judged for accuracy but an interpretation of what the speaker said, resulting from a combination of the listener's understanding of the speaker's intentions and the learner's own goals in listening. In this study, the listening as one of the instructional techniques was carried out successfully by using discussion method. Vocabulary instruction as one of the instructional techniques was used by the teacher in this research. The teacher considered the important words were organized into the sentences which were used by the students through discussion method. He wrote new

words on blackboard and explained them for the learners. Learning new words took place through the interaction that occurred between the teacher and the students and also between the students and other students. The found mental characteristic of this process was to teach English new words was taken from the topics of discussion in EFL classrooms. The students wrote new words which were taken from the topics of discussion and they used them in the discussion with the teacher and the other students. In fact, they increased their knowledge of English vocabulary in the two semesters. Schmitt (1997) added that there is evidence that as learners become more advanced, they prefer and benefit from more cognitive engaging strategies for vocabulary learning. This study helped the learners increase the vocabulary knowledge and gave them an opportunity to know more vocabulary for learning English.

This paragraph gives a brief example of the techniques which was used by the teacher with using of the discussion method. As mentioned in the previous paragraph, the process of this study was to select a topic of discussion. The teacher informed the students that the selected topic will be discussed in next meeting. Suppose that the name of the topic was "Smoking". In the meeting mentioned, the teacher started to discuss about the topic and he involved the students in discussing on the topic. The teacher asked with these kinds of questions as follows:

- 1) Why do people smoke cigarette?
- 2) How can we help the cigarette addict give up smoking cigarette?
- 3) How can the government resolve the cigarette addict problems in the society?
- 4) How can we as educated people promote the knowledge of the people of the society about smoking?
- 5) And more questions and etc.

In this discussion method, the teacher used many words that are related to the topic such as tobacco, morphine, no smoking, ashtray, to light a cigarette, give up, quit, cigarette end, cigarette smoke, addiction, filter cigarette, relieve, drug, etc. In fact, the class was led by the teacher in this discussion method study.

In this paragraph, the two key issues regarding discussion method will be examined. These include the role of teacher and the students involved in developing teaching of English language in EFL classroom. Khansir (2013) reported that the development of the students' ability in English is directly related to the teaching of English that enhance their international communication and social development and international exchanges. This paragraph considers a brief discussion of the advantages and disadvantages of using discussion method in this study. First I mention the role of the teacher. In this study, first of all, the teacher role was the center of the class, making all decisions and directing the students' activities. He provided a good space of learning, tried to increase the students' competence and activated this competence through discussion method. The teacher created a friendly and interesting atmosphere to all of the students feel security, trust the teacher and thus, show confidence in this study. During this research work, the teacher tried to facilitate classroom interaction. This study required the teacher to fully aware of the EFL medical students' interests, needs, and proficiency level according to which the teacher could selected the topics of discussion for communicative activities in the EFL classrooms. He encouraged the learners to involve in the discussion topic which was arranged by him. The teacher had to act as a counselor in the sense of helping the EFL medical students when the learners involved in the discussion topics. The teacher usually corrected errors of speaking of the students and he encouraged them to pronounce the sentences or words correctly, even he checked the grammar structures of their English. In general, the role of the teacher can be summarized in increasing the knowledge of the students in English communication and creating a feeling of security and trust among the students in this study. Second, the role of the learners can be regarded as the EFL students who have problems in English communication and try to improve them in English communication. The students were so active while they were requested to discuss the topic in English communication. They were very engaged in classroom discussions and were usually busy doing something such as discuss, conversion during the time of the class. They were usually encouraged to ask questions on the topics which were selected by the teacher and they tried to answer them. The students had any opportunity to be exposed to the special or general topic of the daily life activities in English particularly the spoken form. All of the activities aim at increasing the communicative competence of the learners in English language. In general, the students tried to produce responses to the teacher's questions or classmates' questions in during the discussion process; sometimes, the responses were short or long. The discussion method allowed the medical students to make progress gradually, and they were able to produce longer sentences, and even a short discussion includes several sentences in English.

However, there are many advantages and disadvantages of using discussion method in this study were considered as follows:

- 1) One of the main advantages of using discussion method in this research is that the researcher of this study was an English teacher of the Bushehr Medical University carrying out this work based on his experiences. He had good knowledge about the syllabus and teaching and learning programs and the English background knowledge of the students in the university.
- 2) Another reason is that this study developed speaking skills among the students and this language skill (speaking) was paid more attention in most of the English classes by the teacher. The teacher selected activities which match the objectives of the teaching program in using the speaking skills in this discussion method in this work.
- 3) Third reason is that this study develops the self- confidence of the learners in acquiring English language and gets opportunity to speak in English communication.
- 4) Fourth reason is that this study helped the students understand and develop their listening skill when the learners heard English spoken during the discussion method. In fact, the development of listening skill helps the students improve others skills such as speaking in the target language (English). The relationship between listening and speaking is important for the EFL students because they are both oral skills.
- 5) Fifth reason is that this study increased the knowledge of English vocabulary of the students. The new English words were written by the teacher on the blackboard and the learners used then in their discussion activities in the classrooms. It is important to note that vocabulary is an important aspect of language development in discussion method. Carlo et al (2004) mentioned that direct and indirect vocabulary instruction should be included as part of a vocabulary development program. Linse (2005) supported the teaching of vocabulary in this study and claimed that when vocabulary words are taught before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words.
- 6) Sixth reason is that the materials chosen were simple, interesting and challenging enough for the discussion activities to be successful in this study.
- 7) Seventh reason is that this study improved the English pronunciation of the EFL learners in this discussion method. Because, English pronunciation is important for both listening and speaking. When the students were listening to other students were speaking, they heard many different English pronunciations (accents) or might wrong pronunciations. The teacher corrected the errors of English pronunciation of the students and he taught English phonemic symbols. What is important for us to know is that the foreign language learners made errors in English pronunciation. Because, there is a mis- match between spelling and sounds in English (Khansir and Pakdel, 2016).

Apart from the advantages of this study, however, there are a few of disadvantages. The first disadvantage is that many students had not good background English as well as others students in this study. This issue was a problem for the teacher and he had to work hard and gave more time to the students to improve their English during the discussion method instruction. The second disadvantage is that the students were not good familiar with listening and speaking in English. This issue left a deep impression on learning English in this study. Thus, the students felt lack of self-confidence. The third disadvantage of this work is that they had not good experience in working together in an English class. This issue created some problems for the teacher. Thus, the teacher tried to resolve the problems through enough guidance and give an opportunity for practice with other students. In during the discussion method project, the teacher remembered them that you work together and help together in order to resolve their language problems in the classroom.

The last paragraph of the discussion of this study, considers the result of this study based on the work that has been done directly by the researcher for the two semesters. The result of this study showed that the students improved English language significantly by using the discussion method in the EFL classrooms. In this study, the discussion method left a deep impression on the factors of communicative activities such as speaking, listening,



vocabulary, pronunciation, and grammar structure in learning English in the EFL setting. From the viewpoint of psychology, this study showed that the Iranian medical students developed the self-confidence in acquiring English language and got opportunity to work together in a team work which open new attitude toward learning English communication in the EFL classrooms. However, in general, this research showed that the discussion method project improved the English language of the EFL learners from 40 at the start of this project to 75 at the end of this research project in all of the language skills and sub skills. The discussion method was used in the medical university as a new language learning strategy which can be used in all of the medical universities as English learning program in EFL setting. Syllabus designers can use it as new syllabus which can be added to English learning syllabus for EFL medical students in medical universities. Hary Setyawan (2015) supported this claim as follows:

The teachers through discussion method make the learners interested in learning the materials and ease the teaching and learning program. And he added that discussion is a necessary teaching method in the English teaching-learning process so that the teacher can use classroom discussion in the teaching-learning process.

### Conclusion

The result of this project indicated that the discussion method can be used as a tool for learning English language in the EFL classrooms in Iran. The discussion method showed how the EFL students can be actively engaged in learning English with self-confidence in an English classroom. As stated above, the discussion method is a purposeful method and this method is a part of language learning. It is a very appropriate English teaching method in the EFL students' class. This method can be used with the teacher and the students in small groups or even in large groups. However, this method provides many language learning exercises mentioned in the previous paragraphs, setup for the EFL students to do discussion in group with the teacher. The students take turns asking and answering the questions which were designed by the teacher as shown in the third paragraph of discussion of the findings. Finally, what is certain, however, is that the discussion method is an important method of English language learning and the research showed that the discussion method gives opportunities for the EFL students to actually use English in communicative activities in EFL classroom.

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