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## Investigating the Role of Brainstorming Strategy in the Developing the Writing Skills of First Year Students of the College of Administration and Economics

**A B S T R A C T**

The present study aims at investigating the role of Brainstorming strategy in developing the writing skills of first year students of the College of Administration and Economics.

The population of the study consists of first year students / College of Administration and Economics / University of Mosul.

The researcher has intentionally selected (66) first year students, and has prepared an achievement test to check writing skills in the form of (write a paragraph).

The instruments used in this research have been divided into the following three phases:

- 1.Pre-test: it's purpose is to find out the initial ability of the students before presenting the materials according to the brainstorming method.
- 2.Treatment: has been given before the students did the post-test.
- 3.Post-test: it's purpose is find out students' development after presenting the materials through the application of the brainstorming method.

By using some statistical means to analyze the data, the results show that there has been a statistically significant difference in the mean scores of both the pre- and post-tests in writing skills (in English language) taught according to the brainstorming method.

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"دراسة دور استراتيجية العصف الذهني في تنمية المهارات الكتابية لدى طلبة المرحلة الأولى في كلية الإدارة والاقتصاد"

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**الخلاصة:**

تهدف الدراسة الحالية الى الكشف عن دور استراتيجية العصف الذهني في تنمية المهارات الكتابية

في اللغة الإنكليزية لدى طلبة المرحلة الاولى /كلية الادارة والاقتصاد، واختارت الباحثة عينة البحث بصورة قصدية وتألفت من (٦٦) طالبا وطالبة في المرحلة الاولى. وقد اعدت الباحثة اختباراً تحصيلياً لاختبار المهارات الكتابية بصيغة (كتابة انشاء) و تم تقسيم التجربة الى الاقسام الثلاثة الاتية:

١- الاختبار القبلي: والغرض منه هو معرفة القدرة الالية للطلاب قبل تدريسهم وفقاً لاستراتيجية العصف الذهني.

٢- تطبيق التجربة بتدريس الطلبة وفقاً لاستراتيجية العصف الذهني.

٣- الاختبار البعدي: والغرض منه هو معرفة مدى تطور الطلاب بعد تدريسهم وفقاً لاستراتيجية العصف الذهني.

ولدى تحليل النتائج باستخدام بعض الوسائل الاحصائية تبين ان هناك وجود فروق ذات دلالة احصائية في متوسط درجات كل من الاختبارين القبلي و البعدي والخاص بالمهارات الكتابية لدى الطلبة في اللغة الإنكليزية بعد تدريسهم حسب طريقة العصف الذهني.

**الكلمات المفتاحية:** استراتيجية العصف الذهني، المهارات الكتابية.

## Introduction:

English language is essential for life and jobs; it is also regarded as a key to advancing workers professional career. On the other hand, English is an international language in the late twentieth and the first few years of the 21 century. So, there is a need not only to learn English language in order to communicate with other but also to improve language in all the fields (Rao, 2017: 198). Moreover, language is considered as a part of people culture and a basic means by which the society members communicate (Al\_Askriy, 2007: 320).

As a result, people have to learn English language with all four skills of language i.e., listening, speaking, reading and writing with almost care concentration. Since these skills play an important role in communication Among these four language skills, writing is the most difficult skill for many learners of ESL/ EFL learners because of its complexity in spelling, pronunciation, vocabulary and grammatical structure. Since writing is considered the productive skill, English language learners find it more complex skill. So, English teachers

should always teach the learners how to write paragraphs and essays with good coherence and suitable organization. (Rao, 2019:197)

On the other hand, the researcher noticed that there is an international and local orientation towards the use of innovative teaching strategies which convert the students from a recipient of information to an active participant in the educational program. (Al\_Ali,2020:1443)

One of the styles which had increased attention by educators is called brainstorming strategy that encourages creativity and increases learner creativity. It is also used to answer a question, introducing a new subject, ideas, raising interest and surveying knowledge and attitudes (The Human Rights Education Handbook, 2015:1)

Moreover, teachers can adopt brainstorming strategy since the learners can produce as many sentences as possible in the class. The teacher must give learners a particular subject and motivate them to write some sentences related to the subject. Actually, this brainstorming session, will be very useful for learners to enhance their writing skills as there is no difficult and fast rule to supply a particular sentence. Adding to that, learners will get a chance for their ideas freely, frankly and independently in the form of writing in the class. Because of that, English language teachers should present more brainstorming activities in the class so that the learners share in the class activities and present more and more sentences related to the subject given to them (Rao, 2019: 201).

### **1.1 The Problem:**

The researcher noticed that without some knowledge of writing skills English language writing would be impossible. Thus, writing is regarded as the most difficult skill among the four language skills for English language learners this is so, because of its complexity in spelling, vocabulary, grammatical structure and pronunciation. Moreover, writing is considered as a productive skill, so English language learners find it very complex and difficult skill. This encourages the researcher to study the role of brainstorming strategy in developing the writing skills of first year students because it considered as a new strategy in teaching English writing skills at the university level.

## **1.2 Aim of the Research:**

The current research aims at investigating the role of brainstorming strategy in developing the English writing skills of first year students of the College of Administration and Economics.

## **1.3 The Hypothesis of the Research:**

To achieve the objective, the study attempts to test the following hypothesis: “There is no statistically significant difference in the mean scores between the experimental group taught by using brainstorming method in the English writing skills test and those who taught by the traditional method”.

## **1.4 Limits of the Research:**

The current research is limited to the first year students in the Marketing Management Department/ College of Administration and Economics/ University of Mosul during the first semester of the academic year (2019/ 2020).

## **1.5 Significance of the Research:**

The importance of the research is dedicated by the following points:

- 1- Since no study that tackles the development of writing skills for the students in the College of Administration and Economics has been brought to existence. It is believed that this study is the first one which will be proved statistically.
- 2- This research adds a new classroom strategy to the method of teaching English language in university level which could be activated by teachers by using various methods of teaching.

## **1.6 Definition of Basic Terms:**

### **1.6.1 Brainstorming Strategy:**

a- Baumgartner (2003:36) defines brainstorming strategy: as an effective ways for generating ideas, allowing the writer to determine the most suitable thought that he/she is utilizing for problem solving.

b- Pererva(2017:2) defines brainstorming strategy: as a random creation of thoughts based around a subject. There is no editing or ordering of these thoughts.

### **The Operational Definition of Brainstorming Strategy:**

“Brainstorming strategy is a group of activities which encourage learners to create a new ideas and solutions for a specific topic in order to increase their writing skills”.

#### **1.6.2 Writing Skills:**

- a- Nunan (2003:88) defines writing skills: is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader.
- b- Rao (1997: 96) defines writing skills as they: stimulate thinking, compel students to concentrate and organize their ideas and activate their ability to summarize, analyze and criticize.

### **The Operational Definition of writing skills:**

“It is a set of writing rules that students of the first stage in the college must abide by when they write a particular topic”

### **The Theoretical Survey:**

The theoretical survey will discuss of brainstorming strategy and writing skills:

#### **2.1 Brainstorming Strategy:**

In language classroom context, brainstorming is often used in teaching writing as a part of the pre-writing phase. It is usually a small group activity which encourages students to focus on the free follow of ideas. The main purpose of brainstorming is to create as many ideas as possible within the specific time frame given in the classroom. The idea generated are not evaluated until the task is completed and often wide range of ideas is produced. Although not all the ideas generated are useable, the initial ideas can be viewed as a starting point to more useful ideas. ESL teachers can use

brainstorming activities to encourage students to share their ideas with one another on a particular topic or question.(Rao:2019, 102)

In fact, brainstorming strategy is one of the approaches to create marbles. So, the more that brainstorming take place, the more inventive thoughts can be occurred in English language learners' writing. Moreover, this strategy enables learners to deal effectively with new thoughts. Because of that, the use of brainstorming is an important approach to generate new ideas for superior writing. Yet, English language learners faced with a number of provocations in their writing task, this is so because, the learners need to obtain linguistic knowledge in the writing procedure, and many reasons make learners feel with inability to write, like the shortage of thoughts and enjoyable subject which leads the learn to unwillingness to write. Depending on that, the teacher can use brainstorming strategy to improve learners writing execution (Rao:20\7, 100-106).

## 2.2 Stages of Brainstorming:

Baumgartner (2003:33) proposed six stages for coaching and gaining knowledge in conventional education as follows:

- 1-The first stage involves the instructor asking the students to renowned the problem in an active way and to notice a problem keyword for every student to perceive with it. In this stage there may be no need to restrict the problem.
- 2-The second stage in which students are given (25) minutes to take a time for thinking about the given problem. This stage prohibits the complaint of ideas, and encourages the advent of a comfortable surroundings among participants.
- 3-In the third stage, every student should derive his thoughts with none clarification and judgment.
- 4-In the stage four, the instructor encourages inexperienced student to select five thoughts with their agreement. The participants of every team have to attain consensus regarding the standards to decide which is must optimal option to the problem.
- 5-The fifth stage, in which a scoring (from 0-5) is used to each of the thoughts presented.
- 6-In the final stage, the thought with high rating is implemented.

### 2.3 Brainstorming Rules:

The brainstorming strategy has rules which function as guides for expertise and are not limited at all. The rules as Rizzi, etal. (2013: 231) stated as follows:

- 1-Without criticism: even as presenting students' thoughts, none of the participants need to criticize expressed thought by others despite the fact that it is completely absurd. Then the session different thoughts and opinions can be surveyed.
- 2-Flying in dreams: which means that at some stages, participants have to positioned apart all regulations of thinking. And for innovative thinking, one must trespass regular common sense and uncommon red lines.
- 3-Give attention to quantity: because when we increase the range of thoughts this will lead to the facilitate of classification.
- 4-Registration: ordinary thoughts must be documented then presented to the participants to see it.
- 5-Gathering and enhancing ideas and thoughts before evaluating them. This led the ideas which were recklessly provided are actually reviewed and completed.

### 2.4 The Advantages of Brainstorming:

- 1-The use of brainstorming strategy in teaching university students enable them to discover and come up with actual inquiries to include in studying project. College students are capable of coming up with thoughts concerning the way to resolve specific problems and consequently can come up with questions regarding to how the problem comes approximately and the excellent manner to addressing it (ODE,2014:30).
- 2-College students have a kind of self-reliant in growing ideas regardless of how odious they may seem. So, the students can excess the chance to learn from their errors (Ikwumelu & Oyibe, 2014:5)
- 3-When the teacher uses brainstorming strategy, it includes different types of study like critical thinking which are essential for the process of thinking. This is so because, critical thinking is regarded as an important method to recognize the problem then, it helps students to find the appropriate solution.
- 4-Moreover, brainstorming strategy is also considered as a helpful method in teaching all levels of study.
- 5- Brainstorming recognizes college student outputs of knowledge. It also start up the idea process presents possibilities for every student together with minorities

and declining students due to the fact no complaint is involved in brainstorming (ODE,2014).

## **2.5 The Disadvantages of Brainstorming:**

The drawback of brainstorming strategy as (IAAR,2012:71) are:

1-It is noticed that some dumb ideas may be accepted for evaluation when the teacher use brainstorming strategy in teaching.

2-Overlapping of ideas is possible because of the huge amount of thoughts and ideas that students present.

3-Some emotional and environmental method obstacles are possible.

## **3.1 Writing Skills:**

Before the year 1960, writing skills of English language does not attract attention, but, then it has been more noticeable and considered an important skill to communicate and attract more attention in learning English language process.

Moreover, writing skills are also known the least favorite skills for students and the success in enhancing writing skills depends on improving the other language skills which are (listening, speaking and, reading) (Anh, 2019: 75).

Moreover, the majority of the investigating actions in English language as a foreign language writing has been depending on the relation between competence of writing and strategy use has revealed that writing proficiency is writing intertwined to writing strategy use (Chien, 2012:96)

So, When English language learners start their writing task, they must depend on two important factors: The first one is coherence and the second one is organizing. According to that, the English language teachers should teach students how to write a specific subject with good coherence and proper organization (Rao, 2019: 199).

## **3.2 Factors Affecting Students' Learning for Writing Skills:**

English language learners facing different challenges in writing because of various effects, the most important are(Anh, 2019: 76-77):

1- Most of English language learners suffering from the lack of vocabulary.

2- A biggest simple factor affecting learners writing is motivation. So, a good motivation for learners make them achieve their learning objectives.

- 3- Most of English language learners suffer from the fear of failure or rejection and the fear of making mistakes when they write. So, they often try to hide their weaknesses.
- 4- Mother tongue learners use translation when they write a particular topic. More precisely, they often think in their mother tongue then they use literal translation to English, so they need to think and write in English as much as possible.
- 5- It is noticed that students faced with a difficulty of the writing skills because of the lack in grammar rules and knowledge (Benali, 2015: 52).
- 6- It is also noticed that many of English language teachers are not well-trained to teach this complex skill, so, they attribute their student failure to write a short piece of paragraph.

#### **Previous Studies:**

- 1- Rizi, and others (2013) study: The study aims at examining the effect of brainstorming teaching method on the educational achievement of grade five students in the schools. At first, the researchers made a pre-test which administrated upon students. After that, the independent sample was applied for ten sessions after which the researchers made a post-test. The result showed that using brainstorming method had a positive effect on the students' educational achievement.
- 2- Unin and Bearing (2015) study: The study aims at exploring the use of brainstorming activities to develop speaking engagement in the English as a second language classroom. The purpose of the study is to explore the types of brainstorming activities used and how brainstorming was employed to develop SCL. The data were obtained by a questionnaire which distributed to the students, interviews with three English teachers and by classroom observations during the brainstorming sessions. The findings show that brainstorming activities by using word lists, word mapping, and also pictures are commonly utilized in the speaking tasks. It was observed that brainstorming contributes in increasing students' motivation, confidence and participation as reflected by the positive behavior of students' during classroom observation.
- 3- Malkawi and Smadi (2018) study: The study aims at identifying the effect of using brainstorming method in the teaching English grammar. The sample of the study represented in four schools: which were divided into two groups (experimental and control). The results showed that there was significant

difference in the achievement test in the English grammar in favor of the experimental group which taught by using brainstorming method.

- 4- Anh (2019) study: At the university of economic and business Administration\_ Thai Nguyen University (TUEBA), writing is one of the compulsory subject in the English curriculum for the high- quality training program to promote students' English commands for their academic training and future career development. So this study aims at looking into the challenges the students encounter when learning to write English, and identify factors hindering their writing skills. The research focuses on obtaining flexible and proper recommendations for improving student's writing skills. The research was carried out through survey questionnaire with (TUEBA'S) freshmen of the high- quality training program and the error analysis of their writing samples. The findings showed the major problems in student's writing are the lack of vocabulary, the limited knowledge of grammar and insufficiency of writing skills.

## **Methodology:**

### **\_ The Population:**

The population of the present study consisted of the first year students in Department of Tourism and Hostelry Institutions Management in the College of Administration and Economics / University of Mosul during the first semester of academic year 2019-2020.

### **\_ The Sample:**

The researcher intentionally selected (66) students in the first year in Department of Tourism and Hostelry Institutions Management in the College of Administration and Economics/ University of Mosul.

### **\_ Tools of the Research:**

#### **Writing Skills Test:**

The test has been prepared by the researcher. The test was suitable for the curriculum of first year in Department of Tourism and Hostelry Institutions Management. The writing test was designed on the basis of (writing paragraph) (See Appendix 1).

#### **Validity:**

Validity refers to the extent to which is accurately quantitatively measured study (Heala and Twycross, 2015: 66).

Hence, the final test of the researcher is given to a group of experts<sup>1</sup> to check validity. The experts approved the test and put forward some suggestions to improve it.

### **Scoring Criteria:**

It should be noted that paragraphs either for control or experimental test were scored in line with criteria in Jacobs (Ferguson:1981, 121). According to Jacobs writing products can be scored using five components of content (30% points), organization (20% points), vocabulary (20% points), language use (25% points), and mechanics (5% points).

### **Reliability:**

Reliability refers to the consistency of the measure. Moreover, the participant should have the same responses each time the test is completed (Heala and Twycross, 2015: 66).

Accordingly, the test has been given to (20) first stage students. The researcher applied (Kuder Richardson's Formula 21) and reliability was (82%) which is both good and acceptable, thus the test is approved in its form.

### **The Experiment:**

The experiment started on 7<sup>th</sup>, October, 2019 and lasted (4) weeks. It was ended with writing test. So, the experimental group was taught by using brainstorming strategy and the control group taught by traditional method as shown in Table (1):

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<sup>1</sup> \*Experts:

1- Asst. Prof. Wayees J. Ibrahim Ph.D.

2-Hala Abdullah Al-Ni'aيمي Ph.D.

3-Asst. Prof. Wasan A. Rasheed.

4-M. Ed. Reem Hazim.

5-M. Ed. Hala Farooq.

6-M. Ed. Rana Fauzi.

| Group        | Independent Variable   | Dependent Variable               |
|--------------|------------------------|----------------------------------|
| Experimental | Brainstorming Strategy | Students' Achievement In Writing |
| Control      | Traditional Method     |                                  |

**Table (1): The Experimental Design**

### The Statistical Means:

- 1- Two sample T-test of two tailed type for independent samples to test the difference between two groups for the purpose of equivalence and to test the differences between arithmetic means of students results in final test was applied (Glass, 1970: 296).
- 2- The reliability of the final test was estimated by using Kuder-Rishardson Formula (Ferguson, 1981: 322).

### Presentation and Discussion of Results:

In order to verify the null hypothesis of the research, the mean scores, and standard deviation of both group writing achievement in English have been obtained. T-test two independent samples are applied as shown in table (2):

| Groups          | No. | Mean    | S.D     | T-Value            |                   | Level of Significance 0.05                                                                                                 |
|-----------------|-----|---------|---------|--------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------|
| A. Control      | 33  | 10.6873 | 2.51719 | T-calculated value | T-tabulated value | There is a statistically significant difference between the means of the two groups in the favor of the experimental group |
| B. Experimental | 33  | 13.7498 | 2.09800 | 5.434              | 1.984             |                                                                                                                            |

**Table (2): Results of T-test for both Groups in Writing Achievement Test**

It is clear from the table (2) that the calculated T-value is (5.434) which is higher than the tabulated T-value which reads (1.984) at (0.05) level of significance under (66) degree of freedom. This means that there is a statistically significant

difference between the means of the two groups in favor of the experimental group. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted.

This result is due to the fact that brainstorming strategy is an effective method which encourages and motivates students' writing skills in English language.

### **Conclusions:**

In the light of the result obtained, the following conclusions can be drawn:

- 1- It is noticeable that students have a difficulty in writing. Thus, the researcher intended to show the extent to which a teacher can help students by using brainstorming strategy to cope with writing skills.
- 2- The efficiency of brainstorming strategy in increasing of students' English language writing skills.

### **Recommendations:**

In the light of the results arrived at, the researcher recommended that:

- 1- It is necessary for English language teachers at the university level to use the brainstorming strategy.
- 2- The participating and training unit in the Directorate of Education should train teachers of English to use brainstorming strategy.
- 3- Writing activity should receive a considerable amount of attention in designing foreign language curriculum in different levels and specializations.

### **Suggestions:**

The researcher suggested the following for further researches:

- 1- The role of brainstorming strategy in developing creative thinking at the university level.
- 2- The impact of brainstorming strategy on students' achievement and retention of knowledge in English language at the university level.

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## Appendix (1)

جامعة الموصل

كلية الإدارة والاقتصاد

قسم إدارة التسويق

م/إستبانة آراء الخبراء في صلاحية الإختبار

المحترم ..... الأستاذ الفاضل

تروم الباحثة القيام بدراسة حول

"Investigating the Role of Brainstorming Strategy in the Developing the Writing Skills of First Year Students of the College of Administration and Economics"

ولما كنتم من ذوي الخبرة والاختصاص ولما تتمتعون به من سمعة علمية ترحوا الباحثة الإستفادة من خبرتكم حول صلاحية الإختبار.

م. رفل محمود جاسم

-Write about 100 words in a paragraph giving your device to your friend who has bad learning habits:

[illegible][illegible]

.....

.....

.....

.....