

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABDERRAHMANE MIRA UNIVERSITY OF BEJAIA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH



جامعة بجاية
Tasdawit n Bgayet
Université de Béjaïa

**Teachers' and Students' Perceptions about the Role of
Brainstorming Writing Strategies in Learners' Writing Performance**
**The Case of Teachers at Kadi Athman Secondary School in
Tichy- Bejaia and Third Year Foreign Language Class**

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in

Didactics of English

Candidate:

Mrs. Messaouda Bachmar

Supervisor:

Mr. Karim Medjkoune

Panel of Examiners:

President: Mr. Outemzabet

Examiner: Mr. Mammeri

Supervisor: Mr. Karim Medjkoune

Academic Year: 2016-2017

Dedication

I dedicate this work to:

My parents who have encouraged me to accomplish it

My dear husband who has supported me all the time despite my health conditions

To all my sisters, brothers, nephews and nieces whom I love and miss so much

To my bosom friends, Manel Sahraoui and Asma Chtioui and her family that wished me all

the best for this work

To everyone who loves me and prayed for me.

Acknowledgement

First of all, thanks to Allah who has provided me with patience and encouragement to finish this humble work.

I would like to express my gratitude and thanks to my supervisor Mr. Medjkoune for his help, guidance and encouragement. I would like also to thank him for devoting some of his time for me.

I would like to thank all the English teachers of Kadi Athman secondary school for welcoming me and answering our interview. Special thanks are given to the third year foreign language stream students for answering our questionnaire, and to my teachers at the university of Sétif who kept helping me along conducting this research.

I would like also to thank the members of the jury for devoting some of their time to correct and evaluate our work, and provide me with useful feedback.

Abstract

This study describes teachers' and students' perceptions about brainstorming as a pre-writing technique to enhance learners' writing performance. A descriptive research with mixed methods, both qualitative and quantitative, is adopted to answer the following questions: 1) Do EFL teachers make students practise the brainstorming phase when teaching writing? If yes, what are the different brainstorming writing strategies they use? 2) How can brainstorming enhance the EFL learners' writing performance? A case of 29 third year foreign languages stream students of Kadi Athman secondary school in Tichy-Bejaia, and five EFL teachers who teach there during the academic year 2016-2017 is studied. Teachers' interview and students' questionnaire as research instruments are used to answer the research questions and to reach the research aims. The findings show that the EFL teachers do pass through the brainstorming phase. They make use mainly of two different brainstorming writing strategies in dealing with a writing topic, listing and a questioning. Furthermore, the results show that brainstorming is very helpful for learners since it makes the writing task easier. It provides them with the needed vocabulary, and helps them to generate more ideas about the writing topic.

Key Words: Brainstorming Technique, Descriptive Research, Teachers' Perceptions, Writing Performance.

Table of the Content	Pages
Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
Table of the Content.....	IV
List of Tables.....	VIII
List of Figures and Graphs.....	IX
List of Abbreviations and Acronyms.....	X
Glossary of Terms.....	XI

General Introduction

1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. Research Aims.....	4
4. Research Questions.....	4
5. Significance of the study.....	5
6. Structure of the Dissertation.....	5

Chapter One: Theoretical Background on Writing Skill, Brainstorming and Brainstorming Writing in EFL/ ESL Classes

1.Theoretical Background on the Writing Skill

Introduction.....	6
1.1.Definition of Writing.....	7
1.2. Oral and Written Language Uses.....	7
1.3. Relationships among Listening, Speaking, Reading and Writing Skills.....	8
1.4. Approaches to Teaching Writing in ESL Classes.....	9

1.4.1. The Controlled-to-Free Approach to Writing.....	10
1.4.2. The Free-Writing Approach to Writing.....	11
1.4.3. The Paragraph-Pattern Approach to Writing.....	11
1.4.4. The Grammar-Syntax-Organization Approach to Writing.....	12
1.4.5. The Communicative Approach to Writing.....	12
1.4.6. The Process Approach to Writing.....	12
1.5. Process v.s. Product Approach to Writing.....	13
1.6. Writing Process Approaches.....	14
1.6.1. The Expressive Approach to the Writing Process.....	14
1.6.2. The Cognitive Approach to the Writing Process.....	15
1.6.2.1. Flower and Hayes Model (1970) to the Writing Process.....	15
1.6.2.2. Bereiter and Scardamalia (1987) Model to the Writing Process.....	16
1.7. The Stages of the Writing Process.....	17
1.7.1. Prewriting.....	17
1.7.2. Drafting.....	17
1.7.3. Revising.....	18
1.7.4. Editing.....	18
1.7.5. Publishing.....	18
Conclusion.....	19

**2.Theoretical Background on Brainstorming and Brainstorming Writing in
EFL/ ESL classes**

Introduction.....	20
2.1. Definition of Brainstorming.....	21
2.2. The Origins of Brainstorming.....	22
2.3. Osborn’s Brainstorming Rules.....	22

2.3.1. Focus on Quantity.....	22
2.3.2. No Criticism is Allowed.....	23
2.3.3. Welcoming Strange Ideas.....	23
2.3.4. Build on Each Other’s Ideas.....	23
2.4. Brainstorming Types.....	24
2.4.1. Group Interactive Brainstorming.....	24
2.4.2. Silent/ Individual Brainstorming.....	24
2.5. Conducting a Brainstorming Session.....	25
2.5.1. Be Clear on the Purpose of the Session.....	25
2.5.2. Select Your Participants Carefully.....	26
2.5.3. Create Your Focus Question.....	26
2.5.4. Set some Good Practices for Team Members to Follow.....	27
2.6. Brainstorming Writing in EFL/ ESL Classes.....	27
2.6.1. Brainstorming Writing Strategies in EFL/ ESL Classes.....	28
2.6.1.1. Mind Mapping/ Webbing.....	28
2.6.1.2. Free Writing.....	29
2.6.1.3. Listing/ Bullet Points.....	29
2.6.1.4. Questioning.....	30
2.7. Evaluation of Brainstorming.....	30
2.7.1. Strengths.....	30
2.7.2. Weaknesses.....	31
Conclusion.....	32

**Chapter Two: Research Methodology, Findings and Discussion,
and Recommendations for Future Research**

1.Research Methodology

Introduction.....	33
1.1.The Research Design.....	34
1.2. The Population.....	34
1.3. Data Collection Tools.....	35
1.3.1. Teachers’ Interview.....	35
1.3.2. Students’ Questionnaire.....	36
1.4. Data Collection Procedures and Analysis.....	37
1.5. Conclusion.....	37
2. Findings and Discussion	
Introduction.....	38
2.1. Findings.....	39
2.1.1. Teachers’ Interview.....	39
2.1.2. Students’ Questionnaire.....	48
2.2. Discussion.....	60
Conclusion.....	61
3. Limitations, Implications and Recommendations	
Introduction.....	62
3.1. Limitations.....	63
3.2. Implications.....	63
3.3. Recommendations.....	64
Conclusion.....	65
General Conclusion.....	66
References.....	69
Appendices.....	75

List of Tables

Table 1: Teachers' gender.....	40
Table 2: Students' facing difficulties in their writing.....	42
Table 3: Teachers' help to make plan before starting to write.....	43
Table 4: Teachers' brainstorming.....	44
Table 5: Teachers' identification of the different types of brainstorming.....	45
Table 6: Teachers' presentation to the different types of brainstorming.....	45
Table 7: The different brainstorming writing strategies used by teachers.....	46
Table 8: Students' age.....	50
Table 9: Students' gender.....	50
Table 10: Students' liking to study English.....	51
Table 11: Years of studying English.....	51
Table 12: Writing as a difficult skill.....	52
Table 13: The reasons behind the difficulty of writing.....	53
Table 14: Students' feeling of relax when expressing their ideas.....	53
Table 15: Students' planning before starting to write.....	54
Table 16: The way students make plan.....	55
Table 17: Students 'writing down ideas before starting to write.....	55
Table 18: The way students make brainstorming.....	56
Table 19: Teachers' presentation of the different types of brainstorming to the students.....	57
Table 20: Students' having any technique in doing brainstorming.....	58
Table 21: Students' finding of brainstorming helpful.....	58
Table 22: The help of brainstorming to the students.....	59
Table 23: Students' writing without brainstorming.....	59

List of Figures and Graphs

Figure 1: Producing a piece of writing (Raimes, 1983).....	10
Graph 1: Teachers' perceptions about the writing skill, brainstorming and brainstorming writing in EFL classes.....	39
Graph 2: Comparison between teachers who make brainstorming collectively and those who ask their pupils to make the brainstorming individually.....	44
Graph 3: The brainstorming writing strategies used by teachers.....	47
Graph 4: Students' perceptions about the writing skill, brainstorming and brainstorming writing in their EFL class.....	49

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First language.

L2: Second language.

SLL: Second Language Learning.

Glossary of Terms

Brainstorming: It is an individual or group technique that is used to gather ideas aiming at finding solutions to a problem (Jain, 2010; Wilson, 2013). It is the first step in the writing process. It helps the students to gather ideas about the writing topic.

Descriptive Research: It describes a phenomenon happening in natural settings deductively without intervention or experimental manipulation (Seliger & Shohamy, 1989).

Fluency: It describes a level of proficiency in communication which includes the ability to produce continuous ideas without causing comprehension difficulties or a breakdown of communication (Guillot, 1999). Fluency is the state of being able to produce written language easily.

Writing Performance: It is the production of a writer's ideas on a certain topic in a written form with clear organization of ideas (Khodary Mohammed, 2012).

General Introduction

This study describes the perceptions of both teachers and learners about the role of brainstorming writing strategies in learners' writing performance. The general introduction provides the background of the study, statement of the problem, research aims, research questions, significance of the study and the structure of the dissertation.

1. Background of the Study

English is taught in Algeria as a foreign language; and in order to reach native-like proficiency, the four skills must be developed and well learned. More importantly, the EFL learners need to develop their writing skill to express their ideas and thoughts to their teachers and instructors, and to succeed in their examinations and contests. It is through writing that these learners are tested and evaluated.

Writing is an important productive skill in acquiring a foreign language. Hyland (1996) states: "*[w]riting is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise*"(p.01). Moreover, the three steps of writing, pre-writing, while-writing, and post-writing, can help learners reinforce and sharpen their thinking skill because they are asked to connect and analyze ideas. However, students find it difficult since they have to express their ideas and thoughts effectively, using the appropriate words and grammatical structures. Furthermore, providing a piece of writing for readers is not all the time easy because the writer has to gather suitable ideas related to the topic being dealt with.

The traditional approach of writing views writing as a product with emphasis on correct usage of grammar, spelling, and punctuation. In this approach, learners imitate paragraph models given by the teacher which lead to no creativity (Raimes, 1983a as cited in

Grabe & Kaplan, 1996). Hence, the traditional approach hindered the thinking skill. Besides, writing is not developed and learners are not involved cognitively in their writing and in the learning process. Thus, there has been a shift to the writing process where learners have to practise different stages to edit an effective piece of writing. Grabe and Kaplan (1996) argued: "*[w]riting-as-a-process did much to change the general perceptions of writing instruction and the ways students learn to write*"(p.86). Brainstorming which is the first phase in the writing process helps learners to generate and gather ideas about the writing topic to produce an effective writing and to convey the intended meaning. Thus, brainstorming as a pre-writing technique that is used to enhance the EFL learners' writing performance is being dealt with and examined in this research.

Many research works were conducted recently on brainstorming as a pre-writing technique to enhance the EFL learners' writing performance. For instance, Ibnian (2011) conducted an experimental research to investigate the effects of using the brainstorming technique on developing first secondary grade students' essay writing skills in EFL classrooms. The results showed that the experimental group performed better on the post-essay writing test than the control group. Hence, the researcher concludes that the proposed technique (brainstorming) affected positively first secondary grade students' essay writing skills in terms of content and organization, mechanics of writing and language use. To analyze the results, Ibnian (2011) stated that the use of the brainstorming technique contributed greatly in enabling learners generate more ideas and exchange opinions about the topic at hand. Moreover, the learners were encouraged to be involved in the learning process by expressing themselves freely since they knew at the very beginning during the brainstorming session that their ideas would not be criticized.

Manouchehry, Ferangi, Fatemi and Qaviketf (2014) investigated the effect of two brainstorming strategies on EFL learners' writing performance. Sixty Iranian EFL

intermediate learners were divided into three groups: two experimental groups and one control group. The results showed that the experimental groups performances on the posttest were considerably higher than that of their performance on the pre-test. Also, it was higher than the performance of control group in the posttest. The results of the analysis of variance revealed that the instruction of brainstorming strategies had positive effect on EFL learners' writing performance. The researchers state that the use of brainstorming strategies made the learners more active to learn better by being aware about their learning process.

Amoush (2015) conducted a research to identify the effect of employing brainstorming strategy on improving writing performance of English Major Students at Balqa Applied University in Jordan. Eighty male and female university students were divided into two groups: experimental group that was taught by brainstorming strategy, and control group that was taught traditionally. Data analysis showed that the scores of the students of the experimental group were significantly higher than the scores of the students in the control group indicating the positive impact of employing brainstorming strategy in improving writing performance of English Major Students at Balqa Applied University in Jordan.

2. Statement of the Problem

Producing a piece of writing is not an easy activity for most learners. They share feelings of fear and anxiety especially at the beginning of writing. Pottle (2000) notes that all writers, even the most experienced ones, share the feeling of fear when they start writing since they find it difficult; and that whenever we think about any writing assignment, the feeling of fear stops us from making any advance. Thus, learners have to be integrated in the writing process by setting them generated and exchanged various ideas by taking parts during the brainstorming stage. Pottle (2000) states that brainstorming is the first step in the writing process. It is very crucial since many ideas are generated from general to a specific writing

topic that helps learners provide the final draft. Davis (2012) supports the same view by stating that brainstorming helps to generate ideas, and to discover the needed parts for writing by investigating and discussing them.

The idea of conducting a research about brainstorming as a pre-writing technique has crossed my mind when I was teaching especially in a secondary school. I have found it very effective to brainstorm a writing topic with my learners, or by asking them to do it themselves in groups. The fear of gathering ideas about the writing topic was eliminated, and the writing process was facilitated. Moreover, different ideas were provided by different learners which led to more interaction between me and the learners, and between the learners themselves. Hence, this study is conducted to describe the perceptions of teachers and learners about the role of brainstorming writing strategies in learners' writing performance.

3. Research Aims

This study aims at: 1) Finding out whether EFL teachers practise the brainstorming phase during the writing lesson; and if yes, what different brainstorming writing strategies they use; and 2) How brainstorming can enhance the EFL learners' writing performance.

4. Research Questions

This research is conducted to answer the following questions:

1. Do EFL teachers make students practise the brainstorming phase when teaching writing? If yes, what are the different brainstorming writing strategies they use?
2. How can brainstorming enhance the EFL learners' writing performance?

5. Significance of the Study

The significance of this study lays in raising EFL learners' awareness about the role that brainstorming can play in improving their writing performance. Moreover, it raises EFL teachers' awareness about brainstorming writing strategies used in their classes. Furthermore, more activities about brainstorming writing strategies will be included in the English textbooks if the EFL inspectors hold more seminars about this pre-writing technique.

6. Structure of the Dissertation

The research at hand is divided into two chapters. The first chapter is divided into two sections. The first section of the first chapter presents theoretical issues on writing skill. However, the second section of the first chapter provides theoretical issues on brainstorming in general and brainstorming writing in EFL classrooms. The second chapter is divided into three sections. The first section presents the research methodology followed in this research. The research design, sampling and population, data collection tools, data collection procedures and analysis are presented and explained. The findings and a detailed discussion are presented in the second section of the second chapter. The third section presents limitations, implications and recommendations for future research. Finally, we have ended with a general conclusion.

Chapter One: Literature Review on Writing Skill, Brainstorming and Brainstorming Writing in EFL/ ESL Classes

The first chapter presents literature review on writing skill, brainstorming and brainstorming writing in EFL/ ESL classes to provide the reader with a clear picture about background information concerning the research variables.

1. Theoretical Background on Writing Skill

The first section of the first chapter provides the reader with theoretical background about the first research variable which is the writing skill.

Introduction

The first section of the first chapter presents theoretical issues on the writing skill in acquiring English as a foreign language. First of all, writing is defined from different perspectives like Kroll (1990), Hyland (1996), and Grabe and Kaplan (1996). After that, oral and written language uses are discussed, followed by the relationships among listening, reading, writing and speaking skills. Then, different approaches to teaching writing in ESL classes are presented. These approaches include: the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organisation approach, the communicative approach, and the process approach. Moreover, the process approach that has emerged as a reaction to the product approach is presented. Furthermore, the writing process approaches are introduced including: the expressive approach and the cognitive approach. Besides, two models to the writing process in the cognitive approach are provided: Flower and Hayes model, and Bereiter and Scardamalia model. Finally, the stages of the writing process are presented in this section.

1.1. Definition of Writing

Writing is an important productive skill. It has to be developed in learning a language. Hence, it has been defined from different perspectives. Kroll (1990) states: "*[w]riting is a complex, recursive, and creative process or set of behaviors that is very similar in its broad outlines for first and second language writers*" (p.15.16). Hyland (1996) notes: "*[w]riting is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise. Learning how to write in a second language is one of the most challenging aspects of second language learning*"(p.01). Grabe and Kaplan (1996) focus on the distinction that should be made between spoken and written language which is not actually acquired naturally but rather learned in schools or in assisted settings. They state: "*[w]riting is a technology, a set of skills which must be practised and learned through experience....; the skills required do not come naturally, but rather are gained through conscious effort and much practice*"(p.06). Hence and very possible, most students can never transform knowledge into complex texts if they have not developed complicated composing skills.

The writing skill, for both L1 and L2 learners, is an important productive skill in mastering the language. It is through writing that these learners are assessed and evaluated in their examinations and contests. Moreover, the writing skill, unlike the speaking skill, can never be learned without some help and guide. It is a complex skill which needs developing composing skills and the use of the cognitive process that leads to creativity.

1.2. Oral and Written Language Uses

Peregoy and Boyle (2013) state that it is very natural that oral and written language uses can never be separated in every day communication. They occur simultaneously. For

instance, while reading a newspaper, you may be involved in a discussion about some issues with your friend. Moreover, if someone who is immigrant and knows only little about English, you need to read to him/her what is written, for example, in the doctor's office and translate it. The mixing between oral and written language uses occurs in literate societies and social class boundaries (Health, 1983; Vasquer, 1991 as cited in Peregoy & Boyle, 2013).

Even though traditionally, they are taught and learned separately, listening, speaking, reading, and writing are used and learned in educational settings. For example, students may read a written script for a play, discuss different points about the play's interpretation, and end with an oral performance of the play. Sometimes, students write a story, then read it aloud to the class, and may ask their colleagues to comment it to rewrite the final draft. These situations proves that oral and written language are naturally interwoven in communication events and even in the educational settings by giving learners opportunities to interweave oral and written language uses for functional, meaningful learning purposes (Peregoy & Boyle, 2013).

The use of the writing skill leads to the necessity of the use of the speaking skill. Nearly in all every day communication, oral language use is performed since there is a written statement or document. Thus, written language use necessitates the use of the speaking skill. Hence, writing and speaking happen simultaneously, and cannot take place apart from each other.

1.3.Relationships among Listening, Speaking, Reading and Writing Skills

Peregoy and Boyle (2013) state that mastering the four skills in acquiring the first language is different from acquiring the second language. In the first language, all the

children, with different capacities, speak the mother tongue grammatically correct by the age of five. Reading and writing will later be developed. Hence, oral competence is fully developed earlier than writing competence in the first language acquisition. However, it is not the case with students who are learning English as a second language in educational settings. Fradd and McGee (1994 as cited in Peregoy & Boyle, 2013) state that young learners with little background knowledge develop basic oral language competence earlier than reading and writing. For older students, who can read in their first language, may develop the writing skill earlier than the oral competence. Others may develop the writing and the oral competences simultaneously. It is obvious that English language learners do not need to speak the language fluently before starting reading and writing (Hudelson, 1984 as cited in Peregoy & Boyle, 2013). Moreover, by accessing to comprehensible text, learners can develop their second language knowledge (Elley & Mangubhai, 1983; Krashen, 2004 as cited in Peregoy & Boyle, 2013). The relationships between listening, speaking, reading and writing during language development are really complex which need support. Practice in any competence leads to the development of second language knowledge paving the way for the development of other competences (Peregoy & Boyle, 2013). Hence, we can say that all the four skills are needed for both L1 and L2 learners to master the language fully and fluently since the use of one skill helps in developing the other skills.

1.4. Approaches to Teaching Writing in ESL Classes

English as an international language is taught almost all around the world as a first language, foreign or as a second language. More importantly, writing in English is learned through different approaches. Raimes (1983) claims that teaching writing in ESL classes cannot happen in one way since there are different teachers and teaching styles, and different

learners and learning styles. The following diagram shows the "what" rather than the "how" writers have to deal with as they produce a piece of writing.

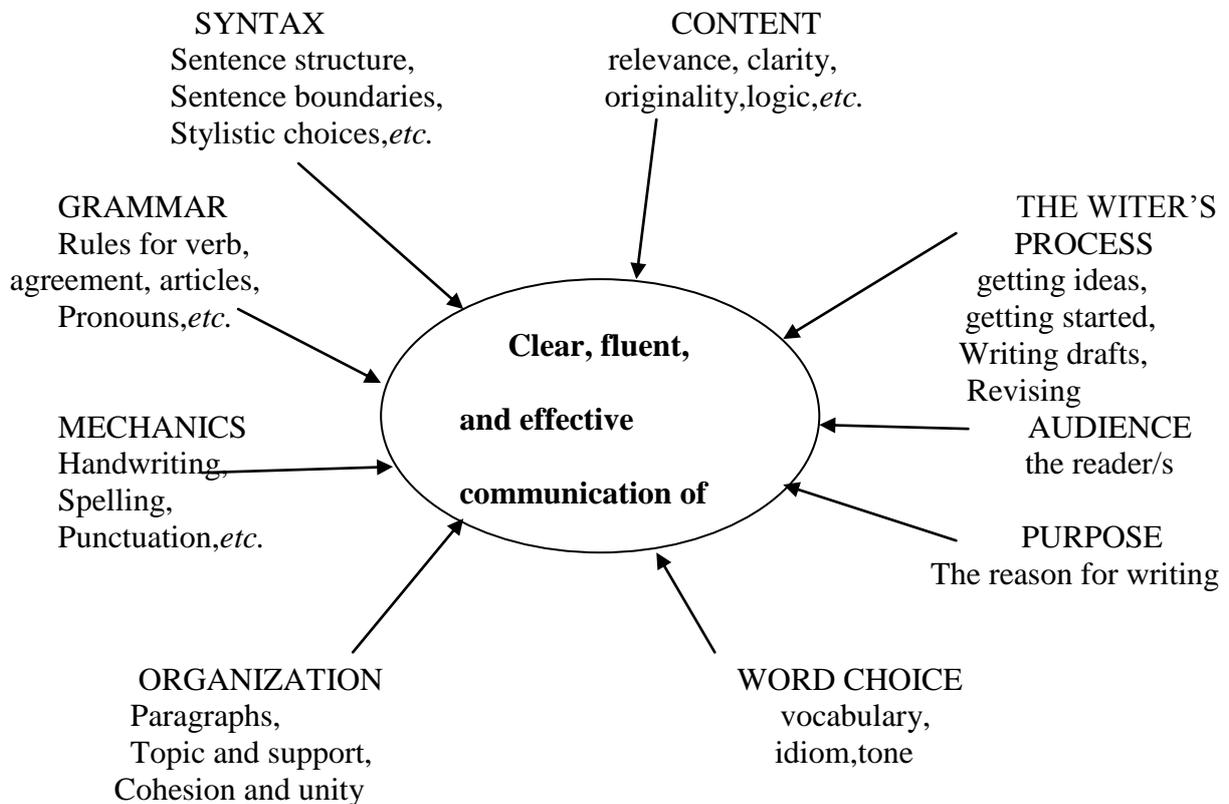


Figure 01: Producing a piece of writing (Raimes, 1983).

1.4.1. The Controlled -to-Free Approach to Writing

Second language learning (SLL) was dominated by the audio-lingual approach from the 1950's to early 1960's where writing was taught to reinforce speaking. The emphasis was on mastering the grammatical and syntactic structures. Raimes (1983) supports this view by stating: "*[t]he controlled-to-free-approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences*"(p.06). Therefore, it is easy for students to

produce a piece of writing without making errors. So in this approach, three features in the diagram above are focused on: grammar, syntax and mechanics.

1.4.2. The Free-Writing Approach to Writing

In this approach, teachers and researchers focus more on the content and quantity rather than on form and quality as Raimes (1983) claims: "*[t]he emphasis in this approach is that intermediate-level students should put content and fluency first and not worry about form. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow*"(p.07).

ESL teachers concentrate more on fluency by asking their learners to write free topics that they are interested in. At the beginning, students find it difficult to produce a piece of writing, but after doing it many times, they find it easy and interesting to express their ideas on papers. The teachers do not correct their students' writings, but they read them aloud. Sometimes, the learners themselves read their own writing to the class (Raimes 1983). Thus, learners are integrated in their writing by expressing their ideas and opinions in the topics that they are interested in.

1.4.3. The Paragraph -Pattern Approach to Writing

Organisation is the key feature that is stressed in paragraph-pattern approach. Raimes (1983) writes: "*[s]tudents copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences*" (p.8). Hence, learners avoid making errors, but they do not foster their writing since they rely on paragraph models provided by the teacher.

1.4.4. The Grammar-Syntax-Organization Approach to Writing

In this approach, teachers focus more on working simultaneously on the different features of the diagram while they ask learners to produce a piece of writing. Students have to organize their writing with concentration on the grammatical and syntactic structures as Raimes (1983) states: "*[s]o they devise writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax*"(p.8). The *Grammar-Syntax-Organisation* approach focuses on the links that are made between the purpose of writing and the forms in order to transmit the message appropriately.

1.4.5. The Communicative Approach to Writing

"For whom are you writing, and why are you writing?" are the two questions that student writers raise while they are writing through this approach. The students have to put themselves in real life situations. The readership becomes larger. Teachers give the writing to other students to be read, and maybe write a reply, comment it or summarize it without depicting the errors. Then, Raimes (1983) adds: "*[r]eal classroom readers can be brought into these assignments, too, if students role play, exchange letters, and write back to each other, asking questions and making comments*"(p.9). Hence, learners develop their writing by being more involved in their writing. Here, the teacher plays the role of a facilitator.

1.4.6. The Process Approach to Writing

Raimes (1983) states that in the process approach, writers no longer focus on the audience and purpose of writing, but they give more attention to the process of writing trying to answer the following question: How can I write? In this approach, students are given the right time to explore a topic, provided by feedback from the teacher or other students through which they get new sentences and new ideas. While writing, they revise, reorganize and

rewrite their drafts. Thus, they are more involved in the writing process. Grabe and Kaplan (1996) claim: "...writing-as-a-process did much to change the general perceptions of writing instruction and of the ways students learn to write" (p.86). In this approach, students develop their writing by being engaged in the writing process leading to an effective piece of writing.

EFL teachers should know which approach is more suitable in a certain situation. Here the call is for eclecticism where teachers adopt different approaches in one situation to teach writing effectively.

1.5. Process v.s. Product Approach to Writing

The traditional approach to writing views writing as a product with emphasis on correct usage of grammar, spelling, and punctuation. In this approach, learners imitate paragraph models given by the teacher which leads to no creativity. The traditional approach hindered the thinking skill. Hence, writing is not developed and learners are not involved cognitively in their writing and in the learning process.

During the mid 1960's, there was a turning point in writing instruction. The new writing instruction took place for many reasons. Firstly, students writing abilities were not developed in a rapid way. Secondly, different academic institutions welcomed a considerable number of both international and local L2 minority students. More successful teaching practices were emphasized in the new theories of writing instruction (Grabe & Kaplan, 1996). Moreover, Kroll (1990) adds that the process approach was encouraged by the dissatisfaction of controlled composition and the current traditional approach which hindered creative thinking and writing.

By the 1980's, there were significant competing theories of writing since different theories of writing in cognitive psychology, sociolinguistics, educational ethnography, whole-language education, and applied linguistics started to spread in the late 1970's. Thus, writing instruction has started to be changed without ignoring the fact "the current traditional" approach is still directing the writing instruction approach since many ESL classrooms still concentrate on grammar usage rules, paragraph models, and vocabulary development in order to complete their whole curriculum while relying on writing textbooks. Even though these textbooks are directed towards "the process approach", they do not usually contain activities that target to develop writing (Grabe & Kaplan, 1996). However, many teachers adopt writing instruction while teaching writing which leads to great impact on the writing performance. Moreover, they emphasize on composing practice for children through expressing themselves in purposeful and meaningful writing.

1.6. Writing Process Approaches

The process approach has passed through different stages: the expressive stage and the cognitive stage. Moreover, different models to the writing process have been provided. We present two models: Flower and Hayes model and Bereiter and Scardamalia model.

1.6.1. The Expressive Approach to the Writing Process

Grabe and Kaplan (1996) note that the expressive stage of the writing process can be traced back to the 1960's and the arguments put forth by Elbow (1973, 1981), Macrorie (1970,1980), Murray (1968, 1980, 1985) and others, urging that writers look for their authentic voices and be able to express themselves freely. Both Berlin (1987, as cited in Grabe & Kaplan, 1996) and Faigley (1986, as cited in Grabe & Kaplan, 1996) maintain that the main goal in this approach is romantic in which writers should express their thoughts and

ideas spontaneously to produce united fresh writing (Grabe & Kaplan, 1996; Hyland, 2002). Furthermore, Hyland (1996, 2002) adds that expressive approach to writing encourages the students to produce writing that is fresh and spontaneous to develop L2 students expressive abilities. In this approach, writing is considered a creative act of self-discovery where students' experiences and opinions are focused on. Hence, writing is learned not taught. The emphasis here is on the individual to construct his/her own views on a topic. Teachers do not give their views or provide models, but rather they can help their students by stimulating them by providing different topics and pre-writing activities. Writers are encouraged to be creative through free-writing. Hyland (1996) adds: "*[e]xpressivism is an important approach as it encourages writers to explore their beliefs, engage with the ideas of others, and connect with readers*" (p.09)

1.6.2. The Cognitive Approach to the Writing Process

As a reaction to the previous approach and during early 1970's, the cognitive approach to the writing process took place which was based on psychological theories.

1.6.2.1. Flower and Hayes Model (1970) to the Writing Process

A cognitive model for the writing process was developed in the late 1970's by Flower and Hayes trying to give a research synthesis which has been dominant for the past fifteen years in composition research. In their model and being affected by writing as a process, Flower and Hayes have asserted that:

- Composing processes are interactive, intermingling and potentially simultaneous;
- Composing is a goal-directed activity,
- Expert writers compose differently than novice writers (Grabe & Kaplan, 1996).

Flower and Hayes created a processing model which actually separates writer's writing process into three main parts: the composing processor (planning, translating, reviewing), the task environment, and the writer's long-term memory (Grabe & Kaplan, 1996).

1.6.2.2. Bereiter and Scardamalia Model (1987) to the Writing Process

The gradual development of different models concerning the writing process has led to the emergence of a great effective model that was proposed by Bereiter and Scardamalia (1987). This model provides a theory of comprehending of the reason that makes different writers write in different ways, and what they do during the writing process by providing various clear predictions about the difference in writing between poor and expert writers. These predictions can be confirmed or refuted. That means that this model is more explanatory rather than descriptive that can be easily tested and confirmed through an experimental proof (Grabe & Kaplan, 1996).

Hyland (1996, 2002) notes that Bereiter and Scardamalia (1987) have argued the necessity for two process models to account for the differences between skilled and novice writers during the writing process. These two models are called "knowledge-telling" and "knowledge-transforming" models. Novice writers who plan less than experts, revise less, have limited goals and are mainly concerned with generating content are addressed in the knowledge-telling model. However, knowledge-transforming model addresses skilled writers who analyze and reflect on the problem when dealing with a writing task. Thus, the students are challenged to be engaged cognitively during the writing process.

The process approach to writing has passed through different stages in an attempt to develop the learners' writing performance by including several theories like the cognitive

theories in which the learners are involved cognitively in their writing to reach more effective writing performance.

Many teachers have changed their orientation towards the process approach which has a great effect on the writing research and teaching. The teacher plays the role of a guide helping the students to develop strategies for generating, drafting and refining ideas without focusing on the form.

1.7. The Stages of the Writing Process

The stages of the writing process are not linear. The learners can go to the previous stages whenever it is necessary (Smith, 1986). These stages are: prewriting, drafting, editing, and publishing.

1.7.1. Prewriting

Prewriting is the first stage in the writing process. Learners are motivated to generate and gather ideas, and they discover what is needed to be written about the writing topic. During this stage, the students move from the thinking stage to the writing act where they organize their ideas and plan their writing assignment (D'Aoust, 1987; Gura, 2011; Smith, 1986; Urquhart & McIver, 2005). At this stage, learners discover what and how to write about a certain writing assignment.

1.7.2. Drafting

During the drafting stage, learners move from prewriting, planning and outlining their writing to putting their words and ideas on papers by providing complete sentences and paragraphs (D'Aoust, 1987; Gura, 2011; Urquhart & McIver, 2005). Furthermore, Urquhart and McIver (2005) add that during this stage learners take chances since they are not restricted

to use certain words or correct usage of grammar. They have to keep in mind that no writing is perfect at this stage. At this stage, all the ideas related to the writing topic are gathered without focusing on grammar accuracy.

1.7.3. Revising

Learners need to make different changes at the levels of grammar, semantics and lexis during the revising stage to reach the intended meaning (D'Aoust, 1987; Smith, 1986; Urquhart & McIver, 2005). Smith (1986) adds that the learners consider the effectiveness of their writing by checking its clarity, cohesion, coherence, development and word choice. Moreover, learners have to consider if their writing is well organized; and they read it to the class to add any needed information and to eliminate ambiguity.

1.7.4. Editing

Learners, at this stage, review and correct any mistake in their writing at the level of spelling, grammar, punctuation and paragraph development (D'Aoust, 1987; Gura, 2011; Smith, 1986). Furthermore, Smith (1986) notes: "*[e]diting which is the refinement stage of the writing process, is the cleaning up and correcting of a piece of writing*"(p.19). Moreover, Murray (1985, as cited in Urquhart & McIver, 2005) refers to the editing phase as one in which the writer becomes his or her own devil's advocate, in search of things that are *bad* or *ungrammatical* in the writing. Hence, all ambiguous and incorrect items are eliminated.

1.7.5. Publishing

Publishing is the last stage in the writing process. Learners are ready to write their final copy where they have to gain the readers' attention by attracting them and let them enjoy their reading. Moreover, at this stage students can share their writing with their classmates by

reading it aloud (Clark, 2004). In addition, Gura (2011) notes: "*[p]ublishing may also be seen as a declaration that the project is finished and ready to be read by its audience*"(p.13).

Conclusion

The first section of the first chapter has presented theoretical issues on the writing skill in acquiring English as a foreign language to give the reader a clear picture about writing in general and writing in EFL classes in particular. First of all, writing has been defined from different perspectives like Kroll (1990), Hyland (1996), and Grabe and Kaplan (1996). After that, oral and written language uses have been discussed, followed by the relationships among listening, speaking, reading and writing skills. Then, different approaches to teaching writing in ESL classes have been presented. These approaches include: the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organisation approach, the communicative approach, and the process approach. Moreover, the process approach that has emerged as a reaction to the product approach has been presented. Furthermore, writing process approaches have been provided including: the expressive approach and the cognitive approach. Besides, two models to the writing process in the cognitive approach have been introduced: Flower and Hayes model, and Bereiter and Scardamalia model. Finally, the stages of the writing process have been presented in this section.

2. Theoretical Background on Brainstorming and Brainstorming Writing in EFL/ ESL Classes

The second section provides the reader with theoretical background about the second research variable which is brainstorming.

Introduction

The second section of the first chapter presents theoretical issues on brainstorming in general, and brainstorming writing in EFL/ ESL classes in particular. First, definitions from dictionaries and by different researchers are provided. Then, the origins of brainstorming is presented followed by Osborn's brainstorming rules. These rules are: focus on quantity, no criticism is allowed, welcoming strange ideas, and build on each other's ideas. Furthermore, the types of brainstorming are presented, group interactive brainstorming and silent/ individual brainstorming. Then, the steps that should be followed while conducting a brainstorming session are presented. More importantly, brainstorming writing in EFL/ ESL classes is explained. After that, brainstorming writing strategies in EFL/ ESL classes are provided. Finally, we have ended with an evaluation of brainstorming by presenting its strengths and its weaknesses.

2.1. Definition of Brainstorming

Brainstorming is a creativity strategy that is used to gather wide range of ideas trying to solve a problem. Brainstorming has been defined from different perspectives both in dictionaries and by researchers.

• Dictionaries' Definitions

Both of Oxford Advanced Learners' Dictionary (2005) and Longman Dictionary of Contemporary English (2003) define brainstorming as a meeting where a group of people generate ideas to find a solution to a problem. Furthermore, Cambridge Business English Dictionary (2011) defines brainstorming as: *"An activity or business method in which people meet in a group to suggest a lot of new ideas to choose from for possible development"*(p.169)

• Researchers' Definitions

Jain (2010) and Wilson (2013) state that brainstorming is an individual or group technique that is used to gather ideas aiming at finding solutions to a problem. Miller (2012) adds:

brainstorming is a tool used to generate creative solutions to a problem... It uses a set of rules or techniques that encourage team members to come up with ideas, which are at times absurd, bizarre, or ridiculous! Some of the craziest ideas, however, can be crafted into workable, original solutions to the problem. Or, they may spark still more ideas from the group that are themselves more workable.(p.01)

Brainstorming is a technique that can be used before practicing any skill in order to foster it either individually or in groups. More importantly, brainstorming as a pre-writing technique can improve the EFL learners' writing performance. It helps them to gather ideas as much as possible to deal with a certain writing assignment trying to find solutions to its problem.

2.2.The Origins of Brainstorming

The exact beginnings of brainstorming are not recorded, possibly because brainstorming is a creative thought process that crosses certain people's minds in certain situations. The first name that has been written in the history of brainstorming is Alex Osborn during the 1950's to deal with idea generation that leads to creativity.

Some researchers maintain that brainstorming technique is originated from India where Hindu teachers have brainstormed with religious groups over 400 years, and in the 1920's Walt Disney helped to brainstorm artists (Paulaus & Nijstad, 2003). However, brainstorming for idea generation was introduced and popularized in 1957 by a Madison Avenue advertising executive, Alex Osborn in his book *Applied Imagination* (Jain, 2010; Miller, 2012; Quarte, 2008). Ten years later, Alex Osborn added that brainstorming can generate more ideas if it is within groups. Many ideas can be given that lead to several solutions since brainstorming concentrates heavily on the problem (Jain, 2010). Hence, group brainstorming produces more ideas and proposes different solutions to a problem.

2.3. Osborn's Brainstorming Rules

During his studies about creative thinking, Osborn created four main rules to be followed in every brainstorming session (Quarte, 2008). These rules are: focus on quantity, no criticism is allowed, welcoming strange ideas, and build on each other's ideas.

2.3.1. Focus on Quantity

Brainstorming aims at providing large quantities of ideas. Scannell and Mulvilhill (2012) state that what matters most in this rule is generating ideas as much as possible without evaluating them. Furthermore, Jain (2010) adds that this rule aims at encouraging and helping

participants to find solutions to the problem, by generating a large number of ideas that may provide a radical and effective solution.

2.3.2. No Criticism is Allowed

During the brainstorming session, no participant is allowed to criticize or judge the others' ideas. Jain (2010) states that in this rule criticism is refused as the main aim of brainstorming session is generating ideas. Scannell and Mulvilhill (2012) add that people will stay calm when providing ideas.

2.3.3. Welcoming Strange Ideas

In this rule, strange and unusual ideas are welcomed during the brainstorming session. Jain (2010) and Scannel and Mulvilhill (2012) note that the ideas that look unusual can be the solution of the problem that has not been expected.

2.3.4. Build on Each Other's Ideas

Any participant can build on his/ her colleagues' ideas which will probably lead to better generation of ideas. Jain (2010) states that during the brainstorming session not only idea generation is needed, but also combination of ideas is wanted to make them better.

The four rules that are created by Osborn help the participants and group members to find solutions to the problems, starting by focusing on generating ideas as many as possible even if these ideas are wild and unusual. During the brainstorming session, combination of ideas is wanted and criticism of ideas is refused.

2.4. Brainstorming Types

The brainstorming session is conducted in two different ways, either individually or in groups.

2.4.1. Group Interactive Brainstorming

Group interactive brainstorming takes place when many participants are invited to brainstorm together by sharing different perspectives and experiences trying to gather as many as possible ideas in order to solve a problem. Paulus and Nijstad (2003) note that Osborn (1957) claims that group brainstorming can produce double quantity of ideas than individual brainstorming would do. In group brainstorming, the participants express their ideas aloud which will stimulate and encourage them to provide other ideas building on what the others are saying (Nelson, Batalden & Godfrey, 2007).

Jain (2010) adds that group brainstorming can be very useful by sharing the full experience and creativity of all members of the group. When one member is stuck, another member can help the group to move forward to reach the final solution. Thus, all members of the group will share a feeling of contribution in finding the solution.

2.4.2. Silent/ Individual Brainstorming

Silent/ individual brainstorming is very useful when the participants are shy, anxious or introvert learners. They sit down alone brainstorming individually. The study of individual brainstorming started when some studies proposed that brainstorming groups were less effective than individual brainstorming. Wilson (2013) criticized group brainstorming by stating: "*[w]hile group brainstorming seems simple, there are many social issues like status differences, shyness, informal relationships, ego, and cultural factors that can affect the*

quantity of ideas"(p.05). Quarte (2008) notes that Diehl and Stroebe (1987), in their studies, found that individual brainstorming is more productive than brainstorming groups. Furthermore, Diehl and Stroebe add three types of mechanisms to explain the production differences between brainstorming group and individual brainstorming. These mechanisms are procedural, social psychological, and economic. Paulus et al (1993: p.575, as cited in Quarte, 2008) states: "*[t]his process may inhibit the generation of ideas in various ways. Individuals may forget ideas while waiting for others to state theirs or decide not to state ideas similar to those of the others.*"

The two types of brainstorming can be workable in different situations and different contexts. Every one is aware where he/she can generate more ideas either when working individually or in groups. For example, shy people and introvert participants prefer working alone most of the time unlike less anxious people and extroverts who prefer working in groups by exchanging ideas and sharing experiences. Moreover, the topic at hand or the problem to be solved can also determine which type to use, individual or group brainstorming.

2.5. Conducting a Brainstorming Session

Conducting a brainstorming session is not an easy task to do since it needs preparation and focus that lead to results-oriented experience (Scannel & Mulvilhill, 2012). Miller (2012) adds that brainstorming session is the main purpose of planning where the participants enjoy successful experience. Hence, in order to reach this success and to maintain a productive brainstorming session, many steps should be followed.

2.5.1. Be Clear on the Purpose of the Session

The purpose of conducting the brainstorming session should be clear and obvious from the very beginning. Nelson, Batalden and Godfrey (2007) state that the objective of the

brainstorming session has to be clarified for the participants before starting the brainstorming in order to reach the desired production. Miller (2012) adds that the purpose of brainstorming should be easy and clear in order to make all the members involved in the process. Then, Miller (2012) adds that every thing in the purpose should be clear including the activities that are managed to be done and the questions that will be asked.

2.5.2. Select Your Participants Carefully

For an effective brainstorming session, it is advisable to have different participants who share different perspectives in order to reach diversity in idea generation. Miller (2012) states that people who care for the purpose of the brainstorming should be welcomed. These people are with different-thinking perspectives that may provide unusual ideas that would be the main solution to the problem. Scannel and Mulvilhill (2012) add that diversity among the participants is the best in order not to have a production full of the same ideas. Furthermore, Scannel and Mulvilhill (2012) state that the number of the participants should be neither too small where the ideas generated would not be sufficient to solve the problem, nor too large where control over the team would be lost.

2.5.3. Create Your Focus Question

Creating the Focus Question is very important to the participants since it attracts their attention and directs their thoughts. Scannell and Mulvilhill (2012) maintain that the Focus Question of the brainstorming session paves the way for the members of the team to generate ideas in the right direction since the topic is clear in their minds, and they know where they are going. Miller (2012) adds that the Focus Question begins and organizes the brainstorming session.

2.5.4. Set Some Good Practices for Team Members to Follow

During the brainstorming session, many good practices should be followed by team members for better management and control over the session. For instance, Nelson, Batalden and Godfrey (2007) propose different practices to be followed. First of all, they state that the members of the group have to listen to each other's ideas carefully which will lead to creative thinking. Furthermore, they maintain that the team members should not criticize, comment or judge the others' ideas to let the flow of ideas continue in a quick way. Moreover, Nelson, Batalden and Godfrey (2007) add that any participant should not hold his/her ideas even if these ideas seem to be strange which may stimulate the other members to produce other ideas based on those strange ones.

2.6. Brainstorming Writing in EFL/ ESL Classes

Brainstorming writing in EFL/ ESL classes is very useful in helping learners generate ideas about the topic being dealt with. Pottle (2000) notes that all writers, even the most experienced ones, share the feeling of fear when they start writing since they find it very difficult. Pottle (2000) adds that whenever we think about any writing assignment, the feeling of fear stops us from making any advance. Hence, learners are helped by the brainstorming step in which ideas are provided to eliminate this feeling. Moreover, Pottle (2000) states that brainstorming is the first step in the writing process. It is very crucial since many ideas are generated from very general to a specific writing topic that helps the learners provide the final draft. Davis (2012) supports the same view by stating that brainstorming helps to generate ideas, and to discover the needed parts for writing by investigating and discussing them. In addition, Morton (2014) holds the same view by stating that brainstorming is an effective way for generating topic ideas by writing down every thing that comes to the writer's mind even the ideas that seem to be inappropriate. These ideas may lead to better ideas.

Carman (2016) notes that great writing needs a complete process to reach the main purpose of producing a piece of writing, and to convey this purpose to the reader in a straightforward, easy-to-comprehend manner. Hence, brainstorming is very vital, and is the first step in the writing process that helps the learner reach his/her aim of writing. Carman (2016) adds that brainstorming provides ideas and helps the writer organize the content of his/her writing.

During the brainstorming session, the EFL teacher plays the role of a facilitator. Scannell and Mulvihill (2012) state that a facilitator has to keep the flow of ideas, encourage the learners, manage the time, and to keep harmony in the EFL classroom by making everyone involved in the brainstorming session even the shy ones.

Brainstorming is the first step in dealing with a writing assignment. Brainstorming writing is very crucial in EFL/ESL classes. It helps learners generate more ideas about the writing topic guiding them towards the right path to find solutions to a problem. The participants should be collaborative, and the teacher has to be a facilitator during the brainstorming session.

2.6.1. Brainstorming Writing Strategies in EFL/ESL Classes

Different brainstorming writing strategies can be used by an EFL/ESL teacher and his/her students during the brainstorming session to generate ideas as many as possible, and to provide background information about the intended writing topic.

2.6.1.1. Mind Mapping/ Webbing

Mind mapping is a brainstorming writing strategy in which learners present their ideas visually and graphically by drawing a circled network. This strategy helps the students identify the relationship that exists between the different parts of the writing topic. Davis

(2012) notes that mind mapping is a very useful strategy for those learners who prefer to present their ideas graphically in interconnected networks of circled or boxed concepts. Mind mapping helps you visualise the information and the ideas that you have and the relationship between its parts, and encourages you to be more creative by generating other ideas that you have not visualised before. Moreover, Morton (2014) adds that mind mapping is sometimes called clustering or double mapping. It is a discovery strategy that narrows the learners' topic ideas, helps them visually present their ideas, and guides them to new ideas. Furthermore, Carman (2016) states that this type of brainstorming writing is the most famous one for organizing ideas visually when the students have a topic to write about.

2.6.1.2. Free Writing

Free writing is another brainstorming writing strategy where learners write freely all the ideas and the words that come to their minds and that contribute even a little bit to the writing topic. Davis (2012) maintains that free writing means to write freely to develop the topic's content. It is a very good strategy in generating ideas for novice writers who struggle to find the right word, to use the correct grammar and spelling. When free writing, learners write down every idea or a word that crosses their minds regardless of grammar, spelling and coherence; and the time for good editing will come afterwards. Later on, Carman (2016) adds that free writing technique means to write down your ideas without limits regardless of grammar and spelling. It is a good way for enthusiastic writers that leads to creative writing, and helps them collect their thoughts.

2.6.1.3. Listing/ Bullet Points

Another brainstorming writing strategy is listing. Learners use lists to organize their ideas. Carman (2016) states that using lists and bullet points is another strategy for

brainstorming writing. It is very useful for learners who want to organize their information and ideas in a very ordered appropriate way.

2.6.1.4. Questioning

Questioning is another strategy for brainstorming writing where learners are asked different questions to gather ideas about the topic's content. Davis (2012) writes that asking the six journalistic questions: who? what? where? when? why? how? helps the learners generate a large quantity of ideas that are needed to develop their topic during the brainstorming session. Answering these questions helps the students to create an important background information about their topic, and to think of further possible ideas.

2.7. Evaluation of Brainstorming

Brainstorming is a very beneficial strategy in finding solutions to problems by generating ideas as much as possible. However, brainstorming has weaknesses and can be a source of demotivation.

2.7.1. Strengths

Nelson, Batalden and Godfrey (2007), Miller (2012) and Wilson (2013) state that brainstorming is beneficial since it:

- Generates ideas as many as possible;
- Finds solutions to problems;
- Leads to social interaction between group members by being all involved in the brainstorming session;

- Needs only few materials like papers and pens;
- Encourages group members to be creative;
- Provides a long list of ideas without neglecting the strange ones;
- Leads to enthusiasm;
- Welcomes different perspectives that lead to the best possible results.

2.7.2. Weaknesses

Miller (2012) and Wilson (2013) note that brainstorming can also have weaknesses since it:

- Is less effective than having participants brainstorm ideas individually;
- Generates ideas that can be very few or stopped if there are some participants who block the brainstorming session;
- Needs an experienced facilitator to deal with any an expected deviation during the brainstorming session;
- Loses great quantity of ideas if there is too much criticism;
- Has some participants who are reluctant to participate;
- Repeats the same idea many times;
- Can be a source of demotivation for quiet, shy and introvert persons;
- Cannot be suitable in some countries and cultures where *wild ideas* are not welcomed or are inappropriate because of the cultural and the social norms;

-Faces difficulties in selecting the most appropriate ideas from the large list of ideas;

-Does not find a solution to the problem.

Conclusion

The second section of the first chapter has presented theoretical issues on brainstorming in general, and brainstorming writing in EFL/ ESL classes in particular that will help us generate answers to the research questions; and to clarify the research topic in the reader's mind. First, definitions from dictionaries and by different researchers have been provided. Then, the origins of brainstorming has been presented followed by Osborn's brainstorming rules. These rules are: focus on quantity, no criticism is allowed, welcoming strange ideas, and build on each other's ideas. Furthermore, the types of brainstorming have been presented, group interactive brainstorming and silent/ individual brainstorming. Then, the steps that should be followed while conducting a brainstorming session have been presented. More importantly, brainstorming writing in EFL/ ESL classes has been explained. After that, brainstorming writing strategies in EFL/ ESL classes have been provided. Finally, we have ended with evaluation of brainstorming by presenting its strengths and its weaknesses.

Chapter Two: Research Methodology, Findings and Discussion, and Limitations, Implications and Recommendations

The second chapter provides the reader with the practical part of our research including the research methodology, the findings and the discussion, the limitations, the implications and recommendations for future studies.

1. Research Methodology

Introduction

The first section of the second chapter presents the research methodology followed in this current research. First of all, the research design is explained. Then, the population is provided, and the reasons behind choosing such a population are explained. After that, the tools that are used to collect the research data are provided including teachers' interview and students' questionnaire. Data collection procedures and analysis are also presented in this section.

1.1.The Research Design

This study is a descriptive research which involves the use of mixed methods encompassing both qualitative and quantitative measurements. In a descriptive research, the researcher explicitly describes a phenomenon happening in natural settings deductively without intervention or experimental manipulation (Seliger & Shohamy, 1989). Furthermore, combining the two methods together brings the best of the two paradigms and strengthens the research. The weaknesses of one method can be overcome by the use of the other method. Mixed methods research leads to better understanding of a phenomenon by combining the numbers of quantitative results and the meaning of words of the qualitative data. The use of mixed methods improves the validity of the research, and the results obtained from combining the two methods will be accepted by a larger audience than those obtained from applying one approach (Dornyei, 2007). This is why, we have chosen this type of research.

1.2. The Population

The population of the study is third year literary classes of Kadi Athman secondary school and the English language teachers who teach there. Dornyei (2007) states: "*[t]he population is the group of people whom the study is about*"(p.96). The total number of students is 129, but only one group of foreign language class which consists of 29 students has been chosen randomly. This group has 22 girls and 7 boys aged between 19 and 21. Moreover, all the English language teachers of this secondary school have been selected to participate in this research who are five in total. In random sampling, the members of the population are selected randomly (Dornyei, 2007), and that all members of the population have equal opportunity to be selected for the research (Mackey & Gass, 2005). Dornyei

(2007) adds: "...random samples are almost always more representative than non-random samples"(p.97).

The reason behind choosing these participants is that they have more hours per week for English rather than the scientific streams. Moreover, the members of this group are expected to love studying foreign languages in general and the English language in particular. Hence, they are expected to provide more valid data.

1.3. Data Collection Tools

The data of this research is collected through two main instruments: an interview with the English language teachers who teach in Kadi Athman secondary school in Tichy-Bejaia, and a questionnaire that is submitted to the students of third year foreign language stream in this school.

1.3.1. Teachers' Interview

The first tool that is used to collect data in this research is the interview that is conducted with the five English language teachers who teach in Kadi Athman secondary school (see Appendix A). The type of the interview is a semi-structured one which has less strict format in which the researcher follows written questions as a guide, and he/she can deviate from this guide whenever it is necessary to gather more information about a topic (Dornyei, 2007; Mackey & Gass, 2005; Schuh, 2009).

The semi-structured interview is conducted in two days after getting the permission to enter this school and to conduct the interview and to submit the questionnaire to the third year foreign languages stream students. The semi-structured interview has been chosen rather than structured interview in order to help the researcher deviate from the written format whenever

it is necessary, and to deal with any unexpected clarification asked by the teachers. The interview is divided into two parts. The first part is about the teachers' background knowledge which consists of three questions. The second part is about the difficulties that the students face during any writing assignment, the writing process and brainstorming writing in these teachers' EFL classes which consists of eleven questions.

Before starting the interview, all the teachers have been informed about the reason behind conducting the interview and the aim of the research. Moreover, they have been told that their names would not be mentioned in this research. On March 12, 2017, four teachers are interviewed, and on March 13, 2017 one teacher is interviewed. The interview lasts for nearly ten minutes with every teacher, and their answers are written to be saved.

1.3.2. Students' Questionnaire

The second tool that is used to collect the research data is the questionnaire (see Appendix B) with closed-ended questions that is submitted to 29 students of third year foreign language stream class. The questionnaire provides opportunities for the researcher to collect information about the participants and to compare between their answers. Moreover, in the closed-item questionnaire, the researcher gives the possible answers. This kind of questionnaire leads to more reliability since all the participants have the same choices for answering (Mackey & Gass, 2005).

After finishing conducting the teachers' interview, the questionnaire is submitted to the students on March 13, 2017. The questionnaire starts with an introduction that informs the students about the reason behind submitting the questionnaire and the aim of the research. Moreover, the students have been informed that their names would not be mentioned in this research.

The students' questionnaire has been submitted to help the researcher generate an answer to the second research question. The questionnaire consists of four sections. The first section is about the students' general background knowledge which contains four questions. The second section is about the writing skill which consists of three questions. The third section is about the writing process which consists of three questions. The fourth section is about the brainstorming strategy which consists of six questions.

1.4. Data Collection Procedures and Analysis

The data of the current study are collected directly after finishing writing the answers given by the interviewed teachers, and after getting back the questionnaire completed by the students. Furthermore, the data obtained from the teachers' interview and the students' questionnaire are analysed and interpreted by using mixed methods, both qualitative and quantitative in order to reach more valid results. The researcher has focused on how every teacher responded to every question to find similar responses and organize them. Furthermore, by using qualitative method, the data are described in relation to our topic and to our research questions. On the other hand, by using quantitative method, the results are interpreted through descriptive statistics. Thus, the quantitative interpretation is neutralized to our theme and to our population since it is followed by the qualitative description.

Conclusion

In the first section of the second chapter, different points have been presented to clarify every thing done in this research and to eliminate ambiguity. The research methodology followed in the current research has been explained including the research methodology, the population, data collection tools and data collection procedures and analysis.

2.Findings and Discussion

After conducting the interview with the teachers and submitting the questionnaire to the students, the data are gathered to be analysed and discussed in this section.

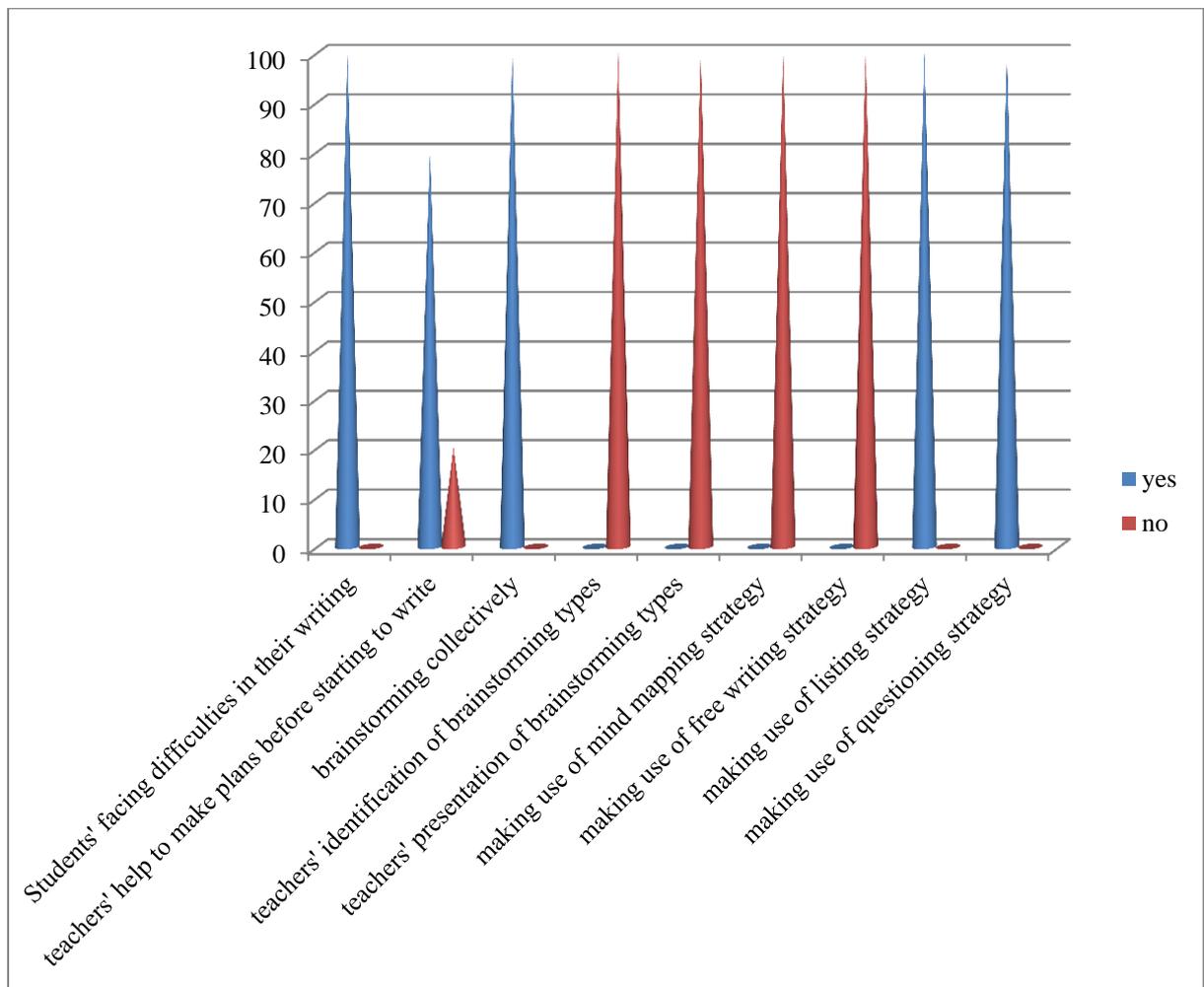
Introduction

The second section of the second chapter presents the findings of the study and its detailed discussion. First, the findings of teachers' interview are presented both qualitatively and quantitatively. We use numbers, percentages and frequencies to facilitate the analysis and organize the answers. Besides, we make use of graphs to represent the findings of the interview which reflect teachers' overall perceptions about the writing skill, brainstorming and brainstorming writing in their EFL classrooms. Hence, the reader is provided with a clear picture about the results of the interview. Furthermore, the same thing is done to present the results of students' questionnaire. Numbers, percentages, frequencies and descriptive qualitative analysis are used to clarify the questionnaire's findings in the reader's mind. Then, we end this section with a detailed discussion about the findings of both teachers' interview and students' questionnaire.

2.1.Findings

2.1.1.Teachers'Interview

The results of the interview are provided according to the answers provided by the interviewees, and are presented through the use of frequencies, percentages and graphs to organize the answers and to facilitate the analysis.



Graph 1: Teachers' perceptions about the writing skill, brainstorming and brainstorming writing in EFL classes.

Teachers' perceptions about the writing skill, brainstorming and brainstorming writing in their EFL classes are presented in graph 1. This means that the findings of teachers' interview are provided in this graph to facilitate the analysis, and to give the reader a clear picture about the results of the first research tool.

a.General Information about the Teachers

The first section of the interview provides general information about the teachers. For instance, their gender, their years of teaching experience and their years of teaching experience in Kadi Athman secondary school are presented.

a.1. Gender

Table 1. Teachers' gender.

Gender	Frequencies	Percentages
Male	2	40%
Female	3	60%
Total	5	100%

Table (1) shows the gender of the interviewed teachers. 60% of them are female, and 40% are male. Having more female EFL teachers than the males is possibly due to the fact the females prefer teaching especially foreign languages than doing any other job unlike the males.

a.2. Years of teaching experience

Years of teaching experience differs from one teacher to another. For instance, one teacher has 29 years of experience. The other teacher has 22 years of teaching experience. The third teacher has 20 years of teaching experience. The fourth teacher has 12 years. However, the fifth teacher has only one year of teaching experience.

a.3. Years of teaching experience in Kadi Athman secondary school

Years of teaching experience in Kadi Athman secondary school also differs from one teacher to another. The first teacher experienced all his 29 years in Kadi Athman secondary school. The second teacher experienced only 10 years of his teaching experience in this school. The third teacher who has 20 years of teaching experience has passed only 4 years in this school. However, the fourth teacher who has 12 years of experience has passed 8 years in this school. The fifth teacher has passed his year of teaching experience in Kadi Athman secondary school.

b. Teachers' Perceptions about the Writing Skill, Brainstorming and Brainstorming Writing in their EFL Classes

The second section of the interview provides useful information. The five teachers have been asked about their perceptions about the writing skill, brainstorming and brainstorming writing in their EFL classes. The answers are presented in numbers, percentages, frequencies and graphs in order to be organized and well interpreted.

b.1. Do your pupils face difficulties when they are asked to produce a piece of writing?

Table 2. Students' facing difficulties in their writing.

Answers	Frequencies	Percentages
Yes	05	100%
No	00	00%
Total	05	100%

As it is shown in table (2), all the teachers (100%) state that their EFL learners face difficulties when they are asked to produce a piece of writing at different levels.

b.2. If yes, what do you think these difficulties are due to?

The interviewees provide nearly similar answers concerning this question. For instance, 80% of the teachers state that their students face difficulties in writing because they do not have enough vocabulary. 40% of them respond by saying that their students find writing a difficult skill because they translate from French to English or from Arabic to English. 20% of them state that these difficulties are due to the lack of training. 20% add that the EFL students find difficulties in writing because of the lack of interest especially when dealing with abstract topics.

b.3. What do you do in order to enhance your learners' writing performance?

The five EFL teachers who have been interviewed by the researcher provide different answers concerning this question. For instance, 40% of the teachers state that in order to enhance their students' writing performance, they gather the vocabulary related to the writing topic. 20% of them state that they give a structure to follow (introduction, body, conclusion), and that they collect ideas about the writing topic which will be developed collectively. 20% of the interviewed teachers add that they provide writing models to be followed, and that they use visuals and videos to facilitate gathering the needed vocabulary. Furthermore, and in order to improve their EFL students' writing performance, 20% of the teachers state that they insist on group work, and that they provide hints to help learners grasp the topic and to collect the necessary vocabulary.

b.4. Do you help your pupils to make plans before they start writing?

Table 3. Teachers' help to make plan before starting to write.

Answers	Frequencies	Percentages
Yes	4	80%
No	1	20%
Total	5	100%

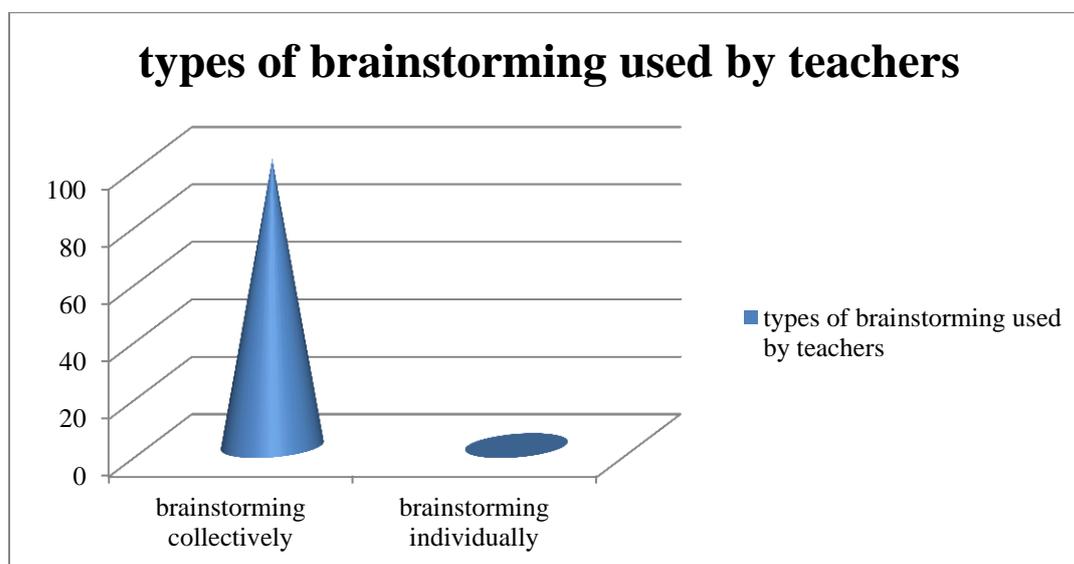
In table (3), we notice that the majority of the teachers (80%) help their learners to make plans before they start writing in order to reach an effective piece of writing. However, only one teacher (20%) does not help his/her students to make plans before starting to write because of the lack of experience.

b.5. Do you help your students brainstorm ideas before the writing topic or do they do it themselves?

Table 4. Teachers’ brainstorming.

Answers	Frequencies	Percentages
Collectively	5	100%
Individually	0	0%

The data in table (4) shows that all the interviewed teachers (100%) make the brainstorming collectively, and that they never ask their pupils to do it individually. These teachers prefer the collective brainstorming in order to gather more ideas and share them.



Graph 2: Comparison between teachers who make the brainstorming collectively and those who ask their pupils to make the brainstorming individually.

Graph (2) provides the comparison between the teachers who make their brainstorming collectively with their students and those who ask their pupils to do it by themselves. It is

obvious from the graph that all the teachers (100%) make their brainstorming with their learners.

b.6. Do you know the different types of brainstorming?

Table 5. Teachers' identification of the different types of brainstorming.

Answers	Frequencies	Percentages
Yes	0	0%
No	5	100%
Total	5	100%

As it is shown in table (5), all the English language teachers who teach in Kadi Athman secondary school (100%) do not know the different types of brainstorming. This explains that these teachers do not have enough background knowledge about brainstorming.

b.7. Have you introduced the different types of brainstorming to your pupils?

Table 6. Teachers' presentation to the different types of brainstorming.

Answers	Frequencies	Percentages
Yes	0	0%
No	5	100%
Total	5	100%

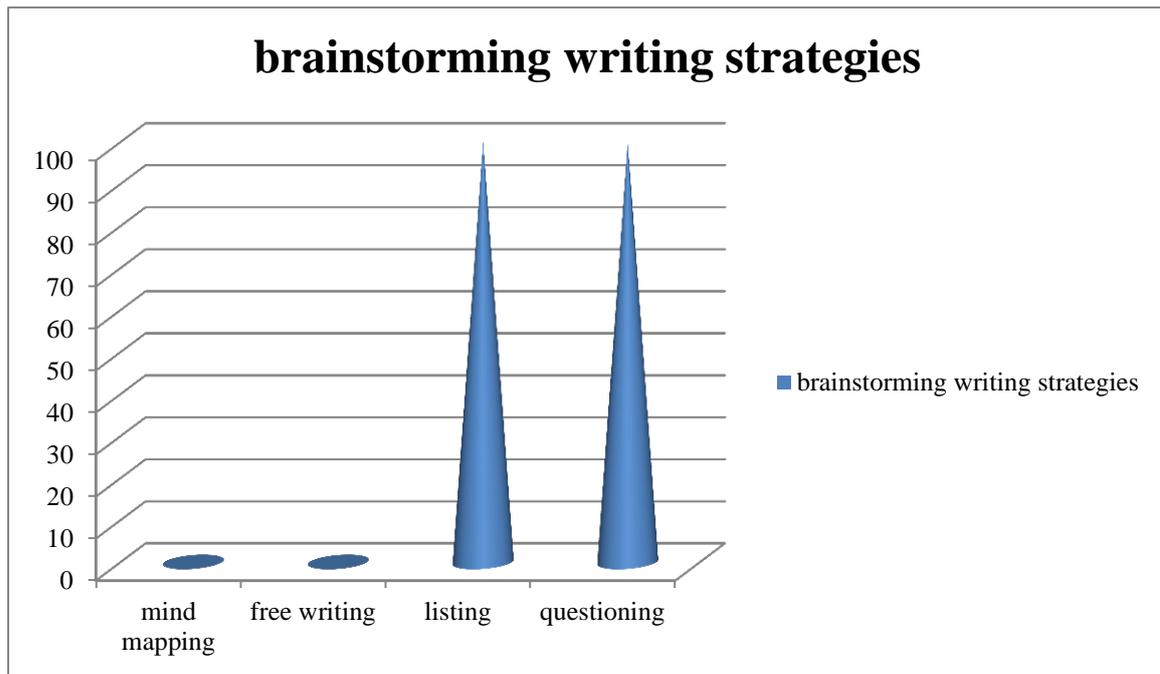
From the obtained data in table (6), we notice that all the teachers have never introduced the different types of brainstorming to their learners. This is due to the fact that the teachers themselves do not know these types of brainstorming.

b.8. What are the different brainstorming writing strategies that you use in your brainstorming phase?

Table 7. The different brainstorming writing strategies used by teachers.

Answers	Frequencies	Percentages
Mind Mapping	0	0%
Free Writing	0	0%
Listing	5	100%
Questioning	5	100%

The data in table (7) shows that all the teachers (100%) make use of only two brainstorming writing strategies, listing and questioning. The two other brainstorming writing strategies (mind mapping and free writing) are not used by these teachers. The fact of using only two brainstorming writing strategies reflects that these teachers do not have enough background knowledge about brainstorming and brainstorming writing.



Graph 3: The brainstorming writing strategies used by teachers.

Graph (3) shows the different brainstorming writing strategies used by the EFL teachers. All the teachers (100%) make use of only two different brainstorming writing strategies, listing and questioning. However, no teacher (0%) makes use of the two other brainstorming writing strategies, mind mapping and free writing.

b.9. What do you think of brainstorming as a pre-writing strategy?

All the English language teachers of Kadi Athman secondary school have responded similarly concerning this question. They state that brainstorming is a very necessary pre-writing strategy. They add that without brainstorming, the EFL students could never produce a piece of writing. Furthermore, these interviewees state that they notice the difference between their pupils' writings in the examinations where there is no brainstorming and their writings in the class sessions where brainstorming as a pre-writing technique takes place.

b.10. What is the role that brainstorming can play in enhancing the learners' writing performance?

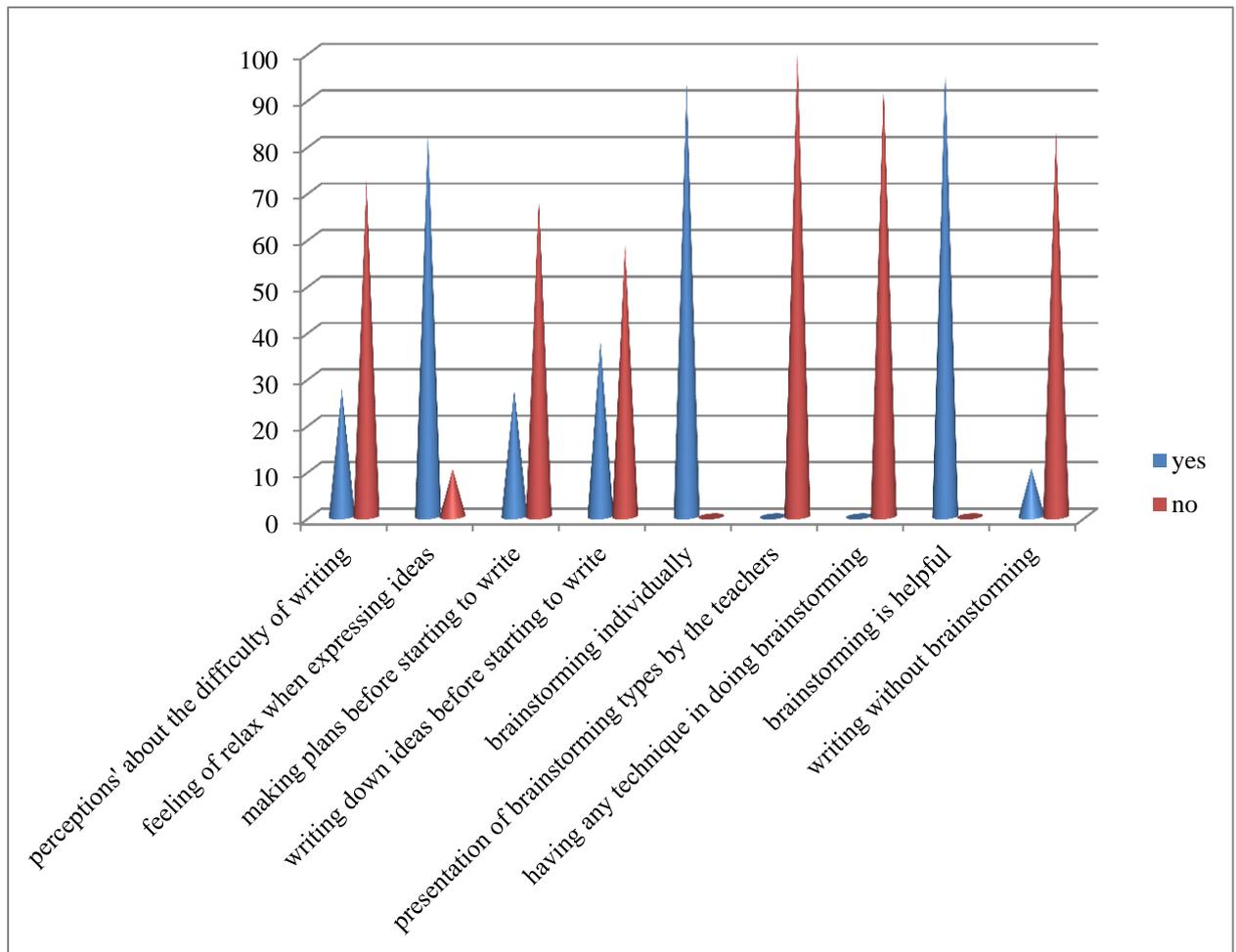
The EFL teachers that have been interviewed provide nearly similar answers concerning this question. 80% of them state that brainstorming makes the writing task easier since it provides the learners with the needed vocabulary. 40% of them add that brainstorming directs the lesson, and that without brainstorming, students could never write.

b.11. Do you think that it is appropriate to brainstorm the students before they start writing at this level?

All the interviewed teachers have provided the same answer concerning this question. They state that it is appropriate to practise the brainstorming phase before any writing assignment with all the levels in the secondary school.

2.1.2. Students' Questionnaire

The results of the students' questionnaire are presented using frequencies and percentages. We use tables to organize the answers and to facilitate the analysis. Moreover, the overall students' perceptions about the writing skill, brainstorming and brainstorming writing are presented in a graph to summarize the findings of the students' questionnaire.



Graph 4: Students’ perceptions about the writing skill, brainstorming and brainstorming writing in their EFL class.

Students’ perceptions about the writing skill, brainstorming and brainstorming writing in their EFL class are presented in graph (4). This means that the answers provided by the students while filling in the questionnaire are presented and summarized in this graph. Thus, the reader gets a clear image about the findings of the second research instruments.

a. Students’ Background

The first section of the questionnaire provides information about the students’ background. For instance, their age, gender, whether they like studying English or not, and the number of years of having been studying English are presented.

a.1. Age

Table 8. Students' age.

Ages	frequencies	Percentages
19	22	75.8%
20	6	20.6%
21	1	3.4%
Total	29	100%

The items in table (8) show that the sample's age varies from 19 to 21 years old. This means there is no big difference between the participants concerning their age. All the students are young.

a.2. Gender

Table 9. Students' gender.

Gender	Frequencies	Percentages
Male	7	24.1%
Female	22	75.8%
Total	29	100%

As it is shown in table (9), our sample contains more females who represent 75.8% than males who represent only 24.1%. This is, very possible, to the fact that females prefer studying foreign languages especially English.

a.3. Do you like studying English?

Table 10. Students' liking to study English.

Answers	Frequencies	Percentages
Yes	23	79.3%
No	4	13.7%
Total	27	93.1%

Table (10) shows that 79.3% of the students like studying English, and that only 13.7% do not like studying English. From the obtained data, we can notice that the majority of the participants are motivated to study English as a foreign language.

a.4. How many years have you been studying English?

Table 11. Years of studying English.

Years	Frequencies	Percentages
Seven Years	22	75.8%
Eight years	6	20.6%
Nine Years	1	3.4%
Total	29	100%

Table (11) shows that the majority of the students (75.8%) have been studying English for seven years. 20.6% of the participants have been studying English for eight years. One student has been studying English for nine years.

b. The writing skill

The second section of the questionnaire provides information about the writing skill. Students have been asked about whether they find writing a difficult skill and if they feel relaxed when expressing their ideas.

b.1. Do you find writing a difficult skill?

Table 12. Writing as a difficult skill.

Answers	Frequencies	Percentages
Yes	8	27.5%
No	21	72.4%
Total	29	100%

Table (12) reports whether the students find writing a difficult skill or not. The data in this table shows that the majority of the students (72.4%) do not consider writing as a difficult skill. Only 27.5% of the participants find writing a difficult skill. Considering writing as an easy task to do refers to the beliefs of these students that they can produce an effective writing without guidance and help.

b.2. What do you think these difficulties are due to?

Table 13. The reasons behind the difficulty of writing.

Answers	Frequencies	Percentages
Yourself	2	22.2%
Your Teacher	0	0%
The Topic	7	77.7%
Any Others	0	0%

Table (13) shows the different reasons behind finding writing a difficult skill. In table (12), 27.5% of the participants who consider writing a difficult skill relate this difficulty to two main reasons. Most of these participants (77.7%) relate the writing's difficulty to the writing topic. However, only 22.2% of them relate this difficulty to themselves.

b.3. Do you feel relaxed when you express your ideas?

Table 14. Students' feeling of relax when expressing their ideas.

Answers	Frequencies	Percentages
Yes	24	82.7%
No	3	10.3%
Total	27	93.1%

Table (14) represents the feeling of the students, whether relaxed or not when expressing their ideas. The data obtained from this question show that the majority of the participants (82.7%) feel relaxed when expressing their ideas. This reflects that these students

find writing interesting. However, only three students do not feel relaxed when expressing their ideas. The rest of the participants (two students) have not answered this question.

c. The process of writing

The third section of the questionnaire provides information about the writing process. Different questions have been asked. For instance, the students have been asked if they make plan and if they write down their ideas about the writing topic before starting to write.

c.1. Do you make plan before you start writing?

Table 15. Students' planing before starting to write.

Answers	Frequencies	Percentages
Yes	8	27.5%
No	20	68.9%
Total	28	96.5%

The majority of the students (68.9%) do not make plan before they start writing as it is shown in table (15). Hence, their writing lacks organization. However, 27.5% of the participants do make plan before they start to write in an attempt to reach an effective writing. One student has not answered this question.

c.2. How do you make this plan?

Table 16. The way students make plan.

Answers	Frequencies	Percentages
By Yourself	5	62.5%
With Your Friends	1	12.5%
By the Help of the teacher	2	25%
Any Others	0	0%

Table (16) shows the way students make their plan before they start writing. In the previous table (15), 27.5% of the participants state that they make plans before starting to write. The majority of these students (62.5%) make plan by themselves. 25% of these students make their plan with the help of the teacher. Only 12.5% of these participants make their plan with their friends.

c.3. Do you write down your ideas about the topic at hand before you start writing?

Table 17. Students' writing down of ideas before starting to write.

Answers	Frequencies	Percentages
Yes	11	37.9%
No	17	58.6%
Total	28	96.5%

The items in table (17) answer the question whether the students write down their ideas before they start writing or they do not. The data obtained from this question shows that more than half of the students (58.6%) do not write down their ideas before they start to write. However, 37.9% of them do write their ideas before starting to write. This means that students need to be aware about the importance of this step for better organization. One student has not answered the question.

d. Brainstorming strategy

The fourth section provides information about students' perceptions about the brainstorming strategy. Students have been asked different questions like the way they make their brainstorming, whether their teachers have introduced to them the different types of brainstorming, whether they have any technique in doing their brainstorming, if they find brainstorming helpful and whether they can write without brainstorming.

d.1. How do you do brainstorming?

Table 18. The way students make brainstorming.

Answers	Frequencies	Percentages
By Yourself	27	93.1%
With Your Teacher	0	0%
With Your Friends	0	0%
With your Teacher and the Whole class	0	0%
Any Others	0	0%

Table (18) shows the way students make their brainstorming. The data obtained from this question shows that nearly all the students (93.1%) make their brainstorming by themselves. This means that individual brainstorming is more preferable than group brainstorming among these students. However, two students have not answered this question.

d.2. Have your teacher introduced to you the different types of brainstorming in your writing class?

Table 19. Teachers' presentation of the different types of brainstorming to the students.

Answers	Frequencies	Percentages
Yes	0	0%
No	28	96.5%
Total	28	96.5%

From the data obtained from this question and that are presented in table (19), we notice that 96.5% of the participants state that their teacher has not introduced to them the different types of brainstorming. This means that both of teachers and learners are not aware about the types of brainstorming. Both of them need to have background information about brainstorming. One student has not answered this question.

d.3. Do you have any technique in doing your brainstorming?

Table 20. Students' having any technique in doing brainstorming.

Answers	Frequencies	Percentages
yes	0	0%
No	27	93.1%
Total	27	93.1%

The data in table (20) answers the question whether the students have any technique in doing their brainstorming or not. 93.1% of these students state that they do not have any technique in doing their brainstorming. Two students have not answered this question.

d.4. Do you find brainstorming helpful?

Table 21. Students' finding of brainstorming helpful.

Answers	Frequencies	Percentages
Yes	28	96.5%
No	0	0%
Total	28	96.5%

Table (21) shows that 96.5% of the students state that they find brainstorming helpful. This means that they know that they need it in their writing.

d.5. What does brainstorming help you to do?

Table 22. The help of brainstorming to the students.

Answers	Frequencies	Percentages
To Generate Ideas about the Writing Topic	22	75.8%
To Gather More Vocabulary about the Writing Topic	14	48.2%
To Learn More Grammar	0	0%

75.8% of the students have answered that brainstorming helps them generate ideas about the writing topic as it is shown in table (22). 48.2% of these learners state that brainstorming helps them to gather more vocabulary about the writing topic. This means that brainstorming is really necessary as a pre-writing strategy for these learners. 10.3% of these students have not answered this question.

d.6. Can you write without brainstorming?

Table 23. Students' writing without brainstorming.

Answers	Frequencies	Percentages
Yes	3	10.3%
No	24	82.7%
Total	27	93.1%

Table (23) shows whether the students can write without brainstorming or they cannot. The majority of the students (82.7%) state that they cannot write without brainstorming, and only 10.3% of them can write without brainstorming. This means that brainstorming is an

important step that the learners have to pass through before writing the last draft. However, two students have not answered this question.

2.2. Discussion

A detailed discussion about the findings of the research is provided:

Most of the participants (93.1%) like studying English (table 10). More importantly, 82.7% of these participants feel relaxed when expressing their ideas on papers (table 14). This shows that these learners enjoy producing a piece of writing in English. However, these EFL learners do face difficulties in writing as it is stated by their teachers. These difficulties are mainly due to the lack of vocabulary. Despite this fact, most of the participants (table 12) do not consider writing as a difficult skill, and only 27.5% of them consider writing a difficult skill. 77.7% of these learners state that the reason behind these difficulties is the writing topic (table 13). Hence, these learners need to gather more vocabulary and ideas to facilitate the writing task. Furthermore, nearly all the teachers (80%) help their learners make plans before starting to write. Besides, all of them (100%) pass through the brainstorming phase, and they state that brainstorming is a necessary step in the writing process. They make the brainstorming collectively (table 4). They never ask their students to make the brainstorming by themselves. This reflects that these teachers want to gather as much as possible ideas to facilitate the writing assignment for all learners. Thus, the students are involved cognitively in the writing process. Hence, their thinking skill will be developed. However, the interviewed teachers have no idea about the brainstorming types (table 5) and the different brainstorming writing strategies. These teachers do not have sufficient background knowledge about brainstorming and brainstorming writing. They have to enrich their knowledge with information about this technique to reach more effective results in developing the writing skill.

Brainstorming is an important step in the writing process as it is stated by all the teachers. 96.5% of the students find brainstorming helpful (table 21). It helps them to generate ideas and to gather more vocabulary about the writing topic (table 22). Moreover, most of the teachers (80%) state that brainstorming makes the writing task easier for all the learners.

We can say that we have answered our questions in accordance with the findings. First, yes the EFL teachers do pass through the brainstorming phase. They make use mainly of two different brainstorming writing strategies, listing and questioning. Then, brainstorming makes the writing task easier for all learners. It helps the EFL learners to generate more ideas and to gather the needed vocabulary about the writing assignment.

Conclusion

The second section of the second chapter has presented the findings of the study and its detailed discussion. First, the findings of teachers' interview have been presented both qualitatively and quantitatively. We have used numbers, percentages and frequencies to facilitate the analysis and organize the answers. Besides, we have made use of graphs to represent the findings of the interview which reflect teachers' overall perceptions about the writing skill, brainstorming and brainstorming writing in their EFL classrooms. Hence, the reader is provided with a clear picture about the results of the interview. Furthermore, the same thing has been done to present the results of students' questionnaire. Numbers, percentages, frequencies and descriptive qualitative analysis are used to clarify the questionnaire's findings in the reader's mind. Then, we have ended this section with a detailed discussion about the findings of both teachers' interview and students' questionnaire.

3.Limitations, Implications and Recommendations for Future Research

Introduction

The third section of the second chapter presents limitations, implications and recommendations for future research. First, the limitations of the current research are presented. Then, we present the research implications for both teachers and researchers. After that, future studies are recommended in order to develop the writing skill, and more importantly to enhance English language teaching and learning in general.

3.1. Limitations

By conducting this research, different perceptions about brainstorming writing in EFL classes have been described. However, it is also important to state the various limitations of this research.

This research is limited to describe the perceptions of both teachers and learners about the writing skill, brainstorming and brainstorming writing in the EFL classes.

This study is limited to the third year foreign languages stream of Kadi Athman secondary school in Tichy-Bejaia, and the EFL teachers who teach there during the academic year 2016-2017.

The use of questionnaire as a research instrument may fail to provide the real attitudes of the participants. The honesty of these participants' answers cannot be guaranteed since their answers depend greatly on their seriousness.

3.2. Implications

Our research aims at describing teachers' perceptions about brainstorming as a pre-writing technique to enhance learners' writing performance. Yet, through the obtained results, many implications are addressed to benefit from this study, and to improve the writing skill particularly and to develop English language teaching and learning practices. The research implications are as follows:

Changing learners' views towards the writing process. It is really important to raise learners' awareness about the writing process and its different stages. Every stage has to be given its right place and time during the writing process. This can be done through explicit explanation.

The use of the eclectic approach in teaching writing. In order to obtain more effective pieces of writing, the eclectic approach has to be adopted and applied. Teachers have to focus on both the final product and the different steps for reaching this product. For instance, with beginners, it is suggested to use the product approach to learn more about grammar, vocabulary and the form. Then, the writing process approach will be followed to teach the different steps to produce effective writings. The focus is on writing as a thinking process that leads to creativity.

Introducing brainstorming types and the different brainstorming writing strategies. We have noticed during conducting this research that neither the teachers nor the learners have any idea about brainstorming types. Moreover, the teachers are not aware about the different brainstorming writing strategies. Hence, the EFL inspectors have to hold more seminars about brainstorming writing in EFL classes. Teachers and learners' awareness have to be raised about the importance of these issues in order to reach better results in developing the writing skill.

3.3. Recommendations

For future research with new procedures and long period for data collection, we provide the following recommendations:

Other researchers can conduct a descriptive study about brainstorming as a pre-writing technique to enhance learners' writing performance with teachers' interview and classroom observation as data collection tools.

An experimental research can be conducted to investigate the effect of brainstorming as a pre-writing technique to enhance learners' writing performance.

An experimental research can be conducted to investigate the effect of mind mapping as a pre-writing technique to enhance the learners' writing performance.

The effect of free writing as a pre-writing technique to enhance the learners' writing skill can be conducted as an experimental study.

The comparison between the effect of silent brainstorming and group brainstorming in enhancing learners' writing performance can be conducted as a future research.

Other studies can be conducted to investigate brainstorming as a technique that is used before any other skill to be developed.

Conclusion

In the third section of the second chapter, we have tackled many issues. First, limitations of the study that we have encountered during conducting this research are presented. Then, implications for both teachers and inspectors are provided in order to enhance the writing skill. After that, future researches are recommended in order to improve the writing skill in particular and English language teaching and learning in general.

General Conclusion

This study is conducted in order to describe a phenomenon in language teaching and learning. This phenomenon is the difficulty in producing a piece of writing. The suggested solution to this problem is practising the brainstorming phase during the writing process to help learners generate more ideas about the writing topic. Hence, the learners' writing can be enhanced. Moreover, it is worth repeating the different sections of the research to remind the reader about the structure of the dissertation, and about the research aims.

The dissertation is divided into two chapters. The first chapter deals with theoretical background about the writing skill, brainstorming and brainstorming writing in EFL classes. This chapter is divided into two sections. The first section of the first chapter presents theoretical background on the writing skill in acquiring English as a foreign language. First of all, writing is defined from different perspectives like Kroll (1990), Hyland (1996), and Grabe and Kaplan (1996). After that, oral and written language uses are discussed, followed by the relationships among listening, reading, writing and speaking skills. Then, different approaches to teaching writing in ESL classes are presented. These approaches include: the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organisation approach, the communicative approach, and the process approach. Moreover, the process approach that has emerged as a reaction to the product approach is presented. Furthermore, writing process approaches are provided including: the expressive approach and the cognitive approach. Besides, two models to the writing process in the cognitive approach are provided: Flower and Hayes model, and Bereiter and Scardamalia model. Finally, the stages of the writing process are presented in this section.

The second section of the first chapter presents theoretical background on brainstorming in general, and brainstorming writing in EFL/ ESL classes in particular. First,

definitions from dictionaries and by different researchers are provided. Then, the origins of brainstorming is presented followed by Osborn's brainstorming rules. These rules are: focus on quantity, no criticism is allowed, welcoming strange ideas, and build on each other's ideas. Furthermore, the types of brainstorming are presented, group interactive brainstorming and silent/ individual brainstorming. Then, the steps that should be followed while conducting a brainstorming session are presented. More importantly, brainstorming writing in EFL/ ESL classes is explained. After that, brainstorming writing strategies in EFL/ ESL classes are provided. Finally, we have ended with an evaluation of brainstorming by presenting its strengths and its weaknesses.

The second chapter is divided into three sections. The first section of the second chapter presents the research methodology followed in this current research. First of all, the research design is explained. Then, the population is provided, and the reasons behind choosing such a population are explained. After that, the tools that are used to collect the research data are provided including teachers' interview and students' questionnaire. Data collection procedures and analysis are also presented in this section. Furthermore, the sample of our research is 29 students of third year foreign languages stream in Kadi Athman secondary school in Tichy-Bejaia, and the five English teachers who teach there during the academic year 2016-2017. The research instruments used in this study are teachers' interview and students' questionnaire. These instruments are used to collect the research data, and to answer the following questions: 1) Do EFL teachers make students practise the brainstorming phase when teaching writing? If yes, what are the different brainstorming writing strategies they use? 2) How can brainstorming enhance the learners' writing performance?

The second section of the second chapter presents the findings of the study and its detailed discussion. First, the findings of teachers' interview are presented both qualitatively and quantitatively. We use numbers, percentages and frequencies to facilitate the analysis and

organize the answers. Besides, we make use of graphs to represent the findings of the interview which reflect teachers' overall perceptions about the writing skill, brainstorming and brainstorming writing in their EFL classes. Hence, the reader is provided with a clear picture about the results of the interview. Furthermore, the same thing is done to present the results of students' questionnaire. Numbers, percentages, frequencies and descriptive qualitative analysis are used to clarify the questionnaire's findings in the reader's mind. Then, we end this section with a detailed discussion about the findings of both teachers' interview and students' questionnaire. The findings show that the EFL teachers do pass through the brainstorming phase. They make use mainly of two different brainstorming writing strategies, listing and questioning. Furthermore, the results show that brainstorming is very helpful for learners since it makes the writing task easier. It provides them with the needed vocabulary, and helps them to generate more ideas about the writing topic.

The third section of the second chapter presents limitations, implications and recommendations for future research. First, the limitations of the current research are presented. Then, we present the research implications for both teachers and researchers. After that, future studies are recommended in order to develop the writing skill, and more importantly to enhance English language teaching and learning in general. Finally, we end with general conclusion to provide the reader with an overall picture about this study, and to eliminate any possible ambiguity.

References

Books

- Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. New York: Oxford university press.
- Grabe, W., Kaplan, R.B. (1996). *Theory & practice of writing. An Applied linguistic perspective*. Great Britain: Pearson education.
- Hyland, K. (1996). *Second language writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2002). *Teaching and researching writing*. Great Britain: Pearson Education.
- Kroll, B. (1990). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Mackey, A., Gass, S. M. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.
- Peregoy, S. F., Boyle, O. F. (Ed.). (2013). *Reading, writing and learning in ESL: A source book for teaching k-12 english learners*. (6th ed.). USA: Pearson education.
- Raims, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Seliger, H. W., Shohamy, E. (1989). *Second language research methods*. New York: Oxford university press.

E-Books

Carman, L. (2016). *The young adult's guide to flawless writing: Essential explanation, examples, and exercises*. Florida: Atlantic Publishing Group. Retrieved on February 22, 2017 from

https://books.google.dz/books?id=LPSjCwAAQBAJ&pg=PA261&dq=brainstorming+writing&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming%20writing&f=false

Clark, S. K. (2004). *Beginning writing*. USA: Teacher Created Resources, Inc. Retrieved on February 22, 2017 from

https://books.google.dz/books?id=nI4TeQjukGAC&pg=PA43&dq=brainstorming+writing&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming%20writing&f=false

Davis, B. (2012). *Your writing well: Common-sense strategies & logic-based skills, in 15 essays for the 21st century*. International Publications Media group. Retrieved on February 24, 2017 from

https://books.google.dz/books?id=OIPHm5h6N7gC&pg=PT36&dq=brainstorming+writing&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming%20writing&f=false

D'Aoust. C. (1987). Teaching writing as a process. In C. B. Olson (Ed.), *Practical ideas for teaching writing as a process*. California: California State Department of Education. Retrieved on April 2, 2017 from

https://books.google.dz/books?id=aLvDVvvdmmgC&pg=PA7&dq=the+stages+of+the+writing+process&hl=fr&sa=X&redir_esc=y#v=onepage&q=the%20stages%20of%20the%20writing%20process&f=false

Guillot, M. N. (1999). *Fluency and its teaching*. USA: Modern Languages in Practice.

Retrieved on May 13, 2017 from <http://www.multilingual-matters.com/display.asp?K=9781853594397>

- Gura, M. (2011). *Integrating technology into the writing process: Management*. Huntington Beach: Teacher Created Materials, Inc. Retrieved on April, 4, 2017 from https://books.google.dz/books?id=hPPssavK8AQC&pg=PA13&dq=the+stages+of+the+writing+processes&hl=fr&sa=X&redir_esc=y#v=onepage&q=the%20stages%20of%20the%20writing%20process&f=false
- Jain, M. (2010). *Examrace psychology success series*. Examrace. Retrieved on February 14, 2017 from https://books.google.dz/books?id=iHKVh_9Ky9AC&pg=PP10&dq=brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming&f=false
- Miller, B. C. (2012). *Quick brainstorming activities for busy managers*. USA: American Management Association. Retrieved on February 11, 2017 from https://books.google.dz/books?id=kUV4W-x9W4wC&printsec=frontcover&dq=brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming&f=false
- Morton, S. (2014). *Navigating argument: a guidebook to academic writing*. Greenville: Tusculum. Retrieved on February, 25, 2017 from https://books.google.dz/books?id=UtfMBgAAQBAJ&pg=PA10&dq=brainstorming+writing&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming%20writing&f=false
- Nelson, E. C., Batalden, P. B., Godfrey, M. M. (2007). *Quality by design: a clinical microsystems approach*. San Fransisco: The Health Care Improvement Leadership Developments Program. Retrieved on February 13, 2017 from https://books.google.dz/books?id=ATA8gdpTfAUC&pg=PA323&dq=types+of+brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=types%20of%20brainstorming&f=false

Paulus, P. B., Nijstad, B. A. (2003). *Group creativity: innovation through collaboration*.

Oxford: Oxford University Press. Retrieved on February 12, 2017 from https://books.google.dz/books?id=9QE2fXW_ce0C&pg=PA111&dq=origins+of+brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=origins%20of%20brainstorming&f=false

Pottle, J. L. (2000). *Writing: a comprehensive guide to the writing process*. USA: J. Weston

Walch, Publisher. Retrieved on February 22, 2017 from https://books.google.dz/books?id=erTz6WGNm4cC&pg=PA3&dq=brainstorming+writing&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming%20writing&f=false

Schuh, J. H. (2009). *Assessment methods for student affairs*. San Francisco: A Wiley Imprint.

Retrieved on March 25, 2017 from https://books.google.dz/books?id=RPRKQ62MwycC&pg=PT98&dq=educational+research+planning+conducting+and+evaluating+quantitative+and+qualitative+research&hl=fr&sa=X&redir_esc=y#v=onepage&q=educational%20research%20planning%20conducting%20and%20evaluating%20quantitative%20and%20qualitative%20research&f=false

Quarte, J. (2008). *Social influences in brainstorming groups*. Norderstedt Germany: GRIN

Verlag. Retrieved on February 12, 2017 from https://books.google.dz/books?id=KtHj-IDy4ZAC&printsec=frontcover&dq=brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming&f=false

Scannell, M., Mulvilhill, M. (2012). *The big book of brainstorming games*. USA: United

States Copyright Act. Retrieved on February 13, 2017 from https://books.google.dz/books?id=ahfutr2CgMMC&printsec=frontcover&dq=types+of+brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=types%20of%20brainstorming&f=false

Smith, T. R. (Ed.). (1986). *Handbook for planning an effective writing program: kindergarten through grade twelve*. California: California State Department of Education.

Retrieved on April 4, 2017 from https://books.google.dz/books?id=cBw44LmXJWQC&pg=PA11&dq=the+stages+of+the+writing+process&hl=fr&sa=X&redir_esc=y#v=onepage&q=the%20stages%20of%20the%20writing%20process&f=false

Urquhart, V., Mclver, M. (2005). *Teaching writing in the content areas*. Alexandria, Virginia: Association for Supervision and Curriculum Development. Retrieved on April 3, 2017

from https://books.google.dz/books?id=iMmBlhUghvcC&pg=PA11&dq=the+stages+of+the+writing+process&hl=fr&sa=X&redir_esc=y#v=onepage&q=the%20stages%20of%20the%20writing%20process&f=false

Wilson, C. (2013). *Brainstorming and beyond. A user-centred design method*. UK: Elsevier

Inc. Retrieved on February 11, 2017 from https://books.google.dz/books?id=YsnKE2JdlsQC&printsec=frontcover&dq=brainstorming&hl=fr&sa=X&redir_esc=y#v=onepage&q=brainstorming&f=false

Published Dissertation

Amoush, K. H. (2015). *The impact of employing brainstorming strategy on improving writing performance of English major students at Balqa applied university in Jordan* (Master dissertation). Retrieved on April 29, 2016 from <https://eric.ed.gov/?id=EJ1086359>

Ibnian, S. S. K. (2011). *Brainstorming and essay writing in EFL class* (PHD dissertation).

Retrieved on April 29, 2016 from <http://www.academypublication.com/issues/past/tpls/vol01/03/08.pdf>

Khodary Mohammed, M. M. (2012). *Using wikis to develop writing performance among prospective English as a foreign language teachers* (Master dissertation). Retrieved on May 13, 2017 from <http://www.nauss.edu.sa/acit/PDFs/f1766.pdf>

Manouchehry, A., Farangi, M.R., Fatemi, M.A., Qaviketf, F. (2014). *The effect of two brainstorming strategies on the improvement of Iranian intermediate EFL learners' writing skill* (PHD dissertation). Retrieved on April 29, 2016 from www.ijilaw.org/finalversion6414.pdf.

Dictionaries

Cambridge Business English Dictionary. (2011). Cambridge: Cambridge University Press.

Longman Dictionary of Contemporary English. (2003). Uk: Pearson Education Limited.

Oxford Advanced Learner's dictionary. (2005). Oxford: Oxford University Press.

Appendices

Appendix A: Teachers' Interview

Section One: Background Information about Teachers

- 1) Male/Female.
- 2) Years of teaching experience.
- 3) Years of teaching experience in Kadi Athman secondary school.

Section Two: Teachers' Perceptions about the Writing Skill and Brainstorming Writing

- 1) Do your pupils face difficulties when they are asked to produce a piece of writing?
- 2) If yes, what do you think these difficulties are due to?
- 3) What do you do in order to enhance your learners' writing performance?
- 4) Do you help your pupils to make plans before they start writing?
- 5) Do you help your pupils brainstorm ideas for the writing topic or do they do it themselves?
- 6) Do you know the different types of brainstorming?
- 7) Have introduced the different types of brainstorming to your pupils?
- 8) What are the different brainstorming writing strategies that you use in your brainstorming phase?

9) What do you think of brainstorming as a pre-writing strategy?

10) What is the role that brainstorming can play in enhancing the learners' writing performance?

11) Do you think that it is appropriate to brainstorm the students before they start writing?

Appendix B: The Students' Questionnaire

Dear students,

I am master two student at Abdrahman Mira university of Bejaia. I am interested in making a research about the role that brainstorming can play in enhancing the writing performance of third year foreign languages stream students in Kadi Athman secondary school in Tichy- Bejaia. I will be very grateful if you answer this questionnaire seriously.

Section One: Student's Background

1) How old are you?

2) Gender: male female

3) Do you like studying English? yes no

4) How many years have you been studying English?

Section Two: The Writing Skill

5) Do you find writing a difficult skill? -yes -no

6) Do you think that the difficulties you face in writing is due to:

a) yourself . b) your teacher. c) the topic. d) any others.....

7) Do you feel relaxed when you express your ideas? -yes -no

Section Three: The Process of Writing

8) Do you make plan before you start writing? -yes -no

9) How do you like to make this plan?

a) by yourself. b) with your friends. c) by the help of the teacher. d) any others.....

10) Do you write down your ideas about the topic at hand before you start writing?

-yes

-no

Section Four: Brainstorming Strategy

11) The process of writing down ideas about the topic at hand is called " brainstorming".

How do you do it? a) by yourself. b) with your teacher. c) with your friends. d) with your teacher and the whole class. e) any others.....

12) Have your teacher introduced to you the different types of brainstorming in your writing class?

13) Do you have any technique in doing your brainstorming? -yes -no

*If yes, can you please state it?

14) Do you find brainstorming helpful? - yes -no

15) Brainstorming helps you:

- to generate ideas about the writing topic.....

- to gather more vocabulary about the writing topic.....

- to learn more grammare.....

16) Can you write without brainstorming? -yes -no

Thank you for your time.