UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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"BRAINSTORMING TECHNIQUES AND WRITING SKILL"

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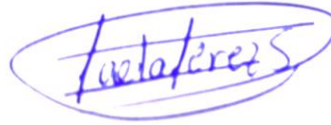Ambato – Ecuador

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: **"BRAINSTORMING TECHNIQUES AND WRITING SKILL"** investigated by Pérez Sánchez Paola Anahí with I.D No. 1805668413, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"BRAINSTORMING TECHNIQUES AND WRITING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"BRAINSTORMING TECHNIQUES AND WRITING SKILL"** which is held by Paola Anahí Pérez Sánchez undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2022- March 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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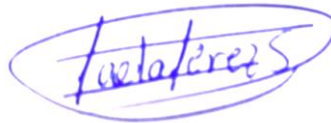
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DEDICATION

To God, for giving me all the strength to achieve this goal, and for all his guidance and blessings in my studies. To my beloved parents Mario and Diana, who are the light of my whole life. Thank you for your advice, counsel, motivation, and financial support during this important time. My deep gratitude.

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With love and gratitude.

Paola

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THEME: "BRAINSTORMING TECHNIQUES AND WRITING SKILL"

ABSTRACT

As one of the language skills, writing is one of the communicative skills, which can help us to express, share ideas, feelings, and opinions in written language. Besides, writing becomes a challenging skill that students have to face while learning a foreign language. For that reason, teachers should implement and establish innovative and creative writing process and techniques to enhance written production. Indeed, the present investigative work aimed to analyze the influence of brainstorming techniques on writing skill in students of tenth grade at Unidad Educativa "Hispano América". Thus, this research was based on a pre-experimental design and quantitative research method which involved a group of 41 students. Consequently, 20 females and 21 males with an age range of 13 to 14 years old. Furthermore, 6 interventions were applied in the treatment. The data was collected through a pre-test and post-test from the Key English Test (KET), writing section part 7, by Cambridge examination for A2 learners. Moreover, the KET Cambridge English Writing Rubric was implemented to analyze the students´ writing performance before and after the interventions. Likewise, the KET writing rubric was implemented to evaluate the written texts of the interventions in order to identify the most successful brainstorming techniques. Subsequently, the results were analyzed using the SPSS statistic program and a non-parametric test for two related Wilcoxon samples and it showed a significant difference in the results from the beginning and at the end of the treatment. Finally, the findings revealed great progress and improvement in students´ writing skill through the implementation of brainstorming techniques.

Keywords: brainstorming techniques, writing process, written production, writing skill, foreign language.

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RESUMEN

Como una de las destrezas lingüísticas, la escritura es una de las destrezas comunicativas, que puede ayudarnos a expresar, compartir ideas, sentimientos y opiniones en el lenguaje escrito. Además, la escritura se convierte en una destreza desafiante a la que los estudiantes tienen que enfrentarse mientras aprenden una lengua extranjera. Por esta razón, los profesores deben poner en práctica y establecer procesos y técnicas de escritura innovadores y creativos para mejorar la producción escrita. En efecto, el presente trabajo investigativo tuvo como objetivo analizar la influencia de las técnicas de lluvia de ideas en la habilidad de escritura en estudiantes de décimo grado de la Unidad Educativa "Hispano América". Así, esta investigación se basó en un diseño preexperimental y en un método de investigación cuantitativa en el que participó un grupo de 41 estudiantes. En consecuencia, 20 mujeres y 21 hombres con un rango de edad de 13 a 14 años. Además, se aplicaron 6 intervenciones en el tratamiento. Los datos se recogieron mediante un pre-test y un post-test del Key English Test (KET), sección de escritura parte 7, del examen de Cambridge para alumnos de A2. Por otra parte, se aplicó la Rúbrica de Escritura de Cambridge English del KET para analizar el rendimiento escrito de los alumnos antes y después de las intervenciones. Asimismo, se aplicó la rúbrica de escritura KET para evaluar los textos escritos de las intervenciones con el fin de identificar las técnicas de lluvia de ideas más exitosas. Posteriormente, los resultados se analizaron utilizando el programa estadístico SPSS y una prueba no paramétrica para dos muestras de Wilcoxon relacionadas que demostró una diferencia significativa en los resultados del inicio y el final del tratamiento. Por último, los resultados revelaron un gran progreso y mejora en la habilidad de escritura de los alumnos mediante la aplicación de las técnicas de lluvia de ideas.

Palabras clave: técnicas de lluvia de ideas, proceso de escritura, producción escrita, destreza de escritura, lengua extranjera.

CHAPTER I

THEORICAL FRAMEWORK

1.1. Research background

This research study focuses on the effect of brainstorming techniques in writing production. Hence, it requires understanding both variables with similar studies that support this research work. The following studies were searched in different sources. Google Scholar, Scielo, ERIC, thesis, academic papers, international articles, and scientific journals were taken from the year 2015 to 2022. Additionally, most of these studies were elaborated in Saudi Arabia, Jordan, Iraq, Iran, and Kuwait. Therefore, the authors and several sources explain the main brainstorming techniques and strategies, details, instruments, methodology, experiments, and their results. These researches presented a variety of useful information to organize ideas with the support of bibliography to develop this solid research.

Khzaiyem (2015) carried out a research project whose objective was to demonstrate the effectiveness of brainstorming in teaching social studies related to the creation of possible solutions to issues and problems at Elementary Schools in Saudi Arabia. The population consisted of 62 students and the analysis was made in two groups divided into 31 students (control and experimental). It was a quasi-experimental design and quantitative research. Consequently, teachers were trained to execute an experimental class with the implementation of brainstorming techniques. Besides, brainstorming was introduced through groups to enhance creativity which attempted to contribute a list of ideas. In particular, a pre-test, and post-test was used to obtain the results. After the interventions, it was evident that students who work alone were less efficient to provide solutions in a short amount of time rather than in groups. Furthermore, critical thinking was incorporated into the process. Based on this information, the author concluded that brainstorming was effective in providing autonomous opinions. In addition, learners had the opportunity to learn from the mistakes of peers while criticism was not involved.

The scientific article elaborated by Hussein (2015) aimed at recognizing the influence of applying brainstorming strategy on enhancing the writing performance of English major students at Balqa Applied University in Jordan. It was a quasi-experimental design and quantitative research. The population of the study consisted of 80 male and female university students divided into two groups; experimental (taught through brainstorming strategy) and control (taught traditionally). Moreover, the research presented the idea of developing productive skills through new techniques and strategies. In addition, the instruments used to collect the data were a writing essay and a t-test. Finally, results revealed the impact of innovative teaching strategies focusing on the field of creative thinking skills rather than traditional methods. In conclusion, the analysis demonstrated that scores from experimental groups were more significant than scores from the control group. Thus, the study showed the positive impact of employing a brainstorming strategy on improving writing performance.

Abdulhassan and Sadoon (2020) conducted a research study aimed to investigate the effect of the use of brainstorming and its categories (listing, questions, and answer sketch) as a pre-writing strategy for Iraqi EFL MA students. Additionally, the methodology was experimental, learners were assigned to experimental and control groups. The chosen population was 60 Iraqi EFL MA learners, both male and female divided into two groups (A and B). Both groups had the same teacher. Moreover, the instruments implemented to collect the information were the pre-test, the instruction, the post-test, and a questionnaire at the end of the treatment. Gradually, the results exposed those students treated with a brainstorming strategy presented significant progress in writing production. Additionally, the questionaries indicated the effectiveness of applying brainstorming as a pre-writing activity to succeed with a well-structured writing production.

Alrababah and Rababah (2019) created research to evidence how teachers from the Arab region implement brainstorming techniques for speakers of other languages (ASOL) in writing lessons. The research had qualitative research. The qualitative study examined several perspectives on the brainstorming directives given to Arabic language instructors at the Language Center, University of Jordan. Moreover, it was a descriptive research. There were 10 lecturers in the sample population. Furthermore,

semi-structured interviews and observations were the major instruments of data collection. Finally, the results showed that ASOL lecturers' opinions toward and actual usage of the brainstorming technique in their training were usually positive to allow the writer to determine the most optimum idea for problem-solving different issues.

The research developed by Rashtchi and Porkar (2020) analyzed the use of the brainstorming technique as a pre-writing activity to facilitate the process of generating learners´ thoughts to get involved in writing activities. Furthermore, the main aim of the research work was to investigate how the integration of technology could affect in writing production of EFL learners. The methodology applied was through mixed methods, quantitative and qualitative phases. The instruments implemented were tests (ANOVA). Initially, 68 learners were divided into three groups from Islamic Azad University, Iran (n=26, n=23, n=20). For the quantitative phase, assisted brainstorming (n=26), cooperative brainstorming (n=20), and wordle-assisted brainstorming (n=23) were involved in the treatment. Likewise, paper strips with three questions were applied in each session referent to qualitative data collection. Finally, this study discovered that in both post-tests, the wordle-assisted brainstorming group prospered better than the other two groups. The results supported the use of word clouds as a cognitive exercise to encourage Iranian EFL students to write argumentative essays.

The scientific article by Yuliani et al. (2019) aimed to investigate the effectiveness of brainstorming and mind mapping to teach writing narrative texts with extrovert and introvert personalities. The methodology used was a 2x2 factorial experimental design. It was divided into two groups (extrovert and introvert personalities). Besides, the population involved 45 students from the eleventh grade of the SMAM 2 Tegal class. Furthermore, the data was taken from tests, questionnaires, pre-test, and post-test. Lastly, the study showed that brainstorming is more effective for students with extrovert personalities whereas mind mapping made a better relationship for students with introvert personalities. Based on the findings, the researchers concluded that both brainstorming techniques and mind mapping techniques help to improve students´ performance in writing skills for both students with extrovert and introvert personalities.

The main objective of Rahmawati (2022) was to examine the effect of brainstorming techniques on students´ writing achievement. The methodology used was quantitative research design through one group (pre-experimental). The participants were students of the first grade of SMAN 1 Pringsewu and the sample of the research taken was a class of 33 students. Moreover, the instruments implemented were a pre-test, treatment, and post-test. The treatment contained several writing tests and activities. Thus, the study analyzed the data using a repeated measure t-test. As a final point, the results demonstrated that there was a significant difference between the pre-test and post-test on students´ writing ability with the level of 00,5. The researcher divided the scoring through a rubric into five aspects. Organization, grammar, vocabulary, and mechanics. Therefore, the findings established that implementing brainstorming techniques can improve students´ writing production, and make students think and produce ideas more freely.

Abedianpour and Omidvari (2018) studied the effects and attitudes of brainstorming strategy and writing performance. The methodology was mixed; qualitative and quantitative. This study aimed to examine the impact of employing brainstorming strategy as a pre-writing strategy on advanced EFL students´ writing ability. The sample consisted of 60 participants who were divided into two groups from the Writing II course at Atlas Language Institute in Yasouj, Iran. Students were randomly assigned to the control (N=30) and experimental group (N=30). Furthermore, the instruments implemented to collect the data were pre-test, post-test, and questionnaire. Besides, after applying the post-test, students treated obtained significant progress in writing. Moreover, questionnaire results demonstrated that the majority of the population found brainstorming as a useful strategy to enhance students writing performance and production. Finally, the results revealed the effectiveness of brainstorming as a pre-writing in developing EFL students writing skills.

Finally, a publication by Mohammad (2015) analyzed the use of brainstorming strategy in developing creative problem-solving skills among male students in Saud Al-Kharji school in Kuwait. The population consisted of 98 male students. The research was a quasi-experimental design. It was divided into two groups. The first class represented the experimental group with 47 students taught through

brainstorming within the course in developing thinking skills. On the other hand, the control group involved 51 students taught traditionally. Indeed, the instruments applied in the research study were a Torrance creative thinking test and a program to use brainstorming strategy. Both validity and reliability were revised by the researcher. Finally, the findings established that using brainstorming has a positive and significant impact on students´ creative thinking skills in the production of writing.

Theoretical framework

Independent variable

Learning process

According to Sayed and Kalam (2021), the teaching and learning process can be defined as a transformation process of knowledge from teachers to students and its process refer to the combination of learning objectives and the development of teaching resources and learning strategies. Another significant contribution elaborated by Syakur et al. (2020) remarked that learning is process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. Therefore, learning is a cardinal factor that a teacher should consider while transmitting knowledge to learners. There are some cardinal internal factors in the learning process which include age, gender, cognitive intelligence, heredity, peer influence on the students, and teacher-student radio session. It is found that teachers need to enhance active learning to promote students' expectations through assessments (Dong et al., 2021).

Alam and Mohanty (2023) stated that learning is an essential ability and precise process to consistently predict success. It means through a method, effort, practice, and focus, learners obtain a lot better expertise. It infers a process that people pass through to acquire new knowledge and skills ultimately influence their attitudes, decisions and actions. On the other hand, activities carried out to achieve educational objectives in which people combine their knowledge with their previous cognitive structures (Gusta, 2020). Also, the completion of learning cycle includes activate testing, concrete experiences, reflective observation, and abstract hypothesis. A

process that consists of several mental processes. It results changed behavior (Owen et al., 2020).

Boser (2020) outlined six important learning process steps to encourage learning effectively. First of all, find a value share the power of meaning, and find the relevance of topics. Motivating enhances investing energy and commitment goals. Learners can connect one topic to another one, which can make it easier to learn. Second, setting goals and targets is the key to learning. So, learners with clear goals perform aspirations and organize their understanding differently. Choosing learning goals is crucial to comfort ideas. The third step is to develop knowledge. Increasing observation makes learners work, reason, and imagine the topic.

The fourth step is to extend expertise through having basic knowledge and information. Students should imagine and expand their learning in real scenarios. Besides, supporting the emotive and affective self develops the chance to exchange information. The fifth step aims to relate topics with skills. It is a way to fits together the skills and makes connections and relationships. Graphic organizers, idea mapping, and brain can emerge as the building and connections. The last step is to rethink understanding in case of errors. Turning outside sources offers the chance to be perspective and make changes. To figure out revisions and provide new solutions is a clear fact to confront learning either in group work or individually (Boser, 2020).

Teaching approaches and methods

Richards and Rodgers (2001) clarified in deeper detail the main difference between approaches and methods based on teaching. An approach is defined as a group of correlative assumptions focusing on the nature of language teaching and learning. It describes the subject matter to be taught. It is a wide view of looking things. It corresponds to a set of ideas and has no scientific logic. It is the level at which beliefs and assumptions are specified to face a problem. On the other hand, Uzunboylu and Özcan (2019) emphasized that a method is considered an overall and procedural plan, with a style of presentation based on an approach through a procedure in a system. It

is the level at which theory is put into practice focusing on the particular skills to be taught. The steps are more rigid and fixed over the subject matter (Hoque, 2016).

Competency-Based Language Teaching (CBLT)

Bader and Tasnimi (2014) explained that CBLT has been widely used in course planning and delivery since the 1970s. It focuses on the outcomes of learning as the driving force and the curriculum. This approach seeks to teach the basic skills to prepare students for real-world tasks based on everyday life situations. It concerns the management, accountability, and quantifications of different outputs and competencies. It addresses what students can do rather than what they are expected to learn about. Meanwhile, CBLT guides to define of educational goals within behavioral competencies with a strong resemblance to performance objectives of what students should be able to project and do.

Task-Based Language Teaching (TBLT)

TBLT is considered a current communicative approach focused on the use of tasks, planning, and instruction as the main way of language teaching. There are several principles which develop and corresponds since the 1980s. Activities involved in real communication seek to use meaningful tasks to enhance learning. The language supports learners and is meaningful in teaching as a potential building employed to develop the second language (Richards & Rodgers, 2001). TBLT aims at presenting a variety of opportunities for students to improve their language through speaking and writing skills designed for natural, functional, and practical purposes. According to Hismanoglu (2011), TBLT emphasizes specific characteristics of the teaching language. Instructed language learning should control naturalistic language use, the activities are focused on meaning rather than the language. Instructions should support learner-centeredness rather than centeredness. Therefore, this can be realized that TBLT offers opportunities to focus on form, which attracts attention to the language (Celik, 2017).

Communicative Language Teaching (CLT)

Concerning to Communicative Language Teaching involves learning through communication and interaction, rather than memorization of different aspects of the language systems. For these reasons, encouraging students to communicate all the time is important to competence with the limitation of language accurately and fluently. When using CLT learners prioritize interaction skills and can communicate confidently in real-life situations through student-to-student or student-to-teacher interaction. For these reasons, the method fundamentally aims to communicate the new language by using communicative skills (Toro et al., 2018). Similarly, Richards (2006) proposed two methodologies to integrate CLT; these are Content-based instruction (CBI), and task-based instruction (TBI). CBI methodology approvals the acquisition through the use of content. While TBI centers pedagogical and real-world tasks to provide opportunities to create meaningful tasks. Tasks could be designed through authentic material such as problem-solving, personal and real experiences.

 Learning theories

Behaviorism, cognitivism, and constructivism are the main educational learning theories that educators can integrate into a classroom for a better understanding in different ways (Zhou & Brown, 2015). Firstly, based on behaviorism, the two primary pioneers of behaviorism learning theory were John B. Watson and B.F. Skinner. Watson believed that human behavior results from specific stimuli that elicit certain responses. On the other hand, Skinner interpreted that behavior is predictable and that actions are regulated through rewards and punishments. According to Red (2012), actions are directly observed rather than internal forces such as thoughts and emotions, which are the legitimate object of study in an observable manner. Furthermore, drills, positive feedback, and reinforcement are based on a system of learning and recognition.

Yilmaz (2011) explained that the cognitivism learning theory infers the way how people think. Jean Piaget is the main figure, and his work focused on the impact

between the environment and internal structures. Piaget identified the child´s four stages of mental growth. It was divided into three. First, the sensorimotor stage, occurs from birth to age 2, gaining motor control and learning about physical objects. Second, in the preoperational stage, from 2 to 7 years, children reinforce verbal skills. Third, in the concrete operational stage, from ages 7 to 11, children begin to relate numbers and relationships. Finally, in the formal operational stage, from adolescence and adulthood, it means to reason logically. Therefore, children progress through the stages, the environment, and the background. Moreover, the cognitivism learning theory holds to explore the depths of the mind from the perspective of the process (Eriksen et al., 2016).

According to Olusegun (2015), constructivism learning theory represents how to teach and learn based on the premise of cognition as the result of the mental process. Particularly, students learn from previous information that they already know. Constructivism has its historical roots; Lev Vygotsky was the main pioneer. This learning theory focuses on learning as an active process, which is personal for each person. Moreover, it integrates own experiences in learning. Additionally, it represents a theory that asserts knowledge within the human mind. In the most general sense, it encourages learners to integrate experiments and real-world problem-solving about the reflection on how the understanding is changing. Specifically, this learning theory is a philosophy that encourages students to be logical. Therefore, constructivism promotes to integrate of social and communicative skills by creating an environment of collaboration and exchanging of ideas (Taber, 2019).

Problem solving skills

Mohammed (2020) claimed that the mental process through which writers draw on their past experiences to come up with viable solutions is what is meant by problem-solving skills. It is similar to responding to brand-new conditions. In addition, there are three components to problem-solving. A method for addressing an issue is the first thing that a solution is. The second problem is anything that makes it challenging for the person to achieve the objective. Finally, there must be a decision or probable course

of action. As a result, being creative and solving issues is a framework or process that contains effective thinking strategies that may be used to grasp difficulties or generate original ideas that are then assessed to come up with new solutions. Adel (2012) also listed a few steps to take while fixing a problem. These include defining the issue, framing the issue, practicing brainstorming for one or more statements on the issue, and providing solutions.

Brainstorming

According to Pererva (2017)**,** brainstorming is a combination of a relaxed, informal approach to problem-solving and lateral thinking. The main goal is to find and produce ideas to give solutions to problems. Criticism, analysis, or judgment of ideas is not allowed. Besides, brainstorming provides the ability to think more freely and innovatively. It is a stimulating and dynamic technique to engage learners in a specific topic. Learners can remember previous topics and be able to produce the other ones. Moreover, brainstorming develops a series of techniques designed to work in groups or individually to overcome ideas (Shirvani & Porkar, 2021). Hence, brainstorming in groups contributes creative solutions to a problem based on experiences. It increases the wide of ideas and solves a problem in a positive and stress-free environment. On the other hand, individual brainstorming comes up with better quality ideas. Learners should pay attention to other people´s ideas (Abedianpour et al., 2018).

Moreover, Al-Samarraie and Hurmuzan (2018) established that brainstorming allows designers to generate multiple design ideas that can lead to the most ideal design solution. This technique is best done in teams or multiple designers to co-generate design ideas, often one idea builds upon another. In addition, the timing of brainstorming during the design process is critical. To reduce design fixation, it is best not to explore existing solutions, conduct internet searches, or think about existing solutions (Yuliani et al., 2019). Also, when brainstorming the group should avoid judging design ideas. It is best to generate new or novel ideas from within the design. Moreover, combination and elaboration are essential because students can combine ideas or elaborate on existing ideas. These techniques often generate additional ideas (Rashtchi & Porkar, 2020).

Abd et al. (2016) stated that brainstorming is the key to work through an issue (problem-solving). Breaking down ideas is the best way to solve them. Evidently, brainstorming techniques are the most useful steps to solve a problem and enhance project management, team, and individual building. Indeed, Rahmawati (2022) emphasized that mind maps correspond as a teaching tool to generate, structure, visualize and classify ideas. Mind maps comprise writing down a central idea or title and coming out with new ideas related to the main topic. Equally important, mind maps can be used to explore several topics in different kinds of writing such as narrative, descriptive, argumentative, and persuasive. In addition, students´ writing skills can be improved through the implementation of mind maps and organizational patterns. Contents, organizations, vocabulary, grammar, and language use are the items that incorporate writing production (Iga, 2022).

Draper (2019) indicated the most useful 8 types of thinking maps for an effective brainstorming process in writing production.

1. **Circle maps:** It corresponds to just two concentric circles. In the middle of the circle, learners can put the key ideas, and outside of the circle put all the ideas. It is like a basket that collects words or ideas, and these are not always connected.

2. **Bubble maps:** It is like a cluster, but it is not. This type of map involves describing things and can be combined with other maps.

3. **Double bubble maps:** It is an effective way to compare and contrast and show similarities and differences of something specific. In this type of map, similarities are in the center and differences are outside. Text structures used words like "on the other hand", "same", and "different".

4. **Three maps:** It is useful for classification and organization. This type of map constructs the whole subject, main idea, and details. It helps students to understand text structures.

5. **Brace maps:** It helps to identify whole and part relationships. It is used to divide a topic into several components and subparts.

6. **Flow Maps:** It integrates sequencing events. The creation of stories with a beginning, middle, and end could be included. Text structures can include "First, second, last, subsequently, finally" linking words to separate sentences.

7. **Multi-flow Maps:** These types of maps are the most powerful maps to show the cause and effect of a specific event. Besides, text structures can include words like "Consequently, thus, hence, as a result, because".

8. **Bridge Maps:** It is used to illustrate analogies and metaphors. It demonstrates the relationship between the concrete to the abstract between two or more topics. For example, "different" is the opposite of "same".

Brainstorming process

According to Mohammad (2015), brainstorming follows some essential steps to create an effective writing production. The first step, prepare the students either in groups or individually. It is important to have a comfortable meeting environment in the class. It is necessary to be prepared with all the resources and materials to start the activity. Moreover, including people from a wide range of disciplines and thinking styles is necessary. When everyone is joined, appoint to collect ideas with a warm-up or an icebreaker at the beginning. The second step, present the topic or the problem. Gradually, lay out the criteria to follow and make it clear to generate as many ideas as possible. Learners gather ideas, share ideas, and have the opportunity to contribute the topic. The last step, guiding the discussion involves sharing ideas with other learners´ ideas and using them to create new ideas. Creativity could reinforce having fun when brainstorming and sharing ideas. Likewise, provocation or random input could generate unexpected thoughts (Ritter & Mostert, 2018).

Brainstorming techniques

Brainstorming techniques to come up with innovative solutions for writing production. Subsequently, brainstorming has become as the organization and generation of ideas and thoughts alone or by holding groups. That is why is important to select the best technique for each situation (Kashyap, 2018).

- **Individual brainstorming**

Agnes (2017) mentioned that individual brainstorming is the use of brainstorming solitary. It is a useful technique to solve a simple problem, generate a list of ideas, and focus on a broad issue in creative writing. Also, it allows learners to think more freely, without judgment and fear. Individual brainstorming enhances to stimulate better idea generation on their own rather than in groups. It creates and focuses solutions to established problems with assertive thoughts as far as possible. This is because learners can generate their ideas through the flexibility of working. That is why this technique seeks to be more creative in different set timelines and places. Furthermore, it avoids blocking ideas (Coskum & Gocmen, 2019)**.** Thus, individuals do not suffer judgment and worry about others´ egos when brainstorming on their own.

- **Group brainstorming**

Group brainstorming assists to produce and share ideas in a cognitive and stimulating way. It corresponds to a series of procedures and rules outlined to maximize the productivity and the idea generation of a team. The main function to give function of this technique is to expand creativity in an organization. Likewise, learners generate ideas and take turns in manifest and exhibit ideas (Ritter & Mostert, 2018). Moreover, group brainstorming tends to lead another person´s experience into a breaking down of stale thinking patterns. Another member´s experience and creativity can take ideas to the next stage without getting stuck on ideas. According to Langham and Paulsen (2020), the main steps to expand the group brainstorming technique are to organize a group of between 3 to 10 learners, analyze the initial topic or question, interact with possible solutions and suggestions, and generate ideas and clarify them. Therefore,

face-to-face creativity and processes dominate an effective learning environment in the production of information and support (Astu et al., 2020).

- **Mind mapping**

According to Agus and Susilana (2021), mind mapping is a graphical way to generate ideas and brainstorm stages in the writing process. It demonstrates a non-linear media to convey a distribution of ideas by the context in number. Moreover, it is considered an efficient, effective, and natural approach to analyzing several topics. Mind mapping can be used as a visual tool for gaining ideas, taking notes, organizing points of view, and developing issues. It generates strong connections of ideas in central and sub-themes (Wahin & Sudirman, 2019). Additionally, mind mapping is applicable to integrate ideas literally. Generally, mind mapping incorporates activities like taking notes during individual and group meetings, summing up discussions, brainstorming opinions related to different solutions, and clarifying challenging ideas, to overview and gather information. Likewise, it constitutes the easiest way to store concepts from long-term memory and cognitive process. Mind mapping also covers an organizational framework (Talal, 2018).

- **Brainwriting**

Hamzah et al. (2018) pointed out that brainwriting is an effective technique that is transmitted through a written word or writing. This technique effectively means writing about what comes from the brain. This technique collects ideas about a subject matter or the main issue in writing. Besides, there are two principles to consider in brainstorming. First, the set of ideas created is not judged. Second, the ideas presented are not justified as true or false. Thus, gathering as many ideas as possible based on an established topic is the most important. This technique can produce more innovative ideas than the original idea. Moreover, Fitriani et al. (2022) stated that brainwriting generates ideas by exchanging the creation of a large number of writing ideas in a group. Besides, it helps learners to organize their ideas from a small scope as simple

words, sentences, and phrases to more elaborated paragraphs. Eventually, it expands the analytical and creativity in the writing process.

- **Free writing**

According to John (2019), fluid writing is what is meant by the term "free writing." This method shows how to create written texts in the best possible way. It is not required to use proper grammar, spelling, or mechanics to appear in the writing text. Excellence, rightness, and sense are unimportant. Consequently, writing without planning can produce perfect results with the next text because the brain is prepared to write. Additionally, this method can make writing better and less forced. The major factors that may be improved to make better writing are the natural processes, texture, and rhythm. The author also points out that spontaneous writing encourages the use of hands, eyes, and intellect. It counts as developing writing skills while learners are learning how to interpret a written text. Also, Shekarabi (2017) mentioned that the technique has two steps which are the generation of ideas and the revision. Starting to write with mental planning is not necessary but after the text is finished it is important to revise.

- **Role-storming**

Cuofano (2022) argued that role-storming is used to overcome inhibitions where each learner creates and generates ideas from a different perspective. This technique involves sharing feelings, knowledge, and own ideas with others in a funny way. It covers a new perspective in a creative field without expressing emotions of fear. Additionally, role-storming does not represent a complete idea of individual idea generation, but it corresponds to an important supplement to others. It demands stepping out of the problem into someone else through experience. Furthermore, learners can overcome different topics related to a real situation or figuring fantasy. This technique can interfere with a team or individual with different questions. Questions like what would this person think? What advice would this person have?

Therefore, it is important to make a relation between the main issue or subject and the character someone is playing. Rolestorming involves being in another identity or character (Markov, 2022).

Dependent variable

Linguistic competence

Guzalkhon (2022) described that linguistic competencies are related to the use of language through the interpretation, and expression of concepts. Thoughts, facts, opinions, and feelings are integrated to perform oral and written discussions. It is completely related to the use of language, especially in writing, and it is characterized by adequate use of language structuring of content, reading and writing of scientific documents, and translation of documents. In the field of language learning in teaching, Noam Chomsky introduced a debate theory of producing grammar. This author defined linguistic competence as a set of rules that can be repeated to generate a vast number of clear structural sentences to generate each sentence. Besides, Linguistic competence allows for unconscious knowledge of languages and organizing principles of language. In that way, it allows the creation of well-formed sentence structures in any particular speech community (Rivers, 2018).

English language skills

Aydogan (2014) ensured that the four basic skills are a set of capabilities that allows individuals to comprehend and produce spoken language for effective interpersonal communication. The core skills are divided into receptive skills called listening and reading, and productive skills which are writing and speaking. The four main skills are related to each other in two parameters. The first one is the mode of communication related to oral or written and the direction mode makes emphasis on receiving or producing a message. Thus, listening skill is one of the skills that are the basis for speaking, writing, and reading. Audiobooks, podcasts, songs, and films, make a habit to improve it. As well as, reading skill is a process between the reader and the material.

It is the ability to interpret and comprehend written words. The teacher could help learners to understand this process through strategies such as predicting, visualizing, inferring, questioning, and making connections (Setiyadi, 2018) . Furthermore, writing skill is the system of written symbols, representing sound, syllables, or words. Writing is an extremely cognitive activity and is required to demonstrate control of variables simultaneously. The process approach involves brainstorming, planning, structuring, and mind mapping. Finally, speaking skill refers to the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is the main goal primally for adults. Repetition of drills and memorization of dialogues improve communicative skills (Denke, 2019).

Productive skills

Sreena and Illankumaran (2018) indicated a clear idea of writing and speaking as productive skills. The authors highlight the significance of the English language and communication. It is said that the English language is unique structurally and functionally. Besides, it has been a tool for years and it is a way to interact and communicate with people. Furthermore, the English Language is the expression of human personalities and the universal medium to convey, process, interchange ideas, feelings, and facts (Majeed & Ilankumaran, 2022). For good communication, productive skills are important either in speech or text. These productive skills are also known as active skills. Speaking skill denotes formal, informal, normal, strong, etc. It needs a wide attitude and modern ideas to make the speaker confident to express their ideas orally. On another hand, writing skill is the way to develop lucid and clear points of view in written texts. Thus, it helps to grasp vocabulary and structures. Generally, assessments of productive skills can be done using summative and formative procedures (Sreena & Ilankumaran, 2018).

Writing skill

As stated by Tenri and Akib (2018)**,** writing skill means conveying thoughts or feelings in the written form of a language that consists of words, phrases, clauses, paragraphs,

sentences, and discourse. Indeed, the thoughts must be expressed in words that support a meaning. The interpretation of words should be arranged regularly in phrases and sentences (Aluemalai, 2020). So, learners can grasp what they want to express. Moreover, complete meanings are combined into discourse through sentences. Also, Safira et al. (2022) mention that good writing comes from five important elements of writing: focus, development, unity, coherence, and correctness. Firstly, focus refers to the theme, controlling ideas, and main points. Second, development corresponds to the basic principles of writing, grammar, and spelling. Likewise, unity means that all sentences are revolved around the main idea. Furthermore, coherence means that the reader understands the text. Finally, correctness takes the notion to meet standards and conventions.

According to Haseeb (2022), writing skill is the ability to express opinions and ideas into words. Writing is a functional fragment of language practice. Interpreting a set of symbols interprets the language in a textual medium. Writing is one of the most important skills to develop in education. Although, the development of writing can be difficult for most learners (Rezai1 & Namaziandost, 2022) . Connecting ideas to the main idea, using vocabulary, transition ideas, sentence structures, and punctuation could result in difficulties. Indeed, in these tools have been applied during the writing process, meaningful results can be conducted. For that reason, coherence and cohesion are important factors to write clearly. It means cohesion creates coherence, and coherence shows semantical unity through paragraphs and sentences (Abdulhassan & Sadoon, 2020).

According to Hussein (2015), writing is a challenging task for students whose English is their foreign language. Students need to write coherently to meet the academic goals in the language with which they may be less proficient. There are three phases in the writing process: planning, translating, and reviewing. Planning involves generating ideas, organizing ideas, and setting writing goals. In the second phase of translating ideas, students use long-term memory, knowledge of discourse, and topic to support the writing process. The reviewing is where the writer checks the whole work. Students read their writing for mistakes and edit their work. Since writing has been regarded as

a difficult activity these phases are necessary to support the performance of the task (AlMarwani, 2023).

Writing process

Harmer (2010) mentioned five basic steps of the writing process. Knowing these steps will increase the ability to become a better writer. Those steps are planning, drafting, revising, editing, and publishing.

1. Planning. This step allows writers to choose a topic, and plan and organize ideas about what to write.
2. Drafting. In this step, writers write a rough draft of ideas. The writer begins structuring the body of the text.
3. Revising. Writers check grammar, spelling, vocabulary, and grammatical structures.
4. Editing. Writers revised the draft carefully and look for mistakes.
5. Publishing. It is the last step; writers complete the final copy and present the final writing.

Writing techniques

Asliddin (2021) explained in deeper detail the most useful writing techniques to enhance writing performance which established the five most important. Descriptive writing refers to how the writer uses different own senses of hearing, seeing smelling, and tasting to previous writer´s experiences. It immerses the writer into a story by developing a vivid image or picture, proposing events in their mind. Metaphors and similes are used as literary tools. Moreover, expository writing describes, clarifies, and explains thoughts and ideas. These types of texts answer the most common wh-question like who, how, where, and why. When using this technique is necessary to separate opinions from facts. Furthermore, narrative writing expands to formulate an entire story with a beginning, middle, and end. The story compounds of characters, setting, time, problem, and solution. The common literary tools used are foreshadowing and flashbacks. Additionally, persuasive writing seeks to convince the

readers to believe or do something. It requires emotional connection and logical reasoning which adopts beliefs and opinions. Letters, editorials, and magazines are some examples used in this style. Finally, comparison and contrast writing focus on similarities and differences in a specific topic. It analyzes two topics or subjects by comparing, contrasting, or both (Tursunoy, 2022)**.**

Writing subskills

Spratt et al. (2001) divided the writing subskills into two main categories. The first one is related to accuracy which corresponds to the correct spelling. It focuses on the correct form of letters, punctuation, layout, right vocabulary, sentences, and paragraphs. On the other side, the second main subskill is related to the communication of ideas. It has a purpose that refers to an appropriate style and register of ideas, the use of appropriate functions to express meaningful meaning, and the correct use of the features. Therefore, these subskills focus to provide a good writing process to transmit ideas and messages.

1.2. Objectives

1.2.1. General objective

To analyze the influence of brainstorming techniques in the development of writing skill in students of tenth grade at Unidad Educativa "Hispano América".

1.2.2. Specific objectives

• To establish the most useful brainstorming techniques to improve writing skill.
• To identify the students writing level before and after the treatment.
• To implement brainstorming techniques through different writing subskills.

1.3. Fulfillment of the objectives

Firstly, to accomplish the primary objective in order to establish the most useful brainstorming techniques to develop writing skill, 6 interventions were applied. Each

intervention worked with a brainstorming technique; individual brainstorming, group brainstorming, mind mapping, brainwriting, free writing, and role-storming. Likewise, the implementation of thinking maps helped to organize ideas.

Moreover, the next objective was achieved thanks to the writing rubric from Cambridge. It contributed in obtaining the grades from interventions and differentiating the best results. As is the case, role-storming, group brainstorming, brainwriting, and free writing were the most useful techniques in written production. On the other hand, the writing level before and after the treatment is clearly evident. Key English Test (KET) was applied, and it gathered the data through the writing rubric from the same test. The test lasted around 25 minutes in which were evaluated three indicators: content, organization, and use of language.

Finally, the last objective was accomplished through the implementation of brainstorming techniques through different writing activities in groups and individually worked with topics related to reality, personal information, and experiences. Moreover, it was dynamic and motivational to collect opinions and ideas in order to project in written texts. It reached better results with the final mean of the comparative results of the pre-test and post-test.

CHAPER II

METHODOLOGY

2.1. Resources

In order to carry out this research different types of resources were considered such as human and material resources. Students from the tenth year "C" at Unidad Educativa "Hispano América" were involved into the treatment and the analysis of the pre-test and post-test. Meanwhile, material resources were needed like worksheets, cardboards, flashcards, markets, pens, and the book from Ministerio de Educación.

2.2. Population

The population involved was 41 participants with an age range of 13 to 14 years old. Consequently, 20 were females and 21 males were part of the pre-experimental research to prosper with this research work at Unidad Educativa "Hispano América".

Table 1.

Population

Population	Number of students	Percentage
Male	21	51%
Female	20	49%
Total	41	100%

Note: Information taken from students of tenth year "C" at Unidad Educativa "Hispano América".

2.3. Techniques and instruments

The instruments used to gather and analyze the information were a pre-test and post-test in order to evaluate students´ level of writing skill before and after the treatment from tenth-year "C" at Unidad Educativa "Hispano América". Generally, the data was obtained through the use of the Key English Test (KET) (Writing Part 7) from the Cambridge examination for A2 learners. This part consisted of three pictures in which students had to write a story based on them. The number of words to write was 35. However, pictures from the pre-test and post-test were not the same. Furthermore, the writing production of the pre-test, post-test and the six interventions were evaluated

through the KET Cambridge English Rubric from writing which analyzed three scales; contend, organization and the use of language in writing skill. In addition, the rubric had a scale from 0 as the lowest to 5 as the highest score. It considered 15 marks as the maximum writing score students could obtain. Nevertheless, the grades of the interventions were presented over 10 marks. Moreover, it is crucial to mention that the same rubric was used in the two applications before (pre-test) and after (post-test) to compare results.

2.4. Methods

2.4.1. Research approach

According to Showkat and Parveen (2017), quantitative research includes numerical data and the collection of information from surveys, tests, and questionaries from existing information. Consequently, this research work applied a pre-test, post-test, and its rubric from the Ket Exam (writing part) with the creation of percentages and numerical statistics data to identify the effectiveness of brainstorming techniques in the writing production by using charts, and analysis.

2.4.2. Pre-experimental design

As mentioned by Rogers and Revesz (2019), pre-experimental research involves analyzing a certain group of study with a treatment. It is primarily concerned only with one variable and group. It mentions how the study will affect a true experiment. It does not refer to have a control group. Therefore, this research work was pre-experimental research due to the application of tests before and after the treatment to measure students´ writing performance. Additionally, it made a deep analysis on how the dependent variable changed in the results.

2.5. Research modality

2.5.1. Field research

As stated by Van (2017) field research involves the interpretation of groups of people, society, and communities by interacting and observing an ongoing organizational life in its natural settings. In this case, the following research was considered a true field

based on a controlled environment which allowed to understand the reality making emphasis on students´ needs. All the mentioned information was obtained through a real context to evidence the effectiveness of brainstorming techniques in the writing skills related to the learning process in the tenth year "C" at Unidad Educativa "Hispano América".

2.5.2. Bibliograhic research

Boon (2022) pointed out that bibliographic research gathers information from published material. Besides, it improves the revision of the main topic with existing documents for the readers. Bibliographic allows a list for further reading (Pant, 2018). Hence, this research was extracted from several databases such as scientific articles, university repositories, google scholar, Scielo, Eric, bibliographic data, journals, research projects, thesis, websites, academic papers, international journals and other relevant sites.

2.6. Level or type of research

2.6.1. Exploratory research

According to Casula et al. (2020), exploratory research deals in exploring a phenomenon. Besides, it focuses on the term when the problem must be defined more precisely. It integrates the collection of information that is loosely defined. Likewise, it seeks to analyze information from primary or secondary data using unstructured format or informal procedures. Therefore, this research work was exploratory because it involved a phenomenon to analyze the main variables. Moreover, it creates future research through the implementation in dept of the most important brainstorming techniques.

2.6.2. Correlational research

As stated by Banister (2015), correlational research determines the relationship between two variables without the researcher manipulating any of the variables. Therefore, the research project was correlational research because it involved the

relationship between the two variables. Thus, the effectiveness of brainstorming techniques in writing performance was analyzed.

2.7. Procedure

The first step to begin with the research project was to send and complete all the documents required by Universidad Técnica de Ambato and Pedagogía de los Idiomas Nacionales y Extranjeros to start working with this research study. Once, these documents were presented, it was important to send a document to Unidad Educativa "Hispano América" to assist with the sample of the study. As a result, a tenth-year "C" of forty-one students was assigned to participate.

Brainstorming techniques are visible drawings in the process of storing information from the brain. Therefore, it was an important and useful learning techniques that helped learners to write down and organize ideas. Likewise, it was an effective tool to improve the cognitive process and enhance the long-term memory of facts. Moreover, it improved a deeper level of a better reorganizing of memory. Therefore, there were applied different brainstorming techniques; individual brainstorming, mind mapping, group brainstorming, brainwriting, role-storming, and free writing. In addition, the interventions implemented different thinking maps to progress with the brainstorming techniques, bubble maps, brace maps, flow maps, mind maps, double bubble maps, and tree maps. Thus, thinking maps provided different qualities to increase students´ attention in the production of the writing process.

In this research process, 6 interventions were applied in face-to-face classes for at least 4 weeks. Before applying the interventions, the researcher introduced herself and provided an explanation related to the topic of the study and its objectives. As well as, the researcher gave instructions about how to complete the pre-test. Consequently, the six lesson plans were compounded by different brainstorming techniques, thinking maps, approaches, writing process and techniques. All of the lesson plans were applied into 60 minutes. Also, the researcher provided feedback at the end of the classes.

In the first session, the lesson plan entitled "My daily routine". The researcher provided a soup alphabet related to daily routines as a problem-solving activity and a brief explanation of simple present tense in its affirmative. Likewise, the researcher

incorporated bubble maps in order to brainstorm ideas to create a descriptive paragraph of their personal daily routines individually between 60 to 80 words.

During the second session, the lesson exposed the topic "My family". This session began with a problem-solving activity in which students had to rearrange some letters in order to spell a family member word. Then the researcher familiarized students with vocabulary related to family, professions, and adjectives as well as with a brief review of to be verb. After that, students completed a brace map using the mind mapping technique with information about their family members to create a descriptive paragraph into 50 to 80 words.

Regarding the third session, it was entitled "Past stories". The researcher started with "tingo tango" game asking about the past of different regular and irregular verbs. Then a brief explanation of the simple past in its affirmative was applied in the class. Consequently, students worked in groups of 4 and 5 students to complete a flow map based on six pictures to create a narrative story with a beginning, middle, and end in 100 words.

The fourth session was carried out with the topic "Likes and dislikes". At the beginning of the class, the researcher started the class by asking some questions related to possible likes and dislikes. Likewise, the researcher presented vocabulary and grammar explanation. In addition, students completed two mind maps with the brainwriting technique related to personal information and from an assigned classmate. Furthermore, students had to write two paragraphs into 50 words.

The fifth session was based on the topic "Olympic Sports". It started with an activity to complete sports under the pictures. Then the researcher provided a reading text related to sports and uniforms. Next, a double bubble map and rolestorming technique were implemented with the use of transitional words to compare and contrast. After that, students worked in pairs to complete the map and elaborate a paragraph about how uniforms have changed over time.

The sixth session entitled "Amusement Parks around the world" implemented a pictionary activity at the beginning of the class. Then the researcher gave a brief explanation about the use of would. Moreover, students worked in pairs in the elaboration of a tree map collecting information from a reading text. Therefore,

students had to create an expository paragraph. Free writing was executed in the the paragraph. For that reason, it was not necessary to accomplish a specific grammatical point.

Finally, the researcher discussed mistakes and provide the last review of writing paragraphs. Likewise, the researcher applied a post-test that was similar to the pre-test taken from Cambridge Ket Exam (writing part 7).

Hypothesis

Alternative hypothesis

Brainstorming techniques contribute in the development of writing skill in students of tenth year at Unidad Educativa "Hispano América".

Null hypothesis

Brainstorming techniques do not contribute in the development of writing skill in students of tenth year at Unidad Educativa "Hispano América".

Variable identification

Brainstorming tecnhiques (Independent variable)

Writing skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This section shows the results of the pre-experimental study obtained during the research process. Besides, it was aimed at identifying the relationship between brainstorming techniques and writing skill with the most significant brainstorming techniques. For that, the data was collected through the application of a pre-test and post-test taken from the Cambridge Key English Test (KET); writing part 7. Likewise, the grades obtained from each intervention were evaluated with the previously mentioned rubric to establish the most useful techniques. Therefore, the experimentation was conducted to 41 students of tenth-year at Unidad Educativa "Hispano América". Indeed, the results evidenced by the researcher were described with tables for a better interpretation and visualization of the data.

Consequently, the writing rubric from Cambridge Key English Test (KET) was implemented to measure the pre-test, post-test, and six interventions. The rubric contained three established parameters: content, organization, and language. These were rating on a scale of 0 to 5 by the 41 students. Besides, the rubric corresponds to a total of 15 points. Nevertheless, the grades of the six interventions were present over 10 marks. On the other hand, a deductive statistic generated through IBM SPSS (Statistical Package for the Social Sciences) statistics program was applied for the verification of the hypothesis which allowed in displaying those brainstorming techniques contribute to the improvement of writing skills considering the gathered data from the pre-test and post-test. Moreover, Wilcoxon signed rank test, a nonparametric test compared the mean range to determine whether there are differences between the before (pre-test) and after (post-test).

3.2. Analysis and interpretation of results

Intervention´s results

Table 2.

Process results over 10 points

Interventions-techniques	Mean	Expected average
1. Individual brainstorming	3,42	10
2. Mind mapping	3,98	10
3. Group brainstorming	5,11	10
4. Brainwriting	4,82	10
5. Role-storming	5,28	10
6. Free writing	4,79	10

Note: Mean of the 6 interventions graded through KET rubric from the writing.

Analysis and interpretation

Table 2 presented the mean obtained during the six interventions by using brainstorming techniques in each session. Besides, the writing activities were evaluated through the KET rubric for writing sections over 15. However, the grades were presented over 10 points. On the first intervention, it can be noticed that individual brainstorming was implemented in which students reached 3,42 points. For the second one, 3,98 were the points obtained in the implementation of mind mapping intervention. On the third session, students achieved 5,11 points with the implementation of group brainstorming, while in the fourth session they acquire 4,82 points with the brainwriting technique. Additionally, role-storming was used in the fifth session in which students got 5,28 points. Finally, the last session corresponded to the free writing technique with an average of 4,79 points.

Accordingly, it can be identified the successful interventions were the role-storming technique with 5.28; followed by group brainstorming with 5.11; brain writing with 4,82; free writing with 4.79; while the interventions that in a certain way were not very successful with scores were mind mapping with a mean of 3.98 and individual brainstorming technique with 3.42 of the calculated mean in the experimentation. Therefore, the data demonstrated that students had great progress using brainstorming techniques in the writing production. Moreover, the interventions which presented

significant averages were the role-storming technique, group brainstorming, brainwriting, and free writing.

3.2.1. Pre-test and post-test analysis of results

Pre-test results

Table 3.

Pre-test scores

Ket Rubric						
Scale	**Content**	**Percentage**	**Organization**	**Percentage**	**Language**	**Percentage**
0	3	7,32%	3	7,32%	3	7,32%
1	12	29,27%	18	43,90%	20	48,78%
2	12	29,27%	10	24,39%	6	14,63%
3	14	34,15%	10	24,39%	12	29,27%
4	0	0,00%	0	0,00%	0	0,00%
5	0	0,00%	0	0,00%	0	0,00%
Total	41	100%	41	100%	41	100%

Note: Scores and percentages obtained in the pre-test through the writing rubric scales.

Analysis and interpretation

Table 3 displays the obtained scores of the writing rubric scales and percentages of the pre-test which applied The Key English Test (KET), writing section part 7 from Cambridge to 41 students between 13 to 14 years old at Unidad Educativa Hispano América. Therefore, writing section part 7 consisted of three images in which students had to write a story based on them. The number of words to write was 35. Moreover, the indicators taken into consideration in the writing rubric were content, organization, and language, in order to analyze the performance of writing skills.

The scale presented in the rubric to evaluate the writing; content, organization, and language are divided between 0 as the lowest and 5 as the highest score. Consequently, content represents 34.15% of the students on a scale of 3 points which describes that the population presented minor irrelevances and the target reader was on the whole informed. Besides, 29.27% of students are on a scale of 1 and 2. Due to this, it means that students demonstrated irrelevances and misinterpretation of tasks, as well, the target reader was minimally informed. Moreover, 7.32% of students are on a scale of 0 points, thereby, the information was irrelevant and the target reader was not informed about the guide. As a final point, 4 and 5 which are the highest scores were not obtained

in the pre-test. As result, it means students did not meet the techniques and strategies to create relevant writing tasks.

Likewise, regarding the organization indicator, the scores obtained are presented with a higher tendency on a scale of 1 with 43.90%, therefore, the students comply with the production unlikely connected, though punctuation and simple connectors may on occasion be used. On the other hand, 24.39% of the population is on a scale of 2 and 3 points. It means that students can create a text connecting and using basic, high-frequency linking words. Meanwhile, 7.32% of students had values of 0 which means that students have limited organization at the moment of writing.

Similarly, the results of the language indicator were 48.78% who reached a scale of 1 in rating, that is, the students produce a basic vocabulary of isolated words, phrases, and few simple grammatical forms with only limited control, while 29. 27% of the population had a score of 3 points on the rating scale. Eventually, students use basic vocabulary reasonably appropriately and implement simple grammatical forms with some degree of control. On the other hand, 14.63% reached 2 points on the scale, that is, they are below the skills of scale 3 as described in the rating rubric. In summary, as it may be shown in table 3, the pre-test applied to the 41, students did not reach scores of 4 and 5. Therefore, the researcher resorted to the application of brainstorming techniques in order to increase the development of writing production.

Post-test results

Table 4.

Post-test scores

Ket Rubric Scale	Content	Percentage	Organization	Percentage	Language	Percentage
0	0	0,00%	0	0,00%	0	0,00
1	0	0,00%	2	4,88%	1	2,44
2	12	29,27%	12	29,27%	15	36,59
3	12	29,27%	18	43,90%	18	43,90
4	17	41,46%	9	21,95%	7	17,07
5	0	0,00%	0	0,00%	0	0,00
Total	41	100%	41	100%	41	100,00

Note: Scores and percentages obtained in the post-test through the writing rubric scales.

Analysis and interpretation

Concerning the post-test, after the interventions made to the 41 students through the application of brainstorming techniques, the following data was collected and analyzed through table 4 with the three indicators previously mentioned and their percentages.

As regards the content indicator, a quite representative change was evidenced in the evaluation scale. Firstly, 41.46% of the students reached a score of 4 on the scale. So, students evidenced relevant content with minor irrelevances. Likewise, 29.27% of the population represents 2 and 3 scores of the indicators. As a result, it demonstrates minor irrelevances and omissions. Based on this, it shows that students improved their initial average after the implementation of brainstorming techniques.

In the same way, based on the organization indicator, there was a tendency in the score of 3 with 43.90%. Due to this, students were able to write texts using basic, high-frequency, and linking words after the interventions. Following this, 29.27% of the population had a score of 2 points, while 21.95% obtained a score of 4. To recapitulate, it evidences an improvement in the indicator.

As a final point, the language indicator showed a significant increase. 43.90% of the population were in the score of 3. It follows students used basic vocabulary reasonably appropriately, simple grammatical forms with some degree of control and error impeded meaning at times. On the other hand, 36.59 % of the whole population noted some errors related to the language.

In summary, it can be identified that students did not reach a score of 5 points, but in the same way neither 0 points. It is concluded that there was a representative improvement after applying brainstorming techniques.

3.2.2. Comparative results pre-test and post-test

Table 5.

Comparative results pre-test and post-test

	Pre-test	Post-test	Difference
Content	1,90	3,12	1,22
Organization	1,66	2,83	1,17
Language	1,66	2,76	1,10
Total	**1,74**	**2,90**	**1,16**

Note: General average pre-test and post-test, and difference.

Analysis and interpretation

Table 5 describes a comparative analysis of the results in the pre-test and post-test. The table shows the differences and the enhancement of the students related to the rubric indicators that were evaluated in the test, so it evidences the effectiveness of brainstorming techniques and the progress made by students through the average scale. According to the results, the initial average of the content is 1.90 points in the pre-test, this value increases in the post-test to 3.12 points, with a positive difference of 1.22 points. Moreover, the organization indicator demonstrates a mean of 1.66 at the beginning; however, this value increases with the application of the interventions to 2.83 points, with a difference of 1.17 points. Finally, the last section of the writing rubric, language starts with an initial average of 1.66 in the pre-test, this increases in the post-test to 2.76 with a representative difference of 1.10 points. At this point, it was possible to infer that brainstorming techniques were of great benefit in improving writing skills.

3.3. Verification of the hypothesis

In the current research, the analysis of the collected results was developed through the Wilcoxon signed range comparison test, and the implementation of the IMB SPPS Statistic program.

3.4. Hypothesis statement

Null hypothesis (H0)

Brainstorming techniques do not contribute to the development of the writing skill at Unidad Educativa "Hispano América".

Alternative hypothesis (H1)

Brainstorming techniques contribute to the development of the writing skill at Unidad Educativa "Hispano América".

3.4.1. Wilcoxon signed ranks test

Table 6.

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
		Ranks		
	Negative ranks	0[a]	,00	,00
Pre-test- Post-test	Positive ranks	40[b]	20,50	820,00
	Ties	1[c]		
	Total	41		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values.

Analysis and interpretation

Table 6 displays the analysis of the ranks to test the hypothesis. It confirms the data previously established, henceforth, the comparison of the total scores over 10 points in both the pre-test and the post-test is made. Besides, a negative range (a) of 0 es evident, which means that is the number of students who lowered their scores in the post-test. Nevertheless, the positive range (b) is illustrated with a value of 40, which represents the number of students who improved a higher score in the post-test. As well as, there is 1 tie (c). Therefore, the middle ranges show two values, the first is 0,00 and the other 20,50, and the sum of these ranges demonstrates two values 0,00 and 820,00.

Test statistics

Table 7.

Test statistics

Test statistics[a]	Post-test -Pre-test
Z	-5,548[b]
Asymp. Sig. (2-tailed)	,000
a.Wilcoxon Signed Ranks Test.	
b. Based on negative ranks.	

Note: Asymptotic Significance test statistics values.

Analysis and interpretation

Lastly, the hypothesis is verified with the table of the statistical test, which is calculated based on the non-parametric Wilcoxon test; the same allows measuring a before (pre-test) and after (post-test) after experimentation carried out on a population. Therefore, this research has a calculated value of .000. As 0,000 is lower than the standard value (0,05), the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. For that reason, brainstorming techniques influence the development of writing skill in students in tenth grade at Unidad Educativa "Hispano América".

3.5. Discussion of results

The present research analyzed the influence of brainstorming techniques in the development of writing skills in students of tenth grade at Unidad Educativa "Hispano América". This research also aimed to establish the most useful brainstorming techniques after applying the treatment and obtained grades from each intervention. Moreover, investigate whether there was a significant difference between the pre-test and post-test in order to identify if brainstorming techniques are useful to improve writing skills. Additionally, the SPSS program determined its effectiveness and results. Likewise, brainstorming techniques were used as a treatment to test a group of 41 students who took a pre-test and post-test. Lastly, the important results are described below.

Firstly, results demonstrated that after applying brainstorming techniques, students' writing production performance improved significantly according to the results of the post-test. The findings indicate that brainstorming techniques can progress students to

contribute cognitive skills, produce and classify opinions and ideas in the organization and mechanics of the writing production (Kashyap, 2018))**.** In fact, brainstorming activities enhance students to create as many ideas and opinions as possible in groups or individually. It can make students motivated in the learning process and the production of writing. On this point, brainstorming guides a certain topic through the gathering of ideas and thoughts (Abd et. al**.,** 2016). Therefore, students present a clear improvement with the implementation of brainstorming techniques in different activities and it is evidenced by the scores of the post-test. Consequently, students exposed more organized writing and it was evidenced by the scores of the indicators of the rubric; content, organization, and language.

The previous results established the most useful brainstorming techniques and how they enhanced to improve the writing skill. As it is the case of the following techniques; role-storming technique, group brainstorming, brainwriting, and free writing which were the techniques with the best results throughout the 6 interventions. Pererva (2017) pointed out that brainstorming is an effective combination to problem-solving and lateral thinking to find and produce ideas and solutions in groups or individually. Thus, it produced great results with the implementation of different thinking maps; bubble maps, brace maps, flow maps, mind maps, double bubble maps, and tree maps which collect the information in an orderly field (Draper, 2019)**.** For that reason, students after presenting brainstorming techniques produced more structured writing texts. According to Abdulhassan and Sadoon (2020), an EFL environment where students can make efforts to accomplish their writing tasks, and a non-critical atmosphere may help to develop their writing skills. In this way, students during the 6 interventions have shown freedom to express their ideas by creating a stress-free atmosphere, then, exposing better results.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Once the careful analysis was executed and interpretations of the data collected gathered from the application of brainstorming techniques for writing purposes in students of the tenth-year at Unidad Educativa "Hispano América" some conclusions and recommendations were considered at the end of the pre-experimental research.

- First, brainstorming techniques had a positive effect on the improvement of writing production in students from tenth grade at Unidad Educativa "Hispano América". Students´ current situation within writing skill is highly considerable, as it is the case, the implementation of brainstorming techniques; individual brainstorming, group brainstorming, mind mapping, brainwriting, free writing, and role-storming have improved to enhance this ability. Notably, the most useful brainstorming techniques were role-storming getting 5.28 as the highest grade, followed by group brainstorming with 5.11. Moreover, brainwriting with 4,82 while free writing by getting 4, 79 over 10 points (table 2). In particular, students worked in groups and individually. Besides, the implementation of different brainstorming techniques improved a better performance in the different scales writing rubric.

- Second, the writing skill was evaluated through the Key English Test (KET) from the Cambridge examination for A2 learners. Writing part 7 and its respective rubric evaluated three scales; content, organization, and the use of language which were executed to evaluate this section. The results of the pre-test and post-test revealed different scores in their results. Consequently, pre-test and post-test represented 1,22 in terms of content, organization with 1,17, while language with 1,10. Thus, the main difference revealed a total average of 1,16 (table 5). On the whole, it could be analyzed the 41 students who participated in the treatment increased their abilities in writing; especially in

the three aspects which evaluated the rubric. Finally, it demonstrated a variation of scores before and after applying the interventions.

- It is concluded that the implementation of brainstorming techniques; individual brainstorming, group brainstorming, mind mapping, brainwriting, free writing, and role-storming in writing activities through different topics such as personal daily routines, personal information, likes and dislikes, sports, and important buildings could encourage students to write more freely, organize ideas and provide opinions without rejection. Students could express their knowledge through a cognitive and constructivist process with related topics in a better atmosphere. As it was the result, the final scores have shown 1,16 of difference between the pre-test and post-test. Indeed, brainstorming techniques improved writing in an interesting way in which students create coherent writing texts (table 5). Furthermore, a large part of the students familiarized what the teacher evaluated in writing activities by using cohesive devices, connectors, grammar, spelling, use of language, and punctuation to produce coherent writings.

4.2. Recommendations

The following recommendations are addressed to teachers who want to implement brainstorming techniques in their productive classes to help students improve their learning process in writing skill.

- Teachers should implement and explore different and innovative brainstorming techniques and new written processes to produce and improve writing skill. As well, it is important to engage students to work with techniques during their academic process. Additionally, it is important to create lesson plans with problem-solving activities in order to brainstorm ideas and opinions to maintain students motivated. On the other hand, it is essential to investigate techniques and strategies to teach writing and how to encourage performance through collecting ideas, spelling, grammar structure, and organization.

- English teachers ought to provide and familiarize students with rubrics similar to Cambridge when assessing students´ writings. It is important to teach students different indicators and criteria to assist students in the writing process. The use of rubrics could check mistakes and help students to solve them. Moreover, students could face difficulties in content, organization, and use of language in writing creations depending to the levels of learning.

- It is important to maintain an enriching environment either in groups or individually to concrete different writing activities in order to facilitate the writing process. Moreover, it is important to evaluate the production of writing texts with an assessment rubric to make evidence of mistakes and solve them. Besides, it is essential to create activities that encourage students to be in contact with experiences and reality.

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ANNEXES

Annex 1: School approval

CARTA DE COMPROMISO

Ambato, 12 de octubre del 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Franklin Adolfo Flores Flores en mi calidad de Rector de la Unidad Educativa "Hispano América" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "BRAINSTORMING TECHNIQUES AND WRITING SKILL" propuesto por la estudiante Paola Anahí Pérez Sánchez portadora de la Cédula de Ciudadanía 1805668413 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente

Mg. Franklin Adolfo Flores Flores
1802249118
0979210048
18h00097@gmail.com

UNIDAD EDUCATIVA "HISPANO AMÉRICA"

CAMBRIDGE ENGLISH FIRST: KET EXAM

PRE-TEST

*Candidate name:*_____   *Date:* _____

Difficulty: A2 Elementary Level.   *Time:* 25
minutes

Introduction: The A2 KET exam Reading and Writing paper corresponds to seven parts of different types of texts and questions. Part 1-5 are about reading and Part 6-7 are involved about writing. The test is worth 10 points.

Objective: To identify the students writing level before and after the treatment.

Instructions:

- Look at the tree pictures.
- Write the story shown in the pictures.
- Write 35 words or more.

- At the end of the test, give the test to your teacher.

_____

_____

_____

_____

_____

*Candidate name:*_____   *Date:* _____

Difficulty: A2 Elementary Level.   *Time:* 25
minutes

Introduction: The A2 Ket exam Reading and Writing paper corresponds to seven parts of different types of texts and questions. Part 1-5 are about reading and Part 6-7 are involved about writing.

Objective: To identify the students writing level before and after the treatment.

Instructions:

- Look at the tree pictures.
- Write the story shown in the pictures.
- Write 35 words or more.
- At the end of the test, give the test to your teacher.

_____

_____

_____

_____

_____

Annex 3: Rubric for the pre-test and post-test

Band	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	**Performance shares features of Bands 3 and 5**		
3	Minor irrelevances and/or omissions may be present. Target reader i son the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	**Performance shares features of Bands 1 and 3**		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. "and") may on occasion be used.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	**Performance below Band 1**	
		TOTAL: ……./15 **……./10**	

Source: Cambridge Assessment Criteria adapted by Paola Pérez (2022).

LESSON PLAN N°1

DATE: November 07th, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes **N° OF STUDENTS:** 41
General objective: At the end of the lesson, students will be able to write about their daily routines using simple present. **Specific objectives:** CBLT - Practice the simple present tense describing personal daily activities. - Use transitional words to show order in a descriptive paragraph.	
THEME: My daily routine	**SKILL:** Writing
GRAMMAR: Review of simple present tense in its affirmative form.	**VOCABULARY:** Daily routines
MATERIALS: Worksheets, bubble maps	

PROCEDURE:	**TIME**
Presentation -Warm up activity: the teacher starts the class with an alphabet soup related to daily routines vocabulary. https://es.liveworksheets.com/xi314691vf	5 minutes
-The teacher makes a presentation and provides a list related to daily routines vocabulary.	5 minutes
-The teacher makes a brief review of simple present tense in its affirmative form. -Teacher explains transitional words to show order and the definition of a descriptive praragraph with an example.	20 minutes
Practice -Students work individually to complete a bubble map of their personal daily activities in the day.	10 minutes
Production -Individually, students write a paragraph beetween 80 to 100 words based on the bubble map. Moreover, students have to describe their daily routines using present simple in its affirmative form and transitional words "First", "Second", "After that" "Then" "Next", "Finally", etc.	15 minutes
-Teacher ask some students randomly to read their writing paragrahs in order to provide feedback to the class.	5 minutes

Type of assessment: Informal: teacher monitors the activity of students. Students could ask for help.

Session 1

Alphabet Soup: Daily routines

Find 9 routines from the list below

F	G	O	T	O	B	E	D	Z	H	O	X	X	L
G	E	T	D	R	E	S	S	E	D	H	X	R	R
N	N	D	O	M	Y	H	O	M	E	W	O	R	K
J	H	A	O	Y	Z	F	S	Q	N	F	O	A	R
T	A	K	E	A	S	H	O	W	E	R	C	F	G
E	K	I	S	M	D	I	N	C	B	X	D	H	X
V	U	T	G	E	T	U	P	E	N	V	U	Q	Q
L	Q	H	G	N	P	S	Y	S	E	M	Y	C	T
S	O	G	O	T	O	S	C	H	O	O	L	D	W
E	N	B	W	U	N	O	G	F	B	R	X	S	A
B	R	U	S	H	Y	O	U	R	T	E	E	T	H
Y	Y	H	A	V	E	L	U	N	C	H	D	Z	M
S	H	A	V	E	D	I	N	N	E	R	E	R	L
R	N	K	A	J	W	F	P	P	N	F	D	U	S

ed

er

Instruction: Write a list of your daily routine activities in the bubble map.
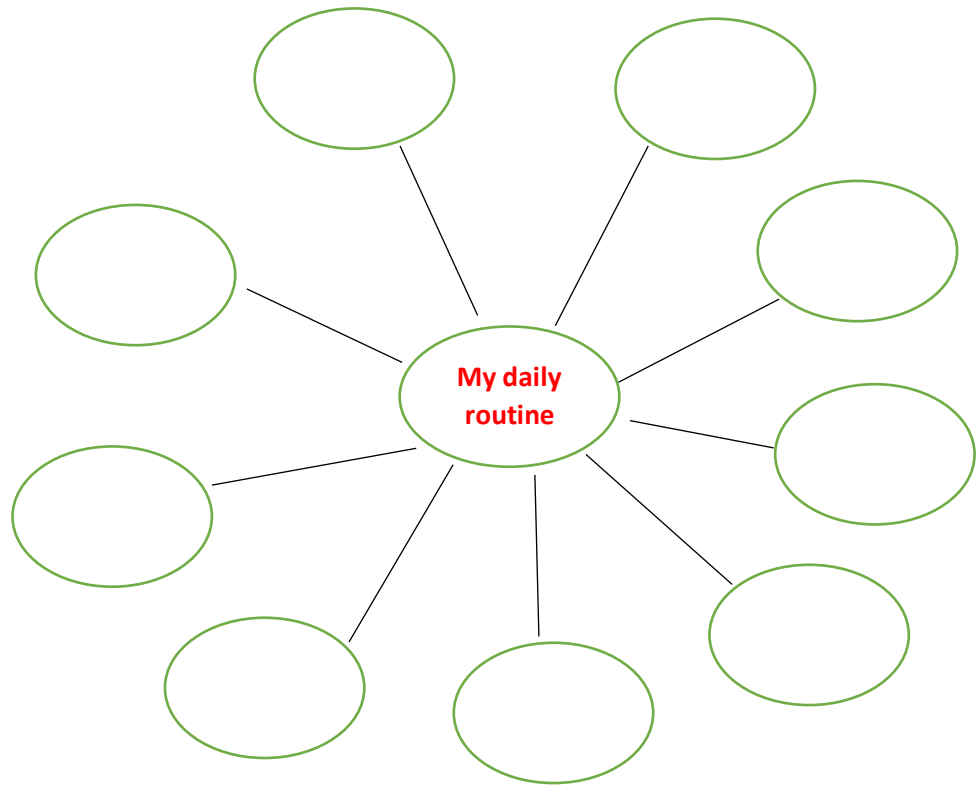
My daily routine

Writing

Write a descriptive paragraph between 80 to 100 words of your personal **Daily routine**. You have to use the information from the bubble map using simple present tense. To make a descriptive paragraph is important to use transitional words "First", "Second", "After that","Then", "Next", "Finally".

_____

_____

_____

_____

_____

_____

_____

_____

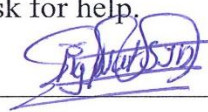| DATE: November 09th, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes **N° OF STUDENTS:** 41
General objective: At the end of the lesson, students will be able to write about their family members using the verb to be. **Specific objectives:** CLT -Explain professions and adjetives to describe personalities. -Use the "Verb TO BE" affirmative tense in descriptive paragraphs.	
THEME: My Family	**SKILL:** Writing
GRAMMAR: Review of verb to be tense in its affirmative form.	**VOCABULARY:** -Professions -Adjetives to describe personalities
MATERIALS: Esl collective, games4esl, bracemaps, worksheets	

PROCEDURE:	TIME
Presentation - Warm up activity: Students must rearrange the letters to spell a family member word. Then, students have to connect the word with the correct family member picture. https://games4esl.com/esl-worksheets/family-worksheets/	5 minutes
-The teacher pastes some of the main professions and adjectives on the board to familiarize students with the vocabulary. https://en.islcollective.com/english-esl-worksheets/grammar/adjectives/adjective-describe-personality-and-character/29649	10 minutes
-The teacher makes a brief review of "to be verb" tense in its affirmative form. Then, the teacher explains what a brace map consists of with an example **Practice**	20 minutes
-Students work individually to complete the brace map related to their family members information using age, adjectives and professions.	10 minutes
Production -Individually, students write a descriptive paragraph between 50 to 80 words based on the brace map. Besides, students have to describe their family using "to be verb", age, adjetives and professios. For example, This is my father/he is friendly/ She is my sister/ My mom is a teacher/ etc.	15 minutes
-Teacher asks some students randomly to read their writing paragraphs in order to provide feedback to the class.	5 minutes
Type of assessment: Teacher monitors the activity of students and they could ask for help.	

Family Members

Rearrange the letters below and connect the word to the correct picture.

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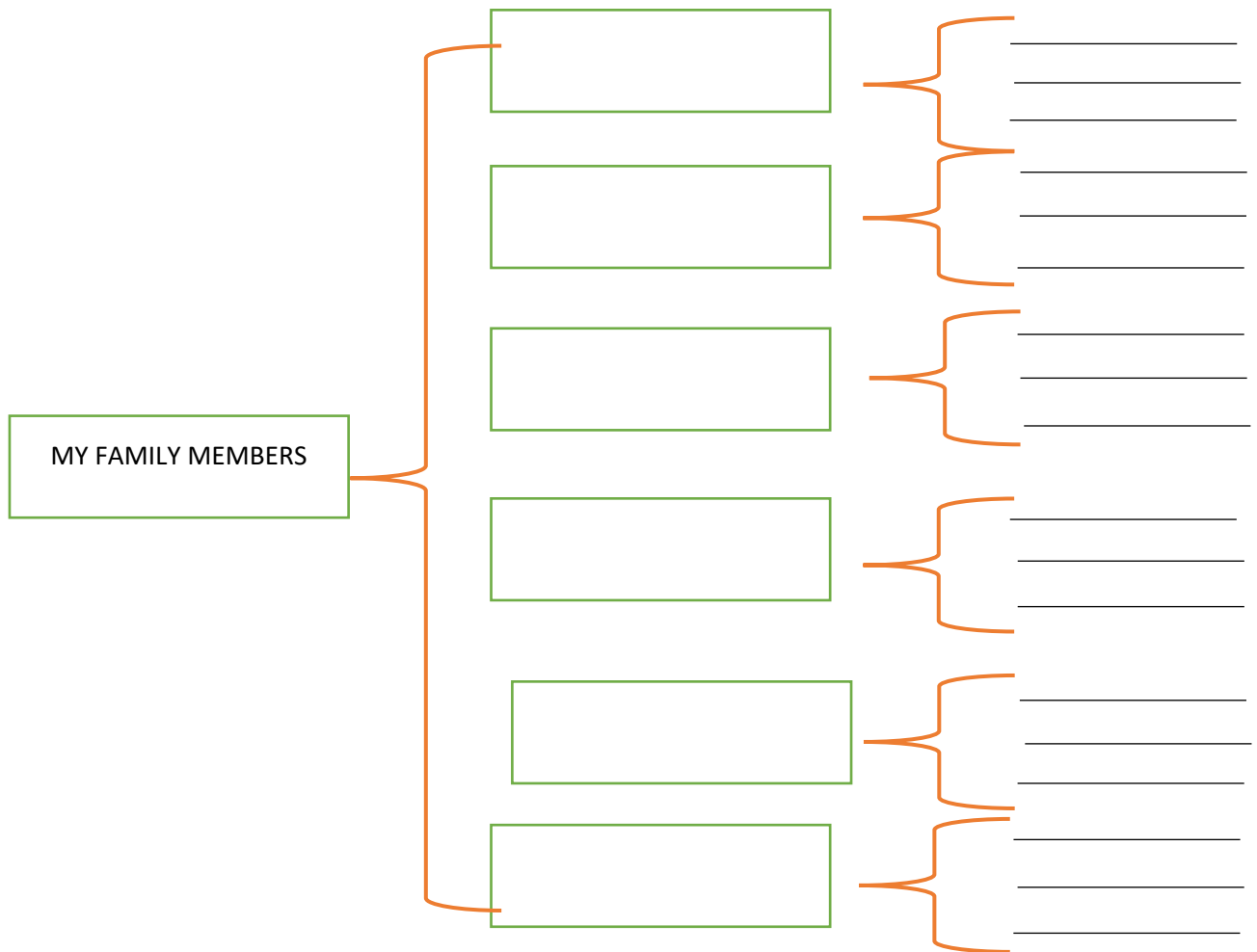
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Instruction: Complete the *bracemap* with the information of your family members. You must include age, personalities and their professions.

MY FAMILY MEMBERS

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└─────────────┘

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┌──┐
│ **Writing**   │
│   │
│ Write a descriptive paragraph between 50 to 80 words based on the │
│ *brace map*. Besides, you have to describe your family using "to   │
│ be verb", adjetives and professions. For example, This is my   │
│ father/he is friendly/ She is my sister/ She is seven years old/My │
│ mom is a teacher/ etc.   │
└──┘

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DATE: November 14th, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes **N° OF STUDENTS:** 41
General objective: At the end of the lesson, students will be able to write a narrartive story using simple past. **Specific objectives:** TBLT -Practice the simple past tense based on the images -Use transitional words to show sequence in a narrative paragraph.	
THEME: Past Stories	**SKILL:** Writing
GRAMMAR: Review of simple past tense in its affirmative form.	**VOCABULARY:** Regular and Irregular verbs
MATERIALS: Worksheets, flow map	

PROCEDURE:	TIME
Presentation -Warm up activity: The teacher starts the class with "tingo tango" game asking the past of the verbs.	5 minutes
-The teacher gives a presentation related to regular and irregular verbs.	10 minutes
-The teacher makes a review of simple past tense in its affirmative form. - Teacher explains transitional words to show sequence in a narrative paragraph. https://pin.it/70uA4Ha	15 minutes
Practice -In groups, students have to work in teams of 4 in which they have to complete a flow map with key words and information about the images exposed using simple past.	10 minutes
Production -Students work collaboratively in their groups to create a story in 100 words based on the mind map and the images.	15 minutes
-The teacher ask some groups randomly to read their stories in order to provide feedback to the whole class.	5 minutes

Type of assessment:
Informal: Teacher monitors and observe the activity. The groups could ask for help.

Instructions: In groups, look at the pictures, create a topic and provide key information about activities people do in past. After that, you have to create a story in 100 words.

Remember: You have to use simple past sentences.

Mind map: Write your ideas in sequence.

TITLE: _____

Writing: In the same groups, create a story with a beginning, middle and end. You have to use the information from the flow map. Use simple past to create the story. (100 words)

_____

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LESSON PLAN N°4

DATE: November 16th, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes **N° OF STUDENTS:** 41
General objective: At the end of the lesson, students will be able to write about their likes and dislikes. **Specific objectives:** CBLT -Practice the use of like, likes, do not like and does not like. -Use transitional words in a persuasive paragraph.	
THEME: My likes and dislikes.	**SKILL:** Writing
GRAMMAR: Review the use of like and dislikes in first and third person.	**VOCABULARY:** -Possible likes and dislikes related to sports, clothes, favorite activities to do, food, etc.
MATERIALS: Worksheets, mind maps.	

PROCEDURE:	TIME
Presentation - Warm up activity: the teacher asks students what do they like and dislike? • Do you like mushrooms? • Do you like broccoli? • Do you like spending time with Friends? • Do you like colorful clothes? -The teacher provides vocabulary related to posible things students like and dislike. -Teacher gives a brief explanation about transitional words, like and dislikes. https://en.islcollective.com/english-esl-worksheets/vocabulary/likes-and-dislikes/dislike-cards/120635	5 minutes 15 minutes
Practice -Students work individually to complete a mind map of their likes and dislikes. After that, students join in pairs to do the same process but with the information of the assigned classmate.	10 minutes
Production -Individually, students write two short paragraphs into 50 words based on the mind map. One paragraph in first person and the second one unsing the information from the classmate in third person. Besides, students use vocabulary and transitonal words. -Teacher ask some students randomly to read their writing paragrahs in order to provide feedback to the class.	25 minutes 5 minutes
Type of assessment: Informal: teacher monitors the activity of students. Students could ask for help.	

Session 4

Vocabulary

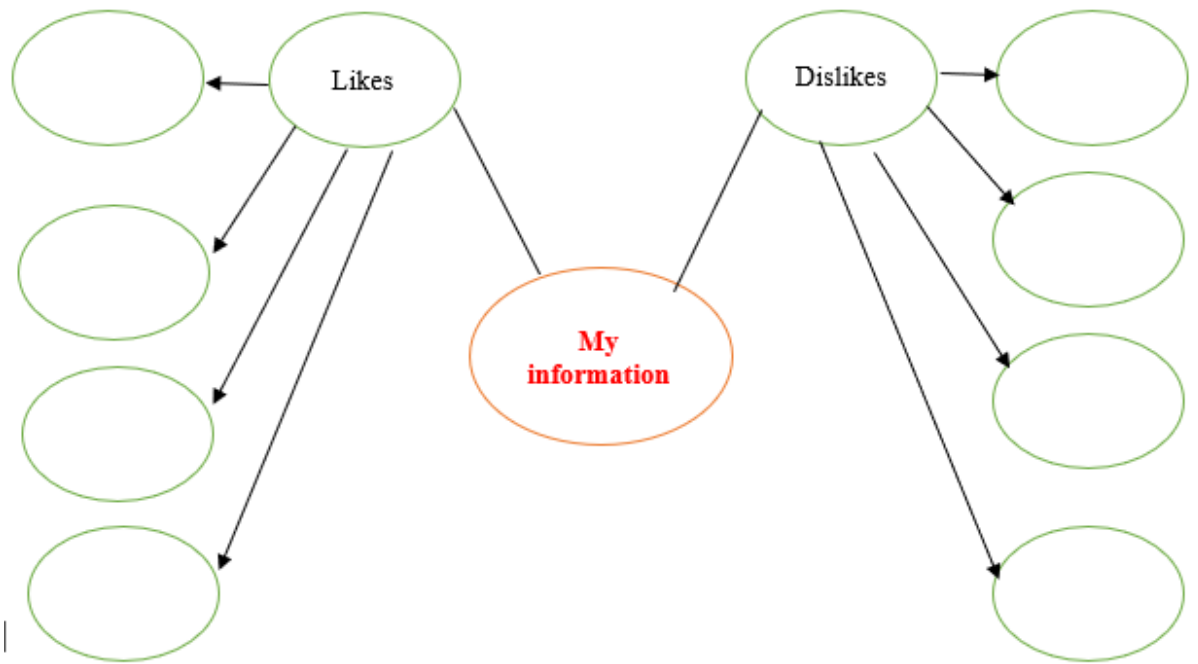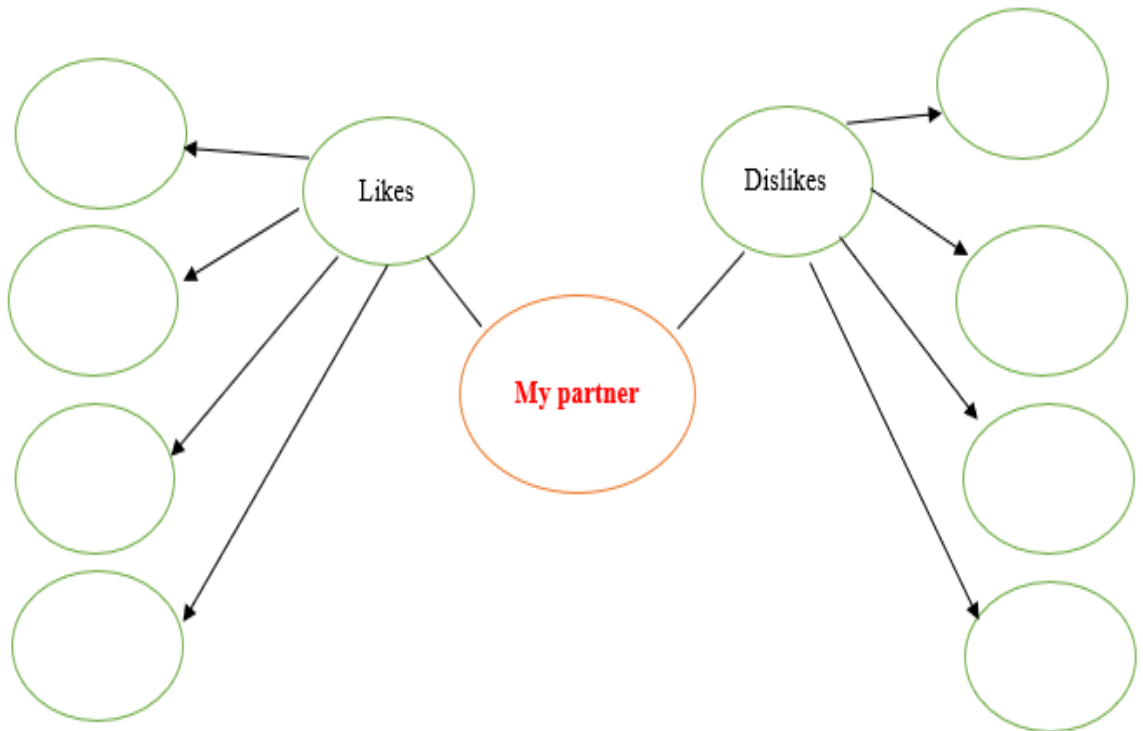|			
SUSHI	OPERA	SPIDERS	SCHOOL
WASHING DISHES	DANCING	PIZZA	SINGING
CATS	WINTER	HORROR MOVIES	SPICY FOOD
CHOCOLATE	COFFEE	MATHS	READING
BROCCOLI	PARTIES	SHOPPING	TRAVELING

Instruction 1: Write your likes and dislikes in the mind map.

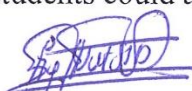**Instruction 2:** Write your classmate likes and dislikes in the mind map.

Writing

Write the two paragraphs based on the mind maps.

1. My likes and dislikes. (50 words)

_____

_____

_____

_____

_____

_____

2. My partner´s likes and dislikes. (50 words)

_____

_____

_____

_____

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_____

LESSON PLAN N°5

DATE: November 21st, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes **N° OF STUDENTS:** 41
General objective: At the end of the lesson, students will be able to write a paragraph with similarities and differences related to the history of uniforms **Specific objectives:** CLT -Execute free writing in a comparative and contrast paragraph. -Use transitional words "On the other hand", "Different".	
THEME: Olympic Sports	**SKILL:** Writing
GRAMMAR: Free writing	**VOCABULARY:** Sports
MATERIALS: Worksheets, double bubble maps	

PROCEDURE:	TIME
Presentation - Warm up activity: write the name of each sport under the picture it corresponds to.	5 minutes
-The teacher provides a reading text related to the history of sports and uniforms. Then, the teacher asks some questions.	15 minutes
- Teacher explains what a double bubble map is and the use of transitional words to compare and contrast "on the other hand", "likewise".	10 minutes
Practice -Students work in pairs to complete the double bubble map about the history of uniforms.	10 minutes
Production -In pairs, students write a paragraph based on the double bubble map. Besides, students have to compare and contrast how uniforms have changed over time using transitional words.	15 minutes
-Teacher ask some pairs of students randomly to read their writing paragraphs in order to provide feedback to the class.	5 minutes
Type of assessment: Teacher monitors and observe the activity. The pairs of students could ask for help.	

Session 5

Write the name of each sport under the picture it corresponds to.

Archery - Fencing - Badminton - Voleyball - Lacrosse - Weightlifting - Synchronized Swimming - Gymnastics - Basketball - Taekwondo - Speed skating - Rugby

Read the texts.

History of the Olympics

The Olympic Games were started in ancient Greece 3,000 years ago and they were brought back to life in the 19th century. At the beginning, the Olympic Games were a celebration. People participated to honor the god Zeus, every four years from the 8th century B.C. to the 4th century A.D. The first modern Olympic Games took place in Athens, in 1896 with only 280 athletes from 13 nations. The participants competed in 43 competitions In 1994, the Summer Olympic Games and the Winter Olympic Games were split. Today, the Olympics are the most important sports competition in the world with more than 300 events. In 1896, track and field, gymnastics, swimming, shooting, fencing, cycling, tennis, weightlifting, and others like figure skating and ice hockey were added.

Source: Ministerio de Educación del Ecuador Décimo Grado (Módulo 1 inglés).

1. **What is your favorite sport? Why do you like it?**

   _____

2. **Are there any sports you dislike?**

   _____

The History of soccer uniforms

Pay attention to how uniforms have changed over time. Then, you have to write similarities and differences through the years into the double bubble map.

The uniforms that soccer players wear are not just jerseys. Soccer uniforms did not always look like they do now. Over time, the rules for uniforms changed. The players could wear whatever clothes they wanted. They usually used white shirts, long pants, and colorful hats or scarves to distinguish themselves from the opponents. Around 1870, the public asked for uniforms for the players. Since then, soccer players have worn uniforms with the colors that represent the team. Samuel Widdowson invented shin guards in 1874. His idea was not accepted at first, but then other players used them too. Since the 1990s, soccer shirts have been designed with light synthetic fabric for athletic activity. By the 1960s, the soccer uniforms started resembling the athletic apparel we see today. Soccer uniforms are basic. They include a short-sleeved top, shorts, high socks over shin guards, and soccer cleats.

Source: Ministerio de Educación del Ecuador Décimo Grado (Módulo 1 Inglés).

Differences

Differences

Similarities

1870 to 1874

Uniforms

1990 to 1960
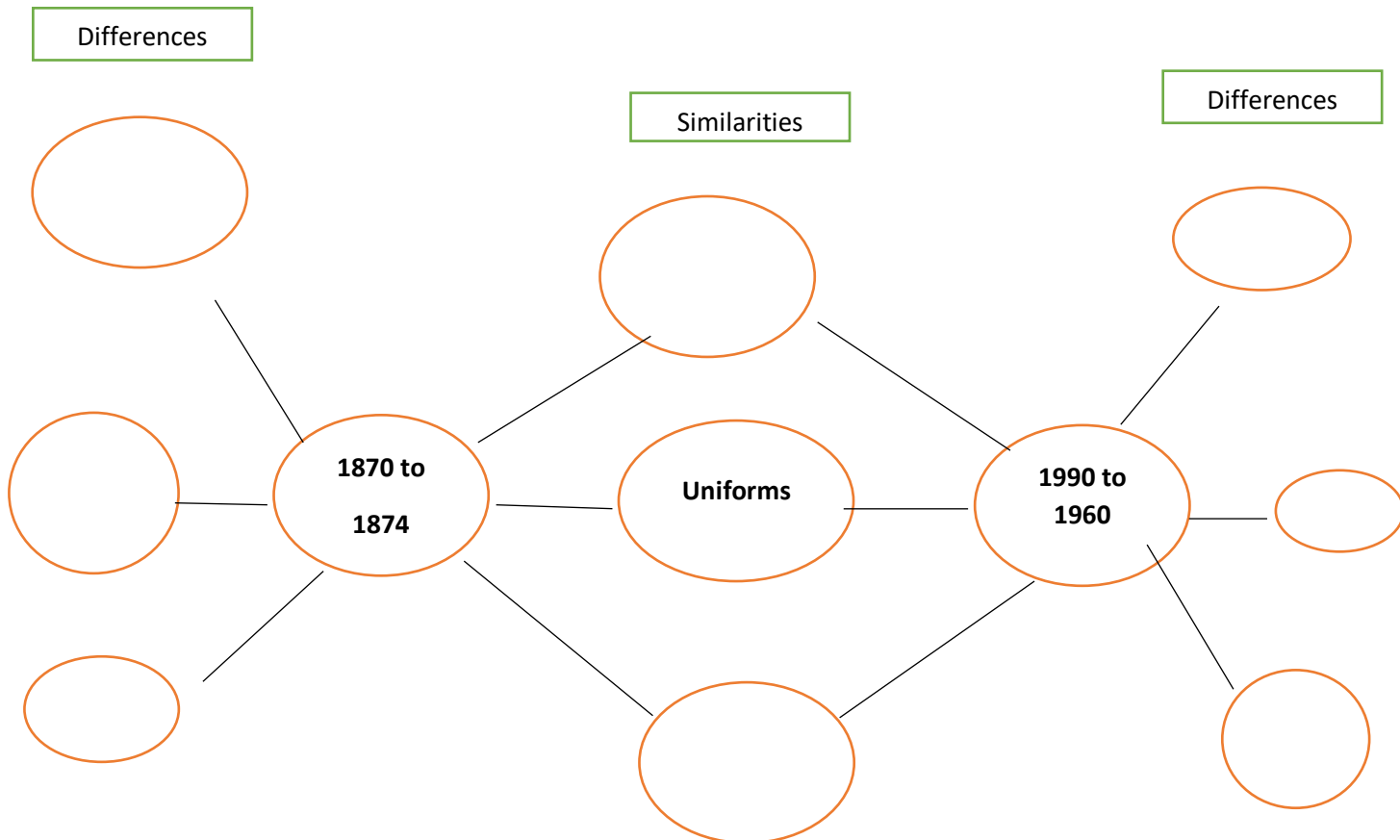
Write your paragraph comparing and contrasting how uniforms have changed over time based on the double bubble map. Use transitional words "on the other hand", "likewise"

LESSON PLAN N°6

DATE: November 28th, 2022	
TEACHER: Paola Pérez	**TIME PERIOD:** 60 minutes N° OF STUDENTS: 41
General objective: At the end of the lesson, students will be able to write about things people can do in an amusement park. **Specific objectives:** CBLT -Explain the modal verb "Would". -Use transitional words for expositories paragraphs.	
THEME: Amusement Parks Around the World	**SKILL:** Writing
GRAMMAR: Review of the modal verb "would" in its affirmative form.	**VOCABULARY:** Amusement Parks activities
MATERIALS: Worksheets, tree maps	

PROCEDURE:	TIME
Presentation -Warm up activity: the teacher starts the class with a pictionary activity. https://en.islcollective.com/english-esl-worksheets/vocabulary/places/amusement-park/100378	5 minutes
-Teacher makes a brief review of the modal verb "Would" -Teacher explains transitional words to use in an expository paragraph and the use of tree maps with an example.	15 minutes
-Teacher present a reading text about Amusement Parks around the world.	10 minutes
Practice -In pairs, students work in pairs to answer some questions in the tree map about the previous reading task.	10 minutes
Production -In pairs, students write a paragraph between 40 to 50 words answering the questions from the reading text in an expository paragraph. Besides, students have to use transitional words.	15 minutes
-Teacher ask some pairs randomly to read their writing paragrahs in order to provide feedback to the class.	5 minutes

Type of assessment: Teacher monitors the class and students aks questions.

Amusement park_picture dictionary

Complete with the missing words.

Merr_ _G_ _R_un_	St_ _ngth T_ _t_ _	A_use_ent_Pa_k	Jump_ng _as_le
Boat_ _w_ng	Cup and _au_e_	_otton _ _nd_	Fun_Hou_ _
Shootin_ G_ _ _er_	Ha_nted_Ho_ _e	R_ll_r C_a_t_r	Ticke_ B_ _ _h
Food Co_ _t	Trai_	Ferr_s W_ee_	C_ai_ S_ing
Go_ _ar_	Pop_or_	Bumpe_ C_ _s	F_ _ _fa_ _ T_w_ _

Reading text
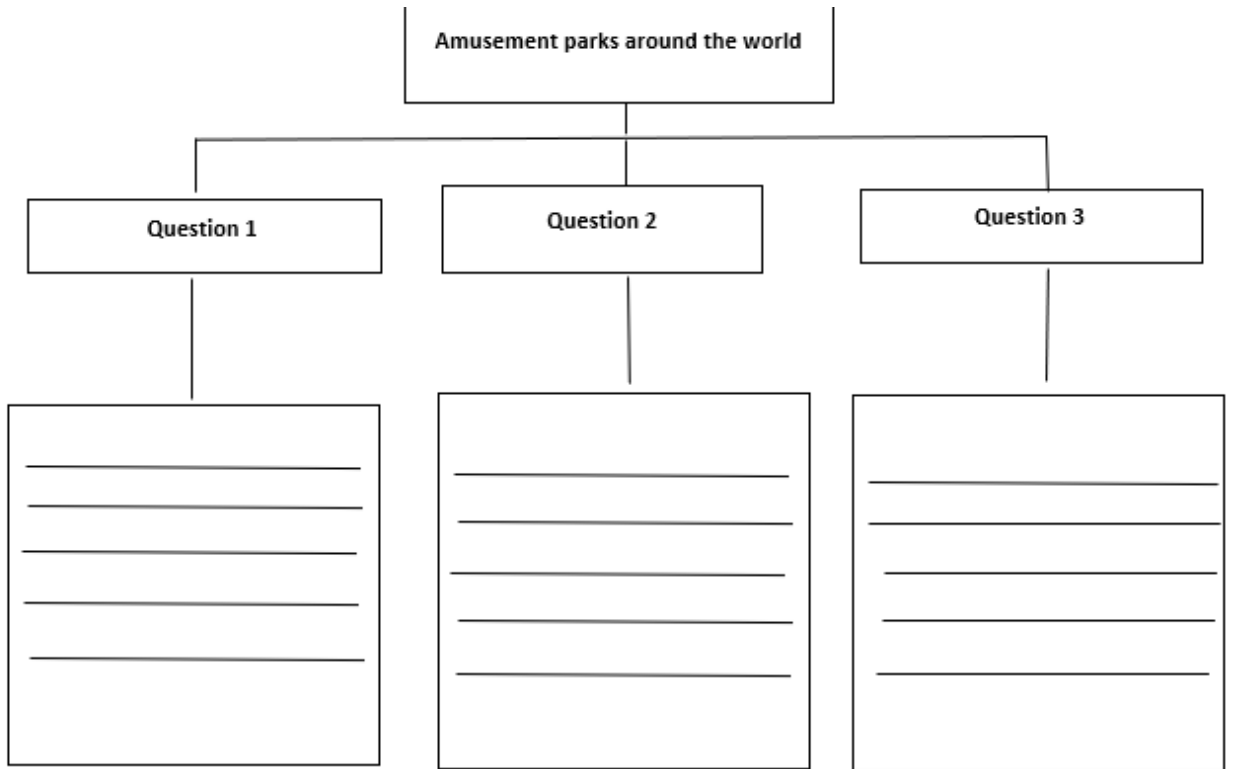
Amusement Parks Around the World

There are many places where you can have fun, but nothing is like amusement parks. Here is a list of the most amazing places to visit if you are a fan of roller coasters. Denmark's Tivoli Gardens is full of flowers. It was an inspiration for Walt Disney. It has existed since 1843. It is full of different games like bumper cars and roller coasters. Disney World's Magic Kingdom is in Orlando, Florida. It is the biggest park in the world, with more than 20 million visitors yearly. There are castles, mountains, and many new things every time you visit. Efteling Park in the Netherlands is an amusement park with inspiration in ancient legends. There is a magic tree called Marerijk and a scary roller coaster called Baron 1898. This roller coaster falls very quickly before circling the park. These are just some of the amazing amusement parks in the world. There are also other beautiful places like Beto Carrero World in Brazil with big roller coasters or like

Answer the questions in the tree map.

1. Which of the parks written about would you like to visit?
2. Is there any big amusement park in your country? What is it called? What can you do there?
3. What would you add to the amusement parks in your country?

Source: Ministerio de Educación del Ecuador Décimo Grado (Módulo inglés)

Amusement parks around the world

| Question 1 | Question 2 | Question 3 |

Writing

Write an expository paragraph answering the questions based on the tree map (40 to 50 words)

Title: Amusement parks around the world.

_____

_____

_____

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Annex 5: Urkund Analysis

Ouriginal
by Turnitin

Document Information

Analyzed document	Paola Pérez_urkund tesis.docx (D154899530)
Submitted	2023-01-04 16:22:00
Submitted by	
Submitter email	pperez8413@uta.edu.ec
Similarity	2%
Analysis address	elsamchimboc.uta@analysis.urkund.com

Sources included in the report

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W	URL: https://pdfs.semanticscholar.org/2f85/c3788852b4d2d73d637607accb68e08defe4.pdfAsliddin, Fetched: 2023-01-04 16:23:00	3