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**“THE IMPACT OF BRAINSTORMING ON READING COMPREHENSION OF EFL  
LEARNERS”**

**– A STUDY CONDUCTED WITH HIGH SCHOOL STUDENTS IN GOSTIVAR”**

**Master Program: English Language Teaching**

**Faculty: Faculty of Languages, Cultures and Communications**

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## **ACKNOWLEDGMENT**

Many thanks to all the people that supported me during this time, especially my husband Alican Gülmez, my family, my friends and my colleagues.

This MA Thesis is dedicated to my mother and my father because they both worked very hard and supported me financially and also encouraged me morally during the entire period while I was a student. Today, I feel proud for not letting them down and for accomplishing my promise that one day I will succeed.

I would like to thank the participants who helped me to achieve this glory. Many thanks to South East European University for the given opportunity to make a research on this topic.

Finally yet most importantly, I owe my deepest gratitude to my mentor, Prof. Dr. Brikena Xhaferi for showing interest and determination to mentor this MA Thesis and for providing me with valuable suggestions, essential materials and helping me to reach the foreseen goal.

## **ABSTRACT**

English language is considered as one of the most important subjects for high school students. Yet, such an important subject needs to be motivating and interesting in order for the students to learn it. The purpose of this research is to show the relevance of the brainstorming techniques in the teaching of English, in reading comprehension and to prove that brainstorming plays a big role in teaching English.

The study used two different instruments: student's questionnaire, and students' interview. These methods are used in order to examine the students' beliefs and attitudes regarding brainstorming. The interview included students in a group conversation and not individually in order to note their general impressions.

The study results showed that the teachers use brainstorming in their teaching and this technique is most likely to develop students' learning and their overall achievement.

## **Parathënie**

Gjuha angleze konsiderohet si një ndërlëndët më me rëndësi për nxënësit e shkollës së mesme. Megjithatë për të ligjeruar një lende të rëndësishme, nxënësit duhet të jenë të interesuar dhe të motivuar që ta mësojnë atë. Qëllimi i kësaj teze të masterit është që të tregojë rëndësinë e teknikës rrufe mendimesh në mesimin e gjuhës angleze, të kuptuarit e tekstit të lexuarit dhe të deshmojë se kjo teknikë luan një rol të rëndësishëm në mesimin e saj.

Ky studim ka përdorur dy instrumente të ndryshme: pyetsori i nxënësve, dhe intervista e nxënësve. Këto metoda janë përdorur për të shqyrtuar besimin e nxënësve dhe qëndrimin, falë ideve. Intervista do të përdoret më së shumti me nxënësit dhe se nuk do të intervistohen një nga një. Do të jetë si biseda në grupë që të marrim shënime për pershtipjet e tyre të përgjithshme.

Rezultatet e hulumtimit treguan se mesimdhësitë e përdorin strategjinë rrufe mendimesh me qëllim që të zhvillojnë nxënien e gjuhës dhe rrisin arritjen e nxënësve.

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**Abbreviations**

EFL-English as a Foreign Language

SEEU-South East European University

ESL – English as a Second Language

CT- Critical thinking

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## **Chapter I**

### **1.1 Introduction**

This chapter lists several definitions concerning brainstorming, the importance of the usage of this activity in the teaching of English and also the impact of brainstorming on reading comprehension on learners' of English as a foreign language. Furthermore, the chapter considered the influence of brainstorming on teachers and students that are part of this program and lists the types of brainstorming methods, advantages, disadvantages, teachers' role in reading comprehension etc. The main object of the chapter is to encourage readers, both teachers and students and convince them that by using brainstorming both parties with a little more determination can succeed in achieving their target i.e. successful learning, and also to encourage students to read more for learning English as a foreign language in order to speak it fluently.

### **Research Background**

Richards (1990, pg2) found that student interaction was an important part of developing the cognitive skills involved in generating ideas, and found that brainstorming was an effective way of achieving this. Results from this study showed that students who were trained with brainstorming techniques were more efficient at generating and organizing ideas than students in a control group. Brainstorming help learners to develop thinking ability while listening other participants also when trying to get better idea than others, brainstorming help learners to develop vocabulary while trying to speak fluently and confidently. If learners are more interested learning English with the listening activity, than brainstorming will help participants to discover new listening methods for learning English, if learners are interested learning English with the speaking activity than participants will try to discover a new speaking activities for learners. 'In the language classroom, brainstorming is often used in teaching writing. Activities such as free-association and word-mapping are often included as part of the pre-writing or warm-up phase' (Richards, 1990, pg.2). Brainstorming influence reading with the thinking ability. brainstorming make learners to think and to understand what the reading is about. During the reading part learners are brainstorming with their own, as a result, it helps to develop learners thinking ability and to learn getting idea faster.

Professor Hassan Hamza, (2013) has discovered that, it is effective for students when a group of teachers are doing brainstorming for students education. Because life is getting harder every day, technology is advancing every day, the things that distract students from their lessons are fastly increase and that is why students are never interested with school or exams, because all these things seems funny to them and students cannot resist themselves. Due to the era of technology and computers, students are getting lazy to study their lessons, they are not motivated to succeed, they are never prepared for the exams and so on. Therefore, brainstorming is a great idea for teachers to use. According to Hassan Hamza, (2013) reasons are:

- \* Teachers will try to find the best solutions for the specific problems,
- \* They will discuss new ways and new methods for learning language in the high school,
- \* They will decide which learning skills are more effective and useful for learning English,
- \* They will discover new abilities of how they can learn a language
- \* How to encourage-motivate students to study English more etc.

McCoy (1976) makes a strong argument in favor of learning problem-solving skills in order to reduce anxiety. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses. (McCoy 1976, pp. 185-9)

## **1.2 Traditional Brainstorming**

The general meaning of traditional brainstorming is when a group of people are together in the same room and discuss their own ideas about the specific topic. Each participant should lose their inhibitions and they have no right to judge the others ideas by making negative comments. People should feel free to speak without feeling uncomfortable and also participants should take into consideration the ideas which are called out by other participants. In brief, the purpose of brainstorming is to gain as many ideas and solutions as possible for a short time period. As Cited in Investigating Ideas and Solutions

## 1.4 Why is brainstorming effective?

When a person discusses a topic, or receives comments from other participants about the same topic, then automatically the brain will perceive that more quickly and also the brain does not forget that subject easily, it is retained for a longer period of time. There is a huge difference between reading something individually and afterwards discussing it with more than one participant. Finding ideas and problem-solving information in the same environment is always more permanent. People can easily forget what they read, but they never forget what they discuss about, what kind of results they received or new solutions that they have discovered.

When doing brainstorming, it is important to:

- Produce a very large number of ideas,
- Listen without criticism
- Solve problems and develop imagination
- To produce different ideas with original creativity is the most basic idea (<https://www.mindtools.com/brainstm.html>) .

As a result of brainstorming, a joint consul should be provided according to the characteristics of the person, how learners learn English better, which methods are more beneficial in learning English etc. Otherwise, whole ideas should be discussed in the learning. Although it seems difficult to learn foreign languages, when the frightening obstacle in the brain is over, it becomes a very enjoyable learning process. It is always a pleasure to talk to using a different language, or to read books that are written in different languages etc.

## 1.5 Basic Types of Brainstorming

### Individual Brainstorming and group brainstorming

Individual Brainstorming as a matter of fact, can produce a wider range of ideas than group brainstorming, but maybe cannot develop the ideas as effectively, perhaps as individuals on their own run up against problems they cannot solve alone. In this kind of brainstorming, individuals are free to explore ideas on their own time without any fear of criticism, without any negative commenting, without judging and without being dominated by other group members. The benefits of brainstorming are presented in Figure 1.

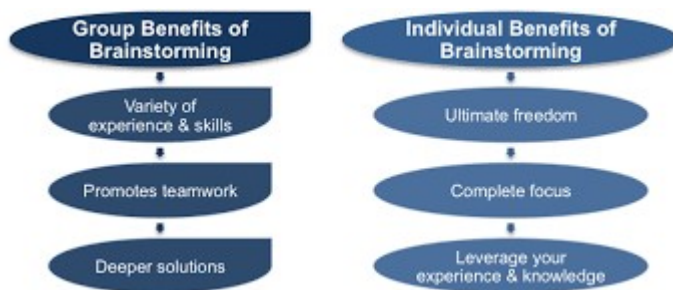


Figure 1: The benefits of group and individual brainstorming

Group brainstorming, on the other hand, develops ideas more deeply and effectively. Here, participants can take an advantage of the full experience and creativity of all team members. At that time, when one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. Participants can develop ideas in greater depth with group brainstorming than individual brainstorming. Bejarano (1997) discovered the important role played by small group interaction in helping students develop learning strategies. Another advantage of group brainstorming is that it helps everyone feel like they've contributed to the solutions', and it reminds people that others have creative ideas to offer, to show or to explain. It also can be fun for all participants', it can be interesting to listen, to encourage and produce better ideas etc. thus it can be great for team building.

Generally, both techniques have their own advantages for providing new ideas and solutions for specific problems, but some people are more creative when they have group brainstorming, some people are successful in individual brainstorming. According to Asma Zaineb (June17,2016) there are some reasons listed below why people choose individual brainstorming.

- **They can drive their own idea generation:** Here people enjoy the flexibility of working at their own pace. They are free to set their own time and place to be more creative and comfortable. Every person is different, some can be creative best in the morning, some in the evening, some while drinking coffee and so on. This is not valid in the group brainstorming, that is why most people are more interested in the individual brainstorming.
- **They can avoid blocking ideas:** if a group brainstorming session is poorly organized it can quickly parry the discussion. And that is why participants cannot be at their best creative minds and express their ideas in clamorous situations. This situation is not valid when participants' have brainstorming on their own.
- **They do not have to worry about others' ego:** Participants are free to think and to discuss everything on their own. There is no one to judge them because of their ideas or opinions. In group brainstorming, people may feel that their ideas are not good or valuable as those expressed by other members'. For that reason, some ideas can be lost.
- **They can produce more ideas:** It is real that in group brainstorming, people cannot expect equal participation from all members. Some people are passive and may feel shy to share their own ideas. On the other hand, individual brainstorming allows participants to express their ideas without any hesitation, fear or judgment. (Asma Zaineb, June 17, 2016)

### 1.7. Reading Comprehension

Comprehension, generally, is the purpose of reading. Intelligent people and good readers can easily understand what they read, they can easily remember it and share it with others. For that reason intelligent people are always ready to discuss everything that they read until the smallest detail. 'Without comprehension, reading is nothing more than wasting the time. Reading comprehension is the ability to read text, process it, and understand its meaning. Although this

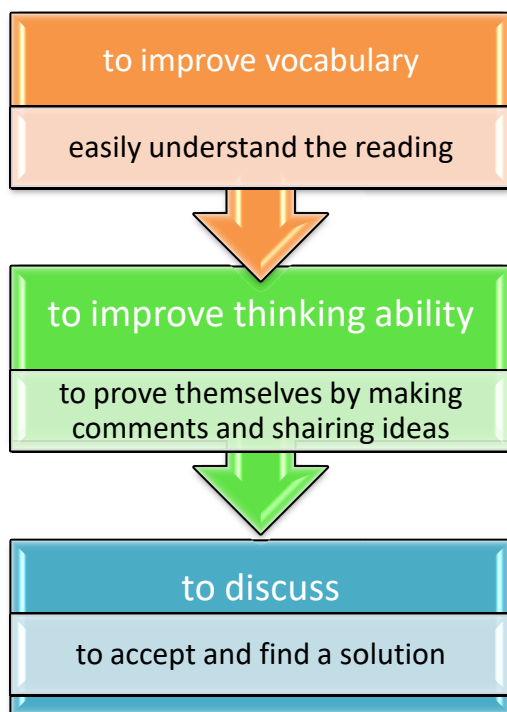
definition may seem simple; it is not so simple to teach, learn or practice'' (K12 Publishing, LLC, p. 2015.).

Knowing how to read is important for humanity but, to understand what to read is more important than everything. Everyone can read a long paragraph but maybe only some of them can easily understand what they read or what the paragraph is about. It is difficult to recognize the words, and that is why students use their processing capacity to read individual words, which interferes in their understanding ability to comprehend what they read. There are two most important facts to improve reading comprehension which are: improving vocabulary and reading strategies. According to Pasupathi and Ghosh (2012), the students with higher level of reading proficiency frequently used reading strategies to comprehend academic reading. Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart (Jane, 2009, *The Behavioral and Biological Foundations of Reading Comprehension*).

In the 21st century, comprehension lessons generally are effective for students who are active, who answer teachers' questions, who write responses to the question on their own or who are good in both of them. In 1969 Anthony Manzo designed and found empirical support for the ReQuest, or Reciprocal Questioning Procedure, it was the first method to convert emerging theories of social and imitation learning into teaching methods that employed these powerful factors in learning through a very clever use of a talk rotation between students and teacher that has come to be called cognitive modeling. According to Pressley (2006, pg186), instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text.

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been discovered that

the most impactful way to improve comprehension is to improve vocabulary. (Nielsen, 2013). It is a real fact that there are differences between students' who have a wide vocabulary and the others who do not understand all the words and their meaning. Most of the students' use their imagination to complete the reading or to understand what the part is about, while the others who do not comprehend as much might retain less information. Generally it is proven that television, books, music and conversation play a major role for learning new vocabulary. Some words are more complex and difficult to learn, such as homonyms, words that have multiple meanings and those with figurative meanings, like idioms, similes, and metaphors (Tompkins, G.E. 2011). General steps for impact of brainstorming on the reading comprehension level of learners: -It is an opportunity for learners':



**Table 1.8 Steps for impact of brainstorming on the reading comprehension of learners:**

As a result of it, using the best solution that is chosen from brainstorming, are the evidence that brainstorming is an effective method for learning.

In conclusion, the above mentioned paragraphs regarding brainstorming are related to comprehension and reading. As an introduction, chapter1 contains many researches related brainstorming. Each paragraph shows the importance of brainstorming on reading

comprehension and effects on learning English. Individual brainstorming and group brainstorming are widely explained on the other hand reasons that are listed in the paragraph shows that people choose to have individual brainstorming more than group brainstorming. Chapter also explain that there are an important relationship between reading comprehension and brainstorming. At the same time diagram shows how brainstorming process works in human brain.

Both teachers and students should use brainstorming very often, in order to see the positive results on the reading comprehension. Wide vocabulary is an advantage and helps people to understand easily what the reading part is about, to remember it and to discuss it further with others. Brainstorming plays a big and important role in reading comprehension, many researchers have found that most of the results obtained by reading comprehension are discovered as a conclusion of the brainstorming. Traditional brainstorming is when a group of people are together and discuss their ideas about the specific topic in order to find the best solution. Therefore, participants' should feel free to explain the ideas without feeling uncomfortable, and also should lose inhibitions because there is no right to judge others ideas by making negative comments and remarks.

Additionally, chapter 1 lists several reasons why brainstorming is effective, because it produces a very large number of ideas, solves problems and develops imagination, listen without criticism etc. On the other hand, brainstorming is not the same for everyone. Someone prefers to have individual brainstorming rather than group brainstorming, because here individuals are free to explore ideas on their own time without any fear or criticism, without any negative comment or without judging. On the other hand, chapter 1 explained that group brainstorming has advantages for participants, because when one member gets stuck with an idea then another members' creativity can take the idea to the next stage and level. For that reason, other participants can improve their knowledge as well. As a summary, chapter 1 lists some reasons why people choose individual brainstorming, for example people do not have to worry about others' ego, they can avoid blocking ideas, some participants' are passive and may feel shy to share their own ideas etc.



There are many arguments that brainstorming plays a big and important role in reading comprehension of EFL learners. Brainstorming plays important role in reading, it helps learners to read faster, to understand the reading part faster, getting idea about reading, being ready to discuss it and so on. During brainstorming learners develop concentration and thinking ability while listening other participants. These things are connected to each other, because reading is important in brainstorming too for helping learners to improve vocabulary and to use them while commenting. Additionally, teachers have a huge responsibility to motivate students to learn more, study more, improve vocabulary to understand what they read and so on. Teachers' should chose the best ways to make the lecture interesting for students and to make them interested to study, to discuss, to read and try to be active in the class. Having brainstorming is important because, according to results teachers' should start to apply the methods and activities that are discovered which are effective for students' reading comprehension. Initially most comprehension teaching was based on imparting selected techniques that when taken together would allow students to be strategic readers, however in 40 years of testing these methods never seemed to win support in empirical research.

## **Chapter II**

### **Review of the Literature**

Brainstorming is a modern conference with particular scenery in order to create a list of ideas that can be used as clues guide students to the growth of the problem while giving every student the possibility to articulate her ideas and share those ideas with others and support new ideas. (Al-blwi, 2006, pg119).

This chapter contains a review of the literature about brainstorming and reading comprehension. There are many definitions about brainstorming in the literature. Brainstorming is a term proposed by Dr. Alex Osborn (1941). According to Osborn "Brainstorming is a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members" According to Jarwan (2005), Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems.

At the same time, definitions that are written by important scientists' are the evidence that show that brainstorming plays an important role in the reading comprehension for students' who learn English as a second language and as a foreign language. In addition, there are written statements that are listed which are related to advantages and disadvantages of brainstorming.

## 2.1 Definitions on Brainstorming

Brainstorming is an effective way to start thinking deeply, with this way people can improve thinking ability and vocabulary. In addition, the table below will list shorter definitions about brainstorming from the different scientists.

		Definition
Rao  Chintamani Nagesa Ramachandra Rao  Indian chemist	2007	"Students who had been trained in brainstorming techniques and used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of the brainstorming techniques".
Alex Faickney Osborn Advertising executive and the author of the creativity technique named brainstorming.	1941	"Brainstorming is a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members"
Fathi Jarwan  Professor of special education, Amman Arab	2005	Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems

University		
Van Gundy  Book: Techniques of structured problem solving,		'Brainstorming' has been used successfully in business for invention and innovation

**Table 2.1: Different definitions of brainstorming**

Brainstorming is regarded as an effective tool in creative problem solving (Fernald & Nickolenko, 1993; Leclef, 1994; Stein, 1975). Its popularity can be traced back to the pervasive need to enhance the productivity of groups.

## **2.2 Advantages and Disadvantages of Brainstorming**

Some of the advantages of brainstorming technique are summarized below:

Based on my experience as a teacher and some of the discussions that I had with my colleagues, we came up with this list:

1. Many ideas can be generated in a short time about teaching English.
2. The group can create a greater number of alternative responses since the groups' information and knowledge are more comprehensive and reliable.
3. Other participants can improve their knowledge when the others are explaining opinions.
4. If participants discuss it in English, then other participants will have the opportunity to gain new vocabulary.
5. Implementation of a brainstorming based decision is more effective as the entire group participates. Advantages of brainstorming show how important it is. The relevance of the same can be felt both in general and educational context.

6. If some participants are old enough to have better knowledge and more experience than others, they can create a best solution, or they can produce better ideas faster.

7. Brainstorming is a “democratic” way of generating ideas’.

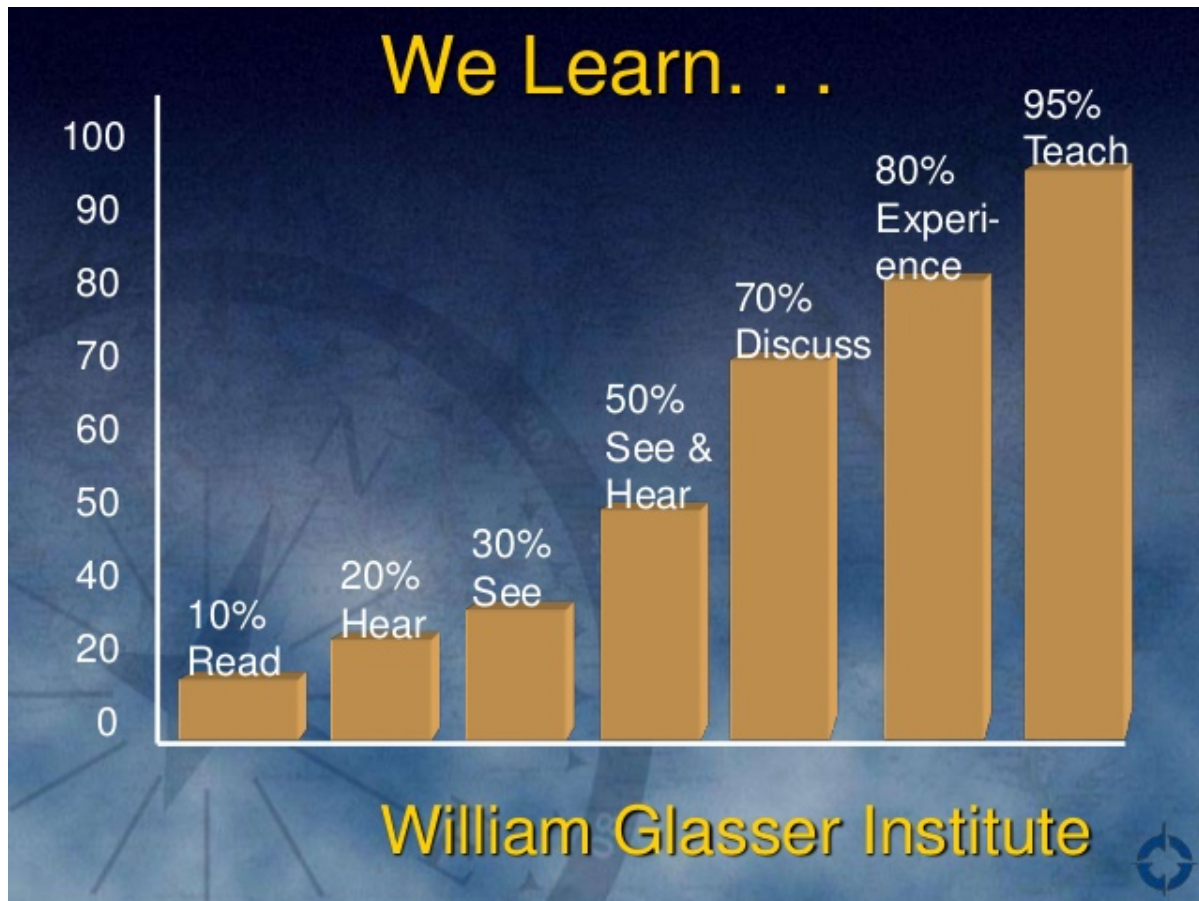
8. Brainstorming can help students to learn to take risks.

### **Disadvantages**

1. Shy people can have difficulties in participating and explaining their own ideas about their experiences.
2. Some people are afraid if their own ideas will be judged by other participants.
3. Some people cannot feel comfortable enough to join and share their ideas.
4. Some people are not interested to learn or to listen to what others say about teaching English.
5. Some people are passive, they like to listen more than speak. It would be a problem because in the group each participant should speak and discuss everything that the topic is about, if they agree or disagree etc.
6. If participants are trying to find solutions with speaking English, then other participants who don't have the ability to speak English very well cannot join them etc.

Many scientists were brainstorming about how the process worked in the human mind about learning new languages, which learning skills are more effective, which method is useful in teaching, how people learn best new languages, the effects of being bilingual or being multilingual and so on.

Glasser (1989) has developed a diagram related to the way people learn. This result is really well proven, because it is definitely true that, when people read or hear something they can easily forget it, but people never forget what they are discussing or teaching to others. Additionally, having experience plays an important role, too.



**Figure 2: Glasser's Diagram (1989)**

Common ideas form the basis of brainstorming and to many educational scholars they sound to be more valid (see Brauer& Judd, 1996; Stasser& Birchmeier,2003; Witten baum& Park, 2001) as they can lead to unique and innovative ideas when well-supported.

### **2.3 Reading comprehension**

Reading comprehension is the ability to read text, process it, and understand its meaning. According to Tompkins (2011), comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics and all these steps create a language grammar. If the person's hobbies are reading books, then it is always advantageous to learn more words and to understand the reading more quickly. Proficient reading depends on the ability to recognize words quickly and effortlessly. (cited in Adams, Marilyn McCord 1994). It is also determined by an individual's cognitive development, which is

"the construction of thought processes". Some people learn through education or instruction and others through direct experiences. (Tompkins,2011)

This study aimed to investigate and to discover the impact of applying brainstorming strategies on the learners' reading comprehension ability with critical thinking. The evidences revealed that brainstorming had an important role in improving the students' reading comprehension ability for students' who learn English as a foreign language. The need for high-quality creative ideas likely achieved through brainstorming is considered of utmost importance in the field of ELT because when opportunities of discussion are provided to learners in language learning contexts, learners' critical abilities concerning learners' lives, their social intelligence, novelty, problem-solving, etc. are going to be enhanced. Reading should be a hobby for students, not an obligation. Critical thinking is viewed as a higher level of reflective thinking which directs us to be more cognizant about our perceptions, feelings, actions and performance. For example: The teacher cannot reach the comprehension capacity of every student while teaching the lesson

## **2.4 Reading and Brainstorming**

Reading is an important habit that everybody should have in life, being knowledgeable and being educated depends on the level of reading. Reading books leads people to think deeply and have ideas about different topics, in short this is individual brainstorming.

The nature of brainstorming can be explored more deeply by studying the relationship between higher-level thinking such as brainstorming and critical thinking. Miri, David and Uri (2007) found it helpful that through teaching strategies that fostered higher-order thinking skills and capabilities, critical thinking skills of the participants improved. Angeli and Valanides (2009)also found that the method of teaching general thinking skills influences critical thinking skill performance. Liaw's (2007) study indicated that the use of content-based approach is likely to promote EFL learner's CT skills.

As a conclusion, there are many reasons as to why to use brainstorming for students in order to improve their reading comprehension, especially for those students' who learn English as a foreign language.

It is very important to make brainstorming for students to understand their fears about reading, to encourage them to learn new vocabulary, to discover new methods for reading fast and also to understand it, to discover their ability and so on.

This study clearly explained that learners' can improve their reading comprehension by applying brainstorming strategies. It is appropriate that teachers encourage learners' to set the habit of bringing their own ideas (of that moment) and views before reading texts that make them not only psychologically and mentally prepared to approach the reading task, but also to see them enthusiastic in knowing the material content. On the other hand, this study emphasize learners' improvement in reading comprehension and critical thinking ability though brainstorming, which qualitative approaches like interviews, observations etc. that are necessary in order to investigate the all together effect of brainstorming on reading comprehension and critical thinking with the impact of brainstorming for other skills as well as successful processes involved in this method of ideation. In short, this study explains that it is possible to improve reading comprehension and critical thinking ability with the use of brainstorming on the students. At the same time, the study explains that there are EFL teachers' who take into consideration students' future career, and to make students better readers, serve as important significant contributors for activating students' thinking ability. On the other hand, this chapter contains important facts as advantages and disadvantages of brainstorming which are proven by learners' comments. All of them are taken from reality as well as William Glasser's (1989) diagram which shows the effectiveness of the learning skills for learning.

### **CHAPTER III**

#### **Research Methodology**

The whole purpose of education is to turn mirrors into windows (Sydney J. Harris, APR 5, 2011)

This chapter presents the purpose of the topic of this MA thesis and how brainstorming effects students' reading comprehension. It contains research aims, research questions, research hypothesis, the design of the study, participants and materials; it represents qualitative and

quantitative data which is helpful in order to see students' opinions about reading comprehension and brainstorming. All of the results show that brainstorming plays an important role in students' reading comprehension and it is in the hands of the teachers' to improve it further.

### **3.1 Purpose of the Study**

The interest of this MA thesis is to study the results of students' and teachers' opinions of the relevance of brainstorming in the teaching of English and the impact of brainstorming on reading comprehension of EFL learners'. The research contains both qualitative and quantitative methods, student questionnaire and observation and teacher interview. These methods were used in order to examine students' opinions regarding brainstorming and the impact of brainstorming on reading comprehension of EFL learners'. The study includes the research questions and validates the hypotheses. The reason for choosing this topic is to see the relevance of using brainstorming in the teaching of English and to prove the impact of brainstorming on reading comprehension. This research is an opportunity to prove that there is an important relationship between brainstorming, reading comprehension, teaching English and learning EFL. Particularly, this study reveals that there is an important relationship between thinking and reading in English.

This MA thesis gives an insight of how brainstorming influences learning English and how to discover new ways to motivate students to learn the language and improve their learning skills and how to improve their reading comprehension ability. On the other hand, it is an opportunity to learn how to be patient by listening other participants, to comment, and finally to choose the best solution.

Furthermore, this study encourages teachers to use brainstorming in order for learners to develop their reading comprehension, thinking ability, fluent speaking and so on. Brainstorming gives students a chance to find out their strong or weak points, so they can improve them and take them into consideration.



### **3.2 Research Aims**

**This research aims at the following:**

1. to highlight the role of brainstorming usage in the classroom;
2. to detect the influence of brainstorming in the language learning classroom;
3. to raise awareness among teachers and students about the importance of brainstorming in the classroom.

### **3.3 Research Questions**

**This research aims at defining the following questions:**

- Q1: Is brainstorming helpful for teaching English?
- Q2: What are the students' attitudes towards brainstorming as a teaching technique?
- Q3: What are the teaching benefits of using brainstorming in the classroom?

### **3.4 Research Hypothesis**

**The following hypothesis were foreseen:**

- H1. Brainstorming will help students to improve their thinking process and thinking ability.
- H2. Brainstorming plays an important role for the learners in acquiring the foreign language.
- H3. Brainstorming will solve the problems of the students, and teachers will discover new methods for learning English.

### **3.5 The design of the study**

This research has carried out the relevance of brainstorming in the teaching of English. The methodology that is used in this research is both qualitative and quantitative. Student questionnaire, teacher interviews and classroom observations are the research methods which will be used for the purpose of this study. The total number of participants will be 80 High

students and 4 EFL teachers. There will be 4 classroom observations which will use a specific observation protocol.

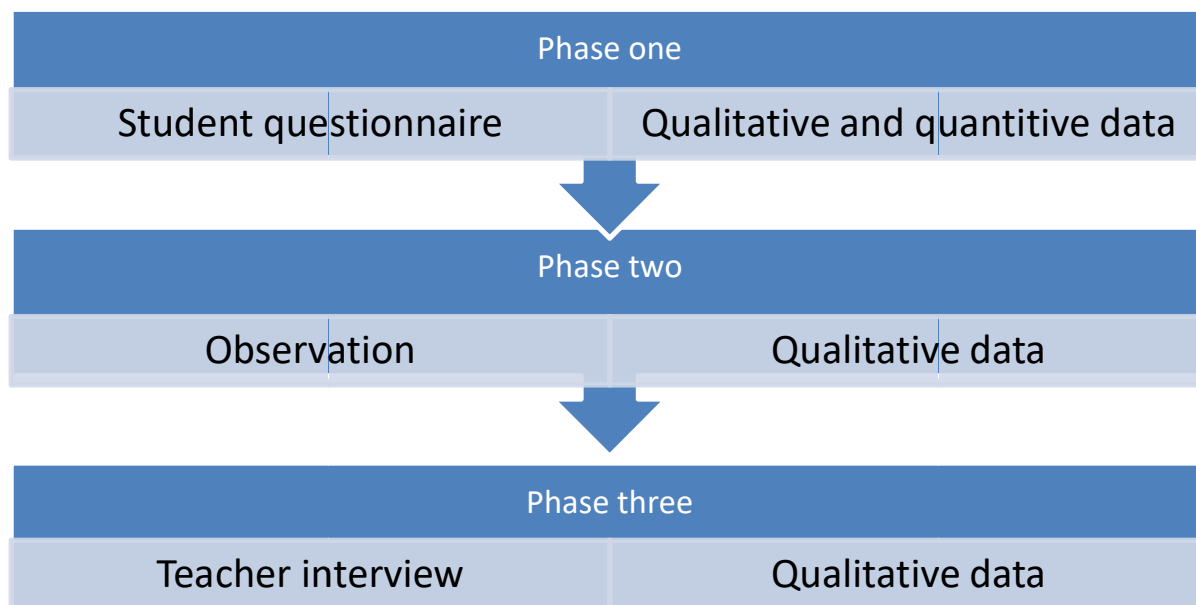
The general aim of the study is to investigate and explore the importance of brainstorming in teaching English in high school. Additionally, the effects and positive results of this research will help teachers to list the recommendations and new- useful methods for the future generations in order to improve students thinking ability.

### **3.4.1 Participants**

The participants of this research were 80 High school students and 4 EFL teachers in Gostivar. They were all of Turkish nationality, both genders and most students reach the intermediate level of English language proficiency. This was confirmed by their teachers who had tested them previously.

### **3.4.2 Materials**

The research will include both qualitative and quantitative methods, student questionnaire, observation, and teacher interview. Both of these methods were very useful and effective. They helped to notice the students' opinions about brainstorming and how to learn English language with different methods and also how brainstorming effects their reading comprehension.



**Table 3.1: Research design**

### **3.4.3 Student Questionnaire**

This instrument (see Appendix A), is completed by students in order to get some additional background concerning the relevance of brainstorming in the teaching English and brainstorming in general. The first two questions are open-ended questions where students will have to feel free and to be more creative, while in the other part of the questions they have to circle one of the answers given on the statements. Even though these questions are easy to answer, a professional translation will be given to students in advance in order to avoid interruptions while completing the survey.

## Student Questionnaire

Please take a few minutes and answer the following questions. The aim of this questionnaire is to find out your opinions about brainstorming. Mainly, the questionnaire will be related to brainstorming in terms of how you percept it and what is your opinion about it.

1. School _____
2. Age_____
3. Gender_____
4. Is brainstorming effective activity for EFL learners?
5. According to you what is brainstorming? How does it work? (please explain in a short paragraph)
6. What is the relationship between language and brain? (please explain in a short paragraph)
7. Is it a skill in some people to learn English or can it be improved by studying?
8. What is the best method for learning grammar?
9. Which learning skill is useful for you? Why? (listening, speaking, reading and writing)
10. When was the last time you had a brainstorming? What was the topic?
11. Which one is effective for you? Group brainstorming or Individual brainstorming? Why?
12. What can be the advantages of having brainstorming with the older and well educated participants?
13. Is brainstorming useful for shy participants?
14. During brainstorming how you respect the ideas of other participants?
What role plays brainstorming in the teaching of English?
If a group of teachers are doing brainstorming about reading comprehension, which results will make you happy?
15. How many people should participate in brainstorming?

Table 3.2.Questionnaire

In this questionnaire, all questions are related to brainstorming and the impact of brainstorming on reading comprehension. At first, students' were very surprised because they did not expect a questionnaire about brainstorming and the impact of it on reading comprehension. After explaining what is brainstorming with definitions, students' after wards begin to have brainstorming on their own about reading comprehension also the effect of brainstorming on it. The students' had never done this activity before. Due to the fact that all students' are learning English as a foreign language, all their answers were very helpful, reliable, amazing and impressive. Most of the students' were interested to learn English and speak it very fluently. On the other hand, students' were willing and curious to improve their reading comprehension ability and critical thinking ability. In order to be more creative in thinking ability, students wanted to participate in seminars and organizations that are about reading comprehension and the impact of brainstorming in it. However, it is an awful fact that in Gostivar it is impossible to arrange any activities such as seminars or organizations.

#### **3.4.4Observation**

Another important part of this research was observation (see Appendix B) which was conducted with high school students in Gostivar. The atmosphere was very silent and appropriate for teaching. Teacher came to class very active and motivated. It made students to seem full of energy and motivated for the new lesson. The teacher entered the classroom with a smile on her face and positive energy that made students feel relaxed and with higher motivation. The students were seated in pairs. First, the teacher took the students' attendance. Then, the teacher conducted a conversation about the subject and took the students' opinion in order to build background information about the new lesson. The lesson had reading and speaking activities. The first five minute she asked some questions on how their weekend was to make them feel comfortable. Her English was very clear and understandable but the students had some difficulties in understanding what the teacher was trying to explain , due to which, the teacher sometimes used Turkish to make clear what she was saying. The teacher asked some questions related to the topic, regarding brainstorming with students'. The classroom atmosphere was active and lively and in this manner the best students gave the answers for all questions that the teacher asked. On the other hand, the teacher tried to interact with all of the students to make the

lesson interesting. She also used English in the classroom effectively but when students did not understand what she wanted to say then she gave information or definitions in Turkish. The main reason why the teacher used Turkish language during the class was because students didn't know the basic vocabulary in English. Before using Turkish she tried to tell them relevant examples or new terms to direct them to think and imagine the meaning of the word. When they gave the wrong answer the teacher corrected their mistakes. As a conclusion the methods that teachers' were using in the high school, were very effective, reliable and interesting.

### 3.4.5 Teacher Interview

This survey it concerned with teachers' background knowledge on this issue (see Appendix C). The questions are open-ended where teachers are asked to explain in a paragraph each particular question. It intends to explore the school where they work, their thoughts about brainstorming, whether they use it, do they find it effective, what are their methods for teaching English etc. The answers of these kind of questions will help to see the general impressions of teachers. The interview questions are as follows:

1.Where did you graduate?
2.How long have you been teaching?
3. Have you used brainstorming with your students'?
4.What consequences did you realize? What was the students' need?
5.Have you used brainstorming with your other colleges (teachers)? What kind of problems did you realize?
6.Do you feel that the brainstorming has been helpful for reading comprehension of EFL learners'?
7. What are the advantages of having brainstorming with more than one participant?
8.What is the impact of brainstorming on reading comprehension for EFL learners'?
9.What do you prefer the most? Individual brainstorming or Group brainstorming? Why?
10.Do you feel that students will gain better results and different methods for learning English and improving reading comprehension ability if they use brainstorming?
11. What kind of results you can discover during brainstorming?
12.Is it important to have older and experienced participants in brainstorming? What are the advantages?
13.What do you do to encourage your students to read English books? Or which ways you chose to make students interested with English?

Table 3.3.Interview questions

The teacher interview was very helpful because teachers had the opportunity to express themselves. Teachers have a big responsibility for students' education and career. If students are successful in all courses, it means they have successful, reliable and mindful teachers' behind them. This interview explores teachers' opinions about brainstorming and the impact of brainstorming on reading comprehension of EFL learners. As teachers said, the brainstorming activity is not often used in the school. Therefore, for taking attention to this important issue teachers' decided to have a seminar, organization or meeting for students to explain that having brainstorming is important and it has a big effect on reading comprehension for EFL learners'.

As a conclusion, the chapter contains participants which are the most important part of the questionnaire and interview. This interview helped to observe the teachers' general impressions about this topic. Generally, teachers' argued that there are more advantages than disadvantages of using brainstorming and there are many opportunities to discover new methods for teaching English as foreign language and also for improving reading comprehension ability. This brainstorming technique helped the students' and teachers' to understand each other better, to be closer, and also helped to solve the problems between reading, thinking and speaking. According to some students', reading is easier than thinking, because it requires deep thoughts to understand the reading. On the other hand, lazy students' volunteer only to read without thinking to understand what the reading part is about. That is why teachers' should motivate students' to read and to encourage students' to understand what they are reading. Therefore, teachers should tell the students about this issue without boring them nor frustrating them.

## **Chapter IV**

### **4.1. Data Analysis**

This chapter discusses and makes analysis of the results of all study instruments, the students' questionnaire, observation and teacher interview that took part in this research. Questions were related to brainstorming, teaching English and the impact of brainstorming on reading comprehension of EFL learners'. From this conversation it is clear that most of the students have problems with their English teacher. There is a student interview besides this survey.

From the questionnaire items, it can be concluded that students started to express their own problems and impressions related to their English language and their English professor. After brainstorming with them, we discovered that they strongly agree that:

- the teacher must be able to explain the lessons very openly
  - the teacher should speak at least near native speaker proficiency
  - the teacher should know how to improve students' thinking ability.
  - the teacher must be good at teaching and transferring information
  - the teacher should be fair in grades
  - the teacher should give a chance to the students to prove their selves
  - the teacher should understand when students have an answer to tell even though sometimes their English level is not enough to explain it
- 
- Teachers should not work only with hardworking students
  - Teachers should not embarrass students in the class
  - Teachers should not work two different grammar tense in the same day.
  - Teachers should do brainstorming with their students at least once a month.
  - Teachers' should start to use Brainstorming in Gostivar.
  - Teachers' should try to find new methods for making the lesson funny.
  - Teachers' must hold additional courses for weak students.
  - Teachers' should motivate students to study more for achieving higher grades.
  - Each student should have the right to speak in the class.
  - Teachers should encourage students' to speak English in the class.



## 4.2. Student's questionnaire results

Items	Strongly agree	Agree	Disagree	Strongly disagree	Total
1. Brainstorming is an effective activity for EFL learners’.	18 90%	2 10%	0	0	20 100%
2. Results of brainstorming helps to improve students’ reading comprehension.	12 60%	8 40%	0	0	20 100%
3. Brainstorming can find other ways to make reading comprehension fun.	16 80%	4 20%	0	0	20 100%
4.Communication in English language is important inside the classroom.	18 90%	2 10%	0	0	20 100%
5.We make enough communication in the classroom.	16 80%	0	4 20%	0	20 100%
6.Brainstorming offers enough comments that require us to communicate with each-other in English language.	12 70%	6 30%	0	0	20 100%
7. Teacher initiates debates in the classroom because students get bored when they are reading from the book.	12 70%	6 30%	0	0	20 100%
8.I can understand teacher’s explanations and instructions in English language.	12 70%	6 30%	0	0	20 100%
9.There is an important relationship between language and brain.	10 50%		10 5%	0	20 100% 33
10.I feel ashamed using English language to express my opinion in front of my friends.	2 10%	0	10 50%	8 40%	20 100%

11.Brainstorming helps students to improve their thinking ability and to start thinking deeply.	16 80%	4 20%	0	0	20 100%
12.Older participants should be in the brainstorming activity.	16 80%	4 20%	0	0	20 100%
13. Group brainstorming is more effective than individual.	14 70%	6 30%	0	0	20 100%
14.It is important to respect others ideas.	20 100%	0	0	0	20 100%

**Table 4. Students' questionnaire results**

The first question was about the effectiveness of brainstorming. 90% of the students' strongly agreed that brainstorming is an effective activity for EFL learners while 10% only agreed.

The second question was about the results of brainstorming related to students reading comprehension. 60% students strongly agreed that brainstorming helps to improve students reading comprehension, on the other hand 20% of the students did not strongly agree that it improves their reading.

The third question was about how brainstorming can discover other ways to make reading fun, 80% of the students strongly agreed that different fun ways can be discovered by brainstorming but 20% of the students' were not sure.

Question number four was about communication in English language, and whether it is important inside the classroom or not. This question showed very positive results, as 90% of the learners said that they strongly agreed that communication in English classes is important, but only 10 % of the students were not as sure.

Question number five was about having enough communication in the classroom. 80% of the students strongly agreed that, while 20% of the students disagreed. In the sixth question, 70% of

the students strongly agreed that brainstorming offers enough comments that require us to communicate with each other in English, while 30% of the students were not sure of it.

However, the seventh question brings us different results; the question was about the teacher initiating debates in the classroom because students get bored when they are reading only from the book and 70% of the students' strongly agreed, while 30% of the students agreed.

In the eighth question, only 70% of the students actually understand teacher explanations in the classroom, while 30% of the students are not good at speaking and understanding the English language.

In the ninth question, the results were fifty-fifty. 50% percent of the students' strongly agreed and believed that there is an important relationship between language and the brain, while 50% of the students disagreed.

Furthermore, the tenth question brings another diversity of answers. The question itself was about students feeling ashamed to participate in the classroom. We received different answers regarding this question: the majority of the students didn't agree, 40% strongly disagreed and 10% agreed that they felt ashamed to participate in the classroom.

Question number eleven was about brainstorming and whether or not it helps students to improve their thinking ability. Most of the students, about 80% strongly agreed while 20% of the students only agreed. The next question was more attractive. 80% of the students strongly agree that older participants should be in the brainstorming activity, 20% of the students only agreed. It is a fact that older participants play an important role in brainstorming as well.

In the twelfth question, 70% of the students strongly agree that group brainstorming is more effective than individual brainstorming, while 30% of the students only agreed. In the last question, all the students i.e. 100% of the students strongly agree that is important to respect other participants' ideas by listening carefully and not making negative comments. In conclusion, the students agree that brainstorming is very useful to use in the classroom because it helps them to learn the language appropriately and develop language skills.

All the students decided to have a brainstorming with teacher once a week to tell their impressions, requests, problem and so on. They all believe that this activity will help them to

improve their thinking ability, to improve vocabulary, to prepare for discussing and made them interested to discover new solutions.

#### **4.3 Teacher interview results**

Another important part of this research was a teacher interview. Teachers were supposed to write their opinions freely for each question, having the proper space and the time they needed in order to be more efficient. I will try to summarize each of their answers in short paragraphs for each question, so we'll have more reliable results of this questionnaire that is considered to have a huge impact in the overall results.

**Q1: Have you used brainstorming with your students? What consequences did you realize? What were the students' needs?**

- Most of the teachers' (4 teachers) rarely used brainstorming in the class, because they apparently do not have enough materials to use in the educational system. During the brainstorming, teachers' realize that students are really creative, have useful ideas and they need more practice to show their ideas, their creativity and to put them to use. The new educational system needs to implement new technology that schools do not have equipment to present to students.

**Q2: Have you used brainstorming with your other colleagues (teachers)? What kind of problems did you realize?**

Teachers' always use brainstorming with the colleagues about how to develop the new areas to make teaching creative. Problems encountered are always the same- less student interest towards the teaching. (lack of new technology)

**Q3: Do you feel that brainstorming has been helpful for reading comprehension of EFL learners?**

Teachers' believe that it will be useful if the reading comprehension has a topic for discussion. When the reading comprehension has a wider topic then there are more things to discuss with the

students' and collect different ideas. Also it will help them to learn how to show their ideas freely and achieve self-confidence.

**Q4:What do you prefer the most? Individual brainstorming or Group brainstorming?**

Teachers' prefer to have group brainstorming most, because they can get more ideas and a field for discussion and critical thinking. Also, it is a pleasure for teachers' to listen to different comments' from different participants.

**Q5: Do you feel that students will gain better results and different methods for learning English if they use brainstorming?**

Teachers' believe that students will gain better results and different methods for learning English if they use brainstorming. This is as a result of brainstorming-students can improve their vocabulary, and therefore can easily understand what they read and at the end can use the method in the real life.

**Q6:Is it important to have older and more experienced participants in brainstorming? What are the advantages?**

All the teachers' believed that having brainstorming with older participants has more advantages because they are more experienced in different fields. Due to that, other participants can improve themselves by thinking deeply.

**Q7:What is the impact of brainstorming on reading comprehension of EFL learners'?**

Teachers' believe that there are many impacts of brainstorming. For example: students' can improve their thinking ability, concentration, criticism, learn new vocabulary from other participants', listen and to respect others ideas, self-confidence, to improve creativity and use all of them in the real life.

**Q8:What do you do to encourage your students to learn English? Or which ways do you choose to make students' interested in English?**

Teachers' try to use all kinds of modern methods in the class to encourage students' to learn English. For example, teachers' mostly try to use radio in the class, they try to work with the projector to make lesson funny, they decide to work on different and interesting topics and so on.

It is a fact that teachers' do their best to take students attention and to make them interested in learning English.

**Q9:What is the relationship between brainstorming and reading comprehension? What kind of results can be obtained as a result of it?**

Teachers believe that brainstorming makes reading comprehension more enjoyable for the readers, because it is an opportunity to improve their vocabulary, to easily understand what they read, to improve their thinking ability, to prove themselves by making comments and sharing ideas, to discuss them freely, accepting the solution are the real steps of brainstorming.

After interview teachers find it useful to have brainstorming with participants, because all teachers have the same problem about teaching. Technology plays an important role in teaching, also new educational system needs to implement new technology but their school to not have enough equipment to present to students. That is why teachers will start to have brainstorming to discover new ways to take students attention, trying to use technology and make them interested with learning English.

#### **4.4 Observation results**

Another instrument used was observation. We observed a class of students who were learning English as a foreign language. Almost all of the students belonged to the same level but however, there were some students that did not volunteer to learn English. We used an observation protocol to help us identify all the main points of the classes.

<b>Item</b>	<b>Results</b>
Was students' level the same?	Participants were high school students, in Gostivar.
Could learners understand instructions given in English by their teacher?	Learners were able to understand all the instructions given by teacher in the classroom.
Could learners answer and express their opinion in English language?	The majority of learners were able to answer and express their opinion in English language with grammatical mistakes.
What were the students' comments about	Students' had never seen this technique before.

brainstorming?	Because we were discussing topics together in the class, they all decided that group brainstorming is better than the individual one.
Are students interested to improve their reading comprehension?	Every student insists on learning English, but some of the students are lazy enough to study.
Which methods help students' to improve their thinking ability?	It seems very interesting to learners listening to comments from other participants, it makes students' to start thinking deeply for having better idea than others. Sometimes students' had difficulties with explaining their ideas, but the teacher helped them.
Was the teacher communicating in English language during the classes?	Teachers insisted on using English language all the time in the classroom. But some students were passive and they did not want to talk
What were the teachers' approaches towards the learners?	Teachers were kind and nice to learners, they tried gently to correct their mistakes and teach them right forms of the language and new vocabulary.

**Table 3: Observation results**

In conclusion, the students and teachers all believe that it is useful and effective to have brainstorming in the classroom because it helps them to learn the language appropriately and develop language skills. Thinking and making comments are more interested and funny way for students to learn English. In teaching, brainstorming takes students attention more than having a normal class as every day.

In conclusion, all three instruments were used as planned with the EFL learners and the data is sufficient to give us a picture of the use of brainstorming in this school. My general impression was that teachers were not using these techniques but hopefully, this study will make them aware of its importance and the benefits it might have.

## **Chapter V**

### **5.1 Conclusion**

The purpose of this thesis is to emphasize the positive effect of the use of brainstorming in the teaching of English. The paper will give an insight of how brainstorming influences learning English and how to discover new ways to motivate students to learn English as a foreign language; the impact of brainstorming on reading comprehension and the improvement of students' learning skills and thinking ability. Nevertheless, this research should be an encouragement and indication for teachers to try to use brainstorming in their classroom. In addition, this paper aims to push educators to publish their new methods that they are discovering, and help writers to write papers that are more specific on brainstorming. Yes, there is lack of material concerning this issue in our country, but there is a huge possibility for young educators to change that, since after all, it is their responsibility. To sum up, there is still a lot of work to be done, since this research is only the beginning of what should continue. On the other hand, this research has proven that it is a very important and sensitive job to decide upon the best solution on the issue of respecting the ideas from other participants, trying to think more deeply and to apply the right methods to students. If teachers apply brainstorming to discover which learning skills are useful for their students, then it is a first step to finding the right method, and this behavior shows that the teachers are interested with their students' education and they take into consideration their students' future career. If teachers' use brainstorming in the class, together with the students then it will be an advantage to learn students' problems or to keep in mind students' general impressions; this also shows that teachers' give importance and respect towards students' ideas. There are many ways of brainstorming, hopefully after this research, people and especially teachers', will volunteer to do this activity very often for future generations life and for their career.



### **Research question1. Is brainstorming helpful for teaching English?**

Brainstorming plays important role in Teaching English. It is very useful to use in the classroom because it helps students to learn the English language appropriately and develop language skills. On the other hand brainstorming help students to improve vocabulary, thinking ability, to concentrate on listening to others and so on. English language include a wide vocabulary, solutions of brainstorming will try to find new ways to teach students English language, new vocabulary, grammar rules with the new and enjoyable methods.

### **Research Question2: What are the students' attitudes towards brainstorming as a teaching technique?**

Brainstorming is an activity that students can be familiar with. Students' attitudes towards brainstorming mainly help students who are shy, passive, lazy, weak and hesitate to express ideas in front of others. Brainstorming helps students to encourage themselves to discuss and share their own ideas within the group. Working together will help students' to be more confident and also having more fun and making jokes, will normally motivate students' to speak more, to think more deeply, to criticize and to be more interested about the topic. On the other hand, brainstorming helps to understand students' strengths and weaknesses for learning the English language and for that reason, it will be easy for teachers to decide what to brainstorm about. Moreover, brainstorming increases students' willingness to learn creative thinking.

### **Research question 3: What are the teaching benefits of using brainstorming in the classroom?**

It is more fun and more effective to perform brainstorming in the classroom because it is interesting for students to listen to others' ideas, to discuss with each other about the problem, to improve their thinking ability, to see how deep they can be with their thoughts, to see how deep they can think on their own, to prove themselves with their thoughts and so on. Using brainstorming in the classroom is also fun and interesting for teachers' too because it is an opportunity for them to see students' general impressions, to check students' thinking ability, to see students' imagination, students' ambitions and so on. There is one more advantage of using brainstorming in the classroom, that is showing students that listening carefully, concentrating and respecting others ideas, are the most important parts of brainstorming.

## **Chapter VI**

### **LIMITATIONS AND RECOMMENDATIONS**

#### **6.1 Limitations of the Study**

This MA thesis has been an extra challenge for me as a researcher. During the time I was writing the Thesis, I faced many difficulties. Fortunately, there are many books that are related to teaching but there are only few books that have to do with brainstorming or the relevance of brainstorming in the teaching of English or the impact of brainstorming on reading comprehension of EFL learners'. Therefore, it was very difficult to collect the materials regarding this topic.

Because brainstorming was not a famous method in teaching and because of the lack of teachers that are using this in schools, there are rarely people who can explain this method clearly and for that reason, I have experienced many difficulties in finding materials. In order to elicit more information related to this topic, the study should be repeated with a wider number of well experienced people, also various programs or seminars or activities considered for study covering larger number of problems.

#### **6.2 Future Recommendations**

This research is recommended for a wider and more detailed investigation when it comes to this country, and of course, the researcher will need more time to do it. The research should include interviews, journals, quizzes, self-assessment materials, peer-assessment materials, and so on. Another recommendation drawn from the study is to include more participants in brainstorming and at the end the results can be analyzed and compared.

A primary recommendation is that teachers should arrange seminars, activities or organizations only for students to show that brainstorming plays an important role in teaching and reading comprehension. Brainstorming can allow learners to think and share their ideas freely, moving into new areas of creative thinking which makes learning attractive.

Another recommendation can be making arguments with individuals which are at their 40's for helping the younger ones. Which means making possible noticing the potential mistakes depending on ages.

Brainstorming in groups provides great stimula for learners and this can help them to comprehend the idea, individual work could be more difficult for learners because they can encounter difficulties to share their ideas.

Another recommendation is that participants should choose interesting topics for brainstorming, in order to grasp students' attention, make it enjoyable and to show that this activity is really effective and helpful for both teachers and students.

The problems that are taken from the real life can lead to a very interesting discussion. It is very useful because every day difficulties are growing up and everyday students have different problems'. It means that there are many reasons as to why teachers' should use brainstorming because it is true that after brainstorming many problems will be solved. In addition, solutions can be applied to students if the results of the brain storm are positive.

Generally, brainstorming enables students to ask questions, to seek more information about the ideas etc.; it also provides a permanent record and aids in developing solutions to problems, solutions for encouraging students to improve reading comprehension, to discover new methods for teaching and so on.

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## APPENDIX 1

### Student Questionnaire

Please, take few minutes and answer the following questions. The aim of this questionnaire is to find out your thoughts about brainstorming. Mainly, the questionnaire will be related brainstorming in terms of how you percept it and what is your opinion about it.

1. Is brainstorming effective activity for EFL learners?
2. According to you what is brainstorming? How does it work? (please explain in a short paragraph)
3. What is the relationship between language and brain? (please explain in a short paragraph)
4. Is it a skill in some people to learn new language or can it be improved by studying?
5. Which is the best method for learning grammar?
6. Which learning skill is useful for you? Why? (listening, speaking, reading and writing)
7. When was the last time you had a brainstorming? What was the topic?
8. Which one is effective for you? Group brainstorming or Individual brainstorming? Why?
9. What can be the advantages of having brainstorming with the older and well educated people?
10. Is brainstorming useful for shy participants?
11. During brainstorming how you respect the ideas of other participants?
12. What role plays brainstorming in the teaching of English?
13. If a group of teachers are doing brainstorming about teaching English, which results will make you happy?
14. How many people should participate in brainstorming?



## APPENDIX 2

### Observation protocol

Item	COMMENTS
Was students' level the same?	
Could learners understand instructions given in English by their teacher?	
Could learners answer and express their opinion in English language?	
What was the students' comments about brainstorming?	
Are students interested to improve their reading comprehension?	
Which methods help students' to improve their thinking ability?	
Was teacher communicating in English language during the classes?	
What was teacher's approach toward learners?	
Did teacher encourage learners to use English language in the classroom?	

## **APPENDIX 3**

### **TEACHER INTERVIEW**

**1.Where did you graduate?**

**2.How long have you been teaching?**

**3.Have you used brainstorming with your students? What consequences did you realize?  
What was the students needs?**

**4.Have you used brainstorming with your other colleges (teachers)? What kind of problems  
did you realize?**

**5.Do you feel that the brainstorming has been helpful for reading comprehension of EFL  
learners?**

**6.What do you prefer the most? Individual brainstorming or Group brainstorming?**

**7.Is it important to have older and experienced participants in brainstorming? What are  
the advantages?**

**8.What is the impact of brainstorming on reading comprehension of EFL learners'?**

**9.What do you do to encourage your students to learn English? Or which ways you chose to  
make students' interested with English?**

**10.What is the relationship between brainstorming and reading comprehension? What  
kind of results can be obtained as a result of it?**