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Brainstorming strategy in teaching English

إستراتيجية العصف الذهني في تدريس اللغة الانجليزية

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Abstract:
There are many and different teaching methods in the various sciences, and each of the teaching methods is distinguished by the principles, stages and steps of its application, all of which ultimately aim to influence the student and his interaction with the teacher. Therefore, in our intervention, we will seek to address the brainstorming strategy and how this method can enrich the educational process and stimulate The student learns and masters the English language in various situations.

Keywords: Strategy, English language, brainstorming, brainstorming strategy in teaching the English language.

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الملخص:
تتعدد طرق التدريس وتختلف في العلوم المختلفة، وتتميز كل طريقة من طرق التدريس بأسس ومراحل وخطوات تطبيقها، وكلها تهدف في النهاية إلى التأثير على الطالب وتفاعله مع المعلم. ولذلك سنسعى في مداخلتنا إلى التطرق إلى إستراتيجية العصف الذهني وكيف يمكن لهذه الطريقة أن تثري العملية التعليمية وتحفز الطالب على تعلم وإتقان اللغة الإنجليزية في المواقف المختلفة.
الكلمات المفتاحية: إستراتيجية العصف الذهني، لغة إنجليزية، عصف ذهني، إستراتيجية العصف الذهني في تدريس اللغة الإنجليزية.

Introduction - Problem:

This method was invented by Alex Osborne in 1938 AD with the intention of developing the ability of individuals to solve problems creatively by providing them with the opportunity together to generate the largest possible number of ideas automatically, quickly, and freely through which a single problem can be solved, and then sift through the ideas and choose the appropriate solution she has (Alex,1963; p86)

Later, this method was used to develop innovative thinking for schoolchildren and workers in various fields, including industry, law, advertising, media, commerce, and education. Finally, it was adopted as one of the training methods commonly used in training programs, including teacher preparation programs.

The brainstorming method in education and training is also considered one of the modern methods that encourage creative thinking and release the latent energies of learners and trainees in an atmosphere of freedom and safety that allows all opinions and ideas to emerge, where the trainee is at the top of the interaction with the situation. This method is suitable for open issues and topics that are not It has one correct answer.

Therefore, given the importance of this type of topics and strategies, we decided to apply them to teaching the English language in line with the topic of the forum and the importance of its content. Therefore, the following main question can be asked: What is meant by the brainstorming strategy in teaching the English language? What are the most important rules and

principles upon which it is based, and what are the difficulties facing the teacher in using this strategy?

Objectives of the research topic:

- It seeks to introduce one of the modern education strategies appropriate for developing thinking and creativity among English language students.
- Providing a theoretical framework on the subject of brainstorming that benefits researchers and those interested in such scientific topics.
- Highlighting the most important obstacles to the brainstorming strategy in teaching the English language.

1- Definition of brainstorming strategy:

This learning strategy is one of the ideas of Osborne, who viewed storming as a technical practice for managing sessions in which an individual or group of individuals attempts to solve a specific problem by provoking participants' thinking about the solution.

Brainstorming is an educational and training method based on freedom of thinking and is used to generate the largest number of ideas to address one of the open topics from those interested or concerned with the topic during a short session.

It is one of the methods of group discussion whereby members of a group are encouraged individually, under the supervision of its leader, to generate the largest possible number of diverse, recurring ideas in a spontaneous, free manner, and in an open, non-critical climate that does not limit the release of these ideas that relate to solutions to a specific, pre-selected problem, and then sift through these ideas. Ideas and choosing the appropriate ones.

As for the origin of the word brainstorming (stimulating, provoking, or showering the mind), it is based on the perception of "solving the problem" as a situation between two parties, one of which challenges the other, the human mind (the brain) on the one hand, and the problem that requires a solution on the other hand, and the mind must turn around. around the problem, looking at it from more than one side, and trying to surround it and storm it with all possible solutions... As for these solutions, they are represented by ideas that are generated with activity and speed resembling a storm.

Here, brainstorming means generating and producing creative ideas from individuals and groups to solve a specific problem. These ideas and opinions are good and useful, thus putting the mind in a state of excitement and readiness to think in all directions to generate the greatest amount of creative ideas about the problem or topic at hand, so that the individual has the opportunity to An atmosphere of intellectual freedom allows many original and creative ideas and opinions to emerge. Brainstorming is a meeting of a number of people to study and solve a problem (the problem is not always negative, but may be an idea that we want to find ways to implement) through the group's proposals and ideas. This method is based on producing ideas first, then modifying and developing them second. It uses the brainstorming method to solve problems individually or collectively, and training on it is intended to increase efficiency and raise creative abilities. (Nabhan , 2008, p19)

That is, brainstorming is one of the methods that encourages learners of the English language to participate more effectively in achieving the objectives of the lesson, by exciting them, stimulating their talents, and enhancing their abilities to imagine and innovate solutions, because brainstorming puts the learner in a position in which he is positively active in the work of his mind to confront the problem, thus generating New ideas that were not known to him before, solving the problem or problematic situation, and facing the challenge and overcoming it efficiently.

2- Characteristics and advantages of the brainstorming method:

- The brainstorming method leads to freedom from the restrictions imposed on thought or imposed by traditional methods that hinder thinking about creativity. Quantity generates quality. At the same time, it is necessary to pay attention to quantity in the same way as quality.

- The brainstorming method is an individual and group method, although it is originally prepared for group work. It is also directed towards small group activity.

- Therefore, this method can move in two complementary paths that can be applied to the individual himself or to all individuals and groups of the entire organization.

- The innovative intellectual product is generated through friction between individuals, because one person's idea is based on another person's idea. However, this hypothesis does not apply to all people or in all circumstances, as there are those who oppose this idea.

- However, in this contradiction there is a possibility.Generating innovative and creative ideas. - Develops creative thinking in individuals.

- Develops self-confidence through the individual presenting his opinions freely without fear and without others criticizing him . (Fawaz,2007,p155)

3- Educational objectives using brainstorming method:

- Activating the learner's role in educational situations

. - It motivates learners to generate creative ideas about specific topics in the English language, by searching for correct answers, or possible solutions to the issues presented to them.

- That learners become accustomed to respecting and appreciating the opinions of others.

- That learners become accustomed to benefiting from the ideas of others, by developing and building on them.(Manal,2015,p45)

4- Basic rules of brainstorming:

The need to avoid criticism of generated ideas: That is, excluding any kind of judgment, criticism, or evaluation during brainstorming sessions, and the responsibility for applying this rule falls on the teacher, who is the chair of the session.

Freedom to think and welcome all ideas, regardless of their type: The goal here is to give the student greater freedom to think about providing solutions to the presented problem, regardless of the quality or level of these solutions.

Make sure to increase the amount of ideas presented: This rule means making sure to generate the largest possible number of proposed ideas because the greater the number of ideas proposed by the students/group, the greater the possibility of achieving a greater amount of original ideas or assistance to the creative solution to the problem.

Deepening and developing the ideas of others: It is intended to arouse the enthusiasm of participants in brainstorming sessions, whether students or others, to add to the ideas of others and to present what represents improvement or development for them.(Magdy,2004,p28)

5- Steps to apply brainstorming:

The teacher can apply the brainstorming strategy in any English language topic, especially lessons that have a creative aspect and a need to motivate students to think and come up with creative answers that represent their ideas. Next are the steps for applying this strategy, along with the most important requirements and directions for each step, which are: These steps are as follows:

Divide groups and define roles:

The next step is to divide the students into small groups, which do not include a large number of students in each group, and appoint a specific student in each group to play the role of a coordinator, who is responsible for recording the ideas of other students in the same group, encouraging them to participate, and preventing any criticism of opinions and ideas. In addition to monitoring the time specified for the brainstorming session, it is worth mentioning that the abilities of the students in one group must be diverse. That is, the brainstorming group must include outstanding students, average students, and students with academic abilities below the average level.

Explanation of the rules of the brainstorming session:

The teacher must explain to the students before the start of the brainstorming session the conditions that they must follow, the most important of which is preventing ridicule and criticism of ideas, in addition to encouraging students not to focus on one idea for a long time, and for all students to participate without exception in presenting ideas.

Preparing the classroom environment:

There are a number of tools that must be available in the classroom to facilitate the brainstorming process, the most important of which are writing tools, such as pens, papers, a blackboard, and a blackboard. In addition, the classroom must be quiet, and the teacher must encourage students not to make any annoying sounds that may Distractions from other students, such as the constant sound of chairs moving, pens tapping on surfaces, or loud chewing of gum.

Nominating and presenting ideas:

After ensuring that the above-mentioned matters are prepared, the brainstorming session begins, and after the end of the allotted time, each group works on nominating the ideas it has come up with, choosing the best among them and excluding bad ideas or those that are not related to the lesson, in preparation for presenting and discussing them in front of the rest of the class. With the aim of choosing the best ideas that all students are convinced of, and that serve the main brainstorming topic.(website)

6- Factors that help in the success of the brainstorming method:

- An atmosphere of lightheartedness and fun should prevail in the class, provided that it affects the impression of the students in the class.

-Unfamiliar ideas must be accepted during the session and encouraged, for example by the teacher saying: (Everyone who has an idea, let him say it, whatever it is).

- Adhering to the rules of criticism, not criticizing, and welcoming quantity, not quality, at this stage.

- The teacher's belief that this process helps develop students' creative thinking, even after a period of time, especially if the students are new to this type of mental activity.

- The session should be objective and far from personal opinions. - Write down ideas in a place where everyone can see them.

- It is necessary to prepare for this session by informing the students of its rules and conditions, so that they are not surprised and the lesson time is wasted by explaining the rules of the session. The students' love for the teacher is also an important factor in its success.

- Instilling the idea that every student has beautiful and creative ideas that he can say in this session.

- Ensure the separation system is free from chaos. When the storming process begins, it is expected that some students will speak without prior permission to say an idea that came to their mind.

-Therefore, we must warn from the beginning of the class that if the student wants to present an idea, he should raise his hand, for example, and when the teacher gives him permission, he says his idea.

- Discipline with time, so that the teacher does not waste time only in the process of generating ideas. Brainstorming is a means of assistance, not a

goal until you take the entire lesson. Therefore, it may be better for the teacher to inform the teacher about the topic of the session a day in advance.(Kamal , 1988, p77)

7- The role of the teacher in the brainstorming method: The teacher plays a prominent role during the brainstorming session, so he must have the ability to successfully manage and lead wisely within the classroom and intervene at the appropriate time without the students feeling that it is a sudden intervention. He must also explain the four rules that were previously explained by the students in a way that suits their mental level.

The teacher must have the ability to dialogue and discuss, and even play the role of an assistant to groups of students by writing down the ideas presented by the students in lists and categories on the blackboard so that they can be referred to after the completion of the brainstorming session to complete the process of discussion and evaluation, as the teacher excludes all ideas that are not related to a solution.

The problem is indirectly felt by students. In addition to the above, Alexander Rushka, Youssef Qatami, and Khairy Ibrahim have identified a set of rules that the teacher must follow during the brainstorming session as follows:

- The teacher must provide students with an appropriate and suitable environment for discussion and its progress.

The teacher must be knowledgeable and conversant with all the details of the problem and control different situations in a calm and wise manner without rudeness or emotion. Rather, he must be cheerful when the students express ideas and solutions related to the problem to be solved.

- Encouraging hesitant students to engage in brainstorming sessions and accept any idea initially presented to them.
- The teacher must divide the class into groups and clarify from the beginning of the session the task of each individual in the group and the behavior required of him.
- Providing sufficient time for students to present their ideas, express them freely and fluently, and encourage unfamiliar solutions.
- Encouraging students to generate many ideas by postponing the evaluation process.

- The teacher must simplify the main problems into sub-problems and explain them to the students.

The teacher must also inspire confidence in his students' ideas by explicitly declaring that the students' ideas may become better than the teacher's ideas.

He must respect and appreciate students' ideas and not ridicule them, but rather urges his students to cooperate and share different opinions and ideas.

The teacher must be careful not to raise a particular point of view, but rather let the discussion proceed spontaneously in order to obtain new ideas and information.

The teacher should be concerned with providing the best educational methods that can contribute to providing innovative solutions to solve the problem.

- There should be some kind of follow-up and recording of others' ideas since they brought up the idea, added or deleted it, and grouped it into categories to be discussed at the end of the session.

Finally, we find that in order for the teacher to succeed in achieving students' positivity in the learning process and in developing their thinking abilities, he must use many questions that suit the brainstorming method and require many answers, such as: What happens if..?Imagine that....?Let us show that...? Imagine that....? What do you think of....? Thus, we notice from the above that the teacher, in light of the brainstorming method, plays different and advanced roles than what is known and usual in traditional methods.

8 - The role of the student in the brainstorming method: The student is considered the main axis around which the brainstorming method is centered, as he is the true implementer of this method.

Therefore, he plays an effective and active role in different social circumstances than the routine situations practiced in normal school conditions, in which the students are merely passive recipients. His educational activities focus on simple mental operations.

Involving memorization and memorization are cognitive aspects that do not go beyond comprehension processes according to Bloom's cognitive classification. Alexander Rushka and Youssef Qatami have defined what the student must follow during the brainstorming session as follows:

- Students must be careful in making their judgments and respect the opinions of others.
- They must also have a great deal of interest in the problem.
- The position of the students should be like that of the investigating researcher, who is linked to the rest of the group by relations of cooperation, collegiality, honesty, and objectivity. He should receive the opinions of others with open arms and stay away from Puritanism and rigidity of opinion.
- The opinions and ideas presented during the discussion should be brief, short, and directly touch on the topic. Students must also get rid of negativity, participate with others in the discussion, provide the best solutions, and seek to analyze all aspects related to the problem.
- To be resourceful and capable of adopting new and unfamiliar ideas and to activate his previous experiences and link them to new experiences and situations.(website)

9- Obstacles to brainstorming:

Brainstorming means putting the mind in a state of excitement and readiness to think in all directions to generate the largest possible amount of ideas about the issue or topic at hand. This requires removing all obstacles and personal reservations in front of thought so that it can reveal all its feelings and imaginations, and each of us possesses a fair amount of the ability to Creative thinking is more than we think about ourselves, but this ability is prevented from being unleashed and put into use and application by a number of obstacles that restrict creative energies, including:

Difficulty in learning English as a second language:

- Description of the problem: The English language may not be as easy for students to learn as other academic subjects, especially if it differs from their mother tongue. Among the things that make learning it more difficult and complex is the students' lack of the basics of the language, in addition to their lack of interaction and communication using the English language. With others, which makes learning it merely theoretical learning far from application, in addition to the incompetence of teachers and their lack of experience at times, and the students' lack of interest in learning the English language because they consider it unimportant and will not need it in the

future in their daily lives, and their tendency to use their mother tongue in English classes, and teachers keeping pace with them in this case.

- Solving the problem: Part of the solution to this problem falls on the students, while the other part falls on the teachers. Students must take learning the English language seriously, and benefit from other resources that help in learning it in the event of a lack of basic interactive resources, such as listening to conversations, watching videos, and benefiting from lessons found on the Internet. They should also not hesitate to practice English. Even if it is a self-practice with oneself, as for teachers; It is their duty to encourage students to use the English language in the classroom, even if their language is poor, and to reassure them that as they continue to try, their level will improve. They must also involve all students in the class, and not focus participation on students who are proficient in the language only, in addition to the need to diversify Teaching methods, and choosing what is useful and enjoyable, and attracts the interest of all students without exception.

Distraction:

- Description of the problem: Sometimes, students may deviate from the main purpose of the brainstorming session, and turn it into a session for chatting and exchanging words that are not related to the lesson.

- Solving the problem: The teacher must control the class, and not lose sight of this, or underestimate the importance of applying the brainstorming strategy.

Forcing students to participate:

- Description of the problem: There are students who are naturally shy, and they may be afraid to participate in a brainstorming session, because they feel uncomfortable with the interactive atmosphere, which in some cases prompts teachers to force them to participate unwillingly. Which makes them more distant and isolated? - Solving the problem: The teacher should not force any student to participate against his will, and should suffice at the beginning of the session by telling the students that everyone is expected to participate without exception.

10- Advantages of brainstorming strategy:

- Encouraging individuals to present several ideas and solutions to a single problem.
- Providing individuals with a safe environment in which there is no punishment or ridicule for their ideas and opinions.
- Develops the ability to mentally imagine and think of many possibilities.
- Satisfying the need of creative individuals for discovery, research and investigation.
- It helps teachers know the mental inventory levels of their students.

Conclusion:

From the above, it can be said that brainstorming is an educational situation used in order to generate the largest number of ideas for participants to solve an open problem within a specific period of time in an atmosphere where freedom and safety prevail in presenting ideas away from confiscation, evaluation, or criticism. By carrying out the brainstorming process according to the previous rules and stages, brainstorming has proven successful in many situations that need creative solutions because it is characterized by releasing individuals' ideas without evaluation. This is because criticizing ideas or over-evaluating them, especially when they first appear, may lead to the person's fear or He is more concerned with quality than quantity, so his thinking slows down and his percentage of creative ideas decreases. This demonstrates the importance of the brainstorming process in developing creative thinking and problem solving. Brainstorming in developing creative thinking and problem solving.

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