أهمية استخدام العصف الذهني في تحسين المهارات الانتاجية في المدارس الثانوية في كركوك

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المستخلص

تهدف هذه الدراسة الى ايجاد مدى اختلاف وجهات نظر المدرسين في استخدام تقنية العصف الذهني في المدارس الثانوية في كركوك و خاصة في كتابة الانشاءات و التحدث حول المواضيع المختلفة الموجودة في منهج اللغة الانكليزية للصف السادس الاعدادي.

تتكون عينة الدراسة من ثلاثين مدرس و مدرسة. تم بناء استبيان لتقصي وجهات نظر مدرسي اللغة الانكليزية كلغة اجنبية تجاه اهمية تقنية العصف الذهني في تدريس الكتابة و التحدث لطلبة الصف السادس الاعدادي ، وبعد تحليل النتائج احصائيا ، اظهرت النتائج ان تقنية العصف الذهني لها اهمية في تدريس الكتابة و التحدث في الصف السادس الاعدادي.

1.Introduction

1.1 Problem of the Study

Using language accurately requires different skills like (listening, reading, writing, and speaking). English language is considered as a foreign language in Iraq and most in demand nowadays in different fields of life. Iraqi students, especially in secondary schools face difficulties in learning this language. Since this language is taught from primary schools till university . We try in different ways to make learning this language easy.

Undoubtedly, mastering speaking and writing techniques are the most challenging abilities for second language learners. The challenge comes not only in developing and organizing ideas, but also in effectively expressing these concepts through coherent and comprehensible words (Richards & Renandya, 2004: 303). The skills required for writing and speaking are quite intricate. Foreign language writers and speakers must know prioritise the development skills in planning and organizing, in addition to mastering fundamental skills like spelling, grammar, intonation, emphasis points, and word choice. The challenge becomes much more evident if their language proficiency is limited (ibid).

Raimes (1983: 3) shows that learners of foreign language need to communicate with other people , to understand them, talk to them, read what they have written and write to them. Nunan (2001 :271) clarifies that writing is the most difficult thing in language learning . It is a skill that eludes most native

speakers. Foreign language learners face significant hurdles, especially when they attend university and study in a language that is not their native tongue. Therefore, learners should engage in various approaches, such as brainstorming, to connect with one other and acquire new vocabulary.

Davis and Pearse (2002: 99) say that " Real success in English and learning is when the learners can actually communicate in English inside and outside the classroom " .

What has been mentioned shows that a lot of students in sixth-grade secondary schools face difficulties in speaking or writing compositions . Therefore, the researcher has distributed the questionnaire to some English teachers who teach in Kirkuk to note their attitudes about this point .

The results of the questionnaire show that all English teachers complain that the students of sixth class have difficulties in talking and writing compositions

They relate the problem to many points : firstly, the students are in need to experience in composing sentences in English . When they want to form sentences, they translate them literally from their mother tongue into English. That is to say, students are not able to express themselves to speak or to write clearly. Secondly, they write long sentences without using any punctuation marks, and finally they meet problems in organizing the ideas or choosing suitable vocabularies.

1.2 Value of the Study

This study will be valuable to syllabus designers, educationalists, teachers, learners, academic students of the English language and to those who face difficulties in speaking and writing skills in English language.

1.3 Aims of the Study

The current study aims at :

1-Finding out English teachers' attitudes towards the importance of using brainstorming in speaking and writing skills in secondary schools,

2-Making a survey to find out the importance of brainstorming in teaching

speaking and writing skills in sixth preparatory class,

3-Finding out ways of facilitating the difficulties that face the students in speaking or writing in sixth class .

1.4 Limits of the Study

The current study is limited to secondary schools at Kirkuk, during the academic year 2022/2023. It concerns English teachers regarding speaking   and writing comprehension of sixth textbook   (English for Iraq).

2. Theoretical Background

2.1 Historical Background of Brainstorming

Brainstorming is a method used to stimulate cognitive processes. It stimulates pupils' creativity without necessarily emphasizing specific problems, decisions, or values. Brainstorming is frequently employed to generate exceptional ideas. Brainstorming engages students in a rapid and spontaneous process of generating a list of thoughts, ideas, facts, or sentiments that are pertinent to a specific topic or environment (Brown, 2007: 233).

Harmer (2007 : 269) says " brainstorming is when we ask students to get into pairs or groups to prepare a Topic and come with as many ideas as possible in the shortest time ." Brown (2007: 405) asserts that brainstorming is a valuable method in writing as it allows one to approach a topic with a receptive mindset. By refraining from evaluating your ideas as they arise, you liberate yourself to generate concepts that may be previously unknown to you. Brainstorming is a method used to initiate the writing process.

2.1.1 The Importance of Brainstorming

Al-maghrawy (2012: 73) defines brainstorming as a group of creativity activities for general ideas. Brainstorming technique requires oral and pre-writing exercises in order to help students or learners to express ideas by the teacher. It has a great importances in the process of teaching :

1.It allows students to think deeply and more freely, without hesitation or fear of judgment.

2. It is beneficial for fostering teamwork and group cohesion. The results are not subject to any individual's leadership, allowing for a collective team effort.

3. It promotes transparent and continuous cooperation to address issues and produce groundbreaking concepts.

4. It facilitates the externalization of ideas from team members' minds into reality.

5.It gives the members opportunity to generate a large number of ideas quickly in order to choose the most solution for the problem.

6.It gives the members the chance to express themselves either by writing or speaking.

2.1.2   Types of Brainstorming

2.1.2.1Individual Brainstorming

Brainstorming can be carried out individually. To generate potential answers for a well-defined problem, one can engage in the practice of continuously writing down ideas without interruption. The utilization of brainstorming is efficacious in halting one of the most potent impediments to creativity: self-criticism or negative self-talk. (Hayes, 1981: 185)

Individuals have a tendency to engage in self-criticism, directing it towards their thoughts and actions, while exhibiting a scarcity of self-praise. An individual who consistently associates their ideas with the belief that they are foolish and would be met with ridicule if shared, is unlikely to engage in idea-sharing with others. The brainstorming process promotes the ongoing generation of unrestricted ideas, making it a valuable exercise for fostering creativity. (ibid: 186)

2.1.2.2   Group Brainstorming

Extensive literature on group brainstorming has consistently demonstrated its inferior effectiveness compared to individual brainstorming. Nevertheless, from a

cognitive standpoint, group brainstorming is posited as a potentially efficacious method for creating innovative ideas. Simulations of an associative memory model of idea formation in groups indicate that groups have the capacity to develop ideas that people brainstorming alone are less inclined to produce. Utilizing written or spoken communication, engaging in group brainstorming sessions, and including diverse groups seem to be effective methods for improving group brainstorming. (Murcia, 2010 :224).

Such kind of brainstorming is a practical and essential   activity in secondary school because students are in need to gather ideas , vocabulary , formulaic chunks,…etc. Students can't write and extend their writing without having considerable amount of words.

2.2 Writing Skill

Writing is the most difficult skill for the foreign language learners to control since it needs writers to own a great experience of lexical and syntactic information as well as the fundamentals of organization in foreign language to write at good writing (Richards, 1990 : 100). Richards and Renadya (2002: 203) clarify That the difficulty happens not only in organizing and generating ideas, but in interpreting these ideas also into understandable and readable texts.

Sokolik (2003: 88) states that writing is a skill which is interactive and productive at the same time . Writing is interactive when the writer tries to fulfill an aim and convey a message to a reader and it can be considered as a productive when the writer writes something to clarify his/her thoughts to others. Alcorn (1999:2) adds that writing skill is a means to communicate with others on paper that needs independent thought in order to explain something which is not clear or to convey a message like solving a problem or conveyance of an information.

2.2.1 Teaching Writing

There are numerous justifications for encouraging children to engage in writing activities, both within and beyond the classroom. Firstly, writing provides learners

with an extended period of time for contemplation, which is not typically available during spontaneous speech. This provides kids with greater opportunities for language processing (Harmer, 2007 :112). To communicate with others, we use either speaking or writing a variety of messages to close or distant, known or unknown reader(s) . Effective communication is crucial in all aspects of our lives, including social interactions, work environments, and academic pursuits. This communication can occur through traditional means, such as handwritten letters, or technologically enhanced methods like email. Learning and promoting writing as a form of communication is essential for students during their language learning programme (Celce-Murcia, 2001:207) .

2.2.2 Approaches to Teaching writing

a. Product- oriented Approach

Many years ago, English language teachers have applied   product-oriented approach in teaching writing . The interest of this approach is on the correction of final learners' writing products. In teaching writing, the product-oriented approach cares on knowledge of linguistics, like accurate use of vocabularies, devices of language and grammar.

Brown (2004: 335) points out that in writing their works, learners have to follow three important points: (1) meet exact criteria of English rhetorical style, (2) use perfect grammar and (3) organization of the ideas should be arranged accurately to make the readers understand the text easily. Therefore, learners' writings will be measured according to some criteria like content, grammar, vocabularies, organization of ideas and techniques of writing (punctuation and spelling).

So, we can understand that the product-oriented approach focuses greatly on learners' final writing products. Writing activities are controlled by the teachers because final writing products are the aims of this approach. The learners should make efforts to avert errors in writing like vocabulary, spelling and grammatical forms.

b. Process-Oriented Approach

This approach focuses mostly on the process of how the learners enhance ideas and use them effectively in writing activities. Learners are given

opportunities to practise the writing process by organizing and expressing their ideas clearly.

Brown (ibid) mentions some typical activities which are used in the process approach (1) concentrate on writing process which leads to the written products, (2) help learners to understand their writing process, (3) give learners sufficient time to write and rewrite, (4) make learners find out what they want to write , (5) supply learners feedback through the process of composing, (6) make individual convention between learner and teacher during the composition process.

Finally, we can conclude that the focus must be on both obvious approaches and English teachers should be capable of keeping the balance between both approaches in teaching writing process.

2.2.3 Process of Writing

Richards and Renandya (2002: 316-17) point out that the process of teaching writing includes four main steps . They are planning (pre-writing), drafting, revising and editing . For each step, there are different tasks which can supply the learners the ability or encouragement to write a piece of writing. For example, in the planning step, teachers may assist the learners to enhance their writing ability in forming ideas by giving activities, like clustering, rapid free writing and brainstorming. The planned learning steps for the learners may be mentioned as follows:

1.Planning

A planning or pre-writing activity is a writing exercise designed to excite and motivate learners to engage in writing. In order to foster learners' writing skills, it is essential to provide them with exercises such as brainstorming, which aim to inspire their thoughts and enhance their writing abilities.

2.Drafting

At this step, the learners may concentrate on the fluency of writing activity without paying much attention to the grammatical accuracy. The learners are encouraged to write good content and their writings must be understandable and meaningful as far as possible in order to deliver messages to different people such as friends, classmates and family members.

3.Revising

The learners in this step, revise and review their writings in order to check how effectively they have delivered what they want say to the reader. It is not an easy activity to check language mistakes and it is done to develop the content. Therefore, the writer's aim is to clarify the text for the reader.

4.Editing

At this step, the learners are concentrate on tidying up their writings in order to be evaluated by the teachers. The main point in this step is the encouragement the learners need to check and edit their grammatical mistakes as well as spelling, punctuation and sentence structures. The writer (learner) also should put the answers of the following questions in his consideration.
 a. Have I ordered the ideas accurately?
 b. Have I used the correct prepositions?
 c. Have I used all the pronouns in the right way?
 d. Have I used the grammatical structures without mistakes?

2.2.2 Difficulties of Writing Skill

Students encounter challenges when composing paragraphs. To enhance one's writing skills and proficiency, it is essential to first identify issues related to sentence structure in order to compose coherent and well-structured paragraphs. Alfaki (2015) examines the linguistic challenges encountered by English as a Foreign Language (EFL) students during the writing process. These challenges encompass grammatical issues, mechanical errors, sentence structure problems, and difficulty with diction. According to Al Fada (2012), EFL students commonly struggle with the process of transformation in writing. Students hold the belief that once they are capable of generating sentences and paragraphs in their first language (L1), they will apply that knowledge to the target language. The complexity of mastering the ability of writing can be attributed to the existence of cultural disparities in the perception and comprehension of academic language across different nations (Klimova, 2014: 433-434).

Furthermore, writing can be influenced by social factors. The factors contributing to this phenomenon are a negative attitude towards the target language, limited progress in acquiring the foreign language, a significant social and psychological disconnect from the target culture, and a lack of integrative instrumental incentive for

learning (ibid). Muhammed et al. (2016) demonstrate that student writers encounter numerous challenges and obstacles during various phases of their educational journey. The challenges can encompass linguistic, psychological, cognitive, and educational aspects. Kellog and Raulerson (2007) emphasize the significance of "cognitive control" in writing, highlighting intentional exercises in the practice of college-level writers and providing evidence of their value. Additionally, they elucidate the issue of the efficacy of deliberate writing exercises. According to Kellog and Raulerson (2007), students need to engage in practice rather than receiving direct instruction in order to achieve proficiency in spelling, punctuation, grammar, diction, thesis statements, topic sentences, and cohesive paragraph writing. While these factors are really crucial, they alone do not suffice for achieving good writing. In the absence of practical application, pupils' knowledge remains dormant and fails to manifest in their written paragraphs. Mohammad (2018) posits that the students' errors stem from the disparities between English and Arabic, characterized by distinct laws, patterns, and structures.

2.2.2.1 Grammar

Hajana (2006) suggests that utilizing students' writing as the primary vehicle for discussing grammatical concepts is an effective method for enhancing the grammar skills of EFL students. Every coherent paragraph is readily comprehensible. Furthermore, Abdulmajeed & Hameed (2017) explicated that grammar is a discipline that lacks a straightforward resolution. It is arduous and intricate. Grammatical challenges can be categorized in the following manner:

a. Inappropriate utilization of verb tenses.

b. Concord between subject and verb

c. pertains to articles.

d. Syntax

e. Sentence structure identification

f. Sentence classification.

2.2.2.2 Spelling

Bancha (2013: 83) asserts that spelling errors occur when a pupil fails to concentrate adequately due to fatigue or disregard for word accuracy. The presentation of any written work relies on the organization of ideas into a written format. The English spelling system is a challenge for Iraqi students due to the influence of other languages, making it intricate and complex. According to Alenazi (2018), Arabic and English differ, particularly in their orthographic systems (spelling systems). Arabic is read from right to left, which leads to the categorization of problems into phonological and orthographical issues. Spelling issues can be categorized as follows: a. Incorrect orthography b. Ambiguous phonetics and graphemes.

2.2.2.3 Punctuation

Punctuation holds greater significance than spelling, as emphasized by Betham (2011: 37). Punctuation marks imbue words with significance and have the potential to alter their meaning if employed incorrectly. Harmer (2007) asserts that language encompasses various crucial aspects, including punctuation and capitalization. Put simply, as students engage in writing, they acquire a deeper understanding of the principles governing punctuation and capitalization. They rely on written assignments for all their classes, hence their tests necessitate writing, which Meyers (2006) describes as writing for the sole purpose of writing. The categorization of punctuation issues is as follows: a. Improper capitalization, b. Improper use of periods, and c. Improper use of commas.

2.2.2.4 Handwriting

Handwriting is a method of communicating language. It is a tool that facilitates students in articulating their ideas. However, it might lead to a deficiency or success in exams, as instructors may not allocate sufficient time to decipher the written content. Effective writing includes the dimensions, form, and typography of characters, as well as the gaps between words, which indicate legible penmanship. Handwriting issues can be categorized as follows:

a. Absence of spaces

b. The letters are written with errors. c. The manner in which the letters are written.

2.3 Speaking Skill

A large number of language learners in the world study English to extend their ability in speaking . It is not an easy activity to speak well using foreign or second language. Speaking can be used for different goals and each goal needs special activities or skills. For example, when we speak with our friends or with our people, we use random conversation in order to contact socially contact such as describing things, clarifying information, persuading the abut something and so on. (Richard & Renandya, 2002: 201).

Speaking can be considered as a productive skill which requires many things like pronunciation, grammar and discourse (Chastain 1998 : 330) .

Moreover, Rivers (1962:20)   states that speaking has the main role in enhancing reading and writing   because what we know of the language can be used orally or in written texts.

1. Methodology of the Study

This section mainly deals with the procedures of collecting data, population and sampling, and the instrument of the study which is a questionnaire . It is concerned with all the practical steps that lead to data analysis .

3.1 Population and Sampling

A population is defined as   '' the individuals who are interested in particular purposes, while the smaller which is chosen from the population to represent it is called a sample.'' (Bachman , 2006: 34 ; Best & Khan, 2006: 13).

The population of this study consists of teachers of English at secondary schools in Kirkuk Governorate, Iraq. The sample of this study is 30 teachers 21 female and 9 male during the academic year (2022/ 2023).

3.2 The Instrument of the Study

A questionnaire is used to obtain the necessary data of this study . The questionnaire mainly measures teaching writing and speaking by brainstorming technique, moreover other various matters as student book, activity book, role of teacher and student, teachers and   teachers' knowledge to improve English. The questionnaire contains 15 items. These items are (strongly agree / agree / uncertain / disagree / strongly disagree).

3.3 Validity of the Questionnaire

Validity is "the extent to which the interferences or decisions we make on the basis of test scores are meaningful, suitable and useful" (Mousavi,1999 : 441). Moore (2007: 315), says " validity refers to the degree to which a test measures what is meant to measure." Ebel (1972 :555) and Fulcher (2010 : 19) clarify that the instrument is valid   when it measures correctly what is wanted to measure.

In order to ensure the face validity of the questionnaire in this study, it was presented to a panel of university faculty members for evaluation. Each jury member is requested to identify comments, corrections, recommendations, and ideas regarding the appropriateness of the questionnaire's specifics.

3.4 Reliability of the Questionnaire

Reliability is defined as the stability of test scores to be consistently measuring the material under questions . Brown (2003: 20)   asserts that reliability is consistency of the scores or marks that assessors and teachers give to learners.

The reliability of a questionnaire can be determined using the Pearson correlation coefficient formula, which is used through the split-half approach. The Computed Pearson correlation coefficient of dependability is determined to be 0.75. The Spearman-Brown formula is employed to rectify the Pearson correlation of the outcome obtained via the split-half approach. The questionnaire's reliability in the study is 0.84.

3.5 Statistical Means

1. Pearson's Correlation Coefficient is used to compute the reliability of the questionnaire.

2. Percentage is used to find out the percentage of the questionnaire items.

4. Data Analysis

4.1 Data Analysis of the Questionnaire

After calculating teachers' responses by percentages of the questionnaire items, the following statistical values have been found , as mentioned in table (1).

Table (1)

Percentages of Teachers' Responses in the Questionnaire

No.	Items	Strongly agree	Agree	uncertain	Disagree	Strongly disagree
1	Teachers of English do not feel satisfied with using brainstorming in teaching writing activates.	0	8	0	17	5
2	Students are weak to express themselves.	18	7	0	0	5
3	Topics of writing in the textbook reflect real life situations.	12	8	0	5	5
4	After giving the students some instruction of writing, it is noticed they can write properly about other topics.	9	8	4	5	4
5	If teachers support learners with keywords, they can write or build a good composition.	10	8	2	5	5
6	As an English teacher, teachers encounter difficulties in teaching writing	8	10	1	7	4
7	Students prefer using simple ideas and everyday expressions.	15	8	0	5	2
8	Students always use literal translation of oral or written text.	12	7	1	4	6
9	English teachers use articles , magazines or short stories as authentic materials.	10	6	3	6	5
10	Students are unable to write long paragraphs.	15	8	0	5	2
11	Students are not interested in free writing .	13	9	3	4	1
12	The topics of writing suit students' level	17	7	0	3	3
13	Brainstorming encourages learners to write faster.	18	9	0	3	0
14	Through brainstorming, students can increase their vocabularies	20	4	1	2	3

15	Brainstorming is regarded as the best technique among the other techniques.	13	7	0	5	5
16	Students are interested in free speaking .	22	5	0	3	0
17	Students are unable to speak long sentences fluently.	21	4	1	2	2
18	teachers encounter difficulties in teaching speaking	19	3	3	3	2

The frequencies of each item responses by the sample have been counted to show the agreements and disagreement according to the likert scale which is constructed for the research. This distribution is presented exactly the same as the original questionnaire order. Whereas in ranking stage the order will be different from the highest frequencies to the lowest frequencies.

4.2 Ranking Teachers' Responses

After analyzing the questionnaire items and having the percentages , the ranking method is used to identify the highest and the lowest items according to the responses of the teachers, as seen in table (2).

Table (2)

Items Ranks of the Questionnaire According to Teachers' Attitudes Concerning Teaching writing and Speaking by Brainstorming Technique

No.	Items	Frequencies	Percentages	responses
1	Students are interested in free speaking .	22	73.3%	Strongly agree
2	Students are unable to speak long sentences fluently.	21	70	Strongly agree
3	Through the brainstorming, students can increase their vocabularies	20	66.6%	Strongly agree
4	teachers encounter difficulties in teaching speaking	19	63.6%	Strongly agree
5	Students are weak to express themselves.	18	60	Strongly agree
6	Brainstorming encourages learners to write faster.	18	60%	Strongly agree

7	The topics of writing suit students' level	17	56.6%	Strongly agree
8	Teachers of English do not feel satisfied with using brainstorming in teaching writing activates.	17	56.6%	Disagree
9	Students prefer using simple ideas and everyday expressions.	15	50%	Strongly agree
10	Students are unable to write long paragraphs.	15	50%	Strongly agree
11	Students are not interested in free writing .	13	43.3%	Strongly agree
12	Brainstorming is regarded as the best technique among the other techniques.	13	43.3%	Strongly agree
13	Topics of writing in the textbook reflect real life situations.	12	40%	Strongly agree
14	Students always use literal translation of oral or written text.	12	40%	Strongly agree
15	If teachers support learners with keywords, they can write or build a good composition.	10	33.3%	Strongly agree
16	As an English teacher, teachers encounter difficulties in teaching writing	10	33.3%	Agree
17	English teachers use articles , magazines or short stories as authentic materials.	10	33.3%	Strongly agree
18	Teachers of English do not feel satisfied with using brainstorming in teaching writing activates.	0	0%	Agree

After ranking the questionnaire items it has been found out that the ideas or the fields that got higher agreements among the participants of the selected sample are:

 1- students are unable to speak long sentences fluently 73% , 2- brainstorming students can increase their vocabularies 70 %, 3)teachers encounter difficulties in teaching speaking 66.6 % .

While the lowest level or percentages of agreements were for 1- As an English teacher, teachers encounter difficulties in teaching writing 0% , 2- English teachers use articles , magazines or short stories as authentic materials the percentage is 33.3%.

Teachers of English do not feel satisfied with using brainstorming in teaching writing activates. 33.3 % is the percentage of agreement among participants.

4.3 Discussion of Results

After analyzing data statistically it has been found that:

- Brainstorming is used from time to time in classrooms especially in secondary schools where the teachers could enable students raise their level in some skills.
- Teachers and students prefer such kind of procedures inside classrooms , because it has sufficient effect to give learners opportunity to practise with neglecting fear factor.
- Most of the teachers agree that brainstorming is a useful process for speaking and writing.
- It has been found out that the vocabulary level through speaking and writing can be increased through brainstorming , because such kind of activities can enable students to memorize and acquire more vocabularies through achieving specific tasks or objectives.
- Brainstorming has a big role in achieving language courses through translation, recognition of words , comprehension , also it enhances thinking and cognitive ability.

5.Concolusions, and Recommendations

5.1 Conclusions

The following conclusions have been arrived at :

1- Brainstorming has a significant role in teaching and learning English.
2- It is beneficial in teaching speaking and writing through suitable selected tasks that can be practiced inside secondary schools.
3- Brainstorming facilitates learning because it supplies learners with a lot of opportunities to achieve classroom works , group work , pair work. It enables learners to think and express ideas suit that the situation .
4- Students of secondary schools encounter difficulties in productive skills 'speaking and writing' and they need such kind of techniques 'brainstorming' to be practiced to raise self-confidence, cognitive abilities , mental and thinking level.
5- New vocabularies are ensured to be acquired by using brainstorming inside classrooms of secondary schools and thus   extending fluency and accuracy in writing and speaking can be guaranteed.

5.2 Recommendations

The following recommendations are to be considered:

1- Brainstorming can be used to teach other skills such as pre listening activities or pre-reading tasks in order to make listeners or readers ready enough for comprehending the selected text.
2- Grammatical structures can be supported by examples through brainstorming in order to give students opportunities to participate.
3- Brainstorming activities can be used as competitions among language learners because teachers should try to create such interesting situations from time to time.

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The Instrument

The Questionnaire of the Study

No.	Items	Strongly agree	Agree	uncertain	Disagree	Strongly disagree
1	**Teachers of English do not feel satisfied with using brainstorming in teaching writing activates.**	0	8	0	17	5
2	**Students are weak to express themselves.**	18	7	0	0	5
3	**Topics of writing in the textbook reflects real life situations.**	12	8	0	5	5
4	**After giving the students some instruction of writing, it is noticed they can write properly about other topics.**	9	9	4	5	3
5	**If teachers support learners with keywords, they can write or build a good composition.**	10	8	2	5	5
6	**As an English teacher, do you encounter difficulties in teaching writing?**	8	10	1	7	4
7	**Students prefer using simple ideas and everyday expressions.**	15	8	0	5	2
8	**Students always use literal translation of oral or written text.**	12	7	1	4	6
9	**English teachers use articles , magazines or short stories as authentic materials.**	10	6	3	6	5
10	**Students are unable to write long paragraphs.**	15	8	0	5	2
11	**Students are not interested with free writing .**	13	9	3	4	1
12	**The topics of writing suit students' level**	17	7	0	3	3
13	**Brainstorming encourages learners to write faster.**	18	9	0	3	0
14	**Through the brainstorming, students**	15	10	1	2	2

	can increase their vocabularies				
15	Brainstorming is regarded as the best technique among the other techniques.	13	7	0	5	5

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The Importance of Using Brainstorming for Improving Productive Skills in Secondary Schools in Kirkuk

Abstract

This study aims at finding out teachers' attitudes towards the importance of using brainstorming technique for improving productive skills in secondary schools in Kirkuk especially in writing compositions and speaking about different topics which are found in English textbook of sixth preparatory class. Sample of thirty male and female teachers is involved in this study. A questionnaire is constructed to find out the EFL teachers' attitudes towards the importance of brainstorming technique in teaching writing and speaking in sixth preparatory class, and the results of this study showed that brainstorming technique is very important in teaching writing and speaking in sixth preparatory class.