

أثر تكنيك الكتابة الذكية ٦-٣-٥ على تحصيل متعلمي اللغة الانجليزية كلغة اجنبية

في كتابة المقطوعات الانشائية

م.د. كاظم محمد موسى الشمري

م.م. أمير سلمان حسين اللبان

جامعة بابل/ كلية التربية الأساسية/ قسم اللغة الإنجليزية

**The Impact of Brain-writing 6-3-5 Technique on EFL Learners'
Achievement in Writing Compositions**

Lect. Dr. Kadhim Muhammad Musa Al-Shammari

Assist. Lect. Ameer Salman Hussein Al-Labban

University of Babylon/ College of Basic Education/ Department of English

bsc.kadhim.mohammed@uobabylon.edu.iq

ameer.salman@uobabylon.edu.iq

Abstract

The current study aims to find out how well EFL learners write compositions by examining the effect of the Brain-writing 6-3-5 technique. To achieve the study aim, it is hypothesized that there will not be a statistically significant difference between the performance of the experimental group—those who receive composition instruction using the Brain-writing 6-3-5 technique—and that of the control group—those who receive composition instruction by the traditional way. For the academic year (2022-2023), the sample consisted of 60 students divided into two equal-sized groups who were second stage students at the College of Basic Education/University of Babylon.

The control group received traditional instruction while the experimental group received instruction using the Brain-writing 6-3-5 technique. Mean, Standard Deviation, and t test are the statistical instruments used. The difference between the two mean scores of the treatment groups is statistically significant at the 0.05 level in favor of the experimental group, according to the results of the statistical analysis of the data using the t-test formula for two independent samples. Conclusions and suggestions for additional research are stated in light of the findings of the study.

Key Words: (Brain-writing 6-3-5 Technique, Writing, Composition, Achievement)

المستخلص:

تهدف الدراسة الحالية إلى معرفة أثر تكنيك الكتابة الذكية ٦-٣-٥ على تحصيل متعلمي اللغة الانجليزية كلغة اجنبية في كتابة المقطوعات الانشائية. لتحقيق هدف الدراسة ، يُفترض أنه لا يوجد فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية (التي تدرس مادة الانشاء باستخدام تكنيك الكتابة الذكية وتلك الخاصة بالمجموعة الضابطة (التي تدرس مادة الانشاء وفقاً ل الطريقة الاعتيادية. تمثلت العينة بطلاب المرحلة الثانية في كلية التربية الاساسية / جامعة بابل للعام الدراسي (٢٠٢٢-٢٠٢٣) وعددهم ٦٠ طالبا موزعين على مجموعتين متساويتين في العدد، المجموعة التجريبية تم تدريسها بواسطة تكنيك الكتابة الذكية والمجموعة الضابطة تم تدريسها وفقاً للطريقة التقليدية، الأدوات الإحصائية المستخدمة هي (المتوسط ، الانحراف المعياري ، اختبار t). تبين بعد اجراء المعالجة الاحصائية أن الفروق بين متوسطي درجات مجموعتي المعالجة ذات دلالة إحصائية عند مستوى ٠.٠٥ لصالح المجموعة التجريبية.

في ضوء نتائج الدراسة، تم طرح عدد من الاستنتاجات والتوصيات لمزيد من الدراسات المستقبلية.
الكلمات المفتاحية: (تكنيك الكتابة الذكية - الكتابة - الانشاء - التحصيل)

1. Introduction

1.1. The Problem and Significance of the Study

Writing is a crucial invention in human history, providing a permanent record of data, viewpoints, and ideas. It enables sharing information and communication with future generations. Writing proficiency is essential for learning the English language, as it requires both spoken and written text production. Teaching young children, adolescents, and adults requires different needs, competencies, and cognitive abilities. Students struggle with structuring ideas, selecting appropriate dictions, and using grammar in class.

Students often lose interest through the learning process and become bored. To address this issue, teachers need to employ various techniques to enhance writing skills and encourage original thinking. Techniques involve performing or executing artistic or scientific tasks, while thinking is a fundamental skill for writing. English teachers should help students think more clearly and have fun while learning through techniques like the brain writing 6-3-5 technique.

Brainwriting helps students develop their thoughts by generating ideas and writing them down on paper. Researchers will use the brainwriting 6-3-5 technique to make recount text easier for students. Group ideas from one student can inspire others, and receiving inspiration from friends makes it easier for them to come up with ideas. This technique fosters motivation and encourages students to comprehend and produce recount text effectively.

1.2. Aim of the Study

This study aims at investigating the impact of Brain-writing 6-3-5 technique on EFL learners' achievement in writing compositions.

1.3. Hypotheses of the Study

- It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the experimental group, which is taught by Brain-writing 6-3-5 technique, and those of the control group, which is taught by the traditional method on their achievement in the posttest of writing compositions.
- It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the experimental group, which is taught by the Brainwriting 6-3-5 technique on their achievement in the pre- and posttests of writing compositions.
- It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the control group, which is taught by the traditional method on their achievement in the pre- and posttests of writing compositions.

1.4. Limits of the Study

The present study is limited to:

a. Place limits:

University of Babylon/ College of Basic Education/ Department of English.

b. Subjects limits:

Second stage students.

c. Time limits:

The first semester of the academic year 2022-2023.

1.5. Definitions of the Basic Terms

1.5.1. Impact

A development intervention's long-term effects can be either intended or unintended, positive or negative, primary or secondary (Hearn and Anne, 2016: 8).

15.2. Brain-Writing 6-3-5

As Higgins (1994) suggests "The name of this method is derived from the fact that six people produce three new ideas in three columns within five minutes. After five minutes the paper is passed on to the next person, who adds his or her variations to these ideas. This process is repeated six times until all the participants have contributed to all the papers. Theoretically, within thirty minutes the group can produce 108 ideas; realistically, by the time you allow for duplications, perhaps sixty good ideas emerge. Still, this is a very productive effort."

2. Literature Review

2.1. Writing

Writing is an important communication skill since it helps people in many different areas of their lives, including academics, careers, and hobbies. Numerous studies have shown that engaging in writing activities has positive effects on people's mental, physical, and emotional health.(Brandt, 2001).

Writing allows for the external storage of data that may be represented symbolically (such as numbers, words, letters, pictures, or formulae) and then can be evaluated, criticized, duplicated, and altered. Writing may be helpful for cognitive development since it provides enough opportunity for the practice and reinforcement of skills such as attentional concentration, planning and foresight, thought structure, and reflective contemplation. Readers who are curious in the effects of writing on intelligence and reasoning should keep reading. (Smith, 2018).

Being able to write well is being able to put together a coherent and compelling piece of writing that accomplishes something. Students, for instance, might use a narrative style and argumentative tactics while writing an interesting and engaging tale in order to meet the demands of a certain setting (such as a homework or test) (Cheung, 2016)

2.2. Sub-processes of Writing

Writing may be broken down into four separate stages, as described by Paltridge et al. (2009). In the first, conceptualizing, stage, authors come up with and select potential topics for their work, and then arrange these topics into a coherent structure (for example, an essay needs an introduction, body, and conclusion). The second step is known as "formulating," and it entails composing whole words out of one's thoughts. The next step is revision, in which the writings are rewritten and enhanced with adding of some changes to the content, language, or mechanics as necessary. Reading is the fourth component. The writers read the essay's instructions. They read in order to research their essay subject. They look through their essays to make sure that they have addressed the questions asked. As such, the linear process model may "under conceptualize and oversimplify" the creative writing procedure.

2.3. Academic Writing

College and university courses often require students to produce academic writing. Academic writing is not the same as writing for fun or to express oneself creatively. It is also not the same as the sort of writing that you do while you compose emails or letters to your loved ones. Slang, abbreviations, and unfinished phrases are acceptable in creative and personal writing because of the relaxed tone. Academic

writing is official , therefore, avoid using informal language such as slang or contractions. It is also important to use proper punctuation and structure while writing. There may likely be differences between academic writing in the original language and English. One may find that the vocabulary, syntax, and structure of sentences change from what he is accustomed to. Some individuals may even find the English writing style to be difficult, repetitious, and rude (Oshima and Hogue, 2007).

Therefore, it is crucial for instructors to have an in-depth understanding of the processes and abilities involved in writing. According to this point of view, writing is not an intrinsic talent or unconscious routine, but rather a professional certification that can be earned via practice and study. Learning to write, even in a native language, is like learning a second language. The term "native speaker" of writing does not apply to anybody. Almost everyone picks up the pen at some point throughout his or her schooling. As such, it is important to inform pupils that few writers have a 'native' mastery of English as a writing language. Students who want to write effectively should acquire the necessary skills via direct instruction and consciously develop their writing abilities (Canagarajah, 2006).

2.4. Composition

A collection of ideas and thoughts is called a composition. The title of a piece of writing indicates whether it is fictional or nonfictional. In other words, it is the writer's method of putting together thoughts and ideas into phrases. The activity of writing itself, the nature of the topic of writing, and the written work itself are all examples of composition (Nordquist, 2019).

To start with, a successful composition needs an engaging **introduction** that ushers the reader into the author's worldview. It ought to be succinct, clear to understand, and engaging, with a **body** that logically and clearly expresses the writer's ideas, and a **conclusion** that draws out the narrative's meaning (Oyedele and Chikwature 2016).

2.5. Skills of Writing a Good Composition

Dawson and Yong (2008) state that a good composition requires a variety of skills. Among these skills are legibility, fluency, precision, inventiveness, and originality. A piece of writing is legible if it is enjoyable to both the author and the reader. To be "fluent," the script has to be written such that the ideas unfold naturally. Word agreement, proper use of phrases, words, proverbs, paragraphing, punctuation, etc., are all components of accuracy. Part of being creative is coming up with original writing that employs novel, but technically accurate, vocabulary and idioms and builds tension. To be considered original, a work of writing must be completely different from anything else ever written.

2.6. Brainwriting

Brainwriting, sometimes called individual brainstorming, "is a method for rapidly generating ideas by asking participants to write their ideas on paper (or online) and exchanging written ideas rather than shouting those ideas out as happens during traditional brainstorming (Brahm & Kleiner, 1996). Table 2.1 is a scorecard that highlights the relative investment needed to conduct a brainwriting session and when brainwriting is most useful" (Wilson, 2013: 44).

Brainwriting 6-3-5 is one of example from Brainwriting with related stimuli. In this study, the researcher will discuss Brainwriting 6-3-5 technique and try to apply in

teaching recount text. Brainwriting technique is a technique developed at the Battelle Institute in Frankfurt, Germany in the 1970. Brainwriting 6-3-5 means 6 in a group-3 ideas per round- 5 minutes per round.

2.6.1. Procedures

Higgins (1994) and Wilson (2013) state that there are certain procedures to be followed in order to plan an interactive brain-writing session. These procedures are:

Planning an Interactive Brainwriting Session

Brainwriting is a strategy that involves presenting a brief explanation of the key aspects of the process. Participants are asked to think about the inquiry or subject matter, which can be written down on blank pages to maintain concentration. Before introducing the strategy to a random group, a smaller, more welcoming group should be tested, and feedback should be gained from the practice group. Determining the duration of writing time, dispersion of lists, and writing period to ensure a positive impression. The most crucial aspect is how to track and share ideas for feedback, whether through printouts or board-based methods.

Conducting an Interactive Brainwriting Session

Brainwriting sessions are a great way to stimulate preliminary consideration in students. Participants are asked to make a short list of two or three ideas in response, which can be done with smaller groups but would be impractical in a big meeting setting. The facilitator should explain the purpose of the session and the duration, focusing on ideas for a new product or queries about consumers and their jobs.

The team should be provided with blank forms or sheets of paper to use for brainwriting, with everyone filling in as many spaces as they can until time is called for an iteration. The facilitator should emphasize quantity over quality and ensure all contributions are legible. There is no need to provide authors' names or list contributors to the ideas.

When the facilitator says "go," everyone in the classroom starts writing and keeps going until they are told to stop. The second person should peruse the first's written thoughts and expand upon them, emphasizing the value of reading through all the ideas on a sheet to spark more thought and creativity. Three to five iterations, each lasting two to five minutes, are often used in this procedure.

The facilitator should explain what they plan to do with the selected elements from the brainwriting for further investigation, ensuring everyone's contributions will be used in the final product or to address the issue at hand. If anyone has any inquiries regarding brainwriting, they should launch into the first brainstorming session and set a timer or check the clock before beginning.

After the brainwriting session is over, all the ideas should be compiled and presented to everyone for review. Reading through and asking questions about anything that isn't obvious, and further components may be introduced at this stage.

After the Brainwriting Session

Sharing thoughts with the group to see others' ideas and removing authorial identifiers to avoid confusion. Cataloging all ideas in a database, such as an idea board, to categorize them for future use. Developing a strategy to learn about crucial factors by creating a matrix of options, weighing their pros and cons, and choosing the most sensible ones based on the constraints. Monitoring the number of ideas generated and their implementation to enhance product usability.

1.6.2. Uses

1. Developing ideas and solutions to issues in big groups.
2. Getting ideas from organisations that don't get along.
3. Getting inquiries from an internal or external group when you only have 515 minutes.
4. Obtaining feedback from silent folks.
5. Gathering input in nations, business cultures, or circumstances where typical group brainstorming may be frowned upon (Higgins, 1994).

1.6.2. Strengths

Wilson (2013) lists a number of strengths. They are as follows:

1. In brief meetings, it may be used to quickly generate questions and ideas.
2. It has low training requirements for both participants and leaders.
3. Unlike group brainstorming, where a skilled facilitator is encouraged, little facilitation is needed.
4. It is a more effective alternative to conventional group brainstorming, for four reasons.
5. It may be used in conjunction with other creative methods, such as group brainstorming, to boost the total number of ideas for a given subject or issue.
6. It lessens the likelihood of friction inside heated debates.
7. It is a great method to encourage quiet coworkers to contribute during brainstorming sessions.
8. It lessens the likelihood of social conformity (though some individuals may stick to tried and true stances or solutions even when their ideas are not directly under review from the group, so brainwriting is not foolproof).
9. When working in a culture (or with a multi-cultural group) where participants in a brainstorming session may feel ashamed to voice fresh or unconventional ideas face-to-face, this method might help ease their nervousness and facilitate more creative thinking.
10. It lessens the chances of assessment anxiety and manufacturing bottlenecks.

1.6.3. Weaknesses

1. It is not as well-known as the more popular group brainstorming technique.
2. It lacks the camaraderie of a group brainstorming session. Participants record their thoughts on paper without discussing them with others.
3. As a means of team building, it may not be as effective as more conventional group brainstorming.
4. Participants may feel limited in their ability to communicate their thoughts in writing.
5. Having to transcribe and analyze, handwritten material might be a challenge for the transcriber (Wilson, 2013).

Methodology**3.1. Population and Sample****a. Population**

Population is the target group under investigation. It is the entire set under consideration (Noori, 2021: 39). The research population was defined by the 135 males and females second stage students of the English Language Department in the College of Basic Education/ University of Babylon/ Morning Studies for the academic year (2022/2023).

b. Sample

Research sample refers to a part of a population selected (Mousavi, 1999: 335). It is any part of a population of individuals on whom information is obtained (Fraenkel and Norman, 2006: 107).

The researchers randomly chose 60 student to apply the research experiment. The students, then, were divided into two equal in size sections, one of which represents the experimental group with (30) male and female students, and the control group (30) male and female students.

Table 3.1. Research Sample

Group	Total number
Experimental	30
Control	30
Sum	60

4. Presentation of Results**4.1. Findings of the First Null Hypothesis:**

To represent the findings of the first null hypothesis, which states that (It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the experimental group, which is taught by Brain-writing 6-3-5 technique, and those of the control group, which is taught by the traditional method on their achievement in the posttest of writing compositions.), the post-achievement exam was administered to both the experimental and control groups of students, and after statistically correcting and analyzing the data, the arithmetic mean, variance, and standard deviation of the two study groups were computed. Using a two-sample t-test, it was clear that the experimental group had a statistically significant advantage at the level (0.05). The average scores of the students of the experimental group were (35.56) with a standard deviation of (4.012), while the average scores of the control group students were (24.23) with a standard deviation of (4.44), and the calculated t-value (4.006) was greater than the tabulated t-value (1.671), with a degree of freedom of (58). Table (4.1.) demonstrates this:

Table (4.1) The Achievement Test t-test Results for Two Independent Samples of the Two Research Groups

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	
Experimental	30	35.56	4.012	58	4.006	1.671	Statistically significant
Control	30	24.23	4.44				

As seen above, there is a statistically significant difference in mean achievement test scores between the two research groups, with the experimental group outperforming. According to this study, students in the experimental group who studied using the Brainwriting 6-3-5 technique outperformed students in the control group who studied traditional way on the achievement test. As a result, the alternative hypothesis is accepted, whereas the null hypothesis is rejected.

4.2 Findings of the Second Null Hypothesis:

To represent the findings of the second null hypothesis, which states that (It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the experimental group, which is taught by the Brainwriting 6-3-5 technique on their achievement in the pre- and posttests of writing compositions), the post-achievement exam was administered to both the experimental and control groups of students, and after statistically correcting and analyzing the data, the arithmetic mean, variance, and standard deviation of the two study groups were computed. Using a two-sample t-test, it was clear that the experimental group had a statistically significant advantage at the level (0.05). The average scores of the students of the experimental group in the pre-test were (29.7), while the average scores of the same group in the posttest were (35.56) with a standard deviation of (4.012), and the calculated t-value (7.568) was greater than the tabulated t-value (1.671), with a degree of freedom of (58). Table (4.2.) demonstrates this:

Table (4.2) The Achievement Test t-test Results of the Experimental Group

Group	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically significant
Experimental	30	35.56	4.012	58	7.568	1.671	

As seen above, there is a statistically significant difference between the mean scores of the experimental group students in the pre- and posttests of writing compositions. The experimental group students recorded a significant development in the posttest therefore the alternative hypothesis is accepted, whereas the null hypothesis is rejected.

4.3 Findings of the Third Null Hypothesis:

To represent the findings of the third null hypothesis, which states that (It is hypothesized that there is no statistically significant difference at P 0.05 between the mean score of the control group, which is taught by the traditional method on their achievement in the pre- and posttests of writing compositions), the post-achievement exam was administered to both the experimental and control groups of students, and after statistically correcting and analyzing the data, the arithmetic mean, variance, and standard deviation of the two study groups were computed. Using a two-sample t-test, it was clear that the experimental group had a statistically significant advantage at the level (0.05). The average scores of the students of the control group in the pre-test were (24.86), while the average scores of the same group in the posttest were (24.23) with a standard deviation of (4.44), and the calculated t-value (0.780) was smaller than the tabulated t-value (1.671), with a degree of freedom of (58). Table (4.3.) demonstrates this:

Table (4.3) The achievement test t-test results of the control group

Group	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically insignificant
Control	30	24.23	4.44	58	0.780	1.678	

As seen above, there is a statistically significant difference between the mean scores of the control group students in the pre- and posttests of writing compositions. The control group students did not record a significant development in the posttest therefore the alternative hypothesis is rejected, whereas the null hypothesis is accepted.

5 Conclusions and Suggestions

5.1 Conclusions

Based on the result of the analysis, the researchers concluded that:

- a. Brainwriting 6-3-5 instruction improves student achievement in writing compositions, leading to progress and enjoyment in coursework-based learning.
- b. Following the use of the 6-3-5 technique for teaching brainwriting, student engagement increased.

5.2 Suggestions

1. For the English Language Teacher

The 6-3-5 brainwriting technique is an intriguing method for teaching writing, piqued students' motivation and interest in the learning process. It encourages creativity and idea generation. Writing is a challenging subject, so English teachers should create an engaging learning environment using media, quizzes, or games for students. Teachers can engage students in English learning activities by learning teaching methods and games from various sources, such as magazines, books, newspapers, and the internet. They can also create original solutions based on creativity.

2. For the Students

Students should pay close attention to teacher's English lessons and push themselves to learn and use English, especially in recount texts.

3. For the Researchers

Researchers can use this study as a model for their own research on the same subject, addressing limitations and using the same methodology across various genres and topics.

References

- Brandt, D. (2001). *Literacy in American lives*. New York, NY: Cambridge University Press.
- Canagarajah, A. S. (2006). *Negotiating the Local in English as a Lingua Franca*. *Annual Review of Applied Linguistics*, Vol. 26, 197-218.
- Cheung, Y. L. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Eds.), *English Language Teaching Today: Building a Closer Link between Theory and Practice*. New York, NY: Springer International.
- Dawson, D and Yong, J. (2008). *Structures and Skills in English, New Edition Book 4*. Harare: Longman.
- Fraenkel, J. R. and Norman E. Wallen (2006) *How to Design and Evaluate Research in Education* 6th edition. McGraw-Hill Companies. Inc.
- Hearn, Simon and Anne L. Buffardi (2016) *What is Impact*. (Online) Retrieved on April 10th 2023 from <https://odi.org/en/publications/what-is-impact/>.
- Higgins, James (1994) *101 Creative Problem Solving Techniques. The handbook of new ideas for business*. New Management Publishing Company, Florida: USA.
- Mousavi, Seyyed Abbas (1999) *A Dictionary of Language Testing* 2nd Edition. Tehran: Rahnama Publications.

- Noori, Abdullah (2021) *Glossary of Key Terms in Educational Research*. Afghanistan: Kabul University.
- Nordquist, R. (2019) *What is a Composition?* Thought Co., UK: Georgia University.
- Oshima, A. and Hogue, A. (2007) *Introduction to Academic Writing*. Pearson, Longman: USA.
- Oyedele, V., and Chikwature, W. (2016). *English composition writing skills at ordinary level and its effects on students' performance in three day Secondary School in Matara District, Manicaland*. *European Journal of English Language*. 3, 60–74
- Paltridge, B., Harbon, L., Hirsh, D., Shen, H. Z., Stevenson, M., Phakiti, A., & Woodrow, L. (Eds.). (2009). *Teaching Academic Writing: An Introduction for Teachers of Second Language Writers*. Ann Arbor, MI: The University of Michigan Press.
- Smith, M. C. (2018). *The Importance of Writing*. Northern Illinois University.
- Wilson, Chauncey (2013) *Brainstorming and Beyond A User-Centered Design Method*. Elsevier.