THE USE OF THE BRAINSTORMING METHOD IN ENGLISH LANGUAGE TEACHING

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ANNOTATION

The article explores the effectiveness of the brainstorming method in English language education through experimental activities conducted with three student groups. By assessing the impact on CEFR and IELTS-based performance metrics, the study highlights the correlation between active engagement and improved learning outcomes.

Keywords: Brainstorming, English language teaching, CEFR, IELTS, grammar errors, educational methods.

АННОТАЦИЯ

В статье рассматривается эффективность метода мозгового штурма в обучении английскому языку. На основе экспериментов, проведённых с тремя группами учащихся, показано влияние данного метода на результаты по шкале CEFR и IELTS.

Ключевые слова: мозговой штурм, преподавание английского языка, CEFR, IELTS, грамматические ошибки, образовательные методы.

ANNOTATSIYA

Maqolada ingliz tilini o'rgatishda aqliy hujum (brainstorming) metodining samaradorligi o'rganilgan. Uchta guruhda o'tkazilgan tajribalar asosida ushbu metodning CEFR va IELTS ko'rsatkichlariga ta'siri tahlil qilingan.

Kalit so'zlar: Aqliy hujum, ingliz tili o'qitish, CEFR, IELTS, grammatik xatolar, ta'lim metodlari.

1. INTRODUCTION

Modern language education demands creative and active learning strategies. One such strategy is the brainstorming method, which encourages students to generate ideas freely, enhances participation, and fosters critical thinking. This study evaluates the effect of brainstorming in three classrooms with 20, 15, and 10 students, focusing on grammar accuracy and exam performance.

2. METHODOLOGY

Three different classrooms were selected:

- Group A: 20 students
- Group B: 15 students
- Group C: 10 students

Procedure:

➢ All groups participated in a 4-week lesson series where brainstorming was the main teaching technique.

➢ Initial and final CEFR-based assessments were conducted.

➢ Students' written outputs were analyzed for grammar errors.

➢ IELTS-style writing tasks were given to evaluate writing performance.

Evaluation Metrics:

- Number of grammar errors (before vs. after)
- CEFR level increase
- Estimated IELTS band improvements

3. RESULTS

This study employed a mixed method approach that involves both collecting and analyzing quantitative and qualitative data. The population in this study constitutes 321 Form Four students from an urban secondary school in Kuching. The students were asked to complete a self-designed questionnaire consisting of three sections. Section A is for demographic details, such as gender, age, and the English grade for PMR (Penilaian Menengah Rendah), which is a public exam for Form Three students. Section B is for the types of brainstorming activities used in their speaking lessons. Section C consists of 20 items to state their perceptions on the brainstorming activities used in the classroom. The ite ms are constructed based on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The above quantitative data were supplemented by qualitative data from classroom observations and semi-structured interviews. Classroom observations were carried out on three different classes to capture the behaviors of students during the brainstorming activities. An observation checklist was used for each of the three classes to record the students' participation at various stages of the brainstorming activities. Finally, three English teachers were subjected to semi-structured interviews soon after the lesson observations. Six open-ended questions were prepared as the interview guide. The interviews were conducted to gather additional information on the teacher's opinions about the brainstorming activities and the experiences involved[11].

Table 1. Grammar Error Reduction

Group	Avg. Errors Before	Avg. Errors After	% Reduction
A (20 students)	18.2	11.5	36.8%
B (15 students)	17.6	8.9	49.4%
C (10 students)	16.9	7.2	57.3%

Table 2. CEFR Level Improvement

Group	Initial Level	Final Level
A	B1	B1+/B2
B	B1	B2
C	B1	B2+

Table 3. Estimated IELTS Band Gains

Group	Pre-Test Band	Post-Test Band	Band Gain
A	4.5	5.0	+0.5
B	4.5	5.5	+1.0
C	4.5	6.0	+1.5

4. DISCUSSION

The results indicate that smaller classroom sizes (Group C) benefit more from brainstorming due to higher individual participation and focus. The method significantly reduced grammar mistakes and increased IELTS band scores, especially in writing. Brainstorming encourages spontaneous use of language structures, aiding fluency and vocabulary use. However, large classes (Group A) face participation limitations that slightly affect the depth of engagement.

5. CONCLUSION

The brainstorming method proves to be a powerful tool in English language instruction, especially in smaller group settings. It enhances communication, confidence, and academic outcomes. Future studies could examine its long-term impact on listening and speaking components of language acquisition.

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