

**The Use of Brain Storming Strategy To Enhance  
Communication & Self Expression among Fourth Graders  
of El Sayyeda Aisha Primary School in Beni-Suef**

**By**

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**Abstract**

The current study investigated The Use of Brain Storming Strategy To Enhance Communication & Self Expression among Fourth Graders of El Sayyeda Aisha Primary School in Beni-Suef. Lists of these skills were directed through a pre- test, followed by implementing a program based on Brain Storming Strategy for teaching these skills. A pre-posttest based on the program, was made, submitted to the Jury for modifications and validation. A pre-test was made for one group. After teaching the group using the program, a post-test was made for one group. The results showed a clear progress in the performance of the group. Thus the brainstorming strategy proved effective in enhancing these skills. The results were put in tables, analyzed and followed by the final conclusion of the research, recommendations and suggestions for further researches.

**Key words**

Brain Storming Strategy

Communication

Self-Expression

Fourth Graders of El Sayyeda Aisha Primary School in Beni-Suef

## فاعلية استخدام استراتيجية العصف الذهني في تطوير بعض مهارات التواصل والتعبير عن النفس في اللغة الإنجليزية لدى تلاميذ الصف الرابع بمدرسة السيدة عائشة الابتدائية ببني سويف

### مستخلص الدراسة

هدفت الدراسة الحالية إلى إثبات فاعلية استخدام استراتيجية العصف الذهني في تطوير بعض مهارات التواصل والتعبير عن النفس في اللغة الإنجليزية لدى تلاميذ الصف الرابع بمدرسة السيدة عائشة الابتدائية ببني سويف ، وقد تم تصميم قوائم بهذه المهارات ثم بناء اختبار تمهيدي يغطي هذه المهارات ، تلاه تدريس بعض وحدات الكتاب المقرر باستخدام استراتيجية العصف الذهني لتعليم هذه المهارات وقد تم إجراء اختبار قبلي على أساس البرنامج ، وتقديمه إلى لجنة التحكيم لإجراء التعديلات والتحقق من صدقه وثباته ثم تعليم المجموعة باستخدام البرنامج ، كما تم إجراء اختبار بعدى للمجموعة .وقد أظهرت النتائج تقدما واضحا في أداء المجموعة بعد استخدام استراتيجية الصورة المرئية ، وهكذا أثبت تجربة التدريس باستخدام استراتيجية العصف الذهني فعاليتها في تعزيز هذه المهارات لدى التلاميذ .وقد وضعت النتائج في جداول وتم تحليلها وتلاها الاستنتاجات النهائية للبحث ثم التوصيات والمقترحات لما يستجد من البحوث في هذا المجال.

### الكلمات المفتاحية

استراتيجية العصف الذهني  
التواصل والتعبير عن النفس  
طلاب الصف الرابع بمدرسة السيدة عائشة الابتدائية

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**BACKGROUND AND PROBLEM**

**Introduction**

Language is as the ability to obtain as well as use complex systems of communication which enable the user to express himself orally and openly. It also takes a central role and foundstone in the development of intellectual, social, and emotional life of the learner. Nowadays, as an international language, English has been taught in all levels of formal schools throughout the world. Although English is only as a second language in many countries , it becomes an essential means of communication in some occasions, for example, job vacancy opportunities, education, trade transactions, social-cultures,aviation,politics and many others areas where language becomes inevitable and urgently required.

English is a global language. It is so common that one out of five people can speak or understand this language. Further, learning the English Language can help in getting a job easily. As it has become the language of many fields, it automatically increases the chances of landing a good job in a good company speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

It is taken for granted that teaching speaking is not far different from teaching English for other skills such as writing, grammar, vocabulary, listening, and many others which can be said to represent the core of dealing with this foreign language . Balitbang Depdiknas (2002:42), indicated that the goal of teaching and learning English is improving the four English skills consisting of the mastery of the receptive skills (reading and listening) and the knowledge of the productive skills (speaking and writing), within a specified word level and relevant grammatical structure. Thus, before teaching in the classroom, it is suggested that the teacher will be expected to have an idea about what

materials needed are and how the condition required for teaching in the class is. Furthermore, teaching English by using syllabus and lesson plan is the essential and alternative way in teaching as well as being the core of teaching and learning at the faculties of Education because it contains pre-teaching, process-teaching, and post-teaching which can help the learning process run effectively. A teacher also has to know about what the appropriate approach he will adopt to identify the students' characteristics in the process of learning and adopt the most effective way in enhancing their sundry skills and improving them.

This qualitative research aimed to investigate the use of brain storming strategy to train peoples to express themselves and communicate well, interestingly and more efficiently. Data from observation and previous experiments showed that using brainstorming is one among the most excellent and effective ways to create an exciting learning process, where the students can understand the lesson more efficiently and can be more enthusiastic to communicate English with others. Also, brain storming strategy has enabled them to practice free speaking and communicate English regularly even outside the class with the outer society, in addition to mastering the material better and improving their English speaking skills.

Teaching speaking is difficult. Some factors are underlying this; for example, most students do not have the confidence to speak up possibly because they have less vocabulary and are influenced by their visible mother tongue. Additionally, they naturally have less motivation to improve their English, so their speaking ability is never improved. The other factor of traditional teaching method can also be the cause, for instance, the teaching method is not appropriate with the condition classroom, teaching material is not suitable with the students' needs, student's ability to receive and understand English subject that is various and the environment is not right to teach English.

Communication can best be summarized as the transmission of a message from a sender to a receiver in an understandable manner. The importance of effective communication is immeasurable in the world of business and in personal life. From a business perspective, effective communication is an absolute must, because it commonly accounts for the difference between success and failure or profit and loss. It has become clear that effective business communication is critical to the successful operation of modern enterprise. Every business person needs to understand the fundamentals of effective communication. (Nick Sanchez : ND)

Communication is fundamental to the existence and survival of humans as well as to an organization. It is a process of creating and sharing ideas,

information, views, facts, feelings from one place, person or group to another. Communication is the key to the Directing function of management.

<https://www.toppr.com/guides/business-studies/directing/communication>

Children with complex communication needs (CCN) who use augmentative and alternative communication (AAC) often need more time to process and respond when communicating with others. This study employed a survival analysis approach exploring child response-time patterns following different communication opportunities for young children with CCN who use AAC. The results showed a median of 1.87 s response time with significant individual variability. Children took less time to communicate following a choice or a question than following a comment. AAC modeling was also associated with shorter response times. Additionally, the more opportunities that occurred without a child response, the longer child response time tended to be. Our findings suggest that if the child does not make a response attempt, instead of repeating communication opportunities, communication partners should consistently wait and use questions and choices along with modeling to increase child communication [Sun T. et.al.\(2023\)](#)

A manager may be highly qualified and skilled but if he does not possess good communication skills, all his ability becomes irrelevant. A manager must communicate his directions effectively to the subordinates to get the work done from them properly.

First of all, it is a global language. It is so common that one out of five people can speak or understand this language. Further, learning the English Language can help in getting a job easily. As it has become the language of many fields, it automatically increases the chances of landing a good job in a good company

#### **Context of the problem**

The researcher observed weakness in the performance of fourth graders of Essayyeda Aisha Primary School in Beni-Suef in speaking and self-expression. The researcher found a clear weakness in speaking and self-expression under the regular methods of teaching. He noticed that through their weak performance and low marks in the pre-test. The researcher applied a pre-test to his pupils to know something about their communication and self-expression in a correct way. He found that they deal with the word formation weakly and don't write the words in a correct way that is why he thought of using this new procedure. He found

a clear weakness in their speaking and self-expression through the results of the prepost-test. He began a whole program based on visual image strategy and different activities to develop their communication and self-expression thus increase their academic performance. Through observations and drills in addition to his career as a teacher he noticed that most of the teachers suffer from this problem in their pupils. When the teacher asked his pupils to speak and express themselves he found a clear weakness in their speaking, more weakness when he asked them to repeat these words or identify themselves and, in turn, their oral competency seemed low.

The researcher selected a group of fourth graders of Essayyeda Aisha Primary School in Beni-Suef randomly and began to test their ability to express themselves in a good manner. He gave them some drills on these skills where he let them speak and express themselves, followed by a test to assess their communication and self-expression. The results showed a clear deficiency in communication and self-expression among those pupils. That happened when he ordered to stand one by one and asked each one to speak about his name, his age, his grade, his family members, preferences, hobbies, his likes and dislikes. Some of them almost didn't utter a word. Then the researcher designed many free sessions of brainstorming where he said I want everyone to stand and speak about these same elements where he was surprised by them raising their hands in a storm of competition where everyone wanted to stand and take his chance to speak, communicate and express himself.

As far as the researcher knows, the weakness communication and self-expression must have a very negative effect on dealing and corresponding with formation their society afterwards. The person who does not have the ability and lacks the techniques of communication and self-expression in a correct way will lose many elements of the communication and self-expression and consequently will lose a lot of information included in the message of speech. Hence, he will not benefit from the experience of others or proceed in his life and career. Therefore, a concentration on that skill should be clear when dealing with the field of teaching and learning as the experience of the teacher shifts to his learner via this skill. Based on that perception special classes should be designed and well prepared for learners who are weak in speaking and self-expression. These classes can be supplied with the latest communication techniques and technology.

Despite the importance of these skills, they receive no attention in schools. There may not be sessions allocated to teach pupils the strategies and techniques of communication and self-expression, and if allocated

their time is little and the learners do not have the opportunity of practicing these strategies with the processes involved in communication and self-expression. It is expected then that pupils will be only receptors of information like water containers without the least degree of imagination or creativity.

### **Statement of the Problem**

The research problem can be stated in the fact that fourth graders of Essayyeda Aisha Primary School in Beni-Suef generally have deficiency in communication and self-expression when they learn by the regular methods of teaching.

### **Questions of the Study**

- What are the communication and self-expression skills in which there is weakness among fourth graders of Essayyeda Aisha Primary School in Beni-Suef ?
- Which form of brainstorming strategy can develop communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef?
- Will brainstorming strategy be effective in developing communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef?
- To what extent will brainstorming strategy be able to develop communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef?

### **Hypotheses of the Study**

- There is a statistically significant difference in speaking and self-expression mean scores between the pre-test and the post-test in favor of the post test.
- The teaching program based on brainstorming strategy is effective in improving the communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef.

### **Aims of the Study**

This study aims to:

- Improve speaking and self-expression in which there is weakness among fourth graders of Essayyeda Aisha Primary School in Beni-Suef.
- Design a proposed brainstorming strategy intended to develop speaking and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef.
- Investigate the effectiveness of a teaching-learning program based on brainstorming strategy in developing communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef.

### **Significance of the Study**

The current study is expected to help the following categories:

- Pupils of Primary Schools; by determining their level in communication and self-expression , developing weak skills.
- Teachers; by providing them with a new strategy to communicate with their pupils, and developing their skills in communication and self-expression . They can also benefit from the variety of communication and self-expression drills and tests in determining the level of their pupils.
- Language Program Designers; by providing them with a list of the most important communication and self-expression skills which pupils need in the Primary stage and helping them design curricula which can develop the communication and self-expression by the use of brainstorming strategy.

### **Variables of the Study**

- The independent variable which is brainstorming strategy.
- The dependent variable which is improving communication and self-expression among fourth graders of Essayyeda Aisha Primary School in Beni-Suef.

### **Delimitations of the Study**

The current research was delimited to the following:

- One class for teaching the selected group from fourth graders of Essayyeda Aisha Primary School in Beni- Suef.
- Two months for implementing the program in face-to-face lessons.
- Thirty-five pupils in fourth graders of Essayyeda Aisha Primary School in Beni- Suef.

### **Literature Review**

This part of the study aims to give a brief idea about the academic side of the study, the philosophy of the author, the viewpoint he intends to adopt and function in his study and the important points he wants to highlight. He manages to do that through the related studies which provide him with the evidence for what he writes.

#### **The Skills Which need Improvement in the Study**

##### **Communication**

The process of communication can be expressed as the transmission of a message from a sender to a receiver in an understandable manner. The vitality of effective communication can be assessed in the world of business and in personal life. From a business perspective, effective communication is really a must, because it commonly accounts for the difference between success and failure or profit and loss which is the

criteria in that area. It has become clear that effective business communication is critical to the successful operation of modern enterprise.

Communication stands as the guide toward realizing effective connection. The sharing of a common meaning between the sender and the receiver happens through the communication process. Individuals that follow the communication process will have the opportunity to become more productive in every aspect of their profession. Effective communication leads to real understanding between you and the other.

The process of communication consists of four main parts . These parts include the encoding, the medium of transmission, the decoding, and the feedback. There are also two other factors in the process, and those two factors are present in the form of the sender and the receiver. This process begins with the sender and ends with the receiver.

The sender in that process can be an individual, group, or an organization which initiates the communication. This source will be basically responsible for the success of the message. The sender's experiences, ideologies, attitudes, knowledge, skill, perceptions, and culture really affect the message delivered. "The written words, spoken words, and nonverbal language selected are paramount in ensuring the receiver interprets the message as intended by the sender" (Burnett & Dollar, 1989). All communication begins with the sender.

Firstly the sender is faces the encoding process. In order to convey meaning, he must begin encoding, which means translating information into a message in the form of symbols that represent the ideas or concepts conveyed. This process translates the ideas or concepts into the coded message that will be communicated. These symbols can take on numerous forms such as, languages, words, or gestures which seem active with a strategy like brainstorming. These symbols are used to encode ideas into messages that others like the learners here can easily understand and respond to.

When he begins encoding a message, the sender should begin by deciding what he wants to transmit. His decision will be based on what he believes about the receivers knowledge , concepts and assumptions, along with what additional information he wants the receiver to have. Here it is important for the sender to use symbols familiar to the intended receiver (like the primary pupils here). A good way for the sender to improve encoding their message, is to mentally visualize the communication from the receiver's point of view as this will really enhance their response and communicate.

To transmit the message, the sender uses a kind of channel (a medium). This channel represents the means used to convey the message.

Most channels can be oral or written, but currently visual channels has become more common as technology expands. Common channels include the telephone and a variety of written forms such as memos, letters, messages and reports. The effectiveness of the various channels fluctuates based on the characteristics of the communication. For example, when immediate feedback seems necessary, the oral communication channels become more effective because any uncertainties can be cleared up on the spot. In another context where the message must be delivered to more than a small group of people, written channels are often more effective. However in many cases, both oral and written channels should be used because one supplements the other.

Once the suitable channels are selected, the message enters the decoding phase of the communication process and begins to be received by others (the pupils here). Decoding is conducted by the receiver. Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it. It is this processing phase that constitutes decoding the message . The receiver begins to interpret the symbols sent by the sender, translating the message to their own set of experiences in order to make the symbols meaningful. Successful communication takes place when the receiver correctly interprets the sender's message.

It is taken for granted that feedback represents the final link in the chain of the communication process. After receiving a message, the receiver responds in some way and signals that response to the sender. The signal may take the form of a spoken comment, an answer to a question, a hint, a long sigh, a written message, a smile, or some other kind of action. "Even a lack of response, is in a sense, a form of response" (Bovee & Thill, 1992). Without feedback, the sender cannot confirm that the receiver has interpreted the message correctly.

Feedback is a key component in the communication process because it allows the sender to evaluate the effectiveness of the message. Feedback ultimately provides an opportunity for the sender to take corrective action to clarify a misunderstood message. "Feedback plays an important role by indicating significant communication barriers: differences in background, different interpretations of words, and differing emotional reactions" (Bovee & Thill, 1992).

It can be stated that successful and effective communication within an organization (the school here) stems from the implementation of the communication process. All members within an organization will improve their communication skills if they follow the communication process, and stay away from the different barriers. It has been proven that individuals

that understand the communication process will blossom into more effective communicators, and effective communicators like the teachers in many cases are able to have a greater opportunity for becoming a success in delivering their educational message to their learners.

### Self-expression

Self-expression is a crucial aspect of language development that enables learners to communicate their thoughts, ideas, and emotions effectively (Vygotsky, 1978; Schumm, 2005). Therefore, it holds immense potential for enriching EFL learning experiences (Schumm, 2005). EFL student teachers in particular can nurture and develop their own self-expression, and subsequently enhance their pedagogical skills and foster similar growth in their future students.

Brainstorming is a technique that is widely used in big corporates now a day. Brainstorming is generally used to come up with ideas for critical problems. The process of brainstorming is bringing different kind of people with different mindsets who are from diversified community. They may be from different genders, from different religions, from different sectors, from different tribes or from different cultural backgrounds etc., Idea of inviting different type of people is to get different thoughts. Bringing up these thoughts will take the topic to a next level of thinking. This concept was developed by Mr. Alex Osborn in 1941.(brainstorming) Many researchers were contributed their developments since then.

The concept of having some kind of brainstorming session appears in finding a solution to a particular problem. This problem can be addressed to everyone by defining the issues. No one is permitted to criticize the ideas of others. It will discourage people to speak up frankly. When the researcher left that area of freedom the pupils raised their hands in a great storm of varied answers in which everyone introduced himself , his family members , his hobbies , his preferences in foods , his likes and dislikes Attendees with less confidence could be scared of expressing their ideas freely in the first session before applying the brainstorming strategy .

1. Brainstorming, History and use of brainstorming including Alex Osborn and Applied Imagination. [ONLINE] Available at: [http://www.brainstorming.co.uk/tutorials/history\\_of\\_brainstorming.html](http://www.brainstorming.co.uk/tutorials/history_of_brainstorming.html). [Accessed 07 April 2014].

Brainstorming is the most important strategy to arouse creativity and problem solving. Brainstorming refers to the use of human's brain to solve problems by looking for the original solutions that have never been known before. The said solutions can be found by connecting and expanding the scopes of knowledge by means of brainstorming from every perspective without judging whether it is right or wrong. This is all to find out the

alternatives for making decisions in order to generate new ideas that can be employed in planning as efficiently as possible (Abdullahi, 2015).

Kongpha & Chatwattana (2023) stated that metaverse is a virtual environment in the digital space, which is created to allow people to interact with one another through their 3D avatars. With the aid of some technologies and accessories, people are able to do many activities in metaverse through virtual community (Suzuki et al., 2020). Thus, metaverse is not limited to any one world or universe, but it can be anything generated from the technologies that connect people and allow them to communicate and do activities together.

Saban mentions another definition of brainstorming is represented in enabling participants to deal with a problem or a subject matter and produce as many ideas as possible during an implementation process without bothering to compare their ideas (Saban, 2004).

From a certain viewpoint, the number of generated ideas may seem invaluable. However the aim with an abundant number of produced ideas is to show that participants have to offer multiple choices and solutions via their imagination about the existing problem. Yalavuz thinks it will be more effective to make use of the brainstorming technique for explicating a problem or a subject matter. Here students can improve their problem-solving skills by interacting with group members within groups at school to create novel ideas. The utilization of this technique could contribute to the learning process as it helps the students in a group become active in an activity by prompting their creative thinking processes and rendering the learning environment more attractive (Yalavuz, 2006). In another context Özerbaş sees that the longer students keep active with the brainstorming strategy, the more their capacity for coping with any complex and difficult problem will be enhanced. Any group directed to creative thinking will be immediately the one that gives importance to inquiry learning. The group members will search for solutions to a problem via idea generation (Özerbaş, 2011)

### **Method**

As for the research design, the mixed method of quantitative and qualitative approach was adopted in the present study (Sarwono, 2022). The quantitative analysis described the participants' achievements in speaking and self-expression pre-and posttests. It verified the existence of statistical significant differences between the groups' achievements in communication and self-expression pre-and posttests. As for the qualitative analysis, it described the group's errors in communication and self-expression before applying brainstorming strategy.

### **Participants of the Study**

The study was applied to thirty-five pupils in Grade four of El Sayyeda Aisha Primary School in Beni-Suef. They were grouped into an experimental group which comprised 35 students. Data were collected during the first semester of the school year 2022-2023.

### **Procedures of the Study**

- The English speaking and self-expression pre-and posttests were administered at the first semester of the school year 2022-2023.
- The experiment group performed EFL communication and self-expression by using Brainstorming strategy learning instruction.
- The employment of Brainstorming strategy to the experimental group was divided into stages.
- The language instructor tried to integrate the content with the process of EFL communication and self-expression with the participants through identifying many sessions of free questions.
- The language instructor elicited all the probable answers from the learners through expressing themselves by giving all their responses to the questions of the instructor.
- The language instructor selected content tasks from teacher's book.
- For the purposes of validity and reliability, the English communication and self-expression test was piloted on thirty two participants.
- The pilot study ascertained that the English communication and self-expression test measured the participants' achievement in EFL communication and self-expression.

### **Data Collection Instruments**

Data were collected through the instruments of the English communication

and self-expression pre-and posttests which consisted of a number of communication and self-expression drills given a total mark divided to marks allocated for the correct answer of each drill. The test comprised parts which included a number of questions designed by the researcher for second language learners. For the purposes of validity and reliability, the English communication and self-expression test was piloted on thirty two participants. The pilot study ascertained that the English reading test measures the participants' achievement in English communication and self-expression test measured the participants' achievement in EFL communication and self-expression.

### **Data Analysis**

There was a statistically significant difference in communication and self-expression mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test and that verifies the main hypothesis of the study. That was achieved through the progress which happened in students' performance as appears in their scores in the post test. It also appeared through the indication of T test, Std. Deviation and significance of differences as appears in this table of data analysis:

Table (1) The Statistic Interpretation of the group in the Prepost communication and self-expression Test

### **Paired Samples Statistics**

skill	Mean	N	Std. Deviation	Std. Error Mean
communication Self-expression PreTest	4.56	34	1.106	.190
communication Self-expression PostTest	7.12	34	1.008	.173

This was evident as the posttest p value was  $< 0.05$ .

It is clear from the previous table that there are statistically significant differences between the pre and post average scores of the experimental group in the communication Self-expression skills in favor of the post measurement, where the value of T was significant at the level of 0.01, and the post average was greater than the pretest average, as shown in the following table:

### **Paired Samples Test**

		Paired Differences			t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean			
The Group	communication and self-expression Pretest Score communication and self-expression Posttest Score	3.206	1.175	.202	15.910	33	.01

### **Conclusion, Discussion and Teaching Implications**

There was a statistically significant difference in communication and self-expression mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test and that verifies the main hypothesis of the study. That was achieved through the progress which happened in students' performance as appears in their scores in the post

test. It also appeared through the indication of T test, Std. Deviation and significance of differences as appears in this table of data analysis:

### **Recommendations**

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

- (1) EFL instructors should examine effectiveness of Brain Storming Strategy in developing English communication skills.
- (2) Instructors should use class time for application of content to increase interaction.
- (3) Brain Storming Strategy should be used with undergraduate stage for a greater interaction and engagement.
- (4) Teachers should take into consideration the training on communication and contact between students both online and off-line.
- (5) Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.
- (6) EFL instructors should examine effectiveness of Brain Storming Strategy in developing English communication skills.
- (7) Teachers should redesign their reading and writing courses by using Brain Storming Strategy.
- (8) Instructors should use class time for application of content to increase interaction.
- (9) Brain Storming Strategy should be used with undergraduate stage for a greater interaction and engagement.
- (10) Teachers should take into consideration the training on communication and contact between students both online and off-line.
- (11) Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.

### **Suggestions for Further Studies**

At the end of that treatment the following suggestions can be provided for further research:

- (1) Implementing the proposed program based on Brain Storming Strategy in developing other EFL skills.
- (2) Implementing the proposed program based on Brain Storming Strategy in developing different science skills
- (3) Implementing the proposed program based on Brain Storming Strategy in developing different skills of Arabic Language.
- (4) Implementing the proposed program based on Brain Storming Strategy in developing different Geographic skills like recognizing the world capitals.

- (5) Implementing the proposed program based on Brain Storming Strategy in fields other than Education like Engineering, marketing, policy and economy.
- (6) Implementing all the principles, fundamentals, fields and strategies of Brain Storming Strategy during the training sessions.

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**Pre-PostTest Scores**

No	Pre-Test Score	Post-Test Score
1	7	8
2	7	9
3	3	7
4	4	5
5	5	7
6	6	7
7	5	7
8	5	7
9	5	6
10	5	8
11	6	7
12	6	8
13	5	8
14	6	9
15	4	7
16	3	5
17	2	7
18	4	7
19	3	7
20	5	7
21	4	6
22	6	8
23	5	7
24	5	8
25	4	8
26	4	9
27	5	7
28	3	5
29	4	7
30	3	7
31	4	7
32	5	7
33	5	6
34	5	8
35	4	7