

## Examining Functions of Brainstorming in Learning Arabic in Iran

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**Abstract:** The education system considerably strengthens potential areas of creativity. Teaching practices for creativity provide these grounds. Brainstorming strengthens the spirit of creativity in learners. “Brainstorming” Method is used to develop the learners’ wisdom. Integration and improvement of the suggestions, emphasis on quantity, free and immediate comment, and no criticism are four main characteristics of brainstorming method. Reasoning (thinking), faith, science, action, ethics are elements of learning Arabic. Each element is explained in such areas as self, God, creation, and creation (with a focus on God). Among 20 surveys conducted in the two areas, “positive relationship” was obtained in 10 studies, “negative relationship” was obtained in 3 studies and “no relationship” was obtained in 7 studies, which indicate the relative function of brainstorming method in learning Arabic.

**Keywords:** Brainstorming, Arabic, learning, teaching

### Introduction

The education system considerably strengthens potential areas of creativity. Teaching practices for creativity provide these grounds. Brainstorming strengthens the spirit of creativity in learners. “Brainstorming” Method is used to develop the learners’ wisdom. In this method, everyone sit together and discuss about an issue or a problem, or a solution that he had found.

Thus, several solutions can be found to the problems in a group participation and accumulation of thoughts together. Since everyone should participate in the discussion, creativity will increase. The teacher who is the leader of assembly records all topics and discussions. Thus, several solutions can be found to the problems in a group participation and accumulation of thoughts together. Since everyone should participate in the discussion, creativity will increase. The issues discussed in this technique may be any interesting topic in views of students. The learners often provide several solutions, which other members of society had not thought about. Osborne cultural foundation used this method in several research, commercial, scientific and technical firms in order to resolve management problems. This method was successful in helping to resolve issues. This method was recognized as an efficient method within a short time (Hashemi, 2013).

Arabic language is the key to understand Quran and valuable religious texts. On the other hand, Persian and literature is quite mixed with Arabic. Great works of Persian literature and literary personalities are full of Arabic words and compounds. Thus, it is essential to be familiar with Arabic to better understand Persian. Arabic learning and teaching started in Iran from the beginning of Islam in Iran better than other Muslim countries. Iranians were pioneers of Arabic teaching. Iranians wrote many books for teaching Arabic grammar and vocabulary in different

fields such as Sibawayh, Farah, Abdul Ghader Jarjani, Abu Ali Farsi, and Abdullah Ibn Muqaffa. Arabic Education started in Academy in high school in the contemporary period. The Arabic education in that period mostly covered grammar, along with evidence for the arguments. Arabic education also continued in the previous regime in formal education department. Prior to glorious Islamic Revolution, Arabic was only taught in the second and third grades in secondary school. In that period, Arabic education did not surpass teaching grammar and literal text and a little religious texts. Arabic was mostly based on basic rules. The same books with a slight change were used in the early years of the Islamic Revolution (Ashkboos, 2012).

This paper examined the functions of brainstorming in learning Arabic in Iran using a descriptive-analytical approach and attempted to provide appropriate solutions to escalate Arabic learning.

## **Brainstorming Teaching Model**

This method was translated in Persian as “brainstorming” or “brain stimulating”. Brainstorming refers to immediate and spontaneous mental exudation about an issue of interest and needs of individuals on which they should decide or find appropriate solutions (Safavi, 2006).

Brainstorming method was introduced as a creative problem solving teaching practice by both education professionals and creativity education experts. Many research findings proved the impact of brainstorming on students' problem solving capability (Mortazavi Zadeh, 2013).

Brainstorming-based problem solving approach increases the students' creativity. Brainstorming is used as a means to remind those who learn concepts and techniques needed to solve the problem (Saif, 2000).

Brainstorming is useful in teaching and learning practices and facilitates communication between the solutions and ideas. Participation is promoted, criticism is decreased, social support is added, and students' ability to “transmit” information to solve the problem is determined, increased and improved in brainstorming groups. In other words, the students can easily retrieve the information stored in their long-term memories and use the information to solve their problems. Brainstorming teaching methods in practice helps divergent thinking and creative problem solving. This method increases the confidence of learners and allows the learners to achieve a positive self-esteem. Self-confidence has probably the greatest impact to human behavior. Any action, whether emotional or cognitive, cannot be performed successfully unless the individual has self-esteem, self-confidence, and sufficient knowledge of himself and believe in his abilities to perform specific actions (Realizes, 2002).

The classroom is no longer monotonous. On the other hand, variety of actions is performed in the classroom. In addition, the classroom environment is refreshed, happy and joyful. In addition, creating such classroom environment requires a little patience and tolerance to noise. Certainly, the classroom environment can be changed. Chapel and school libraries can work as proper atmosphere. In this method, learners are given the opportunity to express their uncontrolled imaginary thoughts. They are free to express any thought that comes to their minds. In this method also called brain stimulating, the learners freely and immediately express any thought that comes to their minds about any issue. The students use and offer his prior knowledge unconsciously and immediately to the class. Gradually, the learners express such phrases and words, which together

organize most part of the material related to topics of interest. The learners' knowledge on an issue can be understood and can organize such textbooks with richer contents and evaluate the extent the learners had learned the taught material through immediate expression of thoughts and ideas. Finally, the learners are encouraged to exchange and offer their knowledge and understanding in a friendly atmosphere (Hashemi, 2012).

### **The four basic rules of brainstorming:**

1. **No criticism:** This is the most important rule. Considering the fact that the individuals offer either true or false ideas during brainstorming, any criticism or protest slacken the process of brainstorming. The individuals try to take sides and criticize and respond to each other rather than thinking about the issue of interest. This may lead to disputes.
2. **Free and immediate Comment:** This rule dares the participants to give recommendations that come to their minds. In other words, all members must have found the courage and bravery to express their suggestions and comments in a brainstorming session. The more daring the suggestions, the more successful the implementation of the session. Thus, judgment and evaluation of the members, thoughts are forbidden because that would waste a lot of time during the session and distract people. As a result, the chance of thinking and brainstorming decreases.
3. **Emphasis on quantity:** The greater the number of comments, the higher the likelihood of helpful and efficient comments. Successful implementation of brainstorming is directly related to the number of suggestions outlined in the session. In this approach, it is stated that the more the number of ideas, the higher the chance of reaching the best solution.
4. **Integration and Improvement of Suggestions:** members can not only make recommendations, but also can improve their suggestions. Brainstorm method allows the members to improve the initial suggestion after hearing other suggestions. They can also integrate their own suggestions with other ones and obtain better and more complete suggestions (Hashemi, 2013).

Research on brainstorming method can be summarized as follows:

1. Education through brainstorming enhances individual problem solving capability.
2. Brainstorm method creates more innovative thoughts and beliefs than conventional methods of learning
3. The brainstorming method tries to make further efforts to direct the responses given to the questions and increase the creative responses.
4. The students who passed problem-solving through brainstorming courses gain higher scores on Giloford' tests of creativity (Qasemzadeh, 1992)

### **The steps to implement brainstorming model**

#### The First Step (expressing and presenting rules of brainstorming):

In the first step, the rules are announced. The list of rules is outlined on a board and mounted on the wall in order to direct the brainstorming session.

The second step (presenting the issue or problem): It is better to start this step with the following phrase “What are the methods and solutions that ...?” This helps members of the group to totally pay attention to the issue until the end of this step.

The third step (beginning to express an idea or thought):

An idea or thought is presented in different ways. One way to do that lies in the fact that each individual expresses his own idea and gives his turn to another person in order to develop a swirling flow. In this method, an individual with no idea gives his turn to another person by saying “others” or “pass me” or “another person”.

The fourth step (showing ideas for development):

In this step, it is attempted to show the ideas to all members of the group after recording the ideas.

The fifth step (review and evaluation of ideas):

In this step, it is attempted to evaluate ideas of different groups and commenting on the set of ideas. It is better to classify the ideas based on importance to successfully pass this step (Aghazadeh, 2009).

## Arabic curriculum approach

1. Arabic learning macro program addresses words and text comprehension and semantics. This program is “rule-based” rather than focusing on “text comprehension”. Therefore, “rule-based” should be the goal of all components and principles of Arabic curriculum.

Nurturing language skills in order to understand the Islamic terms and texts and better understanding Persian Language and Literature

Arabic curriculum encourages the students to comprehend short and simple phrases used in religious and literary texts at the end of the first three years in secondary school. The students are expected to comprehend broader text structures and compositions at the end of the second three years in secondary school.

Based on words and text comprehension approach, the students will be equipped with speaking skills as required to the extent of simple and useful sentences. In the meantime, it is necessary to consider the skills since teaching Arabic in the field of foreign languages is also seen in the national curriculum (Ashkboos, 2012)

### The general objectives of Arabic curriculum in terms of areas and elements

Elements/areas	Self	God	Creation	Creation (with a focus on God)
<b>Reasoning (thinking)</b>	Contemplation, instructive, true reflection in life, the problem-solving ability in terminological and linguistic issues and strengthening	Believing that one reason for revelation of the Quran in Arabic is thinking.	Respect for others, the law, respecting the great personalities, interest in Arabic, strengthening the power to understand texts and works of ancient and	Responsible look to nature

	understanding and making understood		contemporary and modern literary works decorated with Arabic words, phrases and compounds	
<b>Faith</b>	Interest in Arabic and believing that Arabic is a complete and rich language and right and optimized understanding of Quran and Islamic sciences and Persian language and literature in the light of learning Arabic is possible.	Nearness to God and loving the Arabic language as the language of Islam	Create interest in Arabic as the first language in the Muslim world and one of the seven international language with beautiful and valuable literature	Create interest in learners to learn ancient Iranians literary works written in Arabic.
<b>Science</b>	Contribute to right understanding of Persian language and literature through comparative learning of Arabic and awareness of the importance of Arabic in the life of an Iranian citizen in performing religious practices and understanding of all the sciences.	Learning Arabic to be familiar with the language of revelation and to better understand the Qur'an and religious texts, hadith, prayers and stories.	Knowledge of certain standing and position of Arabic is in relation to other Muslim countries since Arabic is the official language of 22 countries and Muslims in particular.	Recognizing the beauty and potential of Arabic as one of the amazing compositions
<b>Action</b>	Promoting speaking skills to the extent of simple, useful and needed phrases to communicate, especially in the world's largest Muslim Congress of Ibrahim Hajj	Enabling fluent language skills of reading the Quran, prayer, hadith and Islamic valuable texts, Persian literature decorated with Arabic words, phrases and terminology	Promoting listening and speaking skills to communicate with Muslims as an international language	Viewing works of Islamic culture and civilization as holy places and optimal exploitation of linguistic ability
<b>Ethics</b>	Valuing Arabic education as a first language in the Muslim world, which is mixed thoroughly with the Persian and the promotion of the best matters with the	Trying to do the tasks that please God by selecting the appropriate texts and phrases	Valuing individual empowerment to gain four language skills	Ethical responsibility against extreme Arabic phrases eliminated and entered into Persian and believing that the Persian language is powerful further empowered with

	selection of appropriate Arabic phrases and texts.			Arabic words. Arabic words in Persian are common, foreign words are always exchanged between various languages
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## Functions of brainstorming method in learning Arabic

Based on the above discussions, a relationship is felt between the two areas of brainstorming and learning Arabic. The table below highlights the relationship between these two areas:

Arabic education indices / brainstorming indices	No criticism	Free and immediate comment	Emphasis on quantity	Integration and improvement of suggestions
<b>Reasoning (thinking)</b>	A negative relationship	A positive relationship	No relationship	A positive relationship
<b>Faith</b>	No relationship	No relationship	No relationship	No relationship
<b>Science</b>	A negative relationship	A positive relationship	A positive relationship	A positive relationship
<b>Action</b>	A negative relationship	A positive relationship	A positive relationship	A positive relationship
<b>Ethics</b>	A positive relationship	A positive relationship	No relationship	No relationship

## Conclusion

Following results were obtained based on the tables and above-mentioned materials, especially the last table (which relates to the two areas):

1. Among 20 surveys conducted on the two areas, 10 studies found a positive relationship, 3 studies found a negative relationship and 7 studies found no relationship, which indicate the relative functions of brainstorming method to learn Arabic.
2. Positive relationships were more than negative ones in evaluating the correlation between the two areas, which indicates the existence of a positive relationship between the two areas.
3. Underlying changes cannot be made in brainstorming method, which is an approved and scientific method). However, these changes can be made in the field of Arabic language instruction.

Based on the results and the above topics, several solutions are presented to improve the Arabic education, which include:

1. Trying to present several elements to explain the objectives of Arabic learning. The elements should have a clear relationship with brainstorming indices
2. Several courses should be included in Arabic curriculum to use brainstorming more tangibly in their teaching methods used.
3. Education scholars should try to strengthen the relationships between brainstorming method and Arabic education

4. The scholars of Arabic should conduct further research on the relationship between learning Arabic and modern methods of teaching.
5. Scholars of Arabic should pay attention what were accomplished in other curricula using brainstorming method to facilitate the path to learn the language.
6. Continuous education on modern Arabic teaching methods should be given to Arabic curriculum executives.

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