

# THE DEVELOPMENT OF CREATIVE IDEAS FOR PRE-WRITING IN THE ENGLISH LANGUAGE CASE: "FRANCISCO HUERTA RENDÓN" HIGH SCHOOL

## EL DESARROLLO DE IDEAS CREATIVAS PARA LA PRE-ESCRITURA EN EL IDIOMA DE INGLÉS CASO: COLEGIO "FRANCISCO HUERTA RENDÓN"

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### Abstract

The purpose of this article was to establish the incidence of techniques to generate ideas in pre-writing in the students of Basic General Education of "Francisco Huerta Rendón" High School of Guayaquil in the period 2019-2020. A qualitative-

quantitative methodological approach was used, 59 students of 151 belonging to the tenth year were evaluated, of which 44% were men and 56% women, using an observation guide based on the Likert scale, to determine the incidence of the problem in the sample studied. The results showed that 29% agree that it is difficult for them to organize their ideas and it takes them time to start short writings, 29% state that they do not notice that their teachers carry out procedures to be able to write easily, showing that only 15% totally agreed that teachers apply procedures to

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facilitate writing, noting that 32% totally agreed that teachers should be updated in relation to pre-writing techniques. It is concluded that teachers do not have the necessary resources, they continue with a traditional teaching style and rarely apply techniques to facilitate the generation of ideas and it is offered a series of pedagogical recommendations that could be adapted to English classes in the development of writing.

**KEYWORDS:** mother tongue, foreign language, writing in English.

## RESUMEN

El presente artículo tuvo como propósito principal establecer la incidencia de las técnicas para generar ideas en la pre-escritura en los estudiantes de Educación General Básica de la Unidad Educativa "Francisco Huerta Rendón" de la Ciudad de Guayaquil en el periodo 2019-2020. Se utilizó un enfoque metodológico cuali-cuantitativo, se evaluaron 59 estudiantes de 151 pertenecientes a décimo año, de los cuales 44,07% eran hombres y el 55,93% mujeres, mediante una guía de observación basada en escala Likert, para determinar la incidencia del problema en la muestra estudiada. Los resultados evidenciaron que el 29% está de acuerdo que le es difícil organizar sus ideas y les toma tiempo empezar escritos cortos, el 29%, afirma que ellos no notan que sus profesores realizan procedimientos para poder escribir con facilidad, evidenciando que apenas el 15% estuvo totalmente de acuerdo que los profesores aplican procedimientos para facilitar la escritura, resaltando que el 32% estuvo totalmente de acuerdo en relación a que los docentes deben actualizarse en relación a las técnicas de pre-escritura. Se concluye que los profesores al no contar con los recursos necesarios, continúan con un estilo tradicional de enseñanza y rara vez aplican técnicas para facilitar la generación de ideas, y se ofrece una serie de recomendaciones pedagógicas que

podrían ser adaptadas a las clases de inglés en el desarrollo de la escritura.

**PALABRAS CLAVE:** lengua materna, lengua extranjera, escritura en inglés.

## 1. INTRODUCTION

Written language allows to communicate in an eternal manner, proof of this are the first graffiti found dating from prehistory, but not only remained in logos on stones, writing was flourishing and codes were created to be decrypted with alphabets of complex forms, all to generate a proper system for a community with same language.

What is written manifests a viable power, allows the communication of messages or ideas from one place to another without the need for the sender to be present where the receiver is, and it was thanks to the invention of Gutenberg, the printing press, that the reproduction of these letters occurred. "The printing press fostered the habit of reading and demand for copies" (Secretaría de Educación del Gobierno del Estado de México, 2014, p. 19), thus, the original message of the texts that prevail until today could be maintained and although a human being stays in a modern digital age, the idea of living without writing is completely impossible, even for the use of such sophisticated electronic devices, writing is essential.

Therefore, the Ecuadorian Educational System contemplates, not only the knowledge of foreign languages, but students are also able to master writing for their academic future, demonstrating the cognitive skills acquired in the language learned, "Writing is a complex process which must be developed gradually and progressively throughout an individual's school years and beyond"(Ministerio de Educación, 2016, p. 16), and that is why, independently of doing it grammatically in a correct way, what is expected is that the text has coherence. The National

Educational System aims to evolve the teaching-learning process, but, above all, that educators improve their teaching techniques, especially if they have to guide their students to generate their ideas clearly and coherently during the previous writing.

But undoubtedly, in order to reach the point of writing, the deployment of ideas is absolutely necessary, since, if it did not exist, the transmission of messages would be impossible. Thus, in the preliminary stage, also called pre-writing, one of the most significant steps of this process, delimits the writing and the generation of ideas, which will allow the proper development of the content.

What leads to analyze that for ideas to arise, the writer must get involved with what he or she writes and also give it the due importance so that it can demonstrate its value in general.

It should be emphasized that "teachers need to place a greater emphasis on pre-writing, not only in formulating the task, but also in preparing students for the writing." (Bilash, 2013, p. 2) which leads us to think of pre-writing as a fundamental stage in learning a foreign language. This is complemented by the following quote that claims, "Text production in general, rather than being something that gets in the way of thinking, is in fact where thinking takes place." (Galbraith, 2009, p. 63), therefore, it is this preliminary stage that must be well managed by teachers with appropriate techniques to encourage learners to produce creative and original texts.

#### **According to Aldana (2005):**

Current approaches to teaching writing view it as the culmination of several steps in a long laborious process in which writers address several questions ranging from what to write about, who the audience is, how to organize the text, and how to write it? teachers need to become familiar with this recent approach as it

is certain that writing-as-a-process can improve students' writing skills.

While Urquhart & McIver (2005) point out that:

The environment is an important element when generating an appropriate context to motivate the writing process, in this sense, teachers create auspicious spaces for writing when they assign it as homework and allow class time for students to write. At the same time, many teachers physically organize their classrooms in a way that helps students participate better in writing (p.59).

#### **As cited in Saborit (2014):**

The pre-writing activity begins with the determination of the theme of writing, brainstorming, discussing a topic or making an outline of it and specifying the audience. Pre-writing can be worked in pairs or small groups. The instructions should be clear and appropriate time should be given to write the paper. The teacher should be available during the writing activity, should not sit in a bureau to prepare his next class.

On the other hand, Cardona (2017), states that the teacher must have a wide range of teaching tools and innovative methodologies that facilitate the student to write and generate ideas, therefore, it is achieved meaningful learning of it, developing their creativity and academic potential. For this, it requires pre-writing, as one of the most important preliminary stages for the development of written skills, which delimits the generation of ideas.

Each student learns differently and the teacher cannot meet their needs individually but only give general indications since usually in public institutions they are large groups that are taught, for this reason, to facilitate the writing process spontaneously, techniques to generate ideas have to be adopted and adapted with dynamic and motivational activities that are effective

and allow their writings to show coherence and cohesion (Hammer, 2015).

The authors Gilbert & Magulod (2018), determine that one of the main skills during learning a language is writing, which must be mastered at the same time as speaking, reading and listening skills, essential to develop language skills and knowledge of the students, who by having a good preparation can communicate their ideas with coherence and effectively improving their academic opportunities.

According to Mehr, Malayeri, & Bayar (2016) indicate that when a person begins to write any type of text, takes his time to be able to generate his ideas, especially the students who despair immediately and feel frustrated at not having to say on the subject to be treated. For this reason, the pre-writing stage is important, teachers should stimulate thoughts and encourage their students to flow their ideas quickly, in an organized way, reflecting their thoughts naturally and measuring their progress in terms of it.

Morris (2012) addresses the concepts of guided prewriting, as a process that must be flexible and continuous, leading to the reciprocity of ideas and structure, where students literally draw a relationship between complex ideas and conceptual, the logical frameworks to discover the architecture of their essay which invites students to "*shape their material according to its nature and its objectives*" (p.85).

Another study related to the techniques for the development of writing published in Ibarra whose authors are Navas & Padilla (2011), mentions that "*Now, there are many techniques used by teachers in the English area to develop the writing skills of their students, but few of them give good results*"(p. 14). This fact highlights the imperative need that teachers have not only to implement techniques at random, but that they

must be effective to increase the habit of writing in their students.

In the School of Languages and Linguistics, Pozo & Mina (2015) reiterate in their grade project that "Techniques implemented studies in an educational institution offering students the maximum guarantee learning of diverse and complete knowledge" (p. 36). For that reason, the techniques to generate ideas in pre-writing are indispensable, because they allow the student to direct his or her complete attention in the text that he or she must write and deal with the blank page syndrome. During this short period the student orientates his or her thoughts clearly and concretely if he or she manages to have a correct pedagogical orientation.

McLellan (2017), in her article published for the British Council of Spain, she points out that:

A teacher who knows how to recommend their students different means of deepening in the English language and encourages them to use them and to be curious about the language they see and hear around them will help them to progress more quickly. (p. 1).

Helping to guide behaviors and strengthen values should be one of the main objectives at the time of writing, as previously mentioned. When narrating, the students will see the true moral meaning, and the positive contribution that the final work has in their integral education, along with the development of their thinking.

## 2. METHODOLOGY

In order to carry out the research, the students of Basic General Education of "Francisco Huerta Rendón" High School were selected in the period 2019-2020 and the institution is located in the province of Guayas, Guayaquil, in the Tarqui parish, on Las Aguas avenue and Juan Tanca Marengo street. The technique used for data collection, from which the reliability and validity analyzes were made, was an instrument built by

the author, using as a guide a survey based on the Likert scale.

The questionnaire consists of 15 items, it was prepared in such a way that the answers can be grouped according to the Likert scale.

The research consisted of the following stages: construction of the questionnaire, validation by judges (content validity), administration to a sample, statistical exploration of validity and reliability and preparation of the final version of the questionnaire.

In "Francisco Huerta Rendón" High School, there are four tenth year courses of Basic General Education "A" that has 37 students, "B" with 37, "C" with 39 and "D" of 38 consisting of a total of 151 students. Therefore, the population to take into account in this research is the number of students mentioned above, which means that the total obtained exceeded 100 students, so a sample was taken randomly, since all members of the population had the same possibilities of being chosen for it.

The population of the High School is homogeneous, they belong mostly to similar socioeconomic levels, there is, among them, a relationship in terms of cultural factors, including between the same ages.

Regarding the validity of the content, the questionnaire in its initial version was prepared by the researcher. This process resulted in the development of 15 reagents or items.

### 3. RESULTS

To obtain the results, the systematization of the questionnaire was applied through the SPSS program, performing a descriptive statistical analysis, indexed with the gender of the students to whom the reagents were applied, it is observed that, in students, women represent a valid percentage of 55.93% and men 44.07% (Figure 1).



Figure 1

Gender respondents of "Francisco Huerta Rendón" High School, year 2019

**Source:** Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019).

The sample of the tenth year taken was 59 students, of whom 28.8% considered it very difficult to organize their ideas, 25 percent found it problematic because it takes time. On the other hand, 23.7% are indifferent in organizing ideas for short writings, while 11.9% of the sample disagrees and believes that organizing their ideas is easy. Respondents mainly stated that there is a difficulty in organizing and planning their ideas when writing and this made the research feasible because it demonstrates that ideas are needed to generate them (Table 1).

Table 1

*It takes me time to organize my ideas to make a short writing*

		Frequency	Percentage	Valid percentage	Accumulated percentage
	Totally disagree	7	11,9	11,9	11,9
	Disagree	6	10,2	10,2	22,0
	Indifferent	14	23,7	23,7	45,8
	Agree	17	28,8	28,8	74,6
	Totally agree	15	25,4	25,4	100,0
	Total	59	100,0	100,0	

**Source:** Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019). According to 30.5% and 27, 1% of respondents accepted that they do not know how to use mind maps to generate ideas during prewriting. 20.3% remain indifferent in relation to what might or may not be useful, and 16.9% and 5.1% indicated that mind maps are useful and can be applied. In relation to the use of techniques to generate ideas when doing mind maps are evidenced in (Table 2).

Table 2

*I can generate my ideas by doing mind maps*

		Frequency	Percentage	Valid percentage	Accumulated percentage
	Totally disagree	18	30,5	30,5	30,5
	Disagree	16	27,1	27,1	57,6
	Indifferent	12	20,3	20,3	78,0
	Agree	10	16,9	16,9	94,9
	Totally agree	3	5,1	5,1	100,0
	Total	59	100,0	100,0	

**Source:** Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019).

Of all the students surveyed, 28.8% totally disagreed and 23.7% disagreed, in relation to the fact that the teacher does not perform practical procedures in pre-writing, 20.3% are indifferent to the techniques that their teachers use because they only follow models to write. However, a remaining 11.9% said they agree that the teacher uses some of the practical procedures. Most students believe that the teacher needs to implement new activities in the

class, which means that the teacher requires a guide with techniques to generate ideas in prewriting in order to facilitate students' work (Table 3).

Table 3

*I notice that my teachers perform practical procedures so that I can write with ease*

		Frequency	Percentage	Valid percentage	Accumulated percentage
	Totally disagree	17	28,8	28,8	28,8
	Disagree	14	23,7	23,7	52,5
	Indifferent	12	20,3	20,3	72,9
	Agree	7	11,9	11,9	84,7
	Totally agree	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

**Source:** Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019).

Teachers, like students, play a fundamental role in the teaching-learning process, as they are the immediate guides to motivate, correct and make this process feasible. Therefore, the statement also requires that students want their teachers to apply tactics to write easily, and this is how the results show that 33.9% and 28.8% totally agreed, because with the correct techniques are

able to write properly in relation to what they live daily. 11.9% are indifferent to not recognizing the value that tactics or techniques would have in their learning process 16.9% and 8.5% did not consider that the tactics used by teachers can be implemented in the way they write because they denote that there will be no results (Table 4).

Table 4

*I would like my teachers to apply tactics so that I can write easily*

		Frequency	Percentage	Valid percentage	Accumulated percentage
	Totally disagree	10	16,9	16,9	16,9
	Disagree	5	8,5	8,5	25,4
	Indifferent	7	11,9	11,9	37,3
	Agree	17	28,8	28,8	66,1
	Totally agree	20	33,9	33,9	100,0
	Total	59	100,0	100,0	

**Source:** Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019).

The traditional way of teaching has been strongly criticized in recent times, since what is currently being sought is for students to develop all their skills and abilities to face the challenges of this century. Consequently, to this fact, the students were asked if they believed that their teachers should be updated in the way they teach to write,

the two groups with 32.2% respectively declared that they totally agreed, because when they are updated, they can be innovators in their classes. 22% considered this situation indifferent since the ways in which their tutors teach do not concern them. The two remaining groups with a total of 6.8% each one of them, disagreed

because, according to them, they do not affect the way their educators teach and that this would only indicate more homework in class and at home (Table 5).

Table 5

I believe that my teachers should have an update regarding their ways of teaching to write

	Frequency	Percentage	Valid percentage	Accumulated percentage
Totally disagree	4	6,8	6,8	6,8
Disagree	4	6,8	6,8	13,6
Indifferent	13	22,0	22,0	35,6
Agree	19	32,2	32,2	67,8
Totally agree	19	32,2	32,2	100,0
Total	59	100,0	100,0	

Source: Students of tenth year "A" & "C" of B.G.E. at "Francisco Huerta Rendón" High School (2019).

#### 4. DISCUSSION

According to the research of Meutia, Suryani, Dauyah, Helmanda, & Rahmayani (2019), it shows that there is a significant effect of using the Clustering technique in the generation of ideas in tenth year students of Basic General Education before implementing the technique, most of the students were still confused and did not know what they wrote in the text. In addition, after implementing the clustering technique, students were motivated to generate their ideas. They were more active in the learning process. Most recent educational research suggests that using groupings prove more pro in generating their ideas into pre-writing.

In another study by Herayati, H. (2019), it showed that students still faced problems in writing. Those problems can be caused because not all stages of the writing process are performed, the researcher conducted an experimental investigation. Based on the result of the investigation, it was found that there was a significant effect of the use of the question technique towards the students' writing ability.

Therefore, the researcher suggests that English teachers and students apply the question technique in the writing process.

On the other hand, in the research carried out by Suharti, Permanasari, El Khuluqo (2019), the researchers summarize the necessary stages of the instruction of pre-writing activities in English such as:

- Stimulate students' ideas to write a biography of an inspiring person.
- Support for students to write ideas in paragraphs; from main sentences, supporting sentences, to a paragraph
- In short, help students write an essay, a Biography, in a creative and favorable way.

In the research conducted by Graham, & Perin (2007), "we currently do not have fully developed theories of how writing progresses. Instead, we operate from models, mainly from adult writers, who do not care about the mechanisms that facilitate or impede the development of writing" (p.331).



In relation to the results obtained from the students behind the application of empirical techniques to the tenth year of Basic General Education in "Francisco Huerta Rendón" High School, triangulation and tabulation of the data obtained is carried out, which made it possible to issue an analysis of the results obtained. This analysis revealed that there is a complication in written expression, to be exact, in the prewriting stage. This is because students have difficulties from the moment, they do not know how to generate ideas. The development of a text represents a great challenge for students, who test their writing skills in English, but without having a clear idea of how or what to start writing, this conflict increases considerably, from the non-application of techniques that they generate ideas in prewriting. Therefore, it can be expressed that the implementation of a didactic guide with techniques to generate ideas in prewriting is fundamental.

## 5. CONCLUSION

In this regard, Abdallah (2014) identified the functional writing skills required by students of English as a foreign language. In that sense, he determined nine categories: writing to plan purposes and tasks, writing for formal and academic purposes, for reflective purposes, to summarize and criticize, write to report something, write to provide descriptions, to guide and direct others, write to inform and communicate specific information to others, to express themselves and for social interaction.

It is clear that students do not like to write and, even worse, they refuse to do alone the activities that have been proposed by the teacher before. The teacher almost never uses techniques to generate students' ideas during pre-writing, or motivational activities to help them plan and organize ideas thus avoiding their blank page syndrome. The traditional teaching method is strongly rooted, and the teacher believes that only grammar is important for the development

of Writing. In addition, teachers do not have the guidance text provided by the Ministry of Education, as it is given to students, or other types of resources to have more options in teaching writing.

Writing in English can be promoted through collaborative learning strategies (peer review, teacher conferences) and online learning in which students are involved in semi-realistic activities (writing a curriculum, filling out an application employment, note taking) and authentic communication and interaction between them is facilitated. In this way, students are involved in real and meaningful experiences for the development of their functional writing skills in English.

This investigate is validated thanks to survey that reaches to the conclusion that the development of the writing skill in students from tenth year of B.G.E. at "Francisco Huerta Rendón" High School in 2019-2020 is deficient.

When generating their ideas during the pre-writing stage, they are not well guided with techniques that help them to do it and the English teacher does not have enough resources as well, so the confidence to produce written texts is not developed in the students, for this reason it is recommend to continue developing a methodology to generate ideas in pre-writing that helps all the teachers of tenth year in this process.

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