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Themes, Preconcepts, and “Feed-Forth” in the
Second Language Writing of Second Graders:
Brainstorming and Journal Writing

by

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ABSTRACT

Themes, Preconcepts, and “Feed-Forth” in the Second

Writing of Second Graders: Brainstorming and Journal Writing

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The goal of this study is providing specific meaningful “feed-forth” (the opposite of “feed-back”) to the children. A teacher and four second graders participated in this research and 96 journals of four different categories of themes were examined to find out the characteristics (cohesion, accuracy, type-token ratio to see lexical density), of each theme. This information can be utilized to show more practical “feed-forth” with examples.

In addition, preconceptual forms of thinking which were appeared both in the brainstorming session and in the actual writing were examined to diagnose the current children’s level of development to lead them to……………………

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CHAPTER I

INTRODUCTION

1. Introduction: Brainstorming and Journal Writing

This study will discuss the advantages of brainstorming and how to observe and measure them in the journal writing of second graders. First of all, 96 journals of four different categories of themes: nature based themes, imaginative themes, special day themes, and society based themes are analyzed using quantitative measures. For lexical density, we examined type –token ratio and this ratio will show which themes have more new types of words. Cohesive markers are counted as well. The comparison of the numbers of cohesive markers between different categories of themes show that certain category of themes have more scientific concepts, using cohesive markers. Error-free sentences are also measured to show the relationships between other dependent variables (total words, and type-token ratio).

Second, this thesis also examines pre-conceptual forms of thinking in second language writing. In order to find pre-conceptual forms of thinking in the journal writing of second graders, this study considers the brainstorming before ……