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

by

Hong, Gil Dong

DEPARTMENT OF ELT

GRADUATE SCHOOL OF TESOL

HANKUK UNIVERSITY OF FOREIGN STUDIES

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Hong, Gil Dong

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**Thesis Committee:**

**(Name of signature) (Date)**

DEPARTMENT OF ELT

GRADUATE SCHOOL OF TESOL

HANKUK UNIVERSITY OF FOREIGN STUDIES

ABSTRACT

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

Writing of Second Graders: Brainstorming and Journal Writing

Hong, Gil Dong

Department of ELT, Graduate School of TESOL

Hankuk University of Foreign studies

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……………………

TABLE OF CONTENTS

ABSTRACT i

TABLE OF CONTENTS iii

LIST OF EXCERPTS vii

LIST OF TABLES viii

LIST OF BAR GRAPHS viii

CHAPTER I. INTRODUCTION 1

1.1 Tasks for This Introduction 2

1.2 What Is Brainstorming and How Can It Assist Writing? 3

1.2.1 Quantifiable Advantages: Themes 4

1.2.2 Less Quantifiable Advantages: Preconceptual Thinking 5

1.2.3 “Feed Forth” in Journal Writing 6

1.2.3.1 The Theoretical Rationale for Feed Forth 6

1.2.3.2 The Empirical Rationale for Feed Forth (Yi and Kellogg) 9

1.3 Summary of the Introduction 11

CHAPTER II. THEORETICAL BACKGROUND 12

2.1 Brainstorming: From Business to Education 12

2.2 Themes Used in Brainstorming and Journal Writing 14

2.2.1 Nature Based Themes 14

2.2.2 Imaginative 15

2.2.3 Special Day Themes 16

2.2.4 Society Based Themes 18

LIST OF EXCERPTS

Excerpt 1: Handout of “Jobs” in the Brainstorming 18

Excerpt 2: Dialogues about Chu-Seuk in Brainstorming 54

Excerpt 3: Eun-Chong’s Writing about Chu-Seuk 55

Excerpt 4: Dialogues about “Jobs” in Brainstorming 56

Excerpt 5: Eun- Chong’s Writing about “Jobs” 57

Excerpt 6: Dialogues about “Chu-Seuk” in Brainstorming 58

LIST OF TABLES

Table 1: The Distinctions Between Blocks 26

Table 2: Quantitative Results of Themes 48

Table 3: Quantitative Results of Feedback and “Feed-Forth” 92

Table 4: Quantitative Results of Feedback and “Feed-Forth” 110

Table 5: The Table of a Survey about Chu-Seuk 112

Table 6: The Table of Holidays and Concepts 113

LIST OF BAR GRAPHS

Bar Graph 1: Quantitative Results of Themes 51

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 ……