



عنوان البحث:فاعلية استراتيجية سكامبر في تنمية مهارات الطلاقة في الكتابة
الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الإعدادية

الباحثة: نبيلة يوسف ابراهيم الشريف



كلية التربية
قسم المناهج وطرق التدريس

فاعلية استراتيجية سكامبر في تنمية مهارات الطلاقة في الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الإعدادية

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مستخلص البحث باللغة العربية:

عنوان البحث : فاعلية استراتيجية سكامبر في تنمية مهارات الطلاقة في الكتابة الإبداعية في اللغة الانجليزية كلغة أجنبية لدى طلاب المرحلة الاعدادية

هدفت الدراسة الحالية إلى التعرف على فاعلية استخدام إستراتيجية سكامبر في تنمية مهارات الطلاقة في الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثانى الاعدادى . عدد الطلاب المشاركون في الدراسة (٦٠) تلميذا وتلميذة من مدرسة المنارة الإعدادية بمحافظة القليوبية ، مصر . اعتمدت الدراسة على التصميم شبه التجريبي القبلي والبعدي لمجموعتين:(مجموعة تجريبية ومجموعة ضابطة) . أعدت الباحثة اختبارا لمهارات الطلاقة في الكتابة الإبداعية. خضع المشاركون في الدراسة للاختبار الأولي باستخدام مهارات الطلاقة في الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية. تم التدريس للمجموعة التجريبية باستخدام استراتيجية سكامبر. بينما تم التدريس للمجموعة الضابطة باستخدام الطريقة التقليدية المعتادة . وتم تطبيق التجربة لمدة ثمانية أسابيع خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٢-٢٠٢٣ ، وأظهرت النتائج أن مهارات الطلاقة في الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى تلاميذ الصف الثانى الإعدادى تطورت بشكل ملحوظ نتيجة لتطبيق استراتيجية سكامبر. وبالتالي ، يمكن استنتاج أن استخدام استراتيجية سكامبر كان فعالاً في تطوير مهارات الطلاقة في الكتابة الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثانى الإعدادى.

الكلمات المفتاحية : استراتيجية سكامبر- مهارات الطلاقة في الكتابة الإبداعية



مستخلص البحث باللغة الانجليزية:

The Effectiveness of Scamper's Strategy in Developing EFL Creative Writing Fluency Skills among Preparatory Stage Pupils

Abstract

The present study aimed at investigating the effectiveness of using Scamper strategy in developing EFL creative writing fluency skills for the second preparatory stage pupils. The participants of the study were (60) male and female pupils from El- Manara preparatory school in Qalubiya Governorate , Egypt .The study adopted the a quasi experimental pre- (the experimental group and the control group) .The researcher :post design of two groups prepared a test of EFL creative writing fluency skills . The study participants were pre-test using EFL creative writing fluency skills . While The experimental group was taught using the Scamper's strategy , the control group received regular instruction .The results revealed that the EFL creative writing fluency skills of the second year preparatory school pupils developed significantly as a result of the implementation of the Scamper's strategy . Thus , it can be concluded that using Scamper strategy was effective in developing EFL creative writing fluency skills of the second year preparatory school pupils.

Keywords: Scamper's strategy – EFL fluency creative writing skills



مقدمة البحث:

1.1. Introduction

Writing is one of the most essential skills in learning English .Learning to write is one of the most important objectives of the educational process , because it enhances the ability of learners to acquire grammar and acquire new vocabulary , in addition to writing in the class room gives them opportunities to express their ideas and feelings in writing without external influences .The goal of teaching writing in English in the class room is to give students different opportunities to express their ideas and abilities in writing .

English language is considered as one of the most essential elements in education and literature .It is depends on the mastery in the language receptive and productive skills which include reading ,listening and writing .conventionally and even today in the eastern world particularly the English language writing skills are given a high priority and interest .Writing is justified in the schools where students are required to master good writing compositions. Writing is very important as it is an essential language activity major classroom procedure and an effective technique for reinforcing the oral language .Writing has such functions as to send store and retrieve message .Writing also provides relatively permanent record of information ,,opinions ,beliefs , feelings ,explanations and theories .One of the most attractive types of writing is creative writing (Ali , 2019).

Writing is one of the most important skills in English . It helps students to express and motivate ideas , beliefs and views , as well as make them visible and noticeable . Writers are encourages to think , learn and share as a result of their work . unfortunately the majority of the students found writing tasks difficult for them to deal with . They need some ways to make the work of writing easier for them . Similarly, writing is one of the four skills of language learning – LSRW (listening , speaking , reading and writing) (Agustina & Nur , 2018)

Creativity in language is concerned with novelty and originality .It is directly associated with creativity .It means one's putting his feelings and ideas about a particular topic on paper using imagination freely .It also involves going beyond the ordinary

Without deviation from the normal values .Creating ideas that are different from everyone else's ideas with help of one's imagination , achieving originality and writing fluently while taking pleasure in the act of composing (Diab , 2019)

According to Sheir and Alodwan (2010) all pupils have creative abilities and their creativity takes a wide variety of forms .Each individual has a wide range of ideas ,perceive things in a personal way and , at times, shows insight and inventiveness . Pupils may not to be creative in one particular area but show some creativity in a range of contexts across the curriculum . In addition to Fahmy (2017) referred to creativity in the following points as follow : creativity is an imaginative activity that help to achieving a specific objective ;



Creativity must produce something original that has value in relation to the objective ; Thinking and producing imaginative ideas are the inclusions of creativity .

Creative writing that the writer uses his imagination to generate new and unique ideas going beyond the ordinary and standards , and committing to normal values , achieving originality , flexibility and writing fluently in addition to having fun during the composing process Akkaya (2014) . Also Rivera (2017) indicated that creative writing is the type of writing concerns with the production of text such as stories , poems and other genres . Those texts are more concern with aesthetic than with informative , instrumental , or pragmatic purpose .

In this regard , there was a need to use modern innovative approaches and strategies to develop creative writing skills in English .The scamper strategy is one of the latest proposed strategies for teaching and learning creative writing skills . This strategy is characterized by it is ability to motivate students creative writing skills by employing a list to generate ideas . The Scamper strategy is considered as a modern strategy used in the development of creative writing skills. Melvira (2012) referred that the scamper strategy has proven to be effective at the level of many subjects , and it is one of the active strategies that can be applied by teacher in teaching English language skills . To apply scamper strategy effectively in educational settings . Teachers should follow a number of key actions and steps , including that the teacher should prepare the lesson

plan to be able to prioritize and identify the mechanisms through which the information will be transferred to students .Then choose the most interesting topics to keep students attention as long as possible .

The word Scamper consists of the initials of a set of words that form the whole word Scamper and these words consist of the list of ideas generated by Eberel (2008) as follow: substitution ,combine ,Adaptation ,magnify and minify ,put to other uses ,Eliminate and Rearrange .Carol (2013) indicated that Scampers strategy is one of the techniques of creative brainstorming, as it helps students to generate ideas that already exist and it also develops in learners thinking of its different types, especially creative thinking and its different skills (fluency, flexibility, originality, and extras). Toraman and Altun (2013) pointed that Scamper strategy is one of the strategies through which the levels of creativity among students can be enhanced .

1.2. Context of the problem

According to the researcher's experience in teaching English , she observed that EFL preparatory stage pupils lack the ability of writing and they avoid writing tasks .Further they cannot write efficiently , or creatively ,in addition they do not have any new ideas in their writing , There for they always suffer a lot in learning writing . Accordingly, the researcher reviewed some related studies such as those of (Kaoud ,2015) , (Abo El-soud , 2016) ,(El - Mistikawy, 2016) ,(Al –Sherbeny, 2019) ,(Mahfouz , 2019) ,(Al - Morshidy , 2020)



, (Naguib , 2020) ,(Tohamy , 2020).that have emphasized the weakness Egyptian EFL learner creative writing skills .

To document the study problem , a pilot study was conducted to discover the difficulties which preparatory stage pupils face in acquiring some EFL creative writing skills . It consisted of an English creative writing fluency test . The researcher administrated the creative writing fluency test on a sample of second year, preparatory school pupils to measure some of their creative writing fluency skills at Al-Manara preparatory school .

1.3. Statement of the problem

The problem of the current study was represented in the weakness of preparatory school pupils in EFL creative writing fluency skills . The researcher found that students' level in EFL creative writing fluency skills is low .

1.4. Questions

The current study attempted to answer the following questions:

- 1-What are the required EFL creative writing fluency skills for second year preparatory school pupils ?
- 2-What are the features of the scamper's strategy to develop creative writing fluency skills ?
- 3-What is the effectiveness of using the scamper's strategy in developing creative writing fluency skills among preparatory stage pupils ?

1.5.Hypotheses of the Study

Based on the related studies and study questions, the following hypotheses were formulated :

- There is a statistically significant difference at the 0.01 level between the mean scores of the control and experimental groups on the post administration of the overall EFL creative writing test in favor the experimental group.”
- There is a statistically significance between the mean scores of the experimental group in the pre and post applications of the overall EFL creative writing skills test in favor the post application. “
- There is a statistically significance difference between the mean scores of the experimental group and control group in the post test of the EFL creative writing skills test at each skill separately in favor of the experimental group .
- There is a statistically significance difference between the mean scores of the experimental group in the pre and post applications of the EFL creative writing test at each skill separately in favor of the post application .



1.6. Significance of the study

The current study is useful for the students , teacher , curriculum designers , and researchers as follow :

1.6.1.For EFL Preparatory stage pupils

Helping them improve their creative writing skills through generating ideas; Enable students to practice the methods of generating ideas included in the Scamper Strategy ; Enhancing students' role through activities and exercises, using the scamper idea generation strategy ; Enabling students to form creative ideas about the issues presented to them.

1.6.2. For EFL teacher

Draw the attention of teachers to the importance of using Scamper strategy as it has an important role in creating ideas and achieving conclusions ;The teacher's guide helps him in using the scamper strategy in teaching English ; Provide them with some creative writing skills; assisting the teacher in preparing well for the lesson. ; and helps them to use a new strategy in developing creative writing skills.

1.6.3. For EFL curriculum designers

It will enrich the writing curriculum in the middle school ; Helps them achieve many improvements in curriculum design ; Provide them with a new strategy that can be used to develop creative writing skills .

1.6.4. For researchers

This research may open the field for other studies and research in the field of learning the English language using the scamper idea generation strategy ;this research may be useful in improving the creative writing skills of English language learners ;the importance of the Scamper Strategy as it is a relatively new and modern strategy that has an important role in creating ideas and making conclusions in which the ideas are dealt with in an unfamiliar way; Provide them with some recommendations for future research related to current research variables ; and Trying to find modern methods and methods of teaching that suit the desires and preferences of the learners instead of the traditional methods.

1.7. Delimitations of the Study

The current study was delimited to the following :

- 1-Sixty preparatory school pupils at Al-Manara preparatory school in Shubra Elkehima / qalybia Governorate .
- 2- Some EFL creative writing fluency skills .Namly (originality , Flexibility and accuracy)
- 3-First academic semester 2022/2023 .



1.8. Study Variables

- 1- The independent variable: The Scamper's strategy.
- 2- The dependent variable: The EFL creative writing fluency skill .

1.9. Instrument and Materials of the study

In the current study , the following instruments were designed and used :

- 1- An EFL creative writing fluency checklist .
- 2- An EFL creative writing fluency test with a rating rubric to measure the pupil's performance.
- 3-A teacher's Guide .

1.10. Terminology

The present study handled the following definitions :

1.10.1. EFL Creative Writing Fluency Skills :

Creative writing is a type of writing that enables students to express their ideas , taking advantage of private , personal and emotional reality of those ideas . It is interested in original , creative , personal experiences and feelings which can be found out by the self , freed from impersonal , external depend on facts and the ideas of others (Beck , 2012)

According to Onkas (2015) Creative writing is the fluent expression of thoughts in an original manner by creating logical linkages between them based on the individuals' schemata in a written form . Creative writing is an open and imaginative which writing in which the authors freely express their unique thoughts and feelings Mason (2015) . Moreover Kaoud , Sheir& El-Hilaly (2016) defined creative writing as a productive process through which the EFL secondary students express , their own feelings ,emotions and thoughts to others in an interesting literary language characterized by original ideas and expression that entertain the reader and achieve interaction with the writer .

Creative writing fluency is operationally defined in the present study as the preparatory stage pupils' abilities to express their feelings , beliefs and ideas effectively , efficiently and originally.

1.10.2. Scamper's strategy

According to Yagci (2012) Scamper strategy as a type of practical and entertaining brainstorming technique which is inherent in the discussion Method , ensuring implementation of the method by putting it into practice . Scamper consists of a group of



words that collectively comprise the word Scamper .Scamper strategy is defined as teaching strategy based on a range of emotional processes such as curiosity , risk tolerance , complexity , intuition , and cognitive processes such as :fluency , flexibility , and originality (Al –Hossainy , 2013)

Scamper strategy is operationally defined in the present research as a tool for preparatory stage pupils to think and develop ideas, which relies on a set of guided questions that stimulate students, thinking by posing in –depth problems in creative writing and learning about them to find innovative solutions to the problem posed by answering some of the motivating questions for scamper ,whose significance indicates to: substitution ,combine ,Adaptation ,magnify and minify ,put to other uses , Eliminate and Rearrange.

Review of literature

This chapter was divided into two main sections ; the first section tackles the theoretical background of EFL creative writing skills while the second section deals with the Scamper strategy.

2. 1.1. EFL Creative Writing Fluency

Creative writing as a form of writing that focuses on authenticity and imagination instead of standardization and the accuracy of thoughts . It possesses language usage ability (Akdal & Sahin ,2014) . Also Akkaya (2014) defined creative writing that the writer use his/ her imagination to produce new and unique ideas going beyond the ordinary and standards and committing to normal values , achieving originality and writing fluently in addition to having fun during the composing process .Moreover Mason (2015) creative writing is an open and imaginative writing in which the authors freely express their unique thought and feelings.

Onkas (2015) indicated that creative writing as the fluent expression of thoughts in an original manner by creating logical linkages between them based on the individual's schemata in a written form .In addition to Lyengar & Smith (2016) defined creative writing as the process of crafting text that is not specialized , editorial , theoretical , or procedural forms of writing .It is the craftsmanship of storytelling . It also employs characters ,figures of speech , or even poetic form . Creative writing is " the productive process through which the ESL /EFL secondary students express , their own feelings , emotions and thoughts to others in an interesting literary language characterized by original ideas and expressions that entertain the reader and achieve interaction with the writer.(Kaoud , sheir & El, Hilaly , 2016) .



Moreover Ghani and Din (2017) clarified that creative writing emphasizes imaginative self- expression . It also means the ESL/ EFL learners' capacity to respond vividly and spontaneously , and to convey responses freely in their writing .So , expressing oneself well in writing and print also means creative writing . Also Nino & Paez ,(2018) creative writing as any form of writing that falls outside of the traditional type of writing skill and can be distinguished from mere traditional writing . Creative writing is mainly and highly connected with using imagination and fantasy , thus it is different from the academic writing imposed in the various school courses . In this sense , creative writing is an expansion of the written production aiming to construct new forms of texts.

2.1.2. Importance of EFL Creative Writing

According to Dai (2010) creative writing encourages learners to compose , improve their self –awareness and empowers them to think and it is a powerful method to teach English as a foreign language not only because it is a decent way for improving students ability in English . Locloiey (2012) indicated that creative writing has always played a significant role in EFL instruction as it is one of the key objectives in EFL classroom , while using creative writing , students can write short stories , poems , fiction stories , autobiographies and many other forms of writing genres . This writer further elaborates that for people who write creatively , this activity can fulfill many daily life functions as it includes engaging in playing a piece of music ,then writing about the writer s sensations and feelings relating to this creative act . Thus , creative writing focuses on using imagination to write about the true sensations the individual feels about a certain experience using creative words , sentences and paragraphs . In other words , creative writing enables individuals to express themselves in ways that are not always available in other aspects of life . An individual ,for example can use creative writing to express her/his true feeling about specific life experiences without feeling threatened by the responses of others.

Creative writing has an important role in life because it provides an opportunity for self expression , provides an enjoyable artistic outlet for the writer ,and helps students to open their imaginations and develop their ideas and then relate these ideas to each other in a linear fashion according to the specific rules and basic standards for creative writing . (Demille &Kallio , 2014) .

Freiman (2015) and Zhao (2014) indicated some significance of creative writing as follows 1)Developing the student's ability to use words in a powerful and pleasurable way ,(2) Helping students discover their creative abilities , increase their awareness ,flourish their spirits and emotions ,(3)Active involvement , as it provides the perfect opportunity to put know ledge and feelings to somebody , and (4) Self –instruction creative writing is one place where learners have the opportunity to express and communicate their thoughts and ideas . Also Kandemir (2015) pointed that creative writing has a major role in improving cognitive



and communication skills for students to teach them how to behave creatively in their lives as creative writing enables to choose their own writing topic ;It helps students to use their linguistic capabilities and make them deeper to do that in oral expression ; Creative writing gives students the opportunities to imagination and , express their personal thoughts and mental images..

According to Riabokrys and Mishchenkob (2016) Creative writing creates a pleasant and supportive atmosphere ; it promotes the development of cohesiveness . In addition to it increases the students' expectation of success in particular tasks and in learning in general a d makes learning more stimulating and enjoyable by breaking the monotony of classroom events . Creative writing makes learning stimulating and enjoyable by increasing the attractiveness of tasks and by enlisting students as active task participants and it presents and administers tasks in a motivating way . Besides , it provides students with regular experiences of success, builds learners' confidence by providing regular encouragement and enhances student motivation by promoting cooperation among the learners and by actively promoting learner autonomy .Finally , it develops learner satisfaction ;and it offers rewards in a motivating manner .

According to Kavcar (2013) & Temizkan (2010) (cited in Babayigit , 2019) Creative writing helps the students to express their emotions , thoughts and ideas in new , fluid and engaging manner away from boring and monotonous writing . In addition to , respect the other people's feelings , thoughts and ideas . Moreover the role of creative writing in improving writing skills for students, it affects his self- awareness positively . Also creative writing help students to freely move your emotions and thoughts on a subject using your imagination ; thinking creative and generate a new ideas ; present your experiences , observation , emotions , dreams and thoughts in more original form .In addition Rivera (2017) pointed that creative writing has a role in developing all language levels (vocabulary , grammar , phonology , discourse) that requires the writers to produce texts in interesting and demanding ways while trying to express uniquely personal meaning .

2.1.3. EFL Creative Writing Skills

Creative writing skills means writing fiction pieces namely : story , short story , biography and autobiography investigating at developing the skills of plot , characterization , style and word choice , setting and dialogue ; as well as writing nonfiction pieces namely ; memoire , sketch , personal narrative with the aim of developing the skills of narrative , content , reflection and critical thinking and language (Khater , 2015) .

Greenstein (2012) identified the creative writing skills that can be use into classroom instructions :

Fluency : The ability to produce ideas that in turn is based on solving problems , increasing understanding , and remembering information (Rabi & Masran , 2016)

Originality : The person's ability to produce unusual , unique ideas (Torrance , 2018)

Flexibility : The ability to produce qualitatively diverse solutions (Sriraman , 2017) .



Accuracy: Reflects higher levels of control in the language by avoiding errors in performance. (El Behery , 2013).

According to Abdel Barry (2016) identified the aspects of creative writing skills as : (1) Fluency : The ability to produce a large number of clear ideas ; (2) Originality : Thinking of unusual ideas of unique ways and solution to a problem and the way to get the ideas together ; (3) Flexibility : An openness to examine ideas or experiences in varied ways ; (4) Elaboration : The ability to add details and to expand ideas ; (5) Figurative language : The use of words that add color and images to speech and writing .

2.1.4.Principles of Creative Writing

According to Damayanti (2016) creative writing has some principles

Students in creative writing classes must become aware of the basic technique of literary expression , including narrative strategies , genre , and aesthetic ; Creative writers must become more self- aware , craft conscious, and self- critical . The students must learn how to revise . As important as learning how to write is the ability to evaluate and rewrite ; Students must recognize that creative writing is never simply descriptive or imaginative . Creative writing also includes ideas , themes , questions , and arguments .

2.1.5. The Process of Creative Writing

The process of creative writing making the teacher and the students with a deeper understanding of each other and a more meaningful relationship . In addition to supporting the affective domain of students learning through the free non threatening learning environment (Demile &Kallio , 2014) . Haroon (2014) asserted that creativity is an essential element that is obviously involved in the teaching learning process , particularly that learning is view as a creative process that includes students making information relevant by linking prior knowledge and new knowledge in meaningful format. Creative writing should be considered as a product of imagination . Teacher should engage in writing activities with students , The focus of creative writing should be meaning and thoughts , teacher should be tolerant towards students in selecting their own

writing . Creative writing products should be addressed and discussed with different perspectives in classrooms (Gorcer , 2016).

Furthermore the benefits of creative writing for learners include assistance in developing language at all levels of grammar and vocabulary and require learners to manipulate language in interesting ways to express uniquely personal meaning .also increases learners self-confidence and self-esteem and discover things for themselves about language and thus enhance personal growth so is learning by encouraging and motivating learners , we notice that learners can write something in a foreign language as a language that no one has ever written before , and that others love it and enjoy reading it . Hence the importance of spreading students work so that they feel proud and enjoyable in the form of writing and process (Razzaq , 2021) .



2.2. Scamper Strategy

Scamper strategy is one of the problem-solving strategies which uses asset of directed ideas –spurring questions to suggest some addition to , or modification of , something that already exists . Also received much attention as a learning tool that fosters awareness , drive , fluency , flexibility , and originality . The stimulus comes from being asked to answer queries that one would not normally pose .The changes that Scamper strategy based of :

S- Substitute (as , components , materials , people) .

C-Combine (as , mix , combine with their assemblies or services and integrate) .

A-Adapt (as , change function , use another part of element) .

M-Magnify/Modify (as ,, increase or reduce in scale , change shape , modify attributes) . P-

Put to other uses .

E-Eliminate (as , remove or simplify elements) .

R-Rearrange/Reverse (as , turn inside out or upside down)(Serrat , 2017).

Scamper strategy is defined as It is a very helpful divergent thinking tool used to spur fluency and flexibility .Scamper is a mnemonic that helps the students to ask questions about an exit product or idea in order to generate new creative ideas(Margot , 2020).

2.2.1. The Importance of Scamper Strategy

Scamper strategy aims to build positive attitudes among students towards creative thinking and imagination, and to learn them by simplifying meanings and attracting students to them. Developing the student's ability to imagine and investing it, in addition to developing thinking in general, especially innovative thinking, and accustoming students to practice the methods of generating ideas through games and activities offered by the Scamper program, in addition to increasing students' attention periods for a long time, taking risks, curiosity, and developing students' intuition (Qatami , 2015). The importance of employing the scamper strategy in teaching is shown in creating many of the ideas expected from the creative thinking process , and it is suitable for different levels of students' ages . Various methods and means can be used to implement it , and the scamper model provides an enjoyable environment for creative writing . (Idek , 2016).

Sabri and AlRowaithi (2013) mentioned many aims of scamper strategy which are : Helping students to educate from the opinions , thinking and ideas of others by improving it ; Developing the skills of asking questions to encourage the students ; Developing thinking skills in general thinking in particular for students ; Improving the imagination , specially the creative imagination of the students ; Expanding the individual's field of thinking and helping them to move away from their assumptions and previous experience with the task or topic area ; Creating positive attitudes for students towards thinking , imagination and innovation and the process of learning and teaching ; helping students to generate a wide range of ideas .



2.2.3. The Goals of Scamper Strategy

Abo Gomaa (2015) mentioned the goals of Scamper's strategy as follows :

1-Learning students to practice the methods of generating ideas included in Scamper games and activities,2)Developing the thinking skills for students , productive thinking in general and productive thinking in particular ,3)Developing the imagination, especially the creative imagination students , 4)Providing students with the tasks of creative thinking ,5)Developing high level of ambition for the students and helping them to generalize the gained experiences in different life situations ,6) investigating available capabilities and simplifying meaning to build positive trends among students towards thinking , imagination , creativity and their learning process.

2.2.4. Principles of the Scamper Strategy :

Horn (2013) mentioned seven principles of scamper strategy as follows :

1- Substitute : The aim for this stage is to interchange the object or person being considered with a different person or object . Furthermore it contains the replacement of ideas , procedures and places to create a new idea when using this principle the student must have in mind what will he replace ?and what can be used as a replacement .

Can I replace and substitute any part ?

What if I replace its name ?

Can I change one part for another ?

2 - Combine :The aim of the techniques is to combine different objects and to think about the possibilities that will occur when the situation ,the ideas or things are put together. Combining things together improves a new production that differs in characteristics from its components.

What parts or ideas can be combined ?

What objects could be combined ?

Can I combine different talents to increase it ?

3 - Adapt : the purpose of this step is to adapt the object under consideration to different uses or situations . Some ideas are not suitable in main situations if not they are modified to be more useful and acceptable .

What ideas could I adapt?

What processes can be suggested ?

What could I borrow , steal or copy ?

4 - Modify ,Minify ,Magnify : This purpose includes changing the form of the original object by reducing or increasing its size . by replacing its quality ,by rendering it lighter or heavier and by reducing or increasing its speed .

How can I increase its value ?

What can be magnified higher , bigger or stronger ?

Can I add extra features ?



5 - Put to other uses : the objectives of this step include discussing . the use of the object under consideration for purposes , furthermore at locations , that differ from was originally intended .

Are there a new ideas to use it in its current shape ?

How can a child use it ?

How would people use it ?

6 - Eliminate : this step include removing a certain feature or section of the aim that is the subject of the brain storming

What is unnecessary or unimportant ?

Can the rules be eliminated ?

Can I split it into different ways ?

7 - Rearrange : the final step of the technique , in the current state of the object will be considered and the object or its characteristics will be reorganized or inverted .

What other arrangements can be better ?

Can I translate causes and effect transpose ?

Can I replace pace or change the schedule ?

2.2.5. Stages of applying the scamper strategy

Saidi (2018) indicates that the teaching process using the scamper strategy goes through the following stages.

1- **Introduction:** the teacher checks the students' previous experiences before presenting the topic or problem that is the subject of the lesson.

2- **Defining the problem:** the teacher uses a method such as showing a movie, process cards, a picture, or others.

3- **Rephrasing the problem in a clear way:** The teacher assigns the groups to describe the group in an accurate and clear way

4- **Presentation of ideas and solutions:** This part is considered one of the most important parts of the model and depends on presenting the list "scamper list" to students, which accustoms them to using stimulating questions to generate new ideas and provoke thinking.

5- **Reviewing and presenting ideas:** A group of students presents the distinguished ideas of the group in its specified section and records these ideas without argument or discussion.

6- **Developing ideas:** The teacher chooses the idea, the students participate in it, and it is discussed in order to develop it and make it an idea that can be applied.

2.2.6. The Role of Teachers and learners in Scamper Strategy

El Tweqi (2015) and Saqr (2017) indicated the role of the teachers and learners as follows

First : The teacher trains the students to use Scamper strategy in order to enable them to generate new , diverse and unique ideas and solutions ; He provides the students with the opportunities to generate their imagination and thinking and deviate from stereotypes of thinking ; The teacher listens to student's ideas and encourages them to produce creative ideas ; The teacher is an organizer for the class time to give students enough time to think and generate what in their memories (positions , solutions , decisions) and alternative ideas between them ; The teacher presents difficult situation and encourages them to work in groups , express their ideas and exchange ideas between them .which provide the students brain to search; The teacher provides students with their opinions and comments for their ideas and feed back on their performance in using Scamper strategy .

Second : The students play an active role in applying Scamper strategy such as :

They look for information and the source of it ; They transfer their experiences to similar situation ; They generate new ideas ; He participates efficiently in presenting ideas ;They choose the appropriate scamper strategy to illuminate the problem in creative method ; They discusses the ideas with the teacher and learners .They learns to accept the others points of view and solutions ; They produces the large number of creative ideas .

Method

Instrument and Materials

In the present study , the following instrument were prepared and used by the researcher :

- 1- An EFL creative writing checklist .
- 2- An EFL creative writing test with a rating rubric to asses preparatory pupils' performance in EFL creative writing skills .
- 3-A teacher's Guide

Experimental procedures

A- Pre-test

Before implementing the strategy , the EFL creative writing test was administered to the participants of the experimental and control groups on 12/11/2023 to establish homogeneity between the two groups in entry level .

B- Implementation stage :

First the researcher prepared the Scamper strategy to be taught to the experimental group students on 28/10/2022 . In the orientation session , the researcher introduced Scamper strategy and its sub-strategy as well as the procedures to be followed . At the beginning of each lesson , the researcher addressed the learning objective related to the creative writing skill .

C- Post testing

Having finished implementing the treatment post testing took place on 28 / 12 / 2022 .

Results

In order to answer the previous research questions and in light of the quantitative results of the post administration of the EFL creative writing skills test on the participants of the experimental and control research groups .

The first hypothesis :

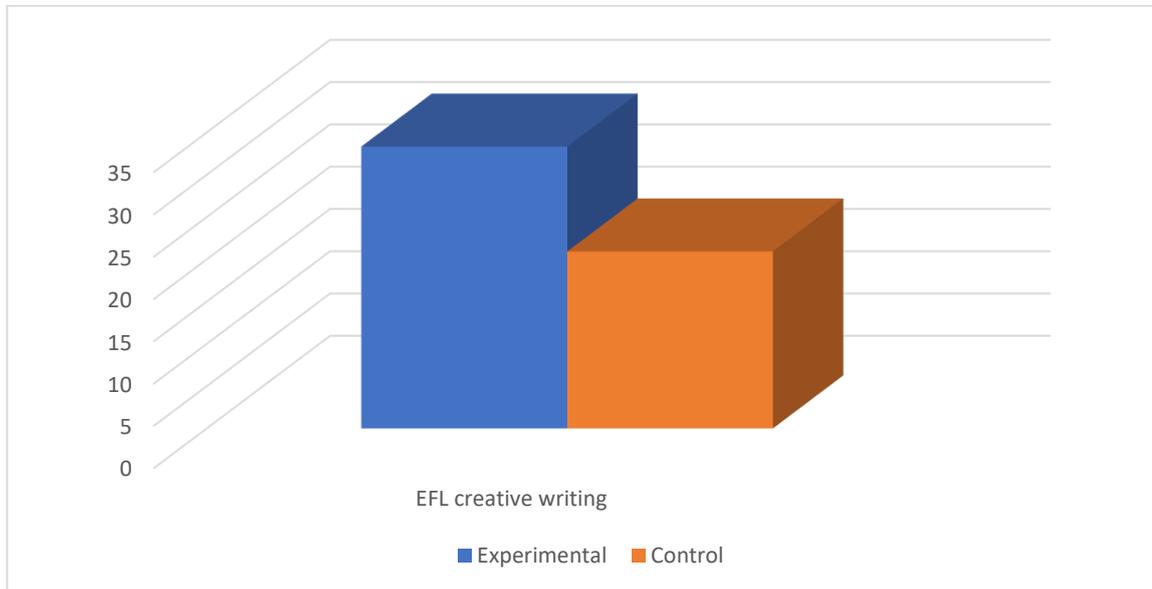
The first hypothesis stated that “ there is a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post administration of the overall EFL creative writing fluency test in favor the experimental group “ t-test was applied to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) on the post administration of the overall EFL creative writing fluency skills test and determining the statistical significance of the difference between them , the results are as shown in the following table :

Table (1) : Results of the t-test between the Experimental and Control Group

Group	No.	Mean	Std. Deviation	t-value	DF	α Sig	η^2
Experimental	30	33.33	2.2.14	27.373	58	0.01	0.928
Control	30	20.93	1.26				

The results in table (1) show that there is a statistically significant difference at the level of significance ($\alpha \leq 0.01$) between the mean scores of the experimental group and the control groups in the post application of the EFL creative writing test as a whole, in favor of the experimental group. Thus , the first hypothesis is accepted .

Figure (A) : The mean scores of the experimental group and the control group in the post application of the EFL creative writing test as a whole.



The second hypothesis :

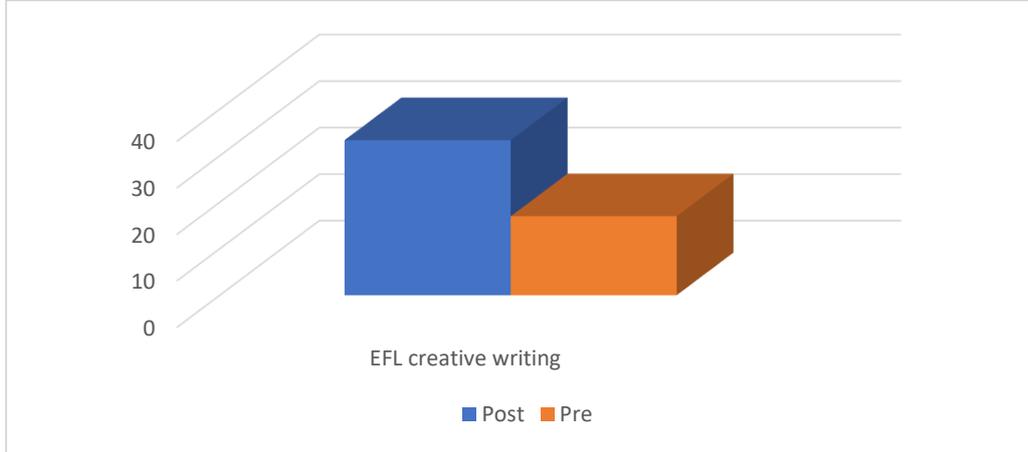
The second hypothesis states that " there is a statistically significant difference between the mean scores of the experimental group in the pre and post applications of the overall EFL creative writing fluency skills test in favor of the post application ."

Table (2) : Results of the t-test between the pre and post test

Test	No.	Mean	Std. Deviation	t-value	DF	α Sig	η^2
Pre	30	16.97	1.99	30.595	29	0.01	0.970
Post	30	33.33	2.14				

The results in table (2) show that there is a statistically significant difference at the level ($\alpha \leq 0.01$) between the mean scores of the experimental group students in the pre and post applications of the EFL creative writing test as a whole in favor of the post application .Thus , the second hypothesis is accepted .

Figure (B) : The mean scores of the experimental group students in the pre and post applications of the EFL creative writing test as a whole.



Discussion of Results

Based on the previous results , it becomes clear that all values of the ETA square for the results of the participants of the experimental groups |(pre/ post testing) in the overall EFL creative writing skills test and its four sub skills exceeds the value indicating the educational importance of the statistical results in educational and psychological research .

The statistical analysis of the study resulted in asserting all the hypotheses of the study . It also resulted in proving the accomplishment of the present study's main aim , which was to improve EFL creative writing skills for second year preparatory school pupils by using the Scamper strategy . Concerning the Scamper strategy and its effect on developing EFL creative writing skills for second year preparatory school pupils , the results of the study revealed the following :

The scores of the EFL writing post-test were very high because students can understand how to learn through the Scamper strategy , how to use successful tools and knew how to learn by themselves and evaluated their developments .Pupils were also aware of their learning strengths to overcome their learning weakness ; Teaching through the Scamper strategy helping pupils to learn writing by encouraging them to participate actively ; The Scamper strategy helped pupils to write their own

responses , express and support their ideas in response to the text , and identify the purpose of their creative writing . Students able to using language appropriately for a specific purpose and situation ; Teaching pupils to practice the methods of generating ideas involved in Scamper games and activities ; Developing the imagination specially the creative imagination for the pupils ; Providing students with the tasks of production and creative thinking ;Simplifying meaning and investing available capabilities in order to build positive trends among pupils towards thinking , imagination , creativity and their learning process ;Developing high levels of ambition and hopes for the pupils in addition to helping them to generalize the gained experiences in different life situations , after presented for them in various contexts .



As a result , the participants of the experimental group almost mastered the EFL creative writing skills and showed great interest and motivation towards EFL creative writing skills . They also become competitive and active participants in pair and group work activities . Such results are consistent with other study findings that supported the large effect of the Scamper strategy on developing EFL creative writing skills for preparatory school pupils as studies : El-Behery (2013), Mohamed (2013) , Haroon (2014) , Al-Sayed (2016) , El- Mistikawy (2016) , Ali (2018) , Fahmy (2017) , Abd El- Aty (2022). All of these studies have confirmed that the prevalence of a cooperative and supportive atmosphere and pupils' awareness of their role as writers created by the Scamper strategy had a positive effect on developing students' creative writing achievement and motivation .

Conclusions

To sum up , Teaching Scamper strategy to improve EFL creative writing skills and its four sub skills (fluency , Flexibility , Originality and accuracy) among preparatory school pupils was greatly effective .

Recommendation

In the light of previous results , the following recommendations could be presents :

- 1- EFL creative writing skills should be given more attention in our EFL classes . More time and efforts should be exerted to develop the main skill and its sub – skills .
- 2-Pupils should be aware if the different creative writing skills that have to be mastered
- 3-Teachers of English language should be trained on using Scamper strategy while teaching English to their pupils in different educational stages .
- 4- EFL teacher should motivate and simulate pupils at the different stages to communicate to succeed at school and outside school .
- 5-Teachers who teach at the preparatory stage should be encouraged to use the Scamper strategy regularly .
- 6- English language teacher should emphasize the development of the pupils' creative writing skills in the early educational stage to develop them in the following stages .
- 7- Curriculum designers should make use of Scamper strategy when designing English language courses and overcoming any teaching or learning problems.

Suggestions for further Research

Based on the findings of the present research , the following implications for further research are suggested :

- Investigating the effectiveness of Scamper strategy in English language learning among pupils at different educational stages .
- Clarifying the influence of Scamper's strategy on other language skills such as listening , speaking and reading .



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الإبداعية في اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الإعدادية

الباحثة: نبيلة يوسف ابراهيم الشريف



- Investigating the effectiveness of Scamper strategy in enhancing pupils' creative writing skills .
- Clarifying the effect of using other strategies on developing pupils' EFL creative writing skills .



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