



Effectiveness of Program Based on Mind Habits in Developing Creative Writing Skills in Poetry Field for High School Female Students in Saudi Arabia

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Abstract

Training learners in thinking skills and creative writing is of utmost importance for students' success and in the development of both school and society (1). Habits of mind are a group of skills, attitudes and values that enable a person to create performance preferences or intelligent behaviors based on stimuli they are exposed to that lead students to select mind processes or perform according to a choice from a group of available selections to face a problem or solve an issue (2). However, teaching thinking skills is neglected in schools due to different reasons. This study aimed at investigating the effectiveness of a mind-habits- based program in developing creative writing skills in Arabic poetry among female secondary stage students, Kingdom of Saudi Arabia. Creative writing skills in poetry, appropriate for secondary stage students, were identified. Specifications of mind habits that should be developed among secondary stage students were also identified and a list of the thinking skills needed for developing mind habits was derived. A program based on mind habits was designed with the aim of developing the previously identifies creative thinking for creative writing skills.

Tools of the study, a of Creative Writing Skills in Poetry, a Rubric for Assessing the Creative Writing of the participants and a test of Understanding Creative Writing Skills in Poetry, were administered to both the experimental and control groups before and after the experiment. Using a quasi-experimental design, the mind habits -based program for developing creative writing skills was taught to the experimental group (21 third year secondary stage students) while the control group (21 third year secondary stage students) received no additional treatment.

Results of the study revealed that there was a statistically significant difference at the level of significance $\leq 0,05$ in creative writing skills between the experimental and control groups in favor of the experimental group. In addition, a statistically significant difference at the level of significance $\leq 0,05$ in comprehension of creative writing skills was revealed between the experimental and control groups in favor of the experimental group. Recommendations for further research and implications are presented.

References

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