

The Impact of Using a Strategy Combining Linguistic and Imaginative Games on Developing Creative Writing Skills among Talented Students

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Abstract:

The study aimed to reveal the impact of using a strategy that combines linguistic and imaginative games on developing creative writing skills among talented students. The quasi-experimental approach used a pre-post design for two equal groups. The sample consisted of (52) students selected from King Abdullah II Schools of Excellence in Amman, Jordan. They were distributed into two groups, control and experimental. Creative writing test is used as a tool to collect data. The results showed that there were no statistically significant differences in the performance of the two groups in the pretest for creative writing. Results also showed statistically significant differences in the performance of the two groups in the posttest for creative writing. The total score on all skills was in favor of the experimental group with a large effect on the total score and on the fluency as well as flexibility skills. However, a small effect was detected on the skill of originality. The study recommended using a strategy that combines linguistic and imaginative games in teaching talented students.

Key Words: Linguistic Games, Imaginative Games, Creative Writing, Talented Students.

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I. INTRODUCTION

Modern teaching methods and strategies focus on developing the different skills of learners, teaching them self-learning, as well as developing their multiple aspects of thinking such as their ability to remember, understand, apply, analyze, solve problems, make decisions, develop their critical and creative thinking practice, as well as develop their literacy skills.

Writing is one of the most prominent language skills that develop human thinking. It requires more abilities than other language skills. Writing reflects student's linguistic potential. Writing tasks can be utilized to measure and determine students' command of language. In addition, it is a means of expressing thoughts, feelings and emotion. Furthermore, it is an important tool through which the student demonstrates his or her abilities to deal with different career situations, solve problems and communicate with others (Al-Makhlafi, 2019).

Writing is an important means of communication between people. They use writing to interact with each other and the world around them. Writing can support and enrich people's knowledge. It is a mental skill that includes the ability to convert sound symbols (audible) into written (visual) symbols. Writing consists of expression, spelling, and calligraphy. It is a form of human communication that carries a set of visual signs adopted by the speakers of a particular language. Thus, writing represents the language at multiple levels, including different sentences and words, as well as audio syllables. The importance of writing stems from the importance of language itself to any society. It is a tool of expression used by its speakers to express what they think. Language enables individuals to develop their personalities and express their feelings, emotions, acquire knowledge, information, experience, attitudes, values and different behavior patterns (Al-Makhlafi, 2019).

Creative writing is "a set of symbols produced by a person to explain knowledge, feelings and emotions, taking into account the rules of accuracy, clarity, speed and beauty, and representing a meaningful system characterized by richness, diversity and excellence" (Al Hadibi, 2012: 196). It was also defined as "the ability of learners to convey their thoughts and emotions on a particular subject in writing using their imagination, attitudes and experiences in a literary manner characterized by beauty of expression, accuracy of photography and vivid of imagination" (Ashour and Al-Shawabkah, 2015:160).

Creative writing is a comprehensive and detailed process. It can be developed by increasing student's motivation to acquire high level skills by using good teaching techniques in a positive teaching environment. Creative writing is divided into several skills. First, fluency refers to learner's ability to produce as many ideas

and responses as possible in situations or recall words that meet certain conditions that could be not related to the meaning within a certain period of time. Second, flexibility indicates learner's ability to produce a variety of ideas or responses and to switch from one type to another like moving freely from nominal to verbal sentences. Third, originality denotes learner's ability to think in a new way or the ability to express and to react in a new or at least uncommon way (Khudhair and Marisat, 2019).

The importance of creative writing lies in its role in developing learners' language. Within the framework of language integration, teachers can focus on creative writing to develop the rest of language skills. Thus, depending on their experience, skills and competence in the teaching process, teachers can utilize different situations to develop all language skills. In addition, the importance of creative writing can be noticed in improving the abilities of learners to express their thoughts about what they see including things and people, events and experiences. Their expressions reveal their identity and reflect their characters. Creative writing contributes to boosting learners' creative abilities by properly addressing rapid changes in various fields. Creative writing also helps in meeting learners' important needs such as boosting their tendency to be independent, to explore the unknown, to discover, and to use scientific experimentation methods (Kazem, 2013).

Furthermore, creative writing is of great importance in the teaching and learning process. Schools' achievements depend mainly on writing including literary pieces and scientific papers. Creative writing and creative research develop feelings, ignite emotions, and expand imagination. This creativity is an important issue that must be given considerable attention as it can guide generations of learners to the right path. Creativity makes them capable of communicating with others. Thus, educators must create the right climate for learners to open up their potential and talents (Kazem, 2013).

Creative writing is important for school students, including talented ones due to its role in developing their imagination, selecting suitable structures and methods, organizing their ideas and developing their language as well as their expressive skills (Shahat, Shahatah and Al samman, 2014). Therefore, it is important to take care of writing in general and creative writing in particular, especially with talented students. It is also important to use different methods of teaching, especially those that match students' abilities, needs, requirements and creative traits. At this point, playing might be an appropriate strategy to achieve this.

Playing is an enjoyable activity that can achieve specific cognitive and emotional goals. Playing games can help learners strengthen their individual and collective identities. Playing is one of the innate activities that children can practice since the first months of their birth. Playing includes activities done individually or collectively in organized or random manner. Whatever form of playing children engage in, it creates a sense of pleasure and happiness, facilitating their growth in various physical, emotional, social and cognitive aspects (Salmy, 2017).

Psychological theories have interpreted playing from different perspectives. In its interpretation of playing, the behavioral theory draws on the works of (Skinner, Thorndike, Will, Pandora and Miller) who focus on the role the environment in shaping children's playing. The development of playing in children should provoke the environment around them and involve peers in playing activities. In addition, parents' encouragement will have a positive role. According to Skinner, playing represents an educational behavior that a child can acquire in response to the reinforcement that makes him happy. As a result, a child is likely to acquire and repeat reinforced procedural behaviors. Playing is subject to the same basic rules of learning in terms of motivating research, exploration activities and a tendency to act reflexively. The process of alerting children to play is usually characterized by seriousness, change, excitement, astonishment, conflict, and uncertainty that cause the child to continue playing (al hilah, 2010).

As for the cognitive theory, Piaget considers playing as a means of mental and cognitive development in children. He also describes it as part of the cognitive structure of concepts because it has the innate characteristic of being able to adapt to the natural and social environment in which children play. In fact, the cognitive mental development is a type of change in mental structures through the process of assimilation and coordination, where the child understands and acquires new information and experience from the surrounding world. The acquired knowledge and experiences become part of a child's cognition. Changes may also take place to coordinate mental structures with external reality. Thus, new configurations are built to modify and change children's knowledge to conform to the outside world (Sawalha, 2014).

Playing offers a large space for applying a variety of activities that bring good and enjoyable experiences. These experiences develop learners' skills and increase their motivation to gain more knowledge and better understanding. Playing also involves enjoying the present situation, making learning delightful both mentally and psychologically. Playing can reveal mental abilities of learners, and educators can work on their development and advancement. Playing also helps learners acquire different social skills. In addition, playing gives children life situations that give them an opportunity to devise suitable models to build mutual relationships, such as participation and cooperation. Playing takes different forms, such as individual and collective playing. Each of them includes different types (Abdel Fattah, 2012). Two forms of playing are discussed in this study: linguistic games and imaginative games.

Linguistic games are a set of linguistic activities in which learners practice some games designed to train them in linguistic skills, such as speaking, listening, reading and writing. Developing learners' linguistic outcomes is carried out under the supervision and guidance of teachers. Games must be attractive and enjoyable, and have a specific end where learners realize that they have completed the game, or they have won. What is interesting about linguistic games is that they can be easily played, and they raise the spirit of competition among players. Playing games creates an atmosphere wherein a set of purposeful activities combining pleasure and education is designed to perform specific tasks. At the same time, these tasks are accompanied by a set of procedures and laws governed by intellectual and manual efforts (Kidder, 2016).

Language games provide learners with training in language skills including listening, speaking, reading and writing. Language is well employed within stimulating, motivating and challenging contexts, encouraging learners to interact and communicate, and helping them to maintain the impact of long-term learning (al hilah, 2010). Linguistic games achieve educational purposes and benefits. They enable players to have direct contact with certain items. Observing and using these items motivates learners to know the meaning of these items. Using them properly contributes to acquiring linguistic skills (Maher and Al-Erfij, 2014).

Linguistic games play an important role in teaching language and acquiring its various skills. They facilitate the process of language teaching and help in overcoming its difficulties. Learning a language is hard and requires intensive training in order to be able to use it and develop its skills. Linguistic games can improve linguistic fluency and review skills. They can also help in mastering vocabulary, understanding syntactic structures, building sentences as well as developing reading comprehension (Salmi, 2017).

Linguistic games are educational and developmental tools. They are effective means for raising children and helping them develop their thinking. They allow for flexibility in teaching, and they develop team spirit and positive cooperation by applying group activities and creating an atmosphere of competition among students. Teachers using linguistic games should take certain criteria and conditions into consideration, such as having specific and clear objectives to motivate learners. Games are expected to be simple, convincing, enjoyable, and appropriate for learners' experiences and abilities. A game should deal with one or more language skills and the role of the learner should be clear and specific. These conditions are likely to create a competitive and friendly atmosphere with deep educational objectives that seek to develop desirable skills and behavior. Games should also keep all learners interested in their linguistic task by encouraging them to focus on the use of language rather than the language itself. In other words, learners are expected to have the opportunity to learn and practice (Al-Robaihat, 2017).

Imaginative games are common games in childhood. Through language and behavior, children treat things as having realistic characteristics. In other words, in imaginative games children bring life to the different things they play with. It is a voluntary social activity that engages children in playing during their early childhood. We see that a child plays a role and pretends to be another character, and imitates the behavior of this character; therefore, imaginative games are based on a child's imagination and involve some creativity. Imaginative games have two main elements. First, simulation includes a situation in which a child deals with another real person. The degree of simulation achieved by the child depends on his identity, environment and social upbringing. Second, child's imagination is an essential element of this type of play. Through imagination a child can overcome spatiotemporal limitations of reality (al khafaf, 2010).

Imaginative games help in developing the creative abilities of learners, such as linking previous and new learning, dealing with reality, retrieving and rebuilding learned information, and converting ideas into sensory images that are easy to deal with. These skills help in generating ideas and giving scientific explanations in the future. Imaginative games depend on the formulation of an imaginative scenario in which learners act on an imaginative stage. Learners are urged to build mental images of what they hear and read. Thus, learners are directed to build rich mental images and integrate their five senses of the learner in the mental image being built. Creative imaginative representation allows learners to express themselves and communicate with others through imagination. Imaginative play is important because it is a compensatory play that fulfills the children's desires and relieves them of their anxiety and fears (Mohammad, 2018).

Linguistic games, imaginative games and creative writing received considerable attention from researchers. Harsini (2015) conducted a study that aimed at revealing the effectiveness of a teaching strategy based on imaginative educational games on developing linguistic vocabulary among primary school students in Indonesia. The quasi-experimental approach was used. The sample consisted of 60 male and female students who were divided into two groups, control and experimental. Observation was used to collect data. The results showed statistically significant differences at the level of linguistic vocabulary in favor of the experimental group.

Ashour and Al-Shawabkah (2015) conducted a study that aimed to investigate the impact of a problem-solving strategy on improving creative writing skills among seventh grade female students. The quasi-experimental approach was used. The sample consisted of 69 seventh grade female students who were divided into two groups, control and experimental. Creative writing test was used. The results showed statistically

significant differences between averages on all creative writing skills and on the test as a whole due to the variable of the teaching strategy in favor of the experimental group students who studied literary texts using a problem-solving strategy.

Abu Sarhan study (2016) aimed to explore the impact of an educational program on developing creative writing skills among tenth grade students in al Zarqa, Jordan. The quasi-experimental approach was used. The sample consisted of 121 tenth grade male and female students divided into four sections: two experimental and two control sections. Creative writing skills test was used. The results showed statistically significant differences between the averages of the study sample on all creative writing skills and on the test as a whole due to the variable of teaching strategy in favor of the experimental group students who studied using the educational program.

The study of Al Robaihat (2017) aimed to explore the effectiveness of linguistic games on developing speaking skills of fourth grade students in Theban region of Jordan. The quasi-experimental approach was used. The sample consisted of 60 female students who were divided into two groups, control and experimental. An achievement test of speaking skills was used. The results showed statistically significant differences on the post measurement speaking skills test in favor of experimental group, which indicates the effectiveness of the linguistic games strategy on developing speaking skills of fourth grade female students.

Al-Salmy (2017) conducted a study that aimed to reveal the effectiveness of linguistic games strategy on developing some grammatical skills of middle school female students in Medina, Saudi Arabia. The quasi-experimental approach was used. The sample consisted of 60 first intermediate grade female students and was distributed equally into two groups, control and experimental. The list of grammatical skills was used. The results revealed statistically significant differences in grammatical skills on post measurement test in favor of the experimental group who used the linguistic games strategy.

The study of Al-Bari (2019) aimed to detect the impact of using linguistic games on improving the speaking skills of third grade female students in northwestern badia schools in Jordan. The quasi-experimental approach was used. The sample consisted of 30 female students and was divided into two groups control and experimental. An oral test was used. The results showed statistically significant differences on post measurement test of speaking skills in favor of the experimental group.

A study of Khudair and Morisat (2019) aimed to find the impact of using caricatures on improving the creative writing skills of tenth grade female students in Bani Kanana, Jordan. The study used the quasi-experimental design of two experimental and control groups. The sample consisted of 50 female students selected depending on the available method from two schools, and distributed into two groups experimental and control. The creative writing test was used. The test was applied to both groups before and after the study was applied. The results showed the effectiveness of using caricatures on improving creative writing skills and their sub-skills.

A study of Al-Makhlafi (2019) aimed to detect the impact of using a strategy that combines linguistic games with storytelling on developing basic writing skills among sixth grade students in Sana'a, Yemen. The quasi-experimental approach was used. The sample consisted of a group of sixth grade students. An achievement test in basic writing skills was used. The results showed statistically significant differences on the measurement scores of basic writing skills in favor of the experimental group.

The study of Nasr, Farraje and Suleiman (2019) aimed to reveal the impact of teaching based on neuro linguistic programming on developing creative writing skills in seventh grade students. The quasi-experimental approach was used. The sample consisted of 80 male and female students from Dahqaliya, Egypt. A creative writing expression skills questionnaire, a creative writing expression skills test, and a program of Arabic language based on neuro linguistic programming were used. The results showed statistically significant differences between the mean scores of groups in the creative writing skills test in the post application in favor of the experimental group.

Accordingly, the performance of talented students in writing in general, and creative writing in particular, can be improved and developed by following various strategies and methods, such as playing. Al Nubi (2018) stated that playing is an important activity for individuals and their collective heritage. Playing in childhood is an important educational mediator shaping a child's character at this crucial stage of development. It boosts a child's psychological well-being. Al-Rubaihat (2017) indicated that playing is one of the most important means and methods of learning among students. This includes linguistic games which can be seen as means of relaxation and freedom as a child can play without pressures from the surrounding environment. Imaginative games contribute to raising children's thinking and ability to solve their problems (Al-Harithy, 2017). Talented individuals have mental, cognitive, social and emotional characteristics that distinguish them from other ordinary individuals. It is necessary to develop programs that fit their characteristics, meet their needs, suit their abilities, energies and potential, and to give them the opportunity to learn to write professionally, especially creative writing with its skills of fluency, flexibility and originality, using playing programs.

Therefore development of teaching strategies is a rich and modern area of research that can help talented students understand, control their feelings and emotions, and face their problems. Herein comes the idea of conducting the current research which aimed at identifying the impact of using a strategy that combines linguistic and imaginative games to develop creative writing skills among talented students. To the best of the researcher's knowledge, few Arab studies have dealt with this field. Hence, these is a good reason to conducting this study.

II. PROBLEM OF THE STUDY

The problem of current study comes from students' poor writing skills in their various stages of study. Abu Moghli (2017) confirmed students' inadequate writing skills. In addition, Salim and Ismail (2014) confirmed a clear lack of creative writing expression skills among students. Studies by Sage (2014) and Nasr, Farage and Suleiman (2019) confirmed poor Arabic writing skills among school students.

Through their experiences of supervising and training students in Najran city, the researchers noticed a noticeable weakness among some middle school students in terms of creative writing skills including fluency, flexibility and originality. Most students felt shy and seemed unwilling to participate or share their ideas while writing in the Arabic language class due to their poor language skills. In addition, teachers complained that some female students did not have the initiative to write creatively.

Therefore, the researcher sought to find a new strategy to help talented students learn creative writing skills. The researcher found that linguistic games were effective in education. This was confirmed by Al Bari (2019). Al-Makhlafi (2019) also found that imaginative playing is effective in education, a notion confirmed by Abdul Wahab (2016). Based on the above, this study implements a strategy that combines linguistic and imaginative games as an educational strategy to train talented students in the high basic stage on creative writing. At this stage, students tend to be independent, seeking self-affirmation and creative identity. They are also expected to love adventure and imagination.

Herein comes the problem of this study which aims at answering the following main question: "What is the impact of using a strategy that combines linguistic and imaginative games on developing the creative writing skills of talented students in Jordan?"

The following questions are derived from the main question above:

1. Are there statistically significant differences at the significance level of (≤ 0.05) between the average performance of the control group and the experimental group on the creative writing pre measurement test?
2. Are there statistically significant differences at the significance level of (≤ 0.05) between the average performance of the control group and the experimental group on the creative writing post measurement test that can be attributed to teaching method (i.e. the strategy combining linguistic and imaginative games, and the regular method)

2.1 Significance of the study:

The importance of this study lies in two aspects:

- A. Theoretical importance: The theoretical importance is demonstrated in the fact that it examines the strategy of combining linguistic and imaginative games, which are essential and important materials in the cognitive maturity and personality formation of learners. It examines the impact of this strategy on developing creative writing skills among talented students as creative writing gives learners the opportunity to write their own work according to their own style. It also allows them to explore and generate new ideas. Furthermore, the educational literature available in this study will hopefully be a significant addition to the Arab library and a good contribution to the human knowledge about the strategy of combining linguistic and imaginative games and its impact on creative writing skills.
- B. Practical importance: It is expected that teachers of talented students will benefit from employing the strategy that combines linguistic and imaginative games in different teaching situations. The study will also hopefully have a role in developing the overall level and skills of creative writing among talented students.

2.2 Limitations of the study:

Objective limitation: This study was limited to investigating the impact of using a strategy that combines linguistic and imaginative games to develop creative writing skills, which are fluency, flexibility and originality.

Human limitation: The study includes (52) talented students in the high basic stage in Jordan.

Spatiotemporal limitation: This study was applied at King Abdullah II Schools of Excellence in Irbid, Jordan, in the first semester of the 2021-2022 academic year.

2.3 Study Terminology:

- Linguistic games: "An activity or voluntary action performed within a certain time and place, according to acceptable rules and laws. Situations are freely prepared for those who practice them. They are binding and final in themselves. The practice is accompanied by some tension, anticipation, happiness and certainty, which differ from real life situations" (Abu Laban and Abdul Ghaffar, 2016: 1193).
- Imaginative games: " It is a symbolic means of communication where a child plays with things without rules or limits. It is a process in which the child repeats the actions in an almost uniform manner, but this repetition may accidentally cause unexpected results" (Abu Rumman, 2018: 21).
- Strategy for combining linguistic and imaginative games: a set of plans, goals and movements based on activities of linguistic games in which talented students engage through imaginative playing. The goal is to develop students' creative writing skills (fluency, flexibility and originality). These activities are implemented under the supervision of a specialized teachers.
- Creative writing: "The ability of the individual to express his/her thoughts and feelings using a literary method that affects the reader's fluency of words and flexibility of ideas" (Al-Kaffas and Ahmed, 2019: 57). The creative writing skills of the current study include the ability of talented students (study sample) to express their ideas and feelings in Arabic in paragraphs characterized by fluency, flexibility and originality, which is measured by the grade obtained by talented students (study sample) in the test of creative writing skills prepared by the researcher for this purpose.
- Talented students: They are procedurally defined as talented students who have been identified and diagnosed by specialists in education. The study at King Abdullah II Schools of Excellence in Irbid in the first semester of the 2021/2022 academic year. They were identified in accordance to the principles and standards set by the Jordanian Ministry of Education (www.moe.gov.jo) which include: students with the highest rates in the overall school achievement rate of the sixth grade, teachers and parents' nominations, student nominations on the basis of behavioral characteristics, and sitting for an academic readiness intelligence test and obtaining an IQ score of 135 and above.

III. INSTRUMENTS

3.1 Methodology of the Study:

The quasi-experimental design was used, using a pre-post design for two equal groups. To find out the independent variable effect, the researcher used a strategy combining linguistic and imaginative games on the dependent variable represented by creative writing skills by applying an achievement test as a pre and post measurement.

3.2 Sample of the Study:

The sample consisted of 52 talented students at the high basic stage of King Abdullah II Schools of Excellence in Amman, Jordan in the first semester of the 2021/2022 academic year. The sample was divided into two groups: the control group consisted of 26 untreated students, and the experimental group consisted of 26 students who had been treated (studied using a linguistic and imaginative game strategy).

3.3 Study Tool:

In order to measure the creative writing skills of talented students, the creative writing test in Arabic was prepared via reviewing the tests used in previous studies. In its final form, the test was an essay test, where the student writes an article on a specific topic, namely (homeland) within a maximum of (30) minutes. It measured three basic skills: fluency, flexibility, and originality. It was corrected using a form to judge the mastery of each skill with three indicators for each skill as follows:

Fluency skill includes supporting the main idea with sub-ideas, providing logical evidence, and solidly linking ideas to each other.

Flexibility skill provides multiple explanations, a variety of methods, and gives diverse ideas.

Originality skill includes generating creative ideas, using meaningful words, and using creative artistic images.

The test was corrected by assigning certain points to each indicator according to the level of mastery, giving the student zero if she did not write anything, one point if writes at a low level, and two points if the indicator came high; thus, the overall test scores ranged between (0-18).

3.4 Test Validity:

The validity of the content was used to verify the creative writing skills test validity by consulting ten experts in Arabic language curriculum and instruction, as well as talent and creativity at Al-Balqa' Applied University in Jordan and Najran University in Saudi Arabia. The experts were asked to express their opinions on the validity of the language, clarity of meaning, ease of understanding, and any observations or modifications. Based on the consensus of more than 80% of the experts, the test was approved in its final form.

3.5 Test Reliability:

The Creative Writing test in Arabic language was applied to an exploratory sample from outside the study sample which consisted of 25 talented students in Irbid. The Kuder Richardson Equation (KR 21) was used to calculate the total reliability factor for the test as a whole and for each test skill in the same way. Table 1 shows this:

Table (1): Study tool reliability coefficients using The Coder Richardson Method (KR 21)

Rank	Skills	(KR21)
1	Fluency Skill	0.81
2	Flexibility Skill	0.79
3	Originality Skill	0.73
4	Total Creativity Writing Skills	0.82

Table (1) shows that the test reliability coefficient was 0.82, and that the reliability coefficients of creative writing test skills were high. These high reliability coefficients are suitable and justify confidence in the study tool and its results.

3.6 A strategy that combines linguistic and imaginative games:

After reviewing the literature and previous studies related to linguistic and imaginative games, a strategy has been prepared to combine linguistic and imaginative games to develop creative writing skills among talented students at the high basic stage. An introductory session was prepared to acquaint participants with each other. In addition, classes were given with an average of (6) linguistic games after selecting a set of texts in Arabic from stories and Arab intellectual heritage. A final session was conducted to thank the participants and apply the post measurement test. The validity of the content was used to verify the strategy validity by consulting a group of experts in Arabic language curriculum and instruction, as well as talent and creativity at Al-Balqa' Applied University in Jordan and Najran University in Saudi Arabia. This strategy is designed to combine linguistic and imaginative games to engage talented students in classroom discussions, allowing and encouraging all students to participate actively in the task.

This strategy was applied by an Arabic-language teacher, and it took three weeks from 25 August 2021 until 16 September 2021. The experimental group was taught using a strategy that combines linguistic and imaginative games at a rate of (6) games: the lamp ideas, searching for knowledge, the liar shepherd, who I am and who you are, word prediction, and word association game. The strategy was applied according to the following conditions and steps:

Students sit in groups after being divided equally into each group. The students in each group collaborate and compete with other groups, taking into account the need to end the game on time, which is (45) minutes. Individual differences among students are also taken into consideration. The right solution key cards were used with each group. Each group was provided with the necessary cards for each game before it starts. In addition, students had a detailed overview of each game's goals, steps and method of playing.

IV. RESULTS AND DISCUSSION

First question:

“Are there statistically significant differences at the level of (≤ 0.05) between the average performance of the control group and the experimental one in the creative writing pre measurement test”?

To answer this question, average means and standard deviations were extracted for the performance of the two control and experimental groups in the creative writing pre measurement test. To find out the differences between average means, the T test for independent samples was used after verifying the moderation of distribution and homogeneity of variance through the Levine test. Table 2 shows this:

Table (2): average means, standard deviations and "T" test to detect the differences between the performance of the control group and experimental group in the creative writing pre measurement test

Skill	Group	Sample	Mean	SD	t-value	df	Sig.
Fluency	Control	26	2.36	1.186	0.385	50	0.70
	Experimental	26	2.48	1.087			
Flexibility	Control	26	1.44	0.712	0.018	50	0.98
	Experimental	26	1.44	1.013			
Originality	Control	26	0.46	0.757	0.683	50	0.49
	Experimental	26	0.78	0.698			
Creativity	Control	26	4.44	2.274	0.388	50	0.70

Writing Skills	Experimental	26	4.70	2.599
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Table (2) shows that there are no statistically significant differences at the level of (0.05) of the performance of the two control and experimental groups in the creative writing pre measurement test; this indicates the equality of the control group and experimental group on the pre measurement test. This is due to the convergence in students' mental, social and cultural aspects, as well as the compatibility in the educational climate and teaching methods used with the talented students targeted in the study; hence no statistical differences appeared in creative writing skills between control and experimental groups in the pre measurement test.

second question:

Are there statistically significant differences at the level of (≤ 0.05) between the average performance of the control group and the experimental group in the creative writing post measurement test that can be attributed to the teaching method (strategy of combining linguistic and imaginative games in teaching Arabic)?

To answer this question, average means and standard deviations were extracted for the performance of the two control and experimental groups in the creative writing post measurement test. To find out the differences between average means, the T test for independent samples was used after verifying the moderation of distribution and homogeneity of variance through the Levine test. The impact size was also extracted through the ETA square of statistically significant differences according to Cohen's classification (1988), which adopted the classification of the impact size (0.01) small, (0.06) medium, (0.14) large, and table (3) shows this:

Table (3): average means, standard deviations and "T" test to detect the differences between the performance of the control group and experimental group in the creative writing post measurement test.

Skill	Group	Sample	Mean	SD	t-value	df	Sig.	Effect Size	Effect Level
Fluency	Control	26	2.92	1.187	2.726	50	0.00	0.149	High
	Experimental	26	3.81	1.178					
Flexibility	Control	26	1.68	0.802	6.336	50	0.00	0.445	High
	Experimental	26	3.15	1.864					
Originality	Control	26	1.16	0.898	0.815	50	0.42	0.013	Small
	Experimental	26	1.33	0.620					
Creativity	Control	26	5.76	2.666	3.784	50	0.00	0.223	High
	Experimental	26	8.37	2.306					
Writing skills	Experimental	26	8.37	2.306					

Table (3) shows statistically significant differences at the level of (0.05) of the performance of the control group and the experimental group in the creative writing post measurement test at the total score and on all skills in favor of the experimental group with a large effect on the total score and on the skills of fluency and flexibility. However, there is a small effect noticed on the skill of originality.

This may be attributed to the strategy that combines linguistic and imaginative games in teaching which made the training course more attractive and interesting. Talented students in the experimental group acquired different skills. Linguistic and imaginative games developed their language skills as they employed them well in creative writing. Engaging in the games helped them in mastering new vocabulary, understanding syntactic structures, building sentences fluently, and linking different elements together. Combining linguistic and imaginative games is one of the means that enhance the teaching and learning process as playing is an important activity that affects an individual's personality formation and psychological wellbeing.

The integration of these two aspects of playing is one of the most important methods of learning. Linguistic games create an atmosphere of relaxation and happiness. Freedom and collaboration in playing have an impact on developing motivation and generating ideas and solutions.

Linguistic games also improve cognitive skills and provide learners with diverse creative experiences such as fluency and flexibility that develop positive attitudes. This can also be attributed to the strategy of linguistic games, which helps in developing a set of speaking skills such as fluency. This fluency enables learners to speak continuously without hesitation or confusion. Learners are also encouraged to use their imagination and physical expressions during speech production. All these skills enhance social interaction and intellectual communication.

Imaginative games are important in the process of teaching and learning. They help talented students transform words into mental imaginative images. They also enable them to deal with words at higher intellectual levels. Imaginative games also help learners visualize problems and create new ideas for problem-solving;

imagination helps them look at things and develops the ability to visualize what these things will be in the future. These modes of learning enhance talented students' creative thinking as well as their ability to solve their problems and write about them creatively. As for the lack of statistical differences and the strategy's small impact on the skill of originality, this could be attributed to the idea that the skill of originality is one of the skills that requires the individual (talented student) to be innovative and productive. It is probable that the lessons of the strategy may not have given some students the opportunity to present original ideas and works. Therefore, their responses were substandard on indicators of originality skill.

The result of this question coincides with the results of previous studies, like the study by Ashour and Al-Shawabkah (2015), which showed an impact of the problem-solving strategy on improving the creative writing skills of seventh grade female students in Jordan. In addition, Abu Sarhan (2016) confirmed the impact of an educational program based on the Flower and Hayes model on developing creative writing skills among tenth grade students in Jordan. Furthermore, the study of Khudair and Moraisat (2019) showed the impact of using caricatures on improving the creative writing skills of tenth grade female students in Jordan. Nasr, Farraj and Suleiman (2019) showed the impact of teaching based on neuro linguistic programming on developing creative writing skills in the intermediate stage of education. Harsini (2015) also indicated the effectiveness of a teaching strategy based on imaginative educational games on developing vocabularies among students. Al Robaihat(2017) showed the effectiveness of linguistic games in the development of speaking skills among fourth grade students. Salmi (2017) revealed the effectiveness of the linguistic games strategy in developing some grammatical skills among middle school female students. Al-Bari (2019) showed the impact of using linguistic games on improving the speaking skills of third grade female students. Finally, Al-Makhlafi (2019) showed the impact of a strategy combining linguistic games and storytelling on developing basic writing skills among sixth grade students.

V. RECOMMENDATIONS

1. Pay attention to the use of a strategy combining linguistic and imaginative games in teaching different skills like communication and decision-making.
2. Train teachers of talented students to employ a strategy that combines linguistic and imaginative games in the teaching process.
3. Conduct similar studies concerned with employing a strategy combining linguistic and imaginative games and measure its impact on other variables like linguistic intelligence, emotional intelligence, reading, speaking and listening skills.

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