Abstract:

The research problem was to examine the level of productive creative language performance skills (creative speaking - creative writing) among linguistically gifted students in the preparatory stage. Thus, the research aimed at recognizing the effectiveness of SCAMPER model in developing creative language performance skills of these students. The research group consisted of (30) linguistically gifted students in preparatory second grade. The research used the one-group experimental design through both pre and post application. The results indicated the effectiveness of SCAMPER model in developing creative language performance skills of the research group students. There were statistically significant differences at the level 0.01 in favor of the post application of the creative speaking skills test, the scale of graded performance level (Rubric) of those skills, the creative writing skills test, and its assessment card. The size of effect was large for the

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