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**The Effectiveness of a program based on the Six
thinking hats model in enhancing EFL Creative
writing skills of secondary stage students and their
creative thinking**

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The Effectiveness of a program based on the Six thinking hats model in enhancing EFL Creative writing skills of secondary stage students and their creative thinking

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Abstract

The purpose of this study was to investigate the use of the six thinking hats model to enhance EFL creative writing skills of secondary stage students and their creative thinking skills. To fulfill the purpose of the study, three instruments were designed and used. The first instrument was a pre-post creative writing test for assessing the creative writing skills of secondary students, the second was using a rubric for scoring students' creative writings. The third instrument was a creative thinking scale. The study adopted the quasi experimental design. The participants of this research were (60) first year secondary stage students at Ahmed Hassan Ghonem School for girls, Mansoura, Dakahlia, Egypt. The research adopted the quasi-experimental design using two groups: an experimental group (n = 30), and a control one (n = 30). The researcher taught both groups: the experimental group was taught through the STHs program, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group students in the EFL creative writing skills tests; in addition to the creative thinking scale in favor of the experimental group. Moreover, the effect size of the STHs program was found to be high. Therefore, this research recommended using STHs program in teaching the four skills of the English language at different educational stages. These results showed that STHs had a positive effect on developing EFL creative writing skills of secondary students and their creative thinking.

Key Words: *Creative writing, six thinking Hats model creative thinking, EFL secondary school*

Introduction and Background:

Language is a human communication tool. Almost every day humans use language, receptively or productively. By using language, humans present their feelings, ideas, inspirations, imaginations, and convey these to the others. The process of learning and receiving information has become so easy and fast in nowadays.

Over years, English has become one the most important foreign language in the world so it is so vital to learn and study its skills, specially

writing and without the integration among these four skills, English will be enigma (Willis, 1996, & Coury & Carlos, 2001).

Writing is a highly and productive complicated skill compared to other language skills. During writing, one must have indirect communication ability, language structure, writing techniques, and the ability to extract ideas form text. Negri, (2011) expressed that writing is a complicated process that includes cognitive and metagonitive processes as brainstorming, planning, organizing, drafting and revising. The complexity of writing activity requires systematic and well-ordered thinking that must be mastered by students and which finally will be the way of their behavior (Gonye et al., 2012).

Creativity, in general, is defined by Boden (2006, p. 95) as, the skill of coming out with new ideas that are surprising, intelligible, and also valuable in some way. Creativity is essential to innovation, novelty, and sustenance (Kaplan, 2019). According to Barnet, Borto & Cain (1997, p. 17), writing is not just a way of expressing pleasure, but it is also a way of learning and teaching others.

Creative writing is a form of artistic expression. Draws on the imagination to convey meaning through the use of drama and narrative, this is in contrast to pragmatic forms of writing.

Creative thinking is a very important skill which lets you consider things from different angles and can be aided by brain storming or lateral thinking to generate ideas (Tomaszewski2021).

Creative thinking skills are not just for creative types like artists and musician. Everyone can benefit from creative thinking from time to time. Creative thinking can expand the students' learning experience and make language learning deeper and more meaningful (Zhao et.al, 2016).

In the field of EFL, researchers have come up with different approaches, strategies models, and techniques to teach the four language skills, Edward de Bono's STH is one of the best-known techniques for animating creative thinking in groups. The Six colored hats correspond to different thinking styles or behaviours (Bilton & Cummings, 2010: 125).

Review of Literature

There are many studies that have been carried out to tackle students' weaknesses in creative writing through studying students' written performance. Most of these studies have found out that students cannot formulate personal views during the classroom discussion. This may be attributed to the methods and techniques used by instructors. Using traditional methods and techniques in teaching may have a bad effect on

students" improving in writing (Al- Khafaji 2005, Al- Temimi 2005 , Esa 2009,Hussein 2010).

Sinclair, Tomlinson and Maskell (2005) examined the impact of using the STH and Drama techniques on English as L1 intermediate school pupils' performance in writing. The sample of this study was 15 schools for boys in Lancashire clustered into three groups in the north, south and east of the country.

Tooley (2009) aimed to evaluate the usefulness of using the visual images (the STH, and drawing techniques) in teaching writing at the elementary stage. The sample of the study included only one elementary teacher and 24 male and female pupils. The study was carried out in 2009 in Bowling Green, Kentucky.

AL-Tarawneh (2013) examined the effect of using the six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al- Mazar directorate of education during the academic year 2013/2014. He reported that using the six thinking hats method was more efficient for the students in the high and intermediate levels.

Alkhateeb(2015) This study aimed to detect the effect based on the strategies of the six hats in the development of the pivotal thinking on the achievement of the Al-Hussein University Students Islamic concepts of the program has reached the study sample (216) students, were divided randomly into two groups: an experimental group of (108) students and consisted of (54 students), and (54) student and reached the control group as well (108) students were divided into (54) and students (54 students).

Moreover, PHUNTSHO and WANGDI(2019)The purpose of the study was to examine the effect of using Six Thinking Hats (STH) strategy on the development of writing skill and creativity of seventh grade EFL students.

Some of the previous studies show different approaches / programs which led to develop creative writing skills.(**Kirkgoz (2012), Abdel Fattah (2020), Arif (2010), El_Mahdy (2018)**).

However, the most studies investigates the effect of STHs(**Sinclair, Tomlinson and Maskell (2005)**, Alkhateeb(2015), Swamy, Haque and Kumar(2019), PHUNTSHO and WANGDI(2019), **Al-Bahadli(2011), AL-Tarawneh (2013)**, PHUNTSHO and WANGDI(2019).

The current study was similar to **Tarawneh (2013), Arif (2010), El_Mahdy (2018), Abdel Fattah (2020)**, PHUNTSHO and WANGDI(2019) in that they all conducted on the secondary stage.

The current study was appropriated the use of STHs to develop CR/CT skills which made it different from the previous studies. The researcher benefited from the review of literature in formulating the problem, questions, and instruments of this study. In addition, the review of literature helped the researcher interpret the results of this study

Statement of the problem

Based on the researcher's experience as an EFL teacher for years, results of the pilot study, and the review of literature, the research problem was stated as follows:

First year secondary Students lack the creative ability to write well-organized, meaningful, and properly structured texts. They have weakness in their new ideas in writing fluently and have serious difficulties in facing problems and thinking in the situations from different perspectives.

It is evident that teachers need to be aware of new perspectives in teaching the creative writing and creative thinking skills.

Therefore, the researcher proposed using the STHs model to develop EFL CW and creative thinking skills of the 1st grade secondary school students.

Questions of the study

The problem of the current study can be investigated through answering the following questions:

1. What are the CW skills necessary for 1st year secondary stage students?
2. What are the features of A STH based program to develop CW skills of 1st year secondary stage students?
3. What is the effectiveness of A STHs based program in developing CW skills of 1st year secondary stage students?
4. What is the effectiveness of A STHs based program in developing thinking skills of 1st year secondary stage students?

Purpose of the study:

The present research aimed at:

1. Identifying the creative writing skills necessary for 1st year secondary stage students.
2. Identifying the features of A STH based program to develop CW skills of 1st year secondary stage students.
3. Determining the effectiveness of A STHs based program in developing CW skills of 1st year secondary stage students.
4. Determining the effectiveness of A STHs based program to develop creative thinking skills of 1st year secondary stage students.

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5. Discovering the link between creative writing and thinking skills and six-hat strategy for the first secondary stage students in English language.

Delimitations

The study was delimited to:

1. A sample of 1st year secondary stage students, at Ahmed Hassan Ghnem secondary school, Mansoura, Dakahlia Governorate.
2. Some EFL creative writing skills required for the target sample (fluency, flexibility, mechanics, content organization and originality) identified through the content of "New Hello! English for Secondary Schools".
3. Some units from student's and work book of the 1ST term.
4. 20 items based on Kaufman domains of creativity scale and PISA(OED's Program for International Student Assessment).

Hypotheses of the study

The current study verified the following hypotheses:

1. There is a statistically significant difference at the 0.5level between the mean score of the experimental group students and those of the control group students on the EFL creative writing post -test in favor of the experimental group students.
2. There is a statistically significant difference at the0.5level between the mean scores of the experimental group students on the pre and post administrations of the EFL creative writing Test in favor of the post-one.
3. there is a statistically significant difference at the 0.5level between the mean scores of the experimental group and the control group students on the EFL creative thinking post-test in Favor of the experimental group.
4. There is a statistically significant difference at the0.5level between the mean scores of the experimental group students on the pre and post administrations of the EFL creative thinking Test in favor of the post-one.

Method of the study:

Participants

The participants were sixty 1st year secondary stage EFL students. The sample was divided into two groups; the control (n=30) and the experimental group(n=30). Both groups were administered to the Pre-CW test and CT scale and there is no significant difference between the mean score of both experimental and controlled groups. After that, the

experimental group was trained according to the STHs based program and the control group was received the regular way of teaching creative writing.

Design

The quasi-experimental design was used in this research, where a sample of 1st secondary students was divided into the experimental and control group. The control group was received the regular way.

The experimental group was trained using STHs model. A pre/post test was conducted to measure the effectiveness of the model.

The following Figure (4) illustrates the quasi-experimental design of the research.

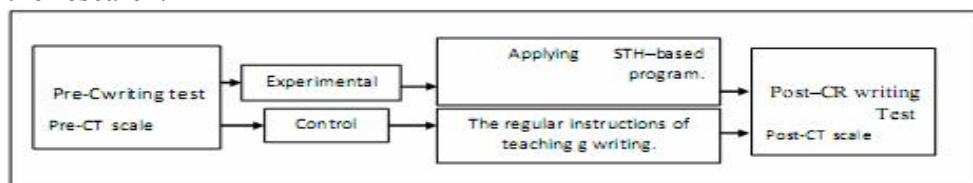


Figure (4). The quasi-experimental design of the study.

Instruments

For the purpose of the research, the following instruments were designed and used by the researcher:

A pre-post EFL CW skills test was designed to assess the performance of 1st year secondary students(CWST).

- A creative thinking scale to measure students creative thinking (CTS).
- Teacher's Guide for the treatment sessions.
- creative writing rubric.

Definitions of key terms

Six Thinking Hats

Sarsani (2005: 189) defines STH as six modes of thinking and are directions to think rather than labels for thinking . That is, the hats are used proactively rather than reactively.

The STH, de Bono's Hats system, is a thinking tool for group discussion and individual thinking combined with the idea of parallel thinking. It provides a means for groups to think together more effectively and a means to plan thinking process in a detailed and cohesive way (Vacca, 2006:8).

Six thinking hats can be defined as: a robust technique based on divergent thinking, gives individual the authorization to look at situations from distinct portions and forces one to move outside his habitual thinking style .

Six Thinking Hats Model

In view of Edward, STH is a teaching technique that includes six colored hats that represent a different point of view of thinking leading to the development of creativity(2002).

The hats refer to physical symbols that elicit the students to play specific roles that will enable their thinking to break out of usual patterns. Putting on a hat is a deliberate process, because each hat activates a particular type of thinking (Jensen & Nickelsen, 2008).

For the purpose of this study, six thinking hats model was defined as; an easy and enjoyable technique which teacher has carried to develop students' creative writing skills and incorporate teachers and students into learning that utilizes higher level of thinking.

Writing:

Millorood (2001) indicated that writing; is a communicative skill to send, store and retrieve messages with the help of written symbols.

Caswell & Mahler (2004:3) describe writing as a vehicle for communication and a skill mandated in all aspects of life. No matter their age, students recognize the need to Communicate in writing.

The researcher defined the writing skill as a complex tool for communication with the help of written symbols to help students put their ideas and feelings on paper.

Creative writing is entertaining and exploring the functions and values of writing as well as stimulating imagination.

According to Mason(2015) creative writing is an open and imaginative writing in which the authors freely express their thoughts and feelings

In this research, creative writing is defined as a process which starts with nature and then grows by training to help 1st year secondary stage students express their feeling and thoughts in an imaginative,unique, and poetic way.

Creative thinking: is creating original ideas or new products (Zaytoom, 2003: 62).

Also, creative thinking is one of thinking forms which provides the society with the needed ideas in order to move the society form imitation stage into modernization (Rashtieh 2002: 57).

Creative thinking is the ability which includes (analysis, open-mindedness, problem-solving, organization and communication) to consider something in a new way.

In this study, creative thinking hats defined as an invaluable skill by which we can look at problems and situations differently and from a fresh perspective.

Statistical Analysis and Results

Results of the research are presented according to the hypotheses of the study.

Establishing the homogeneity of the experimental and control groups.

To find out if the two groups were homogeneous at the beginning of the experiment, a t-test for independent samples was used. Table (5) shows the results.

The homogeneity of the creative writing Skills

T- Comparing the control and the experimental Performance In The EFL Creative Writing Test (Pre-Test)

Skills	The group	N of Items	Means	S . D	D F	T.Value	Sig.
flexibility	Control	30	6.77	2.417	58	1.106	0.273
	Experimental	30	6.10	2.249		Not Sig.	
Fluency	Control	30	6.67	1.936		0.712	0.480
	Experimental	30	6.30	2.054		Not Sig.	
Originality	Control	30	7.33	2.090		1.347	0.183
	Experimental	30	6.60	2.127		Not Sig.	
Content organization	Control	30	7.03	1.273		1.431	0.158
	Experimental	30	6.47	1.756		Not Sig.	
Mechanics	Control	30	8.13	2.224		-0.789	0.434
	Experimental	30	8.60	2.358		Not Sig.	
Total score of Test	Control	30	35.93	6.868		0.930	0.356
	Experimental	30	34.07	8.582		Not Sig.	

Table (5) illustrates that there was no significant difference between the mean score of the control and the experimental group students in the pre-administration of the EFL creative writing skills test in all the target writing sub-skills.

Verifying the First Hypothesis

The first hypothesis stated that: "There is a statistically significant difference at ≥ 0.05 level between the mean scores of the experimental and control groups on the Creative writing Skills post-test in favor of the experimental group." To verify this hypothesis, a t-test for independent samples was used. See table (7).

Table (6)

T- Comparing the control and the experimental groups Performance In The EFL Creative Thinking skills (Pre-Test)

	The group	N.of cases	Means	S . D	D F	T.Value	Sig.
Total score of the Scale	Control	30	32.60	2.430	58	-0.180	0.858
	Experimental	30	32.70	1.822			Not Sig.

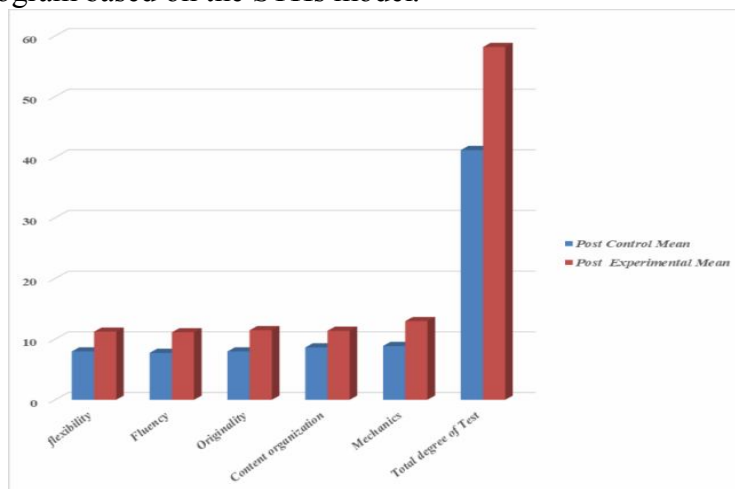
Table (6) illustrates that there was no significant difference between the mean score of the control and the experimental group students in the pre-administration of the EFL creative thinking scale .

It also indicates that the t -values (**0.180**) was insignificant. And that mean the control and the experimental groups were almost equivalent before implementing the STHS program.

The results in the table(7) show that there are statistically differences between the mean scores of the experimental and control group, the whole skills of creative writing test and the total score of the test in the post application in favor of the experimental group, where all the values of (t)were statistically significance at the level of (0.01).These results agree with or confirm the first hypothesis.

Results reported in table (7) can be explained as follows:

Table(7) indicated that the experimental group performance in the C W tests was higher than that of the control group in all five C W skills in addition to the total score. This means that the writing texts of the experimental group highlighted better flexibility ($t=6.09$), originality ($t=7.66$), organization($t=7.77$), mechanics($t=8.14$) and in the total score of the test($t=8.92$).these significant differences could be ascribed to the effect of the program based on the STHs model.



This can be explained through the following graphic form:

Testing the second hypothesis

The second hypothesis stated that: “There is a statistically significant difference at ≥ 0.05 between the mean scores of Creative writing Skills pre and post-testing for the experimental group in favor of the post-test.” To verify the second hypothesis, a t-test for paired samples was used to

investigate if there is any statistical difference between the mean scores of the students in the experimental group on the pre-post EFL creative writing skills test due to the administration of the experimental treatment. The following results of the t-test to compare the mean score of the students in the experimental group on the pre-post EFL creative writing skills test. Table (8) shows

The statistics in table (8) indicate that the participants' mean score of each creative writing skill on the post-administration of the test increased. This value was significant at 0.05 level in favor of the post administration of the creative writing skills test. The z-value of each skill of the creative writing skills post-test is discussed as follows:

Results reported in table (8) can be explained as follows:

Table (8) indicates that the experimental group performance in the post -C W test was higher than the performance in the pre-C W test in all five CW skills in addition to the total score.

This means that the writing texts of the experimental group highlighted better flexibility($t=20.33$), fluency ($t=15.18$), originality($t=18.30$), content organization($t=17.69$), mechanics ($t=17.37$) and the overall result of the z value of the experimental group participants' pre and post-test was 24.935, and it was significant at 0.05 level in favor of the post- administration of the creative writing skills test due to using the STHs –based program.

This can be explained through the following graphic form:

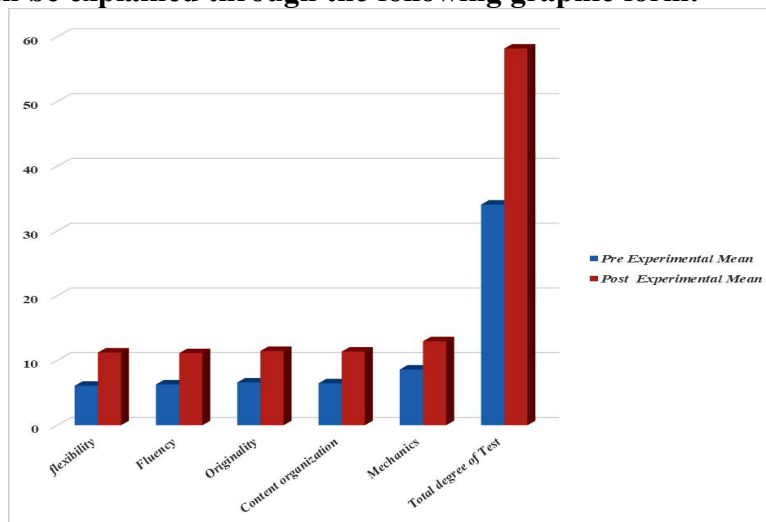


Figure (8) the results of t-test of the experimental group on the pre-post administration of the EFL creative writing skills test.

Estimating the effect size (η^2):

According to table (9), the effect size of the independent variable (STHs strategy) on the dependent variable (creative writing skills) can be reported as follows:

Values of (η^2) and the effect size of the program on the experimental group creative writing performance.

Skills	The group	N of Items	Means	S . D	D F	T.Value	Sig.
flexibility	pre – test	30	6.10	2.249	29	-20.330	0.01 Sig.
	post – test	30	11.23	1.888			
Fluency	pre – test	30	6.30	2.054		-15.183	0.01 Sig.
	post – test	30	11.13	1.814			
Originality	pre – test	30	6.60	2.127		-18.309	0.01 Sig.
	post – test	30	11.47	1.717			
Content organization	pre – test	30	6.47	1.756		-17.697	0.01 Sig.
	post – test	30	11.37	1.671			
Mechanics	pre – test	30	8.60	2.358		-17.372	0.01 Sig.
	post – test	30	12.97	1.402			
Total score of Test	pre – test	30	34.07	8.582	-24.935	0.01 Sig.	
	post – test	30	58.17	6.803			

Table (9) illustrates that the effect size of the proposed program on the development of the experimental group students in each creative writing skill under investigation. Results indicated that the effect size is high in the five sub-skills. Results showed that all the calculated Z – values are statistically significant at (0.05) in favor of the post test, all the η^2 values are of high effect.

So it is evident that the total effect size of the proposed program is high on the creative writing skills test. Thus, it could be interpreted that 95.5% of variance in the experimental group creative writing performance can be attributed to the use of STHs-based program.

Results of table (9) can be explained as follows:

The highest effect size value ranged from 93.4% to 91.5% for Flexibility, Originality, and Content Organization. Followed by Mechanics (91.2%) and Fluency (88.8%).

95% of the total variance of the overall EFL creative writing skills test can be ascribed to the effectiveness of the independent variable (STHs strategy).

- Figure (9) shows the value of (η^2) and levels of Effect of the STHs strategy on the EFL creative writing skills of the experimental group students.

- Values of(η^2) and the effect size of the program(STHs strategy) on the EFL creative writing test can be explained through figure(.

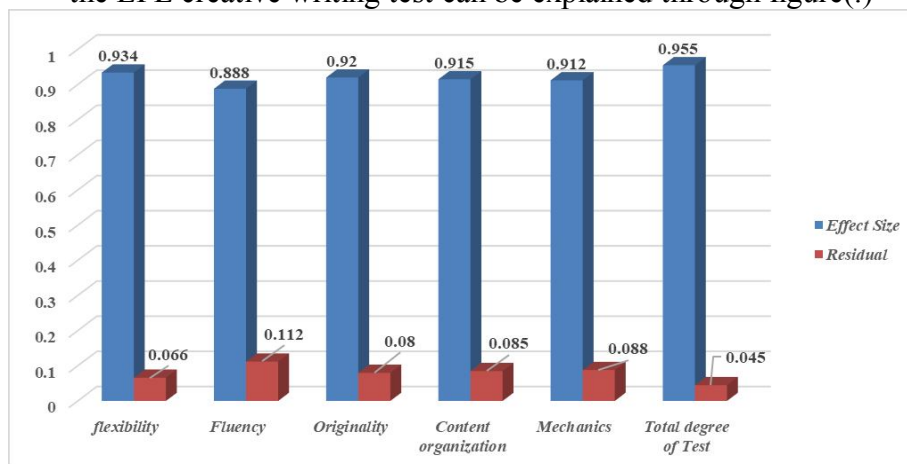


Figure (9):Eta-squared (η^2) Value and Levels of Effect of the STHs Strategy.

Results in table (8) and (9) prove that the statistical differences between the pre-post administrations of EFL creative writing skills test were in favor of the post-administration. In addition, the size of these differences fosters the positive effect of the STHs strategy on first year secondary stage students' EFL creative writing skills. Therefore, the second hypothesis of the research was verified.

Testing the third hypothesis

The third hypothesis stated that: “There is a statistically significant difference at ≥ 0.05 between the mean scores of Creative thinking Skills pre and post-testing for the experimental group in favor of the post-test.

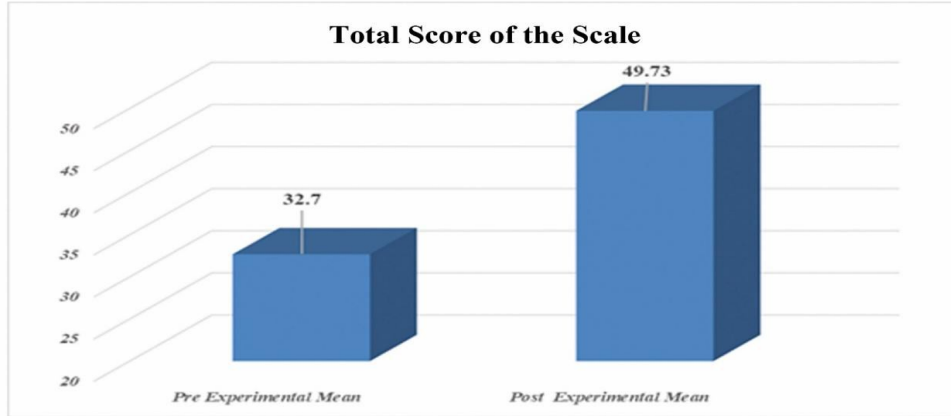
Table(10)

t- Test of the Experimental group comparing the pre – test and the post – test Total degree of The EFL Creative Thinking scale

	The group	N.of cases	Means	S . D	D F	T.Value	Sig.
Total score of the Scale	pre – test	30	32.70	1.822	29	-35.093	0.01 Not Sig.
	post – test	30	49.73	1.484			

It is clear from the results of the table (10)that there are statistically significant differences between the mean scores of the students of the experimental group in the pre and post measurements of creative thinking scale in favor of the post (the highest mean is 49.73)where the value of(T=35.093)was statistically significant at the level of significance(0.01).these results are consistent with the fourth hypothesis or confirm its validity.

This can be illustrated by the following figure:



Estimating the effect size (η^2):

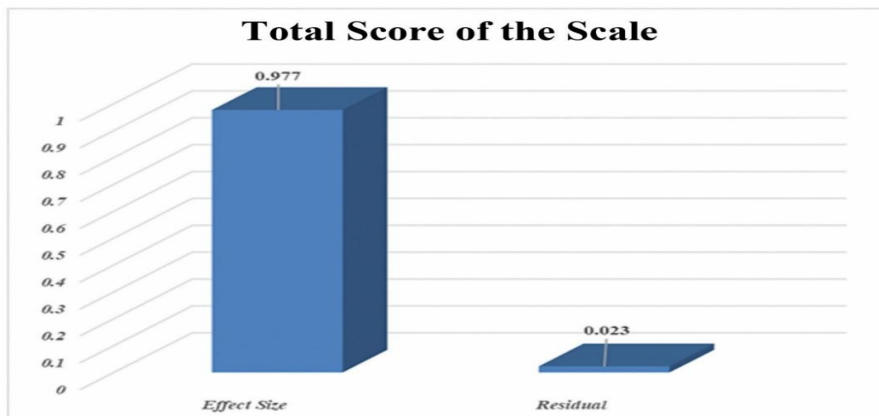
The effect size of the experimental treatment was calculated using eta squared (η^2) technique. Results are shown in table ().

According to table (11), the effect size of the independent variable (STHs strategy) on the dependent variable (creative thinking skills) can be reported as follows:

	η	Effects
Total Score of the Scale	97.7 %	High

Results of the above table illustrates that the effect size of the STHs strategy on the EFL Creative thinking skills of the experimental group students. Results indicate that the effect size (). The effect size is high in the five skills of the dependent variable. $977.02 = \square$

Figure (11) shows the value of (η^2) and levels of Effect of the STHs strategy on the EFL creative thinking skills of the experimental group students:



Testing the fourth hypothesis

The fourth hypothesis stated that: “There is a statistically significant difference at ≥ 0.05 level between the mean scores of the experimental and control groups on the Creative thinking Skills post-scale in favor of the experimental group(49.73).” To verify this hypothesis, a t-test for independent samples was used and its value was (22.863). See table (5).

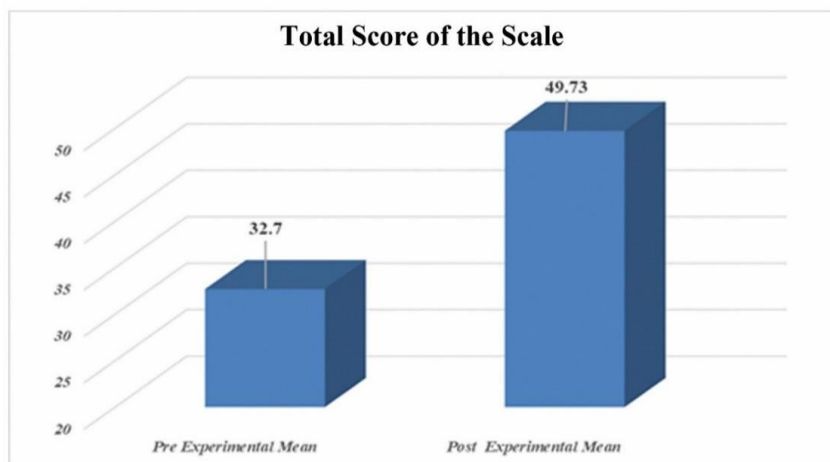
Table (12)

T- Test of the post –comparing the control and the experimental groups over all Total degree of The EFL Creative Thinking scale

	The group	N.of cases	Means	S . D	D F	T.Value	Sig.
Total score of the Scale	Control	30	39.20	2.041	58	-22.863	0.01 Not Sig.
	Experimental	30	49.73	1.484			

Table(12)indicated that the experimental group performance in the CT scale was higher than the control group and the total score of the scale was(22.86).these significant differences could be ascribed to the program based on the STHs model.

-Figure (12) shows the results:



Figure(12) average scores of the experimental and control group in the post-measurement of the creative thinking scale.

Results of the Research

1. The program based on STHs model was effective in improving EFL first year secondary stage students' creative writing skills.
 - The experimental group students outperformed the control group students in the post EFL creative writing skills test.

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- The experimental group students' mean score in the post administration of the EFL creative writing skills test was higher than their mean score in the pre administration.
2. The program based on STHs model was effective in improving EFL first year secondary stage students' creative thinking skills.
- The experimental group students' creative thinking was higher than that of the control group students in the post administration of creative thinking scale.
 - The experimental group students' mean score in the post administration of the creative thinking scale was better than their mean score in the pre administration.

Discussion of the Results:

In this section, the results are discussed and interpreted in light of the theoretical background and other results reported by the related studies.

Results Related to the Experimental and Control Groups' Performance on the EFL creative Writing Skills Posttest

The experimental group students' posttest results exceeded their pretest results in all the EFL creative writing skills. Moreover, the effect size of the PBBL program was significantly high (95%). It was noticed that the most improved skill was"

Mechanics of writing", as this skill was clear to students during the creative writing orientation session, and the classroom feedback after each creative writing task. Engaging in different creative writing tasks helped to enhance the students' EFL creative writing skills. These tasks included writing an Essay about an Illness, Healthy Life and making a new friends and friendship, writing a pet story, writing a play about robot in the future, writing a diary about living abroad, writing a poem or a song about their daily lives and writing a biography about a famous person you are proud of. On the other hand, the least improved skill was "content organization". This is because the students gave much care to the other creative writing skills and they weren't trained well. However, all the skills including "content organization" were much improved; compared to the results of the pretest. This indicates that the STHs Program was remarkably effective in developing the experimental group students' EFL writing skills.

The results of the first hypothesis were in line with those of Sinclair ,Tomlinson and Maskell (2005),Tooley(2009),Al-Tarawneh(2013) and Al-Bahadli (2011). All these studies concluded that the six thinking hats-based programs improved students' writing skills at different school levels and varied participants.

Results Related to the Experimental and Control Groups' Performance on the Post-Administration of creative thinking Scale

The statistical analysis of the creative thinking scale hypotheses revealed that the experimental group students' performance was improved compared to the control group students' in all the scale items, and that the *t*-values were significant at the 0.05 level.

Besides, the experimental group's post creative thinking scale results were much better than the pretest results, and the effect size was high (97%). These findings implied that the project-based blended learning was effective in improving the participants' creative thinking, as they apparently enjoyed the experience of being a part of this STHs program.

The results of the fourth hypothesis were in line with those of Alkhateeb (2015), Phuntsho and Wangdi (2019). All these studies concluded that the six thinking hats-based programs improved students' creative thinking skills.

The significant improvement achieved by the experimental group in the EFL creative writing skills test and the creative thinking scale could be attributed to some factors. The first was engaging students in collaborative work in a pleasurable environment to analyze a situation or a problem. The second was offering help to weak students by their group mates, so that they could do their roles well. The third was training students to see any situation from different angles. The fourth was the topics in the Student's Book which were related to their daily life, especially the tasks which were about friendship, healthy life and futures jobs. The fifth was breaking out of the typical role of the teachers in the classroom.

One good skill that students improved is sharing how they feel when they had to switch perspectives and how that influenced their decisions. And moving smoothly from working individual to working with a partner or a team. Furthermore, they were excited that they read, spoke, think and write in English for the first time without being afraid of making mistakes.

In general, most students had the ability to identify the values or benefits in something through using the yellow hat, contribute to the emotional aspects of the problem through using the red hat, provide new ideas through the green hat.

On the other hand, few students faced some problems with using blue and black hat.

To sum up, statistical analysis of the EFL creative writing and thinking skills hypothesis was obvious that the students of the experimental group outperformed the students of the control group in all the EFL creative

writing and thinking skills, and the t-values were highly significant at 0.05 level. In addition, the experimental group's posttest results exceeded the participants pretest results in all the EFL creative writing and thinking skills and the participants showed a noteworthy performance. These findings indicate that STHs strategy assured astonishing development of the participants' creative writing and thinking skills.

Conclusions

With reference to the research results, the following points were concluded:

1. The current research provided evidence on the effectiveness of using a program-Based on six thinking hats in developing EFL creative writing skills .
2. The current research provided evidence on the effectiveness of using a program-Based on six thinking hats in enhancing the students' creative thinking skills.
3. Using the program based on six thinking hats model and its funny and various activities create an exhilarating learning environment at the classroom.

Recommendations

In light of the results of the study, the following recommendations can be presented:

1. Training students on working collaboratively to achieve their goals.
2. Giving much care to creative writing activities in the EFL courses.
3. Activating the cooperative learning inside and outside the classroom.
4. Caring of using modern strategies and techniques that help develop creative thinking skills so that students become aware of their thinking and are responsible for their learning processes.
5. Encouraging teachers to employ and use De Bono technique in all academic subjects that help develop creative writing and thinking and their skills among students of all learning stages.
6. Encouraging teachers to use teaching strategies that depend on the learner's interests.
7. Organizing seminars and workshops to train teachers and familiarize on implementing the STH in teaching English language and other subjects.
8. Preparing EFL teachers to play different roles inside the classroom.

Suggestions for Further Research

In light of the results of this research, some suggestions are recommended for further researches.

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1. More researches and studies should be conducted for implementing a program based on STHs model for teaching all the skills of the English language; reading, listening and speaking , and improving the students' attitude toward the English language.
 2. More researches should be conducted for implementing STHSP on the other subjects such as Math and Science to facilitate its use and become an essential tool in the learning process in general.
 3. Further researches should be conducted for investigating more strategies for students' motivation toward writing which is the pivotal element behind creativity in writing.
 4. Further studies should be conducted to broaden the students' mind to search and gain more creative ideas for flexible writing

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