

وجهات نظر معلمي المدارس المتوسطة والمشرفين حول استخدام القراءة الاستراتيجية التعاونية

لتطوير مهارات التفكير الابداعي

شهد علي حمدي

أ.م. د منى محمد عباس

أ. د. ايمان منغر عبيد

جامعة بابل / كلية التربية الأساسية

**Intermediate School Teachers and Supervisors' Perspectives on the
Use of Collaborative Strategic Reading (CSR) to Develop Creative
Thinking Skills**

Shahad Ali Hamdi

Asst. Prof. Dr. Muna Mohammed Abbas

Prof. Dr. Iman Mingher Obied

College of Basic Education, University of Babylon, Iraq.

Shwshw646@gmail.com

Abstract

Creativity is the ability to generate, implement or express creative ideas. The teacher has the greatest role in the development of creativity, because of his position and constant contact with students. The teacher should encourage students to demonstrate their creativity by using interactive and collaborative strategies in the classroom.

The study aimed to identify the effect of using collaborative strategic reading (CSR) in developing creative thinking skills for intermediate school students from the perspectives of teachers and supervisors. To achieve the aim of the study, the researcher used the descriptive analytical approach through qualitative and quantitative tools, namely, the interview and the questionnaire. The researcher interviewed three English language supervisors and twelve English language teachers at their workplaces in the city of Karbala. The researcher recorded the interviews, transcribed the data, and analyzed it to extract the results. She also prepared a special questionnaire. The study population consisted of (150) supervisors and teachers, and the researcher distributed a questionnaire to all of them. After the questionnaires were collected, they were coded, entered into the computer, and statistically processed using the Statistical Package for Social Sciences (SPSS).

The results of data analysis showed a great agreement in the responses of the sample members about the use of collaborative strategic reading and its effective role in developing creative thinking skills, and this result is consistent with the results of the interviews. In the light of this results, a number of recommendations and suggestions are proposed for further studies.

Key Words: Collaborative strategic reading, Creative thinking, Creativity.

مستخلص البحث

الإبداع هو القدرة على توليد أو تنفيذ أو التعبير عن الأفكار الإبداعية. المعلم له الدور الأكبر في تنمية الإبداع، بسبب موقعه واتصاله الدائم بالطلاب. يجب على المعلم تشجيع الطلاب على إظهار إبداعهم باستخدام استراتيجيات تفاعلية وتعاونية في الفصل الدراسي. هدفت الدراسة إلى التعرف على أثر استخدام القراءة الاستراتيجية التعاونية في تنمية مهارات التفكير الإبداعي لدى طلاب المرحلة المتوسطة من وجهة نظر المعلمين والمشرفين. ولتحقيق هدف الدراسة استخدم الباحث المنهج الوصفي التحليلي من خلال أدوات نوعية وكمية وهي المقابلة والاستبانة. قابلت الباحثة ثلاثة مشرفي لغة انجليزية واثنا عشر مدرس لغة انجليزية في اماكن عملهم في مدينة كربلاء. قامت الباحثة بتسجيل المقابلات وتدوين البيانات وتحليلها لاستخراج النتائج. كما أعدت استبياناً خاصاً. تكون مجتمع الدراسة من (150) مشرف ومعلم، وقد وزعت الباحثة استبانة على كل منهم. بعد جمع الاستبيانات، تم ترميزها وإدخالها في الكمبيوتر ومعالجتها إحصائياً باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). أظهرت نتائج تحليل البيانات وجود اتفاق كبير في ردود أفراد العينة على استخدام القراءة الاستراتيجية التعاونية ودورها الفعال في تنمية مهارات التفكير الإبداعي، وهذه النتيجة تتفق مع نتائج المقابلات. في ضوء هذه النتائج، تم اقتراح عدد من التوصيات والمقترحات لمزيد من الدراسات. الكلمات المفتاحية: القراءة الاستراتيجية التعاونية، التفكير الإبداعي، الإبداع.

1. Introduction

Creativity is one of the most important skills of the twenty-first century, it is the skill that enables individuals to create new solutions, see things from a different perspective, and generate and evaluate new ideas. (Ferrari, 2009:1). Creative thinking or innovative thinking is a type of thinking that leads to new insights, new methods, new perspectives, and new ways of understanding and visualizing things (Facione, 2011:14).

To be able to properly guide their responses, students need to know and appreciate Creativity, it is not only a complex product; it is a way of thinking as well. When students hear the teacher say, "I want you to use creative thinking when...", they can realize that the teacher is searching for a lot of ideas, various kinds of ideas, detailed ideas, or maybe a good idea, (Drapeau, 2014:4). The challenge for teachers and curriculum designers is to create learning strategies and methods to develop learners' thinking skills and to create new relationships between experience and knowledge. Moreover, teacher skills, attitudes, willingness to act as role models, awareness of learners' needs, flexible lesson structure and specific types of interaction in the classroom are all important factors for teaching for creativity (Davies et al., 2014). Hence, the teacher should encourage learners to demonstrate their ability to think creatively by using interactive and collaborative strategies within the classroom

Collaborative strategic reading (CSR) is one of the collaborative strategies designed to improve reading comprehension as well as developing students' creative thinking skills. The concept of this strategy is to allow students to participate in small (three-five) collaborative group work, and to apply four reading strategies: preview, click and clunk, get the gist, and Wrap Up.

1.1 The Problem and its significance:

The level of creativity in our schools today is weak. Activities involving effective creative skills are ignored by teachers. Given the importance of the teacher and the prominent role he plays in the educational process, he found a need to develop his

abilities and performance and train him on effective strategies that would improve the level of education and develop creative skills among learners.

As pointed out by Runco (2004: 657-687), creating a creative atmosphere in the classroom enhances language teaching and learning. The problem is that creativity, according to Robinson (2009: 16), is a skill that education stifles and drains.

According to the research problem, the researcher defines the study question: **“What is the effect of using collaborative strategic reading (CSR) on students' creative thinking skills in middle schools from the perspectives of teachers and supervisors?”**.

1.2 Aims

This study is concerned with the role that creativity plays in EFL classrooms through collaborative strategic reading (CSR), and this study is also concerned with exploring EFL teachers' knowledge of creative thinking skills and their view of integrating creative activities in their classrooms.

1.3 Procedures

To achieve the objectives of the study, the following procedure is followed:

1. Reviewing literature and previous studies related to CSR.
2. Deciding on the instruments of the study: a questionnaire and interview.
3. Consulting several experts to ensure the validity of the questionnaire and interview.
4. To analyze the data, the researcher used pertinent statistical techniques such as (SPSS) statistical packages.
5. The results of the study were drawn.
6. Conclusion and recommendations were presented.

2. Literature Review

2.1 Definition and Concept of CSR

Collaborative Strategic Reading (CSR) is a compilation of teaching techniques targeted at assisting learners of different abilities in discovering and practicing comprehension strategies for use of informational content (Klingner and Vaughn 1996:275-93). Standard reading instruction principles should be enhanced or upgrade in more modern ways, according to Harmer (2001:54). Klingner and Vaughn introduced collaborative strategic reading (CSR) these innovative strategies have been widely used in various studies and are a combination of two methods, cooperative group learning activities and reciprocal teaching. Teachers and students in reciprocal teaching perform a conversation, by summarizing, challenging, clarifying and anticipating essential contexts.

CSR teaches students to use the four comprehension strategies when working cooperatively, (Klingner and Vaughn, 1998:32-7). The strategy of CSR enables students to understand the concepts of a text to develop their comprehension. Klingner and Vaughn (ibid.:34), note that CSR's objectives are to enhance awareness of reading and to improve intellectual learning in ways that optimize the participation of students. In other words, CSR creates a greater comprehension of students. Four strategies are introduced by CSR: Preview, Clunk and Click, Get the Wrap Up and Gist; and clear processes to assist students to use them separately. When reading the text of the subject area and operating in groups of five or six, with essential tasks allocated in advance, students of mixed level of accomplishment use comprehension strategies. Initially, before using them, the teacher introduces the four techniques to the class as a whole. "Next, by modeling, role play, and "thinking aloud," the teacher teaches the students how each strategy works. He/she then works together with the students to be actively

engaged in the learning procedure. Students apply the four techniques before, during, and after reading in small cooperative groups while participating in CSR, with a particular role assigned to each participant in advance.

2.2 Phases of Conducting CSR

CSR could be attained in two ways: (1) teaching strategies, (2) activities of cooperative learning group.

a) Teaching Strategies

Students learn four strategies along with Collaborative Strategic Reading plan:

1. Preview (before reading)

Before they read each part, students view the whole course. The aims of previewing are (Zainol Abidin, 2012:194) (1) it permits students to learn as much as possible, (2) it activates their basic knowledge of the topic, (3) it helps them make predictions about what they are learning. Students can also develop an interest in the subject by reviewing the content. To incorporate the method of previewing, teachers may want to exchange ideas with students. Students are learned to interpret labels, bold sentences, sub - headings, lists, diagrams and images to pre-read the passage. This allows students to have an understanding of their selection. To perform this task, students are given approximately 2-3 minutes.

2. Click and Clunk (During reading)

The aim of clunk and click is for students to check their comprehension of reading as well as to recognize passage parts, words, or terms that they already do not comprehend. Click means at what level the student knows, as clunk means comprehension difficulty. For example, when a student comprehends the meaning of a word, he/she "clicks" and, therefore, is referred to as a clunk when the word does not create sense to the student. As numerous students are unable to check their understanding and focus on what they are doing and what they do not comprehend (Klinger and Vaughn, 1998:32-7). The teacher asks, "Is everything clicking? Who has clunks with the part we just read?" "Students know that this question will be asked and are alert to detect clunks while reading. "The class uses "fix-up" strategies to find out the clunks after students recognize it: (a) Re-read the sentence without words. (b) Looking at the information provided will help to understand the meaning of the words. (c) We re-read the sentence with, before, and after clunk looking for the clues. (d) Look in the word for a prefix or suffix. (e) Cut the word apart and search for simpler words that you know.

3. Get the guise (During reading)

It is a strategy that helps student's determination of main ideas and points during reading. Answering the following questions is one way of determining the main idea: (a) "Who or what does that mean?" and (b) "What is the most significant thing about "who or what? Students are also taught to restrict their answers to ten words or fewer, so their gist conveys the most relevant concept(s), but without needless information.

The gist can be understood by focusing on one paragraph at a time. During students reading the paragraph, the teacher will ask them to identify the most important thing, person, or place. Next, the teacher asks students to list the most important things about people, places, or things. Finally, the teacher teaches students to collect it all into a sentence of 10 words or fewer.

4. Wrap up (After reading)

By formulating questions and answers about what they have learned and by discussing the main ideas, students learn to wrap up. The goals are to enhance the knowledge, understanding, and memory of what has been read by the students. Based on the passage, students are to ask each other questions using who, what, where, where, and how. The group's other members are responsible for answering the questions. Students will take turns sharing with their cooperative groups what they have learned (Klinger and Vaughn, 1998:32-7).

b) Cooperative Learning Group Activities

Under this approach, students work in small collaborative groups. Each student in his group is assigned a role, among these roles are the following: (Vaughn et al., 2011: 938-964)

1. Set the stage

The teacher assigns the students to shape into groups. Each group includes about four students with varying abilities. Then the teacher assigns the roles to the students. The roles should be rotated regularly so that students can try a variety of roles. Possible roles include:

- Leader: This student leads the CSR group by saying what to read next and what strategy to apply next. The leader asks for assistance from the teacher, if necessary.
- Clunk expert: When trying to discover a difficult word or concept, this student uses clunk cards to remind the set of steps to follow.
- Announcer: This student invites different members of the group to read or share their ideas. He or she ensures that everyone participates and that only one person speaks at a time.
- Encourager: This student observes the group and makes notes, Watches for behaviors and praise them, and encourages all members of the group to take part in the discussion and to assist one another.
- Reporter: During the whole class wrap-up, this student informs the class of the main ideas learned in the group and shares the group's preferred question.
- Timekeeper: This student assigns a timer for each part of CSR and notifies the group when the time is right to move forward (The teacher can take this role).

2. Materials

The following materials may be useful as a teacher helps students in using cooperative learning techniques and CSR (Klingner et al., 2001:231).

1. Reading materials: While choosing CSR reading material, the following points are recommended for consideration: (a) The reading material is appropriate for the student's educational level, which generally refers to students being able to correctly decode about 80 percent of the words; (b) reading materials with themes and supporting details; (c) reading materials consisting of many paragraphs; as well as (d) reading materials involving clues/pictures for foreseeing.

2. Clunk cards: They help students to learn which strategies to use when trying to find words that are unfamiliar or difficult to understand. The teacher uses these cards to remind the group of steps to take when a difficult concept or unfamiliar word is discovered. Each of the clunk cards contains one fix-up strategy. The fix-up strategies included in clunk cards are: (a) Reread the sentence with the clunk. Think about what information is provided that would help you understand the meaning of the word. (b) Reread the sentence before the clunk and after looking for clues. (c) Search for a prefix or suffix in the word that might help. (d) Break the word apart and search for the little words you know.

3. Cue Sheets: They outline the procedures of a cooperative study group that should follow and provides the structure and support for students to learn CSR. Each role comes with an appropriate cue sheet that helps to explain the steps to be followed to play this role. Cue sheets seem to help the student focus better as well as increase their confidence. Students should discontinue the use of cue sheets when they feel comfortable and safe in performing their roles.
4. CSR learning logs: Students write their thoughts in CSR learning logs while applying each of the strategies, or only used for some of them (e.g. for writing down clunks and key ideas). CSR learning logs help students track learning "as it happens" and provides them with a starting point to follow up activities. Records provide an additional way for all students to actively and effectively participate in their groups.
5. Scorecard (optional): The scorekeeper in the group follows the cue card to see when points are awarded and to score those points on the scorecard.

2.3 Process of CSR

The following are the essential steps towards implementing CSR in a group work (Bremer et al., 2002:4):

- Phase 1: Introduction to the whole class. In addition to directions, the instructor discusses the subject and teaches the core vocabulary.
- Phase 2: Preview, click as well as clunk community cooperative operation, gist, and wrap). Each community participant plays a part and completes the CSR learning log throughout the exercise.
- Phase 3: Wrap-up plan with the whole lesson. The instructor explains the reading of the day, examines clunks, addresses inquiries or expresses certain opinions.

2.4 Creative Thinking Skills

Most of those who are interested in creative thinking believe that this thinking has a combination of elements and skills. These skills are demonstrated through creative production and creative thinking skills. (Al soroor, 2002:117).

1. Fluency

It is the mental skill used in generating ideas freely in light of many related ideas. Fluency can also be described as the ability of an individual to invoke a large number of appropriate responses to solve a problem over a specified time (Ibrahim, 2005, p: 258). From the student's point of view, fluency is the skill that enables the student to generate ideas freely to get as many ideas as possible as quickly as possible (Saadeh,2011: 275).

2. Flexibility

The individual's ability to generate different ideas and move from one type of thinking to another when responding to a specific situation. Meaning that if a person is asked to mention different uses of something, then he moves in his thinking from one use to another, and from one idea to another. The importance of teaching flexibility is to increase options by going beyond traditional advice and allowing students to see other points of view, and thus the student will be able to increase the number of types of responses provided. (Saadeh, 2003: 292).

3. Originality

It refers to the individual's ability to produce authentic ideas that are characterized by novelty, uniqueness, and originality. It is original if it is not a repetition of other's ideas. This skill is based on the assumption that a person with genuine creative thinking never repeats the ideas of others, his ideas are new to him and those around him, (Ibrahim, 1979:20).

4. Elaboration

The individual's ability to give new details to a specific idea or unique contributions that help in developing the idea or achieving it. (Ibrahim, 2005:259).

5. Sensitivity to Problems

An individual's ability to identify strengths and weaknesses in a specific situation or problem, Al Khalili, (2005:144). Sensitivity to problems is one of the most important components of creative thinking. The difference between a creative person and a non-creative person shows the degree to which the problem is touched, (Al- Dahoudi, 2008:16).

3. Methodology

3.1 Research Design

The descriptive-analytical method was relied upon because it is the method that the researcher deems appropriate for his current study.

3.2 Population and Sample

The study community is all English language teachers and supervisors in middle schools in the city of Karbala. The researcher chose a random sample of 150 teachers and supervisors.

3.3 The Study Instruments

To answer the questions of the study and to achieve the objectives of the study, the researcher built a questionnaire on the use of collaborative strategic reading. The questionnaire consisted of 25 items, and teachers and supervisors were asked to answer it. In addition, the researcher built a personal interview with a sample of 15 of the original study sample and asked 10 questions related to the topic of the current study.

3.4 Validity of the Instrument

The validity of the questionnaire means making sure that it will measure what it was prepared to measure, Al-Assaf (2003: 429).

The researcher used face validity and construct validity of the questionnaire by presenting the study tool to a group of the jury, where their number reached (15). The jury was asked to verify the wording, appropriateness, and consistency of the elements of the interview. Some comments and suggestions were received and minor changes were made to the interview and questionnaire questions accordingly. The researcher used the chi-square test to find the face validity, and she obtained the results as shown in the table below:

Table (1) Face Validity

Items	Numbers of jury	Agree	Disagree	Df	chi-square		Indication level
					Cal.	Tab.	
1-25	15	15	0	1	15	3.84	0.05

From the above table, it was found that the calculated chi-square value of (15) is greater than the tabular value of (3.84) at the level of statistical significance (0.05) and the degree of freedom (1), and therefore the instrument of the study has face validity.

3.5 Reliability

Somekh and Lewin (2005: 216) describe reliability as a measurement of accuracy or consistency, i.e. whether or not the same results would be obtained if the questionnaire was repeatedly applied.

Table (2) Reliability of Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.906	25

Table No. (2) shows that the reliability coefficient (0.90), This indicates that the questionnaire has a high degree of reliability.

3.6 Statistical Analysis

After unpacking the answers of the sample members, they were coded and the data entered using the computer, then the data were processed statistically using the Statistical Package for Social Sciences (SPSS) program.

4. Results and Discussion

4.1 Result of Questionnaire

To answer the Study question “What is the effect of using collaborative strategic reading (CSR) on students' creative thinking skills in middle schools from the perspectives of teachers and supervisors?”, the researcher used one sample T-test and obtained the results shown in the table below:

Table (3) Results of T-test for the Significance of Differences between the Mean of the Sample Scores and the Mean of the Scaling Hypothesis

No.	Mean	M	Std. Deviation	df	T-value		Level of significance
					Cal.	Tab.	
150	102.73	75	10.410	149	32.620	1.98	0.05

From the above table, it was found that the calculated t-value amounted to (620.32), which is greater than the tabular value of (1.98) at a statistical significance level of (0.05) and a degree of freedom of (149), this result shows that English teachers' perspectives of the use of collaborative strategic reading were good.

4.2 Result of Interview

The interview showed the effectiveness of using cooperative learning methods in teaching, including cooperative strategic reading, and its great and influential role in developing creativity among students.

5. Conclusions and Recommendations

5.1 Conclusions

1. Collaborative strategic reading has a great benefit in developing creative thinking, because it encourages participation and elimination of shyness and fear, but is a driving force towards creativity.
2. Collaborative strategic reading helps to remove the barriers between the teacher and the learners and between the students with each other, as it increases the students' daring to participate and show their creativity.
3. Collaborative strategic reading improves students' reading comprehension of the English language.
4. Collaborative strategic reading creates a collaborative and stimulating learning environment where students can learn without any kind of stress or tension.
5. Providing a variety of techniques used in lessons to suit all ages and students and reduce student boredom.

5.2 Recommendations

1. Deviating from the traditional teaching methods and trying to find new ones.
2. Paying attention to the school environment and developing it to be better for work and education.
3. Working on cooperation between teachers and students in the classroom.
4. Employing thinking strategies in teaching English in its various branches to develop students' creative thinking skills.
5. The need for educational supervisors to pay attention to improving active learning environments for students by encouraging teachers to use modern teaching strategies that increase their interaction and participation, such as Collaborative strategic reading.

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