

## Effects of Contradictions Strategy on Creative Expression Performance of Fourth Grade Students – Art Stream

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### Abstract

This research seeks to identify the effects of the contradictions strategy on the creative expression of fourth grade students – Art Stream.

1. The two researchers applied the partially controlled experimental method to a sample consisting of (65) students divided by random drawing into two groups: an experimental group or Class B consisting of (32) students and control group or Class D consisting of (33) students. The researchers matched between the two groups by the following variables: age of students calculated in months, parents' educational level, last year's Arabic language grades and creative expression grades prior to the experiment. The researchers drew up (60) behavioral goals out of the topics, which were taught in the experiment and prepared typical teaching plans for the two groups. They also chose a series of consecutive tests as a tool for measuring the level of students after teaching each topic and used appropriate statistical methods to draw the results. At the end of the experiment, the researchers came to the following results:

The students of the experimental group who were taught by the contradictions strategy outmatched the students of the control group who were taught by regular methods.

The researchers recommended that it is necessary to use the teaching method based on the contradictions strategy and hold courses for teachers to train them on it. They also suggested conducting a study similar to this one on students from other grades.

### The Problem of the Research

The students have an expression problem and this is what both researchers have realized through their work in the field of teaching. Despite the importance of expression in a student's life, it was not given enough attention in the Arabic language curriculums therefore we find students incapable of expressing what goes on their minds. This is not a new problem but deep-rooted as confirmed by Al Hashmi study, which indicated that part of the problem was attributed to the traditional methods of teaching. (Al Hashmi,1988:92) and Al Azirjawi study, which came to the conclusion that there are reasons related to the current teaching methods, which do not contribute to creating desirable directions towards expression, do not provide the element of suspense, do not grow students' audacity and do not consider the differences between them. (Al Azirjawi, 2011: 161)

The weakness might be due to the traditional methods of teaching expression and teachers not keeping abreast of the latest teaching methods and using the most advanced techniques in raising their students' interest. Therefore the researchers decided to use a method, which is considered one of the latest and most advanced, that is: teaching expression by the contradictions strategy, hoping it would reduce the weakness of fourth grade students. The researchers summed up the problem of the research by the following question: is there an effect for the contradictions strategy on the creative expression skills of the fourth grade students – art stream?

### The Significance of the Research

Education is the key for knowledge, and if it weren't for it, the life of man wouldn't have developed and its continuity and growth would have stopped. This would prevent him from reaching his goals as education achieves his abilities and provides him with knowledge and skills and its goal for the learner is gain and develop his abilities, discover his potential and capabilities and broaden his intellectual capacities. (Al Heli, 1986: p7)

The goal of education is prepare the youth and equip them with the powers that will enable them to go through life thus education is the first means for preparing nations and making them ready for life and achieving glamour and glory. All nations who maintain their lives aim at one thing in raising their children: prepare them and make them ready for life. (Al Baghdadi, 2004: page6)

Language is one of the basic distinctive features of humankind, which makes man different from other creatures. Through language, we understand the world, the universe changes and develops, the mechanisms of thinking and memory work and we communicate between us, function and produce and translate our feelings and experiences. Language is considered by Thorndike as man's greatest invention and it is a tool animals don't have. (Okan, 2001: page10)

Language has many functions for human beings. One of them is communication. It is difficult for man to imagine how he could communicate with others to convey his feelings and thoughts to them and receive their reactions, opinions and emotions, if it weren't for those symbols that constitute the language. The individual needs language to satisfy all his needs from the simplest to the most complicated because he needs to interact literally with others in speaking, reading and writing. Along with the literal interaction comes the sentimental and social interaction that unites the hearts of the group and the one nation. (Al Nashif, 2007: page17)

The researchers believe that language is an important means of communication discovered by man. It is distinguished from other means of communication by being sufficient and efficient in meeting the demands of human life among the members of the same society.

Talking about the importance of language takes us gradually to talking about the importance of Arabic language, which is considered one of the Semitic languages and the loftiest among them grammatically, semantically, etymologically and structurally. (Abu Al Dhabaat, 2007: page38)

The civilized leap for the Arabic language took place as a result of the advent of Islam and we can say that most cultural aspects of the Arabic language post Islam came as a result of the radical revolution that Islam caused in people's minds, souls, thoughts, beliefs, propositions and goals. (Zwain, 2011: page116)

The universality and humanness of the Islamic Dawah (invitation) make it necessary to care about teaching Arabic language to native and non-native speakers among Arabs and Muslims. In addition to being the mother tongue of approximately 160 million Arab Muslims, it is the sanctified language for approximately 1000 million Muslims around the world as it is the language of the Holy Quran. The recital of the Holy Quran and meditating on its verses is imperative for all Muslims and Arabic is the most proficient language that helps meditators and contemplators understand its verses. (Madkour, 2000: page35)

The Quran was revealed to add to the honor and glory of Arabic language, assert its identity and favor on other languages and preserve it from loss. Allah Almighty says: "And indeed, the Qur'an is the revelation of the Lord of the worlds. The Trustworthy Spirit has brought it down. Upon your heart, [O Muhammad] - that you may be of the warners - In a clear Arabic language". (Surat Ashuraa 192-195) "Indeed, We have sent it down as an Arabic Qur'an that you might understand". (Surat Yusuf 2)

Arabic is a great and sound language for a great and honorable nation and it has preserved its structure, order and words by its Holy Quran and its brilliant literary heritage throughout past ages between pre-Islamic and current ages. It is still powerful, towering and flourishing. (Jawad, 1970: page5)

The Arabic language is considered as a means of understanding and expression and the national bond for Arab unity; it is the measure of the civility and modernity of the Arab nation and its means of publicity and interconnectivity as well as a tool for religious direction and spiritual refinement. It is the cornerstone of the building of the Arab nation with its long continued history, literary and intellectual power and deep-rooted heritage. (Al Duliami, 2004: page17)

Expression is one of the most important branches of Arabic language. It is the mold in which one pours his ideas, expresses his feelings and emotions and carries out his needs and with it one can easily understand what is read and heard. (Al Dulaimi and Al Waeli, 2005: page265)

Expression is where one expresses his ideas in harmonious phrases and words leading to an organized intellectual unit that links him to the society he lives in and makes him interact with it. (Khalaf Allah, 2002: page281)

Educators have realized the importance of expression and how the students' expressive abilities reflect on their behavior and affect their self-confidence, adjustment to social life and assistance to self-achievement and self-

emphasis. It combines delicacy of taste, growth of artistic sense and creation of a need to do something personal and satisfactory. This represents a direction toward rich spiritual values and values of truthfulness, good and beauty. Accuracy in expression often has to do with the measures of sufficiency and success of work for some people such as teachers, lawyers, judges, TV presenters, journalists, reporters, receptionists etc. (Al Hashmi, 2005: page22)

Expression is the most sublime goal and all linguistic branches are means for achieving this goal. It is rather the goal of all different school subjects as a student in any grade needs to express what he feels clearly and accurately whether it is in a discussion with his teacher or peer or while taking an exam. If a student makes a wrong expression or his expression is weak, this will affect the grade he gets. Therefore, expression is so important for all students because it culminates the final result of the linguistic lessons plus other different subjects. (Abdel Bari, 2010: page147)

Expression is divided in terms of the purpose of its use into three types:

- a) **Functional Expression**
- b) **Creative Expression**
- c) **Innovative Expression**

We will discuss each in details:-

#### a) **Functional Expression**

It is the expression that performs a function especially in the life of an individual and a group such as understand and make understand and its uses are so many such as conversation between people, writing letters, cables and different applications, writing notes, reports, memos and other announcements and instructions directed to people whether verbally or in writing. (Ashour & Maqdadi, 2009: page22)

#### b) **Creative Expression**

This type of expression enables a student to reveal what he feels inside and convey his emotions and thoughts to others. It also enables him to express what he sees around him including events, persons or things accurately, which reflects his personality (Taher, 2010: page280)

What distinguishes creative expression from other types of expression is the existence of two important factors: emotion and genuineness. Emotion is the backbone of creative expression and its stimulant. If a writer is moved by no emotion or his heart is touched by no feeling, he will not be prompted to express nor stimulated to articulate creatively. If the emotion factor is available in creative expression, this leads to the use of artistic language, which is based on imagination and depends on figures of speech including similes, metaphors, allegories and metonymies. As to genuineness, it means that the expression must be unique, never said before, has its writer's own mark and is different from other writers' styles. (Al Waeli, 2004: page81-82)

#### c) **Innovative Expression**

This type of expression includes an innovation whether in meaning or style and it usually manifests itself in poetry in the form of imageries or words. The objective of this type of expression is to enable students to express their own experiences and viewpoints freely and beautifully and reveal the talent of the talented among them and entrust it with care and development. (Al Hallaq, 2007: page71).

Expression is divided in terms of form and performance into two types: verbal expression and written expression.

Verbal expression has a set of skills such as fluency and the ability to build ideas, describe scenes and events coherently and in correct language and participate in a discussion or dialogue. (Atiya, 2008: page157)

As to written expression, it is a written, emotional and intellectual action connected to formulating and creating ideas and placing them on a blank sheet in correct spelling, organized punctuation and clear and beautiful handwriting. (Madkour, 2010: page 229)

Based on the aforementioned, the researchers believe that expression is an important branch of Arabic language

and it is necessary for an individual to express his feelings and thoughts and carries out his needs in life and the benefit transcends to society. Moreover, expression constitutes a vital part of people's lives since it is one of the most important means of communication and helps solve individual and social problems by exchanging and discussing opinions; it is one of life's necessities.

The teacher's broad knowledge of the various teaching methods and educational strategies and his ability to use them help him with no doubt identify the teaching circumstances suitable to apply. The teaching process becomes then interesting and enjoyable for students, suitable for their abilities and relevant to their daily lives, needs, tendencies, desires and future aspirations. (Marei W Al Hila, 2005: page25)

Based on this, the researchers have sought to employ the contradictions strategy to teach expression hoping it would contribute to improving the students' creative expression skills.

The contradictions strategy is considered one of the strategies emanating from the constructive theory, as according to constructive learning, it is necessary to connect between information needed to be attained and information already attained by an individual. The constructive philosophy focuses on learning centered on the learner making him the central point of the educational process since it is him who searches, experiments and discovers. It also focuses on giving him the opportunities to exercise the learning processes and in the light of this philosophy a student must be allowed the chance to discuss whether with his peers or teachers, which gives him the correct dialogue language and makes him active. (aitoun, 2002: page225).

This strategy aims to make a teacher think and produce using his information and capacities in intellectual operations and a process ending in coming up with conclusions. The role of a teacher here is no longer to teach or answer questions only but also to guide, inspire and illuminate his students helping them to research and investigate through certain situations or open intellectual questions that challenge their minds and incite them to research. (Al Hila, 2003: page213)

#### **Steps of Teaching by the Contradictions Strategy**

Step One: Introducing the contradictory event:

In this phase, the students' attention is drawn and their provocation is increased. They are also encouraged to pose questions about the introduced contradiction. Learning occurs during confronting students with questions or issues that need a solution and this is done by the following:

- 1- Cause a state of surprise and astonishment resulting from the contradiction of the objective expectations which leads to creating confusion.
- 2- Put the students in a confusing experience.
- 3- Bridge the knowledge gap, as when an individual is surrounded by mystery, he realizes that something in his knowledge structure is missing.

Step Two: Looking to resolve the contradiction:

Once the knowledge contradiction is generated, it is necessary to provide students with the experiences that make it easy to lead to resolving the contradiction as a good introduction of the contradictory event leads to a state of anxiety and imbalance, which makes one seek to eliminate this tension. At this point, students are eager to find a solution for this contradiction, which pushes them to prepare the necessary activities.

Step Three: Solving the contradiction:

This step aims to encourage students to solve the contradiction by themselves through many linking processes between the direct activities that they carry out while making the contradictory event and the various testing processes within a comprehensive and practical framework linking between unexpected results in a theoretical and scientific context lying in the facts, concepts and information owned by the students through their past experiences and previously built information. (Bahjat, 2001: page74)

#### **The Contradictions Strategy & Creative Expression**

The researchers believe that knowing the nature of the teaching process and how it should be carried out by the teacher is essential to his success in his career for good teaching is a time process that changes with the change

of the content of the lesson, the educational context and the participant individuals in that process, which is also affected by the various changes in society and technology. A teacher must also use ideas able to create a lack of balance for the students then recover that balance for them. This doesn't mean to confuse or confound them but make them try to attain the information, which enables them to maintain their knowledge structure and fits their new information. Thus we find that the use of the contradictions strategy is considered an effective means for attracting the attention of students and pushing them to use the thinking skills deeply in providing them with the necessary experiences. This will lead to creating a knowledge contradiction for the student thus lead to creating a strong inclination for the desire to learn and this inclination will create a knowledge conflict in the student's mind, helping him build his knowledge structure with the new ideas and information in order to make a decent knowledge outcome, and keeping him away from all that may obstruct the growth of creativity inside him. Therefore the contradictions strategy ensured that students rely on themselves in writing creative expression without resorting to ready expression introductions, which a student only needs to memorize to write as is in the exam. Accordingly it made students discard expression introductions they had memorized because of choosing topics that contradicted the ideas they had on their minds.

We can summarize the significance of this research in the following points:

- 1) The importance of education as it is the key for the advancement of societies.
- 2) The importance of language as a means of social and cultural communication.
- 3) The importance of Arabic language as it is the language of the best of divine books (The Holy Quran).
- 4) The importance of creative expression in polishing the talents of students.
- 5) The contradictions strategy may contribute to creative expression helping students in creative expressive writing.
- 6) The possibility of benefiting the authorities concerned of the conclusions the researcher will come to through this study.

#### **The Objective of the Research**

This research seeks to identify the effects of the contradictions strategy on the creative expression of the fourth grade students – art stream.

#### **The Hypothesis of the Research**

There is no difference of statistical indication between the average grades of the experimental group who studied expression by the contradictions strategy and the average grades of the control group who studied expression by the regular methods.

#### **The Limitations of the Research**

This research is limited by:

- 1) The students of the fourth grade, art stream, at the day intermediate and secondary schools of the General Directorate of Education in Baghdad Al Karkh Governorate.
- 2) The first term of the scholastic year 2013-2014.
- 3) Six expression writing topics for the fourth grade students, art stream, for the scholastic year 2013-2104.

#### **Definitions**

The researchers will define the terms mentioned in the title of this research as follows:

(contradictions strategy; expression performance; creativity; fourth grade/art stream)

## 1) Contradictions Strategy

### 1.1 Strategy:

- a) It was defined by Al Sharif as "a set of ideas and principles addressing a field of human activities completely and comprehensively and indicating the means, requirements and directions of work for the purpose of causing changes in it serving certain goals". (Al Sharif and others, 1979: page30)
- b) It was defined by Marei and Al Hila as "a set of techniques, activities, means and educational methods, the use of which leads to the occurrence of learning". (Marei and Al Hila, 2000: page251)

### 1.2 The Procedural Definition of Strategy:

It is a series of artistic and scientific procedures and skills planned and made by researchers to employ and invest the material and human capabilities to assist the students of the experimental group in achieving the objectives of the lesson and the best intended results.

## 2) The Contradictions Strategy

- a) It was defined by Bahjat as educational situations whose results come opposite to the learner's expectations, which arouses his astonishment thus makes him curious and incited to solve this contradiction. (Bahjat, 2004: page63)
- b) It was defined by Al Huwaidi as an investigation based on the contradiction between two conflicting situations: the situation which the student witnesses and the situation which he believes is true and this contradiction requires explanation. (Al Huwaidi, 2005: page207)

### The Procedural Definition of the Contradictions Strategy:

It is one of the strategies of the constructive theory, which passes through three steps: introducing the contradictory event, searching for a solution for the contradiction and solving the contradiction. It comprises a set of contradictory activities and events aimed at confusing the students of the experimental group thus inciting them to solve the contradictions using their expression abilities.

## 3) Expression Performance

It was defined by Madkour as "enabling students to express themselves in the various situations they face in their lives inside and outside school in different ways and in a sound logic, organized thinking and pleasant language. (Madkour, 1986: page115)

## 4) Creativity

- a) It was defined by Rajeh as "finding a new or genuine solution for a scientific, practical, artistic or social problem and a genuine solution means a solution that no one else came to before ". (Rajeh, 1979: page324)

### The Procedural Definition of Creativity:

It is a complex mental activity aimed at gathering ideas and things in a new technique, where the students of the experimental group use the "contradictions strategy" in creative expression.

## 5) The Fourth Grade/Art Stream

It is the first grade of the preparatory phase that comes between the primary and secondary phases (4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> grades) and in which students study human sciences. (Ministry of Education, 1990: page45)

### Chapter Two: Previous Studies

Looking into previous studies is a prerequisite for any good researcher providing him with ideas and procedures

that enable him to tune the procedures of his research. The two researchers will address two kinds of studies:

### 1) Studies that dealt with the contradictions strategy:

#### Al Alawani Study (1999)

This study was conducted in Iraq at Al Mustansiriya University, teachers college, and aimed to **"identify the effects of the Closmyer and contradictory events strategies on learning physical concepts and developing critical thinking by the second year students in the teachers college at Al Mustansiriya University"**. To achieve the objectives of the study, the researcher relied on a partially-controlled experimental design. The researcher chose a sample consisting of 48 male and female students from the teachers college at Al Mustansiriya University. The sample was divided into two equal groups: the first studied as per Closemyer strategy and the second as per the contradictory events strategy.

The researcher matched on some variables such as age, parents' education level and learning concepts and development of critical thinking prior to the experiment.

As to the research tool, the researcher developed two tests: an achievement test consisting of 60 questions and a test for critical thinking and the two tests were implemented.

The results of the study showed that there was a statistical difference between the students of the two experimental groups in learning physical concepts to the favor of the first group which studied as per the Closmyer strategy. There was also a statistical difference between the students of the two experimental groups in the critical thinking test to the favor of the second group which studied as per the contradictory events strategy. (Al Alwani, 1999: page1-3)

#### Saeed Study (1999)

This study was conducted in Cairo, Egypt and aimed to identify **"the effects of using the contradictions strategy on the development of scientific thinking and some learning processes by the fifth grade students in the science subject"**.

To achieve the objective of this study, the researcher used a partially-controlled experimental design. He chose a sample consisting of 237 male and female students in the fifth grade out of whom 120 constituting an experimental group that studied as per the contradictions strategy and 117 students constituting a control group that studied as per the regular method.

The researcher matched on some variables including age, gender and education. As to the research tool, the researcher made a test for measuring the ability of scientific thinking consisting of 25 questions and a multiple choice test consisting of 40 questions.

The results of the study showed that the contradictions strategy was effective in developing scientific thinking and some learning processes and that there was a statistical difference between the students of the two groups in developing scientific thinking and some learning processes to the favor of the experimental group who studied using the contradictions strategy. (Saeed, 1999: page3)

#### Al Balbeesi Study (2006)

This study was conducted in Gaza, Palestine and aimed to identify **"the effects of using the contradictions strategy on adjusting the alternative perceptions of some scientific concepts by the fifth grade female students"**. To achieve the objective of the study, the researcher used a partially controlled experimental design.

The researcher chose a sample consisting of 60 female students from the tenth grade divided into two equal groups: an experimental group and a control group.

As to the research tool, the researcher made a diagnostic test for alternative perceptions and used the teachers guide. The study tool was implemented prior and post the experiment. The researcher matched on some variables including the age, cleverness and parents' education level.



The results of the study showed that there were statistical differences at 0,05 level between the averages of the two groups and to the favor of the experimental group who studied using the contradictions strategy. (Al Balbeesi, 2006: page1-4)

## 2) Studies that addressed creative expression:

### Jaber Study (2013)

This study was conducted in Baghdad University, Ibn Rushd Education Faculty. It aimed to identify "**the effects of the self-organized learning strategies on the development of creative expression and post-knowledge skills by fourth grade students/art stream**".

To achieve the objectives of this study, the researcher chose the experimental design of the experimental and control groups; it is a partially-controlled design.

The researcher chose as his sample a boys secondary school belonging to the directorate of education in Al Rasafa, Baghdad; it was Ababeel Secondary School located in Al Shaab area in Ur neighborhood.

The number of the fourth grade students at the school was 88 out of whom 46 were in the experimental group and 42 in the control group.

The researcher matched on some variables including age of students, parents' education level, last year's grades, creative expression skills and post-knowledge skills prior to the experiment.

The researcher made a post-test for measuring the creative expression skills comprising 15 skills. The two tests were implemented and verified at the end of the experiment.

The researcher used appropriate statistical means for his study:  $ka^2$ , Kuder-Richardson Formula 20, Crocbach's Alpha, Pearson Correlation Coefficient, Difficulty Coefficient Formula, Reliability Coefficient Formula, Negative Alternatives Efficiency Formula, Holsti Formula, Arithmetic Mean and Standard Deviation).

The results of the study showed that the experimental group outmatched the control group. There was also an improvement in the standard of the students of the experimental group in introducing the topic properly, employing the introduction in pursuing the topic, highlighting the main ideas and generating the minor ideas from them. (Jabr, 2013)

### Ahmad Study (2013)

This study was conducted in Ibn Rushd Faculty at Baghdad University and it aimed to identify "**the effects of the Renzulli Model on creative writing and contemplative thinking by female students of the fifth grade class for distinguished students**".

To achieve the objective of the study, the researcher chose the experimental design of the experimental and control groups; it is a partially-controlled design.

The researcher chose as a sample two regular school classes at Al Itizaza Girls Secondary School. The sample consisting of 60 girl students was divided into two groups: an experimental group consisting of 30 students and a control group consisting of 30 students.

The researcher matched on the following variables: age calculated in months, parents' education level, last years' Arabic language grades, contemplative thinking and linguistic abilities grades prior to the experiment.

The researcher used a standard tool for measuring creative writing and contemplative thinking by the students of the two groups. She prepared a series of achievement tests to be given to the students of the two groups at the end of each topic depending on the criteria she built herself. She also set a standard for contemplative thinking for the purpose of the experiment.

The researcher used appropriate statistical means for her research including a T-Test for two independent samples,  $ka^2$ , Difficulty Coefficient, Reliability Coefficient, Crocbach's Alpha, Pearson Correlation Coefficient.



The researcher came to the following conclusions after implementing the experiment:

The supremacy of the students of the experimental group who studied creative writing by the Renzulli Model over the students of the control group who studied creative writing by regular methods. (Ahmad, 2013).

**Indications from the aforementioned studies:**

- 1- The location of conducting the study: The studies of Al Alwani 1999, Jaber 2013, Ahmad 2013 were conducted in Iraq as well as this study. The Saeed 1999 study was conducted in Egypt and Al Balbeesi 2006 in Palestine.
- 2- In terms of the objective, Al Alwani 1999 study aimed to identify the effects of the Closemy and contradictory events strategies on learning physical concepts and developing critical thinking. Saeed 1999 study aimed to identify the effects of the contradictions strategy on the development of scientific thinking. Al Balbeesi 2006 study aimed to identify the effects of alternative perceptions in some scientific concepts. As to Jaber 2013 study, it aimed to identify the effects of self-organized learning strategies on the development of creative writing skills and Ahmad 2013 study to identify the effects of the Rinzulli Model on creative writing and contemplative thinking.
- 3- In terms of the sample and gender, Al Alwani 1999 study consisted of 48 girls and boys, Saeed 1999 of 237 girls and boys and Al Balbeesi 2006 study of girls only. As to Jaber 2013 study, its sample consisted of 88 boys and Ahmad 2013 study of 60 boys and also this study of 65 boys.
- 4- In terms of the tool, it was an achievement test in Al Alwani study, a test for measuring the ability of scientific thinking in Saeed study, a diagnostic test in Al Balbeesi study, a post-test for measuring writing skills in Jaber study, a series of achievement tests in Ahmad study and writing six serialized topics in this study.
- 5- Statistical means: The aforementioned studies used the T-Test for two independent groups, Pearson Correlation Coefficient,  $k_a^2$ , Difficulty Coefficient, Reliability Coefficient and Alternatives Efficiency. This study used the first three.
- 6- In terms of results, the results of the said studies showed that the experimental groups outmatched the control groups. As to this study, the results will be demonstrated and explained later.

**Chapter Three**

- 1) **Experimental Design:** The two researchers chose the appropriate experimental design for their research. They chose an experimental design for two independent samples as illustrated in the following form (1):

Form (1)

**Research Experimental Design**

Group	Qty	Experimental Variable	Tool	Dependant Variable
Experimental	30	Contradictions Strategy	Consecutive post-tests	Creative Expression
Control	30	Regular		

- 2) **Research Society and Samples:** The research society of this study consists of the 48 day boys preparatory and secondary schools belonging to the Directorate of Education in Al Karkh3, Baghdad as illustrated in the following table ( 1):

**Names of Day Boys Preparatory and Secondary Schools Belonging to Directorate of Education in Al Karkh3, Baghdad, Their Locations and Number of Fourth Grade Classes – Art Stream**

No	Name of School	Number of 4 <sup>th</sup> Grade Classes	Address	No	Name of School	Number of 4 <sup>th</sup> Grade Classes	Address
1	Al Motasem Preparatory	4	Al Salam Neighborhood	15	Al Khateeb Preparatory	3	Al Khateeb Neighborhood
2	Al Karamah Secondary	4	Ramadan Neighborhood	16	Ibn Al Haitham Secondary	2	Sabiat, District22
3	Babel Secondary	4	Ramadan Neighborhood	17	Al Iraq Preparatory	3	Al Shula, Um Najim
4	Al Hareth Secondary	4	Al Salam Neighborhood	18	Martyr Taleb Al Suhail Secondary	3	Al Kathmiah, Al Zahraa
5	Al Haramain Secondary	4	Al Moshahada	19	Al Kathmiah Preparatory	5	Al Kathmiah, Al Zahraa
6	Al Kholoud	3	Al Adel Neighborhood5	20	Al Imam Rida Preparatory	5	Al Kathmiah, Al Zahraa
7	Al Zawraa Secondary	2	Al Adel Neighborhood	21	Al Belad Secondary	4	Al Najeyat 28
8	Khawla Bint Al Azwar Secondary	2	Al Adel Neighborhood	22	Al Taji Secondary	5	Al Taji, Al Mazrafa
9	Al Mostaqbal Secondary	3	Al Ael Neighborhood	23	Al Thaer Secondary	3	Al Taji, Al Hammamiyat
10	Al Tarmiah Secondary	4	Al Tarmiah Al Markaz	24	Al Hussein Secondary	4	Sabe Al Boor
11	Al Imam Ali Preparatory	2	Al Horiya Al Thaletha	25	Al Yasmeen Secondary	4	Al Taji, Al Hammamiyat
12	Al Noor Preparatory	3	Rahmaniat Al Shula	26	Al Mafakher Secondary	4	Amer Affat Village
13	Al Shula Preparatory	4	Al Shula AlMarkaz	27	Al Tarmiah Preparatory	4	Al Tarmiah
14	Al Hader	3	Al Zuailat, Ibrahim Al Oun	28	Al Seddeeq Secondary	4	Al Tarmiah Al Fares
29	Al Furat Preparatory	4	Al Wehda, Al Karrada	39	Al Ruwad Secondary	4	Al Abayji
30	Mohamed Baqer Al Hakeem Secondary	3	Al Jamea, Al Karadah	40	Al Nashama Secondary	4	Al Tarmiah Jalal Hussein
31	Akad Secondary	5	Malouh Neighborhood	41	Al Fateh Secondary	3	Nadeem/2
32	Ibn Asaker Secondary	5	Al Abayji	42	Al Jawahri Secondary	3	Sabe Al Bour
33	Al Hasan Al Basri Secondary	4	Al Tarmiah, Al Zour	43	Al Sabteen Preparatory	4	Al Horiya/ Dabash
34	Al Khawarnaq Secondary	3	Al Abayji	44	In Aqeel Secondary	3	Al Azari
35	Al Reef Secondary	5	Al Moshahada	45	Al Fateh Secondary	4	Al Nadeem/2
36	Al Tameem Preparatory	4	Al Salam Neighborhood	46	Al Sheikh Hamad Secondary	4	Al Sheikh Hamad
37	Al Shorooq Preparatory	2	Al Horiya Al Rabia	47	Al Jaheth Secondary	2	Abu Seryoweel Village
38	Al Sayab Secondary	3	Al Moshahada Al Markaz	48	Al Boraq Secondary	3	Hareesh Al Awad Village

- 3) **Research Sample:** As this research requires choosing one school out of the preparatory and secondary schools belonging to the Directorate of Education in Al Kharkh3, Baghdad, and that has a minimum of two 4<sup>th</sup> grade classes, Al Tameem Boys Preparatory School was chosen by random drawing. The researchers visited the said school after obtaining a facilitation letter from Al Mustansiriya University, Basic Education Faculty, directed to the Directorate of Education in Al Karkh3, Baghdad. The directorate provided them

with a facilitation letter directed to the school administration. The school had four 4<sup>th</sup> grade classes, art stream, for the scholastic year 2013-2014: A, B, C & D. By random drawing, class B was selected to represent the experimental group, whose students would be subjected to the independent variable (the contradictions strategy), when teaching creative writing. Class D was selected to represent the control group, whose students would study the creative writing subject by the traditional method without being exposed to the independent variable.

The total number of students of both classes reached 65 out of whom 32 were in class B and 33 in class D. After excluding the 5 failed students, 2 in class B and 3 in class D, the final number of students constituting the sample was reduced to 60 out of whom 30 were in the experimental group and 30 in the control group, as illustrated in the following table (2):

Table(2)

**Number of Students of Both Experimental and Control Groups Before and After Exclusion**

Group	Class	Number of Students Before Exclusion	Number of Failed Students	Number of Students After Exclusion
Experimental	B	32	2	30
Control	D	33	3	30
Total		65	5	60

- 4) **Matching Groups:** Before starting the experiment, the researchers matched between the two groups in question by the following variables: time age of students calculated in months, parents' education level, last year's Arabic language grades and grades of creative expression subject prior to the experiment.
- 5) **Control of Alien Variables:** They are the variables that affect the results of the experiment therefore expected changes occurring to dependant variables will be caused by these variables and not the independent variables that's why they need to be controlled. Such variables include:
  - 1- The circumstances of the experiment and accompanying events.
  - 2- Experimental extinction.
  - 3- Differences in choosing the sample's population.
  - 4- Maturity related processes.
  - 5- Measurement tool.
  - 6- Statistical regression.
  - 7- The effects of experimental procedures on the following:
    - a) School subject
    - b) Teacher
    - c) Distribution of lessons
    - d) Educational methods
    - e) School building
    - f) Duration of the experiment
- 6) **Research Requirements:** This research requires the following:
  - 1- **Determine the subject:** The subject was the same for both groups represented by six topics in creative expression.
  - 2- **Plan teaching plans:** The researchers drew appropriate and typical teaching plans for teaching the research topics. Two samples were presented to a group of experts and specialists in Arabic language and its teaching methods and they considered many of their comments.
  - 3- **Formulate behavioral objectives:** The researchers formulated 60 behavioral objectives relying on the subjects to be taught in the experiment. They showed them to a group of arbitrators and according to their comments, they amended some of them. 80% of what the arbitrators agreed on was used in the final formulation.

- 4- **Prepare the research tool:** The researchers used a tool for measuring the level of the experimental and control groups. It is a series of tests following each taught topic where students write the topic in the written expression class in the second week as per the topic elements previously explained in the verbal expression class in the first week. After that, notebooks are collected to be marked according to Al Hashmi marking criteria adopted by the researchers.
- 5- **Research sample:** The researcher applied the experiment, which is a writing topic, to a sample consisting of 103 students from Al Shorouq Boys Preparatory School on 12/12/2013. The average answering time was 45 minutes.
- 6- **Correction reliability:** The researchers followed two kinds of agreements: an agreement through time, where the reliability coefficient reached 92%. The other reliability coefficient reached 85%. This test is considered very high among non-codified tests considering its reliability coefficient reached a minimum of 62% and more. (Melhem, 2002: page243)
- 7- **Implementation of the experiment:** The researchers implemented the experiment on the students of the two groups on 9/10/2013 and it ended on Sunday 12/1/2014.
- 8- **Statistical means:** The researchers used T-Test,  $Ka^2$  & Pearson Correlation Coefficient.

## Chapter Four

### 1) Presenting the Results

The two researchers verified the hypothesis by extracting the average and difference in the grades of the students of each of the experimental and control groups in the post-experiment consecutive creative writing as illustrated in the following table ( 3 ):

**Average, Standard Deviation, Difference, Calculated and Tabular T-Value for the Grades of the Students of the Two Groups in the Post-Experiment Consecutive Tests**

Group	Number of Sample Population	Average	Standard Deviation	Difference	Degree of Freedom	T-Value		Significant Level
						Calculated	Tabular	
Experimental	30	64	5,263	27,70	58	4,739	2,00	Non-significant
Control	30	58	4,57	20,88				

The above table ( 3 ) shows that the average of the grades of the experimental group's students who studied by the (Contradictions Strategy) is 64 whereas the average of the grades of the control group's students who studied by regular methods is 58. When using the T-Test for two independent samples, the calculated T-value was 4,739 and it is larger than the tabular T-value 2,00 at 0,05 significant value and a degree of freedom of 58. Thus the zero hypothesis is rejected or that the difference between the averages of the grades of the two groups is statistical and to the favor of the experimental group.

The result of this study agrees with the what the aforesaid studies came to such as Tameem 2004, Al Jobouri 2012, Al Hardani 2013, Jaber 2013 and Ahmad 2013 studies in terms that there are statistical differences between the students who study expressive writing in the experimental group and the students in the control group to the favor of the experimental group.

### 2) Explaining the Results

The researchers believe that the reason for the supremacy of the experimental group is attributed to the following:

- 1- The contradictions strategy provided students with a lot of new language resources that helped them express properly since creative writing doesn't come from nothing and there must be a stimulus and this stimulus is the "contradictions strategy".

- 2- The contradictions strategy helped remove the barriers between the teacher and students, which gave them more courage to participate and express creatively away from direct criticism that limits creativity and obstructs its progress.
- 3- The contradictions strategy helped reveal the students' tendencies and needs noticeably in developing their creative expression.
- 4- It also helped encourage students solve the knowledge contradiction themselves by linking between previous and upcoming information.
- 5- The contradictions strategy helped in determining the objectives of the lesson that the teacher seeks to achieve without wasting time and effort.

### **3) Conclusions**

Based on the results of the study, the researchers came to the following conclusions:

- 1- The contradictions strategy is an effective means for stimulating students, increasing their activeness and efficiency and respecting the individual differences between them.
- 2- The contradictions strategy attracts the attention of students and increases their interest in lessons given it is a new strategy.
- 3- The contradictions strategy helped students depend on themselves in creative writing without resorting to ready expressions including introductions etc.
- 4- This strategy helped raise the standard of creative writing.
- 5- The contradictions strategy helped make students avoid memorizing ready introductions in creative writing and rather depend on their past experiences and link them with their recent ones.

### **Recommendations**

In the light of the results of this study, the researchers made the following recommendations:

- 1- Use the contradictions strategy when teaching creative writing in the preparatory phase.
- 2- Use creative writing topics since they provoke and encourage students to think and bring out their different talents.
- 3- Hold training courses during working hours for Arabic language teachers about the strategies of creative writing including the "contradictions strategy".

### **Suggestions**

The researchers suggested doing the following:

- 1- Conduct a similar study on the contradictions strategy with other techniques, methods and strategies to identify their effects on creative writing.
- 2- Conduct a similar study in other Arabic language branches and for different school grades.

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