



مجلة كلية التربية

علمية محكمة ربع سنوية

(السنة العاشرة - العدد الثلاثون - أبريل ٢٠٢٢)

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قائمة هيئة تحرير مجلة كلية التربية جامعة العريش

م	الاسم	الدرجة والتخصص	الصفة
رئيس هيئة التحرير: أ.د. محمد رجب فضل الله			
الهيئة الإدارية للتحرير			
١	أ.د. رفعت عمر عزوز	أستاذ أصول التربية	عميد الكلية - رئيس مجلس الإدارة
٢	أ.د. محمود علي السيد	أستاذ. رئيس قسم علم النفس التربوي	وكيل الكلية للدراسات العليا - نائب رئيس مجلس الإدارة
٣	د. فتحية على حميد	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	وكيل الكلية لشؤون التعليم والطلاب - عضو مجلس الإدارة
٤	د. إبراهيم فريج حسين	أستاذ مساعد (مشارك) - أصول تربوية	وكيل الكلية لشؤون خدمة المجتمع - عضو مجلس الإدارة
٥	أ.د. صالح محمد صالح	أستاذ التربية العلمية	رئيس قسم المناهج وطرق التدريس - عضو مجلس الإدارة
٦	أ.د. السيد كامل الشريبي	أستاذ الصحة النفسية	رئيس قسم الصحة النفسية - عضو مجلس الإدارة
٧	أ.م.د. أحمد عفت قريشم	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	المشرف على قسم التربية الخاصة - عضو مجلس الإدارة
٨	أ.د. أحمد عبد العظيم سالم	أستاذ أصول التربية	رئيس قسم أصول التربية - عضو مجلس الإدارة

الهيئة الفنية (الفريق التنفيذي) للتحضير			
٩	أ.د. محمد رجب فضل الله	أستاذ المناهج وطرق التدريس	رئيس التحرير (رئيس الفريق التنفيذي)
١٠	د. كمال طاهر موسى	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	عضو هيئة تحرير - مسؤول الطباعة والنشر والتدقيق اللغوي
١١	د. محمد علام طلبية	مدرس (أستاذ مساعد) - مناهج وطرق التدريس	عضو هيئة تحرير - مسؤول متابعة أعمال التحكيم والنشر
١٢	د. ضياء أبو عاصي فيصل	مدرس (أستاذ مساعد) - الصحة النفسية	عضو هيئة تحرير - مسؤول متابعة الأمر المالية
١٣	د. نانسي عمر جعفر	مدرس (أستاذ مساعد) - مناهج وطرق التدريس	عضو هيئة تحرير - مسؤول الاتصال والعلاقات الخارجية
١٤	أ. أسماء محمد الشاعر	أخصائي علاقات علمية وثقافية - باحثة دكتوراه	عضو هيئة تحرير - إداري ومسؤول التواصل مع الباحثين
١٥	أ. أحمد مسعد العسال	أخصائي تعليم - باحث دكتوراه	عضو هيئة تحرير - إدارة الموقع الإلكتروني للمجلة
١٦	أ. محمد عربي	مدير سفارة المعرفة بالجامعة	عضو هيئة تحرير - المسؤول المالي
أعضاء هيئة التحرير من الخارج			
١٧	أ.د. زكريا محمد هيبية	أستاذ أصول التربية	جامعة طيبة بالمدينة المنورة بالسعودية
١٨	أ.د. عبد الرازق مختار محمود	أستاذ المناهج وطرق التدريس	كلية التربية - جامعة أسيوط
١٩	أ.د. مايسة فاضل أبو مسلم أحمد		المركز القومي للامتحانات والتقييم التربوي

قائمة الهيئة الاستشارية الدولية لمجلة كلية التربية جامعة العريش

م	الاسم	التخصص	مكان العمل وأهم المهام الأكاديمية والإدارية
١	أ.د إبراهيم احمد غنيم ضيف	أستاذ المناهج وطرق تدريس التعليم الصناعي	نائب رئيس جامعة قناة السويس، وزير التربية والتعليم والأسبق - المستشار السابق للتخطيط الاستراتيجي وجودة التعليم لجامعة نايف العربية للعلوم الأمنية التابعة لجامعة الدول العربية.
٢	أ.د إمام مصطفى سيد محمد	أستاذ علم النفس التربوي	- رئيس قسم علم النفس التربوي، ووكيل كلية التربية بأسسيوط (سابقاً) - مدير مركز اكتشاف الاطفال الموهوبين بجامعة أسسيوط - - المستشار العلمي للمركز الوطني لأبحاث الموهبة والابداع بجامعة الملك فيصل - المملكة العربية السعودية.
٣	أ.د بيومي محمد ضحاوي	أستاذ الإدارة التعليمية والتربية المقارنة	وكيل شئون خدمة المجتمع وتنمية البيئة " سابقاً" - مقرر اللجنة العلمية الدائمة لترقية الأساتذة والأساتذة المساعدين في الإدارة التعليمية والتربية المقارنة - المجلس الأعلى للجامعات. مراجع معتمد لدى الهيئة القومية لضمان جودة التعليم والاعتماد.
٤	أ.د حسن سيد حسن شحاته	أستاذ المناهج وطرق تدريس اللغة العربية	رئيس قسم المناهج وطرق التدريس سابقاً - مقرر اللجنة العلمية الدائمة لترقية الأساتذة تخصص المناهج وطرق التدريس وتكنولوجيا التعليم
٥	أ.د رضا السيد محمود حجازي	أستاذ باحث في المناهج وطرق تدريس العلوم	نائب مدير الأكاديمية المهنية للمعلمين - وكيل أول وزارة التربية والتعليم- رئيس قطاع التعليم. نائب وزير التربية والتعليم لشؤون المعلمين " حالياً "
٦	أ.د رضا مسعد ابو عصر	أستاذ المناهج وطرق تدريس	وكيل أول وزارة التربية والتعليم " سابقاً " - أمين اللجنة العلمية لترقيات الأساتذة والأساتذة المساعدين للمناهج وطرق

التدريس-رئيس الجمعية المصرية لتربويات الرياضيات " حالياً"		الرياضيات		
عميد كلية التربية النوعية ببنها-مدير الأكاديمية المهنية للمعلمين " سابقاً " - مدير المركز القومي للامتحانات والتقويم التربوي " حالياً"	جامعة بنها مصر	أستاذ علم النفس التربوي	أ.د. رمضان محمد رمضان	٧
العميد الأسبق لكلية التربية بالعريش- نائب رئيس الجامعة للدراسات العليا والبحوث - قائم " حالياً" بأعمال رئيس جامعة العريش.	جامعة العريش مصر	أستاذ المناهج وطرق تدريس اللغة العربية	أ.د. سعيد عبد الله رفاعي لافي	٨
نائب رئيس جامعة الإسكندرية، ورئيس جامعة دمنهور الأسبق - خبير التخطيط الاستراتيجي وإعداد التقارير السنوية بالجامعات السعودية.	جامعة الإسكندرية - مصر	أستاذ المناهج وطرق تدريس الاجتماعيات	أ.د. سعيد عبده نافع	٩
العميد الأسبق لكلية التربية بجامعة أسيوط - مدير مركز تطوير التعليم الجامعي، والمشراف على فرع الهيئة القومية لضمان جودة التعليم والاعتماد - أمين لجنة قطاع الدراسات التربوية بالمجلس الأعلى للجامعات.	جامعة أسيوط مصر	أستاذ اجتماعيات التربية	أ.د. عبد التواب عبد اللاه دسوقي	١٠
منسق الاعتماد الأكاديمي، وعميد كلية التربية - جامعة الإمارات " سابقاً" - وزير التربية والتعليم باليمن " سابقاً" - خبير الجودة بمكتب التربية العربي لدول الخليج	جامعة صنعاء اليمن	أستاذ مناهج وطرق تدريس العلوم	أ.د. عبد اللطيف حسين حيدر	١١
منسق برنامج تطوير كليات التربية FOER التابع لمشروع تطوير التعليم ERP ، واستشاري التنمية المهنية والمؤسسية POD التابع لمشروع تطوير التعليم ERP (سابقاً). أستاذ زائر بكلية الإنسانيات، بجامعة كالرتون بكندا ٢٠٢٠	جامعة جنوب الوادي - مصر	أستاذ مناهج وطرق تدريس اللغة الإنجليزية	أ.د. عنتر صلهي عبد اللاه طليبة	١٢

١٣	أ.د عوشة احمد المهيري	أستاذ التربية الخاصة	جامعة الإمارات الإمارات	رئيس قسم التربية الخاصة - مساعد عميد كلية التربية بجامعة الإمارات لشؤون الطلبة.
١٤	أ.د الغريب زاهر إسماعيل	أستاذ تكنولوجيا التعليم	جامعة المنصورة مصر	- مقرر اللجنة العلمية الدائمة لترقية الأساتذة المساعدين في المناهج وطرق التدريس وتكنولوجيا التعليم . - رئيس مجلس إدارة الجمعية الدولية للتعليم والتعلم الالكتروني-مدير أمانة اتحاد جامعات العالم الإسلامي ، ومدير مديرية التربية بمنظمة الإيسيسكو " سابقاً "
١٥	أ.د. ماهر اسماعيل صبري	أستاذ مناهج وطرق تدريس العلوم	جامعة بنها مصر	رئيس قسم المناهج وطرق التدريس وتكنولوجيا التعليم " السابق بكلية التربية - جامعة بنها" - رئيس مجلس إدارة رابطة التربويين العرب
١٦	أ.د محمد ابراهيم الدسوقي	أستاذ تكنولوجيا التعليم	جامعة حلوان مصر	نائب مدير الأكاديمية المهنية للمعلمين " سابقاً " - رئيس مجلس إدارة الجمعية المصرية للكمبيوتر التعليمي
١٧	أ.د محمد عبد الظاهر الطيب	أستاذ علم النفس الكلينيكي والعلاج نفسي	جامعة طنطا مصر	العميد الأسبق لكلية التربية بجامعة طنطا- خبير بالهيئة القومية لضمان جودة التعليم والاعتماد بمصر، ويقطاع كليات التربية بالمجلس الأعلى للجامعات.
١٨	أ.د محمد الشيخ حمود	أستاذ الصحة النفسية	جامعة دمشق - سوريا	خريج جامعة لايبزيغ - ألمانيا -رئيس قسم الصحة النفسية والتربية التجريبية وعميد لكلية التربية جامعة دمشق - سوريا- "سابقاً" - عضو الجمعية الأمريكية للإرشاد النفسي ACA - رئيس التحرير " السابق " لمجلة اتحاد الجامعات العربية للتربية وعلم النفس.
١٩	أ.د مصطفى بن أحمد الحكيم	أستاذ الأصول الدينية للتربية . التربية الأسرية	وزارة التربية الوطنية - المغرب	-خبير تربوي بوزارة التربية الوطنية والتعليم العالي والبحث العلمي بالمغرب - رئيس مجلس إدارة المركز الدولي للاستراتيجيات التربوية والأسرية- بريطانيا



٢٠	أ.د مهني محمد ابراهيم غنايم	أستاذ التخطيط التربوي واقصاديات التعليم	جامعة المنصورة - مصر	العميد السابق لكلية الآداب بدمياط - مدير مركز تطوير التعليم الجامعي بجامعة المنصورة - مقرر اللجنة العلمية لترقية الأساتذة والأساتذة المساعدين في أصول التربية والتخطيط التربوي
٢١	أ.د ناصر أحمد الخوالده	أستاذ مناهج وطرق تدريس التربية الاسلامية	الجامعة الأردنية - الأردن	عميد كلية الدراسات الإنسانية التربوية بعمان - نائب ثم رئيس جامعة العلوم الإسلامية العالمية " سابقاً" - خريج جامعة نبراسكا - بريطانيا.
٢٢	أ.د نيفاء بن رشيد الجابري	أستاذ اقتصاديات التعليم وسياسته	جامعة طيبة - السعودية	عميد كلية التربية بجامعة طيبة بالمدينة المنورة " سابقاً" - المشرف العام على البحوث والبيانات مهيئة تقويم التعليم والتدريب بالمملكة - وكيل وزارة التعليم بالسعودية " سابقاً".
٢٣	أ.د يوسف الحسيني الإمام	أستاذ تربويات الرياضيات	جامعة طنطا مصر	الوكيل السابق للدراسات العليا والبحوث بجامعة طنطا - عضو فريق الاعتماد الأكاديمي لكلية التربية بجامعة الإمارات " سابقاً" -



تواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوفر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث - عبر موقع المجلة ببنك المعرفة المصري

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الالكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٤، وهوامش حجم الواحد

منها ٢.٥ سم، مع مراعاة أن تنسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن

(Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يتم فور وصول البحث مراجعة مدى مطابقتها من حيث الشكل لبنط وحجم الخط ، والتنسيق

، والحجم وفقاً لقالب النشر المعتمد للمجلة ، علماً بأنه يتم تقدير الحجم وفقاً لهذا القالب ،

ومن ثم تقدير رسوم تحكيمه ونشره.

٥. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول

والملاحق عن (٢٥) صفحة وفقاً لقالب المجلة. (الزيادة برسوم إضافية). ويتم تقدير عدد

الصفحات بمعرفة هيئة التحرير قبل البدء في إجراءات التحكيم

٦. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية،

والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٧. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب

عنوان البحث مرة أخرى على الصفحة الأولى من البحث ، والالتزام في ذلك بضوابط رفع

البحث على الموقع.

٨. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة

"الباحث"، ويتم أيضاً التلخيص من أية إشارات أخرى تدل على هوية المؤلف.

٩. البحوث التي تقدم للنشر لا تعاد لأصحابها سواء قبل البحث للنشر، أو لم يُقبل. وتحفظ

هيئة التحرير بحقها في تحديد أولويات نشر البحوث.



١٠. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشتمل على ملخص البحث في أي من اللغتين ، وعلى الكلمات المفتاحية له.
١١. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر. وإرساله مع إيصال السداد ، أو صورة الحوالة البريدية أو البنكية عبر إيميل المجلة J_foea@Aru.edu.eg قبل البدء في إجراءات التحكيم
١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.
١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.
١٤. في حالة قبول البحث يتم رفعه على موقع المجلة على بنك المعرفة المصري ضمن العدد المحدد له من قبل هيئة التحرير ، ويُرسَل للباحث نسخة بي دي أف من العدد ، وكذلك نسخة بي دي أف من البحث (مستلة).
١٥. يمكن - في حالة الحاجة - توفير نسخة ورقية من العدد ، ومن المستلزمات مقابل رسوم تكلفة الطباعة ، ورسوم البريد في حالة إرسالها بريدياً داخل مصر أو خارجها.
١٦. يجدر بالباحثين (بعد إرسال بحوثهم ، وحتى يتم النشر) المتابعة المستمرة لكل من:
-موقع المجلة المربوط ببنك المعرفة المصري

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-وبريده الإلكتروني الشخصي لمتابعة خط سير البحث عبر رسائل تصله تباعاً من إيميل

المجلة الرسمي على موقع الجامعة J_foea@Aru.edu.eg

١٧. جميع إجراءات تلقي البحث، وتحكيمه، وتعديله، وقبوله للنشر، ونشره ؛ تتم عبر موقع المجلة ، وإيميلها الرسمي، ولا يُعتمد بأي تواصل بأية وسيلة أخرى غير هاتين الوسيلتين الإلكترونيتين.



محتويات العدد (الثلاثون)

هيئة التحرير		السنة السابعة	
الصفحات	الباحث	عنوان البحث	الرقم
مقال العدد			
		رؤي مستقبلية لقضايا تربوية في ظل الثورة الصناعية الرابعة	
		إعداد	
		أ.د. مهني محمد إبراهيم غنايم	١
		أستاذ التخطيط التربوي واقتصاديات التعليم	
		كلية التربية جامعة المنصورة	
بحوث العدد			
		واقع إدارة الابتكار بالجامعات السعودية - دراسة تحليلية	
		إعداد	
		د. صلاح صالح معمار	١
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تقديم

السنة العاشرة: عام جديد، وطموح دائم

بقلم: هيئة التحرير

وتستمر مجلة كلية التربية بجامعة العريش ، وعاءً عربياً ودولياً للنشر، ذات سمعة محلية وعربية طيبة، والله الحمد.

وهذا هو العدد الثلاثين من أعدادها، في العام العاشر لصدورها ... عدد يأتي في إطار احتفالات جامعة العريش، ومحافظة شمال سيناء، ومصر كلها بأعياد تحرير سيناء بعد انتصارات أكتوبر ١٩٧٣

إن جامعة العريش ، وكلية التربية تهدي الباحثين - في هذه المناسبة الطيبة - ما يتلج صدورهم بارتقاء المجلة لهذا المستوى المتميز؛ لتكون ضمن واحدة من مجلات كليات التربية المتصدرة لتصنيف المجلس الأعلى للجامعات

• ولمجلة كلية التربية بجامعة العريش ترقية دولي للنسخة الالكترونية يُضاف إلى الترقية الدولي للنسخة الورقية للمجلة.

• ولها موقع الكتروني على بنك المعرفة المصري، وربطه: <https://foej.journals.ekb.eg>

عليه جميع بحوث المجلة التي تضمنتها أعدادها الصادرة خلال السنوات الخمس الأخيرة (قرابة ال ٢٥ عدداً تحتوي حوالي ٢٠٠ بحثاً ومقالة علمية

• وقد تواصلت هيئة تحرير المجلة مع أكثر من (٢٠٠ أستاذ جامعي وباحث) ، يمثلون التخصصات التربوية المختلفة ، وذلك في كليات التربية ، والتربية النوعية، والطفولة المبكرة، وعلوم ذوي الاعاقة والتأهيل ، والمراكز البحثية ذات العلاقة بالتربية والتعليم؛ لتحكيم ما يرد للمجلة من إنتاج علمي ، وقد استجاب لهذه الدعوة (١٣٦ أستاذاً وباحثاً) يمثلون جميع التخصصات التربوية في معظم الجامعات المصرية وهو

ما وفر لنا قاعدة معلومات ثرية لمحكمين متميزين، نتشرف بانضمامهم إلى أسرة المجلة.

ونتقدم بأسمى آيات الشكر والتقدير لجميع الأساتذة المتعاونين معنا في تحكيم البحوث المقدمة للنشر ،

• وللمجلة هيئة استشارية دولية تضم ٢٣ أستاذاً خبيراً وقائداً تربوياً من الدول : الأردن ، والإمارات، والسعودية ، وسوريا ، عُمان ، والمغرب ، واليمن ، وممن ينتمون لجامعات في كندا، وبريطانيا، وألمانيا ، إلى جانب الخبراء والقادة التربويين المصريين منهم وزراء تعليم ، ورؤساء ونواب رؤساء جامعات، ومديري مراكز بحثية قومية ، وعمداء ووكلاء كليات ، ومقرري وأمناء لجان علمية دائمة لترقية الأساتذة والأساتذة المساعدين في تخصصات تربوية مختلفة ورؤساء مجالس إدارة منظمات مهنية وجمعيات علمية، وغيرها، كانوا أو مازالوا في مناصبهم الأكاديمية والإدارية .

ونتشرف - هيئة تحرير مجلة كلية التربية بجامعة العريش - بوجود هذه الهيئة الاستشارية للمجلة ، المتميزة ، وعلى هذا القدر من الخبرات الثرية ، والمكانة الرائدة في بلدانهم وجامعاتهم ومراكزهم .

نشكرهم، كل باسمه ومنصبه وقدره ، ونقدر استجابتهم ، وقبولهم هذا العمل التطوعي، رغم مشاغل كل منهم الأكاديمية والإدارية.

وتتعهد هيئة تحرير مجلة كلية التربية بجامعة العريش بالاستمرار في مسيرة التطوير تحت قيادة مجلس إدارتها، وبتوجيه من مستشاريها الخبراء المتميزين، وبتعاون محكميها المتمكنين، وبفكر وإبداعات أعضائها الشباب الواعدين.

والله الموفق

هيئة التحرير

Using a Digital Scaffolding Based Program for Developing EFL Student Teachers' Creative Writing Skills at Faculties of Education Dr. Eman Mohammed Abd-Elhaq , Dr. Amal Abd El-Fattah El-Maleh , Asmaa Mohammed Mohammed Ahmed Aslan


البحث الثامن

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Introduction

English language is considered as the principal global language which is utilized in all fields. As a language, English has four main skills: listening, speaking, reading and writing.

Brookes and Marshall (2004) stated that creative writing is characterized by originality and imagination rather than truthfulness or standardization of thoughts. Bilton and Sivasubramaniam (2009) suggested that creative writing can be an alternative way to evoke inspiration and prevent negative factors students have as it promotes students to gain their identity and self-discovery without any fear of intimidation, teacher-dictated topics, grammar correction, critical comments or grades.

MacLusky (2011) added that creative writing skills development is the exception rather than the rule in teacher education programs generally despite the evidence that supporting creativity in beginning teacher programs supports creativity in the school curriculum. Hecq (2012:2) stated that the positioning of creative writing within teacher-education may prove significant in

determining “how the creative and expressive arts are positioned within existing ‘knowledge economies.

Scaffolding and learning English language

Larkin (2002) presented some guidelines for using educational scaffolding which are:

- 1- Pre-engagement with the student and the curriculum. The teacher considers curriculum goals and the students' needs to select appropriate tasks.
- 2- Establish a shared goal. The students may become more motivated and invested in the learning process when the teacher works with each student to plan instructional goals.
- 3- Actively diagnose student needs and understandings. The teacher must be knowledgeable of content and sensitive to the students to determine if they are making progress.
- 4- Provide tailored assistance. This may include cueing or prompting, questioning, modeling, telling, or discussing.
- 5- Give feedback. To help students learn to monitor their own progress, the teacher can summarize current progress and explicitly note behaviors that contributed to each student's success.

IRIS Center Peabody College (2016) stated that educational scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills.

Context of the problem

Many previous studies such as El-Maleh (2017), Hasan and Karim (2019), assured that EFL student teachers have weakness in creative writing skills. To document the problem of the study, a pilot study was carried out on (N=16) student teachers, third year English section, Faculty of Education, Arish University during the first term of the academic year 2018/2019. An EFL creative writing test prepared by the researcher was administered.

The results of the test revealed that there is a notable shortage in student teachers' creative writing skills. The students could not

generate unfamiliar ideas or solving problems in an imagination ways.

Statement of the problem

EFL student teachers in the Faculty of Education, Arish University have weakness in reading comprehension skills. So, there is a need to use a new educational strategy such as digital scaffolding to develop these skills.

Questions

The present study attempted to find answers to the following main question:

What is the Impact of Using Digital Scaffolding for Developing EFL Creative Writing Skills for EFL Student Teachers at Faculties of Education?

Based on the main question, the following sub- questions were also answered:

1. What are the EFL creative writing skills that are necessary developed for EFL student teachers at the Faculties of Education?
2. What are the features of a digital scaffolding based program for developing those skills?
3. What is the effectiveness of using a digital scaffolding based program on developing EFL student teachers' creative writing skills?

Objectives

This study aimed at achieving the following:

1. Developing EFL creative writing and creative writing skills for EFL Student Teachers at Faculties of Education.
2. Designing a digital scaffolding based program to develop EFL creative writing skills for EFL student teachers at Faculties of Education.
3. Measuring the effectiveness of using a digital scaffolding program for developing EFL creative writing skills for EFL Student Teachers at Faculties of Education.

Delimitations

The present study was delimited to the following:

1. Some participants of EFL third year student teachers at Faculty of Education, Arish University.
2. Creative writing skills (fluency, flexibility, and originality) required for EFL student teachers at Faculty of Education, Arish University.
- 3.

Definitions of terms

Creative Writing:

Kenny (2011:50) defines creative writing as a piece of work that expresses feelings, thoughts and ideas in an imaginative way. It is guided by the author's own need to express.

The researcher in the current study defined creative writing as a productive skill that help EFL student teachers express freely about their opinions, ideas, and feelings.

Scaffolding

Sawyer (2006:3) defined scaffolding as a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieves his/her learning goals.

Digital learning

Holzberger et al. (2013:775) defined digital learning as delivery with digital forms of media (e.g. texts or pictures) through the Internet; and, the provided learning contents and teaching methods were to enhance learners' learning and aimed to improve teaching effectiveness or promote personal knowledge and skills.

Digital Scaffolding

The researcher in the current study defined digital scaffolding as a method of information delivery using technology gradually to develop EFL student teachers' reading comprehension and creative writing skills. Teacher can remove scaffolding permanently when the required levels are reached.

Review of Literature and Related Studies:

Part Two

Creative Writing

Creative Writing skills

Torrance (1995) illustrated the skills of creative writing in his test as follows:

- 1- Fluency: it refers to the number of different ideas one can produce, which implies (word fluency- associational fluency, expressional fluency, ideational fluency).
- 2- Flexibility: it refers to the variety of ideas one produces, which implies (spontaneous flexibility- adaptive flexibility).
- 3- Originality: it refers to how unusual are the ideas one produces including remote associations. It is the ability to generate unique ideas, and selective combination- the recombination of the elements of a problem to change its representation to creativity.

Starko (2005:4-13) illustrated the creative writing main skills as follows:

- 1- Fluency: it refers to the ability to generate a large number of ideas. The more ideas you have, the more likely it is that at least one of them will be a good one.
- 2- Flexibility: it refers to the ability to shift the direction of one's thinking or to change one's point of view. Flexibility involves an openness to examine ideas or experiences in unexpected or varied ways.
- 3- Originality: it refers to thinking of unusual ideas, of unique ways and solutions to a problem and the way the ideas are put together.
- 4- Elaboration: it refers to the ability to add details and to expand ideas. Elaboration involves making ideas richer, more interesting, or more complete.
- 5- Figurative language: words are tools of the writers. Those tools give form and shape to writing. So, teachers should alert their students' attention to the use of words that add color and images to speech and writing. They should also be encouraged to use the words that tease the senses and feelings.

In the light of what above mentioned about levels of creative writing skills the researcher adopted the levels of creative writing as follows:

- 1- Fluency: the ability to generate ideas that are related to the topic.
- 2- Flexibility: the ability to produce variety of unique ideas.
- 3- Originality: the ability to come up with new ideas that are unique and unrepeated.

Part Two: Digital Scaffolding

Importance of scaffolding

Scaffolding has a number of benefits for both instructors and students, it helps students connect what they already know to what they are learning at the moment and it promotes deep learning. Gibbons (2002) suggested that scaffolding provides high levels of initial, deliberate, and well-planned support, and gradually reduces this as students move towards independent control of the learning activity or text. Similarly, Vacca (2008) asserted that when guided, supported and provided with the necessary attributes, students become more responsible for their learning, more motivated, and more successful. Lewis (2008) pointed out that scaffolding gives students a context, motivation, or foundation for integrating new information into their minds. Center for Innovative Teaching and Learning of Indiana University (2015) illustrated that scaffolding is individually tailored to students' needs, so it helps all students, regardless of their background or familiarity with a topic, to learn the topic and reach instructional goals. In addition, it leads to less frustration for students and more efficient learning.

Some researchers conducted studies to investigate the impact of scaffolding on both reading and writing skills. For example Culican, Milburn, and Oakley (2006) used scaffolding literacy program as a literacy intervention approach on at risk students and within the mainstream classrooms in Melbourne, Australia. The project aimed to improve the literacy outcomes for middle year's students who were facing critical educational problems.

Types of Scaffolding

Olenka (2011) identified some types of scaffolding as follows:

- 1- Visuals and Realia: Whenever teachers can include realia, or real life, tangible objects in lessons. Realia is super supportive for vocabulary development and engagement.
- 2- Modeling/Gestures: Modeling and gestures help bring students' words to their life.
- 3- Connect to Background Knowledge: For example, the teacher might show students a picture of something related to the lesson and ask them a question about it. Connecting previous knowledge/learning to new learning is always a great support for students.
- 4- Graphic Organizers: Graphic organizers may be an appropriate scaffold for almost lesson. It can be used as a tool to help students organize their thinking when responding to a text.
- 5- Sentence Structures/Starters: Sentence structures can be a great support for English Language Learners. Teacher can use them during the close of a lesson in the debrief or share. Teacher can also slightly differentiate graphic organizers or recording sheets by adding sentence structures.
- 6- Read Aloud: Reading a grade level, complex text aloud to students at the start of the lesson can serve three important purposes: support engagement, support fluency, and give them some access to the text they'll be working with.
- 7- Intentional Small Group/Partner Work: To support students during independent work time, teachers can consider small group or partner work.

Guidelines of scaffolding

Larkin (2002:30-34) presented some guidelines for using scaffolding as follows:

- 1- Begin with what the students can do. Students need to be aware of their strengths and to feel good about tasks they can do with little or no assistance.

- 2- Help students achieve success quickly. Although students need challenging work in order to learn, frustration and a "cycle of failure" may set in quickly if students do not experience frequent success.
- 3- Help students to "be like everyone else". Students want to be similar to and accepted by their peers. If given the opportunity and support, some students may work harder at tasks in order to appear more like their peers.
- 4- Know when it is time to stop. Practicing is important to help students remember and apply their knowledge, but too much may impede the learning.
- 5- Help students to be independent when they have command of the activity. Teachers need to watch for clues from their students that show when and how much teacher assistance is needed. Scaffolding should be removed gradually as students begin to demonstrate mastery and then no longer provided when students can perform the task independently.

Walqui (2006:159-180) identified six main strategies of scaffolding instruction in teaching English:

- 1- Modeling: where the teacher uses verbal explanations and body language as he/she elaborates and demonstrates the new material.
- 2- Bridging: where students activate prior knowledge. This helps create a personal link between the student and the subject matter.
- 3- Contextualizing: which can be offered in various forms such as videos, pictures, films or realia.
- 4- Schema building: that can be defined as clusters of meaning that are organized and interconnected.

- 5- Representing the text: it can be one of the ways to encourage students to start the appropriation of new language.
- 6- Developing metacognition: that refers to learners' awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in order to decide when it is adequate.

The researcher applied the following six scaffolding strategies to enhance students' creative writing skills as follows: modeling, bridging, contextualizing, schema building, developing metacognition, re-presenting text.

Many previous studies were conducted to investigate the effect of scaffolding on developing reading comprehension and creative writing skills as follows:

In his study, Mehdian (2009) pointed out that the participant teacher used modeling and carefully prepared scaffolding strategies. He offered personalized scaffolding, in addition to guided practice for pair and group work. Gradually, the students were offered more reading tasks and were asked to try their best to perform them independently. The results showed that the scaffolding provided was effective in terms of building self-confidence, better students' reflections, and better reading and comprehension of the written text.

Riazi and Rezaii (2011) investigated the effect of scaffolding on EFL students' writing ability. The study intended to find out whether teacher or peer scaffolding was more successful in helping students improve their English texts. Findings of the study showed that students in teacher scaffolding group performed better on their post writing test.

Huggins and Edwards (2011) conducted a study to determine if instructional scaffolding would make an impact on students' reading and writing performance. The researchers used graphic organizers and other scaffolding strategies to support reading comprehension and writing of college students. Results show that graphic organizers, as scaffolding tools in the classroom, can

help to improve reading comprehension and students can benefit in several ways when teachers scaffold the process of writing a research paper.

Importance of Digital learning

Prensky (2005) illustrated that technologies in education have quickly become part of our everyday life. Albirini (2006) stated that digital learning is the duty and responsibility of teachers to know how to utilize progressive technology and then to capitalize on its use in the classroom. Ducate and Lomicka (2008) noted that students were more experimental and creative when they were given online blogging assignments. Bertrand (2010) illustrated that the merging of information technologies through digital transformation has strengthened the potential impacts of technology and education on social and economic development. Today's rapid pace of change and the globalized impacts of those changes reinforce the need to develop a global culture of continuous learning and new models of higher education that will provide a continuous resource for knowledge updating and professional development. Bennett (2010) stated that digital technologies serve those who use the devices and whose behavior is consequently changed. Paiand Tu (2011) pointed out that digital teaching aims to have students actively participate in learning activity to achieve the set learning outcome. Christensen and Eyring (2011) stated that disruptive innovation occurs when new technologies attempt to replace standard and traditional methods bringing unforeseen consequences.

Mohammed (2020) conducted a study aimed at developing the required EFL critical writing skills for 2nd for second schools students through using scaffolding with online tasks. Based on the results, it was recommended that teachers should give due attention to the development of critical writing skills in EFL classes through online scaffolding tasks. In addition, using online scaffolding in developing other language skills was suggested.

Commentary

The previous studies provided evidence of the importance of good preparation for students to deal with technology and digital resources in the learning process. It is the role of the teacher to prepare students to be ready to learn by digital scaffolding. The ability to apply digital scaffolding and digital learning resources is a critical skill in an academic environment. Flexibly applying technology tools are the key issues for current information technology in education. Using the internet for applying digital teaching materials and achieving the objective of national competitiveness would replace traditional teaching. Curriculum in university must produce diverse digital teaching materials and introduce distinct digital teaching platforms to the instruction, to promote students' learning outcome. Computers and network technology should apply to learning situations. The application of digital learning covers different fields and makes knowledge and information flow rapidly.

The prevalence of digital scaffolding has provided the students with easy access to information, unimaginable to previous generations. Using the options and applications of smart phones could enable EFL students communicate successfully and fluently with their peers and lecturers inside and outside the classroom. Using the camera, audio and video recorder of the smart devices especially in the WhatsApp, messenger, google classroom or Microsoft teams applications enabled students send their assignments, tasks, and any activities to their professors easily and quickly.

Method and Procedures:

Participants

The participants of the present study were selected from Student Teachers (third year, English Section) at Faculty of Education, Arish University during the first semester of the academic year 2020-2021. The total number of students was (51), out of them (22) students were chosen for validating the instruments of the study and the remaining (36) were chosen to be the experimental group.

Design

The present study follows the pre-experimental one group pre-post-test design to investigate the effect of using digital scaffolding on developing student teachers' EFL creative writing.

Variables

- 1- Independent variable is the digital scaffolding.
- 2- Dependent variable is some EFL creative writing skills.

Instruments

In order to fulfill the aim of the study, the researcher designed and administered the following instruments:

- 1-An EFL Creative Writing Skills Checklist required for the third year student teachers.
- 2-An EFL Creative Writing Skills Test (pre-post) to measure student teachers' EFL Creative Writing Skills.

The EFL Creative Writing Skills Checklist

Purpose of the EFL Creative Writing Skills Checklist

The EFL creative writing skills checklist was developed, based on previous research and related studies in order to identify the skills that are necessary for student teachers, English section students at the Faculty of Education, Arish University to develop these skills among those students applying the digital scaffolding based program.

Source of the EFL Creative Writing Skills Checklist

The EFL creative writing skills checklist was developed after reviewing many sources previous studies and related literature in the field of EFL reading comprehension skills. These resources include: Ramet (2007), Isbell and Rains (2013), El-Maleh (2017), Hasan and Karim (2019).

Validity of the EFL Creative Writing Skills Checklist

1- Face Validity

To assert the face validity of the EFL creative writing skills checklist, it was developed through reviewing the previous studies of the EFL reading comprehension. This review was to a great extent thorough, accurate, intensive and systematic to determine the general form of the checklist, its items, the types of these items, and how they should be graded. Consequently, it could be said that the checklist is

comprehensive and representative of the EFL creative writing skills required for EFL student teachers. Accordingly, the checklist could be interpreted as being valid and having face validity.

2- Content Validity

In order to determine the validity of the EFL creative writing skills checklist, it was submitted to a jury's members of specialties in curriculum and instruction (EFL) (N=10). The jury members suggested the following modifications:

- 1- Changing the skill "generating wide range of ideas" to "generating wide range of innovative and unfamiliar ideas".
- 2- Deleting the two skills "use grammar correctly" and "write different sentences and expressions about varied topics" because it is not related to creative writing skills.
- 3- Modifying the skill "thinking about topics from different points of view" to "expressing a various points of view, ideas and perceptions towards topics" to be measurable.

The EFL Creative Writing Skills Checklist in its final form

Based on the suggestions of the jury's members, the EFL creative writing skills checklist was modified. In its final form, the EFL creative writing skills checklist consists of three main skills:

a. Fluency skills: include three sub-skills:

- 1- Brainstorming unexpected ideas and alternatives perspectives.
- 2- Interpreting information from paintings, charts, or graphics.
- 3- Generating wide range of innovative and unfamiliar ideas.

b. Flexibility skills: include four sub-skills:

- 1- Using unexpected juxtapositions such as combining different senses, time, periods, or places.
- 2- Predicting unexpected outcomes.
- 3- Expressing a various points of view, ideas and perceptions towards topics.
- 4- Imagining new characters of the story.

c. Originality skills: include four sub-skills:

- 1- Solving problems in an imagination and unfamiliar ways.

- 2- Recombining the elements of a problem to change its representation to creatively.
- 3- Creating an appropriate title to the text.
- 4- Creating unexpected end to the story.

The EFL Creative Writing Pre-Post Test

Purpose of the test

The purpose of the EFL creative writing pre-test, was to measure student teachers' EFL creative writing skills before implementation of the digital scaffolding based program.

Description of the test

In its final form, the EFL creative writing pre-test consisted of two questions representing the eleven creative writing skills as identified in the creative writing skills checklist. A test specification table is attached.

- a. The first question aimed to measure six sub-skills as follows:
 - 1- Brainstorming unexpected ideas and alternatives perspectives.
 - 2- Interpreting information from paintings, charts, or graphics.
 - 3- Solving problems in an imagination and unfamiliar ways.
 - 4- Recombining the elements of a problem to change its representation to creatively.
 - 5- Imagining new characters of the story.
 - 6- Creating unexpected end to the story.
- b. The second question aimed to measure five sub-skills as follows:
 - 1- Creating an appropriate title to the text.
 - 2- Generating wide range of innovative and unfamiliar ideas.
 - 3- Using unexpected juxtapositions such as combining different senses, time, periods, or places.
 - 4- Predicting unexpected outcomes.
 - 5- Expressing a various points of view, ideas and perceptions towards topics.

Source of the test

The source of the painting in the first question of the test was the site www.bruchwiz.com. The second question was from google. The

researcher modified the questions in the test in order to cover all the skills.

Validity of the test

1- Face Validity

To assert the face validity of the EFL creative writing skills pre-test, it was developed through reviewing the previous studies of the EFL reading comprehension. This review was to a great extent thorough, accurate, intensive and systematic to determine the general form of the test. Consequently, the test could be interpreted as being valid and having face validity.

2- Content Validity

The validity of the test was measured through submitting the test to a jury's members of specialists in curriculum and instruction (EFL) (N=10). The questions of the test were modified in the light of their recommendations which included reduce the three questions to two questions. The recommendations also included add an introductory sentence to the painting in the first question to help students answer the test properly. Accordingly, it could be said that the EFL creative writing pre-test has content validity.

Scoring the EFL Creative Writing Pre-Post Test

The total mark of the test is 55 marks divided into the following:

- 30 marks for the first question.
- 25 marks for the second question.

Piloting the EFL Creative Writing Pre-Post Test

The researcher conducted a pilot study to investigate the validity and reliability of the test questions, to ensure accuracy and clarity of all items, suitability of the language and estimate time allocated for completing the test. The pilot study was conducted on a sample of third year English section students at the Faculty of Education, Arish University (N= 22) during the first semester of the academic year 2020-2021. It was found that the instructions and the questions of the test were clear; no

comments from the students with regard to the language or instructions of the test.

Reliability of the test

The reliability of the test was measured by using the following:

1- The test-retest method

The test in its final form was administered to a group of 3rd year English section students at the Faculty of Education, Arish University (other than the experimental group who received the digital scaffolding based program) (N=22) during the first semester of the academic year 2020-2021.

Then it was administered to the same group again after two weeks. The Pearson correlation between the two administrations was (.89) which is significant at the 0.01 level. This means that the EFL creative writing test is reliable.

2- Inter-rater reliability

Inter-rater reliability means two or more raters/ observers provide consistent estimate of the same test and this method is used to avoid the subjectivity factors in grading. Accordingly, the researcher gave an English language assistant teacher a copy of students' answers to the EFL creative writing pre-test and the rubric to score the students' answers. Comparing the results of the two raters, it was found that the Pearson correlation was (.97) which is significant at the 0.01 level.

A rubric for scoring the students' performance in EFL creative writing pre and post-test

Purpose of the rubric

The rubric used to score the students' performance in EFL creative writing pre and post-test prepared by the researcher.

Description of the rubric

The rubric consisted of three parts scored on a five-point Likert response scale ranging from 1 to 5 marks. The first part was allocated to fluency skills, the second part was allocated to originality skills and the third part was allocated to flexibility

skills. The students were given a rating between 1 to 5 for their performance in the EFL creative writing test. The students were given 1 for the lowest performance and given 5 for the highest performance.

Validity of the rubric

The rubric was submitted to a jury's members of specialists in curriculum and instruction (EFL) (N=5), to identify its validity.

Instructor's and students' role

Instructor's role

The role of the instructor in this study was to demonstrate the tasks and activities and supply students with the needed information. The instructor motivates and need to be supportive and helps students to overcome difficulties that face them in the implementation. The instructor generates different ideas and gives feedback. The instructor also must be monitor and evaluator.

Students' role

The role of the students in this study was to interact with the researcher and perform the required tasks. Students link their prior knowledge with the learned information. Students should make discussions with the teacher or with others.

Challenges

During the implementation of the current study, the researcher faced some challenges that presented some obstacles in using digital scaffolding; these include:

- 1- Students take all their lectures three days a week because of the crisis of Covid 19. This was a challenge for the researcher to find an appropriate appointment for students.
- 2- The researcher faced some problems to find empty lectures halls because of the compression of the lectures.
- 3- The academic year in universities 2020-2021 started a month late due to the crisis of Covid 19.

- 4- The internet services at Arish University were slow.
- 5- At the beginning, the researcher faced difficulty of persuading some students to participate in the implementation despite their preoccupation with their lectures.

Results and Discussion:

Results

- 1- There is a statistically significant difference at (0.01) level between the pre and the post-test mean scores of the study participants in the overall EFL creative writing skills in favor of the post-test.

In order to examine the hypothesis, the Paired-Samples t-test is computed between the means of scores of the experimental group students in the overall EFL creative writing skills in both of pre and post-test, the procedure is executed by SPSS program. Results are presented as following:

Table (2)

Results of “t” test between pre and post-test mean scores in the overall EFL creative writing skills.

Skill	Test	Mean	Std. Deviation	t- test		Cohen's <i>d</i>		Eta Squid (η^2)	
				Value	Value	Value	Effect Size	Value	Effect Size
EFL creative writing	Pre	13.89	2.34	28.071	Significant at the 0.01	3.463	Huge	0.957	Huge
	Post	37.36	6.45						

No.= 36

The main purpose of the present study was to develop student teachers' EFL creative writing skills by using digital scaffolding based program. The results of analysis as indicated in table (2) showed that the digital scaffolding based program was effective in achieving the goals of the present study.

Discussion of the results

The results of the current study indicated the verification of the previous hypothesis and the high value of the experimental treatment's effect size upon the overall creative writing skills. This indicates that the digital scaffolding based program was very effective in developing the EFL creative writing skills among the student teachers. The current results are in line with previous studies such as: Cotterall and Cohen (2003), Read (2010), Ahangari, Hejazi and Razmjou (2014), Galvis (2014), Faraj (2015), Padmadewi and Artini (2018), Mohammed (2020) which reported the effectiveness of using digital scaffolding strategies in enhancing students' creative writing skills at different levels.

Conclusion

In the light of the findings of the current study, it can be concluded that EFL creative writing skills of the participants of the current study were developed as a result of using a digital scaffolding based program. This means that the digital scaffolding was effective in achieving the goals of the current study. The positive effectiveness of the digital scaffolding may be due to depending on one of the new technologies and diversity in use the six strategies of scaffolding. Student teachers were able to express different ideas and thoughts in creative way.

The current study used new, untraditional, and creative technology in the teaching process. The results showed that there were effective and huge effects in using the digital scaffolding on developing the student teachers' EFL creative writing skills. The researcher designed a digital scaffolding based program and used six strategies of scaffolding. The strategies made the difference in students' creative writing improvement. The stage of modeling and bridging strategy helped students in activating their prior knowledge. They watched videos and answered the questions. They also completed KWL chart before the explanation of the session to compare between their answers before and after the explanation.

The stage of contextualizing, schema building and developing metacognition strategy helped students in embedding the text in sensory context by using pictures and videos. They used advance organizers, graphic organizers, maps, shapes and tables to visualize the whole picture first before studying the details of the session. They also engaged in tasks through explicit teaching strategies for thinking and problem solving by videos and tables. All these strategies supported the students during the whole stages of creative writing to enhance the skills of creative writing.

Recommendations

Based on the results of the present study, the following recommendations can be considered:

- 1- Teacher should pay attention to select various strategies and activities that include different patterns of interaction features.
- 2- English teachers need trained on using the computer and the internet in teaching to enable students to use it in learning.
- 3- The teaching responsibility should be turned from the teacher to the student which the student becomes independent.

Suggestions for Further Research

The following are suggested for further research:

- 1-Using a digital scaffolding based program for developing EFL vocabulary acquisition for primary school students.
- 2-Using a digital learning based program for developing EFL student teachers' critical thinking skills at Faculty of Education.
- 3-Using a digital learning based program for developing creative reading skills for the linguistically talented EFL student teachers' at Faculty of Education.

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