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University of Tikrit/ College of Education for Humanities

* Corresponding author: E-mail :
dr.najwayassin@tu.edu.iq
 07702098365

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E-mail t-jtuh@tu.edu.iq

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Using Imaginative Scenario Building Strategy for Developing University Students' Creative Thinking in Short Story

A B S T R A C T

Imaginative Scenario Building Strategy is a creative strategy that can be used for teaching some of creative skills to EFL students. This study aims at finding out: whether using imaginative scenario building strategy can develop university students' critical thinking in short story; whether there is any significant difference at recognition and production levels of experimental group students in the Post-test and whether there is any significant difference among creative thinking variables include "originality, decision making, imagination, reasoning, problem- solving, and reflection" of the experimental group students' achievement in the post- test. A sample of 170 students have been randomly selected from university of Tikrit / College of Education for Humanities in second year during the academic year 2023- 2024. The students have been divided into two equal groups ,i.e., the experimental and control groups with 85 students in each group. Both groups have been equalized in their age and their degrees in English language subjects in the previous stage of the academic year 2022 2023. The experimental group has been taught according to the imaginative scenario building strategy, while the control group has been taught by applying the conventional method. An achievement post- test has been constructed ,validated ,and applied to the two groups. The study results show that using Imaginative Scenario Building Strategy is benefit for developing university students' creative thinking in short story than the conventional method. Finally, the study ends up with some conclusions, recommendations and suggestions for other researches.

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استخدام استراتيجية بناء السيناريو الخيالي لتطوير التفكير الابداعي لدى طلبة الجامعة في القصة القصيرة

نجوى ياسين اسماعيل / جامعة تكريت / كلية التربية للعلوم الانسانية

الخلاصة:

استراتيجية بناء السيناريو الخيالي هي استراتيجية ابداعية تستخدم في تدريس بعض المهارات الابداعية للطلبة دارسي اللغة الانجليزية لغة اجنبية. تهدف هذه الدراسة الى ايجاد ان كان لاستراتيجية بناء السيناريو الخيالي دور في تطوير التفكير الابداعي لدى طلبة الجامعة في القصة القصيرة وكذلك معرفة ما اذا كان هناك أي فرق دال احصائيا لطلبة المجموعة التجريبية عند مستوي الاستيعاب والانتاج في الاختبار البعدي, بالإضافة الى معرفة ما اذا كان هناك أي فرق دال احصائيا بين متغيرات التفكير الابداعي والتي تشمل على (التفسير و صنع القرار و الصعوبة و الاستدلال و حل المشكلة و التعبير) لطلبة المجموعة التجريبية في الاختبار البعدي. تشكلت عينة الدراسة من ١٧٠ طالبا وطالبة تم اختيارهم بصورة عشوائية من طلبة المرحلة الثانية في كلية التربية للعلوم الانسانية في جامعة تكريت في النصف الاول من السنة الاكاديمية ٢٠٢٣ / ٢٠٢٤ . تم تقسيم الطلبة الى مجموعتين المجموعة التجريبية والمجموعة الضابطة وتكونت كل مجموعة من ٨٥ طالبا و طالبة تمت مساواتهم في متغيري العمر ودرجات الاختبار القبلي. تم تدريس المجموعة التجريبية باستخدام استراتيجية بناء السيناريو الخيالي بينما درست المجموعة الضابطة باستخدام الطريقة المعتمدة. بني اختبار تحصيلي بعدي كأداة لجمع معلومات الدراسة وتم التأكد من صدق وثبات فقراته قبل تطبيقه على المجموعتين. بينت نتائج الدراسة ان استخدام استراتيجية بناء السيناريو الخيالي ساعدت في تطوير مهارة التفكير الابداعي عند طلبة الجامعة في القصة القصيرة بالمقارنة مع الطريقة المتبعة. ختاما انتهت الدراسة ببعض الاستنتاجات و التوصيات والمقترحات لدراسات مستقبلية.

الكلمات المفتاحية: استراتيجية بناء السيناريو الخيالي , تطوير , التفكير الإبداعي , القصة القصيرة.

Introduction

1.1 The Problem and Importance of the Study.

Human always uses language to communicate in different life situations and with both forms spoken and written. English plays an important role among languages used by people worldwide. To learn a foreign language, you need to learn a new culture with new way of thinking and expressing thoughts and ideas (Brown, 2001). Olausson (2016) says that students use their experience to learn literature and comprehend the literary text. They look at text from different sides in which some may focus on the abstract text, while others use their imagination to interpret the text and connect it with different images. According to these different interpretations, text can be used to present different explanations.

Collie and Slater (1990) believe that EFL teachers present literature in classes by using authentic material and the students have a chance to use their language in free way to enrich the lesson with personal involvement. According to them, list of reasons can put in consideration when teaching literature such as universality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

Showlter (2003) believes that teaching literature is a task of interpreting the literary message and give opinion according to text understanding. By that students can find the original meaning of the text. Literature in this scene is a “repository of morals and spiritual values”. Teaching literature is one of the most difficult task and especially in EFL classes. Short story teaching presents students with a chance to communicate and discuss thoughts. They present ideas in different points of view which enrich the lessons with discussion. Studying novel helps students to organize their ideas and participate in discussing different matters suitably. Then students will develop with different language thinking skills.

To solve some of the problems of teaching literature, and in specific in teaching short story as one of literary type, this study presents EFL university students with a cooperative strategy which is Imaginative Scenario Building Strategy. This strategy is a creative one and it applied on second year university students to develop their creative thinking skill in short story.

1.2Aims of the Study.

The presented study aims at finding out:

1. Whether using Imaginative Scenario Building Strategy can develop EFL university students' creative thinking in short story in the post-test .
2. Whether there is any significant difference at recognition and production levels of experimental group students in the Post-test.
3. Whether there is any significant difference among creative thinking variables including “ originality, decision making, imagination, reasoning, problem- solving, and reflection” of the experimental group students' achievement in the post- test.

1.3 Hypotheses of the study.

The presented study hypothesizes that :

1. There is a statistically significant difference between the mean scores of the experimental group that is taught by using imaginative scenario building strategy and the mean scores of the control group that is taught by using conventional method in the post-test.
2. There is statistically significant difference at recognition and production levels of experimental group students in the Post-test.
3. There is statistically significant difference among creative thinking variables include (originality, decision making, imagination, reasoning, problem- solving, and reflection) of the experimental group students' achievement in the post- test.
4. Borders of the study.

This Study is Limited to:

1. Imaginative Scenario Building Strategy.
2. EFL university students at university of Tikrit / College of Education for Humanities/ Department of English from the second stage during the second semester of the academic year 2023_2024.
3. The subject matter includes two short stories "The Black Cat " by Edgar Allan Poe , (1845) and "The Doll's House " by Katherine Mansfield, (1922).

2. Theoretical Background.

2.1 Imaginative Scenario Building Strategy.

Imaginative Scenario Building Strategy is an instructional design strategy in which students perform a scenario that presents real life materials in scenario or in a specific situation. By applying this strategy, the students have opportunity to choose their own effective way of reflecting action in a given text. So, students present the tools for training the language skills and learning experiences for effective learning(Jones, 2022). This strategy is a creative strategy used to enhance

and develop ideas by building and concentrating on real life situations. Therefore, it presents shaping scenarios that different from the original literary work elements, allowing for discovering of abilities and different points of view (Van, 2000).

Imaginative scenario building considers one of the most effective strategies used for teaching creative thinking in literature. It makes students can analyze the text, express the results, and present their assumptions (Walker, 1995).

The following principles can be adopted as key helps in the use of this strategy in teaching literature kinds including play, drama, short story etc..:

1. imaginative scenario: students imagine different given scenarios stand on the actions in literary text. Different characters, settings, themes and symbols lead to make students can imagine different outcomes. This makes the understanding of situations by linking to real- life situations.
2. Analyzing: Students analyze the text and interpret the sequence of actions and creating scenarios. Their analyzing develop the ability to imagine the scenario and students give their original direction.
3. Cause and Effect in Text: imaginative scenario building strategy helps in students' understanding for gives cause and effect in text. Some of the actions in literary text must be followed by an effect. The characters in text present their points of view to help readers know how the text elements effect the solve of problem in text (Wilson, 2000).
4. Different Character Perspectives: students develop scenarios from different character perspectives. This improve creative thinking skill and enhance students confidence for developing different perspectives of the characters.
5. Theme of the Text: imaginative scenario building strategy can be used to present the story's themes more deeply. By creating scenarios where different themes are emphasized, students encourage to discover the main ideas of the story and express the main elements affects the thematic message. With that students can comprehend the different themes in different texts.

6. Reflective Thinking: students are encouraged to reflect the results of the scenarios they create. They can show how the presented scenario change most of the moral lessons in literary text based on creative decisions.

7. Engaging with Ambiguity and Uncertainty: many literary situations leave room for interpretation and ambiguity. Imaginative scenario building encourages students to embrace this uncertainty, teaching them that multiple interpretations can coexist. By exploring various narrative possibilities, they practice dealing with complex, non-linear thinking, a key aspect of critical analysis (Ramirez, et. al., 2015).

8. Scenarios- building: students can create their specific scenarios in the text. They should be able to choose their devices derived from the story. This create teaches- students to assist their imaginative ideas with their own interpretation.

9. Development: imaginative scenario building should be developed, making students to create their own scenarios based on class explanation and interpretation of the literary text.

10. Solving the Problems: scenario building in creative thinking processes that links the short story with real-life situations. It Encourage students to imagine the scenarios and develop the actions for giving their own conclusions about the text. This helps in solving the real material problem. (Walker, 1995).

To conclude, imaginative scenario building strategy is a creative strategy. It has a role in developing creative thinking and gives students a suitable opportunity to express their ideas and thought with adopting lists of principles.

2.2 Creative Thinking in EFL Classrooms.

Creative Thinking is a type of thinking concerns with a specific subject or it is an attempt to solve a specific problem in a text. It refers to students' capacity for developing their thinking skills by ordering the ideas around the text. With creative thinking ability, students can interpret and comprehend the text message and finally can solve the problem of learning. Students are not expected to answer the teachers' questions only but they are expected to improve their ability in communication (Case, 1995).

Creative thinking is a kind of thinking where students can think creatively, analyze, interpret, ask and also evaluate in order to make a judgment about the text. Brown (2001) adds that At it is known basically, creative thinking presents a new ideas which are different from the ideas in the original text. Lai (2011,P.44) states that “creative thinking is one of the several skills that are necessary to prepare students for workface. However, many educators believe that some knowledge or skills will not be as important to today’s workers as the ability to learn new information”. According to Brown (2001), one of the best ways to present the creative process is by adopting the creative strategies that give students an opportunity to interact and react suitably in different language situations. Some of teaching strategies open a way for new idea and built an atmosphere for storytelling. Using creative strategies acts as the garden where creativity can grow in a better way.

The best way for having creative thinking skill is that which gives students ability for making imaginative scenarios based on the given information. In literature class, students will practice expressing their points of view, their opinions, conclude inferences within the text or giving relationship between the text and the outside world, showing “cause-and-effect relationships”, comparing facts and applying ideas they have learned from literature to new situations. In addition to the capacity of visualization, making predictions and inferring (Paul and Elder, 2016). In this regard, students will develop “a perspective on the textual strategies of the writer, its message and determine how it can relate to outside concepts”, as well as the ability to use creative thinking in different contexts outside the text (Ruggiero, 2012).

2.3 Teaching of Short Story in EFL Classes.

Mengu (2002) presents the importance of implementing short story as a part of EFL lesson in which it can:

1. Use the authentic material in class.
2. help students to imagine the underlying meaning of the text and use their experiences to interpret the meaning of a story.
3. Improve students’ fluency and accuracy.
4. Develop students’ communicative skills and promote their creative thinking skills.
5. Put students’ directly with the target culture and social problem.

6. Give students an opportunity for developing their abilities and improving their competences in various levels.
7. Fill students' gap between the receptive and productive skills.

It can be seen that presenting of a short story in EFL classes brings the lesson with different benefits and put it in a position to be one of today's foreign language classes. It also helps students to express their own experienced stories and they can use them to enrich the lesson with new vocabularies and expressions. As it is short, the use of short fiction in short story contributes in the development of students' cognitive skills and it makes the students' reading and speaking skills easier (Sage 1987).

2.4 Creative Thinking in Short Story.

The creative thinkers are type of students with several qualities in which they can recognize the importance of ideas in the texts. They can simply imagine, analyze and evaluate the situations and order the actions clearly (Lau, 2011).

In short story, creative thinking can be measured by following many steps in treating and understanding the text. According to (Spendlove, 2008 and Halpern, 2003), these steps include:

1. Originality: students can create a new content which is different from the original text. They can innovate the ideas that are developed new literary devices, structures, patterns, and expressions.
2. Interpretation: students can interpret the theme of story and in which way the original theme of story is the same as the students' comprehend theme.
3. Imaginative setting: students can encourages to imagine different plot and scenarios based on the actions in the literary text. The students learn to see how the imagine actions lead to different ends. This enhance the of situations based on real life materials.
4. Development: students can develop their ability and make decision by learning from their experiences and react in a suitable way.
5. Imagination: students have the ability to imagine a creative scenarios. They give their own scenario for actions in literary work and think in imaginative way.

6. Evaluation: students can evaluate the elements of text. They can logically connect between the parts of text and find the relationship between the elements in a specific work.
7. Solving the problem: students analyze the problem of learning by adopting a specific process for solving this problem and present their own decisions.
8. Reflection: students reflect the ideas in the narrative text. It can include the characters and actions with a deep level of awareness.

2.5 The Role of Imaginative Scenario Building Strategy in Teaching Short Story.

As an active strategy for teaching, it has been noticed that Imaginative Scenario Building Strategy has a benefit points for EFL students especially in teaching of short story. This strategy presents a chance for developing students' abilities in various skills as creative, critical and innovative thinking. Some of these benefits can be summarized according to Johansen (2018), in the following:

1. Scenario Based Learning Strategy provides a good environment for students to practice many skills of language.
2. This strategy is an interactive one in which students can interact in different situations in a free and natural manner.
3. It helps decision making and enhances training the skills of problem solving. It concentrates on a wide range of EFL students' needs and leads to an expected results.
4. By adopting this strategy in teaching different literary contexts, students acquire the ability to react quickly and conclusively in different real situations and scenarios.

3. METHODOLOGY

The details of the methodological procedures employed to achieve the research aims and test the hypotheses have been presented. It outlines the research design, the targeted population, the recruited sample, the procedures for establishing sample equivalence, the pretest and posttest instruments, and the statistical means for data analysis.

3.1 The Design of the Research.

Kaps and Lamberson (2009) define an experiment as an organized, planned steps to reach new facts and answers the questions or present the results of the study experiences. Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching at the conclusions on the relationship between independent and dependent variables (Best & Khan, 2006, as cited in Ismail, 2024). Experimental design is a traditional approach used for conducting quantitative research or testing an idea or practice or procedure to determine whether it influences the results or dependent variable (Creswell, 2013). In the current study, the experimental design used to obtain the research aims is a "quasi-experimental posttest design". Table (1) shows the design of the study clearly.

Table 1

Experimental Design of the Study

The Groups	Independent Variable	Dependent Variable	The Test
Experimental	Imaginative Scenario Building Strategy	Students' Critical Thinking Development	Achievement Post- test
Control	The Used Method	Students' Critical Thinking Development	Post- test

3.2 Population and Sampling

Shukla (2020) says that population is the number of the whole persons, things, or any objects in which the study applied on. It refers to the affected characteristics with the study variables that the study results can be generalized on. The current study population presents with EFL University students in College of Education for Humanities/ Department of English in the second year that includes 288 students. A sample according to Ary et al. (2018), is participants, objects or any selected part from a population. It is a small group which derives from population to conduct the variables of the study on. The sample of the present study includes

170 EFL university students from second year students in Department of English at College of Education for Humanities at Tikrit University in the academic year 2023/ 2024 and they have been randomly chosen and divided in to two groups with 85 students for both experimental and control groups. Population and sample of this study can be shown clearly in table 2.

Table 2

Population and Sample of the Study

The Group	Number of Population	Number of Sample
Experimental	288	85
Control		85
Total	288	170

3.3 The Two Groups Equalization.

Two variables are presented for making equalization between experimental and control groups which are students' ages in months and students' scores in the pre- test.

1. Students' Ages in Months.

The experimental and control groups students' ages are equalizes in months until the 1st of March 2024 to find out whether there is any difference among the students ages. So, t-test formula for two independent samples is applied, the results are found that there is no statistically significant difference between the experimental and control groups in their age in which the mean score of the experimental group is 283.11 and the standard deviation is 13.62. While that of the control group is 267.87, and with 12.94 standard deviation. The obtained t-value is 0.073 which is lower than the tabulated one that is 2.00 and 168 degree of freedom at 0.05 level of significant. This shows that the students of the two groups are equal in their ages, as presents in table 3.

Table 3

Students' Ages in Months

Groups	Number of Students	Mean	Standard Deviation	t- value		Degree of Freedom	Significant Level
Experimental	85	283.11	13.62	Calculated	Tabulated	168	0.05
Control	85	267.87	12.94	0.073	2.00		

2. Students' Scores in the Pre- test.

An achievement pretest has been conducted for the purpose of equalization, and the two groups; experimental and control are submitted to the same pretest. The results indicate that the mean score of the experimental group is 60.75 and 13.3 standard deviation, while the mean score of control group is 62.13, with 11.7 standard deviation and. The computed t-value is 0.482 which is lower than the tabulated one which is 2.00 at 168 degree of freedom, and 0.05 level of significant. This result proves that there is no statistically significant difference between experimental and control groups in the pretest, as shown in Table 4.

Table 4

The Two Groups Level in Pre- test.

Groups	Number of Students	Mean	Standard Deviation	t- value		Degree of Freedom	Significant Level
Experimental	85	60.75	13.3	Calculated	Tabulated	168	0.05
Control	85	62.13	11.7	0.482	2.00		

3.4 Instructional Material of the Study

In the current study two short stories have been used to be the instructional material. Those two short stories are Katherine Mansfield's short story "The Doll's House" and Edgar Allan Poe's short story "The Black Cat". The experiment of the study is applied during the

first semester of the academic year 2023-2024. It took eight weeks and both groups (experimental and control) have been received the same instructional material from the choose short stories. The experimental group is taught by adopting Imaginative Scenario Building Strategy while the control group is taught with conventional method.

3.5 Construction and Administration of the Achievement Post- test.

Achievement test is a type of tests and it is the most popular type that is used for measuring students' progress at the end of a period of time of teaching. It concerns with the materials of the course of the study in which it follows the process and methods of teaching in a given teaching program (Elaine, 2008). The main purpose of achievement test is to find if students acquire the objectives of the course at the end of the course of the study (McNamara, 2000).

An achievement post- test is used to be the tool of data collection in this study. It is constructed with 4 questions and each question takes (25 scores), the total score is 100 (See Appendix A). For achieving validity of the items of the test, it has been exposed to list of jury members in the field of English language teaching and the jurors proved its validity. While for estimating reliability, the achievement post- test has been applied on 20 students derived from the population of the current study (but not from the sample) before two weeks of its final administration. By applying Cronbach- Alfa formula, the results show that the value of reliability is 0.84 which proves the suitability of the items of the achievement post- test. The achievement post- test has been applied on the sample of the current study (including both experimental and control groups) in 10th of January/ 2024 and suitable statistical tools have been used for analyzing the results.

4 . Results and Discussion.

According to the collected data of the current study, the results have been analyzed and discussed in the following:

4.1The First Hypothesis.

In order to verify the first hypothesis of the current study, t- test for two independent samples is applied and the results reveal that the mean score of the experimental group is 74.62 and that of the control group is 52.39, with standard deviations of 4.34 and 3.83, consequently. The calculated t-value is found to be 22.15, while the tabulated t-value is 2.00 at 68 degree of freedom and 0.05 level of significance. These results show that the achievement of the experimental group which has been taught by using Imaginative scenario Building Strategy is better than the achievement of the control group which has been taught by the conventional method in which the calculated t- value is bigger than the tabulated t-value. Therefore, the first hypothesis which is stated that "There is a statistically significant difference in the mean scores of the experimental group, which is taught by using Imaginative Scenario Building Strategy, and that of the control group, which is taught by using the conventional method in creative thinking in short story in the post- test." is accepted as shown in Table 5.

Table 5

The Two Groups Results in the Post- test

Groups	Number of Students	Mean	Standard Deviation	t- value		Degree of Freedom	Level of Significance
Experimental	85	74.62	4.34	Calculated	Tabulated	168	0.05
Control	85	52.39	3.83	22.15	2.00		

4.2The Second Hypothesis.

In order to test the second hypothesis of this study, t- test for two paired samples is applied and the results reveal that the mean score of the experimental group at

recognition level is 26.83 while their results at production level is 39.91 and the standard deviations in both are 3.42 and 4.87 consequently with 0.05 level of significance. This result proves that the students are better in production level than recognition one since the calculated value is bigger than the tabulated. Therefore, the second hypothesis which is stated that “There is statistically significant difference at recognition and production levels of experimental group students in the Post-test” is accepted. Table 6 below shows these results clearly.

Table 6

The Experimental Group Result at Both Recognition and Production Levels in the Post- test

Experiment al Group	Numbe r of Studen ts	Mea n Scor e	Standar d Deviatio n	t- value		Degree of Freedom	Level of Significan ce
Recognitio n	85	26.83	3.42	Calculat ed	Tabulate d	84	0.05
Production		39.91	4.87	22.62	2.00		

4.3The Third Hypothesis

In order to verify the third hypothesis of this study, One Way Analysis of Variance (ANOVA) formula is used to find whether there is any statistically significant difference in the mean score of the six variables of creative thinking including(originality, decision making, imagination, reasoning, problem-solving, and reflection) for the experimental group in the post- test.

The results prove that the calculated F-value is 12.428 that is higher than the tabulated F-value which is 2.3 at 0.05 level of significance and 388 degree of freedom. This shows that there is a statistically significant difference between the mean scores of the experimental group who have been taught by using Imaginative Scenario Building Strategy and the mean scores of the control group who have been taught by applying the conventional method among the six variables of (originality, decision making, imagination, reasoning, problem-solving, and reflection), as presented in table 7.

Table 7

One- Way Analysis of Variance (ANOVA)for the Six Variables.

One- Way Analysis of Variance (ANOVA)	Sum of Squares	Degree of Freedom	The Mean Square	F- Value		Significance
				Calculate d	Tabulate d	
Between Groups	594.183	5	83.295	12.428	2.3	.05
Within Groups	3734.382	383	7.237			
Total	4328.565	388				

The results insists on the difference among the six variables in which the comparison among them shows that the mean score of interpretation variable is 2.953, decision making variable is 4.376, imagination variable is 5.426, reasoning variable is 4.632, problem- solving is 4.939, reflection variable is 2.325 . So, it can be seen that the students' answer about the questions with imagination variable has the higher mean score while they have a low mean score in reflection variable and this indicates that the third hypothesis which is stated as “There is statistically significant difference among critical thinking variables include (originality, decision making, imagination, reasoning, problem- solving, and reflection) of the experimental group students' achievement in the post- test” is accepted. Table 8 presents these results clearly.

Table 8

Comparisons Among the means of the Six Variables (Scheffea)

Variables	Number of Students	Alpha = 0.05		
		1	2	3
Originality	85	2.953		
Decision making	85		4.376	
Imagination	85			5.426

Reasoning	85		4.632	
Problem-solving	85			4.939
Reflection	85			2.325
Significant	85	.743	.734	.284
The Mean Score of Variables in Homogeneous are Displayed				
The Harmonic Sample Size = 85.000				

The obtained results of this study points out that students' creative thinking in short story in the experimental group who has been taught by applying Imaginative Scenario Building Strategy is developed. The students' achievement in the experimental group is better than the students' achievement in the control one that there is a statistically significant difference between their achievement and for the experimental one. These results could be related to some points as follows:

1. Imaginative Scenario Building Strategy helps in developing students' creative thinking skills by encouraging them to think creatively for solving the learning problems.
2. By comparing students' achievement in experimental group at both production and recognition levels, it can be seen that the students' achievement in production level is better than their achievement in recognition one and they have the ability to perform and produce in various scenarios in a better way.
3. There is statistically significant difference among experimental group students' critical thinking variables including (originality, decision making, imagination, reasoning, problem- solving, and reflection) since the computed F- value is higher than the tabulated one.
4. Imaginative Scenario Building Strategy motivates students to participate and interact in different real live situations by using their own creative thinking skills.
5. Finally, This strategy presents a better opportunities for students to take their role in different language activities and construct a positive relationship with class mates from one side and with teacher from the other side.

5 .Conclusions.

The findings and results of the currents study end with list of conclusions as it is presented in the following:

1. Imaginative Scenarios Building Strategy develops experimental group students' creative thinking in short story.
2. The experimental group students' production level is better than their recognition one that there is a statistically significant difference between the students achievement in the two levels and for the productive one.
3. There is a difference among the six variables of creativity in which the comparison among them shows that the Computed F- value is higher than the Tabulated one.
4. Using Imaginative Scenarios Building Strategy encourages students to think beyond the original text and explore the limitless potential of their creativity.
5. This strategy helps FFL students to comprehend the text in short story and gives them a chance to participate and discuss appropriately in different situations.
6. By using Imaginative Scenarios Building Strategy, students learn to imagine, interpret and organize the ideas in the literary text in a good way and then the information is presented depending on their creative thinking abilities.
7. This strategy present an atmosphere for students to interact creatively and actively and participate in different real life scenario and situation.
8. EFL teachers can use this strategy to improve students' skills better than using the conventional strategies since this strategy can develop students' understanding, creative thinking and knowledge.

6. Recommendations and Suggestions.

Some recommendations and suggestions can be presented as:

1. EFL teachers can use the strategies that enhance and develop creative thinking and improve the students ability for learning literature in a better way.
2. EFL teachers need to follow the main steps in implementing Imaginative Scenario Building Strategy in order to achieve best results.

3. Students have to be encouraged to read different literary texts to enhance their creative thinking abilities.
4. By training real life materials which is suitable for students' levels and needs, students' knowledge is enhanced. So, the teachers should concentrate on strategies that give practices to students for interacting in class.
5. A similar strategy or different interactive strategies can be conducted on different samples and for developing different language skills.

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Appendix A

The Achievement Post- test

Q1: Choose the suitable responses from the following options. (25 S.)

1. What are the literary fiction in "The Black Cat" belong to?

“a. Science Fiction b. Romantic Poetry c. Gothic Fiction d. Historical Fiction”

2. The setting of Katherine Mansfield's "The Doll's House.”

“a. New Zealand b. French c. London d. Switzerland”

3. _____chases the narrator and causes him harm.

“a. Memories b. the black cat c. a strange man d. his wife”

4. The language choices have a role to the overall feeling of “The Black Cat”.

“a. comfort and happiness b. confidence and pride c. calm and tranquility

d. unease and dread”

Q2: State a creative answer for both (A) and (B) in the following. (25 S.)

A- Briefly recall the key events that lead to the climax of the story “*The Doll's House*”.

B- What is the creative main theme in “*The Black Cat*”.

Q3: Fill in the blanks (25 S.)

1- Lil Kelvey's character plays the role of _____.

2- The narrator gives a name for the black cat as _____ .

3- The narrator showed feelings of _____ by confessing to killing his wife.

4- Poe's word choice often emphasizes sensory details like sight and sound, making the story feel more _____ (real/unreal).

Q4: According to your understanding of the two Short Series, answer the following (25 S.)

A- Compare the actions and try to give a different imaginative end for "The doll's House".

B- What creative meaning does the "Black Cat" hold in the story?