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The Effect of Story Maps Strategy on Iraqi EFL Preparatory School Students Creative Thinking

ABSTRACT

Story Mapping is a procedure which trains students to recognize the basic framework of narrative story in order to enhance their comprehension. The present study aims at finding out the effect of Story Maps Strategy in teaching EFL to preparatory school students and explaining the benefits of using it in the educational process. This study also aims at:

1- analyze the significant different between the students who are taught using story maps strategy and without using story maps strategy at the fifth class preparatory school students in post test

2-finding out the effect of using the story maps strategy on EFL preparatory school students achievement.

3-Finding out the effect of story maps strategy on Students at four components of creative thinking skill. A sample of (65) students has been randomly selected from the Iraqi EFL fifth preparatory school students from Al-dour preparatory School for girls, in Al-dour, Salah Al-Deen, during the academic year (2021–2022). It represents (76.92%) per cent of its original population and they are divided into two equal groups, i.e., (experimental and control). Both groups have been equalized in their age, the parents' educational achievement, and their degrees in English language subjects in the previous grade of the academic year (2020-2021). The test consists of six questions with its branches that have been developed and tested, its reliability achieved, and extended to the two sample classes. Results show that Story Maps Strategy is more effective than using the conventional method for organizing, clarifying, or simplifying complex information. Based on the results and obtained conclusions in this work, suitable recommendations and suggestions for further studies are put forward.

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تأثير استراتيجية خرائط القصة على التفكير الابداعي لطلاب المدارس الاعدادية للغة الانكليزية كلغة اجنبية

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الخلاصة:

رسم خرائط القصة هو اجراء يدرّب الطلاب على التعرف على الاطار الاساسي للقصة السردية من اجل تعزيز فهمهم . تهدف الدراسة الحالية إلى معرفة تأثير استراتيجية خرائط القصة على التفكير الابداعي للطلاب في تدريس اللغة الإنجليزية كلغة أجنبية لطلاب المرحلة الإعدادية مع توضيح فوائد استخدامها في العملية التعليمية التي تهدف هذه ايضا الى تحقيقها:

1- لتحليل الاختلاف الكبير بين الطلاب الذين يتم تدريسهم باستخدام استراتيجية خرائط القصة لطلاب الصف الخامس الاعدادي في الاختبار البعدي.

2- معرفة اثر استخدام استراتيجية خرائط القصة على تحصيل طلاب المرحلة الاعدادية للغة الانكليزية كلغة اجنبية .

3- معرفة تأثير استراتيجية خرائط القصة على الطلاب في اربعة مكونات لمهارة التفكير الابداعي.

تم اختيار عينة عشوائية قوامها (65) طالبة من طلاب المرحلة الإعدادية الخامسة للغة الإنجليزية كلغة أجنبية من ثانوية الدور للبنات في الدور، بصلاح الدين ، من المدرسة الدور الإعدادية للبنات في الدور بصلاح الدين خلال العام الدراسي (2021-2022). وهذا يمثل (67.92) في المائة من عددها الأصلي وينقسم إلى مجموعتين متساويتين ، أي (التجريبية والضابطة). تم معادله كلا المجموعتين احصائيا من حيث العمر، التحصيل الدراسي للوالدين ، ودرجاتهم في ماده اللغة الإنجليزية في السنة السابقة من العام الدراسي (2020-2021). يتكون الاختبار من ستة أسئلة مع فروعها التي تم تطويرها ومن ثم اختبارها ، تم تحقيق موثوقيتها وامتدت إلى فئتي العينة.

تظهر النتائج أن استراتيجية خرائط القصة أكثر فعالية من استخدام الطريقة التقليدية لتنظيم أو توضيح أو تبسيط المعلومات المعقدة. بناءً على النتائج والاستنتاجات التي تم الحصول عليها في هذا العمل، يتم تقديم التوصيات والاقتراحات المناسبة لمزيد من الدراسات.

كلمات مفتاحية: خرائط القصة، التفكير الابداعي ،دارسي اللغة الانكليزية كلغة اجنبية، تأثير، استراتيجية

1-1 Statement of The problem

Story Maps Strategy is used for teaching students to work with story structure for better comprehension. This Strategy uses visual representations to help student organize important elements of a story , character, setting ، plot ، mood and theme. This Strategy supports student comprehension by providing student with a framework for identifying and organizing the elements of literature.

A story maps provide a visual spatial show of vital information to enhance student to realize the story's elements and remember them .The student also faced some difficulties when using story maps for understanding the text in the class.

Manoli & Papadopoulou (2012) state that some students struggle with the text comprehension, particularly when confronted with long passage so if they could not understand the text first, they would have difficulty in making a story.

The story maps aims to help student make story concepts develop their creative thinking to understanding the text through the story. Student can have a better understanding of reading text by using this Strategy. A story Maps is a graphic organizer often used in narrative text , it attract students *attention*. Chang & Chen (2002) say that by mapping text ,students as a readers have a guide to read and finding focus point ,from the text to save time .Story Maps divides the text into all part or structure that can be understood from the text .Sam and Rajan (2013) state when the graphic organizer such a story maps United to represent the texts theme or topic the material will be very clear to students. The researcher has conducted a survey for the preparatory school's students to find out the difficulties that the students face in understanding and creating literary texts.

The researcher find out that most of preparatory school students have difficulties of understanding ,creating and making Story map with long passage and they can't understand the texts itself .

The EFL Teacher neglects the creative thinking, which is very important aspect in teaching literary text, and they cannot create the mental images and ideas from the words in the text.

1-2 Aim(s) of the study

The current study aims at :

1- Analyzing the significant different between the students who are taught using story maps strategy and without using story maps strategy at the fifth class preparatory school students in post test

2-finding out the effect of using the story maps strategy on EFL preparatory school students achievement.

3-Finding out the effect of story maps strategy on Students at four components of creative thinking skill.

1.3 Hypotheses of the Study

1--There is no statistically significant difference between the experimental group students and control group students in post test

2-There is no statistically significant difference between the mean scores of experimental group students in pre- and posttest.

3- There is no statistically significant difference between the mean scores of experimental group students at four components of creative thinking skills.

1.4 Value of the Study

The value of the current study stems from the importance of the Creative thinking. Creativity is a complicated process that requires the capacity to understand, discuss, study, and write about different types of text. Teachers may assist their students to become professional readers with the support of effective methods to achieve comprehension. The value of this study also stems from the necessity of using Story maps and finding out its efficiency in improving student ability in Creative thinking .Thus, the value of this study could be itemized as follow:

1. It would be beneficial to EFL teachers through finding out the role of Story maps in teaching creative thinking to their students.
2. The study might open a wide gate for future researchers to explore the impact of story maps various aspects of English language learning.
- 3.To curriculum designer to focus on using this strategy in teaching English language for all stages.
- 4.To curriculum designer to focus on constructing a syllabus depend on improve and develop student's creative thinking skills.

1-5 Limits of the study

The present study is limited to

1-Iraqi EFL 5th grade students in Al-dour preparatory school for girls in Al-dour ,Salah Al-Deen during the academic year 2022-2023.

2-teaching material of the 5th grade preparatory students book English for Iraq "literature spot /drama :(1.Baghdadi Bath ,2.The Tempest).

1-6 Definition of the Basic Terms

1.6.1 Effect

Effect means something produced on action or cause which is produced usually more or less immediately (Patric ,1971).

Sinclair(1990)states that" An Effect is a change that is caused in a person or thing by another person or thing ".In other words ,an effect is a consequence ,an outcome ,a result ,or an influence.

Effect is the change that results when something happens such as events ,situation ,resulting from a particular cause .(Nair&Bindu2016)

The operational definition: *Effect means the influence of the story maps strategy on the 5th grade student creative thinking*

1.6.2 Story Maps

Story maps define as a unified representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas (Beck & McKeow 1981).

Story maps is a graphic representation of all or part of the elements of a story and the relationship between them. Story maps can provide students with a way to help organize the content of the story.(Davis & Mc pherson :1989)

Emery(1996) states Story maps are a way to effectively improve comprehension because they provide concreteness ,visual memorability ,attention .

The operational definition: *Is a graphic organizer that helps students learn the elements of literature by identifying character ,plot ,and setting It is during and after reading a text.*

1.6.3 Strategy

Pairs (1991) describes Strategy as an action selected deliberately to achieve particular goals

Strategy is the determination of the basic long –term goals of an enterprise ,and the adoption of courses of actions and the allocation of resources necessary to carry out these goals(Chandler :1962)

Strategy refers to the method used to help students learn the desired course contents and be able to develop achievable goals in the future (ibid)

The operational definition *refers to the instructional mean used to teach English creative thinking to 5th grade students*

1.6.4 Creative thinking

Creative thinking defined as the thinking that enables students to apply their imagination to generating ideas , questions and hypotheses experimenting with alternative and to evaluating their own and their peers ideas, final product and process (Kampyis & Berk :2014)

(Wang:2012) defines creative thinking is the ability to see things in new and original way ,to learn from experiences and connect them to new situations ,to think in an unconventional and unique ways ,to use a non-traditional approach to solve problems ,and to create something unique and original .

Creative thinking is the ability to approach things from innovative and unconventional perspectives ,use acquired knowledge in new situations ,think in exception ways and employ creative methods for unique creations and overcoming obstacles ,is what creative thinking entails (Duffy:1998).

The operational definition :Is a skill which lets you consider things from a fresh perspective and different angles.

Chapter Two

Theoretical Background

2.1 The Concept of Story Maps Strategy

Adler(2004)says that "story mapping strategy is used to chart the story structure . These can get information about generic structure into fiction and nonfiction text structure". The Idol in Kurniawan (2013)states that Story Mapping Strategy is the way of teaching where the students are thought to organize the story into specific parts , including the setting ,problem ,goal action and character .It means that the story Mapping Strategy is the way to help the student

comprehend information details of the story .Reutzel(1985) suggests that using story maps can enhance comprehension for students by allowing them to make connections between background knowledge and story .Making connections between events and /or concept and organizing this information can lead to understanding of the theme or message in the text.

Based on Hornby(2003)in Oxford Advanced learners Dictionary, "Story is a description of events and people that the writer or speaker has invented to entertain people .The mapping will explain away to provide an overview of a story .It may consist of brief information about character, problem ,setting ,goal events and resolution .Mathes (1997),et al, also mention that story mapping is simply graphic presentation of story grammar. Story mapping ,is branch of the story grammar that made students be easier to read a story. Story Mapping can be seen as a visual of sequence of events and action in the story .A Story mapping as a graphic used to identify the element of the story in chronological order. Story mapping can also be referred as a word mapping or idea mapping .They are strategies which designed to show how the concept or the key words of a story are related one another.

Caccamise and Snyder(2009) State when students use active process such as identifying main ideas , summarizing in their own words, using graphic organizers and metacognition or monitoring of their own comprehension , they create their meaning of the texts which deepens their learning and comprehension In line with this . According to Duman quoted by Isikdogan and Kargin(2010:4).Story Maps is a schema construction technique that involves teaching the relationships of parts of a story to the reader and giving basic elements of the story in a schema in order to draw the attention of the readers". When the students are interested in this learning process ,it can motived them to comprehend the reading text .Actually ,it is not easy for students to comprehend reading text .Therefore they need a strategy to help them in comprehending it.

Antonnci and O'Callaghan(2012:122) say that the Story Mapping Strategy provides a visual display of story elements that will assist readers in remembering ,comprehending and retelling the story they listen to and read .Story maps offer visual representations of the part of a story that help students navigate their way through the story ,from the beginning to the end of the text.

2.1.1 The Purpose of Story Mapping

Farris et al (2004) state that there are some purpose of story mapping .They are :

- a. Enhanced meaning with mental imagery.
- b. Links past experiences to the words and ideas in the text .
- c. Enables readers to place themselves in the story.
- d. Allows readers to create mental images from words in the text.
- e. Strengthens a readers relationship to the text.
- f. Stimulates the imaginative thinking .
- g. Brings joy to reading .
- h. Heightens engagement with text.

Based on the purpose above it means that the function of story mapping method are expected to facilitate and help the students getting a good understanding of a story or text and supposed to comprehend the mean of whole text.

2.1.2 Creative Thinking

2.1.2.1 Historical Background of Creative Thinking

Guilford(1950) defines the word by explaining that "The creative person has novel ideas" and creativity refers to the abilities that are the most characteristic of creative people . The term "creativity "acquired its contemporary connection during the era of enlightenment .In the eighteen century ,Imagination was associated with inventiveness rather than inspiration .In the eighteen century , Galton regarded creativity as a component of genius and mentioned that it is a natural skill. Education today needs to prepare students to live tomorrow. Education in the 21st century seeks to produce superior generations who are ready and able to follow the dynamics of the times . Along with that , education is strived to create an advanced generations that has more various creative and competent professional thought than its predecessors. Students creative thinking is one of the important goals of education (Yang et al .,2016 ;Lin &Ying –Wei Wu,2016). According to Newton and Newton (2010) Creative thinking is important to produce understanding , produce action plans , produce various alternative interpretations , understand an event , solve problems and even avoid lies in solving problems .Creative thinking is an expression of divergent thinking . According to Torrance (1974) Creative thinking a process of

becoming sensitive to problems , deficiencies , gaps in knowledge , missing elements , disharmonies ,and so on ; identifying the difficulty ; searching for solution , making guesses , or formulating hypotheses about the deficiencies ; testing and retesting these hypotheses and possibly modifying and retesting them and finally communicating the result .Me William and Dawson(2008) believe that creative thinking was an important developmental skill and should be included in appropriate pedagogical practices. Creative thinking contributes to the invention of new ideas ,perspective ,concepts, principles ,and products in our society. If creativity is to be exemplified later in life by adults ,it must be fostered in children first .There are many different forms of creativity ,such as creative thinking ,creative writing ,and creative arts(Richard,1993).

CHAPTER THREE : METHODOLOGY AND PROCEDURE

3.0 Introductory Note

This chapter attempts to describe the procedures that this study has adopted for gathering the data needed .This provides a detailed description of each population and sample involved , the Construction of the posttest , and the statistical methods used to analyze the data collected .

3.1 Experimental Design

Before revealing the form of the experimental design , it is necessary to define it .To this , Goodman (1973) states that the experimental design is planned according to which experimental groups are selected and experimental treatments are administrated and their effect is answered . The experimental design is the blueprint of the procedures that enable the researcher to check hypotheses by reaching valid conclusions about the partnership between independent and dependent variables (Best and Khan,2006).

The experimental design is a "traditional approach to conducting quantitative research or test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell,2012). The experimental design of the study is entitled "The posttest, Equivalent-group design " which includes the following points ,shown in table (3.1).

1.Selecting two groups of students randomly and assigning them to experimental and control groups.

2-Make equalization between the students of the experimental group , on one hand , and those of the control group , on the other hand , in some variables.

- 3- Administrating the independent variable only to the experimental group .
- 4- Teaching the control group a same instructional material taught to the experimental group ,but according to the conventional way .
- 5- Post-testing the two involved groups of students .
- 6- Utilize statistical tools to analyze the collected data and obtain the final results .

Table(3-1)

The experimental design of this study

Group	Independent variable	posttest
Experimental	Story Maps	Posttest
Control	Conventional method	posttest

3.2 Population and Sample

The whole population of the present study includes sixty-five at Al-dour preparatory school for girls in the city of al-dour, during the academic year 2022-2023. The students are grouped into three sections : (A,B and C). Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is sixty-five .Section (A) consists of thirty -five students while section (B) consists of thirty .Nine students are excluded from section (A) and six students are excluded from section (B). Fifteen of those students are employed for the pilot study. Thus, twenty-five students have been selected from section (A) as an experimental group and twenty-five students from section (B) as a control group . Therefore, the total number of the involved sample is fifty who represent 76.92 percent of its original population ,as shown in table (3-2)

Table (3-2)

The population and Sample of the study

Groups	No .of population	No. of pilot students	No. of sample students
Experimental	35	9	25
Control	30	6	25
Total	65	15	50

3.7 The Validity of the Test

Validity is the extent to which deductions made from assessment results are suitable , useful ,and meaningful in terms of objectives of the assessment (Gronlund ,1970). Messick (1989) defines validity as an incorporated evaluative judgment of the degree to which experimental evidence and theoretical argument assist the adequacy and suitability of inferences and actions based on scores of the test .

3.7.1 Content validity

Content validity is another aspect of validity . Davies (1968) Claims that content validity signalizes the notion between test content and curriculum objectives. Content validity is based on the degree to which test sufficiently and effectively quantifies the exact skills and behavior that is plans to assess (Mousavi,2009)

The content analysis of the test items is based on Blooms Taxonomy of cognitive domains to state the behavior objectives. The cognitive domain begins with the lower level of cognitive and finishes with higher level of cognition which is evaluation .

3.7.2 Face validity

A test is said to be valid if it measures what it claims to measure (Al-Hamash and younis ,1975). Heaton (1988) states that the face validity is "the extent to which the test measures what is supposed to measure and nothing else." Face validity refers to the degree to which a test looks right and tests the knowledge and abilities it claims to test (Mousavi,2009) . Hence , validity is the degree to which the test is truly measuring what it was designed to measure.

3.8 Pilot Administration of the Test

A pilot study refers to a preliminary study conducted with a sample out of the experimental sample to acquaint the researcher with any obstructions that may face during the test (Good and Merkel ,1973). The pilot study aims to allow the researcher to obtain information about how the instrument works and to specify the estimated time required to answer all the test questions or items .It also aims to find out the discrimination power and difficulty level of the test as well as to determine the clarity of the test instructions.

Therefore , the test has been conducted on fifteen students randomly selected from the two involved sections , i.e.(A)and (B). Results indicate that the time needed to answer all the test items ranges between 40-50 minutes and there is no ambiguity in the instructions of the given test.

3.9 Reliability of the Posttest

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981).

One of the necessary characteristics of a good test is reliability. Alderson (1995) states that "reliability is the extent to which test scores are consistent.". Reliability is explained by Ravitch (2007) "In testing, a measure of consistency. For example, if a person took different forms of the same test on two different days, the scores on both tests should be similar.

To achieve this aim, the test-retest method is considered. Thus, the same achievement test has been administered to the pilot sample of fifteen subjects. The two administrations have been performed within a period of fourteen days, taking into consideration the time, place, and quietness of the administration of the test on the two occasions. The Alpha-Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.83), which is considered acceptable.

3.10 Analysis of the Test Items

The test items are required to be analyzed in order to determine two important features: difficulty level, and discrimination power, as follows.

3.10.1 Difficulty Level

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000).

Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). According to the table (3.8), the DL of the present test items varies from (0.28) to (0.75).

3.10.2 Discrimination Power

Discrimination power means "calculating the degree to which a particular item's results correspond with the results of the entire test" (Alderson, 1995). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students.

Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The test item DP was found to have a range of (0.29) - (0.71). The test items for DP and DL are shown in the following table:

4.1 Data Analysis and Results

The student's responses to the test items have been analyzed statistically as follows:

4.1.1 Results related to the First hypothesis

Comparison between the Mean Scores of the Experimental Group and that of Control Group in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the posttest. Statistics show that the mean scores of the experimental groups are (65.36) and that of the control group is (54.88). By using the t-test formula for two independent variables, the calculated t-value is found to be (2.953), while the tabulated t-value is found to be (2.011) at the degree of freedom (48) and level of significance (0.05), This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group.

Thus, the first hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group and that of the control group in the posttest, is rejected, as shown in table (4.1)

Table (4.1)
Means, Standard Deviation, and t-Values of the Two Groups
in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	25	65.36	9.89	Calculated	Tabulated	48	0.05
CG.	25	54.88	14.72	2.953	2.011		

4.2 The Second Hypothesis

Comparison between Experimental Group in the Pre-Test and the Post-Test Scores

It is found that the mean score of the difference between the students' performance of the experimental group in the posttest is (65.36) with a standard deviation of (9.89). Whereas that of the pretest is (48.52) with a standard deviation (14.09). The calculated t-value is (4.819), which is found to be higher than the tabulated t-value which is (2.064) at (0.05) level of significance when the degree of freedom is (24), as shown in Table (4.1).

As shown in the table(4.2), there was a statistically significant difference between the experimental groups' achievement in the pretest and their achievement in the posttest in favor of the story maps strategy. Therefore, the second hypothesis is rejected.

Table (4.2)
The T-test Value of paired samples, the Experimental Group
Performance in the Pretest and Posttest

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
posttest	25	65.36	9.89	Calculated	Tabulated	24	0.05
pretest	25	48.52	14.09	4.819	2.064		

4.3 The Third Hypothesis

Comparison between the mean scores of experimental group students at four components of creative thinking skills

In order to achieve the third aim of this study which states "that There is no statistically significant difference between the mean scores of experimental group students at four components of creative thinking skills", the one-way analysis of variance was used, as shown in the following table:

Table (4.3)

One-Way Analysis of Variance (ANOVA)

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	378.388	3	126.129	7.333	2.70	0.05
Within Groups	1651.240	96	17.200			
Total	2029.628	99				

The table (4.3) shows that the calculated F-value value (7.333) is higher than the tabulated F-value (2.70) at the (0.05) level of significance and DF = 3, 96. This indicates that there are significant differences between preparatory school students at four components of creative thinking skills.

4.4 Discussion of the Obtained Result

The obtained results of the current study show that students achievement of the an experimental group who has taught by using the story maps is better than those of the control group who has been taught by using conventional method . This means that story maps technique proves to be more effective than the conventional technique , in teaching English language .From the researcher point of view , the improvement of the students achievement in English language by using Story maps strategy could be attributed to the following factors :

- 1- Story maps strategy is easy to apply by teachers and used by students
- 2- It is flexible and interesting in use
- 3- It motivates pupils to learn English language
- 4- It improves pupils confidence in their learning ability
- 5- It encourages creativity , brainstorming and critical thinking

- 6- It help students to understand , memorize and retrieve better .
- 7- It easier for the brain to accept notes and information from the story maps strategy rather than conventional liner note

As far as the difference between the students achievement at the creative thinking skills .Results illustrate that the achievement of the students at the creative thinking skills is improviwed .This difference could be attributed to the following factors:

- 1.Story maps strategy encourages students to create , organize and better connect relationships between ideas.
- 2.The story maps aims to stimulate ,improving and protecting the motivation of the students in learning .

CHAPTER FIVE

Conclusions , Recommendations, and Suggestions

0.5 Introductory Note

This chapter consist of three sections. The first section deals with the main conclusions summed up from the results of the present study , while the second section presents some recommendations, and finally , the third section contains suggestions for further studies .

5.1 Conclusions

According to the obtained results of the current study , the following points have been concluded :

1-The achievement of the students of the experimental group is better than the students of the control group which indicates that those students are engaged in learning with the story maps strategy than the conventional way is more interesting and commanded their attention longer.

2-By using story maps strategy , it saves a lot of time while presenting the new ideas and knowledge .

3-The use of story maps strategy in teaching English provides an active role for students while their teacher becomes a facilitator and coordinator.

4- Using story maps strategy helps students to understand the text ,they can solve their problem creativity .

5-By using story maps strategy ,students can learn to distinguish between significant and less significant ideas and information and enable them to organize pieces of information into a comprehension component.

6-It improved the teachers instruction as the teacher could provide many pictures ,come up with an interesting story. The story maps strategy is easy to use in presenting the lessons and saving them again for several times .

7-Story maps strategy increased students confidence in learning and encourage them to use their own thinking and imagination

8-It developed students ability at generating more questions and to think independently on high levels.

5.2 Recommendations

In term of the obtained results and drawn conclusions, the following recommendations are put forward:

1-Teachers should be trained on how to teach drama in their classrooms ,in relating to students personality ,academic success and cultural understanding of the foreign language and should be improved by the use of theatrical exercises in foreign language instruction .

2-There is a need to highlight the role of the teacher in developing the thoughts of students to increase their abilities to analyze the ideas found in the text .

3-The teachers primary focus should be on the importance of rationally discussing ideas with pupils

4- The teachers should emphasize the development of students creative thinking skills to summarize the story maps observations, conclusions ,ideas and messages .

5-The teachers primary objective should be to improve pupils skills to think creatively and to interpret the meanings and vocabulary.

6-There is need to encourage students to share their opinion with teachers to increase self-confidence .

5.3 Suggestions for further studies

For further work ,the following studies are suggested to investigate :

- 1-The effect of story maps strategy on developing four skills of language learning.
- 3-The effect of creative thinking to improve students' performance in learning English language .

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