

The Effect of Synectics Program on EFL Students' Identification of Metaphor.

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Abstract :

Iraqi college students lack the ability to comprehend and transfer what they have studied before with the future real-life situation by using metaphoric thinking in order to cope with their new life situations. Synectics is a tool can be used in creative problem solving to achieve more effective resolution of ever-challenging problems.

The research aims at:

- 1-Designing a synectics program.
- 2-Finding out the effect of the program on students' identification of metaphor.

To achieve the aims, the following hypothesis is verified:

- 1-There are no statistically significant differences between the rank mean of experimental and control group scores in identification of metaphor at novel post-test.

To verify the hypothesis and achieve the aims of the research, the following procedures are followed:

A quasi-experimental pre-post control group design is used and (101) EFL students at the colleges of education for women in Iraq are selected as a population.

Then, a synectics teaching program for teaching novel is applied to a sample of 18 students as an experimental group. The control group of 18 students has been taught according to traditional method. The sample is selected from EFL students in College of Education for Women / Tikrit University.

Pre-posttest has been constructed. After achieving their validity and reliability, the test has been applied to investigate "the effect of the program on students' identification of metaphor".

The results show that there are statistically significant differences between the experimental and control groups in identification of metaphor at novel, in favor of experimental group.

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المخلص :

ضعف طلبة اللغة الانكليزية في الكليات العراقية على استيعاب ونقل ما قد درسوا التفكير المجازي في حل المشكلات الى حياتهم العملية لعدم اكتسابهم الخبرات اللازمة لاجراء مطابقة بين دراستهم الاكاديمية وحياتهم العملية في المستقبل. كلية التربية / جامعة سامراء

السينكتكس هي اداة ممكن استخدامها لحل المشكلات ابداعيا ومواجهة التحدي. هذه الدراسة تهدف الى :

١-تصميم برنامج السينكتكس.

٢-ايجاد اثر البرنامج على قدرة الطلبة بتحديد المجاز في مادة الرواية

ولتحقيق هذه الاهداف تم اختبار الفرضية الاتية:

١- لا توجد فروق ذات دلالة احصائية بين متوسط الرتب للمجموعة التجريبية والمجموعة الضابطة في درجات الطلبة في الاختبار البعدي لمادة الرواية .

اشتملت اجراءات البحث على استخدام التصميم الشبه تجريبي بأختبار قبلي وبعدي ومجموعة ضابطة حيث صممت الباحثة برنامج السينكتكس لتدريس مادة الرواية وطبقت البرنامج بعد عرضه على الخبراء للتحقق من صدقه على عينة مكونة من ١٨ طالبة مجموعة ضابطة و ١٨ طالبة درسوا بالطريقة التقليدية . وقد بني اختبار قبلي / بعدي في مادة الرواية كما تحقق من صدق الاختبار وثباته في ايجاد اثر السينكتكس على تحديد المجاز في مادة الرواية.

أظهرت نتائج التحليل الاحصائي ما يأتي:

كانت الفروق بين المجموعة التجريبية والمجموعة الضابطة ذات دلالة احصائية في اختبار مادة الرواية .

1.1 Introduction.

Synecetics teaching model is an active model in teaching / learning process. It provides the EFL students with suitable devices for the analysis of the literary tests and for enabling the EFL students to improve their problem- solving skills.

In Iraq, metaphor is studied by EFL college students, through literature lessons inform of a variety of genres such as novel, drama, poetry and short story.

Metaphor is the one of informative components that represents a conceptual distance between understanding of the abstract thing by the concrete things and between the student and the object to evoke original creative thoughts. Synectics teaching model using metaphoric activity is intended to establish a link of likeness, the comparison of one object or idea with others by using one in place of the other. Through these substitutions the creativity becomes a conscious process. Synectics model through the metaphoric activity connects the familiar with the unfamiliar or creates a new from familiar products. (Siddiqui, 2013:132)

Metaphor is the important requirement for studying literature, since teaching literature aims to get the aesthetic aspects that influence the emotions, arouse the feelings and enhance imagination to reflect the literary experiences on the real life experiences. In addition, language for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and develops in them the ability to express themselves creatively (Aziz and Nadia, 2003:1).

Kawenski (1991, 263) states that “Students are afraid to take risks, afraid to explore new ideas, and afraid to fail.” So, the teacher encourages the students generate a creative response from different situations to encourage the reluctant students (Siddiqui, 2013:133).

Thus, college students seek to identify metaphor will be a tremendous help to help imagine, think and excite them to cooperate in the discussions held inside the classroom. A university teacher who is using synectics and creative problem solving techniques can teach college students to solve a series of academic challenges by looking for alternative innovative outcomes. Synectics is a tool can be used in creative problem solving to achieve more effective resolution of ever-challenging problems.

The research aims at:



- 1-Designing a synectics program.
- 2-Finding out the effect of the program on students' identification of imaginative metaphor.

To achieve the aims, the following hypothesis is verified:

- 1-There are no statistically significant differences between the rank mean of experimental and control group scores in identification of imaginative metaphor at novel post-test.

This research is limited to :

- 1-The fourth year EFL students at College of Education for Women.
- 2-The literary genres of novel (Return of the Native).
- 3- The academic year 2015-2016.

The current research is expected to be value to:

- 1- Experts in curriculum and EFL at the Iraqi Ministry of Higher Education.
- 2- EFL students by shedding light on metaphor which is broaden their concepts of metaphor.
- 3- EFL teachers by helping them to follow communicative strategies for enhancing student's performance.

The following procedures are used to verify the hypothesis and achieve the aims of the research:

- 1-The control and experimental groups will be chosen randomly from the section of EFL fourth year class of the college of Education for Women , University of Tikrit.
- 2- The adopted chapters of novel will be given to both groups as literary texts.
- 3- A synectics program will be designed for teaching novel and enhancing the ability to identify metaphor.
- 4- The experimental group will be taught according to the synectics creative problem solving program, while the control group will be taught according to the traditional method.
- 5- Pre-test of novel will be constructed for achieving equalization between experimental and control groups.
- 6- Post-test of novel will be constructed for assessing the students' performance in identification of metaphor.
- 7- The pre and post tests will be submitted to Jury members to ascertain their face validity.
- 8- The sample will be submitted to the novel pre- test
- 9-The experimental group will be taught according to the synectics program and control group according to traditional method.
- 10- The sample will be submitted to the novel post-tests.

2.0 Theoretical Background.

2.1.1 Implementation of Synectics Teaching Model.

Synectics is the Greek word means, "the joining of different and irrelevant elements" (Gordon, 1961, p.3). apparently Synectics is an interesting teaching model developed by William J.J



Gordon and Gerge Prince in 1960 to enhance creation and inventions. Synectics provides students a new perception and find outlook to express themselves and engage in problem solving. Synectics helps students to create new perspectives of thinking. When the old solutions do not work properly, this teaching model will arise. It means we should give people the opportunity of innovative new ways for objects and tools (Gordon, 1961:3-33). The basic processes of Synectics are “making the strange familiar” and “making the familiar strange” (Prince, 1968: 4).

The process of Synectics is a “metaphor/analogy-based technique for bringing different elements together in a search for new ideas or solutions” (Starko, 2010: 151).

Gordon states that "Synectics defines creative process as the mental activity in problem-stating, problem-solving situations where artistic or technical inventions are the result"(Gordon, 1961:33).

Synectics uses an interesting way of conceptualizing a problem is in the form of metaphor to help students to think about one thing in terms of another. Teachers use metaphor to simplify and explain complex ideas in comprehensible ways. Selected intentionally metaphor for teaching purposes would be likely to create novel links and parallels creative outcomes (Carlile and Jordan, 2010:223). Synectics is a set of process instruments can be used efficiently in different situations, either in a specific sequence or individually according to the problem-solving tasks (Nolan, 24:2003).

Although creative inventors most often engage in “making the familiar strange”, students benefit more from “making the strange familiar” (Gordon, 1973, p. 11). Gordon calls this de familiarization; it means learners try to apply a new perspective to look at familiar things. In fact it is a creative way for learners to disrupt traditional thinking in solving problems and create new ways to engage problem solving. These two processes are facilitated through the creation of various types of analogies (ibid).

Creativity is a trait which may be newly defined in terms of capability of creative thinking (Strenbery 1998, quoted from Westen 2002:15).

Creativity has become an uneasiness of the modern age, with a high quality placed upon it by individuals and society. Numerous policy members endorse creativity as a national and international goal, allocating an important role to education in its progress. However, creativity is a messy and slippery subject, 'embarrassing, and hard to pin down' (Pope 2005: xviii).

‘We appear uncertain as to its value, unable to decide whether it is a good or bad thing’ (Marshall 2007: 116).

Sternberg and Lubart (1999:3) admit that "creativity is the ability to produce work that is both novel and appropriate". Pope evades the problem of novelty by clarifying creativity as ‘the capacity

to make, do or become something fresh and valuable with respect to others as well as ourselves’ (2005: xvi).

Most psychologists agree that creativity must involve originality, Bruner puts it, ‘effective surprise’ (1979: 22). The idea of being possessed by the inspiration to construct a new idea



can also be interpreted as a metaphor for the activities of the unconscious mind (Carlile and Jordan, 2010:10).

Creative solving enables students to generate new ideas, apply imagination and achieve alternative creative innovative outcomes. Metaphors useful in representing and enlightening what creativity means (ibid: 8).

2.1.2 Sociocultural Theory

Vygotsky's (1978) approach to creativity is based on inconsistencies and tensions of the human mind within social contexts (Moran and John-Steiner, 2000:7).

The sociocultural perspective suggests that learning is a process of adopting different instruments for thinking, that are made available by social negotiators who initially act as interpreters and guides in the person's cultural apprenticeship (Warschauer, 1997:91) .

The social constructivist / social psychological approach maintain that creativity is derived from interaction with others. Therefore, Vygotsky (1978) opens the door to collaboration through his notion of the Zone of Proximal development (ZPD) as a vital portion of knowledge construction and creativity (Moran and John-Steiner, 2000:37).

ZPD is the array of tasks that are too difficult for students to learn alone, but that can be learned with management and assistance of teachers.

Creativity is a form of problem solving, symbolic and metaphoric representation which can be taught and learned. Many of the earlier researchers (including Gestaltists) emphasize more on structure, whereas Vygotsky (1978) focuses on function (Moran and John-Steiner, 2000:11).

Vygotsky categorizes Syntectics as a mental tool for enhancing the efficiency of higher mental functions. Mental tools, he adds, play a crucial role in cognitive development by changing the learners perceive strategy, process and accumulation knowledge (Bodrova & Leong, 1996:19-20).

Syntectics team claims that social interaction enhances the creative process efficiently (Gordon, 1961:23).

2.1.3 The Model of the Creative Thinking Process

The Osborn-Parnes model of creative problem solving (CPS). This model designed to explain the creative process and how individuals use it more effectively. CPS is a model designed for action; its processes are designated as finding the actions needed at each state:

- 1-mess-Finding
- 2-Data-Finding
- 3-Problem-Finding
- 4-Idea_Finding
- 5-Solution-Finding
- 6-Acceptance-Finding

The stages of the model are divided into three general components:

Understanding the Problem, Generating Ideas, and Planning for Action (Starko, 2010:39).

Creative thinking process and creativity are different. Creative process leads to a new idea, while creativity includes actually bringing it into existence (Adair, 2007:109).

According to Stouffer et al. (2004:7) creativity can make the strange familiar and the familiar strange.

For de Bono (1982:60) "no one has ever called a new idea which he or she did not like creative".



2.2 Literature Review

2.2. 1-Yousefi (2014)

The purpose of this research is to increase creativity of students. Participants are 25 students of experimental group and 23 control group from high school students in the first grade. The first part of the book science is considered teaching model of synectics. The teacher makes an achievement test based on the creativity of the students. Comparison of scores of pupils who are educated based on creative methods with the mean score of a class of students who are trained with traditional methods, show significance differences. The students who are trained with synectics model in response to questions that science is based on the creative aspects of the design are better.

2.2.2 Abed et al. (2015).

The research aims to study the effect of synectics pattern on increasing the level of problem solving and critical thinking skills in students of Alborz province in 2013. The method of the present investigation is of semi-experimental type with pre-test, post-test with control group. The sample consisted of 40 high school students are chosen randomly. They are divided into two classes of 20 individuals, which one of the classes is a control group and the other is an experimental group. The data collection is based on questionnaire. The findings demonstrate that the synectics pattern leads to increase in the level of critical thinking and its dimensions (inference factor level, analysis, deductive and inductive reasoning) at 95% significance level.

2.2.3 Discussion of previous related studies

Concerning the aim, Yousefi (2014) aims to increase creativity of students while Abed et al.(2015) whose aim share the current research aim in utilizing the synectics teaching model for increasing the level of problem solving.

However the present study differs from Yousefi (2014) in that Yousefi tackles science and technology while the main concentration of the current research is the English as a foreign language. Abed et al (2015) is the nearest to the present study in the number of sample.

The current research sample is selected from students' university, it differs from the previous studies samples, i.e. no one of them involves students' university.

Procedures and Methodology

3.1 The Experimental Design

The quasi-experimental pre-posttest control group design is used for investigating "the effect of the program on students' identification of metaphor".

Table (1) Experimental Design

Group	Pre test	Treatment	Post test
EXP.	T ₁ Identifying imaginative metaphor in novel	Synectics teaching model program	T ₂ Identifying imaginative metaphor in novel
CG.	T ₁ Identifying imaginative metaphor in novel	Traditional strategies	T ₂ Identifying imaginative metaphor in novel

3.2.1 Population and Sample



The population of the research is all the fourth year EFL learners of the Colleges of Education for Women at Baghdad and Tikrit University, during the academic year 2015-2016. The total number of population is (101) distributed into two colleges at two universities.

A stratified- random sample is chosen from the College of Education for Women at the University of Tikrit since the researcher is an instructor there. Section A is chosen randomly to represent the control group comprises (18) and section B as the experimental group comprises (18). The total number of both groups is (36).

3.2.3 The Equalization

The two groups are equalized according to the academic level of the mother, the academic level of the father, students' age, novel degrees at third year, and the students' performance on the pretest.

Table (2): The Equalization of the Two Groups in the Academic Level of Mother

Group	No.	Illiterate ,Reads and Writes, Primary	Intermediate Preparatory	Institute College Higher Studies	Computed X^2 - value	Tabulated X^2 -value	d.f	Level of Significance
EXP.	18	3	8	7	4.95	5.99	2	0.05
CG.	18	4	6	8				
Total	36	7	14	15				

There is no statistical significant difference between experimental and control groups in the academic level of mother since the computed X^2 value (4.95) is lower than the tabulated X^2 value (5.99) at 2 degree of freedom and 0.05 level of significance.

Table (3) The Equalization of the Two Groups in the Academic Level of father

Group	No.	Illiterate ,Reads and Writes, Primary	Intermediate Preparatory	Institute College Higher Studies	Computed X^2 - value	Tabulated X^2 -value	d.f	Level of Significance
EXP.	18	4	10	4	2.006	5.99	2	0.05
CG.	18	8	7	3				
Total	36	12	17	7				

The academic level of mother is not significant since the computed X^2 value (2.006) is lower than the tabulated X^2 value (5.99) at 2 degree of freedom and 0.05 level of significance. So there is no statistical significant difference between the experimental and control groups.



3.2.4 Third Year Novel Marks Variable

It is found that the computed U- value (104.500) is higher than the tabulated U value which is (99) at a level of significance of 0.05. There is no statistically significant difference between the two groups in the previous year novel marks variable.

Table (4): The U-Test Statistics of Equalization between the two groups in the Third Year Novel Marks Variable

Groups	No.	Mean Rank	Sum Rank	Computed U-value	Calculated U- value	Level of Significance 0.05
Experimental	18	15.31	275.50	104.500	99	Not significant
Control	18	21.69	390.50			

3.2.5 Pretest Variable.

Pretest has been conducted to find out whether there is any statistically significant difference between the scores of the experimental and control group .The results indicate that there is no statistically significant difference between the experimental and control group since the computed U- value is higher than tabulated U-value which is 99 at the level of significance 0.05.

Table (5): The Values for the Overall Performance in Identifying Imaginative Metaphor

Groups	No.	Mean Rank	Sum Rank	Computed U-value	Calculated U- value	Level of Significance 0.05
Experimental	18	19.50	351.00	144.000	99	Not significant
Control	18	17.50	315.00			

3.3 Lesson Plan

The program is constructed to develop the problem solving strategy by teaching the experimental group a theoretical framework of the novel. The lesson plan is presented through the program. A task- based and a text-based approach has been followed in conducting this program.

The design of lessons falls into four sections of task-based instruction: warm-up, the pre- task, the during task, and the post-task. Each task is responsible for presenting some ideas related to the objective of the techniques and procedures which are followed in the lesson, problem solving skills and the material. The program is planned to encourage students to become independent learners and generate their ideas without any hesitation from old problems.

The hours of the lecture were divided among the four steps of the task as follows:



1. Warm-Up section presents the text to the students to describe the quoted lines from novel.
2. The pre- task section is conducted with the utilization of brainstorming activities.
3. The during-task section students work in groups to identify and explore different metaphoric comparisons
4. The post-task section has been conducted finally. Re-examination and debriefing of the original problem-solving task.

Students need to represent thoughts to be great thinkers. Some challenges that may face students in doing their effective resolution of ever challenging problems. Also, the students are asked to determine the steps of making something new from the old and the strange familiar in a continued part of their practice.

3.3.1 Steps of Teaching Synectics Model.

By using Synectics, students' divergent thinking and capacity for solving Problems increase (Hummell, 22:2006).

(Joyce and Weil, 1996:244) suggest the steps of making something new from the old:

Phase I: Description of the quoted lines from the novel. The teacher has asked students to describe situation as they see it by using the different kinds of organizers with reading and listening activities.

Part II: Students identify metaphor and explore (describe) it further. Internalize students' old information with the new information through the instructor's and other students' identifications and discussions.

Phase III: write down personal description of what they selected in phase two. Students imagine themselves in the situation and then describe everything about characters.

Phase IV: Explore metaphor. Students take their descriptions from phase two and three, suggest several metaphoric comparisons, and choose one. Students' recapitulate of what has happened in the novel.

Phase V: Students generate new direct imaginative metaphor and select another one.

Phase VI: Re-examination of the original problem-solving task. Students move back to original task or problem and use the entire synectics experience.

The phases for “making the strange familiar” consists of seven phases:

"Phase I": "Substantive input": Teacher provides information on new problem.

"Phase II": create direct metaphor: The teacher suggests direct metaphor and asks students to describe it.

"Phase III": The teacher directs the students to identify metaphor with the direct imaginative metaphor created.

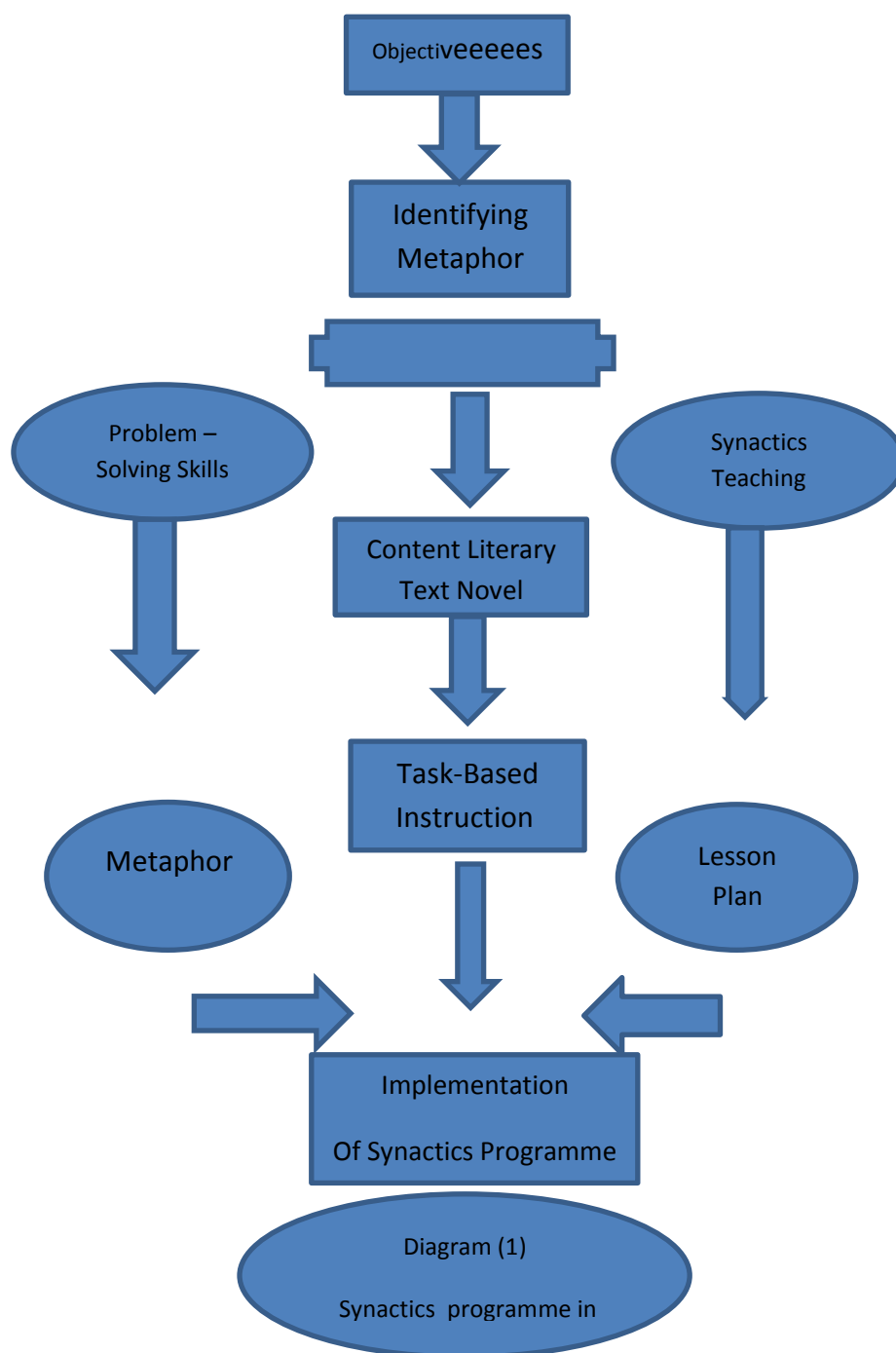


"Phase IV": Students identify and explain the points of similarity between the new imaginative metaphor and the old direct metaphor.

"Phase V": "Explaining Differences": Students explain where the metaphor does not fit.

Phase VI": "Exploration": Students re-explore the original problem –solving task on its own "metaphor.

"Phase VII": Students produce their own direct metaphor and explore how it does or not fit together (ibid: 251). Diagram (1) explains the steps of teaching synectics model inside the class.





3.4 Instruments of the Research

The instruments of the research are:

- 1- "Pre-test" to equalize the experimental and the control groups.
- 2- "The post-test" to investigate the impact of Synectics program on students' ability to identify metaphor.
- 3- Synectics program to enhance students' ability to identify metaphor.

3.4.1 Test construction

A post oral-written achievement test which is used to measure the students achievement after the experiment to evaluate the degree of success the experiment had reached and to assess the effectiveness of the adopted program. This test was constructed by the researcher and its written and oral items were taken from "The Return of the Native". It consists of six questions. The first five of them are written and the last one is oral.

The oral part consists of an audio recording of some scenes in the novel and followed by questions from the text.

3.4.1.2 Scoring Scheme

For the purpose of objectivity and reliability, an accurate scoring scheme should be developed in order to get a proper result (Al-Hamash et al., 1982:23).

Each one of these scoring schemes consists of (6) components to be rated and a series of ratings which have numerical values. The scoring scheme has labeled (4) marks for each component, from (1-4). Thus, the highest mark the student would get is (24) while the lowest mark is (6).see appendix 1.

3.4.1.3 Pilot Administration.

Harris (1969:25) claims that the administration of a new test means "trying out the test material on a group similar to that for whom the test is being designed".

The test is administered to a tryout group of the sample consists of 15 fourth year college students of English Department, College of Education for Women / Tikrit University.

However, no serious inquiries are raised about the items of the test. The majority of students have answered the test within the limits of time allotted, i.e., 50 minutes.

3.4.2 Item Analysis

Item analysis is a technique used to assess the quality or utility of an item by identifying responses that are not doing what they are supposed to be doing (Kubiszyn and Borich, 2000:136).



3.4.2.1 Difficulty Level.

Brown (2004:58) classifies the too easy items and too difficult items as unworkable to separate high-ability and low-ability test takers and he specified the range of difficulty level of an item between 0.15 and 0.85.

After computing the difficulty level of the components of the test, the results have indicated that all the components are of acceptable level of difficulty, see Table (6).

3.4.2.2 The Discrimination Power

(Gronlund, 1976: 268) states that the item discriminates between the learners, separating the learners of high performance from the low performance. (Mehrens & Lehman 1973: 180) add that "any test should be discriminative because indiscriminate tests are useless". After applying the discrimination power formula for all test items, the result has manifested. All the items are discriminated as Ebel refers to that an item is discriminated if its calculated discrimination power more than 0, 19 (1972: 397).

Table (6): Difficulty Level and Discriminatory Power for Test

The Component of the Test	Difficulty Level	Discriminatory Power
Description	0.45	0.39
Identifying	0.49	0.43
Imagination	0.56	0.46
suggesting	0.54	0.67
Generating	0.48	0.61
Re-examination	0.37	0.63

3.4.3.1 Validity of the test

(Mehrens & Lehman 1973:290) state that content validity is essential for achievement test. Anastasi (1976:134-5) support this stand by saying content validity "involves essentially the systematic examination of the test content to determine whether it covers a representative sample of the behavior and content domains to be measured.

According to Harmer (2001: 322) validity means that the test should measure what it is supposed to measure. It is the extent to which the conclusions drawn from a specific sample are applicable to a large population.



Therefore, face validity is ensured by exposing the test to a jury of experts in the field of linguistics and language teaching at the Iraqi universities (see Table 7).

The jurors agree on the test and the scoring scheme as being appropriate for measuring the achievement of students.

Table (7): The Academic Ranks, Names, Fields and Locations of the Jury Members

N o.	Academic Rank	Name	College
1	Prof. in Literature	Hamdi Hameed Yousef	College of Education for Women, University of Tikrit
2	Prof., Ph.D. in ELT	Fatima Rasheed Hassan	College of Languages University of Salahddin
3	Asst.Prof., in Literature	Faisal Abid Al Wahab	College of Education for Women, University of Tikrit
4	Asst.Prof., Ph.D. in ELT	Shaima Mahdi Saleh	College of Education for Women, University of Baghdad.
5	Asst.Prof., Ph.D. in ELT	Fatima Raheem	College of Education University of Misan.
6	Asst.Prof., in Linguistics	Yasir Mohamed Saleh	College of Education , University of Samaraa

3.4.3.2 Reliability of the Test

Reliability of a test refers to the consistency with which it yields the same rank for an individual taking the test several times (Kubiszyn and Borich, 2000:311).

To determine whether the test is reliable or not, Alpha-Cranach formula is used and the reliability coefficient is found to be 0.86 which is considered acceptable.

3.4.2 Designing the Program

In order to design the program, the following steps are followed:

1. Justification for program construction
2. The objectives
3. Selecting the content.
4. Grading and sequencing the content.
5. Methods, strategies and techniques for teaching.
6. The material used in teaching
7. Program evaluation.



3.4.2.1. Justification for program construction

After the interviewing of the literature lectures and observing their lessons and investigating their test questions, it is found that there are several factors lead to suggest a Synectics Program on EFL Students' Identification of metaphor which they are as follows:

- English language department is represented the literary texts by literature genres texts such as novel, short story ,poetry etc. without supplying suitable notes or explanation of metaphor that would guide both the teacher and the students in teaching – learning process.
- The literature teachers reflect the teaching strategy of their previous literature teachers in teaching Literary texts. This specifies that their experience about techniques, strategies and methods of teaching are very limited.
- Synactics teaching model supposed to provide the teachers and students with the ability of divergent thinking and capacity for solving problem.

3.4.2.2 The Program Syllabus

Syllabus is well-defined as what will be learnt as a document (Hutchinson and Waters, 1987:80).The whole duration of the program is two months. The lectures' numbers and length: 16 lectures, a lecture in a week, the lecture is of an hour.

3.4.2.3 The Program Content.

The criteria of content selection as mentioned by Nicholls and Nicholls (1972:51) that meets the content of the program which is represented by content of the novel text.

1)" Criterion of Validity":

When the authentic material achieves the objectives through its use the content is valid (ibid).The content of the program is considered valid when the specified metaphors are:

- Represent symbolism in this novel that could be considered as authentic and reflected on real life situations.
- Appropriate texts for identifying metaphors in that they contain symbolism.
- Suitable as EFL context for identifying metaphor.

2) Criterion of Significance

The content is significant in that the same metaphoric elements are used in other genres at the same level of study and the same genres at other levels of the college study.

3) Criterion of Interest

Since the themes and plot of the Return of the Native represents the basic theme of modernism, they meet the students' interest.

4) Criterion of Learnability



The characters that resemble metaphoric anti-modernist point of view which is described by the statement "the ache of modernism" are suitable to be learned by fourth year college students.

3.4.2.4 Methods, Strategies and Techniques for Teaching

Task-based method as one of the communicative approach method is used for teaching the program since communicative approach strategies and techniques facilitate students' exposure to variety of challenges, as well as enhance creative problem-solving skills.

3.4.2.5 The Used Media in Teaching

-The program is shaped to cultivate homework assignment and the interaction among students and between teacher-students.

-The power point slides and the data show projector are used in order to create more interesting and motivated lesson to evoke the students 'divergent thinking for solving problem.

-The board, pictures and videos' films are also used.

3.4.2.6 Evaluation of Program

The program is evaluated by following three phases:

-Warm-up phase: the teacher asks students some questions related to their previous knowledge. Individual, pair and group work for increasing the learner experience and validating the aims of each phase. The teacher is emphasized on self and peer assessment through lessons.

-Summative evaluation: the students are submitted to post test at the end of the program.

3.4.2.7 The Program Validity

To confirm the face validity of the synectics teaching model program is exposed to the jury members. The jurors approve that all test items are appropriate for the program.

3.5 Statistical Means

To achieve the aim of the research, various statistical tools have been used as shown below:

1- Mann Whitney (U-test) for Two Independent Samples.

The U-test is used for the equality of the experimental and control groups in the age of students, their literature scores of first year and the final scores of all tests parts.

$$U = \frac{n_1 n_2 + \frac{n_1(n_2 + n_1)}{2} - r_1}{2} \quad (\text{Sani and Todman, 2006:126}).$$

3.5.1 Difficulty Equation

It is used to measure the difficulty level according to the composition components of the scoring scheme used in this study.

$$P = \frac{T_u + T_i}{2(n)(s)}$$



"Where:

P = item difficulty

Tu = the upper mark

Ti = the lower mark

n = subjects number.

s = the higher mark for each component"

(Gronlund, 1976: 260)

3.5.2 Discriminating Equation

" $D = \frac{Tu - Ti}{(n)(s)}$ It is used to measure the discrimination power of the test components."

"Where:

D = item discrimination

Tu = the upper mark

Ti = the lower mark

n = the subjects number.

s = the higher mark for each component"

(ibid)

3.5.3 Alpha Cronbach Formula

It is used to calculate the internal consistency of the tests.

$$a = \frac{n}{n-1} \left[1 - \frac{\sum si^2}{Sx_2} \right]$$

"Where:

n = Number of items in a test.

Si2 = The variance of single items.

Sx2 = The variance of the total test"

(Stevens, 2007:160)



3.5.4. Wilcoxon Signed –Ranks Test for Two Related Samples :it is used for comparing the five components of test.

4.0 Interpretation of Data

In an attempt to achieve the aim of the result, i.e., investigating the effect of the program on students' identification of metaphor, and to verify the null hypothesis of the research stating that "There are no statistically significant differences between the rank mean of experimental and control group scores in identification of metaphor at novel post-test", the students' performance is analyzed. The U-test is used. The results in Table (8) are presented to investigate the effect of the program on students' identification of metaphor.

Table (8): The Post –Test Results of Test

Components	Groups	No.	Mean Rank	Sum Rank	U-Value		Level of Significance at 0.05
					Computed U-Value	Tabulated U-Value	
Metaphor	Experimental	18	22.64	407.50	87.500	99	Significant
	Control	18	14.36	258.50			
Listening	Experimental	18	22.75	409.50	85.500	99	Significant
	Control	18	14.25	256.50			
Speaking	Experimental	18	22.94	413.00	82.000	99	Significant
	Control	18	14.06	253.00			

As the table shows , the results indicate a highly significant differences between the experimental and control group in their identification of metaphor since the U computed value is (87.500), whereas the tabulated value is (99) $P < 0.05$ and $N = 18$. Hence, it is safe to state that the null hypothesis is rejected. According to these results there are a series of students' comparisons so the Wilcoxon test to find out the source of difference among the five components of test.

Table (9): Wilcoxon Test Results for Novel Test

component s	Describin g	Identifyin g	Suggestin g	Generatin g	Re-examinin g
Describing	17.00				
Identifying		13.50			
Suggesting			12.00		
Generating				11.00	
Re-examining					9.50



The tabulated value of Wilcoxon test is 40 for sample of 18 students at $P < 0.05$ is higher than all the Wilcoxon computed values. These results indicate that there are comparisons among Iraqi students in following the steps of making the strange familiar.

4.2 Discussion of Results.

The results indicate that the aim of the research is achieved by finding out that the synectics program developed EFL students' ability to identify metaphor.

The students of the control group cannot generate new idea from old ones and convincing new task as they used to write what they have already memorized without or with a little thinking. In the experimental group, the implementation of synectics program provides the students with devices to cultivate their creative brain through using metaphor, comparing different thoughts and connecting irrelevant ideas in new unique ways oriented to problem stating and problem solving.

Students learn to synthesize their thoughts to manage, solve problems, enable students to generate and extended ideas and look for alternative innovative outcomes.

According to the listening and speaking skills, the results indicate that the control group fails to attain growth in spite of their listening to the same video that experimental group has attended to. Through this

program students generate new ideas by listening to literary work i.e. the novel and preceding the listening activities with open –ended questions to enhance the students' metaphorical thinking which lead to high mental learning process. The speaking skill in control group is limited to read aloud according to the teacher's direction. On the other hand, students rush in speaking conversation through the pair and the group work. The synectics program strengthens the teacher-students and students –students' collaboration. Through affective activities for developing the speaking skill students have given chances to incite exploration and curiosity by intuitive expression strategy which means expressing emotion through making old new and strange familiar.

4.3 Conclusion.

According to the results of the research, the following conclusions are made;

The synectics program influences the EFL students' ability in identifying metaphor. However, generating new ideas gives the students a great motivation to rush into participation and communicate freely and confidently. The components of synectics program enable the students to produce well-arranged and adequate productive outcomes.

The program helps the students to make the strange familiar and the old new by increasing the ability of problem-solving.

Through the experiment it is found that students were interested in teaching by synectics model

so should be adopted comprehensively in teaching at college level.

The findings show that synectics is more efficient than traditional teaching method as far as development of creativity is concerned.

Iraqi college instructors should be educated enough about how to implement the Synectics model.

Students' creativity should be developed to disrupt those traditional thinking shapes.

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Appendix (1): Identifying metaphoric Rubric

Task Component	4	3	2	1
Description	Describe situation as they see it by using the different kinds of organizers with reading and listening activities.	Appropriate description of situation as they see it by using the different kinds of organizers with reading and listening activities.	Some information from the Text is presented	A little information from the Text is presented
Identifying	Effectively identifying metaphor and exploring it further.	Adequately identifying metaphor and exploring it further.	To some extent identifying metaphor and exploring it further.	Inadequately identifying metaphor and exploring it further.
Imagination	Clearly and completely imagine themselves in the situation and then describe	Clearly imagine themselves in the situation and then describe everything about characters.	Unclearly imagine themselves in the situation and then describe everything about	Personal recommendation about characters.



	everything about characters.		characters.	
Suggesting	Develop well-suggested several metaphoric comparison in the novel.	Provide accurate metaphoric comparison in the novel.	Provide some accurate metaphoric comparison in the novel.	Provide a few metaphoric comparisons in the novel.
Generating	Reveals highly successful generating new direct metaphor and selects another one.	Reveals consistent generating new direct metaphor and selects another one.	Occasionally generating new directs metaphor and selects another one.	Relies on understanding new direct metaphor and selects another one.
Re-examining	Demonstrates capacity to apply re-examination of the original problem-solving task.	Demonstrates some capacity to apply re-examination of the original problem-solving task.	Rarely apply re-examination of the original problem-solving task.	Demonstrates gaps in re-examination of the original problem-solving task.

Appendix (2): Test

Q1/ Clym's semi-blindness is a metaphoric device interpreted according to the concept of modernism. Describe briefly.

Q2/ Identify the metaphoric significance of the following words and phrases relating to the themes and plot of the novel:

A-

"It was at present a place perfectly accordant with man's nature - neither ghastly, hateful, nor ugly; neither commonplace, unmeaning, nor tame; but, like man, slighted and enduring; and withal singularly colossal and mysterious in its swarthy monotony" (Hardy,1975: 33)

B_

"It seemed as if the bonfire-makers were standing in some radiant upper story of the world, detached from and independent of the dark stretches below" (Hardy,1975: 40).

Q3/ Regarding the following text, suggest several metaphoric comparisons about Clym and Eustacia as a Promethean rebel.

"Moreover to light a fire is the instinctive and resistant act of man when, at the winter ingress, the curfew is sounded throughout Nature. It indicates a spontaneous, Promethean rebelliousness against that fiat that this recurrent season shall



bring foul times, cold darkness, misery and death. Black chaos comes, and the fettered gods of the earth say, Let there be light" (Hardy,1975: 41).

Q4/ Generate new direct metaphors from the following text.

"She scattered the half-burnt brands, went indoors immediately, and up to her bedroom without a light. Amid the rustles which denoted her to be undressing in the darkness other heavy breaths frequently came; and the same kind of shudder occasionally moved through her when, ten minutes later, she lay on her bed asleep"(Hardy, 1975: 81).

Q5/ Create the general differences of the writer's hints to Eustacia in the following text.

"Eustacia once more lifted her deep stormy eyes to the moonlight, and, sighing that tragic sigh of hers which was so much like a shudder, entered the shadow of the roof" (Hardy, 1975:148).

Q6/ Watch and listen to the video and then share your opinion about anti-modernist point of view. And then:

-Describe these metaphoric terms according to your comprehending:
Egdon ,Heath, Rain barrow, Bonfire, Wind and Storm, The moon, Eye sight, Gambling, and Paris.

Appendix (3): The Synectics Program of Teaching Novel.

1-Warm Up Activity:

Listen to the video (1).The first listening for entertainment. Listen and describe the symbolic interpretation you have concluded from the writer's metaphorical language.

- list the most important metaphoric thoughts and attitudes that you identify.
- Describe the metaphoric meaning of the title of the novel and which title do you prefer to write about?
- Describe the heath and how does the writer transforms it to a principal character?.

2-Analyze the following text:

"The untamable, Ishmaelish thing that Egdon now was it always had been. Civilization was its enemy; and ever since the beginning of vegetation its soil had worn the same antique brown dress, the natural and invariable garment of the particular formation. In its venerable one coat lay a certain vein of satire on human vanity in clothes. A person on a heath in raiment of modern cut and colours has more or less an anomalous look. We seem to want the oldest and simplest human clothing where the clothing of the earth is so primitive" (Hardly,1975: 33).



3-Answer the following questions based on your comprehension:

1-Who are the heroes in this novel? Who are the villains? Are there any truly metaphoric characters in the novel? Why or why not?

2-Try to characterize the themes of love and marriage in this novel. Are there any true love affairs in the novel? Does the novel even believe in the possibility of promoting these relationships to be successful?

3-What is the significance of the following metaphoric words and phrases relating to the themes and plot of the novel?

"Her appearance accorded well with this smouldering rebelliousness, and the shady splendour of her beauty was the real surface of the sad and stifled warmth within her. A true Tartarean dignity sat upon her brow, and not factitiously or with marks of constraint, for it had grown in her with years"(Hardy, 1975: 82-83).

"Her high gods were William the Conqueror, Strafford, and Napoleon Buonaparte, as they had appeared in the Lady's History used at the establishment in which she was educated. Had she been a mother she would have christened her boys such names as Saul or Sisera in preference to Jacob or David, neither of whom she admired. At school she had used to side with the Philistines in several battles, and had wondered if Pontius Pilate were as handsome as he was frank and fair" (Hardy,1975: 85).

-Activity

Watch a film and answer questions to make prediction about the novel events:

-Show the metaphoric comparisons between the suggested and practiced careers of Clym?

-What do you suggest for the end of the novel? And reflect it to the real life situation.

-Do you think the metaphor influences the novel more?

-Do you think metaphorical language has positive or negative effect on the events of novel?

-Activity

- Stretch your imagination and think of steps in which make strange familiar and old new.
- Reflect the metaphor on your own life and give a new image for real life situation.
- Work in group of four students.
- Imagine your studying in the college as a novel
- Write a description of your studying