

EMPLOYING SCAMPER TO DEVELOP CREATIVE THINKING IN TEACHING ARABIC AS A SECOND LANGUAGE

O USO DO MÉTODO SCAMPER PARA DESENVOLVER O PENSAMENTO CRIATIVO NO ENSINO DO ÁRABE COMO SEGUNDA LÍNGUA

Article received on: 11/27/2025

Article accepted on: 2/26/2026

Mahmoud Ahmed Elwakeel*

*Sohar University, Sohar, Oman

Orcid: <https://orcid.org/0000-0002-5550-6565>
melwakeel@su.edu.om

Hany Ismail Ramadan**

**Giresun University, Giresun, Türkiye

Orcid: <https://orcid.org/0000-0001-5935-811X>
hany.ramadan@giresun.edu.tr

Khalid Hilal Alabri*

*Sohar University, Sohar, Oman

Orcid: <https://orcid.org/0009-0004-4723-7395>
khnabri@su.edu.om

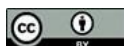
The authors declare that there is no conflict of interest

Abstract

Though the greater number of Arabic language teaching programs for non-native speakers, such programs still rely on traditional methods neglecting higher-order thinking skills and linguistic creativity. Hence, this study sought to investigate the better employment of SCAMPER strategy for developing creative thinking in Arabic as a second language programs. Basically, the SCAMPER strategy, the seven-technique strategy, is a novel educational strategy that focuses on developing creative thinking, motivating learners to generate ideas and address problems creatively. Methodologically, the study used the descriptive approach to achieve its objective. Ultimately, the study concluded that the SCAMPER strategy proved significance in developing creative thinking in Arabic language programs for non-native speakers, given its suitability for cultural and linguistic characteristics. Additionally, the study emphasized that integrating SCAMPER into the design of educational units is an effective tool for developing the content of Arabic language programs for non-native speakers. It also presented a set of practical and diverse applications for employing the seven SCAMPER strategies in Arabic language programs for non-native speakers across all language skills. Finally, the study recommended integrating the SCAMPER strategy into Arabic language curricula for non-native speakers, training

Resumo

Apesar do grande número de programas de ensino da língua árabe para falantes não nativos, esses programas ainda dependem de métodos tradicionais, negligenciando habilidades de pensamento de ordem superior e a criatividade linguística. Assim, este estudo buscou investigar o uso mais eficaz da estratégia SCAMPER para o desenvolvimento do pensamento criativo em programas de árabe como segunda língua. A estratégia SCAMPER, conhecida como estratégia das sete técnicas, é uma abordagem educacional inovadora que se concentra no desenvolvimento do pensamento criativo, incentivando os alunos a gerar ideias e a resolver problemas de forma criativa. Metodologicamente, o estudo utilizou a abordagem descritiva para alcançar seu objetivo. Os resultados indicaram que a estratégia SCAMPER demonstrou eficácia significativa no desenvolvimento do pensamento criativo em programas de língua árabe para falantes não nativos, considerando sua adequação às características culturais e linguísticas. Além disso, o estudo destacou que a integração da estratégia SCAMPER no design de unidades educacionais constitui uma ferramenta eficaz para o desenvolvimento do conteúdo desses programas. Também foram apresentadas diversas aplicações práticas para o uso das sete técnicas do SCAMPER em programas de ensino de árabe para não nativos,



teachers on its use, and designing educational activities in light of the strategy.

Keywords: SCAMPER. Creative Thinking. Non-Native Speakers. Teaching Arabic as a Second Language. TASL.

abrangendo todas as habilidades linguísticas. Por fim, o estudo recomendou a integração da estratégia SCAMPER nos currículos de língua árabe para não nativos, a capacitação de professores para sua utilização e o desenvolvimento de atividades educacionais com base nessa estratégia.

Palavras-chave: SCAMPER. Pensamento Criativo. Falantes Não Nativos. Ensino do Árabe como Segunda Língua. TASL.

1 RESEARCH INTRODUCTION

In fact, the strength and effectiveness of nations are measured in terms of their creative, active minds capable of adapting and interacting with the challenges of the era. Therefore, scholars have focused on creativity and have identified its stages, specific mental abilities, methods and strategies for training and developing it, and the measurement criteria (Jarawn, 2002, Al-Surur, 2002, Al-Husseini, 2007).

Language is one of the basic means to achieve creativity. Moreover, the ability to master more than one language is of utmost significance. Arabic is one of the world's major languages, with many speakers. It also plays a significant role in expanding communication and understanding different cultures (Hassan, 2012; Farah & Mudassir, 2025).

However, non-native speakers often lack motivation to learn it due to the negative perceptions associated with it regarding its difficulty and the challenges. Furthermore, learning Arabic is often centered around the role of the teacher, which renders learners' passive recipients in the classroom and leads to a sense of boredom in the educational process (Amelia, Amri, & Ali, 2022). Undoubtedly, active student participation in the learning process is a key factor in achieving success and quality learning. Therefore, it is essential to adopt a creative educational approach to enrich the Arabic language learning process and contribute to enhancing learners' interest and increasing their motivation (Amelia, Abidin, Yanti, & Agustia, 2024).

Creativity is an essential element in the various branches of the Arabic language, as the language goes beyond its communicative function to become a tool for renewed

creative expression. Basically, Arabic is flexible and rich, allowing the possibility of expressing a single idea in multiple ways. Every sentence or word is produced in a unique moment of communication, and can be reproduced, rephrased, or changed according to the goals of the speaker or writer, which makes developing creativity one of the basic foundations of language education (Stepanek, 2015).

In essence, creativity refers to the ability to generate new ideas or innovative solutions. Hence, creativity is not a momentary process, but rather a cumulative mental process shaped by daily situations. It is linked to a set of personal qualities, such as curiosity, anticipation, confidence in free expression, and the skill of organizing ideas and transforming them into meaningful linguistic meanings (Stepanek, 2015).

Therefore, teaching Arabic as a second language should not be confined to traditional methods of rigid indoctrination and a focus on rigid grammar. Rather, it is significant to integrate modern strategies—such as SCAMPER—that allow learners to produce language through creative activities stimulating linguistic creative thinking and contributing to achieving true communication between the learner and the language. Linguistically, SCAMPER means to start, run, sprint, or escape. However, the word has gained currency in the educational field as a method for developing creative thinking skills (Al-Thunayan, 2015).

Rushton defines it as a strategy that helps students ask a series of questions about an object or idea using brainstorming to develop ideas or objects, or to confront and solve problems (Rushton, 2006). The word SCAMPER describes the process of searching for new ideas and is composed of the initial letters of the words that make up the word SCAMPER. These words represent a group of lexemes that represent the key to the strategy, namely (Substitute, Combine, Adapt, Modify or Magnify, Put to other uses, Eliminate or Minify, Reverse or Rearrange) (11) (Eberl, 2008). Many studies have proven the effectiveness of the SCAMPER strategy in developing achievement, mental skills, and creative thinking in many academic fields (Sabry and Al-Ruwaithi, 2013; Hani, 2013; Ramadan, 2014; Mahmoud, 2015; Saleh, 2015; Al-Thunayan, 2015; Fahmy and Qoura, and Hassan, 2017; Bakr, 2004; Al-Jibrin, 2017; Michael, Elwakeel, 2019).

1.1 Research problem

The afore-mentioned studies indicate that despite the expansion of Arabic language teaching programs for non-native speakers, many of these programs still rely on traditional teaching methods, neglecting higher-order thinking skills and linguistic creativity. These traditional methods prevent learners from actively engaging with the language, weakening their acquisition of it as a tool for thinking and expression (Aqeela, M., Munas, M., & Ahana, M, 2023; Zaki, Ismail, Radzi, & Pisal, 2024). The non-existence of modern methods in teaching Arabic to non-native speakers has led to a lack of motivation among learners and negatively impacted their opportunities for free linguistic production (Adnan, 2022). Conversely, when using creative teaching strategies, they directly contribute to increasing student interaction and innovation in Arabic programs for non-native speakers (Faizuddin et al., 2016), improving writing skills (Al-Asmar & Al-Sharaa, 2022), enhancing critical thinking and creative expression (Al-Dulaimi, 2023), and developing comprehension and divergent thinking skills (Almsaiden et al., 2025).

The exploratory study conducted by the researchers examine the reality of teaching creative thinking skills in Arabic language teaching programs among non-native speakers. The study, which was conducted through several open-ended questions and answered by fourteen experts in the field of Arabic for non-native speakers, confirmed the absence of creative thinking in Arabic language teaching programs for non-native speakers. It also emphasized that Arabic language programs should be capable of motivating creativity in learners. The most significant challenges in promoting creative thinking among non-native speakers are the reliance on traditional teaching methods and the lack of specialists and trainers in teaching creative thinking.

Considering the afore-mentioned review, the main problem of the research is the lack of integration of creative thinking into Arabic language teaching programs for non-native speakers. This is evidenced through the lack of use of creative thinking strategies, which negatively impacts learners' ability to express themselves creatively and reduces fluency and flexibility in their linguistic production. Hence, the need to integrate the SCAMPER strategy, which aims to develop creative thinking skills and provide a

stimulating learning environment that helps learners use language in realistic and interactive contexts, arises.

1.2 Research questions

This study aims to explore the impact of employing the SCAMPER strategy on the development of creative thinking in teaching Arabic as a second language. Accordingly, the research addresses the following central question: How can the SCAMPER strategy be employed to enhance creative thinking skills in teaching Arabic as a second language? To answer this overarching question, the study further examines the extent to which the SCAMPER strategy is suitable for teaching Arabic as a second language, how its tools can be effectively integrated into Arabic language teaching programs, and the feasibility of developing instructional units for Arabic language programs that incorporate the SCAMPER strategy.

1.3 Significance of the study

The discipline of teaching Arabic to non-native speakers remains academically untrodden. Thus, the current study seeks to enrich the literature related to teaching Arabic as a second language by incorporating SCAMPER strategy, strengthen the relationship between creative thinking and language acquisition. Additionally, it provides Arabic language teachers with teaching methods based on creative thinking to be employed within language classes. It also offers practical activities based on SCAMPER strategies that help develop language content and facilitate language learning for non-native speakers. In effect, the study seems to be a basis for designing future educational programs for teaching Arabic using innovative methods.

1.4 Research objectives

This study seeks to investigate innovative methods for employing the SCAMPER strategy to develop creative thinking skills in teaching Arabic as a second language. Specifically, it aims to analyse the suitability of the SCAMPER strategy for teaching

Arabic by examining its key characteristics, pedagogical foundations, and potential applications in authentic educational contexts. In addition, the study explores mechanisms for utilizing the SCAMPER tools—substitution, combination, adaptation, modification, putting to another use, elimination, and rearrangement—in designing effective and engaging learning activities for non-native speakers of Arabic. Furthermore, it intends to provide practical suggestions for designing an instructional unit that integrates the SCAMPER strategy into Arabic language programs for learners of Arabic as a second language.

1.5 Method

This study exploits the descriptive-analytical approach, reviewing the relevant literature, discussing and answering the study questions.

1.6 Definitions of terms

1.6.1 *Creative thinking*

Creativity, linguistically, refers to creation and innovation. In *Lisan al-Arab*, Ibn Manzur states, "invented something means creating and initiating it. The creative or the innovation ability is the thing that comes first. Distinctively, creativity revolves around creation and invention (Ibn Manzur, 2003, 8/6). Creative thinking is the individual's ability to think freely, which enables them to explore difficult problems by offering the possible number of alternatives. This contributes to reformulating these experiences in diverse ways appropriate to the situation. These new patterns are characterized by their novelty for the individual and for the society (Abu Hatab, 2011, 347).

1.6.2 *SCAMPER strategy*

SCAMPER is an acronym for Substitute, Combine, Adapt, Modify or Magnify, Put to other uses, Eliminate or Minify, Reverse or Rearrange (Eberel, 2008: 2). It refers

to the process of exploring novel ideas. These words represent a set of questions that represent the key to the strategy.

1.6.3 Arabic language curricula for non-native speakers (arabic as a second language)

Toema (1989: 41) highlights two main levels of teaching Arabic as a second language.

The first level is the specialized linguistic level or language teaching for special purposes. In other words, it refers to language teaching for specific purposes and for special groups whose work requires a certain amount of the target language for vocational purposes such as doctors, businessmen, engineers, and diplomats.

The second level is the general linguistic one, or language teaching for general purposes. It refers to teaching Arabic for general, non-vocational purposes, whether taught in pre-university general education or in public service center programs that offer the language to adults (28). These general programs target providing students with the required language skills for everyday situations, such as interacting with various Arabic media outlets using various skills (Ta'ima, 1989, 41).

1.6.4 Arabic for non-native speakers

Non-native learners of Arabic vary in their goals and native languages. Non-native speakers of Arabic emerged from different backgrounds: Some are of Arab origin who immigrated to non-Arabic-speaking countries, some are from non-Arabic-speaking Islamic nations, and some are of foreign nationalities. Consequently, Arabic may be the second language of some non-native speakers of Arabic, while Arabic may be a foreign language for other section of non-native speakers. Distinctively, second language refers to whichever language the learner learns after acquiring their first language in his country. Put it another way, an English speaker learning Arabic in Saudi Arabia, Egypt, Syria, Iraq, or Yemen is learning Arabic as a second language. A foreign language refers to a language the learner learns outside its native environment, after acquiring their first language. For example, an American learning Arabic in his or her homeland, France, or Japan is a typical instance. Hence, it corresponds to the term "second language" (Al-Asili,

2023). Therefore, the procedural definition of non-native speakers of Arabic is those who learn Arabic as a second or foreign language.

1.6.5 Arabic learners: peculiarities and requirements

The gap between native Arabic learners and non-native speakers is enormous due to the peculiarities and Requirements of the learners. Ramadan (2023) states that "While the requirements of native Arabic speakers are to control expression and correct their tongue, the requirements of non-native speakers are to acquire linguistic proficiency and master its commands." (p.25)

Accordingly, the stage of mastering and correcting the language, or the linguistic accuracy and correctness, is a subsequent stage for non-native learners of Arabic. It follows mastering—even partially—the language system and patterns. Differently, native Arabic learners possess the language system by instinct and only suffer from partial problems related to correction and mastery, unrelated to acquisition and control of the linguistic system.

One of the aspects of distinction between non-native learners of Arabic and native Arabic learners is the learning environment. Native Arabic learners acquire it simultaneously in their community, which positively impacts the acquisition of its skills and culture automatically. According to Toema (1986) "they learn the language of their people, not only acquiring its linguistic skills, but also experiencing their culture". Meanwhile, non-native learners of Arabic mostly learn Arabic in a different environment and in a different society. This requires awareness of the cultural distinctions, linguistic customs, and social norms (Ta'ima, 1989).

Teaching Arabic to native users focuses basically on acquiring reading and writing skills. A native Arabic speaker experiences no significant problems in listening or speaking skills, except acquiring new vocabulary and correcting some sounds that have been distorted due to colloquial dialect. For non-Arabic speakers, listening skill poses a real challenge, due to the phonological and pragmatic phenomena involved, such as the similarity of phonemes and the inability to distinguish between them. Moreover, another manifestation of linguistic blurring is the difficulty of perceiving supra-structural phonemes, which often lead to a change in the meaning of a sentence, such as differences

in stress and intonation in interrogative sentences devoid of interrogative words, such as when we say, "Did you understand the lesson?". Intonation often adds extra meaning to words. Sarcasm, astonishment, surprise, disapproval, and other non-verbal expressions are derived from the tone of voice, the intonation of the sentence, and the manner of performance (Richards & Schmidt, 2010; Al-Batal, 2018).

This particularity of the non-native learner of Arabic requires a special note in terms of the curriculum, teaching methods and strategies. Generally, it is a common mistake to adopt the same curricula and strategies that are used with native speakers. For example, schools, institutes and centers where children of non-Arab Muslims learn Arabic use similar curricula for both native and non-native speakers (Al-Fawzan, 1435, 151). Moreover, the mental age of adult learners and non-native speakers of Arabic is neglected. For instance, books designed for children of Arabic speakers are offered at the early levels, "underlying that they are appropriate for their linguistic level, while disregarding their mental and intellectual level (Ramadan, 2019).

Recently, Arabic literature for non-native speakers has witnessed a sprout. Although this revival has not addressed the needs of learners, it is a start on the right path. Yet, it still presents Arabic Grammar traditionally, using the methods offered to native Arabic speakers. To the best of the researcher's knowledge, there is no educational book that departs from the stereotypical image of Arabic grammar (Ramadan, 2023).

Scholars committed to the studies that called for presenting Arabic grammar according to the requirements of the age and the needs of students will conclude an abundance and diversity calling for moving from theory to application. It is worth noting that Arabic grammar in its current comprehensive form is scientific grammar that does not lead to the acquisition of the language. In the same vein, Al-Jahiz recommended that grammar must be limited to correcting the tongue. Additionally, he said in *The Letters*: "As for grammar, do not occupy the heart of the boy with it except to the extent that it leads him to correctness from obscene grammatical errors, and from the amount of ignorance of the common people, in a book if he wrote it, and a thing if he described it. And anything additional is a distraction from what is more appropriate for him (Al-Jahiz, 2000; Al-Khatib, 2015). Moreover, Ibn Mada' al-Qurtubi (1947) almost summed up the issue in his response to grammarians when he said: I saw grammarians—may God have mercy on them—establish the art of grammar to protect Arabic speech from errors and to

safeguard it from change. They achieved their desired goal and attained the desired outcome. However, they committed themselves to what was not necessary for them and exceeded the sufficiency of what they intended. Consequently, its paths became difficult, its foundations weakened, and its arguments fell below the level of persuasion. In fact, a non-native learner of Arabic needs rules that enable him to master the language's patterns and structures. Consequently, anything that departs from achieving this goal is useless. Rather, it is a burden that weighs him down and hinders his progress in acquiring the language (Ramadan, 2023).

Scholars investigating Arabic grammar books conclude a clear deficiency, as they neglect the most important parts that non-native speakers of Arabic must learn. For example, there is no dedicated section in grammar books on tense and expressions. Many studies have been conducted on tense in Arabic, as the Arabic language expresses time in multiple forms and various patterns. Although these studies have addressed an important aspect, some extent—grammar books for non-native speakers have not yet included this Section in their vocabulary, despite its significance (Ramadan, 2021).

Recently, the linguistic field has witnessed a remarkable development in the terms of teaching Arabic to non-native speakers, regarding curricula and educational strategies, in response to the growing demand for learning Arabic for academic, religious, economic, and cultural reasons. Modern curricula are characterized by their adoption of communicative approaches and their focus on developing linguistic and cultural competencies simultaneously, in addition to their commitment to international frameworks such as the Common European Framework of Reference for Languages (CEFR) and the ACTFL standards. Educational curricula are the cornerstone of the teaching and learning processes, as they provide the general and organized framework that guides teachers and learners to achieve educational objectives. In the context of teaching Arabic as a second language (to non-native speakers), the significance of curricula increases, given learners' need for a comprehensive curriculum that considers their linguistic and cultural characteristics and provides them with the competencies necessary for effective communication in Arab society (Agadir, 2022).

1.6.6 Creative thinking skills

Scholars highlight that creative thinking includes three primary skills: fluency, flexibility, and authenticity, as measured by the Torrance Test of Creative Thinking. In turn, these skills include two sub-skills: sensitivity to problems and details (Bishara, 2003; Al-Husseini, 2007; Al-Badarin, 2006; Albert and Runco, 1990; Ormrod, 1995).

Fluency refers to the ability to generate new solutions, propose alternatives, and recall relevant information from prior knowledge. It is commonly defined as the capacity to produce a large number of appropriate and original ideas in response to a given issue or problem, representing the quantitative dimension of creativity. In this sense, fluency encompasses three interrelated forms: verbal fluency, which involves producing multiple words that begin with a specific letter; conceptual (semantic) fluency, which relates to generating various ideas connected to a particular situation; and formulaic fluency, which denotes the ability to rapidly create geometric representations of specific shapes.

Flexibility refers to the ability to generate diverse and unexpected ideas and to shift smoothly from one line of thought to another in response to a given stimulus. It reflects an individual's capacity to modify their cognitive state by changing their perspective or approach to a situation. Flexibility manifests in two main forms: spontaneous flexibility, which involves the quick and effortless transition from one idea to another, and adaptive flexibility, which enables effective problem-solving through adjusting one's behavior and strategies when faced with challenges.

Authenticity refers to the ability to express oneself uniquely by producing ideas that are more distant than common and familiar ideas. Authenticity is characterized by its uniqueness and distinctiveness.

Sensitivity refers to the ability to uncover dilemmas and discover missing information before arriving at a solution.

Elaboration refers to the ability to add new details to existing ideas and situations.

1.6.7 SCAMPER strategy

SCAMPER strategy is the process of looking for new and innovative ideas. It is an acronym of the initial letters of the words SCAMPER. These words represent a set of

questions that represent the key to the strategy: Substitute, Combine, Adapt, Modify or Magnify, Put to other uses, Eliminate or Minify, Reverse or Rearrange (Eberel, 2008, p. 2).

Substitute refers to thinking about replacing part of a problem or product by exploring alternative possibilities, a process that often leads to the generation of new ideas and creative solutions. This dimension of thinking involves asking reflective questions such as: *Can I substitute or change anything? Can I substitute someone who shares the problem with me? Can I change the rules? Can I use other components or materials?* Through such questioning, individuals are encouraged to challenge existing assumptions and discover innovative ways to improve or redefine a concept, process, or product.

An example of substitution in the field of teaching Arabic as a second language can be found in the typical exercises in which the learner is asked to substitute one word for another, as represented in table (1):

Table 1

Examples of substitution

| Original sentence | Substituted Sentence | Type of Substitution |
|---|--|---|
| I want to study in the library. | I want to read in the library. | Verb with verb: study / read. |
| The doctor works in the hospital. | The teacher works in the school. | Noun with noun: for the doctor and the hospital / by the teacher. The school. |
| My older sister's hair is black. | My younger sister's hair is yellow. | Adjective with adjective: the older is black / the younger is clearer. |
| The worker went to the factory energetically. | The worker went to the factory happy. | Adverb with adverb: energetic / happy. |
| He watches TV in the evening. | She watches TV in the evening. | Pronoun with pronoun: he watches / she watches. |
| If you study, you succeed. | If you study, you succeed. | Conjunction with conjunction: if / if. |
| I go to university in the morning. | I go out of university in the evening. | Preposition with preposition: to / from |

Combine involves thinking about merging two or more parts of a problem to create a new product or process, or bringing together unrelated ideas to generate something innovative. This type of thinking is guided by questions such as: *What ideas or parts can be combined? What can be combined to create multiple uses? What materials can be combined? Can it be combined with other things?* The strategy can be applied in language learning by linking two sentences, for example: “Mohammed studies Arabic at university / Mohammed works as an imam at the mosque” becomes “Mohammed studies

Arabic at university and also works as an imam at the mosque.” Additionally, combine exercises can involve forming sentences from a set of vocabulary words, where learners are asked to combine the words in different groups to create as many sentences as possible, ensuring diverse responses and using each word only once.

Table 2

Examples of combine

| Group 1: Verbs | Group 2: Nouns | Group 3: Adverbs and conjunctions |
|---------------------------------|-----------------------------|--------------------------------------|
| Eat / Exercise / Drink / Play / | Breakfast / Exercise / Book | Morning / Evening / Beside / At Dawn |
| Study / Help / Sleep / Travel / | / Homework / School / | After / Before / With / In |
| Cook | Friend | |

Adapt, adjust refers to the process of modifying an existing idea to solve a problem or changing the properties of something to suit a new environment. This type of thinking involves reflective questions such as: What other things are related to this? Is there something similar with a different meaning? What other ideas could I adopt? In language learning, this can involve adapting sentence structures from one language to another, for example, adjusting the Turkish sentence structure, which typically follows (subject + object + complements + verb), to the Arabic sentence structure, which generally follows (subject + predicate + object + complements), allowing for possible interchange of the subject and predicate positions. Examples of adaptation include transforming the Turkish sentence “Ahmet dersi bugün çalıştı,” literally “Ahmed studied the lesson today,” into the equivalent Arabic sentence structure, “Ahmed studied the lesson today.” Another example demonstrates adapting a verbal sentence into a nominal sentence in Arabic: “The winners of the competition received valuable prizes” can be restructured as “Received the winners of the competition valuable prizes.”

Modify refers to changing the form of something, which can involve aspects such as color, flavor, sound, or, in language, the length and structure of a sentence, as seen in strategies like “Magnify” or “Minify.” Linguistically, modification is achieved through verbosity (expansion) and brevity (condensation). This type of thinking involves reflective questions such as: How can a sentence be lengthened through verbosity without being boring? How can it be abbreviated without being detrimental? Does this affect the meaning and provide rhetorical value or semantic addition? For example, verbosity can

be illustrated by the sentence “Ahmed studied Arabic language lessons,” which can be developed into “Ahmed studied Arabic language lessons in preparation for the exam.” Conversely, brevity can be applied to a sentence like “Ahmed wrote his Arabic language homework in beautiful, clear handwriting in the evening after returning from school,” which can be condensed to “Ahmed writes his homework in the evening.”

Put to other uses involves applying existing ideas in new ways or reusing them to solve a problem, thereby expanding their potential applications. This type of thinking is guided by reflective questions such as: *Are there other uses? How can a child or an adult use it? Can the purpose of the idea be achieved?* Exploring other uses offers unlimited possibilities for program designers and teachers, such as transforming lessons into plays or dramatic activities, for example, representing Arabic grammar lessons in programs like “*Ahla Al-Kalam: The City of Grammar*” (Ramadan and Abdali, 2020), or adapting traditional Arabic grammar systems. Additionally, language games and competitions on online platforms such as Kahoot and Quizlet can also be employed to achieve educational objectives in creative and engaging ways.

Eliminate involves considering what would happen if certain parts of an idea were removed, guided by reflective questions such as: *What parts can I delete without altering its function? What is essential and what is non-essential?* This strategy is commonly applied in summary exercises, where learners are asked to condense a paragraph or passage into a specific number of words. Learners may also be tasked with summarizing a story or article, either orally to develop conversational skills or in writing to enhance writing abilities. The choice of text depends on the learner’s linguistic level, with advanced learners summarizing longer articles or stories, while beginners focus on shorter paragraphs or simple narratives.

Reverse involves rotating, inverting, or performing a specific operation in a different order, guided by reflective questions such as: *What other order might be better? How can components be interchanged? Can cause and effect be interchanged? Can it be reconfigured?* This technique can be applied in various ways. For example, a story or tale can be presented using flashback techniques, with learners asked to rearrange events according to their logical sequence or vice versa. Sentence elements can also be reordered: learners are provided with a set of vocabulary words and asked to rephrase them syntactically and semantically, enhancing their understanding of Arabic sentence

structure and identifying which components can be advanced, delayed, or altered. Additionally, silent films or real dialogues with muted sound can be used, prompting learners to infer and reconstruct the logical flow of conversation. The SCAMPER strategy activates thinking by identifying a problem or idea to be developed and posing a set of questions based on its principles (Hani, 2013, 245).

2 RESEARCH RESULTS, DISCUSSION, CONCLUSION

This research seeks to investigate ways of employing the SCAMPER strategy to develop creative thinking skills in Arabic language programs for non-native speakers. In light of the preceding review, the study aims to explore the impact of using the SCAMPER strategy on enhancing creative thinking in Arabic language programs as a second language, by addressing the following main research question: How can the SCAMPER strategy be employed to develop creative thinking skills in Arabic language programs as a second language? To answer this overarching question, the study also considers the following sub-questions: *To* what extent is the SCAMPER strategy appropriate for teaching Arabic as a second language? How can SCAMPER strategy tools be effectively employed in Arabic language teaching programs? To what extent is it feasible to develop educational units for Arabic language teaching programs as a second language by incorporating the SCAMPER strategy?

The results confirmed the feasibility of employing the SCAMPER strategy in teaching Arabic to non-native speakers. It allows learners to generate diverse ideas, enhance their ability to interact with the language in realistic communicative contexts. The study concluded that developing creative thinking skills, including fluency, flexibility, originality, sensitivity to problems is one of the fundamental pillars of teaching Arabic to non-native speakers and represents a significant educational requirement for constructing effective and comprehensive educational programs. In addition, the ideal environment for implementing this strategy must characterize by the flexibility of the Arabic language. The research demonstrated that the SCAMPER strategy is characterized by the ability to adapt to the cultural and linguistic characteristics of non-native learners of Arabic by utilizing contrastive linguistics.

The Arabic language is characterized by a precise phonetic system. Arabic writing relies on phonemic representation, with each consonant phoneme corresponding to a specific letter. Vowels (alif, waw, ya) are also used to represent long vowels, and three vowel signs (fatha, damma, and kasra) are used to represent short vowels, making the relationship between sound and writing clear and consistent. Grammatically, Arabic is a standard language characterized by consistent rules, most of which are based on a fixed linguistic logic. Any deviation from these rules is a rare exception. Al-Kisa'i pointed out that, "Grammar is merely analogy to be followed." Semantically, Arabic is a derivative language, in which vocabulary is derived from trilateral roots that produce an interconnected network of meanings, as is the case with the root (k-t-b), from which many words are derived, such as "كتب" (k-t-b), "كتاب" (kitab), "كتاب" (book), "مكتب" (maktab), "كاتب" (katib), and "مكتوب" (Ramadan, 2020).

These structural, phonological, and semantic characteristics are consistent with the principles of the SCAMPER strategy, which relies on restructuring texts, generating new vocabulary, rearranging sentences, modifying their structures, or deleting elements. This reflects a strong compatibility between the nature of the Arabic language and the requirements of implementing the strategy. Therefore, SCAMPER represents one of the most appropriate educational strategies for teaching Arabic to non-native speakers.

On the other hand, in answering the second sub-question regarding how to employ SCAMPER strategy tools in Arabic language teaching programs. The research demonstrated a range of practical and diverse applications for employing SCAMPER strategy techniques in Arabic language teaching programs for non-native speakers across all language skills (listening, speaking, reading, and writing), as well as language elements (sounds, vocabulary, and structures).

This positively reflects the potential for developing educational units in Arabic language teaching programs as a second language by integrating the SCAMPER strategy, thereby addressing the third sub-question.

The research results indicate that incorporating SCAMPER into the design of educational units is an effective approach for enhancing the content of Arabic language programs for non-native speakers. This is achieved by creating units that employ SCAMPER techniques to foster creative thinking through exercises that develop language skills while simultaneously integrating the culture of both the learners' mother tongue

and the target language. Such an approach helps overcome several challenges in teaching Arabic to non-native speakers and moves beyond traditional methods that often lead to boredom, stagnation, and passive reception. The design of these educational units involves identifying the targeted skills, such as creative writing or oral expression, embedding activities based on SCAMPER tools within authentic learning situations, diversifying learning resources including texts, images, and real-life scenarios to enrich the content, and evaluating learning outcomes according to criteria of authenticity, fluency, and flexibility.

This will develop learners' creative thinking skills, including fluency, flexibility, originality, sensitivity to problems, and detail. These are skills required for effective linguistic communication, especially in the diverse cultural contexts in which non-native speakers learn. This approach relies on a flexible and innovative educational methodology that takes into account the unique characteristics of non-native learners of Arabic.

3 RECOMMENDATIONS

- Incorporating the SCAMPER strategy into Arabic language programs for non-native speakers to enhance creative thinking skills and increase learner motivation.
- Integrating SCAMPER into Arabic language curricula and designing both classroom and extracurricular activities tailored to students' varying proficiency levels.
- Training teachers of Arabic for non-native speakers to effectively apply the SCAMPER strategy through workshops, experience-sharing sessions, and collaborative brainstorming discussion groups.

REFERENCES

- Abu Hatab, F. A. L. (2011). *Mental abilities* (6th ed.). Cairo: Anglo-Egyptian Library.
- Adnan, M. (2022). Creativity in language teaching. *Pakistan Journal of Applied Social Sciences*, 13(2), 1–16.

- Agadir, W. (2022). Building educational curricula and their components: Arabic language curricula as a model. *Al-Hikmah Journal for Studies and Research*, 2(3), 35–54.
- Al-Asili, A. A. B. I. (2023). *The encyclopedic dictionary of applied linguistics terms*. Riyadh: King Salman International Academy for the Arabic Language.
- Al-Asmar, W., & Al-Shara'a, M. (2022). The effect of using the brainstorming strategy on developing writing skills among sixth-grade students. *Jordanian Educational Journal*, 7(3), 20–34.
- Al-Badarin, S. K. (2006). *The effectiveness of SCAMPER strategy in developing creative ability and self-concept among a Jordanian sample of students with learning disabilities* [Master's thesis]. Amman Arab Open University for Graduate Studies.
- Al-Batal, M. (2018). *Arabic as a foreign language: Issues and directions*. Washington, DC: Georgetown University Press.
- Al-Dulaimi, J. (2023). The effect of the brainstorming strategy on developing critical thinking in Arabic among fifth-grade girls. *Tikrit University Journal for Humanities*, 30(1), 406–427.
- Al-Fawzan, A. R. B. I. (2014). *Insights for Arabic language teachers for non-native speakers*.
- Al-Husseini, A. N. A. (2007). *Developing creative thinking abilities using SCAMPER program* (Master's thesis). Arabian Gulf University.
- Al-Jahiz. (2000). *Letters* (A. M. Majeed, Ed.). Beirut: Dar Al-Maaref.
- Al-Jibrin, M. (2017). The effectiveness of using the SCAMPER strategy to teach the fiqh course in developing higher-order thinking skills among sixth-grade female students in Riyadh. *Culture and Development*, 17(114), 189–280.
- Al-Khatib, A. (2015). Modernizing the teaching of Arabic grammar: Between theory and practice. *Journal of Linguistic Studies*, 10(2), 123–145.
- Al-Surur, N. (2002). *Introduction to creativity*. Amman: Wael Printing and Publishing House.
- Al-Thunayan, H. B. (2015). The effectiveness of a training program based on SCAMPER strategies in improving idea generation skills in written expression among female students at Princess Noura University. *Journal of Educational and Psychological Sciences*, 16(1), 235–273.
- Amelia, I., Amri, Y., & Jafar, A. (2022). How to apply design application as a medium for learning Arabic. *JILTECH: Journal of International Lingua Technology*, 1(1), 15–26.

- Amelia, U., Abidin, M., Yanti, S. R., & Agustia, D. P. (2024). The relationship between active teaching methods, student engagement, and the implementation of the Arabic language curriculum in higher education. *ATHLA Journal of Arabic Teaching, Linguistics, and Literature*, 5(2), 116–134.
- Aqeela, M., Munas, M., & Ahana, M. (2023). Traditional and modern teaching methods in teaching Arabic as a second language: A comparative study. *SPRIN Journal of Arabic-English Studies*, 2(3), 48–53.
- Bakr, S. M. (2004). *The efficacy of some proposed activities for developing creative thinking among English learners at the preparatory stage* [Doctoral dissertation]. Cairo University.
- Bishara, M. (2003). *The effect of a training program on higher-order thinking skills on developing critical and creative thinking among tenth-grade students* [Doctoral dissertation]. Yarmouk University.
- Eberle, B. (2008). *SCAMPER: Creative games and activities (Let your imagination run wild)*. Waco, TX: Prufrock Press.
- Fahmy, G. A., Qoura, A., & Hassan, S. (2017). Using SCAMPER-based activities in teaching story to enhance EFL primary pupils' speaking skills: An exploratory study. *Journal of Research in Curriculum, Instruction and Educational Technology*, 3(4), 11–33.
- Faizuddin, A. F., An-Nuaimy, T., & Al-Anshory, A. S. (2016). Exploring teachers' creative teaching strategies in teaching Arabic as a foreign language. *IIUM Journal of Educational Studies*, 4(2), 21–37.
- Farah, L., & Ahmad, M. (2025). The role of the Arabic language in promoting cultural understanding and tolerance among people in the era of globalization. *IQAN*, 7(1). <https://doi.org/10.36755/iqan.v7i1.457>
- Hani, M. H. M. (2013). The effectiveness of the scrambler strategy in developing achievement and generative thinking skills in science among fourth-grade primary students. *Educational and Social Studies*, 19(2), 227–292.
- Hassan, B. E. A. (2012). Language and identity: Impact of globalization on Arabic. *Annals of the Faculty of Arts, Ain Shams University*, 40, 1–20.
- Ibn Madha' al-Qurtubi. (1947). *Reply for grammarians* (S. Dayf, Ed.). Cairo: Dar al-Fikr al-Arabi.
- Ibn Manzur, A. al-F. J. al-D. M. (2003). *Lisan al-Arab* (Vol. 8). Beirut: Dar Sader.
- Jarawn, W. F. (2002). *Teaching thinking: Concepts and applications*. Amman: Dar Al-Fikr for Publishing and Distribution.

- Mahmoud, A. (2015). The effectiveness of teaching science using the scrambler strategy in developing imaginative thinking skills and habits of mind among first-year preparatory students. *Journal of Science Education in Egypt*, 18(4), 1–50.
- Michael, J. G., & Elwakeel, M. A. (2019). The effectiveness of the SCAMPER strategy on developing creative thinking in harmony for music education students. In *Proceedings of the 8th International Conference and Strategic Planning Summit of the World Alliance for Arts Education (WAAE)* (pp. 215–251). Luxor, Egypt.
- Ramadan, H. (2014). The effect of the SCAMPER strategy on developing achievement, problem-solving skills, and habits of mind in science for elementary students. *Arab Studies in Education and Psychology*, 51, 77–118.
- Ramadan, H. I. (2019). Arabic literature in the Arabic curriculum for non-native speakers: A comparative study. *Recep Tayyip Erdoğan Üniversitesi İlahiyat Fakültesi Dergisi*, 15, 62–87.
- Ramadan, H. I. (2021). Time in the Arabic and Turkish languages: A contrastive study. *İdrak*, 1(2), 239–257.
- Ramadan, H. I. (2023). Arabic rules between philosophy of language and grammar criterion: A modernist approach. *Darulfunun İlahiyat*, 34(2), 453–469.
- Ramadan, H. I. (Ed.). (2020). *Proceedings of the 2nd International Conference: Teaching Arabic to non-native speakers – Present and future, Giresun, Turkey, August 12–13, 2020*. Giresun University: Arab-Turkish Forum for Language Exchange.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London: Longman.
- Runco, M. A., & Albert, R. S. (Eds.). (1990). *Theories of creativity*. Newbury Park, CA: Sage Publications.
- Rushton, C. (2006). *The invention convention in the classroom: The basics of disciplined creative thinking for every grade level*. Worthington, OH: Just Thinking Publishers.
- Sabry, M. I., & Al-Ruwaithi, M. (2013). The effectiveness of the SCAMPER strategy for teaching science in developing innovative thinking skills among gifted primary school girls in Medina. *Arab Studies in Education and Psychology*, 33(1), 11–42.
- Saleh, M. (2015). The effectiveness of the SCAMPER strategy for teaching science in developing habits of mind and decision-making skills among middle school students. *Journal of the Faculty of Education, Banha*, 103(26), 173–242.
- Stepanek, L. (2015). *Creativity in language learning and teaching*. Brno: Masaryk University Press.
- Toema, R. A. (1989). *The reference in teaching Arabic to speakers of other languages*. Mecca: Umm Al-Qura University.

Turkey: Tekin Publishing House.

Zaki, M. F. M., Ismail, U. S., Radzi, A. H. M., & Pisal, N. A. (2024). Teaching methods of Arabic grammar lessons among Arabic teachers in Malaysian religious secondary schools. *Theory and Practice in Language Studies*, 14(10), 3100–3108.

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Elwakeel, M. A., Ramadan, H. I., & Alabri, K. H. (2026). EMPLOYING SCAMPER TO DEVELOP CREATIVE THINKING IN TEACHING ARABIC AS A SECOND LANGUAGE. *Veredas Do Direito*, 23(5), e235467.
<https://doi.org/10.18623/rvd.v23.5467>