



Regular Article

The Effectiveness of a Program Based on SCAMPER Strategy in Developing Student Teachers' English Speaking Skills

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Abstract

The current study aimed at developing English speaking skills for third year English major students at faculty of education, Beni-Suef University through using a program based on SCAMPER strategy. The pre-post control group design was used in the current study. The study participants consisted of (60) third year English major students at faculty of education, Beni-Suef University. Then they were divided into the control (n=30) and the experimental group (n=30). The students of the experimental group received English speaking instruction through a program based on SCAMPER strategy which was designed by the researcher for the purpose of the study, while the students of the control group received regular instruction. The instruments of the study include: speaking skills checklist and a pre/post speaking test. The result showed that there was a statistically significant difference at the level of 0.01 between the mean scores of the control and the experimental group in overall speaking skills as well as in each speaking skill which means that the

program based on SCAMPER strategy used in the current study is effective in developing third year English major students at faculty of education English speaking skills.

Key words: SCAMPER strategy, speaking skills

Abstract

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Key words: SCAMPER strategy, speaking skills

Introduction:-

English has some goals for human communication. The language itself has important task as a tool of communication. Communication can be in the form of spoken or written. When we learn a language, there are four skills that we need for complete communication which are listening, speaking, reading and writing. Knowing their relations with each other gives the instructors the chance to guide their students' learning process more effectively. Acquiring good speaking skills in English are the main concern of many foreign language learners.

Speaking is necessary for effective interactions amongst people across the world. It is highly demanding, complicated and multi-faceted skill, as one cannot communicate effectively unless he/she is equipped with sufficient knowledge of vocabulary, grammar, culture, genre, speech acts, discourse, and phonology (Scrivener, 2005). Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. Speaking involves at least two people, a speaker and listener (Lindsay and Knight, 2006).

Besides that, speaking is oral language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. The students who want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more than that, speakers of English especially they use English as a second language will have to be able to speak in range of different genres and situations and they will have to use a range of conversational repair strategies. (Nurhayati, 2016).

Moreover, Fahmy et al (2017:12) mentioned that Speaking is mostly taught with old fashioned teacher-centered approaches that stress memorization of conversations from the text books. So students are not given the opportunity to think and express their ideas freely. Therefore, teachers play an important role in developing oral language by creating opportunities for learners to talk in an environment that facilitates oral expression.

Recently, many new strategies have been developed to encourage the positive interaction between the student and the teacher, among these strategies is SCAMPER. It is one of the best strategies in teaching English in general and speaking in particular. According to Serrat (2009) and Abo Seif (2017) each letter in acronym SCAMPER represents a stage in the teaching process and learning as follows:

Techniques		Meaning
S	Substitute	To replace one thing with another
C	Combine	To add more things together
A	Adapt	To meet other needs
M	Modify	To change the look or quality
P	Put to other uses	To use a thing in other ways
E	Eliminate	To take away a part
R	Reverse	To turn a thing around

Abo labn (2016:271) and Hussein (2017:264) point out that it is not necessary to use all strategies of SCAMPER together; the instructor choose the suitable strategies for the nature of the intended lesson or activity.

In respect of the advantages of SCAMPER strategy, Writing(2017) indicated that the SCAMPER process is largely used to encourage the creative process in the minds of children, influencing the generation of new ideas without placing boundaries on where they come from. SCAMPER method can be used by educators to influence the generation of creativity in children by using the process to promote creative thinking. This process has also been largely proven to promote constructive problem-solving abilities in children by engaging their minds to think around obstacles in order to overcome them.

Review of literature and Related Studies

This section is divided into two Sections : speaking skills and SCAMPER strategy.

The First Section: Speaking

Speaking skills:

Speaking is the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort (Ashour, 2014, P.7). Speaking included skills which will be mentioned below:

Khalil et al (2019, P.110) demonstrated that speaking skills include the following:

- 1- The accuracy skills: (pronouncing vowel/consonant correctly, producing correct stress pattern properly, using appropriate vocabulary to convey meaning, and using grammatical structure properly).
- 2- The pragmatic skills (expressing opinions with reasons, making a polite request, making a suggestion, giving advice on how to stay healthy).
- 3- The fluency skill (Speaking fluently without hesitation and undue pauses).

While, Masoud and Ibrahim (2018,P.19) stated that speaking skills were:

Giving opinions and Making Preferences;

- Discussing a topic;
- Talking about oneself;
- Giving information;
- Describing pictures;
- Making suggestions and giving advice;
- Asking questions based on information provided;
- Taking Turns and Narrating or telling a story.

Moreover, Torky (2006,P.27) added that speaking skills included grammatical, discourse and pragmatic competencies sub-skills as well as fluency.

- **Grammatical competence: This includes the following skills:**

- Demonstrating intelligible pronunciation.
- Following grammatical rules accurately.
- Using relevant, adequate and appropriate range of vocabulary.

- **Discourse competence: This includes the following skills:**

- Structuring discourse coherently and cohesively
- Managing conversation and interacting effectively to keep the conversation going.

- **Pragmatic competence: This includes the following skill:**

- Expressing a range of functions effectively and appropriately.

- **Fluency:** This means speaking fluently demonstrating a reasonable rate of speech.

Importance of Speaking

Speaking plays an important role in daily communication and educational purposes. According to Amin et al (2017,P.80) speaking is a crucial part of foreign language learning. The main goal of teaching speaking should improve students' communicative skills, because by that way, learners are able to express themselves and know how to follow the communal and cultural rules suitable in each communicative condition. Communication happens, where there is dialogue. Without speech, we are not able to communicate with one another. The importance of speaking skills hence is huge for the learners of any language. Without speech, language is condensed to a simple writing.

Mohammed & Mousa (2019,P. 16) explains that mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message. Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represents organizations in international events .

Although the importance of speaking as a means of communication, it becomes a difficult problem for students in conducting communication. "Some difficulties which are faced by them such as first they feel shy, afraid of making mistakes, and get stumbling when

they utter ideas. Besides that lack of curriculum emphasis on speaking skills such, teachers 'limited English proficiency, class conditions do not favour oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills finally the supporting environment does not provide in conducting communication" (Nurhayati,2016).

In brief, the problems in speaking may happen to the students in the learning-teaching process, especially the feeling of anxiety. So, in teaching speaking, teachers ought to encourage the students to speak freely without fearing of making mistakes. Making mistakes is a part of the learning process. Moreover, teachers should motivate students to believe in themselves and speak confidently in public.

Speaking Activities:

Speaking activities play an important role to achieve progress in learning language. There should be a substantial amount of both pair and group work so that every learner gets their fair amount of speaking opportunities. In other words, engaging learners in different types of speaking activities are great ways to keep motivation to a high level.

Safitri & et al (2020) and Hossain(2015,PP18:19) agreed that there are some activities teachers may use in the classroom such as the following:

- a. **Picture Stories:** Picture stories can be used with all students, particularly those with limited literacy skills. Learners can interpret a story based on a picture sequences. Students work collaboratively to put the story in the correct order. Once they have done so, they stand in a circle and tell the story.
- b. **Information-gap Activities:** Informational-gap activities are often used to practice specific language points and they are also ideal for general fluency practice. The teacher giving assignment to gap information in the picture, gives clue or key word.
- c. **Groupings:** Finding connections among other students is a concept of groupings. In creating groups, teacher and learners need to negotiate what they will discuss.
- d. **Mingle Activities:** A mingle activity involves learners mingling around and gathering information from other students in the class on a given topic. Mingle activities have the benefit of maximizing student participation for learners at all levels.
- e. **Discussion Activities:** Any learners can take part in discussion activities, it can be about current events, cultural issue, education, work, or anything that is relevant to learners' lives.
- f. **Problem Solving:** Problem solving activities have all of the characteristics given for discussion activities. Learners work together to come up with solution to the problem.
- g. **Drama and Role-play:** Using Drama in the classroom setting provides a useful and enjoyable medium to discover language. Students can express themselves in a variety of ways and may be transported into a world of imagination. Students are able to shed their inhibitions, taking on the role of an entirely different character and shaking the shackles of culture and social expectations.
- h. **Surveys and Questionnaires:** Students prepare questions on topics such as cinema, sleep, free time activities, likes and dislikes and conduct a survey by interviewing each other and compiling information

From the explanation above the researcher concludes that, providing students with as many opportunities to practice the language orally as possible, from any points of view, an essential aspect of the teaching of this productive skill. The classroom should be learners-centered. The teacher's role is to facilitate students' communication.

The Second Section: SCAMPER Strategy

Principles of Scamper

Maier (2009), Serrat (2009) and Horn (2013) identified seven principles of SCAMPER strategy as follow:

1- Substitute: The purpose for this stage is to interchange the object or person being considered with a different person or object (which will serve as its replacement). Also, It contains the replacement of ideas, procedures and places to reach new ideas.

2- Combine : The purpose of the technique is to bring together and combine different objects and to think about the possibilities that may occur when the ideas, situations or things put together. Combining things together creates a new production that differs in characteristics from its components.

3- Adapt: The objective of this step is to adapt the object under consideration to different situations or uses. Some ideas are not suitable in certain situations unless they are modified to be more useful and acceptable.

4- Modify, Minify, Magnify: This step involves changing the form of the original object by reducing or increasing its size, by changing its quality, by rendering it lighter or heavier, and/or by reducing or increasing its speed.

5- Put to other uses: This step involves discussing the use of the object under consideration for purposes, and also at locations, that differ from was originally intended.

6- Eliminate: This step involves fully or partially removing a certain feature or section of the object that is the subject of the brainstorming.

7- Reverse or re-arrange: In the final step of the technique, the current state of the object will be considered, and then the object or its characteristics will be reorganized or inverted.

Objectives of Scamper:

Eberle (2008,p.4) stated many aims which are :

- 1- Stimulate the students to generate thoughts about the subject that presents to them.
- 2- Developing scientific curiosity and bearing risks.
- 3- Improving thinking skills in general and productive thinking in particular for students.
- 4- Developing the imagination, particularly the creative imagination of the students.
- 5- Improving the skill of asking questions to encourage the students.
- 6- Building positive attitudes for students towards thinking, imagination and innovation, and the process of his learning and teaching.
- 7- Helping students to learn from the opinions and ideas of others by improving it.
- 8- Creating positive attitudes among students towards learning and studying science.

Steps of teaching Scamper strategy:

These steps are formulated in two directions in the light of SCAMPER strategy (Serrat, 2009) stated.

The first direction:

1- Identifying the target problem: The instructor identifies the problem or the desired product to the students. He uses audio, visual and printed aids to ensure the students' understanding of the problem.

2- Reconstructing the problem: the problem is reshaped in a resolvable way.

3- Presenting solutions and ideas: at this step the instructor shows the students all the SCAMPER strategies and related questions. Students create different new ideas freely to solve the problem. The instructor assures the students that they don't need to use all the strategies. They only use the suitable strategies for the activity.

4-Evaluating the solutions and ideas: the instructor asks the students to write the new ideas and solutions for the problem and chooses the best according to criteria known by the students (originality - cost – applicability - social acceptance). The appropriate solution is the chosen, the steps are identified and evaluation is presented.

The second direction:

Oakshott et al. (2011) pointed out the following steps:

1- The instructor illuminates to the learners SCAMPER strategy to encourage them to create new and creative ideas. He also explicates the guiding questions used in every strategy.

2- The instructor gives the students the text to read and understand carefully and then to create new ideas.

3- The students choose any of the SCAMPER strategy and the instructor encourages them to write all the creative ideas they reach. Another strategy is chosen and the same steps are repeated.

4- The teacher revises the list of new ideas generated by the learners to identify the learners' response to the strategy.

The learner's role in Scamper Strategy:

Hussein (2017) showed that the student's role in SCAMPER strategy is not a traditional one; he doesn't only listen to the teacher and answer questions in the classroom. The learner becomes a knowledge seeker who substitutes, combines, adapts, modifies, put to other uses, eliminates and rearranges the information to produce creative and new ideas. The role of the student can be summed in:

1- He looks for the information and may be a source for it.

2- He participates efficiently in presenting ideas.

3- He transfers his experience to similar situations.

4- He chooses the appropriate SCAMPER strategy to illuminate the problem in a creative method.

5- He discusses the fresh ideas with the teacher and learners to pose questions to his teacher.

6- He learns to accept the others points of view and solutions.

7- He produces the largest number of creative explanations he can reach.

The Teacher's role in SCAMPER strategy:

SCAMPER strategy is based on positive and active learner so the role of the teacher becomes more important and difficult, and it changes to be a facilitator and a guide to teach his pupils. The teacher' role can be identified as Hussien (2017) stated:

1 - The teacher classifies the objectives that students should achieve.

2 - He presents the difficult or situation which provokes the students brains to search.

3 - He guides the learners by explaining SCAMPER strategy then the guiding questions connected to it .

4 - He presents appropriate atmosphere in the class for cooperative work and discussion.

5 - He answers and responds the questions that learners ask.

6 - He arranges the time to achieve lesson objectives.

7 - He supplies feedback for the students at every step of the lesson.

8 - He evaluates the answers presented by the students according to criteria known for the students.

9 - He gives self-confidence to the students and encourages them to present creative ideas .

Context of the Problem:-

In spite of the importance speaking, most students have difficulties with it. Evidence of the problem was identified by results of previous studies which refer to the low levels of students in English speaking skills in different stages such as the study of (El-Garawany, 2014), the study of (Khalil, 2015), the study of (El Gazar, 2016) the study of (Fahmy, 2017), the study of (Abd El-Samedy, 2018) and the study of (Mohameh, 2019).

Moreover, preliminary speaking test conducted by the researcher to identify how far third primary Education EFL majors at faculty of Education acquire speaking skills. The speaking test was administrated to 25 third year primary Education EFL majors at faculty of Education. The results of the test indicated the low level of students speaking skills.

Problem of the Study:-

The problem of the present study is crystallized in the low level of the third year students at faculty of Education in speaking. To face this problem the present study tries to answer the following main question:

- 1- What is the effectiveness of a program based on SCAMPER strategy in developing student teachers' speaking skills?

The following sub- questions are derived from the main question:

- 1- What are the speaking skills which are appropriate for the third year primary education EFL majors at faculty of Education?
- 2- What is the framework of a program based on SCAMPER strategy?

Purposes of the Study:-

The present study aims at:-

1. Developing speaking skills which are appropriate for the third year primary education EFL majors at faculty of Education.
2. Investigating the effectiveness of a program based on the SCAMPER strategy in developing student teachers' speaking Skills.

Significance of the Study:-

The following study might help to achieve the following:

- ⇒ Presenting a list of speaking skills.
- ⇒ Helping English major students at third year to develop some of their speaking skills.
- ⇒ Drawing the attention of educators to the importance of the suggested program in teaching speaking skills and mastering a foreign language.

Delimitations of the Study:-

The present study is delimited to the following:

- 1- A sample of third year English major students at Faculty of Education, Beni-Suef University.
- 2- Some speaking skills which are appropriate for third year primary education EFL majors at Faculty of Education.

Variables of the Study:-

- ⇒ Independent variable: The suggested program based on SCAMPER strategy.
- ⇒ Dependent variable: Some speaking skills which are appropriate for the third year primary education EFL majors at faculty of Education.

Instruments of the Study:-

1. A speaking skills checklist.
2. A pre-post speaking skills test
3. The Speaking Scoring Rubric to measure students' oral performance on the pre and post speaking test.

Hypotheses of the Study:-

The present study tries to investigate the following hypotheses:

- 1- There is a statistically significant difference between the posttest mean scores of the experimental group and the control group in the skill of functional Speaking Skills in favor of the experimental group.
- 2- There is a statistically significant difference between the posttest mean scores of the experimental group and the control group in the skill of pronouncing sounds correctly in favor of the experimental group.
- 3- There is a statistically significant difference between the posttest mean scores of the experimental group and the control group in the skill of pronouncing words with appropriate stress in favor of the experimental group.
- 4- There is a statistically significant difference between the posttest mean scores of the experimental group and the control group in the skill of giving oral presentation in favor of the experimental group.
- 5- There is a statistically significant difference between the posttest mean scores of the experimental group and the control group in overall speaking test scores in favor of the experimental group.

Method of the Study:-

The present study depends on using quasi experimental method for conducting the study empirically. The quasi -experimental method depends on using an experimental group and a control one.

Definition of Terms:-

1-SCAMPER Strategy:

Serrat (2009) defined SCAMPER strategy as "an acronym for a set of operators or categories: (S) Substitute, (C) Combine, (A) Adapt, (M) Modify/Magnify/Minimize, (P) Put to other uses, (E) Eliminate, and (R) Reverse/Rearrange. The method proposes seven operators to generate ideas that can be further developed and refined. Each operator prompts active questions that guide the brainstorming and development process".

Alharthy (2015) defined SCAMPER strategy as "a method to generate ideas and motivate students to innovate to develop their skills in acquiring English vocabulary."

The researcher defined SCAMPER strategy in the present study as a group of procedures and techniques to help students develop their speaking skills using seven skills (S) Substitute, (C) Combine, (A) Adapt, (M) Modify/Magnify/Minimize, (P) Put to other uses, (E) Eliminate, and (R) Reverse/Rearrange.

2-Speaking:

Nunan (2003) defined speaking as "the ability to use language quickly and confidently with few unnatural pauses, which is called fluency".

Algabory (2018) defined speaking skills as" the oral skills that led to effective

communication. They include pronouncing word, body language, facial expression, grammatical structure, vocabulary growth and aesthetic aspects of language".

The researcher defined speaking in the present study as the progress students achieved in the ability to transmit information or express their feelings fluently through the correct pronunciation, the use of grammatical rules and appropriate phrases.

Results and Discussion

Hypothesis one:

To verify the validity of this hypothesis, t- test for independent samples was used to compare the mean scores of the two groups on the functional speaking skill post-test. The results of the t-test proved to be statistically consistent with the hypothesis. See table (1)

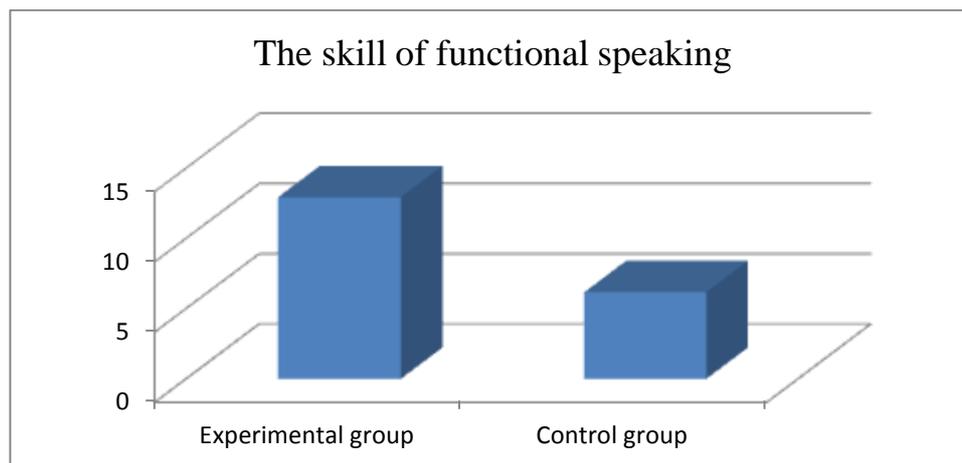
Table (1): t-test results of the skill of functional speaking post-test comparing the control and experimental group Overall Mean Scores

Group	N	Mean	S.D.	D.F.	t-value	Significance level	Effect size
Experimental	30	12.933	1.0483	58	40.151	.000	0.98248 strong
Control	30	6.167	.7915				

Table (1) shows that the calculated t-value (40.151) is statistically significant at 0.01 level of confidence. Thus, it can be said that there is a statistically significant difference between the mean scores of the experimental and control group students on the skill of using functional speaking post-test in favor of the experimental group. So, the first hypothesis is confirmed. Also, effect size values were of great effect. . The effect that is explained or measured opposite 0.15 or more of the total variance is great.

The following diagram represents the previous results:

Figure (1): comparison of mean scores of the two groups in the post administration of the skill of functional speaking.



Hypothesis Two:

To verify the validity of this hypothesis, t- test for independent samples was used to compare the mean scores of the two groups on the skill of pronouncing sounds correctly post-test. The results of the t-test proved to be statistically consistent with the hypothesis. See table (2)

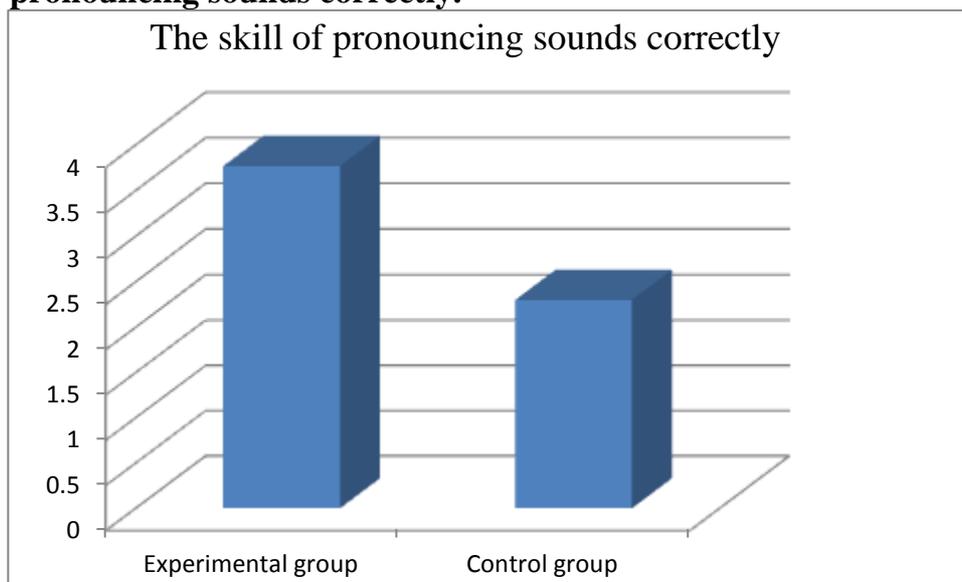
Table (2): t-test results of the skill of pronouncing sounds correctly post-test comparing the control and experimental group overall mean scores

Group	N	Mean	S.D.	D.F.	t-value	Significance level	Effect size
Experimental	30	3.767	.6789	58	8.539	.000	0.74629
Control	30	2.300	.6513				strong

Table (2) shows that the calculated t-value (8.539) is statistically significant at 0.01 level of confidence. Thus, it can be said that there is a statistically significant difference between the mean scores of the experimental and control group students on the skill of pronouncing sounds correctly post-test in favor of the experimental group. So, the second hypothesis is confirmed. Also, effect size values were of great effect. . The effect that is explained or measured opposite 0.15 or more of the total variance is great.

The following diagram represents the previous results:

Figure (2): comparison of mean scores of the two groups in the post administration of the skill of pronouncing sounds correctly.



Hypothesis three:

To verify the validity of this hypothesis, t- test for independent samples was used to compare the mean scores of the two groups on the skill of pronouncing words with appropriate stress post-test. The results of the t-test proved to be statistically consistent with the hypothesis. See table (3)

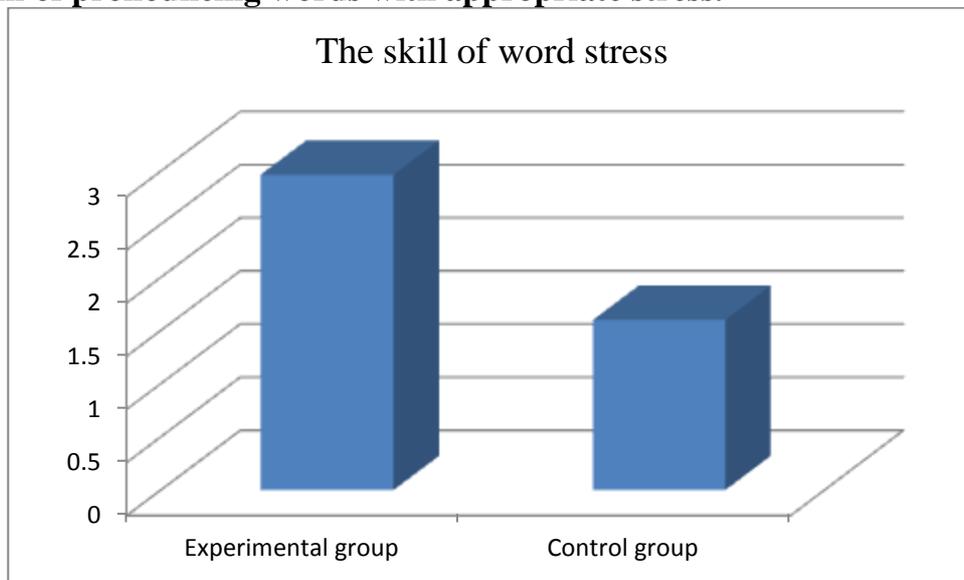
Table (3): t-test results of the skill of pronouncing words with appropriate stress post-test comparing the control and experimental group overall mean scores

Group	N	Mean	S.D.	D.F.	t-value	Significance level	Effect size
Experimental	30	2.967	.8087	58	7.595	.000	0.70614
Control	30	1.600	.5632				strong

Table (3) shows that the calculated t-value (7.595) is statistically significant at 0.01 level of confidence. Thus, it can be said that there is a statistically significant difference between the mean scores of the experimental and control group students on the skill of pronouncing words with appropriate stress post-test in favor of the experimental group. So, the third hypothesis is confirmed. Also, effect size values were of great effect. . The effect that is explained or measured opposite 0.15 or more of the total variance is great.

The following diagram represents the previous results:

Figure (3): comparison of mean scores of the two groups in the post administration of the skill of pronouncing words with appropriate stress.



Hypothesis four:

To verify the validity of this hypothesis, t- test for independent samples was used to compare the mean scores of the two groups on the skill of giving oral presentation post-test. The results of the t-test proved to be statistically consistent with the hypothesis. See table (4)

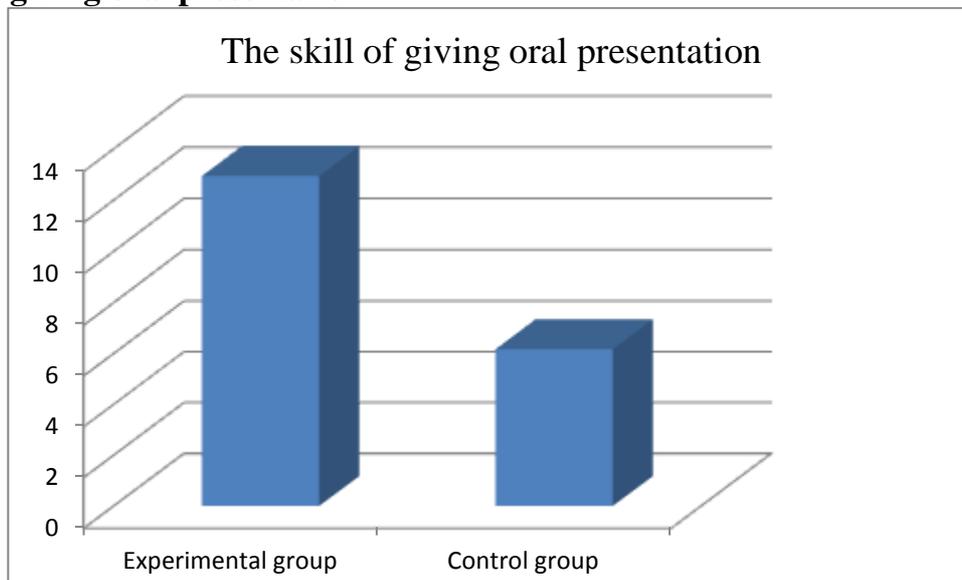
Table (4): t-test results of the skill of giving oral presentation post-test comparing the control and experimental group overall mean scores

Group	N	Mean	S.D.	D.F.	t-value	Significance level	Effect size
Experimental	30	12.933	1.0483	58	28.217	.000	0.96545 strong
Control	30	6.167	.7915				

Table (4) shows that the calculated t-value (28.217) is statistically significant at 0.01 level of confidence. Thus, it can be said that there is a statistically significant difference between the mean scores of the experimental and control group students on the skill of giving oral presentation post-test in favor of the experimental group. So, the fourth hypothesis is confirmed. Also, effect size values were of great effect. . The effect that is explained or measured opposite 0.15 or more of the total variance is great.

The following diagram represents the previous results:

Figure (4): comparison of mean scores of the two groups in the post administration of the skill of giving oral presentation.



Hypothesis five:

To verify the validity of this hypothesis, t- test for independent samples was used to compare the mean scores of the two groups on overall speaking post-test scores. The results of the t-test proved to be statistically consistent with the hypothesis. See table (5)

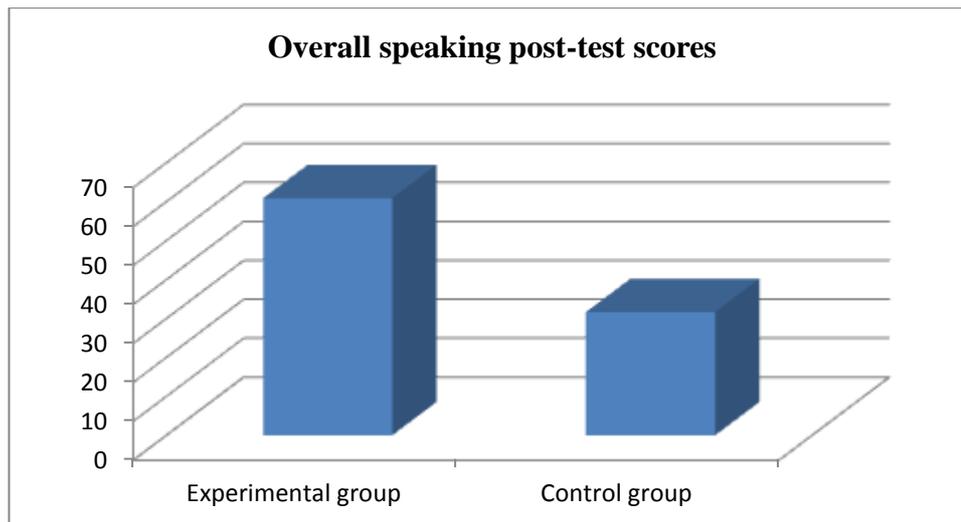
Table (5): comparison of mean scores of the two groups in the post administration of overall speaking test scores

Group	N	Mean	S.D.	D.F.	t-value	Significance level	Effect size
Experimental	30	60.900	2.6044	58	43.180	.000	0.98480
Control	30	31.633	2.6455				strong

Table (5) shows that the calculated t-value (43.180) is statistically significant at 0.01 level of confidence. Thus, it can be said that there is a statistically significant difference between the mean scores of the experimental and control group pupils on overall speaking post-test scores in favor of the experimental group. So, the fifth hypothesis is confirmed. Also, effect size values were of great effect. . The effect that is explained or measured opposite 0.15 or more of the total variance is great.

The following diagram represents the previous results:

Figure (5): comparison of mean scores of the two groups in the post administration of overall speaking test scores.



Discussion of Results:

The statistical analysis indicated that the suggested program based on SCAMPER strategy proved to be effective as the experimental group achieved progress over the control group on the speaking post-test and the results were significantly high at 0.01 level of confidence.

These significant results could be attributed to the following:

- 1- As the students were taught how to implement the strategy and were provided with enough exercises and supplement, they were able to apply it successfully.
- 2- The design of the program helped pupils proceed effectively in their learning achieving their goals. Objectives were clear; activities were designed well in the light of the steps of the strategy and the evaluation questions at the end of every lesson were used to measure the proceed of students' performance.
- 3- The interaction and cooperation among pupils themselves throughout the program helped them to be more motivated and interested in doing their tasks and to gain more confidence.
- 4- The speaking program provided students with sufficient scaffolding and support which can be an important issue for explaining the significant results of the improvement of speaking skills.

Conclusion:

The present Study investigated the effectiveness of a program based on SCAMPER strategy in developing student teachers' Speaking Skills. Results are encouraging as far as the suggested program is concerned. They revealed that the use of the suggested program positively enhanced the participants' speaking skills. The program also provides students with a safe learning environment where the teacher and peers provide scaffolding for all learners who were encouraged to cooperate and interact at the three stages of lesson. In this atmosphere, students played an active role in the speaking process.

Recommendations

In the light of the present study results, the researcher recommends the following:

1. The presented strategy can be adopted for teaching speaking to students at the university stage and other stages.

2. Speaking should be given a great importance and emphasized in English classes. More time should be exerted to develop the main skills and sub-skills.
3. Teachers need to be provided with training to explore the usefulness of the suggested program based SCAMPER strategy in teaching speaking.
4. Teachers need support in understanding and adjusting to the new way of teaching, especially when they are used to the transmitting mode of instruction. Therefore, it is crucial for the teachers to understand the changing role from an authoritative figure to the role of facilitator or mentor as required by the SCAMPER strategy.
5. Students should be offered enough opportunities to practice more activities on speaking.

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