

Exploring the Effectiveness of the POSSE Strategy in Enhancing Creative Reading Skills of EFL University Students in Jordan

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Abstract

The study aims to assess the effectiveness of the POSSE strategy in improving the creative reading skills of EFL university students in Jordan. The study included 60 English as a Foreign Language (EFL) students from Al-Hussein Bin Talal University. The sample was split into experimental and control groups, with 30 males and 30 females. This quasi-experimental study was conducted in the second semester of the academic year 2023/2024. The experimental group employed the POSSE strategy for instruction, whereas the control group continued to conventional reading instruction approaches.

The assessment of creative reading abilities was conducted using a Likert scale, serving as both a pre-test and a post-test. A statistical analysis of the data was conducted using t-tests, ANCOVA, and MANCOVA to assess the efficacy of the POSSE technique. The findings indicated that the experimental group attained statistically significant enhancements in creative reading abilities in comparison to the control group. Notable progress was shown in the areas of prediction, organizing, searching, summarizing, and evaluation.

The findings indicate that the POSSE approach significantly improves creative reading skills. In order to promote active and creative interaction with texts, it is advisable to include the POSSE approach into English as a Foreign Language syllabus. Subsequent studies should examine the enduring impacts of the POSSE strategy and study its incorporation with other cutting-edge reading methodologies to effectively enhance EFL instruction.

Keywords: EFL, University Students, POSSE Strategy, Creative reading skills, Effectiveness, Jordan.

استكشاف فعالية استراتيجية POSSE في تحسين مهارات القراءة الإبداعية لدى طلاب اللغة الإنجليزية كلفة أجنبية (EFL) في الجامعات الأردنية

المخلص

تهدف الدراسة إلى تقييم فعالية استراتيجية POSSE في تحسين مهارات القراءة الإبداعية لدى طلاب اللغة الإنجليزية كلفة أجنبية (EFL) في الجامعات الأردنية. شملت الدراسة 60 طالبًا وطالبة من جامعة الحسين بن طلال، حيث تم تقسيم العينة إلى مجموعتين: مجموعة تجريبية وأخرى ضابطة، تضم كل منها 30 طالبًا وطالبة. أجريت هذه الدراسة شبه التجريبية في الفصل الدراسي الثاني من العام الأكاديمي 2024/2023. استخدمت المجموعة التجريبية استراتيجية POSSE في التدريس، بينما استمرت المجموعة الضابطة باستخدام الطرق التقليدية لتدريس القراءة.

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تم تقييم مهارات القراءة الإبداعية باستخدام مقياس ليكرت، وتم إجراء التقييم كاختبار قبلي وبعدي. أجريت التحليلات الإحصائية للبيانات باستخدام اختبارات (t-tests) وتحليل التباين (ANCOVA) و (MANCOVA) لتقييم فعالية استخدام استراتيجية POSSE. أشارت النتائج إلى أن المجموعة التجريبية حققت تطوراً ذي دلالة إحصائية في مهارات القراءة الإبداعية مقارنة بالمجموعة الضابطة. ولوحظ تطوراً ملحوظاً في مجالات التنبؤ، التنظيم، البحث، التلخيص، والتقييم.

تشير النتائج إلى أن استراتيجية POSSE تساعد على تطوير مهارات القراءة الإبداعية بشكل كبير. ولتعزيز التفاعل النشط والإبداعي مع النصوص، يوصي الباحثون بإدراج استراتيجية POSSE في مناهج تعليم اللغة الإنجليزية كلغة أجنبية. كما ينبغي على الدراسات المستقبلية فحص التأثيرات المستدامة لاستراتيجية POSSE ودراسة تكاملها مع مناهج القراءة الحديثة الأخرى لتعزيز تدريس اللغة الإنجليزية كلغة أجنبية بشكل أكثر فعالية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، طلاب الجامعات، استراتيجية POSSE، مهارات القراءة الإبداعية، الفعالية، الأردن.

INTRODUCTION

Reading is essential to education because it provides context and perspective on written texts. It is a sophisticated process by which a reader reconstructs an author's meaning from written language patterns (Celik, 2019). Students must understand the text's main themes to learn. Reading is also an interactive activity that necessitates the reader's active involvement with the text to figure out the purposeful intent of the writer. This technique improves linguistic and academic performance and enriches education. It gives them joy, broadens their viewpoint, enhances their vocabulary and spelling, conveys key concepts and information, and opens up new learning opportunities (Duke & Cartwright, 2021).

Adams (1968) explained that creative reading involves reading for implied meanings, appreciative reactions, and critical judgments. It requires readers to actively participate in the text and generate new ideas that the author did not express, becoming co-authors. This active participation improves critical thinking, comprehension, and nuanced content inference and appreciation, which are essential for language learning and academic achievement.

Toroujeni (2020) and Sternberg (2012) emphasized the substantial influence of creative and innovative teaching methods on improving the reading comprehension of English as a Foreign Language. They argue that these methods not only enhance the enjoyment of the learning process but also keep learner motivation and engagement at a critical level. Furthermore, Ritter and Mostert (2017) emphasized the crucial importance of creative thinking in education as a needed skill for the 21st century. The recognition of this fact resulted in the identification of eight essential creative thinking abilities and the formulation of instructional

methods that promote these abilities, demonstrating their efficacy even in online educational environments. The efficacy of these approaches in strengthening creative thinking and reading abilities was evaluated using various assessment techniques, such as the Torrance Tests of Creative Thinking, demonstrating the significant role of creativity in improving EFL learning process and results.

Moreover, the interaction between creativity and reading comprehension implies a strong relationship, supporting the notion that creative teaching approaches play a key role in enhancing the reading abilities of EFL learners. Within this particular framework, engaging in creative activities serves the dual purpose of enhancing understanding and fostering a learner's capacity for critical and innovative thinking, therefore facilitating wider educational aims (McWilliam & Dawson, 2008). Furthermore, Toroujeni (2020) demonstrated that creativity in the EFL classroom can surpass conventional limitations such as age and sex, therefore promoting a learning environment that is advantageous for everyone. It is claimed that incorporating creativity into EFL curricula is vital since it helps students develop not only their language abilities but also their capacity for critical and creative thought in an increasingly interconnected world.

Adams (1968) proposed that every learner, irrespective of their age or current reading proficiency, should be provided with chances to cultivate their creative reading abilities. Encouragement of creative reading could be cultivated from a young age. He proposed engaging in theatrical performances, deducing storylines from titles, drawing parallels between graphic representations and real-life events, and scrutinizing the emotional and moral dimensions of stories to foster imaginative reading. The purpose of these activities is to stimulate students' imaginative thinking, foster creativity, and establish connections to the reading material. Furthermore, he emphasized the instructor's responsibility in cultivating creative thinking. Educators should broaden their teaching of reading comprehension to encompass advanced cognitive abilities, give priority to creative reading exercises, and cultivate a nurturing atmosphere for students' creativity.

The identification of eight basic abilities for creative thinking underlines the complexity and importance of creativity promotion in academic domains. Sensitivity to subtleties and shifts is a crucial trait. Fluency is the ability to respond in many ways. Mixing and synthesizing concepts creates new structures. Flexibility means adapting thoughts. Elaboration adds details

to ideas. Resistance to Premature Closure stresses openness and deliberation. It encourages people to consider all options before making a decision. Originality—generating new and original ideas—is another key to creativity. Traits are personal traits that foster creativity. These traits may include curiosity, flexibility, and risk-taking. This paradigm illuminates the complexity of creative thinking and underlines the necessity for a comprehensive educational strategy to develop these skills in all students (Tam, Chan, Cheng, Rogers, & Tan, 2022).

The POSSE strategy was created to improve pupils' reading comprehension. Predicting, organizing, searching, summarizing, and evaluating are its five basic steps. Mertosono, Erniwati, Hastini, and Arid (2020) found that this method helps students make sense of texts, which may foster creative and critical thinking. Al-Zyout and Al-Jamal (2022) assumed that the POSSE technique goes beyond reading comprehension. It also enhances extensive reading exercises, which improve vocabulary and grammar. Such methods improve reading comprehension and encourage creative text engagement. Long-term reading and POSSE improve students' language skills, enabling more creative and analytical reading.

Qarqez and Ab Rashid (2017) noted that students may face problems while comprehending English texts due to unfamiliar vocabulary items, ambiguity, and limited time. They also indicated that the need to learn English motivate students to acquire English skills. Therefore, educators and policymakers should determine efficient methods to create opportunities for learners to engage in a more enriching and purposeful reading experience.

Many studies show that Jordanian students may face several challenges while reading creatively as; the use of the conventional approaches that concentrate on the literal and basic comprehension rather than going beyond the text, lack of training programs that may help teachers to foster creativity (Rababah, Mohamed, Jdaitawi, & Bani Melhem, 2013; Bataineh & Alqatnani, 2017; Qarqez & Ab Rashid, 2017; Al-Qahtani & Lin, 2016; Al-Salim & Al-Khawaldah, 2023). Jordanian EFL educators, curriculum designers, and policymakers must work together to help students to read creatively, satisfy global communication demands, and maximize English language acquisition. Thus, employing innovative approaches to help students develop their creative reading is necessary.

Based on all the previously mentioned issues, this study tries to investigate how the POSSE strategy may affect creative reading skills in EFL students.

- Statement of the Problem

Although English is taught during all the academic stages at school and university programs in Jordan, it is noticed that students show weakness in reading comprehension in general and creative reading particularly. Many studies have been conducted to explore the challenges that may hinder the improvement of proficiency in creative reading. Some of those challenges were the proficiency level of teachers, the inadequate sources and employed strategies, and lack of students and teacher's motivation (Rababah, et al., 2013; Bataineh, & Alqatnani, 2017; Al-Manaseer & Al-Omari, 2024).

Researchers have pointed out the significance of reading comprehension to promote creative thinking skills among EFL university students. However, there is a great challenge to improve reading comprehension ability (Al-Manaseer & Al-Omari, 2024). This problem has been compounded by the stubborn attitudes of educators with respect to their teaching approaches, which is well-established in existing research.

Several studies have showed the benefits of using a POSSE strategy for improving reading comprehension (e.g., Al-Zyout, & Al-Jamal, 2022; Harisma, & Karimah, 2020; Mertosono et al., 2020). Unfortunately, a considerable gap still exists in the implementation of techniques that can significantly enhance creative reading skills and comprehension among Jordanian EFL students.

Since the researchers teach EFL at Al-Hussein Bin Talal University, it has been noticed that Jordanian learners face difficulties in comprehending while reading, asking questions, participating, recognizing vocabulary item, reading beyond the text, and interrupting the ideas. This creates the demand for further looking into how to improve creative reading abilities of EFL students. This study seeks to address this challenge by introducing novel approaches such as POSSE strategy and examining its effect on improving the reading creative abilities of EFL university students

- Purpose of the Study

This study generally seeks to investigate the effect of POSSE strategy to improve creative reading skill for EFL university students at Al-Hussein Bin Talal University in Jordan.

- Questions of the Study

Based on the purpose of investigating the POSSE strategy's efficiency in developing creative reading skills among Jordanian EFL university students, the study attempted to structure the research questions as follows:

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the average scores of the experimental and the control group among EFL University Students in Jordan on the Creative Reading Skills scale due to the teaching method (POSSE Strategy, conventional)?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the average scores of the experimental group on the post-measurement among EFL University Students in Jordan for the Creative Reading Skills scale due to the (sex, student level)?

- Significance of the Study

The study investigates the utility of POSSE strategy in promoting EFL university students' creative reading. The research aimed at transforming reading from a routine academic task into an engaging and enjoyable activity that captivates the imagination, encourages creativity, and promotes deeper levels of thinking. It offers a motivating approach for educators seeking to enhance their teaching methods and promote creativity in students' reading skills. Moreover, it also provides researchers with some useful knowledge concerning how to learn reading and a bright prognostic for more forthcoming investigations in the area of EFL pedagogy. In addition to improving students' reading ability and creative engagement with English texts, this exploration also seeks to revolutionize the learning experiences for EFL learners in Jordan by integrating conventional teaching gaps with innovative strategies that inspired creatively-readers.

- Limitations

Although the study seeks to provide empirical evidence of POSSE strategy as an effective tool for enhancing creative reading skills in learners of English at Al-Hussein Bin Talal University, it is largely applicable only within this specific institutional setting and thus might not be generalizable across broader educational contexts or diverse learner populations. And, the design of this research focuses only on how well others learned after implementing POSSE; it does not provide a comparative analysis against other instructional methodologies to more fully understand when and why each would be effective or ineffective.

In addition, the generalizability of the findings is limited to the reliability and validity of Likert scale being used. The investigation also lacks longitudinal measures and, importantly provides no information on the long-term impact of POSSE strategy instruction towards students' creative reading development. Such awareness of boundaries is important for understanding what the study has contributed and as trails to more investigating for the efficiency of reading strategies within EFL pedagogy.

- Definition of Terms

Creative reading: is the score that the student gets on the Likert Scale that is designed to examine the creative reading skills.

Predict, Organize, Search, Summarize, and Evaluate (POSSE): is a comprehensive strategy to improve the reading comprehension of learners through which researchers activate the learners' previous knowledge by asking about the title, topic, and graphics. Learners are guided to use concept maps to organize their predictions about the ideas. In addition, learners are given opportunities to analyze the structure of the given the texts by identifying the vocabulary items, finding out topic sentences, subordinate sentences, and sub-subordinate sentences. For summarizing stage, there would be work groups through which students are going to find out the main ideas of all paragraphs and express them in concept maps. Finally, learners are required to compare the concept maps that they shape in the prediction and summarizing stages to assess their learning.

Literature Review

- Creative Reading in EFL Contexts

Creative reading within (EFL) education emerges as a pivotal skill, intricately weaving together linguistic proficiency, critical thinking, and personal expression, as highlighted by Kasem, Ismail, and Elsayed (2020), and further elaborated by Padgett (1997). This educational strategy surpasses traditional reading comprehension by fostering a deep, imaginative engagement with texts, enabling learners to explore and interact with language and content on a profoundly nuanced level. Such an approach not only augments communication abilities, allowing students to express complex thoughts and emotions effectively, but also promotes a critical and creative engagement with reading materials. Creative reading acts as a conduit for

linking students' personal experiences with a broad spectrum of cultural narratives, thereby broadening their perspectives and cultivating empathy towards diverse worldviews. Padgett (1997) asserts that in an EFL context, creative reading is instrumental in bolstering language proficiency and deepening textual engagement, urging learners to actively construct meanings and appreciate the subtleties of language and culture found within literary works. By encouraging students to question, visualize, and establish connections with texts beyond their surface meaning, creative reading fosters an environment ripe for critical thinking, sustained motivation, and a passionate pursuit of language learning. This pedagogical approach is celebrated for its emphasis on creativity and personal interpretation, establishing creative reading as an indispensable strategy in navigating the complexities of foreign language acquisition in a globally interconnected educational landscape (Kasem, Ismail, & Elsayed, 2020; Padgett, 1997).

Danesh and Nourdad (2017) alongside Attia (2022) provide compelling evidence on the indispensable role of creative problem solving abilities along with creative reading for improving reading comprehension within EFL educational framework. Danesh and Nourdad's study establishes a clear correlation between CPS skills, specifically in elaboration and originality, and the proficiency in reading comprehension among students. They argue that creative reading, propelled by creative problem solving abilities, significantly amplifies students' interaction with texts, fostering a deeper connection with the material through imaginative engagement and critical analysis. This enhanced mode of engagement not only facilitates a better grasp of complex texts but also fosters an appreciation for the diversity of perspectives and cultural nuances embedded within them. Similarly, Attia's research underscores the transcendence of creative reading beyond mere understanding, driving learners towards a more profound and nuanced exploration of texts. Attia posits that such an approach not only deepens linguistic and literary comprehension but also seeds creativity, critical thinking, and linguistic proficiency.

The conceptual frameworks of Moorman and Ram (1994) and Baki (2020) present creative reading as a critical cognitive process in education, especially in acquiring new languages. They emphasize an enriched, interactive experience with texts, where students are not just interpreters but creators of meaning, urged to look beyond the surface to critically analyze and interpret content on a personal level. Creative reading encourages learners to uncover novel insights, connect readings to their own stories, and explore beyond the given

narrative, enriching their linguistic comprehension, cultural awareness, and analytical abilities. This underscores the significance of varied thinking, Encouraging students to explore other interpretations and possibilities that extend beyond the directly presented ideas within the material. Such a practice not only deepens their grasp and analytical prowess but also nurtures an appreciation for the subtleties of language and storytelling. Integrating personal experiences and creative imagination, learners engage in a meaningful exchange with the text, transforming reading into a conduit for both intellectual and imaginative development. Therefore, the goal for educators is to develop students who are linguistically adept and capable of innovative thinking, valuing the myriad perspectives and cultural narratives found in literature. Baki (2020) highlights vital roles of creative reading in developing the skills necessary for students to tackle complex texts, engage in creative analysis, and convey their unique perspectives, thereby enhancing their linguistic communication in unfamiliar languages.

Creative reading involves the application of creative thinking skills during the reading process. It is characterized by the creation of novel perspectives or the creative integration of prior concepts into original interpretations. (Marin & Halpern, 2011). It encompasses divergent thinking, which is distinguished by attributes such as fluency, flexibility in thought, the capacity for detailed elaboration, and the production of original ideas (Nakano & Wechsler, 2018).

The concept of creative reading is deeply entwined with the use of imagination, the pursuit of innovation, and the drive for originality and excellence (Jonassen, 2010; Swann, Pope, & Carter, 2011). From these perspectives, creative reading can be defined as an engaged reading process aimed at fostering creative output, particularly in writing, as a response to the material read. It is a pivotal avenue for enriching thinking because it utilizes creative thinking as a fundamental tool for idea development (Syahrin et al., 2019). Therefore, critical-creative reading integrates critical skills necessary for decision-making with the creative ability to spawn new ideas from those decisions.

In the exploration of creative thinking within the higher education context, a set of eight critical skills has been identified as essential components. These skills encompass sensitivity, which enables individuals to notice subtle changes and nuances in their environment; fluency, the capacity to formulate a wide range of concepts and options; combining and synthesizing, which involves linking seemingly unrelated elements into cohesive and novel concepts; and flexibility, the capacity to adapt and shift perspectives in response to changing conditions or

new information (Tam et al., 2022). Additionally, elaboration, the skill of enriching and expanding upon initial ideas; resistance to premature closure, which advocates for maintaining openness and delaying judgment to explore broader possibilities; and originality, the generation of unique and novel ideas, collectively foster an environment where innovation can thrive. Underpinning these skills is trait, which includes personal attributes such as risk-taking, tolerance for ambiguity, and self-efficacy, crucial for nurturing a creative mindset (Tam et al., 2022).

These eight skills are interwoven, supporting and enhancing one another to facilitate a comprehensive approach to creative thinking. For instance, sensitivity and flexibility allow for the identification and exploration of new opportunities, while fluency, combined with the ability to synthesize, promotes the generation of diverse and integrated solutions. Elaboration, coupled with a resistance to premature closure, ensures that ideas are fully developed and refined, and originality guarantees that these ideas are innovative. The trait aspect underscores the importance of personal attitudes and dispositions in sustaining the creative process, highlighting the necessity for an environment conducive to creativity (Tam et al., 2022). This holistic view of creative thinking skills underscores their significance in fostering innovation and problem-solving in higher education settings, offering a framework for educators to cultivate these capabilities in their students.

- The POSSE Strategy

The POSSE strategy is a systematic methodology used to improve reading comprehension abilities of learners. It was first introduced in the beginning of 1991 by Carol Englert and Troy Mariage as a strategy to enhance the reading understanding skills of pupils by engaging them in a systematic process that comprises exercises before, during, and after reading. The strategy is founded on the principle that effective reading comprehension requires not only linguistic competence but also cognitive and intellectual skills to negotiate and interact with the text. The POSSE strategy allows students to activate their prior knowledge (Predict), organize information (Organize), search for main ideas (Search), summarize content (Summarize), and critically evaluate their understanding (Evaluate), thereby facilitating a deeper comprehension of texts across various genres (Englert & Mariage, 1991; Nindya, 2015).

This strategy has been proven effective in various educational settings. The success of this strategy lies in its comprehensive framework, which not only aids students in systematically

approaching texts but also encourages active learning and analytical reasoning abilities. Consequently, students develop more adept at extracting and synthesizing information, ultimately fostering a more enriching reading experience. The adoption of POSSE not only highlights the importance of strategic reading practices but also underscores the need for incorporating cognitive strategies in reading instruction to cultivate proficient and reflective readers (Mertosono et al., 2020).

- Previous Research on Creative Reading Skills

Al-Salim and Al-Khawaldah (2023) conducted research to assess the efficacy of the open-ended reading approach in improving creative reading abilities of Jordanian female ten graders students. The researchers created a 16-item creative reading abilities test covering fluency, originality, flexibility, and elaboration. A convenience sample of 60 female tenth-graders was assigned to two groups. The experimental group of 30 students was instructed through free reading, whereas the control group of 30 got standard instruction. All variables of creative reading abilities improved statistically in the experimental group, indicating the efficacy of free reading.

The study conducted by Sardabi and Ojagh (2022) examined how creative literacy tasks affect reading motivation and comprehension in Content and Language Integrated Learning and traditional EFL contexts for youthful Iranian students. Utilizing a sequential explanatory mixed-methods approach, this research involved 65 young female learners, assessing their reading motivation and comprehension before and after participation in creative literacy activities, specifically within the experimental group. Further insights were sought through qualitative interviews, exploring the learners' reading motivation in greater depth. The results indicated that individuals in the CLIL environment not only surpassed their EFL peers in terms of both reading motivation and comprehension, but also displayed a more favorable disposition towards reading in their second language. Teachers' reflections further highlighted the effectiveness of the CLIL approach in improving L2 reading skills and motivation among young learners. These results offer valuable insights for L2 educators and curriculum developers, emphasizing the importance of selecting appropriate instructional activities and determining the optimal level of L2 exposure for young learners.

Bataineh and Alqatnani (2017) investigated the possible influence of an intervention based on thinking maps on the creative reading abilities of Jordanian English as a Foreign

Language (EFL) learners. The participants of the study were assigned at random to two groups: the experimental group including 28 students who underwent thinking maps training, and a control group that was consisting of 29 students who were taught following the instructions in the teacher's supplementary book. The intervention extended for a duration of two months. Research data were gathered by means of a creative reading abilities assessment and interviews. The results demonstrated substantial enhancements in the creative reading abilities of the experimental group in comparison to the control group, as well as generally favorable reports on the efficacy of the intervention.

Al-Qahtani and Lin (2016) examine how the Creative Circles method, characterized by collaborative learning and explicit reading skill instruction, enhances reading comprehension among EFL Saudi middle school pupils. Conducted in Jeddah, Saudi Arabia, with students from three third-grade classes, the study employed a combination of reading tests, reflective journals, and interviews over a school term, revealing notable improvements in the reading comprehension abilities of students taught through the Creative Circles approach. This method, lauded for its adaptability and efficacy in mixed-ability settings, underscores the significance of engaging learners in active participation, fostering metacognitive skills, and explicitly teaching reading strategies to improve EFL reading outcomes.

Ashour and Ashawabka (2015) examined how problem-solving improved Jordanian seventh-graders' creative reading and writing. The researchers developed tests to assess creative reading and writing. The study included 69 female students, separated into two groups; the experimental comprised 35 students. This group participated in reading activities that incorporated problem-solving techniques. Results obtained after the experimental intervention demonstrated significant improvements in creative reading skills and overall test performance, attributable to the educational strategy used. Similar noteworthy improvements were found in creative writing skills, with the experimental group showing superior performance. The study concluded with several educational recommendations based on these results.

- Previous Research on POSSE Strategy

Mertosono et al. (2020) evaluated how the POSSE Strategy improved reading comprehension in English teaching majors at Universitas Tadulako. By applying pre-experimental that utilizes a one-group pretest-posttest methodology, the investigation targeted 319 students from the 2018/2019 academic year, selecting 35 participants through purposive

sampling. Data collection was carried out using a paper-and-pencil approach, with tests administered both prior to and following the intervention. The analysis revealed a significant increase in reading comprehension scores post-intervention, thus underscoring the POSSE Strategy's potential to enhance comprehension across a range of English texts.

Harisma and Karimah (2020) assessed the effect of the POSSE strategy on pupils' reading comprehension of descriptive written materials. The study involved seven graders, totaling 64 individuals. The groups were divided into two: 32 students A as the experimental group and 32 as the control group. The methodology utilized was quantitative experimental research. Data were gathered through a multiple-choice test comprising 20 items, with pre-tests, treatments, and post-tests conducted for both groups. Results validate a substantial beneficial impact of the POSSE strategy on improving students' understanding of descriptive literature.

Empirical evidence from evaluative studies highlights a prevalent gap in creative reading skills among learners, indicating a pressing need for educational strategies that emphasize these competencies. Consequently, the integration of creative reading into EFL curricula is advocated.

The mentioned studies have similar aspects in their investigation of instructional approaches designed to improve students' creative reading capabilities. An investigation conducted by Al-Salim and Al-Khawaldah (2023) examined the efficacy of free reading for tenth-grade students in Jordan. The study demonstrated statistically significant enhancements in several aspects of creative reading, including fluency, originality, and flexibility. Furthermore, Sardabi and Ojagh (2022) emphasized the effectiveness of creative literacy activities in a CLIL setting, showing increased reading engagement and understanding, especially among elementary students. The study conducted by Bataineh and Alqatnani (2017) contributed to the existing literature by demonstrating the beneficial impact of thinking maps on creative reading among Jordanian EFL learners. These studies collectively highlight the need to utilize new teaching strategies to go beyond conventional approaches to enhance creative reading results. The works mentioned above emphasize the necessity of creative involvement with texts to promote language learning and to develop imaginative thinking within educational environments.

The current study is distinguished due to its concentration on learners at the university level and its utilization of the POSSE strategy, which encompasses the stages of Predict,

Organize, Search, Summarize, and Evaluate. In contrast to the previously described research, which mainly involves younger or secondary school students, this study specifically focuses on adult learners in higher education. Furthermore, the instruments employed in this research are more extensive, incorporating Likert scale to evaluate involvement with the POSSE approach across several aspects of creative reading. Furthermore, the statistical analyses performed in this study, such as ANCOVA and MANCOVA, provide more comprehensive understanding of the impact of the POSSE approach on reading abilities. These analyses demonstrate statistically significant enhancements in the experimental group.

From the researcher's viewpoint, this study significantly departs from previous inquiries. Earlier research typically focused on general reading abilities and comprehension, neglecting to concentrate specifically on creative reading skills. In contrast, this study explicitly targets and identifies creative reading skills as areas deserving deeper investigation. As a result, the aim of this article is to evaluate the efficacy of the POSSE strategy in improving certain creative reading abilities exclusively in EFL.

Methodology

- Design of the Study

A quasi-experimental research approach was used in this study to comprehensively examine the effects of the POSSE strategy on enhancing creative reading skills among university-level Jordanian EFL students. This design was selected for its efficacy in enabling meaningful group comparisons while addressing potential confounding variables typically present in real-world educational settings. The research encompassed two distinct groups: an experimental one, utilizing the POSSE strategy to develop creative reading skills, and a control one, adhering to conventional reading instruction methods without employing the POSSE strategy. A detailed assessment using a Likert scale was implemented before and after the teaching interventions with both groups. This scale is designed to capture a comprehensive view of students' engagement with and perception of the POSSE strategy's effectiveness in enhancing their creative reading skills. Analyzing the responses aids in understanding the strategy's impact on English language learning among university students.

- Participants

The research was carried out at Al-Hussein Bin Talal University, selected due to its alignment with the researcher's specialization in EFL teaching methodologies. The participant cohort comprised 60 university-level EFL students, evenly divided between 30 males and 30 females. The experimental group consisted of an equal number of 15 males and 15 females, mirroring the control group's sex distribution. Participants, aged 18 to 22, were all enrolled in the Basic English Language Course at the university. Utilizing a quasi-experimental framework, the study encompassed the second semester of the academic year 2023/2024. Learners were randomly allocated to either the experimental group, using the POSSE strategy to improve creative reading, or the control group, following conventional reading instruction methods.

- Data Collection

The Instrument of the Study

The primary instrument employed was a meticulously designed Likert scale, titled "Exploring the Effectiveness of the POSSE Strategy in Enhancing Creative Reading Skills of Jordanian EFL University Students." This scale was specifically developed by the researcher to gauge students' engagement with and perceptions of the efficacy of the POSSE approach in promoting creative reading abilities, aligning closely with the study's objectives. The Likert scale was utilized as both a pre and posttest assessment.

This scale was structured into two primary parts. The initial part, the Demographics part, collected fundamental data regarding the participants, including their sex and year of study. Participants were given explicit instructions to thoroughly read each item and express their degree of agreement using a five-point scale, which ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).

The second section, the POSSE Strategy Engagement Likert Scale for Creative Reading Skills, was divided into five key categories: Predict, Organize, Search, Summarize, and Evaluate. Each category included specific items designed to measure various aspects of the POSSE strategy:

- 1. Predict:** This category assessed students' engagement in predicting themes and symbols within the text, considering both explicit content and inferred meanings. It also

evaluated their interpretation of titles and images as creative prompts that set the stage for deeper narrative exploration.

- 2. Organize:** Items in this category focused on the use of visual organizers for surface-level story mapping and visualizing complex thematic relationships and inferred meanings. It also examined students' approach to initial interpretations as dynamic constructs, open to reevaluation and deeper exploration through creative and critical thinking.
- 3. Search:** This category measured students' active search for stylistic elements and language patterns as gateways to both the author's intended messages and deeper, personally inferred insights. It also evaluated their search for language patterns beyond mere recognition, aiming to unlock imaginative dimensions of the text.
- 4. Summarize:** Items here assessed students' ability to summarize the text's essence, incorporating both its explicit narrative and the subtleties of its creative depth. It also examined how students prioritize the innovation of interpretations and the integration of their unique insights and critical evaluations when condensing the narrative.
- 5. Evaluate:** This category evaluated students' critique of the author's creativity, extending beyond their execution to include the effectiveness in evoking personal insights and original ideas. It also assessed how students evaluate their creative insights, considering both alignment with the text's content and their contribution to personal growth as critical readers.

Additionally, the scale included items that assessed overall POSSE strategy engagement. These items examined the degree to which POSSE improved reading abilities of the learners and their ability to engage with texts on a creative and critical level. They also evaluated how the strategy broadened literary appreciation, increased confidence in employing analytical skills, and fostered a deeper personal connection and original interpretation of literary works.

Overall, this Likert scale, developed by the researcher to meet the study's goals, was employed to systematically assess efficacy of POSSE in improving creative reading abilities in EFL learners. Analysis of the responses provided valuable insights into students' engagement with the strategy and its impact on their learning outcomes.

Validity of the Instrument

To evaluate the research instrument, a panel of professors with expertise in TEFL, measurement, and linguistics was consulted. These experts were tasked with assessing the scale for accuracy, clarity, validity, and overall appropriateness for the study's objectives. Their comprehensive review included evaluating the clearness of items, the appropriateness of the content, the match between items and their respective domains and their representativeness, the format, and grammatical accuracy. The experts provided valuable feedback, suggesting enhancements such as the addition of more items, and correction of typographical errors.

In addition, to determine the construct validity of the scale, correlation coefficients were calculated for every statement and the overall rating. These coefficients were used to assess the relationship between every statement and its corresponding domain, as well as the relationship between the different domains and the overall value. The Pearson coefficients of those statements with the instrument varied from 0.61 to 0.86, while the correlation coefficients with the domain ranged from 0.69 to 0.95. Table 1 below illustrates this.

Table (1):

Correlation Coefficients between the item and the total score and the domain to which it belongs to

Item	R With Domain	R With total score	Item	R With Domain	R With total score	Item	R With Domain	R With total score
1	.95**	.77**	6	.84**	.86**	11	.69**	.69**
2	.94**	.81**	7	.92**	.78**	12	.85**	.77**
3	.83**	.69**	8	.93**	.61**	13	.80**	.72**
4	.89**	.68**	9	.87**	.73**	14	.82**	.75**
5	.86**	.67**	10	.77**	.72**	15	.72**	.82**

* Correlation is significant at the (0.05) level

**Correlation is significant at the (0.01) level

Based on the data presented in the table, it is evident that all correlation coefficients met the criteria for acceptability and statistical significance. As a result, none of the items were excluded from the analysis.

The field correlation coefficient was also extracted with the total score, and the correlation coefficients between the fields with each other, and the following table shows this.

Table (2):
Correlation Coefficients between the domains and the total score

	Predict	Organize	Search	Summarize	Evaluate	Overall POSSE Strategy Engagement	Total
Predict	1						
Organize	.526*	1					
Search	.847**	.514*	1				
Summarize	.573**	.591**	.827**	1			
Evaluate	.698**	.682**	.664**	.552*	1		
Overall POSSE Strategy Engagement	.715**	.854**	.775**	.589**	.864**	1	
Total	.835**	.795**	.892**	.749**	.876**	.958**	1

Table 2 displays the correlation coefficients, which were found to be within the acceptable ranges and significant. This suggests that the construct validity is appropriate.

Reliability of the Instrument

To verify internal consistency and stability, 20 students outside the study sample were piloted the questionnaire and its domains using test-retest. In two weeks, the researcher administered the questionnaire twice. Pearson's correlation coefficient was used to calculate stability reliability for the two study instrument applications, while Cronbach's Alpha from the first questionnaire application indicated item internal consistency.

Pearson's correlation and Cronbach's Alpha for student responses are in Table 3.

Table (3):
Pearson's Correlation Coefficient and Cronbach's Alpha

Domain	Cronbach alpha	Stability index
Predict	0.83	0.86
Organize	0.73	0.80
Search	0.81	0.86
Summarize	0.70	0.82

Evaluate	0.77	0.81
Overall POSSE Strategy Engagement	0.80	0.84
Total	0.85	0.91

**** Correlation is significant at the 0.01 level (2-tailed).**

Table 3 shows that the stability index for the domains ranged from 0.81-0.86 and was 0.91 for the overall instrument. The internal consistency for the domains ranged from 0.70-0.83 and was 0.85 for the whole instrument. Coefficients show that the instrument is suitable for this study.

Procedures for the Study

students underwent a pre-test. The preliminary examination lasted for 40 minutes and was assessed. The experimental group was administered POSSE, while the control group employed the conventional approach. The duration of this therapy was 10 weeks, during which three 50-minute sessions were held each week. An assigned post-test was arranged and the collected responses were gathered for evaluation.

Results and Discussions

- Equivalence of the Study Groups

To assess student readiness before the investigation, the groups were given a pre-reading abilities scale. The following table shows how means, standard deviations, and t-test were employed to detect significant differences between study groups.

Table (4):

Means, Standard Deviation and t-test results of the Experimental and Control Groups on Pre- test.

	GROUP	N	Means	Std. Deviation	T	Df	Sig. (2-tailed)
Predict	Experimental	30	2.93	.740	.291	58	.772
	Control	30	2.88	.583			
Organize	Experimental	30	2.88	.897	-.371	58	.712
	Control	30	2.97	.840			
Search	Experimental	30	3.03	.830	-.144	58	.886
	Control	30	3.07	.963			
Summarize	Experimental	30	3.12	1.072	.116	58	.908
	Control	30	3.08	1.160			
Evaluate	Experimental	30	2.90	.736	.087	58	.931
	Control	30	2.88	.751			
	Experimental	30	2.89	.553	.935	58	.354

Overall POSSE Strategy Engagement	Control	30	2.74	.658			
Total	Experimental	30	2.94	.372	.445	58	.658
	Control	30	2.90	.437			

Table 4 shows that both groups' Pre-test scores were equal before the trial. This demonstrated that both groups were equal. and scores of the two groups were not statistically significant.

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the average scores of the experimental and the control group among EFL University Students in Jordan on the Creative Reading Skills scale due to the teaching method (POSSE Strategy, conventional)?

The following table shows the means, standard deviations, and estimated marginal means of experimental and control groups on the post-test.

Table (5):

Means, standard deviations and estimated marginal means of Creative Reading Skills scale scores due to the teaching method (POSSE Strategy, conventional).

teaching method	N	Pre		Post		Estimated Marginal Means	Std. Error
		Means	Std. Deviation	Means	Std. Deviation		
POSSE Strategy	30	2.94	.372	3.80	.417	3.788	.076
Conventional	30	2.90	.437	3.28	.453	3.288	.076

Table 5 demonstrates a minor variance in the means of both pre and post-students' Reading scores related to the method of instruction. To determine if there are statistically significant differences, one-way ANCOVA was performed. Table 6 shows the results.

Table (6):

One-way ANOCVA results of participants' Reading Skills scale score related to the teaching method.

Source	Sum of Squares	Df	Means Square	F	Sig.	Partial Eta Squared
Group	3.742	1	3.742	21.385	.000	.273
Pretest (covariate)	1.015	1	1.015	5.798	.019	.092
Error	9.975	57	.175			
Corrected Total	14.977	59				

Table 6 indicates a significant difference ($\alpha= 0.05$) in reading skills scores for participants using the POSSE strategy.

The following table displays the means, standard deviations, and estimated marginal means of the domains of scores, due to the teaching method.

Table (7):

Means, standard deviations and estimated marginal means of domains of Reading Skills scores due to the teaching method.

	Teaching Method	N	Pre		Post		Estimated Marginal Means	Std. Error
			Means	Std. Deviation	Means	Std. Deviation		
Predict	POSSE Strategy	30	2.93	.740	3.85	.902	3.852	.180
	conventional	30	2.88	.583	3.20	1.055	3.198	.180
Organize	POSSE Strategy	30	2.88	.897	3.88	.678	3.904	.126
	conventional	30	2.97	.840	3.33	.769	3.312	.126
Search	POSSE Strategy	30	3.03	.830	3.72	.583	3.716	.132
	conventional	30	3.07	.963	3.25	.926	3.250	.132
Summarize	POSSE Strategy	30	3.12	1.072	3.78	.878	3.796	.149
	conventional	30	3.08	1.160	3.20	.906	3.188	.149
Evaluate	POSSE Strategy	30	2.90	.736	3.83	.864	3.850	.155
	conventional	30	2.88	.751	3.33	.913	3.317	.155
Overall POSSE Strategy Engagement	POSSE Strategy	30	2.89	.553	3.76	.682	3.746	.116
	conventional	30	2.74	.658	3.31	.723	3.328	.116

Table 7 displays a slight variance in the means of both pre-and post-domains of the scale, which can be related to the teaching method. To determine if there are statistically significant differences in the means, a one-way MANCOVA analysis was performed, and the results are presented in table 8.

Table (8):

One-way MANOCVA results of the domains of reading skills attributed to the teaching method.

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
GROUP Hotelling's Trace= 0.603	Predict	4.751	1	4.751	5.418	.024	.094
	Organize	5.134	1	5.134	10.544	.002	.169
	Search	2.471	1	2.471	5.099	.028	.089

P=0.001	Summarize	4.154	1	4.154	6.997	.011	.119
	Evaluate	4.091	1	4.091	5.589	.022	.097
	Overall, POSSE Strategy Engagement	2.505	1	2.505	6.086	.017	.105
Pre-Predict (Covariate)	Predict	.723	1	.723	.825	.368	.016
Pre-Organize (Covariate)	Organize	2.352	1	2.352	4.831	.032	.085
Pre-Search (Covariate)	Search	2.143	1	2.143	4.421	.040	.078
Pre-Summarize (Covariate)	Summarize	7.636	1	7.636	12.863	.001	.198
Pre-Evaluate (Covariate)	Evaluate	.055	1	.055	.075	.785	.001
Pre (Covariate)	Overall, POSSE Strategy Engagement	.013	1	.013	.031	.860	.001
Error	Predict	45.602	52	.877			
	Organize	25.322	52	.487			
	Search	25.204	52	.485			
	Summarize	30.870	52	.594			
	Evaluate	38.060	52	.732			
	Overall, POSSE Strategy Engagement	21.407	52	.412			
Corrected Total	Predict	62.212	59				
	Organize	35.046	59				
	Search	37.983	59				
	Summarize	51.246	59				
	Evaluate	49.583	59				
	Overall POSSE Strategy Engagement	31.639	59				

The statistical analysis in Table 8 reveals significant differences at ($\alpha= 0.05$) in all domains when comparing the teaching method to that of utilizing POSSE strategy.

2- Are there statistically significant differences at ($\alpha\leq 0.05$) between the average scores of the experimental group on the post-measurement among EFL University Students in Jordan for the Creative Reading Skills scale due to the (sex, student level)?

To address this question, mean ranks and Mann-Whitney U for Reading Skills total score and its domains due to sex. While mean ranks and Kruskal Wallis for Reading Skills total score and its domains due to years of study were calculated, the results are presented in the next tables.

Table (9):

Whitney U results of Reading Skills total score and its domains due to sex

	sex	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Predict	male	13	13.42	174.50	83.500	174.500	-1.153	.249
	female	17	17.09	290.50				
Organize	male	13	16.31	212.00	100.000	253.000	-.449	.653
	female	17	14.88	253.00				
Search	male	13	14.46	188.00	97.000	188.000	-.583	.560
	female	17	16.29	277.00				
Summarize	male	13	16.46	214.00	98.000	251.000	-.534	.593
	female	17	14.76	251.00				
Evaluate	male	13	16.73	217.50	94.500	247.500	-.681	.496
	female	17	14.56	247.50				
Overall POSSE Strategy Engagement	male	13	18.08	235.00	77.000	230.000	-1.411	.158
	female	17	13.53	230.00				
Total score	male	13	17.15	223.00	89.000	242.000	-.902	.367
	female	17	14.24	242.00				

Table 9 shows there are no statistically significant differences at ($\alpha = 0.05$) due to sex variable in all domains and in total score.

- Student Level

Table (10):

Kruskal-Wallis Test results of Reading Skills total score and its domains due to student level

	Student level	N	Mean Rank	Chi-Square	Df	Asymp. Sig.
Predict	freshman	7	11.00	7.462	3	.059
	sophomore	10	19.65			
	junior	8	11.38			
	senior	5	20.10			
Organize	freshman	7	13.71	1.866	3	.601
	sophomore	10	13.60			
	junior	8	17.50			
	senior	5	18.60			
Search	freshman	7	18.50	2.914	3	.405
	sophomore	10	12.10			
	junior	8	15.50			
	senior	5	18.10			
Summarize	freshman	7	13.71	3.977	3	.264
	sophomore	10	18.45			
	junior	8	17.00			

	senior	5	9.70			
Evaluate	freshman	7	15.64	2.785	3	.426
	sophomore	10	18.00			
	junior	8	11.38			
	senior	5	16.90			
Overall POSSE Strategy Engagement	freshman	7	12.86	1.424	3	.700
	sophomore	10	17.90			
	junior	8	15.00			
	senior	5	15.20			
Total	freshman	7	12.36	1.591	3	.661
	sophomore	10	17.80			
	junior	8	15.25			
	senior	5	15.70			

Table (10) shows there are no statistically significant differences at ($\alpha= 0.05$) due to student level variable in all domains and in total score.

There were no statistically significant variations in the pre-scores of creative reading skills of the experimental and control groups which ensures that any differences observed in the post-test results could be related to the POSSE strategy.

The post participants' reading skills scale score demonstrated statistically significant improvements in the experimental group, which employed the POSSE strategy, compared to the control group. This improvement can be explained by the unique elements of the POSSE strategy that foster active student engagement and deeper comprehension.

The POSSE strategy significantly enhanced creative reading among the experimental group of EFL students. The reason for this might be attributed to the capacity of the POSSE strategy to enable learners to take charge of innovative reading activities. By engaging in tasks such as asking questions, summarizing, and clarifying the text, students actively engaged in their learning process. Instead of answering questions, the teacher guided students through reading skills, encouraging independent thinking and problem-solving.

Furthermore, the POSSE strategy starts with students making predictions around concepts derived from their prior knowledge. This initial step activates prior knowledge and sets a purpose for reading, making students more engaged and focused. After that, students systematically arrange their concepts based on the organization of the text which help them create a mental framework that facilitates better comprehension and retention. During the search phase, students seek text structure and essential themes, which helps them identify

important information and understand how it fits into the overall context. Summarizing the main ideas in the passage encourages students to condense the text's essence into concise statements, reinforcing their understanding and aiding in information recall. The final step, evaluating the text, involves critical assessment where students reflect on the content and their understanding. This critical evaluation helps them internalize the information and develop analytical skills. By practicing these higher-order thinking skills, students improve their creative and critical reading abilities and their ability to recall information accurately.

In addition, the POSSE strategy's structured approach and emphasis on active student engagement equip learners with the tools needed to navigate complex texts. This approach leads to improved academic performance. The POSSE strategy fosters critical and creative thinking skills that makes it a valuable tool for improving educational outcomes.

The POSSE strategy significantly enhanced the creative reading skills of students at Jordanian universities, regardless of their sex and level, due to several key factors. Its structured approach promoted active engagement with texts, motivating students to own their learning and leading to a deeper understanding of reading materials. By connecting their prior knowledge with new information, students could more effectively comprehend and analyze complex texts. The strategy's emphasis on prediction and organization fostered critical thinking skills. Students formed hypotheses about the text's content and structured their ideas logically, building a solid foundation for deeper comprehension and analysis. This process was instrumental in developing their ability to engage with the texts creatively and critically.

Moreover, when sharing diverse perspectives regardless their sex and level, students broadened their understanding and synthesized information from different viewpoints. This collaborative effort helped them create comprehensive summaries which reflected their understanding of the texts. The focus on evaluation was another critical aspect of the POSSE strategy. By assessing the accuracy of their predictions and identifying gaps in their understanding, students refined their reading strategies. This reflective practice allowed them to adjust their approach to reading, leading to continuous improvement in their comprehension and analytical skills. Overall, the POSSE strategy provided a systematic and interactive learning environment that significantly improved the creative reading skills of Jordanian EFL students, irrespective of their sex. By fostering active engagement, critical thinking, collaboration, and

reflection, the strategy helped students achieve better comprehension, retention, and engagement with texts, ultimately enhancing their overall reading proficiency.

Recommendations

Depending on the result of the study, the researcher recommends the integration of the POSSE strategy into EFL curricula. In addition, to make use of this strategy, training programs could be held for teachers on the POSSE strategy. Moreover, there should be more investigation for the long-term effects of the POSSE strategy on other language skills, and assessing its applicability in various educational settings. Future research should examine the effects of including more novel reading methods within the POSSE framework.

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