

Abstract

The present study aims at investigating the effect of the inclusion of teaching creative thinking strategy in Chinese lessons on student creativity. In addition, it also helps to document whether this inclusion can increase the test scores in the internal mid-yearly examination in Chinese language subject.

The present researcher adopts the “nonequivalent pretest-posttest design” and applies the Creativity Assessment Packet (Williams, 1972) to assess student creativity. The subjects of the study are students from three intact primary-6 classes. These three intact classes are randomly assigned to experimental treatment and control condition. Specifically, there are two treatment groups, i.e. Group C of 37 students and Group H of 36 students, and one control Group F of 36 students. Upon completion of the experiment at the end of 35 hours in 13 weeks of treatment, the data are analyzed by ANCOVA and the findings are as follows:

1. The two experimental groups are better than the control group on the openness and heading subscales of the Creative Thinking Ability Cognitive Measurement.
2. The two experimental groups are better than the control group on the risk-taking and imagination subscales of the Creative Thinking Ability Affective Measurement.
3. The two experimental groups and the control group are not significantly different on the fluency, flexibility, originality and precision subscales of the Creative Thinking Ability Affective Measurement.
4. The two experimental groups and the control groups are not significantly different on the curiosity and challenge subscales of the Creative Thinking Ability Affective Measurement.
5. The experimental group C is slightly better than the experimental group H on the openness and heading subscales of the Creative Thinking Ability Cognitive Measurement.
6. The experimental group C is slightly better than the experimental group H on the risk-taking and imagination subscales of the Creative Thinking Ability Measurement.
7. The two experimental groups and the control group are not significantly different in mean scores of the internal mid-yearly examination in Chinese subject.