

## The Using of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) in Improving Vocabulary, Listening and Creative Thinking Skills of Elementary Stage Pupils

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### ABSTRACT

The main purpose of this research is to determine the impact of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) in improving vocabulary, listening and creative thinking skills of elementary stage Pupils .Three statistical hypotheses were set to guide this research. The research adopted the one treatment group design to examine the research hypotheses. The participants consisted of (N=40) fourth year primary stage pupils at Dawaa school in Beni suef .The instruments of the study represent in a pre-post vocabulary test ,a pre-post listening test, and a pre-post creative thinking test . The research results revealed that SAVI has an impact on improving vocabulary, Listening and creative thinking skills of elementary stage pupils. This research has implications both for researchers conducting classroom-research and language teachers.

**Key words:** SAVI approach– vocabulary – listening-creative thinking

## Introduction

Learning English is very important as it is a must in dealing with technology and coping with the latest trends on those days. In Egypt, English is a foreign language that is taught from kindergarten to secondary stage as a compulsory course. Vocabulary is necessary to support linguistic skills.

Teaching vocabulary is a hard task as it is not only teaching students how to memorize the translation of words into native language , but instead there are different features that should be taught . Teachers of English should motivate students and create effective creative approaches in teaching vocabulary.

Vocabulary is important for all language skills : listening, speaking , reading and writing .Little attention has been given to listening in language teaching and learning , because productive skills like speaking and writing have been emphasized while reading and listening have been deemphasized Rohmatillah, R. (2017).

Researchers indicated that listening is an active skill through which one can construct meaning from a stream of sounds. Listening is the main skill to speaking, because any learning cannot be started without comprehending the input at the right level.( Santros, 2018)

Creative thinking is very important those days. In any job, everyone should have a competitive advantage if s/he develops her/ his ability to come up with new ideas. Also impersonal life, creative thinking can lead anyone into new ways of creative activities as it can enrich life. (Adair, 2007; Hennessey and Amabile, ,2010).

There are different approaches to teach listening and vocabulary .In teaching young children, teachers should be active and creative because it can stimulate the students to be more active in the class. Generally, young learners could not study passively by sitting and listening only. They need more capability that can make them fascinated. Teachers are also able to create the situation in the class to be more active and enjoyable. In brief, to face those problems, the researcher attempted to help the teacher to solve the students' difficulties in learning vocabulary and listening by adopting a new approach to be implemented in the class. A suitable approach adopted

by the researcher to enhance students' vocabulary and listening was Somatic, Auditory, Visual, and Intellectual (SAVI) approach. This approach proposed by Dave Meier in 2000. SAVI is an approach that meets the needs of the four learning styles in one approach. By joining these four learning styles, this approach can lead to the acceleration of students' learning. So In the current research , the researcher attempted to use SAVI approach to develop vocabulary, listening and creative thinking.

### **The problem**

In spite of the importance of listening ,vocabulary and creative thinking, it has been proven to be ignored in some schools. The researcher has divided the research problem into the following:

### **The pilot study**

Out of the experience of the researcher while observing student teachers during teaching practice, she noticed that there is a problem in pupils' listening, vocabulary as well as creative thinking skills , so she decided to carry out a research to solve this problem , so she used SAVI(Somatic ,Auditory ,Visual and Intellectual approach) to solve the problem.

### **Statement of the problem**

The problem of the current research represents in the fourth year primary stage pupils' lack of vocabulary, listening as well as creative thinking skills.

### **Questions**

To solve the problem of this study, the main research question is formulated as follows:

*What is the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) on developing elementary stage pupils 'vocabulary, listening as well as creative thinking skills?*

### **There are a number of emanating sub-questions as follows:**

1- *What is the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) on developing elementary stage pupils 'vocabulary skills?*

2- *What is the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) on developing elementary stage pupils listening skills?*

3- *What is the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) on developing elementary stage pupils creative thinking skills?*

### **Objectives**

The current research attempts to achieve the following objectives:

- Determining the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) *on developing elementary stage pupils 'vocabulary skills*
- Investigating the effect of Nero linguistic programming on SAVI(Somatic ,Auditory ,Visual and Intellectual approach) *on developing elementary stage pupils listening skills.*
- Determining the effect of SAVI(Somatic ,Auditory ,Visual and Intellectual approach) *on developing elementary stage pupils' creative thinking skills.*

### **Hypotheses of the study**

To answer the research questions, a number of research hypotheses are formulated as follows:

- 1- There is a statistically significant difference between the mean scores of the study group pupils exposed to SAVI(Somatic ,Auditory ,Visual and Intellectual approach) in the pre and post administration of the pre-post vocabulary test in favor of the post administration.
2. There is a statistically significant difference between the mean scores of the study group pupils exposed to SAVI(Somatic ,Auditory ,Visual and Intellectual approach) in the pre and post administration of the pre-post listening test in favor of the post administration.
3. There is a statistically significant difference between the mean scores of the study group pupils exposed to SAVI(Somatic ,Auditory ,Visual and Intellectual approach) in the pre and post administration of the pre-post creative thinking test in favor of the post administration.

### **Variables of the study**

**Independent variable:** This refers to the treatment implemented in this study: SAVI(Somatic ,Auditory ,Visual and Intellectual approach).

**Dependent Variables:** This refers to the study group pupils' vocabulary, listening as well as creative thinking skills.

### **Significance of the study**

The importance of this study can be due to the following reasons:

- 1- This study may be helpful for pupils in the elementary stage grade four to develop their vocabulary.
- 2- This study may be helpful for pupils in the elementary stage grade four to develop their listening skills.
- 3- This study may be helpful for pupils in the elementary stage grade four to develop their creative thinking skills.
4. The findings of this study will hopefully provide specialists, course designers and stakeholders with empirical evidence and more insights concerning the potential of using SAVI(Somatic ,Auditory ,Visual and Intellectual approach).

### **Participants**

The participants of this research include(40) pupils in the fourth year at the elementary stage at AL-Dawaa school in Beni Suef. They were included in the study group.

### **Instruments**

**The researcher used the following instruments:**

#### **1. A pre-post vocabulary test**

##### **Objectives of the test**

The current test aims at measuring the effect - if any- of NLP approach SAVI(Somatic ,Auditory ,Visual and Intellectual approach in developing fourth year primary stage pupils' vocabulary.

##### **Duration of the test**

After piloting the test on 20 fourth year , elementary stage pupils who are not involved in the study, the researcher measured the duration of the test which is about 45 minutes. The time of the test can be measured through estimating the time taken by each one of the participants of the pilot study and the sum of those scores are divided by twenty ( the number of participants).

## Contents

The current test contains six questions through which pupils are required to complete the missing letters, re-arrange the letters to make a correct vocabulary item, match the pictures with the words, circle the odd word and replace it with a correct one, write the suitable vocabulary item of their own, and use the vocabulary item in a sentence of their own.

The score of the test is fifty marks.

### Participants of the test

The test was administered to forty of fourth year, primary stage pupils in Beni Suef in 2018-2019 in the second term.

### Validity of the test

To measure the validity of the test , it was shown by five jury members who added and deleted to the test . According to their suggestions, the researcher modified the test to be in the final form. To be sure of the validity of the test, the correlation between each element and the whole test was calculated as shown in the following table:

**Table (1)**

### Correlation between each element and the whole vocabulary test

Test parts	correlation
Remembering	0.85
Comprehension	0.84
Application	0.85
Synthesis	0.84

### Reliability of the test

To prove the reliability of the study, alpha coefficient for each part of the test was calculated, and their rates were high ranging from 0.84 to 0.89 as it is shown in the following table:

**Table (2)**

### Alpha coefficient for the parts of the vocabulary test

Test parts	Alph co-efficient
Remembering	0.89
Comprehension	0.87
Application	0.89
Synthesis	0.84

The reliability of the test is 0.92.

## 2. Apre-post listening test

### Objectives of the test

The current test aims at measuring the effect - if any- of SAVI(Somatic ,Auditory ,Visual and Intellectual approach in developing fourth year primary stage pupils' listening skills.

### Duration of the test

After piloting the test on 20 fourth year , elementary stage pupils who are not involved in the study, the researcher measured the duration of the test which is about 45 minutes. The time of the test can be measured through estimating the time taken by each one of the participants of the pilot study and the sum of those scores are divided by twenty ( the number of participants).

### Contents

The current test contains four questions through which pupils are required to listen and complete with one word , listen and circle the sound they hear , listen and circle the word you hear , and listen and decide if they hear is a noun, verb or an adjective. The score of the test is twenty marks.

### Participants of the test

The test was administered to fourty of fourth year, primary stage pupils in Beni Suef in 2018-2019 in the second term.

### Validity of the test

To measure the validity of the test , it was shown by five jury members who added and deleted to the test . According to their suggestions, the researcher modified the test to be in the final form. To be sure of the validity of the test,the correlation between each element and the whole test was calculated as shown in the following table:

**Table (3)**

### **The correlation between each element and the whole test**

Test Parts	Correlation co-efficient
Retaining language in short-term memory	0.87
Discriminating Among Distinctive sounds	0.76
Recognizing reduced forms	0.77
Recognizing grammatical word forms	0.66

## Reliability of the test

To prove the reliability of the study, alpha coefficient for each part of the test was calculated, and their rates were high ranging from 0.83 to 0.89 as it is shown in the following table:

**Table (4)**

### Alpha coefficient for each part of the listening test

Test Parts	Alpha co-efficient
Retaining language in short-term memory	0.87
Discriminating Among Distinctive sounds	0.89
Recognizing reduced forms	0.84
Recognizing grammatical word forms	0.83

The reliability of the test is 0.91

### 3- A pre-post creative thinking test

#### Objectives of the test

The current test aims at measuring the effect - if any- of SAVI(Somatic ,Auditory ,Visual and Intellectual approach in developing fourth year primary stage pupils' creative thinking skills.

#### Duration of the test

After piloting the test on 20 fourth year , elementary stage pupils who are not involved in the study, the researcher measured the duration of the test which is about 45 minutes.

#### Contents

The current test contains four questions through which pupils are required to write down as many words as you can that relate to a certain word, write down as many words as they can that related to a certain word ,list as many adjectives as they can that describe a certain concept and write as many words as possible that begin with a certain letter. The score of the test is twenty marks.

#### Participants of the test

The test was administered to fourty of fourth year, primary stage pupils in Beni Suef in 2018-2019 in the second term.

#### Validity of the test

To measure the validity of the test , it was shown by five jury members who added and deleted to the test . According to their suggestions, the researcher modified the test to be in the final form. To be sure of the validity of the test,the correlation between each element and the whole test was calculated as shown in the following table:



**Table (5)**  
**Correlation between each element and the whole creative thinking test**

Parts of the test	Correlation co-efficient
fluency	0.53
flexibility	0.90
originality	0.90

### Reliability of the test

To prove the reliability of the study, alpha coefficient for each part of the test was calculated, and their rates were high ranging from 0.82 to 0.89 as it is shown in the following table:

**Table (6)**

### Alpha coefficient of the creative thinking test

Test parts	Alpha co-efficient
Fluency	0.83
Flexibility	0.82
Originality	0.84

The reliability of the whole test is 0.89.

### Manipulated Materials

The researcher chose three units of the fourth year course at the elementary stage and taught them using SAVI approach.

#### Unit (one): at the chemist's

It consists of three lessons

#### Unit (two) : In the park

It consists of three lessons.

#### Unit (three) : In the kitchen

It consists of three lessons.

### Duration of implementation

The research lasted for two months (10hrs.) in the academic year 2018/2019.

### Design

The study adopted the pre- post treatment using one group design (n=40).

### Delimitations

**The research is delimited to the following :**

1. Fourth year elementary stage pupils (40) ones out of Al-Dawaa school.

2. Vocabulary in the light of the following domains of bloom's taxonomy: Remembering , Comprehension , Application and Synthesis.
3. Listening skills (Retaining language in short-term memory- Discriminating among Distinctive sounds - Recognizing reduced forms- Recognizing grammatical word forms )
4. Creative thinking skills ( Fluency-originality-flexibility)

### **Review of literature**

**This part is divided into four sections: vocabulary , listening , creative thinking and SAVI .**

### **Developing Vocabulary**

It is stated that foreign language learning , especially learning vocabulary is a memory task ( Williams; Lovatt, 2003). The three stages of the process of memory represent in encoding, storage and retrieval. Encoding is the first phase of information learning; storage means keeping knowledge over time and retrieval is accessing information when one needs it.

In order to enhance language learning and memory events can be encoded in conjunction with memory traces that can bring stored information back , in a sense that events were repeated. Further, to enhance retrieval meaningful cues can be constructed to make the original experience be reminded easily . (Mcdermott; Roediger, 2018,p.120).

Min (2013) assured that there are three conditions for language learners which are the words that are associated with the learned vocabulary , the grammatical characteristics and its pronunciation and spelling. It is stated that vocabulary teaching is at the top agenda for language teacher even for mother or foreign languages. ( Calderon, Slavin, Sanchez , 2011; Shanahan, Shanhan, 2000, Kieffer, Lesaux ; Faller, 2010).

Liu , et al (2014) stated that there are twelve types of strategies appropriate for vocabulary learning such as contextualization, practice, imagery , analysis , deduction , physical response , translation and transfer. There are different studies that related contextual clues,

images, association and repetition to more opportunities for learning (Schmitt, 2008; Salama, (2016).;

Nuraeni (2019) described the implementation of " Total Physical Response " (TPR) method on early childhood English language teaching at Panti Asuhan Yauma. The results showed that there were improvements on vocabulary scores. Using TPR method, the children enjoyed the class and were very active in learning process.

The results of Lorenset and Tumolo (2019) indicated that the Sims is effective for vocabulary acquisition in EFL as it uses common vocabulary and offers contextual learning as well as a new virtual life for players. Sok (2014,p.21) indicated that research in vocabulary acquisition has developed. The importance of learning vocabulary has been stated by many authors(Nation,2001,2011;Schmitt,2000;Vahdat, Yudintseva,2015). Vocabulary learning plays a great role as it may block communication process.

In this research , the researcher focused on using vocabulary based on four domains out of Bloom's taxonomy : remembering, understanding, application and synthesis.

### **Listening**

Listening is not only hearing sounds correctly, but instead it helps in communication and develops learning.( Richards, 2005; Guan,2015, pp.32-70) Siegel, (2011)indicated that listening in educational communication is not an easy process, but also following and understanding messages sent by the speaker to the listener and make it meaningful through linking it to experiences from the memory. Listening is the most critical communication skills. Most times students are involved in different listening situations.

The way one listens determines the occurrence of learning or not. Training habits that a student acquire through kindergarten stage and elementary school years should be improved along his own (Adaire,2007,p.50). Siegel, (2011).stated that there are prerequisites that should be fulfilled such as level readiness, teacher guidance and attention. In order to start a listening lesson, students should be asked to be ready through asking a question or a story relevant to the subject of the listening passage. Adaire(2007) stated that one of the most used

methods in the training of listening is drama as it develops creativity of students. Also dictation can be used to develop the listening skill of students as texts can be divided into appropriate lengths and repeating parts to focus their attention (Richards ,2005).

Through listening, students draw a picture in their minds by the use of imagination. Students form mental images by thinking over those images and after listening, they can write them.( Siegel, 2011 ).Story maps can be considered one of the ways to develop listening skills of students. Those story maps represent in diagrams through which characters, time , place and events in a story are associated with one another.

In a study manipulated by Santos(2018), it is attempted to verify the advantages of using storytelling to help enhance young learners' listening skills in English language learning by teaching them listening strategies they could use during storytelling to understand the stories they listened to better. The main result of this study is that it proves that it is important to teach listening strategies to young learners as it can give them more confidence to attempt new methods to enhance their listening skills.

The problems in listening may be because of the lack of teachers' preparation times or materials. Listening is one of the skills that are important for the communication process. Students spend most of their school time in listening and most of what students know is acquired through listening.

### **Creative thinking**

" Creativity" as a concept means getting something new and creative skills mean changing concepts and perceptions. One of the creative thinking tests are Tolerance Tests of Creative thinking ( Ramly and Awang, 2008).The components of the test are originality , fluency and flexibility. Originality is the capability to produce more responses. Fluency is the capability to generate many ideas from which to select. Flexibility is the capability to suggest many attempts to solve a problem. (Steinemarin, 2003).

In some countries like Malaysia , efforts have been made to support creative thinking and problem solving through curricular

activities. Teachers use approaches to promote creative thinking, and students are helped to be innovative and creative. The method of thinking attempts to involve students in the teaching/learning process through evaluating what is occurring during learning and developing processes.(Ramly and Awang , 2008). They presented a creative thinking approach for implementing problem based learning in Malaysia. The study concluded that students acquired creative thinking skills and professional skills as they solve complex problems. According to this study, the combination of creative skills as well as technical abilities enable the students to produce in industry when they graduate.

Further, Turkmen (2015) carried out a study which concluded that knowledge is important but not ample to creative thinking .Jess and Eric (2015) stated that engineering educators have emphasized student creativity , problem solving and inventiveness those days. Students design their education and the role of the teacher has become a creator and mentor to facilitate the creative process and the method of teaching fosters creativity and innovation. Professional success relies on problem solving and creative thinking. Also students who are creative are high recruitable and urgently needed in the workplace.

Brown ( 2007) stated that there are many approaches that can stimulate creative thinking such as brain storming, bridge process flow analogy , six hats strategy an twenty questions. The process of brainstorming represent in organizing the team and materials , appointing a leader , stating the problems one is attempting to solve, restating the problem , inhibiting the left brain , and classifying all ideas for evaluation. The bridge process flow analogy is another approach to stimulate creative thinking through which there are similarities between traffic and process flows. There are three alternatives: speeding up the flow, reducing the flow or diverting it.

Hennessey and Amabile (2010) indicated that the operation of multiple processes , multiple intelligences and many knowledge structures makes it difficult in order to understand creative thinking. Benefits of creative thinking are enabling students for risk-taking encouraging them to cope with ambiguity and unstructured problems,

helping them accept multiple perspectives and encouraging innovation and independent learning.

As creative thinking is an engagement in the thinking processes that are associated with creative work , it can enhance a group of other individual abilities, including metacognitive abilities , academic achievement , inter and intra personal and problem solving skills , future career success and social engagement.( Beghetto, 2010; Gaida, Karwouski and Beghetto, 2017; Higgins et al, 2005; Lucas and Spancer , 2018; Smith and Smith, 2010; Barbot and Heuser, 2017; Long and Plucker , 2015; Plucker , Beghetto and Dow , 2004; Long and Plucker , 2015).

### **The role of education in creative thinking**

Lucas and Spencer (2017) asserted that the main role of education is to provide students with the capabilities they need to succeed in society . Creative thinking is one of the important competency to develop. Educating for the purpose of creative thinking can help young learners to adopt in order to develop the capabilities to undertake work that can not easily be repeated by machines and address complicated challenges with out of the box solutions.

Schools play a main role in assisting young people to find out , develop and define their talents. Schools play a main role in making children feel that they are a part of the society they live in , and that they have the creative resources to share in the development ( Tanggaard, 2018)

Beghetto and Kaufman (2007) indicated that creative thinking can benefit the way in which students learn by supporting events, actions and the interpretation of experiences in new meaningful methods. Creative thinking can benefit the way in which students learn by supporting events, actions and the interpretation of experiences in new meaningful methods.

Beghetto and Plucker (2006) assured that curiosity and student imagination can guide the learning process: creative thinking can be a medium for understanding, even in the learning goals that are pre-determined. To increase the motivation of students and their interests at schools , new forms of learning representing in developing creative

thinking through helping students express their ideas and achieve their goals. ( Hwang, 2015).

Practical and application can be the way for creative thinking ( Lucas and Spencer, 2017). Creative thinking skills can be developed through giving a chance to students to discover and explore rather than rote learning and automation ( Beghetto, Baer and Kaufman, 2015).

### **Somatic Auditory Visual Intellectual approach( SAVI)**

#### **The nature of SAVI approach**

Meier(2012)asserted that SAVI method is one of the learning methods that proves that learning occurs better while using the students' senses and all parts of the brain mind body collection are used at the same time. Learning enhances by combining physical movement and intellectual activity and using all the senses. SAVI links the different kinds of intelligences and learning styles as "s" refers to somatic : learning through doing and movement, "A" refers to auditory ."v" refers to visual, it means learning through observing and monitoring." I" refers to " intellectual", it it means learning through problem solving and reflection. Be Those components should be existed in every learning situations to lead to learning.

#### **The advantages of using SAVI**

SAVI method helps students to interact with their peers to obtain different information . This collected information can be used as materials used in discussions. Here students are active, collaborative, creative and democratic ( Kurniawati, et al , 2013).

Camm (2011) asserted that the merits of SAVI method represent in understanding the" self "better and enhance their attitudes , and this can enhance learning process. Through SAVI , students can personalize information to themselves . Also they can enforce their inter personal skills through developing positive attitudes and through receiving feedback in addition to using all senses at the same time.

Endayani (2011) carried out a study for the purpose of improving the students' English vocabulary mastery through using SAVI. Pancasilawan ,2013, Kurniawati,2013 carried out an experimental research in which two groups design was used. The researcher used SAVI method towards students' speaking ability. The result showed the

effectiveness of SAVI method in developing the speaking skill of participants. Adawiyah,et al(2018) assured the success of SAVI approach in leading poetry reading skill. Wardah, et al (2015) carried out a study to measure the effect of using somatic auditory visual and intellectual method on the ability of students in writing procedure texts. After analyzing the data, it is concluded that the SAVI method was effective in teaching writing procedure texts to students.

Nimaham (2016) has proved that SAVI approach was effective in improving students' writing skill of descriptive texts. Gaol and Siregar (2019) asserted that SAVI is effective in increasing students' achievement in writing report texts. Sapti and Suparwati (2011,p.358)stated that teachers may use SAVI method to increase comprehension , attention ,students' achievement and motivation. As somatic movement is related to activities, in other words , using activities and movements. Auditory is related to listening and speaking activities. Visual activities are related to describing and observing. Intellectual activities are related to problem solving and thinking.

### **Rationale of using SAVI in teaching**

Meier (2012) assured that SAVI approach is supported by accelerated learning that is based on constructivism and the theory of multiple intelligence. According to this approach, learning is enhanced by the inclusion of the emotions , the whole body and respectable learning styles realizing that people learn in different ways.

SAVI followed the movement of accelerated learning ( AL), its principles represent in :

- Learning involves body and mind.
- Be creative not consumer.
- Be cooperative.
- Learning by doing and reflect immediately.
- Positive emotions are very important for learning.
- Brain-imagery absorb information immediately and automatically.



( Rose,2014)

Accordingly, SAVI learning led students to create their own creativity. Students become open minded and self- searcher for information.

### **Definitions**

#### **Vocabulary**

Kamil, and Hiebert, E. (2005 ) defined vocabulary as the body of words used in a certain language.

In the present study , the researcher defined vocabulary as the words that the fourth year primary stage pupils can use based upon the following domains of bloom's taxonomy : remembering, understanding, application and synthesis.

#### **Listening**

It is a part of oracy, the ability to formulate ideas verbally and to communicate with others. (Vandergrift and Goh, 2012).

The researcher defined it as the ability of the fourth year primary stage pupils to retain language in short term memory , discriminate among distinctive sounds , recognize reduced forms and recognize grammatical word forms.

#### **Creative thinking**

It is defined by ( Mursky, 2011) as using a variety of approaches to solve problems, analyze many viewpoints , adapt ideas and reach new solutions.

The researcher defined it as the ability of the fourth year primary stage pupils at the elementary stage pupils to think in a flexible, original and fluent manner.

#### **SAVI approach**

It is a learning approach created by Meier (2000) . The components of it are easy to remember . Somatic ( Learning by doing), auditory ( Learning by observing), visual and intellectual ( learning by problem solving).

The researcher defined it as a teaching approach that the researcher used to teach English for the fourth year primary stage pupils through which four components are compiled together : somatic, auditory , visual and intellectual.

## Results

Table (7 )

Means, standard deviations, " t" test for paired samples , "df" and Eta squared effect size in pre and post administrations of the vocabulary test.

No. of pairs	N	Part	Mean	Std Deviation	t	df	Effect size
Pair 1	40	Pre Remembering	3.30	0.85	23.60	39	0.93
		Post Remembering	8.30	0.96			
Pair 2	40	Pre comprehension	3.30	0.82	36.87	39	0.97
		Post comprehension	8.73	0.64			
Pair 3	40	Pre Application	3.30	0.85	47.24	39	0.98
		Post application	12.9	0.82			
Pair 4	40	Pre Synthesis	3.30	0.82	57.51	39	0.98
		Post synthesis	4.43	0.96			
Pair 5	40	Pre total	13.20	0.45	56.41	39	0.98
		Post total	44.35	0.32			

### Significant at 0.01

The researcher used "t" test for paired sample to check if there is a difference in the mean scores of the participants in the pre and post administration of the vocabulary test. As it is clear in table ( ), the " t" test score was "23.60 "as for the first element which is "Remembering" , "36.87" for the second element which is "Comprehension", "47.24" for the third element which is " Application" and "57.51" which is " Synthesis , and " 55.41" for the total score which is significant at 0.01 which means that the first hypothesis was proven to be true. Further the effect size was 0.93 for the first element,"0.97" for the second element, "0.98" for the third element,0.98 for the fourth element and 0.98 for the total score which is strong that supports the first result.

The following chart illustrates the data presented in the previous table:

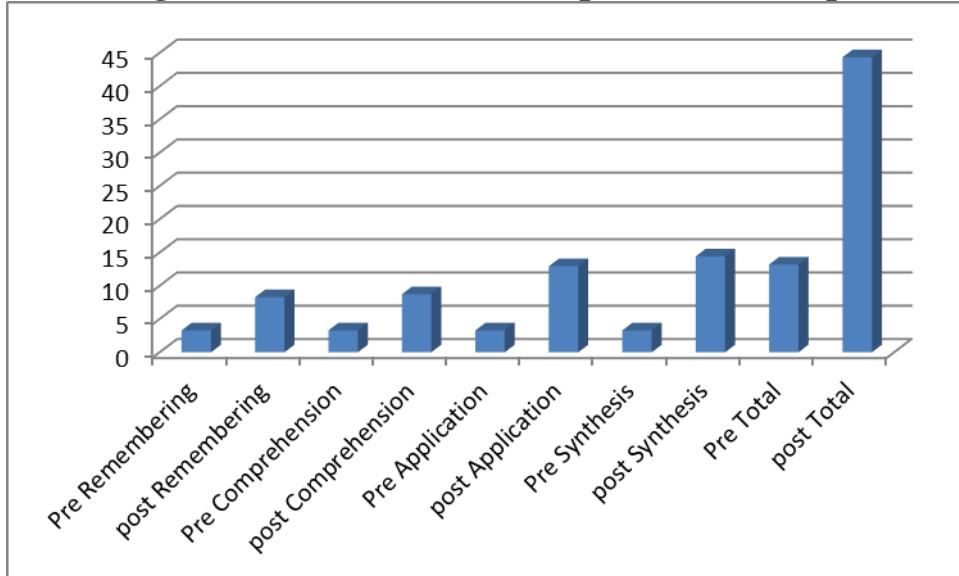


Chart (1)  
Pre-post administrations of the vocabulary test

Table ( 8 )

Means, standard deviations, " t" test for paired samples , "df" and Eta squared effect size in pre and post administrations of the listening test.

No. of pairs	N	Part	Mean	Std Deviation	t	df	Effect size
Pair 1	40	Pre Retaining language in short term memory	1.35	0.66	23.81	39	0.94
		Post Retaining language in short term memory	3.90	0.84			
Pair 2	40	Pre Discriminating among distinctive sounds	1.48	0.56	29.01	39	0.96
		Post Discriminating among distinctive sounds	3.60	0.74			
Pair 3	40	Pre Recognizing reduced forms	1.35	0.66	23.81	39	0.96
		Post Recognizing reduced forms	3.90	0.84			

No. of pairs	N	Part	Mean	Std Deviation	t	df	Effect size
Pair 4	40	Pre Recognizing grammatical forms	word 1.48	0.55	29.01	39	0.96
		Post Recognizing grammatical forms	word 3.60	0.74			
Pair 5	40	Pre total	5.65	1.19	32.67	39	0.96
		Post total	14.95	1.91			

Significant at 0.01

The researcher used "t" test for paired sample to check if there is a difference in the mean scores of the participants in the pre and post administration of the listening test. As it is clear in table ( ), the " t" test score was "23.81 "as for the first element which is "Retaining language in short term memory" , "29.01" for the second element which is "Discriminating among distinctive sounds", "23.81" for the third element which is " Recognizing reduced forms "23.81" which is " Recognizing grammatical word forms , and " 32.67" for the total score which is significant at 0.01 which means that the second hypothesis was proven to be true. Further the effect size was 0.94 for the first element,"0.96" for the second element, "0.94" for the third element,0.96 for the fourth element and 0.96 for the total score which is strong that supports the second result.

**The following chart illustrates the data presented in the previous table:**

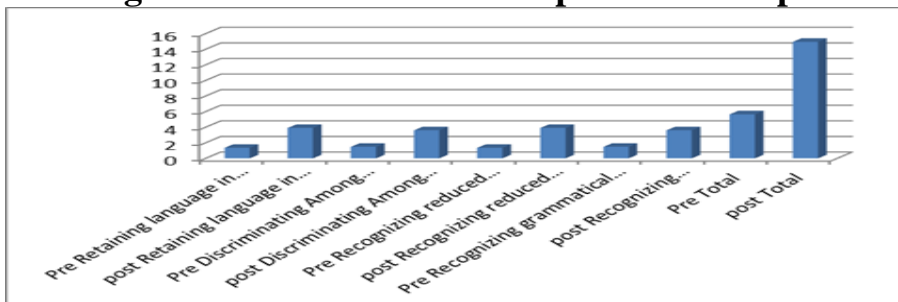


Chart (2)

Pre-post administration of the listening test

**Table ( 9 )**

**Means, standard deviations, " t" test for paired samples , "df" and Eta squared effect size in pre and post administrations of the creative thinking test.**

No. of pairs	N	Part	Mean	Std Deviation	t	df	Effect size
Pair 1	40	Pre Fluency	3.43	0.59	28.51	39	0.95
		Post Fluency	8.13	0.88			
Pair 2	40	Pre Flexibility	1.38	0.59	29.19	39	0.96
		Post Flexibility	4.47	0.51			
Pair 3	40	Pre Originality	1.38	0.59	29.19	39	0.96
		Post Originality	4.47	0.51			
Pair 4	40	Pre total	6.18	1.38	38.55	39	0.97
		Post total	17.13	1.40			

The researcher used "t" test for paired sample to check if there is a difference in the mean scores of the participants in the pre and post administration of the creative thinking test. As it is clear in table ( 9 ), the " t" test score was "28.51 "as for the first element which is "Fluency" , "29.19" for the second element which is "Flexibility", "29.19" for the third element which is " Originality ", and " 38.55" for the total score which is significant at 0.01 which means that the third hypothesis was proven to be true. Further the effect size was 0.95 for the first element,"0.96" for the second element, "0.96" for the third element,0.96 for the fourth element and 0.97 for the total score which is strong that supports the third result.

The following chart illustrates the data presented in the previous table:

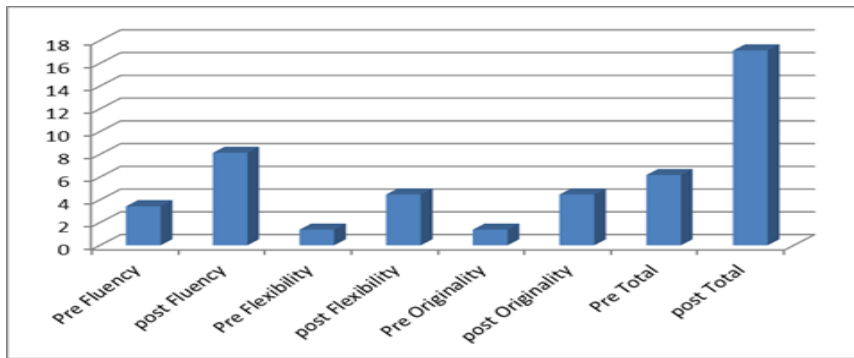


Chart (3)  
Pre-post administrations of the creative test

### Findings

Based on the abovementioned results, the following findings can be stated:

- 1.This research indicated that the vocabulary of fourth year primary school students at Al Dawaa school , was enhanced due to the use of SAVI .
- 2.This research indicated that the listening skills of fourth year primary school students at Al Dawaa school , was enhanced due to the use of SAVI .
- 3.This research indicated that the creative thinking skills of fourth year primary school students at Al Dawaa school , was enhanced due to the use of SAVI .

### Limitations

The researcher met some challenges while implementing the experiment:

1. The pupils at the primary stage are not good enough in English as they were accustomed to use Arabic while communicating in the class.
2. Some of the pupils were passive learners , they were in a need to r
3. Some of the pupils were shy as they do not want to interact with the researcher as their new teacher for two months- the time of implementation- ,the researcher used many ice breaking tasks.

## Discussion and implications

This research is an experimental one through which the researcher used one group design in order to check if the using of SAVI approach can be effective in developing vocabulary, listening and creative thinking skills of fourth year elementary stage pupils at Al -Dawaa school The problem of the research represents in the deterioration of the skills of listening and creative thinking as well as mal-use of vocabulary. The researcher discovered the problem while observing student teachers at the teaching practice. Those problems were motives for the researcher to carry out this research.

The researcher noticed that the main reason for those problems may be the method of teaching and the passivity of students, So she selected SAVI approach that is characterized of excessive role of students in the learning process. This approach includes four components : the first one is the somatic through which the teacher asked students to find out the taught vocabulary in or out of the class. This develop their vocabulary as it was proved in (Kelley,2010; Endayani; Liu, 2014 ; Lorenset,2009; Lorenset, and Tumolo, 2019.)

The second component of SAVI approach is the auditory through which the teacher were writing words on the board and pronouncing them for students or playing a CD on to give them the chance to listen to the right pronunciation of words and this improved the participants' listening skill as was proved in (Durmus and Gulec ,2015; Kurniawati, et al. , 2013, Pancasilawan, 2013).

The third component is the visual through which students were asked to look at certain pictures trying to write what the pictures refer to. Also they described pictures in three sentences. This increased their use of vocabulary as well as their creative thinking as they wrote different sentences so their flexibility, fluency and originality appeared. This also was proved in other studies (Beghetto and Kaufman ,2014; Beghetto, and Kaufman ,2007, Beghetto and Karwowski ,2017).

The fourth component is the intellectual through which students were asked to form as many sentences as they can of certain words and this increased their vocabulary and creative thinking.( Iskandar,2016). There were observable improvements in students' skills of listening ,

vocabulary and creative thinking skills. This was clear in the difference between the scores of students in pre and post administrations and this verified the research hypotheses and proved the effectiveness of SAVI in developing elementary stage pupils' elementary stage pupils' listening , vocabulary and creative thinking skills.

### **Conclusion**

**Based on the findings of the present study, the researcher concluded that:**

1. SAVI approach is one of the approaches that can be used in teaching listening.
2. SAVI approach is one of the approaches that can be used in teaching vocabulary.
3. SAVI approach is one of the approaches that can be used in developing creative thinking.

### **Recommendations**

Based on the results and conclusions of this study, the following recommendations are suggested:

- 1- Course designers should bear in mind the importance of SAVI approach in developing listening skills.
- 2- EFL instructors need to plan activities based on SAVI approach
- 3- English teachers should encourage their students to cooperate and use all their senses while learning.

### **Suggestions for further research**

**The researcher suggests the following :**

1. Using SAVI approach in teaching writing.
2. Using SAVI approach in teaching reading.
3. Training student teachers at the faculties of education to use new approaches like SAVI.
4. Using SAVI approach in teaching English for preparatory or secondary stage students.



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استخدام مدخل SAVI ( الحركي-السمعي-البصري- الذهني) في تحسين المفردات  
باللغة الإنجليزية ومهارات الاستماع والتفكير الابتكاري لطلاب المرحلة الابتدائية

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مستخلص الدراسة:

يتمثل الهدف الرئيس لهذا البحث قياس أثر استخدام مدخل SAVI ( الحركي-السمعي-البصري- الذهني) في تحسين المفردات باللغة الإنجليزية ومهارات الاستماع والتفكير الابتكاري لطلاب المرحلة الابتدائية. حاولت الدراسة اثبات صحة ثلاثة فروض بحثية. تمثلت عينه الدراسة في اربعين طالب وطالبة من مدرسه الدعوة ببني سويف وتم استخدام المنهج شبه التجريبي ذي المجموعة الواحدة ( قبلي-بعدي). تمثلت أدوات الدراسة في ثلاثة اختبارات قبلي بعدي : اختبار مفردات واختبار استماع واختبار تفكير ابتكاري وتمثلت نتائج الدراسة في اثبات اثر مدخل SAVI في تحسين المفردات باللغة الإنجليزية ومهارات الاستماع والتفكير الابتكاري لطلاب المرحلة الابتدائية. يتضمن البحث تطبيقات تهم كل من الباحثين ومعلمي اللغة الإنجليزية.

الكلمات المفتاحية : مدخل SAVI- المفردات- الاستماع- التفكير الناقد