Impact of SCAMPER on EFL Oral Presentation Skills when Allowing the Use of AI

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Abstract

This research was conducted to explore the impact of applying alternative teaching techniques by Lebanese secondary teachers when allowing their learners to use Artificial Intelligence (AI) tools for oral presentations. Specifically, it investigated the impact of SCAMPER, an activity-based thinking technique, on improving learners' oral skills. It involved training teachers of English as a foreign language (EFL) to integrate this technique in their classrooms. This was done in an attempt to help EFL learners improve their oral presentation skills by using AI tools, instead of merely copying content from them. A quasi-experimental design was employed in this study by collecting quantitative data from pre-post-test results and five teaching practices of SCAMPER. The sample included one secondary public school in the region of Beirut, and the participants comprised 101 Lebanese first secondary EFL learners, divided into experimental and control groups, and their 4 teachers. The study was conducted over a period of 12 weeks, and the implementation of SCAMPER resulted in a statistical significant improvement in developing language and cognitive skills needed for EFL oral presentations by using AI resources. The majority of the experimental group learners could successfully substitute the ideas collected with other ones using their own words and could successfully combine other ideas to produce more advanced presentation content.

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Hence, this study will offer new teaching techniques that might be beneficial in dealing with the debatable issue regarding the cumulative impact of online resources and AI tools on secondary EFL learners when they perform any academic work.

Keywords: SCAMPER, oral presentations, AI tools, EFL learners, oral skills

1. Introduction

Recently, new concerns have emerged in the field of education, mainly when teachers assign tasks that require productive skills because learners have been using different tools of generative AI to complete their tasks. Currently, many AI tools and programs are available for learners, including Google Bard, Bing Chat, YouChat, ChatGPT, among many others. Teachers of different subjects have had common worries about the use of these tools because they can provide answers to questions and generate different types of written products (Ali et al., 2023), the fact that facilitates plagiarism among learners (Volante et al., 2023). As for EFL teachers, they have been worried about the extent to which their learners depend on AI tools when writing essays or developing content of oral presentations. The main issue has become more serious when many learners started to totally depend on these tools, doing little or no effort themselves. This, in turn, has raised doubts regarding authenticity, honesty, and plagiarism related to the use of AI tools (Fei, 2022; Kasneci et al., 2023). In an attempt to address this issue, many scholars have called for banning the access and use of AI tools on the networks and devices of schools and universities. However, this banning has not resulted in limiting the use of AI tools simply because learners can use their phones and laptops inside and outside the classroom (Roose, 2023).

2. Aim of the Study, Statement of the problem, Hypothesis

2.1. Aim of the Study

Because learners' use of AI tools has become inevitable, the main objective of the current study is to offer an adapted teaching technique for oral presentation, specifically when allowing the use of AI tools and resources. This should be done in a way that matches with AI-based teaching methods and instructional materials that are appropriate for learners' interests, styles, and needs (Tuomi, 2018). The study aims at helping secondary EFL teachers start considering AI tools as teaching aids that, with a right approach, can develop learners' creativity and better prepare them to use AI

systems (Roose, 2023). To achieve this goal, new teaching practices and techniques should be implemented to help EFL learners in Lebanese secondary public schools utilize the information they gather from AI tools in a way that enhances language and cognitive skills required for developing oral presentations.

2.2. Statement of the problem

In the Lebanese context, secondary EFL teachers have lately encountered serious challenges because their learners depend totally on free AI tools when working on assignments and oral presentations. Based on the Lebanese National Curriculum, secondary EFL learners should develop specific oral communication skills: showing command of different types of oral presentations, evaluating information derived from a variety of materials, using different modes of logical reasoning, and applying proper research techniques in gathering and synthesizing information from different sources (NCERD, 1997). However, Lebanese secondary EFL learners are ready to provide teachers with a well-developed written content but cannot orally present it in a way that reflects originality, logical reasoning, or proficient language skills. In this context, Lebanese secondary EFL teachers find it very challenging to assess their learners' oral presentation skills, mainly when their learners merely copy information from internet resources without comprehending the content or developing the skills required for oral presentations. Thus, the current study explores two research questions:

Q.1: Does the use of SCAMPER result in helping Lebanese secondary EFL learners benefit from AI tools, without being totally dependent on them?
Q.2: Does the use of SCAMPER result in significantly improving the oral presentation skills of Lebanese secondary EFL learners?

2.3. Hypotheses

Based on the research questions, the current study examines the following hypotheses, null and research:
H01: The use of SCAMPER does not result in helping Lebanese secondary EFL learners benefit from AI tools, without being totally dependent on them.
H1: The use of SCAMPER results in helping Lebanese secondary EFL learners benefit from AI tools, without being totally dependent on them.

H02: The use of SCAMPER does not result in significantly improving the oral presentation skills of Lebanese secondary EFL learners.

H2: The use of SCAMPER results in significantly improving the oral presentation skills of Lebanese secondary EFL learners.

3. Review of literature and theoretical framework

3.1. AI in education: benefits and challenges

In the age of technology, the increasing effect of online resources and AI tools has become a debatable issue. In their article about rethinking education in the age of technology, Collins and Halverson (2018) argued that technology is altering what is significant to learn in different ways, so learners should be taught how to find information, decide if they need more information, and evaluate the information gathered in order to solve problems. In more recent studies, researchers have argued that AI is shaping new practices of teaching and learning beyond the present teaching techniques and methods, which necessitates teachers to adapt their teaching practices (Hong, 2023; Rudolph et al., 2023; Sabzalieva & Valentini, 2023). However, the debate between advocates and opponents about the revolutionary role of technology in the field of education has become more serious than ever. According to the advocates, the available resources are beneficial because they expand learners' horizons and support teachers with teaching materials. They have argued that the use of modern sources of information offers the best practices in the process of teaching and learning, which improves the levels of learners' success (Ismail et al, 2013). On the other hand, the opponents have claimed that teachers' role is threatened since they are no longer perceived as the main source of knowledge by their learners, whose life is dominated by technology and AI (Collins & Halverson, 2018). As such, many scholars have asked for adapting the teaching techniques when allowing learners to use AI resources for any academic task.

Moving to EFL teaching and learning, AI tools can facilitate the work of secondary learners who are expected to develop significant skills in the productive domains. The concept of generating ideas in productive skills requires creative techniques, including brainstorming, literal and analytical thinking, and certain cognitive skills of combining or modifying ideas. The main challenge is that learners usually feel lost after brainstorming, not knowing what to do with the information they have collected (Yuen et al., 2015). Hence, brainstorming and collecting information are significant steps because they motivate learners to think of new ideas, combine existing ideas in different ways, and produce unique and innovative ideas (Horn, 2016). In addition,

creativity is required for oral presentations because it is the mental and social process of discovering new concepts or ideas or recombining old ones (Gerstenfeld, 1999). Accordingly, investing the step of collecting information from AI tools in a way that helps EFL learners might improve their logical thinking and cognitive skills while preparing for oral presentations.

3.2. SCAMPER: background and effectiveness

One of the teaching techniques that can be beneficial for extending learners' cognitive and creative skills is SCAMPER. This technique was first proposed by Osborn (1958), the author of brainstorming, and was further developed by Eberle (1996) for games and imagination development. Eberle offered SCAMPER as an activity-based thinking technique that can be applied in cooperative classrooms, where teachers support learners to choose a specific topic and guide them to develop it through a structured process. Based on his development, SCAMPER is an acronym for a set of seven steps, where each letter serves as the initial of the word or phrase that forms an idea-sprung checklist. In that sense, the use of the checklist inspires learners and helps them generate ideas by using one or several steps of SCAMPER: substitute (S), combine (C), adjust (A), modify/magnify/minify (M), put to other uses (P), eliminate (E), and reverse/rearrange (R). As such, open-ended in nature, the questions of the checklist require learners to think again about the ideas gathered while generating their product.

The difference between this technique and other ones is that it provides learners with an opportunity to be more creative by continuously asking questions that are based on a checklist. The use of this checklist helps them solve problems by following a specific approach and thinking again about important details that have been underestimated (McKilligan, 2011). Moreover, it helps learners produce ideas "by presenting conceivable problems for each item ahead of time and checking them one by one, rather than generating an idea distantly by creating questions with the starting point of problem-solving to generate ideas" (Boonpracha et al., 2023, p. 182). This way of thinking is practical for spreading and generating ideas through a checklist, when learners do not have ideas while designing their product (Brownell, 2006). Moreover, Çelikler and Harman (2015) considered it a very practical brainstorming technique that stimulates leaners' creativity in an entertaining way. Similarly, Yagci (2012) considered SCAMPER "a sort of practical and entertaining brainstorming technique which is intrinsic in the discussion method, ensuring application of the method by putting it into practice" (p. 486).

3.3. Studies about SCAMPER's impact on creative and EFL skills

Although SCAMPER is a creative technique used to apply innovative ideas, very few studies have investigated its role in developing EFL learners' skills. Many studies have been conducted in various educational settings, other than languages. For instance, in a study by Yuen et al. (2015), SCAMPER proved effective with a group of animation learners in Singapore to generate unique zoo creature character designs. Besides, Gündoğan (2019) conducted a study that explored the impact of SCAMPER on the creative imagination of Turkish kindergarten learners. The results proved an increase in the creative imagination levels of young learners. Another example is revealed through the study of Boonpracha et al. (2023) who explored how SCAMPER might enhance the creative skills of art learners in Thailand in terms of designing cultural products. Their results verified that the technique significantly contributed to learners' creative skills in cultural product design.

Moving to SCAMPER's impact on improving EFL skills, very limited number of studies has been conducted to explore this impact. One study, by Al-Harthy (2015), showed that EFL learners who learned vocabulary using SCAMPER outperformed their peers who learned vocabulary using the traditional method. Another study, conducted by Fahmy et al. (2017), proved the effectiveness of utilizing SCAMPER in teaching stories to improve the speaking skills of EFL primary school learners. As for Ibrahim (2018), he investigated the impact of SCAMPER on enhancing the writing skills of Egyptian university EFL learners. He found that it has a considerable impact on improving learners' organization, word choice, structure mechanics, and editing. In another study, Elkhabery et al. (2023) verified the effectiveness of SCAMPER in developing and improving the speaking skills of Egyptian university EFL learners. As such, despite their limited number, the studies conducted on SCAMPER's impact on EFL language skills have proven that the appropriate use of this technique can enhance EFL learners' cognitive development, motivation, and creativity (Ozyaprak, 2016; Toraman & Altun, 2013). Nevertheless, none of the studies has explored its impact on learners' skills of gathering information from online or AI resources and then using them for developing the content of oral presentations.

After examining the available literature, it is evident that EFL teachers have to guide learners to think analytically about the information they collect from AI resources before using them in oral presentations. Hence, this study deviates from previous studies by offering a new teaching technique that allows learners to benefit from AI tools for preparing the content of oral presentations in a way that enhances their language and cognitive skills.

4. Methodology and Analysis

This study adopted a quasi-experimental design, where the researchers explored the impact of implementing SCAMPER technique on improving secondary EFL learners' oral presentation skills.

4.1. Participants and site

The population consisted of all EFL teachers and learners of first secondary classes in a Lebanese secondary public school in the region of Beirut. The researchers purposively selected this sample based on their previous knowledge of the population and based on the objectives of the study. Learners of second secondary were excluded because the number of EFL teaching hours in their classes was not enough for implementing the intervention. Third secondary learners were also excluded because they had official exams, and allocating time for the research was ethically not appropriate for them. The total number of participating secondary EFL learners was 101, and the total number of participating secondary EFL teachers was 4.

4.2. Data collection methods and procedures

The researchers collected quantitative data from a pre-test, five practices of oral presentations based on SCAMPER, and a post-test. The intervention included a training session that introduced teachers to SCAMPER, its purposes and steps, and its implementation in the current study for improving EFL learners' oral presentation skills. The training also involved teachers in completing different tasks, which allowed them to practice the integration of SCAMPER in their lessons. Moreover, the training helped teachers recognize how significant it is to be accurate in assessing their learners' products when allowing the use of AI in EFL classrooms. That is because the traditional assessment of EFL skills is barely valid at an age of diversity of learning modes and models (Stobart, 2023). Besides, evaluating observable learning performance, such as making presentations or developing digital materials, should measure learners' skills and knowledge in realistic, motivating, and authentic situations (Rudolph et al., 2023). Thus, they were provided with a useful assessment tool employed in the field of research, which is the Common European Framework of Reference (CEFR) (Council of Europe, 2001). CEFR has been considered a practical tool for evaluating the qualitative aspects of any intervention in sociolinguistics, discourse analysis, second language acquisition, and language assessment (North, 2021).

The procedure of implementation included many steps and took place over a period of 12 weeks. First, learners were divided into two groups, 2 experimental classes and 2 control classes. As an assignment, all learners were asked to prepare the content of an oral presentation, using any AI tool. Then they had to give an oral presentation in the class without using the written form. The scores of the oral presentation were considered for the pre-test. Similar procedure was followed in the five SCAMPER practices and the post-test, after implementing SCAMPER with the experimental group. The researchers used CEFR scale for assessing learners' oral presentation skills in the tests and the practices, taking into consideration its six levels of categorization. As table 1 reveals, the descriptors of each level assess both language and cognitive oral skills of learners.

Table 1. Descriptors of Oral Presentations Based on CEFR

C2 Proficient	Give a clear, smoothly flowing, and well-structured presentation with an effective logical structure
C1 Advanced	Give a clear and detailed presentation on complex subjects, integrating sub themes/topics, developing particular points, and rounding off with an appropriate conclusion
B2 Upper intermediate	Give a clear and detailed presentation on a wide range of subjects related to the theme/topic, expanding and supporting ideas with subsidiary points and relevant examples
B1 Intermediate	Give a reasonable, fluent, and straightforward presentation of one of a variety of subjects within the theme/topic, presenting it as a linear sequence of points
A2 Elementary	Give a simple presentation of the ideas of the theme/topic as a short series of simple phrases and sentences linked into a list
A1 Beginner	Give simple isolated phrases about the ideas of the theme/topic

Adapted from CEFR (Council of Europe, 2001)

Based on the training session, teachers of the experimental group implemented five teaching practices of SCAMPER, following the steps below:

A. Pre-task: Engaging learners in brainstorming about the topic under discussion
B. The Task (SCAMPER Technique): (1) asking learners to use any AI resource or tool to search for information related to the topic; (2) dividing learners into small groups and teaching them why and how to use SCAMPER when discussing and sharing findings; (3) providing learners with self-assessment checklist, developed by Eberle (1996), so that they can use one or several steps of SCAMPER while generating ideas: substitute, combine, adjust, modify/magnify/minify, put to other uses, eliminate, and reverse/rearrange; (4) and guiding learners to individually develop a new content for the oral presentation, based on the information gathered and the checklist used

C. Post-task: Giving learners time to come up with a way to present their product

D. Assessment: Assessing learners' oral presentation skills using CEFR scale

5. Results and discussion

In the pre- and post-tests and five practices of SCAMPER, learners' oral presentation skills were assessed according to the scores and levels of CEFR scale: A1 (0 ➔ 4), A2 (5 ➔ 7), B1 (8 ➔ 10), B2 (11 ➔ 12), C1 (13 ➔ 15), and C2 (16 ➔ 20). In addition, Excel Sheets were used to represent the analyses of all data in terms of figures and tables.

5.1. Data analysis of EFL oral presentation pre-test of both groups

The first part of data analysis includes oral presentation pre-test results of the experimental and control groups. Table 2 shows that all learners' scores were relatively low, with a mean value that ranged between 5.9 and 6.1 out of 20. Thus, the majority of learners were not proficient enough to orally present the content of their presentations although they had previously submitted a well-developed written content. This proved that they had copied most of the content from AI tools, without acquiring the knowledge needed for the oral presentation. In addition, there was no significant difference in the descriptive statistics of pre-test results regarding EFL learners' oral presentation skills between the experimental group (*M*= 6.1, *SD*= 1.5) and the control group (*M*= 5.9, *SD*= 1.4). This non-significant difference verified that there was no distinction in the oral skills and achievement level between the two groups before the initiation of the intervention. Thus, any recorded differences between the two groups after implementing SCAMPER should be the result of the intervention itself. Consequently, SCAMPER was implemented in the experimental group classes, while the traditional way was followed in the control group classes.

Table 2. Descriptive statistics of EFL oral presentation pre-test results of both groups

	Group	N	*Mean/20*	*Std. Deviation*	Std. Error Mean
Oral Presentation Pre-test	*Experimental*	50	6.1	1.5	0.2
	Control	51	5.9	1.4	0.2

5.2. Data analysis of SCAMPER teaching practices in EFL classrooms

The second part includes an analysis of SCAMPER implementation and the main steps followed by EFL learners of the experimental group. The researchers analyzed the self-assessment checklists

that were used and completed by learners in the five SCAMPER practices. Learners were asked to use one or several steps of SCAMPER while generating ideas for developing the content of their oral presentations. As table 3 reveals, the majority of learners applied two main steps in all practices. The most applied step was "Substitute", where learners had the opportunity to substitute part of the ideas gathered from IA tools for something else to come up with new ideas or to enhance their content. The results showed that 89% of learners used this step in Practice 1, 82% in Practice 2, 86% in Practice 3, 82% in Practice 4, and 77% in Practice 5. The second most applied step was "Combine", where learners could combine two or more ideas/parts of their work to achieve a different or more advanced content: 84% in Practice 1, 88% in Practice 2, 74% in Practice 3, 78% in Practice 4, and 60% in Practice 5.

In addition, the majority of learners (62%) applied the "Eliminate" step in Practices 2 and 3, so they practiced eliminating part of their ideas and managed how to produce new content without them. The steps of "Adapt", "Modify", "Put to other purposes", and "Rearrange or Reverse" were also used by less than 50% of learners in all practices. This proved that all learners could benefit from the steps of SCAMPER, but at different percentages. As such, the majority of learners were able to think about and utilize the information they had collected from AI tools by substituting, combining, or eliminating ideas in order to generate new content for their oral presentations. Accordingly, SCAMPER resulted in allowing EFL learners develop their logical thinking and cognitive skills while generating the content of their oral presentations, instead of merely copying information from AI tools.

Table 3. Self-assessment checklist used by experimental learners during SCAMPER practices

Self-Assessment						
SCAMPER Steps		**Percentage of Learners Using Each Step**				
		Pr1	**Pr2**	**Pr3**	**Pr4**	**Pr5**
Substitute	I substituted part of my ideas for something else to come up with new or better ideas.	89%	82%	86%	82%	77%
Combine	I combined two or more ideas/parts of my work to achieve a more advanced product.	84%	88%	74%	78%	60%
Adapt	I adapted part of my ideas to change the nature of (or enhance) my product.	40%	26%	14%	35%	35%
Modify	I modified part of my ideas to come up with new ways of working or to enhance my product.	31%	10%	14%	20%	10%
Put to other	I put part of my ideas to other purposes, or reused them in new ways,	9%	8%	12%	16%	8%

purposes	to improve my product.					
Eliminate	I eliminated part of my ideas and managed how to produce my work without them.	47%	62%	62%	47%	46%
Rearrange or Reverse	I rearranged/reversed part of my ideas to come up with new ideas/organization or to enhance my product.	13%	36%	22%	18%	13%

5.3. Data analysis of EFL oral presentation post-test of both groups

The third part of analysis focuses on the academic achievement of both groups between the pre-test and post-test. Table 4 reveals the descriptive statistics of pre-post-test results of both groups. The results verified that there was an increase in the mean value of the experimental group from Time1 (M = 6.1, SD = 1.5) to Time 2 (M = 9.3, SD = 1.6). Their scores improved towards the end of SCAMER implementation, from 6.1 to 9.3 out of 20. As for the control group, there was a slight increase in the mean value from Time1 (M = 5.9, SD = 1.4) to Time 2 (M = 6.5, SD = 1.4), which does not reveal a statically significant improvement in their oral presentation skills. Moreover, the difference between the post-test mean value of the experimental group (M = 9.3) and that of the control group (M = 6.5) is statistically significant. Hence, first secondary EFL learners of the experimental group showed a statistically significant improvement in their oral presentation skills after receiving the treatment of SCAMPER. This evidenced that they were able to orally present a good part of the content, which had been previously developed through SCAMPER.

Table 4. Descriptive statistics of EFL oral presentation pre-post-test results of both groups

	Test	**N**	***Mean/20***	***Std. Deviation***	**Std. Error Mean**
Experimental	*Pre-test*	50	6.1	1.5	0.2
	Post-test	50	9.3	1.6	0.2
Control	*Pre-test*	51	5.9	1.4	0.2
	Post-test	51	6.5	1.4	0.2

In addition, a comparison between learners' scores before and after the implementation of SCAMPER was conducted based on CEFR scale. Figure 1 reveals that in the pre-test, the majority of the experimental group (f= 36, 72%) were categorized as A2 Level, followed by (f= 7, 14%) as A1 Level, and (f= 7, 14%) as B1 Level. The same figure reveals a significant improvement in the categorization of the post-test, where the majority (f= 26, 52%) were categorized as B1 Level, followed by (f= 12, 24%) as B2 Level, (f= 11, 22%) as A2 Level, and (f= 1, 2%) as C1 Level. Thus, before the implementation of SCAMPER, the majority of learners (72%) were A2 Level who,

according to CEFR scale, could give a simple presentation of the ideas of the topic as a short series of simple phrases and sentences linked into a list. However, after the implementation of 5 teaching practices of SCAMPER, the majority of learners (52%) became B1 Level.

This evidenced that the 14% of B1 Level increased to 52%. Hence, 38% of learners improved certain language and cognitive skills, specifically the ability of reasonably and fluently giving a straightforward presentation of one of a variety of subjects within the topic, presenting it as a linear sequence of points. In addition, none of learners was categorized as B2 Level in the pre-test, while 24% of them became B2 Level in the post-test. This means that 24% of learners improved the oral presentation skill of giving a clear, detailed presentation on a wide range of subjects related to the topic, expanding and supporting ideas with subsidiary points and relevant examples. As such, the implementation of SCAMPER enhanced the level of EFL learners' language and cognitive skills needed for oral presentations and production, by using information gathered from AI tools.

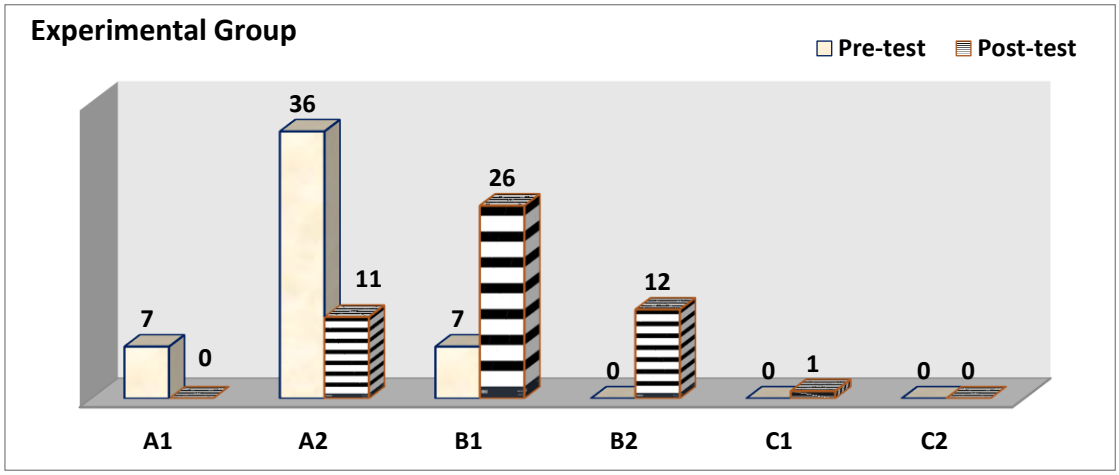

Figure 1. EFL learners' oral presentation skills in pre- and post-tests of experimental group

Moving to the control group, figure 2 shows that in the pre-test, the majority of learners (f= 36, 70.6%) were categorized as A2 Level, followed by (f= 8, 15.7%) as A1 Level, and (f= 7, 13.7%) as B1 Level. The same figure reveals similar results in the categorization based on the post-test, where the majority (f= 36, 70.6%) remained as A2 Level, followed by (f= 11, 21.6%) as B1 Level, and (f= 4, 7.8%) as A1 Level. Thus, although there was a slight improvement in the number of learners categorized as B1 Level, the majority of learners remained at A2 Level. This means that because they had not been provided with activities that guide them to SCAMPER the information gathered from AI tools, learners could only give a simple description or presentation of the ideas. Thus, they merely copied ideas from AI tools and pasted them as content for their presentations, without being

able to understand or analyze them. Accordingly, the control group did not show an improvement in the language and cognitive skills needed for oral presentations and production.

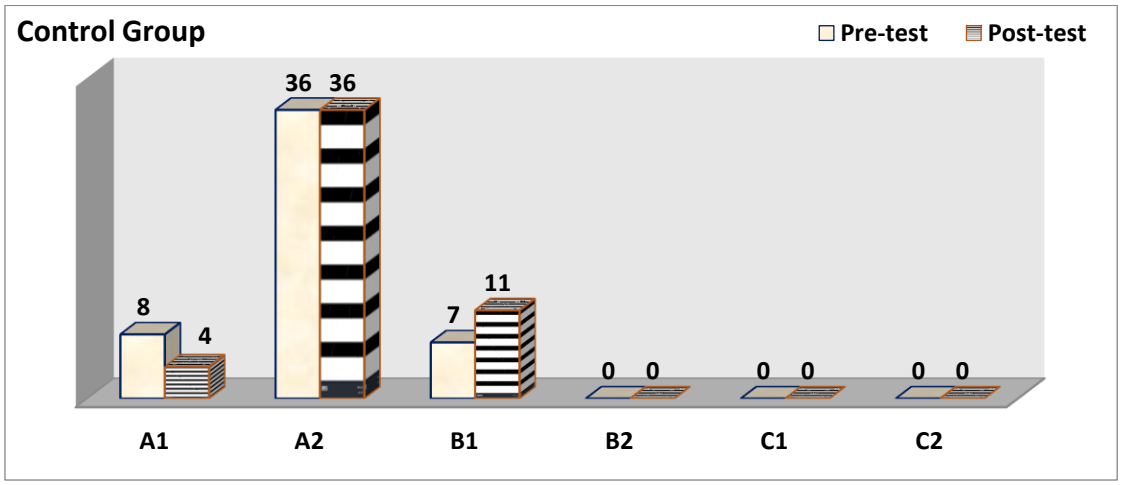

Figure 2. EFL learners' oral presentation skills in pre- and post-tests of control group

5.4. Discussion

According to research Q.1, data analysis of tables 2 and 3 proved the effectiveness of SCAMPER in helping Lebanese first secondary EFL learners benefit from AI tools, without being totally dependent on them. The results of the five teaching practices of SCAMPER verified that EFL learners were able to discuss and share the information collected from AI tools with peers in groups. The majority (between 77% and 89%) could successfully substitute part of the ideas collected with other or new ones in order to enhance their presentation content. Moreover, the majority (between 60% and 88%) could successfully combine two or more of the ideas collected in an attempt to achieve a different or more advanced presentation content. This concurred with what Collins and Halverson (2018) argued for regarding the way learners have to use technology for finding information, deciding if they want more ideas, and assessing the ideas gathered in order to solve problems. The results also agreed with Gerstenfeld's (1999) findings that oral presentations are based on mental and social process of finding out new ideas and recombining them with old or other ones. Consequently, the current research achieved its aim by helping EFL secondary learners substitute, combine, and eliminate ideas to generate the content for their oral presentations, instead of merely copying the whole content from AI tools.

Regarding research Q2., data analysis of table 4 and figures 1 and 2 showed that the use of SCAMPER resulted in significantly improving the oral presentation skills of Lebanese first secondary EFL learners. The results of the post-test evidenced that the mean value of the

experimental group increased from 6.1 to 9.3 out of 20. In addition, the results verified an improvement in the language and cognitive aspects of oral presentation, based on CEFR scale. That is because 72% of learners were A2 Level before the implementation of SCAMPER, while 52% became B1 Level and 24% became B2 Level by the end of the implementation. As such, the majority of learners enhanced many oral skills: reasonably and fluently giving a straightforward description of one of a variety of subjects within the topic, presenting ideas as a linear sequence of points, giving clear and detailed presentations on a wide range of subjects, and expanding or supporting ideas with secondary points and relevant examples. These results matched with the findings of Yuen et al. (2015), Gündoğan (2019), and Boonpracha et al. (2023), who all proved how SCAMPER can improve learners' cognitive skills. Moreover, although none of the previous studies has examined SCAMPER's impact on benefiting from AI tools for oral presentations, the results of the current study corresponded with the findings that SCAMPER can improve EFL learners' language skills (Al- Harthy, 2015; Fahmy et al., 2017; Ibrahim, 2018; Ozyaprak, 2016; Torman & Altun, 2013). Accordingly, the implementation of SCAMPER resulted in significantly improving Lebanese secondary EFL learners' language and cognitive skills needed for oral presentations.

6. Conclusion

This research aimed at investigating SCAMPER's impact on Lebanese secondary EFL learners' oral presentation skills when they are allowed to use AI tools. Conducted over a period of 12 weeks, the implementation of five practices of SCAMPER took place in a school setting where two groups of EFL learners participated, an experimental group subjected to SCAMPER and a control group subjected to traditional teaching practices. After the implementation, an oral presentation post-test was administered to both groups to trace any difference in the way learners had utilized the gathered information for their oral presentation. The results verified that the experimental learners, who used AI tools for gathering information and applied the steps of SCAMPER for oral presentations, outperformed their peers who worked in a traditional way for the same purpose. Consequently, the significance of these findings is that they might inspire the Ministry of Education and Higher Education as well as curriculum designers to set and implement effective teaching methods that invest the use of AI tools in way that enhances learners' language and cognitive skills, instead of banning the use of online information resources and tools.

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