

**Deanship of Graduate Studies
Al-Quds University**



**The Relationship between Creative Thinking Skills and
EFL Reading Comprehension of Tenth Grade Students
in Palestine**

Wassel Atta Mohammad Abu Jabeen

M.A. Thesis

Jerusalem-Palestine

1440/2018

**The Relationship between Creative Thinking Skills and
EFL Reading Comprehension of Tenth Grade Students
in Palestine**

Prepared by:

Wassel Atta Mohammad Abu Jabeen

**BA: English Language and Literature from Hebron
University (Palestine).**

Supervisor: Dr. Adnan Shehadeh

**A Thesis Submitted in Partial Fulfilment of
Requirements for the Degree of Master of Teaching
Methods/ Department of Education/Al-Quds University**

1440/2018

Al-Quds University
Deanship of Graduate Studies
Teaching Methods/Department of Education

Thesis Approval

The Relationship between Creative Thinking Skills and EFL
Reading Comprehension of Tenth Grade Students in Palestine




Prepared by: Wassel Atta Mohammad Abu Jabeen

Registration No. 905711305

Supervisor: Dr. Adnan Shehadeh

Master Thesis Submitted and Accepted, 9th September, 2018.

The names and signatures of the examining committee members are as follows:

- | | |
|---|---|
| 1. Head of Committee Dr. Adnan Shehadeh | Signature  |
| 2. Internal Examiner Dr. Ghassan A. A. Sirhan | Signature  |
| 3. External Examiner Dr. Jamal S. Nafi' | Signature  |

Jerusalem-Palestine

1440/2018

Dedication

My humble effort I dedicate to:

My father and mother who devoted all their lives to their sons and daughters with all care, love and affection, and who are the reason of what I become today.

My loving wife (Karam),

My brothers and sisters,

My children, and

All my teachers,

Without whom none of my success would be possible.

Declaration

I certify that this thesis submitted for the degree of Master, is a result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution. .

Signed

Wassel Atta Mohammad Abu Jabeen

Date: 9th September, 2018.

Acknowledgements

The researcher would like to express his acknowledgment to his supervisor Dr. Adnan Shehadeh who spared neither time nor effort to help this research come into being. His advice, patience, guidance, wisdom and precious comments during this study have been encouraging and enlightening and made me more confident.

The researcher would like also to express thanks to the committee members Dr. Ghassan A. A. Sirhan and Dr. Jamal Nafi'.

The researcher would like to thank all his teachers at Al-Quds University, the dean of graduate study of teaching methodologies, Dr. Enas Nasir, Dr. Mohsen Adas, Dr. Afif Zidan, Dr. Zyad Qabagha, Dr. Ibrahim Arman and Dr. Ghassan Sarhan, all working staff at the department, the employees at the registration department.

The researcher would like to thank all school headmasters and headmistress whose schools were chosen to implement this study. As well as, all English language teachers and Arabic language teachers who administrated the two tests inside classrooms and collect the necessary data.

The researcher would also like to thank his English language supervisors at South Hebron Directorate in Ministry of Education and Higher Education and EFL school teacher Mr Rajeh I'mar, Mr Abdel-Shafi Seyam, Mrs Myasar Abu Ghiasi, Mr Ibrahim Samamreh and Mr Waleed Qayseyah the late teacher Bassem Abu Sharkh who all gave their appreciated comments on the literary and scientific texts. And he also like to thank all juries who put their comments on the creative thinking tests Dr. Atta Abu Jabeen, Dr. Afif Zidan and Dr Nabil Al Jundi. As well as, the researcher would like to appreciate and thank all authors, researchers, scientists whom I used their books, thesis, articles or any kind of benefit knowledge to be cited in my research.

I owe gratitude to my parents, brothers, sisters who encouraged and supported me to complete my higher degree. Finally, I express thanks from the depth of my heart to my wife, sons and daughters.

Abstract

This descriptive study aims at investigating the relationship between creative thinking skills and FL reading comprehension at Southern Hebron Directorate for a sample of 10th grade students. The population of the study consisted of all 10th grade students in the second semester of the academic year 2011-2012. The randomly sample consisted of six clusters with 199 Students. This study aims at answering the following research questions: to what extent do creative thinking skills test scores correlate with reading comprehension test scores?; to what extent are the students' reading comprehension or creative thinking skills test scores affected by gender; place of residence (city, village and camp); general ability in EFL? A number of hypotheses were derived from the above questions. However, three instruments were used to collect data. The first is two reading comprehension texts, the first is scientific and the other is literary.; the second is Torrance Creative Thinking Test (TTCT); and finally a special form to collect students' EFL marks for the 8th, 9th and 10th grade. The first tool was two texts each one contained ten questions with four multiple choice options. The second one was four chosen questions from seven of the TTCT. After completing testing the hypotheses, the researcher found out the following results; there is significant positive correlation between creative thinking skills test scores and reading comprehension test scores; there are no differences attributed to gender in the literary text, scientific one or in reading comprehension in general; there are no differences in creative thinking skills test scores attributed to gender; reading comprehension and creative thinking test scores are affected by the place of residence and the differences were in favour of city, and also both of them are affected positively by the general ability in English language. Based on the forgoing findings of the study, the researcher came up with a number of relevant recommendations. Creative thinking activities should be incorporated with reading comprehension ones and all who concern the instructional process should pay more attention to creative thinking and reading process in an early age; focussing on reading comprehension and creative thinking courses; incorporating thinking strategies and international programmes in textbooks, methodologies of teaching and training school teachers to deal with creativity inside classrooms to encourage creative productions; classes and activities could be based on creative activities in other school subjects to increase students' academic success.

Table of Contents

Chapter One	1
1.1 Introduction	1
1.2 Creative Thinking	2
1.3 Foreign Language (FL) Reading Comprehension	2
1.4 Statement of the Problem	3
1.5 Purpose of the Study.....	4
1.6 Questions of the Study.....	4
1.7 Hypotheses of the Study	5
1.8 Significance of the Study.....	5
1.9 Limitations of the Study	6
1.10 Definition of Terms	6
1.11 Assumptions of the study	7
1.12 Summary.....	8
Chapter Two	9
Review of Relevant Literature	9
2.1. Introduction	9
2.2 Theoretical Background	9
2.2.1.The Importance of Reading Comprehension.....	9
2.2.2.Reading Skills.....	10
2.2.3.Techniques of Reading	11
2.2.4. Good and poor Readers	11
2.2.4.1. Good Readers	12
2.2.4.2. Poor Readers.....	13
2.3.The Importance of Creative Thinking	13
2.3.1Creativity	14
2.3.2.Creative Thinking Skills.....	15
2.3.3.The Phases of The Creative Process.....	16
2.3.6. Creativity Techniques.....	18
2.3.7. Creative Strategies	21
2.3.10.1. Creative and Uncreative Thinking.....	23
2.3.10.2. Critical Thinking	24

2.3.10.3. Caring Thinking.....	24
2.3.10.4. Hopeful Thinking	25
2.3.10.5. Factors That Inhabit Creative Thinking.....	25
2.4. Studies and Results.....	25
2.4.1. Reading Comprehension Studies and Results	25
2.4.2. Creative Thinking Studies and Results.....	29
2.5 Comments on The Previous Studies.....	33
2.6 Summary.....	33
Chapter Three	34
Methodology.....	34
3.1. Introduction	34
3.2. Design of the Study	34
3.3. Population of the Study	34
3.4. Sample of the Study.....	35
3.5. Instrumentation.....	36
3.6. Validity of the Tests	37
3.7. Reliability of the Tests.....	38
3.8. Administration of the Tests	38
3.9. Scoring the Tests	39
3.10. Variables of the Study	40
3.11. Statistical Analysis	40
3.12. Summary.....	40
Chapter Four	41
Results of the Study.....	41
4.1 Introduction	41
4.2 Results and Analysis.....	41
4.3 Summary.....	48
Chapter Five	49
Discussion, Conclusions and Recommendations	49
5.1 Introduction	49
5.2. Discussion.....	49
5.3 Conclusions	55
5.4 Recommendations	55

5.5 Summary.....	56
References.....	57
Appendices	68

List of Tables

Number	Table Title	Page
3.1	Distribution of population by gender, number, area.....	35
3.2	Sample distribution by numbers, gender, schools and areas.....	35
3.3.	Sample distribution by gender and general ability.....	36
4.1	Mean scores and standard deviations on the creative thinking skills test scores by gender.....	41
4.2	Independent samples test. T-values for gender effect on creative thinking skills test scores.....	42
4.3	Means, standard deviations on creative thinking test scores by place of resident.....	42
4.4	One Way Analysis of Variance for place of resident on the students creative thinking test scores.....	42
4.5	LSD Post Hoc by place of residence.....	43
4.6	Means, standard deviation and T-values for general ability effect on the students' creative thinking test scores.....	43
4.7	Mean scores and standard deviations of the reading comprehension test by gender for both literary and scientific texts.....	44
4.8	Independent samples test. T-values for gender effect on the students' reading comprehension test scores.....	44
4.9	Means, standard deviations on reading comprehension test scores by place of resident.....	45
4.10	One Way Analysis of Variance for place of resident on the students reading comprehension test scores.....	45
4.11	LSD Test by place of residence.....	45
4.12	Means, standard deviation and T-values for general ability effect on the students' reading comprehension test scores.....	46
4.13	Means, scores and standard deviations on the two reading comprehension tests (literary and scientific).....	46
4.14	Means, scores and standard deviations on the creative thinking skills	46
4.15	Pearson correlation coefficient between creative thinking test scores, literary and scientific tests scores of reading comprehension	47
4.16	Pearson correlation coefficient between creative thinking test scores & reading comprehension test scores.....	47
4.17	Pearson correlation coefficient between creative thinking skills (fluency, flexibility, originality) test scores & reading comprehension test scores.....	48

List of Appendices

Number	Appendix Name	Page
1.1	Reading Comprehension Instruction for Teachers.....	68
1.2	Torrance Test Of Creative Thinking instruction.....	70
1.3	Reading Comprehension Tests A & B.....	72
1.4	Torrance Test of Creative Thinking.....	77
1.5	A Form to Collect Students' Achievements (GAE).....	81
1.6	A Form TTCT Which was Sent to Arbitrators.....	82
1.7	A Form of R.C. Tests Which Was Sent to Arbitrators.....	91
1.8	Names of arbitrators	98

Lists of Figures

Figure 2.1 Creative Thinking and Problem Solving process.....	22
---	----

Chapter One

1.1 Introduction

Bringing up new generations to face future problems and solving them is a big challenge these days and become a goal of instructional process. Individuals should be able to generate useful ideas and creative solutions for unfamiliar problems. So, Scientists are trying to find real indicators of creative people who push the wheel of success and prosperity of their society. To understand creativity, we should discover the mental processes that occur inside our brains and in particular the linguistic domain that thinking skills interact inside ‘the language’. The relationship between creative thinking skills and reading comprehension skill will be studied in this research, bearing in mind that reading comprehension widens the students’ knowledge and helps them to gain new experiences that changes their way of thinking, increases their sensitivity to problems and have much better solutions.

Because thinking skills and language development seem inseparable (Piaget, 2002), a number of educators and researchers adopted and supported the idea that creativity can be motivated through learning activities, mainly reading and/or writing. (McVey, 2008; Sak, 2004; Scanlon, 2006; Smith, Paradice, & Smith, 2000; Sturgell, 2008). In addition, Kazimi (2016) reveals that individuals who enjoy more in reading obtain higher scores in the creativity test. In contrast, negative reading attitudes significantly correlated with low scores in creativity. These correlational results support the hypothesis that reading reinforces creativity. Thus the relationship between reading, writing, and thinking has been studied most widely.

Sturgell (2008) explains how reading texts provide considerable resources of creative ideas to grow. Meanwhile, McVey (2008) adds that any type of writing is creative, and reading and writing should be promoted for everlasting creative potential. Wang (2007) examines the relationship between creative thinking skills and test scores of different subjects. He points out that the creative ability of elaboration, which is one of the creative thinking skills, has a positive correlation with English reading and writing test scores, and negative one with math scores. In 1937 the National Education Association's Educational Policies Commission arrives at the following conclusion among its list of ten

"imperatives" "all youth need to grow in their ability to think rationally; to express their thoughts clearly, and to read and listen with understanding "(Costa, 1985 p.14)

Accordingly, this chapter reviews the related literature of creative thinking and reading comprehension, statement of the problem, purpose of the study, research questions, research hypotheses, significance of the study, limitations of the study, definition of terms and study assumptions.

1.2 Creative Thinking

We need talented individuals who think prospectively and creatively in unfamiliar problems and daily challenges to generate creative solutions (Blass & Williams 2016, Guilford, et. al. 1962, Torrance 1968). All of this needs serious researches to reveal any correlational connections with creative thinking skills, particularly, what is related to our educational system. As we know, teachers, methodologies, good environment affect creative outcomes of individuals. Moreover creativity can be promoted through teaching activities (Torrance, 1987). When we get an authentic research results, we can focus on them in our instructional process at our schools. Scott (2004) asserts that creativity programs have an important effect on performance, attitude and behaviours, especially on divergent thinking and problem solving. According to Horng (2005) creative instruction encourages learners to think independently, participate actively and express themselves freely. Under creative instruction, students are more likely to become creative professionals.

Many countries have started teaching creative thinking skills for a long period of time through special programmes such as CoRT, Synectics, Six Thinking Hats and CPS (Creative Problem Solving). For example, CoRt has not only applied widely there, but it has also become a part of curriculum in Malaysia, Venezuela, China, Canada, Bulgaria, Ireland, Australia, Britain and United States, (Abu Jabeen, 2010). In a related development, China applied such creative programme on 250 million students in 1986 (De Bono, 1991). So, developing creative thinking skills and predicting what promoting them have become a preference issue for educators all over the world. Swartz & Parks (1994) think that we can teach school curricula with creative thinking skills. According to Taylor and Sacks (1981), creativity exists among all people and can be developed through learning. Therefore, enabling individuals to realize their creative potential is necessary for growth and innovation,(Portillo,1996).

1.3 Foreign Language (FL) Reading Comprehension

According to scientists, any new learnt sentences or knowledge develop our understanding and incite human brain to produce more nerves that improve our thinking."The comprehension of visually presented sentences produces brain activation that increases with the linguistic complexity of the sentence" (Just et al., 1996, p.114). Reading comprehension is known as a dynamic interpretation process in which previous knowledge is applied, that demands an active and effective contact between the writer and the reader, however, the most important product of teaching reading is to have students own the skills of using the language of writing and drawing to communicate efficiently (Akyol, 2006). The process begins with a linguistic surface representation encoded by the

العلاقة بين مهارات التفكير الإبداعي والقراءة الاستيعابية في اللغة الإنجليزية لطلبة الصف العاشر في فلسطين

إعداد: الطالب واصل عطا محمد أبو جبين

إشراف: الدكتور عدنان شحادة

ملخص

تهدف هذه الدراسة الوصفية إلى فحص العلاقة بين مهارات التفكير الإبداعي و القراءة الاستيعابية في اللغة الإنجليزية (كلغة أجنبية) في مديرية تربية جنوب الخليل لعينة من طلاب الصف العاشر الأساسي، تكون مجتمع الدراسة من جميع طلاب الصف العاشر في الفصل الدراسي الثاني للعام الدراسي 2011\2012م. وكان عددهم (3355) طالب وطالبة، وتكونت العينة العشوائية الطبقية في هذه الدراسة من 199 طالب وطالبة.

ولتحقيق هدف الدراسة حاول الباحث الإجابة على أسئلة البحث التالية: إلى أي مدى ترتبط درجات اختبار مهارات التفكير الإبداعي بدرجات اختبار القراءة الاستيعابية؟ إلى أي مدى يتأثر اختبار القراءة الاستيعابية أو مهارات التفكير الإبداعي بالمتغيرات المستقلة الآتية: النوع الاجتماعي؛ مكان السكن (المدينة والقرية والمخيم)؛ المقدرة اللغوية في اللغة الإنجليزية؟

تم اشتقاق عدة فرضيات صفرية من الأسئلة أعلاه، وللتحقق منها تم استخدام ثلاثة أدوات لجمع البيانات، الأولى عبارة عن اختبار القراءة الاستيعابية للغة الإنجليزية. أما الأداة الثانية فكانت اختبار التفكير الإبداعي لتورانس (TTCT)؛ وأخيراً نموذج خاص لجمع علامات اللغة الإنجليزية للطلبة المشاركين للصفوف الثلاثة 8، 9 و 10. وكانت الأداة الأولى عبارة قطعتين يحتوي كل منهما على عشرة أسئلة مع أربعة خيارات. والثانية هي أربعة أسئلة مختارة من أصل سبعة من اختبار تورانس للتفكير الإبداعي المقنن.

وللتحقق من صدق وثبات الاختبارات، تم عرض اختبار القراءة الاستيعابية على عدد من مشرفي اللغة الإنجليزية بالإضافة لمجموعة من المعلمين ذوي الخبرة؛ كما وتم عرض اختبار التفكير الإبداعي على مجموعة من أساتذة الجامعات الفلسطينية. وللتحقق من ثبات اختبار القراءة تم استخدام طريقتين، كانت الأولى الاختبار وإعادة الاختبار (Test-retest) حيث كان معامل الارتباط (0.83) للنص الأدبي، و (0.81) للنص العلمي. والطريقة الثانية كانت باستخدام كرونباخ ألفا كرونباخ ألفا لحساب الثبات، وكانت قيمة ألفا في القطعة الأدبية (0.78)؛ وللقطعة العلمية (0.72). أما بالنسبة لاختبار التفكير الإبداعي المقنن فقد تم حساب معامل الارتباط بطريقة لاختبار وإعادة الاختبار، وكانت النتيجة (0.83) للطلاقة، (0.78) للمرونة و (0.72) للأصالة.

عند الانتهاء من جمع البيانات ولاختبار فرضيات الدراسة، تم معالجتها من خلال برنامج التحليل الإحصائي (SPSS) حيث تم حساب المتوسطات الحسابية، الانحرافات المعيارية، واستخدام اختبار t-test، تحليل التباين الأحادي، معامل ارتباط بيرسون، واختبار المقارنات البعدية (LSD).

بعد الانتهاء من اختبار الفرضيات ، توصل الباحث إلى النتائج التالية: هناك علاقة إيجابية بين علامات اختبار التفكير الإبداعي والقراءة الاستيعابية في اللغة الإنجليزية وبمعامل ارتباط بيرسون (0.36)؛ لا توجد فروق ذات دلالة إحصائية في متوسطات علامات القطعة العلمية، الأدبية أو في القراءة بشكل عام تعزى إلى الجنس، حيث كانت قيمة ت المحسوبة ($t = 0.99$) ؛ كما ولم توجد فروق ذات دلالة إحصائية في متوسطات درجات اختبار مهارات التفكير الإبداعي تعزى إلى الجنس ، حيث كانت قيمة ت المحسوبة ($t=0.55$)؛ توجد فروق ذات دلالة إحصائية في متوسطات اختبار القراءة الاستيعابية والتفكير الإبداعي تعزى لمكان السكن ، وكانت الفروق لصالح المدينة ، وكذلك تأثر كل منهما بالقدرة اللغوية العامة في اللغة الإنجليزية حيث كانت قيمة ت المحسوبة على التوالي ($t=4.56; 4.12$).

بناءً على النتائج التي توصلت إليها الدراسة ، أعد الباحث عدد من التوصيات ذات الصلة ، نلخص أهمها في أن يتم دمج أنشطة التفكير الإبداعي مع دروس القراءة الاستيعابية؛ والعمل على دمج برامج واستراتيجيات التفكير العالمية في الكتب المدرسية وتدريب معلمي المدارس للتعامل مع الإبداع داخل الصفوف المدرسية لتشجيع المخرجات الإبداعية؛ وينبغي على جميع المهتمين بعملية التعليم والتعلم أن يولوا المزيد من الاهتمام بالتفكير الإبداعي وعملية القراءة في سن مبكرة؛ التركيز على القراءة والتفكير الإبداعي في الدراسات المستقبلية القادمة من أجل فهم أعمق للعلاقة بينهما عبر المراحل العمرية المختلفة.