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

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

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## Thesis Approval

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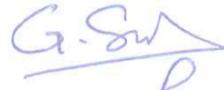
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## **Dedication**

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: 9<sup>th</sup> September, 2018.

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## **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 10<sup>th</sup> grade students. The population of the study consisted of all 10<sup>th</sup> 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 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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.

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## Chapter One

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### 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

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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.