Creativity and its Correlation with Writing Report Texts

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ABSTRACT

This research explores the correlation between creativity and writing report texts among EFL university students at Tikrit University. A quantitative research design is adopted to measure the degree of association between creativity and writing report texts. Using a correlation analysis. A sample of 100 third year college students is randomly selected from the population. Data collection involves two diagnostic tests the first one is to asses creativity and the second diagnostic test is to asses writing report text. Tests are scored based on predefined scoring schemes. The results of the correlation analysis utilizing person correlation coefficient, reveal that there is a correlation coefficient between Iraqi EFL University students' creativity and writing report texts.

Key words: Correlation, Creativity and Writing Report Texts.

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الابداع و علاقتة بكتابة نصوص التقارير

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الـمستخلـص

الإبداع وعلاقته بكتابة نصوص التقارير يستكشف هذا البحث العلاقة بين الإبداع وكتابة نصوص التقارير لدى طلبة الجامعة دارسي اللغة الإنكليزية لغة أجنبية في جامعة تكريت. تم اعتماد تصميم البحث الكمـي لقيـاس درجـة الارتبـاط بـين الإبداع وكتابـة نصـوص التقـارير. باسـتخدام التحليل ألارتباطي. تم اختيـار عينـة عشوائية مكونـة مـن 100 طالبًا جامعيًا فـي المرحلـة الثالثة من عينـه المجتمـع. يتضـمن جمـع البيانـات اختبارين تشخيصيين، الأول لتقيـيم الإبداع والاختبـار التشخيصي الثاني لتقيـيم كتابـة نصـوص التقارير. يتم تسـجيل الاختبـارات بنـاءً علـى أنظمـة التسـجيل المحددة مسبقًا. أظهرت نتائج التحليل ألارتباطي باستخدام معامل الارتباط الشخصي وجود معامل ارتباط بين إبداع طلبة الجامعة العراقيين في اللغة الإنجليزية لغة أجنبية وكتابة نصوص التقارير.

الكلمات الدالة: الارتباط ، الابداع ، كتابة نصوص التقارير

1. INTRODUCTION

English is regarded as an international language. It is used in any situation during daily life. It is one of the means of communication and easiest way to communicate in the world with people. People can use English language in many aspects like technology, society, economy and politics. Learners should study the four skills; listening, speaking, reading and writing because they are the aim of the learning and teaching of English as a foreign language. Writing is one of the four skills and a powerful communication tool (Octaria ,Ivana and Sumarsih ,2012).

Gerrot and Wignell (1994) argue that report is a "text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in pure environment". It means that a report presents information about a subject. It is a result of an observation and analysis.

One of the most important problems related to this topic is the difficulty of writing report text by many students. These difficulties are; the un comprehensible writing by students because of the content of their writing composition is not relevant to the topic, the ideas and sentences of the paragraphs are not well organized. In addition to that, there

are errors related to vocabulary, grammar and spelling. Finally, the low motivation of most students in writing. One solution to this problem, students must have master enough vocabulary, spelling and grammar.

https://www.neliti.com/publications/221864/improving-students-achievement-in-writing-report-text-through-semantic-mapping-t1.)

Wenden (1991,p.15) stats that one of the complex and challenging skill is writing because it needs our students to be enhanced and exposed to a different of EFL contexts to increase and strength their learning. Most teachers advice their students to practice a variety of writing style and give them many opportunities to do that, this is one of the characteristics of successful teacher. When students practice different writing style, their understanding and motivation will increase. Writing improve students thinking abilities. Teachers help students to become better thinkers through emphasizing the role of teaching writing skills.

(Graham and MacArthur, 2013,p.104).

This research **aims** at:

1-Finding out the correlation between creativity and writing report texts.

2-Identifying the level of Iraqi EFL university students in creativity.

3- Identifying the level of Iraqi EFL university students achievement in writing report texts.

4-Comparing the differences between male and female Iraqi EFL University Students' in creativity and writing report texts.

This research tries to answer the following **questions:**

1-Is there any correlation between students' creativity and their performance in writing report texts?

2-What is the level of Iraqi EFL university students in creativity?

3-What is the level of Iraqi EFL university students in write report texts?

4-Are there any differences among Iraqi EFL university students between male and female in creativity and writing report texts?

The present research is **limited to:**

1-The correlation between Iraqi university students in creativity and their achievement in writing report texts.

2-Iraqi EFL third year university students at English department/ college of education for humanities /university of Tikrit during the first course of the academic year 2023-2024.

3-The research is limited to third year university students who are studying (Longman Academic Writing Series (Alice Oshima. Ann Hogue, 2007)

The steps of the research are as follows:

1-Presenting a general theoretical survey about creativity , writing report text . Two related studies are presented also in chapter two.

2-The tool is test (two diagnostic tests) the researcher obtain their validity and reliability.

3-A sample is selected from third grade university students from Tikrit University.

4-The researcher constructs two diagnostic tests. Then applied the two tests to the sample of the research to measure the students' creativity and writing report texts.

5-Applying the prepared tools to the selected sample of students.

6-Using the appropriate statistical means to analyze the collected results

 to calculate the correlation between creativity and writing report texts since the Pearson Product Moment Correlation Coefficient Formula will be applied.

2. THEORITICAL BACKGROUND

2.1CREATIVITY

2.1.1 THE CONCEPT OF CREATIVITY

According to Haroon (2014,p.25) , one important component of teaching and learning process is creativity. When students relate their information or any connection between past knowledge and one's new knowledge and put these knowledge in a meaningful way is considered a creative process.

Creativity has three types:" making something new, mixing things, and improving or enhancing things "(Mikdashi, 1999,p.46).

Shorofat (2007,p.69) says that writing in a creative way such as short stories, poems, essays and compositions, these forms describe a process through which one can communicate what he is thinking to others about something.

2.1.2 ASPECT OF CREATIVITY

Hedriansyah (2018) explains that the three important aspects of creativity are:

fluency, flexibility, and originality.

1. **Fluency**: It does not mean only remember information ,but it means one can understand and produce different ideas.

2. **Flexibility**: It includes one's ability to produce variety of ideas in different fields. One's ability to describe and see things from different points of view. One's ability to use more than one strategy or approach. One can write more than one short or long sentences to

represent that he is the more creative person , the one who has two characteristics imagination and fantasy.

3. Originality: This criteria includes many components one of them is that; it includes one's ability to produce ideas in unusual form. This achieved through discovering new ways of putting all the information about a topic back together. The second one is that the writer put this criteria in theme, solution, or ending the story or any forms of writing. Humor is another component and finally, the use of invented words or names (Herdiansyah,2018,pp.13-14)

2.1.3 CREATIVITY MEASURMENT

Measuring creativity in evaluation is no simple feat, as there is no one-size-fits-all measure that can capture its complexity and diversity. However, there are **some criteria** and indicators that can be used to assess creativity in evaluation. **Originality, relevance, fluency, and flexibility** are all important factors to consider when evaluating creativity. **Originality** looks at how novel or unique the ideas, products, or solutions are. **Relevance** considers how useful or valuable the ideas are for the evaluation purpose, context, and stakeholders. **Fluency** measures how many ideas were generated by the evaluator or process. Finally, **flexibility** looks at how diverse or adaptable the ideas are. (https://www.linkedin.com/advice/0/how-do-you-define-measure-creativity-program)

Herdiansyah (2018,pp.14-17) discusses that in testing creativity, there are many types of tests. The famous experts **Torrance** who made the TTCT (Torrance Test of Creative Thinking). This test is designed to measure the three aspects of creativity in verbal forms that has been mentioned before (fluency, flexibility and originality). The verbal subset explained as follows:

1-Asking

The teacher in this test gives a picture to the students and ask many questions related to the picture. This asking activity makes the students look at the picture and think about how to fill the gap in knowledge. The teacher uses this test to measure the fluency. The time is five minutes.

2. Guessing Causes

When the teacher present a picture in the question, the students require to try guessing as many as possible causes for the action of the picture. The students need to formulate cause. The purpose of this test is also to measure fluency. The time is five minutes.

3.Guessing Consequences

 The students must guessing as many possible consequences for the action of a picture. This activity is designed to increase the students ability to formulate effect. The time is 5 minutes also it is used to measure fluency.

4.Product Improvement

The students are asked to make changes and play their ideas, think a lot to develop the circumstances or discover something. The time is ten minutes and this test measure originality.

5. Unusual Uses

The students in this type of test should think of different possible uses for an ordinary item. The aim of this test is to measure the flexibility of mind. The time is 10 minutes.

6. Just Suppose

Students should suppose something or situation is un possible to happen or apply , one cannot believe it happening , ex, cats could talk. Then explain what is to be explained concerning this topic. It is used to measure fluency. The time is 10 minutes.

As a conclusion, there are six types of tests related to how to measure aspects of creativity, there are :asking, guessing causes, guessing consequences, product improvement, unusual uses, and just suppose. (Herdiansyah,2018,pp.14-17)

2.2 REPORT TEXTS

2.2.1 WITING REPORT TEXT

One type of English text is report test. It describes the general characteristics of any object, animal, plant, human or event or describes their shape (Ristiyani ,2011,p.47).

According to Platt (1975), report text is a presentation of facts and findings, usually as a basis for recommendations, written for a specific reader, and perhaps intended to be kept as a record**.** In fact the main aim is to describe the whole series of phenomena, natural, syntactic and social in our lives and describe also something general by explaining the information used to report them.

2.2.2 THE STRUCTURE OF REPORT TEXT

A report text has a general structure:

1-Title (discussing the subject should related to the topic)

2-General classification (it should classify the aspects in general for something such as, public places, or animal etc. It should be explained and discussed in general. It can be regarded as an introduction.

3-Discription (it should be described and discussed everything in details)

(Barker (2000), cited in Latif et al(2022,p.48)

2.2.3 LANGUAGE CHARACTERISTICS OF REPORT TEXT

A report text has six language characteristics to use such as:

1-Common nouns (living or inanimate)

2-Related verbs(it is used to describe features)

3-Action verbs(it is used to describe behavior)

4-technical terms

5-Organizing information by using paragraph topic sentences.

6-Simple present tense should be used.

Barker (2000), cited in Latief (2022,p.48)

2.2.4 TYPES OF TEXTS
The following 18 types explained with their purposes. Each type has its own style and structure and different conventions. The benefit of text types and their conventions to be understood for two reasons, the first is interpretation, this reason helps the reader to understand the intention of the text. The second reason is Text creation, this reason helps the reader to create the most effective texts. The types of texts are:

1-Narrative text
  This types includes telling a story to the readers. The aim is to give a moral lesson and engage the imagination of readers.

2-Descriptive
It aims to describe something in a detailed manner. By describing an object, place, person, experience or situation .In this type the writer draws in the readers' mind a vivid picture about a person as an example.

3-Expository
  This type of text gives a comprehensive information and description about a certain topic. It explains facts, complex concepts or complex procedures.

4-Argumentative/Persuasive
  This type is used to give the writers' point of view to persuade the readers by using facts, arguments, real life examples and so on.

5-Instructional
  This type presents steps and information about how to do something. The purpose is to guide the reader complete the task in an effective way or to achieve the goal by giving instructions and steps to follow.

6-Procedural
  The purpose of this type of text is to guide the reader through certain steps or sequences of actions to complete specific task. Tasks that are related to cooking, science and experiments.

7-Recount
  It represents the retell events in the past ordering chronologically, It includes all the events, experience or historical occurrence are explained in details.

8-Report
  The purpose of this type is to present information about a subject. This subject related to real world such as animals, humans, natural phenomena and range this subject to an abstract concept such as principles, theories or ideas.

9-Discussion
  From the name of this type , it give an idea about someone's point of view from all sides to discuss. It gives multiple opinions and arguments to a certain topic or issue.

10-Response

The main aim of this type is to present the interpretation or reaction of someone towards book, film, article or speech. The person understand in deep way the content, component, feelings, and express his personal thoughts.

11-Poetic

The writer of this text engage readers by giving insights of imaginative language and using his ideas and emotions, experiences, concepts in a creative way. It is regarded as a form of verbal art because the writer can use aesthetics and rhythmic qualities to engage readers to read this type.

12-Journalitic

This type presents factual information from real world events. Its purpose to report news and stories to the readers or listeners about some events that happen in a global world or local one.

13-Transactional

This type is achieved through an intended messages to communicate between individuals or organizations. Such as emails, proposals, business letters and memos.

14-Exemplification

This type of text presents a form or stress a point, or present patterns . The goal is to make the ideas which is abstract into a concrete. It also aims to provide evidence to support theories or statements.

15-Compare and Contrast

The purpose of this type is to show the differences and the similarities between two peoples or concepts or events etc.. Another aim is that the subject is to be more understandable.

16-Cause and Effect

The purpose is to explain the reason and identify causes for any behavior or event to give an outcome about something. The relation between variables and events are established.

17-Dairy/Journal Entry

This type is self reflection, the aim is to present someone thoughts, feelings, to form a autobiographical writing.

18-Critical Review

The aim is to analyze and interpret play or film. To evaluate the value of careful examination.

2.2.5 THE CORRELATION BETWEEN CREATIVITY AND WRITING REPORTS

In many countries English is the international language and it is used as a first, second and foreign language in any process of teaching and learning. Most of the students in any stage have difficulties in writing. This problem due to the low creativity that affects students writing.

The mental work of investing one's ideas , thinking about how to organize them into sentences and paragraphs is writing. In other words, some writers say that it is not only a process of thinking something and put them in words, but it must have meaning, the ideas and thoughts put together to inform paragraph to have meaning (Octaria , Ivana and Sumarsih ,2012).

Report text is a text that presents information in a clear and factual manner. It means that the content of a report offers information about a particular subject, such as animals, places, events, or anything else, in a general way and according to the actual condition of the subject. Report texts have some commonalities with descriptive texts. Both of these English writing styles offer information about a subject. The primary function of both text types is to deliver factual information for the readers. Also it describe the way things are, with reference to arrange on natural , manmade and social phenomena in our environment (Ristiyani ,2011,p.47).

2.3 PRIVIOUS STUDIES

2.3.1 Octaria ,Ivana and Sumarsih (2012)

This study aims at improving students' achievement in writing report text through semantic mapping technique. The sample of this study consists of 30 third grade students at university .The instruments are observation sheet, interview sheet and dairy notes.

The results show that the achievement of the students of in writing report based on two cycles, cycle I and cycle II through using the technique of semantic mapping is better.

2.3.2 Hedriansyah (2018)

The aim of this research is that is there a relationship or not between students' achievement in creativity test and their abilities in writing recount text at the second semester of eight grade at preparatory school in 2017/2018 academic year. The population is 150 students. The sample is 60 eight grade students. The tools are essay test and writing test.

The result show that there is a relationship between students' achievement in creativity test and their abilities in writing recount test at the second semester of eight grade at preparatory school in 2017/2018 academic year.

3. METHODOLOGY

3.1 RESEARCH DESIGEN

The current study utilized a correlation research design to examine the correlation between creativity and writing report text among EFL university students . Any research that determine the relationships between two or more variables . Also if it explore their implications for cause and effect this type of design is a correlation design (Creswell ,2012)

3.2 POPULATION AND SAMPLE

The population in the present research is 150 third year university students (male and female) while the sample consists of 100 students   who are studying in morning studies in the department of English / college of education for Humanities at Tikrit university during the academic year 2023/2024.

Table 1

The Population and Sample of the Students in the Study

College	Population	Involved in the Pilot Study	Involved in the Sample
College of Education for Humanities	130	20	100

3.3 RESEARCH INSTRUMENTS

3.3.1 TEST CONSTRUCTION

Diagnostic test is a tool that applied in this correlation design. It is very important to gather information about students' achievement in a given course (Al Juboury ,2014,p.7)

Two tests were employed to gather the necessary data for the study: a creativity test and writing report test. These tests aimed to assess different aspects of language learning.

1-The first test is about creativity , it is used to evaluate the following criteria; fluency, flexibility, and originality in writing any test. The test includes two questions, the first question consists of 15 items. The test aims to assess the level of performance in creativity because the items of this question achieve the three criteria of creativity fluency, originality and flexibility. It includes asking activity after looking at the picture. The students think to formulate reasons to fill the gap in knowledge. This achieve fluency. Also the items in the first question includes originality as well as flexibility because it includes guessing and developing ideas and students ability to think creatively.

2-Writing report test: Report test focus on students' competence in writing a report text. The study used a diagnostic test , to test students' ability in writing an article. The test involved two questions . The test aimed to assess the level of Iraqi EFL university students achievement in writing report texts. The test is consists of two questions related to creativity and two other questions related to writing report texts.

Table 2

The Specification of the contents, behavioral objective, Bloom's Taxonomy , items, and marks of the Diagnostic test

Variable	No. of Question	Content	Behavioral Objective	Bloom's Taxonomy	No. of Items	Marks
Creativity	Q1	Questions related to the picture	Students' ability to think and answer the question to fill the gap in knowledge	Knowledge Apply	15	25
Creativity	Q2	Question related to your daily life	Students' ability to write and express the creativity part in his writing	Remember Understand Creativity	1	25
Writing Report Test	Q3	Write an article	Students' ability to write the benefits of learning new language	Understand Create	1	25
Writing Report Test	Q4	Write an article	Students' ability to write about factors that make a class productive and enjoyable	Create Evaluate	1	25

3.4 VALIDITY AND RELIABILITY

The most important characteristic of good test is to be valid. This means that it measures the contents of the test that is suitable to the aims of the research and all the jury members are agree that it is valid and give their modification if it is needed (Ary et al.,2010,p.225).

Another important characteristics of good test is reliability. The researcher apply the same test after two weeks or three and obtained the same results in this case it is reliable (Brown and Abeywickrama ,2010,p.27).

Chronbach's Alpha, which statistically measures the internal consistency, has been used to find the reliability of the diagnostic test. Chronbach's coefficient for creativity test is 0.86 and writing report texts is 0.84 which indicates that the test is reliable. The difficulty level of the test items ranges from (0.40) to (0.71) and the discrimination power of the test items ranges from (0.31) to (0.75).

3.5 THE COPONENTS OF SCORING SCHEME OF CREATIVITY

The two main criteria for evaluating students' achievement in writing report are the **Generic Structure** and the **Linguistic features**. The first one consists of (Orientation, Events and Reorientation) while the second one consists of linguistic features consists of (grammar, punctuation, spelling and mechanic; and style and quality of expression)

Table: The Components of Scoring Scheme of creativity

Criteria	Quality	Scores Q1 (25M)	Scores Q2 (25M)
1-fluency	Very good	9	9
	Good	5	5
	Weak	0	0
2-Flexibility	Very Good	8	8
	Good	4	4
	Weak	0	0
3-Orginality	Very Good	8	8
	Good	4	4
	Weak	0	0

Hedriansyah (2018)

Table: The Components of Scoring Scheme of Written Report Texts

Criteria	Quality	Scores Q3	Scores Q4
1-Generic Structure A-Orientation	Very good	4.5	4.5
	Good	2	2
	Weak	0	0
B-Events	Very Good	4	4
	Good	2	2
	Weak	0	0
C-Reorientation	Very Good	4	4
	Good	2	2
	Weak	0	0
2-Linguistic Features A-Grammar; punctuations and spelling	Very Good	4.5	4.5
	Good	2	2
	Weak	0	0
B-Mechanic	Very Good	4	4
	Good	2	2
	Weak	0	0
C-Style and Quality of Expression	Very Good	4	4
	Good	2	2
	Weak	0	0

(https://studylib.net/doc/1807199/written-report-evaluation-criteria-pdf-75-kb-)

4. RESULTS AND DISCUSSIONS

4.1 Result Related to First Question

The results that relates to the first question is " Are their correlation between students' creativity and their achievement in writing report texts?". And the aim which is related to the this question is "To find out

the correlation between creativity and writing report texts". The researcher used the Pearson correlation coefficient

The results of the investigation of the correlation between creativity and writing report texts is that:

1-The number of the students is 100.

2- r- value is 0.878.

3-critical value is 0.195.

4-the level of significance is0.05 .

The results show that there is correlation coefficient between Iraqi EFL university students' creativity and writing report texts.

Table (1) The Correlation between Creativity and Writing Report Texts

Sample Size	R-Value	Critical Value	Level of Significant
100	0.878	0.195	.769

4.2. Results related to the Second Question

The results that relates to the second question is "What is the level of Iraqi EFL university students in creativity?" And the aim which is related to the this question is " Identifying the level of Iraqi EFL university students in creativity". The researcher used the T-test formula of one independent sample to obtain the results.

The results of this investigation is that:

1-the mean scores of students' achievement in creativity is (58.17) which is higher than the theoretical mean (50).

2-the standard deviation is (19.816) degrees.

3- the tabulated t-value which is (1.66)

4- the calculated t-value is (4.325) which is higher than the tabulated t-value.

5-the degree of freedom is (99)

6-the level of significance is (0.05).

The results show that "The university students have a higher level of creativity than the theoretical mean score". In other words there is a significant difference between students' achievement and the theoretical mean in creativity of EFL university students' achievement.

Table (2): T-Test Value of the Student's Achievement in Creativity

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
100	58.17	19.816	50	4.325	1.66	99	0.05

4.3 Results Related to the Third Question

The results that relates to the third question is " What is the level of Iraqi EFL university students in write report texts?" And the aim which is related to the this question is " Identifying the level of Iraqi EFL university students achievement in writing report texts". The researcher used the T-test formula of one independent sample to obtain the results.

The results of this investigation is that:

1-the mean scores of students' achievement in writing report texts is (61.00) higher than the theoretical mean (50).

2-the standard deviation is (20.024) degrees.

3-the tabulated t-value is (1.66).

4-the calculated t-value is (5.493) which is higher than the tabulated t-value.

5-the degree of freedom is (99).

6-the level of significance is (0.05).

The results show that" The university students have a higher level in write report texts than the theoretical mean". In other words, there is a significant difference between students' achievement and the theoretical mean in write report texts of EFL university students' achievement.

Table (3): T-Test Value of the Student's Achievement in Writing Report Texts

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
100	61.00	20.024	50	5.493	1.66	99	0.05

4.4 Results Related to Fourth Question

The results that relates to the fourth question is "Are their differences among male and female Iraqi EFL university students in creativity and writing report texts?" And the aim which is related to the this question is" Comparing the differences between male and female Iraqi EFL university students' in creativity and writing report texts. The researcher used the independent samples T-test statistics to obtain the results.

The results of this investigation is that:

A. Comparing the differences between male and female Iraqi EFL university students' in creativity

The results obtained is that :

1-females mean scores in creativity is (62.80) and male mean scores in creativity is (53.40).

2- The t-test formula for independent samples is used to show that the calculated t-value is (2.417).

3- the tabulated t- value is (1.98).

4-the degree of freedom is (98).

5-the level of significance is (0.05).

It is obtained that that there is a significant difference between male and female university students' creativity for the benefit of female.

Table (4) Mean Scores, S. D., and T-Value of Male and Female in Creativity

Gender	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Male	45	53.40	17.788	2.417	1.98	98	0.05
Female	55	62.80	20.533				

B. Comparing the Differences between Male and Female Iraqi EFL University Students' in Writing Report Texts

The results obtained is that:

1-the females mean scores in writing report texts is (60.87) and male mean scores is (61.15).

2- The t-test formula for independent samples is used to show that the calculated t-value is (0.070).

3-the tabulated t- value is (1.98).

4-the degree of freedom is (98).

5-the level of significance is (0.05).

It is obtained that there is no significant difference between male and female university students' in writing report texts.

Table (5) Mean Scores, Standard Deviation, and T-Value of Male and Female writing Report Texts

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Male	45	61.15	20.321	0.070	1.98	98	0.05
Female	55	60.87	19.965				

5. DISCUSSION OF RESULTS

1. There is a correlation coefficient between Iraqi EFL university students' creativity and writing report texts.

2.The university students have a higher level of creativity than the theoretical mean score. As show in figure (1) where the mean score is 58.17 and the theoretical mean score is 50.
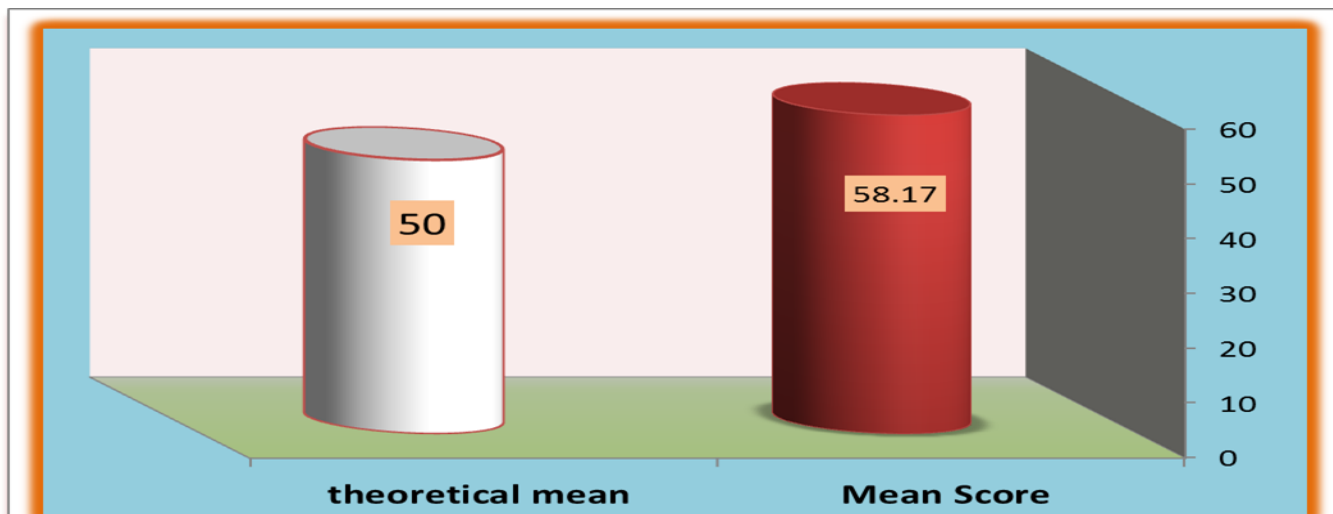
Figure (1) Mean score and the theoretical mean score in creativity

3.The university students have a higher level in write report texts than the theoretical mean. As show in figure (2) where the mean score is 61.00 and the theoretical mean score is 50.
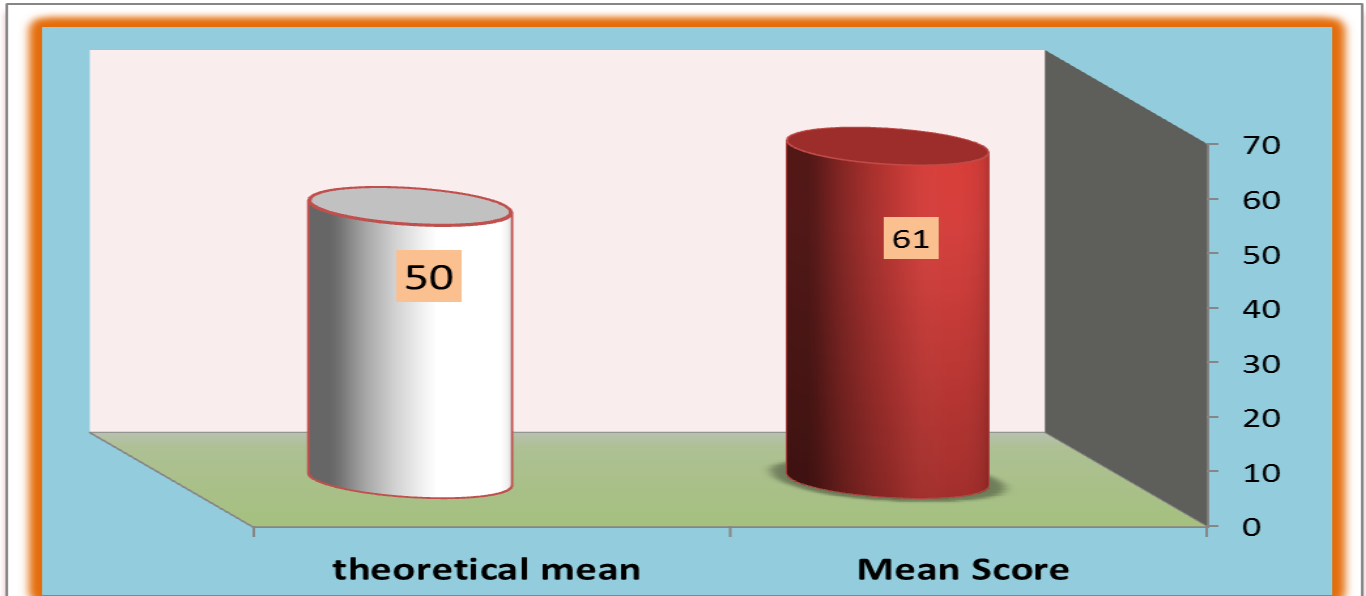

Figure (2) Mean score and the theoretical mean score in write report texts

4. There is a significant difference between male and female university students' creativity for the benefit of female as show in the following figure where the mean score of the females is 62.8 and the mean score of males is 53.4

Figure (3) Mean score of male and female in creativity

And there is no significant difference between male and female university students' in
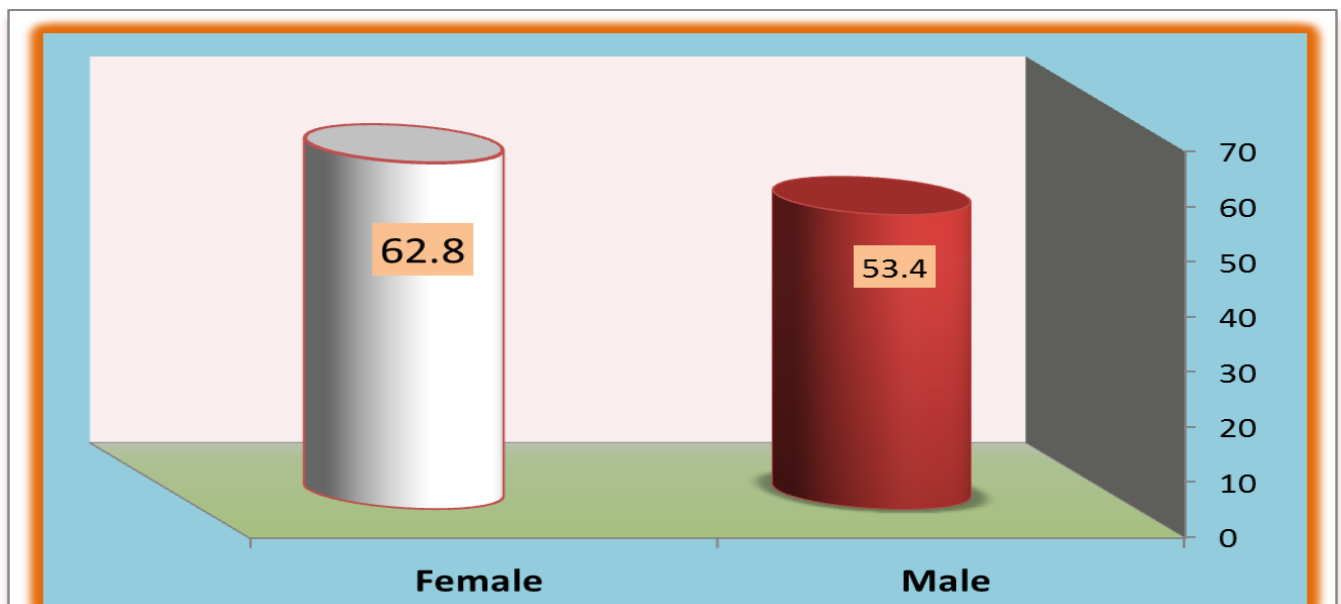
writing report texts.

5. CONCLUSIONS

The research comes up with the following results:

1-It has been shown that the majority of Iraqi EFL university students have a high level in writing report texts and creativity.

2-There is a significant difference between male and female in creativity , but there is no significant difference between male and female in writing report texts.

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APPENDEXIS

Test about Creativity

Nestor by the Water

I live in a house by the water. I sit by the water each day. I take my bag there with me. In it, I pack a book and a blanket. I also carry a chair and a basket of food. I walk down my back steps and sit in the same spot along the grass. When I go out to the water in the morning, I am alone.

I hear the water. I see the boats. I feel calm. It is the part of the day I like best. Later, some children come to play by the water.

It is afternoon. I hear them laughing. I see them play ball. "

Nestor, Nestor!" the children yell when they see me on the beach. I wave and smile. "Play ball with us, Nestor!" the children shout. "No, thanks," I say. "I am too old to play ball. I walk with a cane and my hands are no longer good at catching." I try to read my book, but it is hard with all the noise. I watch mothers and fathers fish along the shore. I am happy.

I hear the water. I see the boats. I eat my lunch. Later, the sky gets dark. I gather all of my things and go back to the house. I get in bed. I hear the water through my open window. The sound puts me to sleep.

Q1: Answer the following questions.

1) Where does Nestor live?

2) What does Nestor do each day?

3) Which of the following things does Nestor bring with him to the water? A. food . B. blanket   C. fishing pole

4) Nestor lives in a house "by the water." What is another

way to write this?

5) What do the children do by the water?

6) When do the children come to the water?

7) What kind of person does Nestor seem to be?

8) What does the children's noise make it hard for Nestor to do?

9) Who fishes?

10) Why doesn't Nestor play with the children?

11) How do Nestor's feelings change during the story?

12) What does Nestor mean when he says that the "sky gets dark"?

13) What is Nestor's favourite part of the day?

14) When does Nestor hear the water?

15) Nestor says, "It is the part of the day I like best." What is another way to write this sentence, while keeping its original meaning?

Q2:What is your favourite part of the day? Why?

_____

(Test   about Writing a Report)

Q3-Write an article about the benefits of learning a new language. (25M)

Q4-Write an article about factors that make a class productive and enjoyable.(25M)