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The Predictive Roles of Intellectual Curiosity and Creativity in Research Writing Skills Among EFL College Students: A Correlational Study

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Abstract

Writing is regarded as one of the essential skills in which EFL college students display their acquired knowledge to achieve a variety of academic purposes among which is accomplishing their graduation research successfully. However, research writing process may be affected by a number of factors improving or impeding that process. The current study is carried out to examine the predictive roles of factors such as curiosity and creativity in research writing. The study is correlational in which 140 participants from third year at the college of basic education have been assigned as the sample of the study. Data has been collected through adopting three instruments. The first is a scale for measuring curiosity, the second for assessing creativity and the third is a test for assessing participants' research writing skills. After analyzing data, results have revealed significant correlations between curiosity and research writing and between creativity and research writing indicating that both variables contribute significantly in research writing. Moreover, participants have shown a good level in the three variables. Accordingly, some recommendations are suggested at the end of the study.

Key words: intellectual curiosity creativity research writing

1. Introduction

1.1 The Problem of the Study

The ability to write is considered one of the significant skills for any successful student in which he/she displays the acquired knowledge in a piece of writing (Lourens, 2007). This piece of writing involves texts which are created by researchers for a variety of purposes solving a problem, discussing topics and ideas and giving information, and synthesizing several studies carried out by different scholars (Jara et al., 2023, p. 300). In addition, students at English education must master writing skill due to its significance for academic communication and to produce essays, articles, and graduation research (Dewi et al., 2023, p. 1).

When writing an academic research, students will work on various sources with various ideas and perspectives which makes it as an excellent mental exercise enhancing creativity and thinking (Harris, 2017, p.3). Also, the key element that motivates students to be creative is their willingness to explore more about their topics, that is, their intellectual curiosity which is essential for asking great questions in research (McLennan Community College, 2024).

Moreover, diving into different sources enriches minds with new ideas " the food for thought" and allows comparison of several ways of thinking and positions leading to productivity in the intellectual lives (Harris, 2017, p. 6). Thus, being intellectually curious is as significant as the other research skills and considered as an integral tool in the creativity toolbox. That is, curiosity grows knowledge and research skills provide the details needed for the contents of the research (Whitehead, 2024). Curiosity, the love for learning new things, can open up new possibilities and develop analytical skills and consequently help researchers to grow (Yakkaldevi, 2022, p. 16).

However, little research has dealt with exploring how intellectual curiosity and creativity correlate with EFL students' performance in research writing, particularly as far as Iraqi Studies are concerned. Thus, the current study is designed to examine the predictive roles of intellectual curiosity and creativity in EFL college students' performance in research writing.

1.2 Aims of the Study

The aim of the study is to answer the following questions:

- What is the correlation between EFL college students' intellectual curiosity and their performance in research writing?
- What is the correlation between EFL college students' creativity and their performance in research writing?
- What are the EFL college students' levels of intellectual curiosity, creativity, and research writing?

1.3 Hypotheses

To answer the above questions, it is hypothesized that:

- There is no significant correlation between college students' intellectual curiosity and performance in research writing.
- There is no significant correlation between college students' creativity and their performance in research writing.

1.4 Limits

The study is limited to third year college students at College of Basic Education, University of Diyala, for the academic year (2024- 2025). Moreover, it is limited to the study of intellectual curiosity, creativity and research writing.

1.5 Definition of Basic Terms

Intellectual Curiosity: it can be defined as the natural desire to learn new things, understand the inner workings, and take a deep dive into subjects. It is linked to the ability to rapidly learn and adapt to new situations and challenges(Bennett, 2022).

Creativity: it is the production of novel and useful products, or producing something original and worthwhile. Also it means the ability to form novel and valuable ideas or works using one's imagination (Wikipedia, 2025).

Research Writing Skills: a broad set of abilities that enable researchers to systematically investigate, analyze, interpret, and communicate research findings in an organized and methodical way(Paperpal, 2024).

2. Literature Review

2.1 The Concept of Intellectual Curiosity

The concept of curiosity refers to individuals' desire to learn more, find answers to deeper questions, and explore how systems work to evaluate the underlying reasons behind decisions (Indeed Editorial Team, 2025). It is a human attribute that has been thought either to originate from within, a drive that needs to be satisfied, or as a response to the outside world (Sanitt, 2018).

This trait is considered significant for a variety of reasons. First, progress in knowledge is mainly due to intellectual curiosity because it is the adjunct to the mental process involved in understanding the world, the valuable aid in the formation of a good judgment, and a great assistance in the practical life (Cattell, 2012, p. 438). Moreover, it makes learners actively engaged with new information, working hard to understand things by analyzing details and adding depth to their learning through connecting information, challenging their minds and facilitate understanding (Indeed Editorial Team, 2025).

Curiosity is greatly correlated to students' success as it helps them become better learners and academically integrated into their learning environment (Morales & Trotman). That is, curiosity means to always open up new apertures of thoughts, perspectives, and ideas that facilitate learning, thus, it is the key ingredient of learning which invites learners to explore areas of knowledge to satisfy their thirst and be successful (Rajput & Nathani, 2022, pp. 50- 51).

As for its role in the language contexts, studies have proved positive correlations between curiosity and language learning such as a study curried out by Tulgar et al. (2018) which showed that curiosity contributes to language learning particularly in aspects of linguistics and pragmatic knowledge. Moreover, Abd Al-Nabi and Fahady (2022) study revealed significant correlation between curiosity and language proficiency.

2.2 Creativity

The term, as defined in Cambridge Dictionary(2025), is "the ability to produce or use the original and unusual ideas". It also can be defined as an aspect of thinking, as a personality constellation, and as an interaction in specific environment between thinking, personal properties, motivation, and feelings. It also involves overcoming competition and practical products in science in which novelty is still central (Cropley, 2019, p. 315). Furthermore, creativity refers to the ability to produce or develop original theories, techniques, or thoughts and creative individuals often reveal expressiveness, imagination and originality (APA, 2025).

The construct of creativity has a close relationship with learning, particularly, because learners will have the opportunity to express their curiosity and engage in original activity without the fear of judgment (Sanako, 2022).

Additionally, Burton (2010, as cited in Sanako, 2022) states that creativity is linked to attainment which align with contemporary language teaching methods that involve students – centered interaction – based, and open – ended elements which are ideally suitable to foster creativity.

In its connection to research writing skills, creativity means combining both imaginative and analytical capacities and components, which means writing beyond the rules that are learned in research writing courses to explore ideas, experiences, and express emotions (Phillips & Kara, 2021, p. 2). In this regard, creativity affects four essential skills in writing process, namely, fluency, flexibility, originality, and elaboration. Consequently, it affects skills like generating original ideas, developing the main ideas and topic, and using effective language (Sarikaya, 2024).

This is confirmed by a study conducted by Salim et al. (2020) which proved a positive correlation between learners' creativity and writing skills.

It is notable that creativity is manifested in language classroom due to the various factors that stimulate learners such as motivation to experiment, the satisfaction they get from training different mental skills and the engagement

in a cognitive and emotional level that is more meaningful than the grammatical and theoretical one (Sanako, 2022).

3. Methods

3.1 Research Design

The type of design adopted in the present study is correlational which is followed when the aim of the study is to examine the nature of relationships or associations between variables that cannot be manipulated(Burkholder, 2019). The study assesses the relationship between variables of intellectual curiosity and creativity with the variable of research writing skills.

3.2 Participants

The participants of the study are represented by 140 third year students at the College of Basic Education, University of Diyala. The participants responded to two self-report questionnaires, which are the curiosity questionnaire and the creativity questionnaire. Moreover, the students have been asked to write researches on a variety of topics related to their academic subjects.

3.3 Data Collection Instruments

The current study involves three data collection instruments. The first is a 1-7 Likert type questionnaire for measuring intellectual curiosity adapted from Kashdan et al. (2019). The scale consists of 24 items within 5 dimensions(see Appendix A). The second instrument is a 1-5 Likert type scale for measuring creativity adapted from Azeez (2024) and the scale includes 20 items (See Appendix B). These scales have been selected because they meet the goals of the study and assess the phenomena in question. The third instrument is a writing test in which the students are asked to write researches on a variety of academic topics and it is scored according to a rating scale consisting of 5 criteria, namely, subject and content, organization, language use, citation, and writing process. The scoring scheme is adopted from Jara et al. (2023). (See Appendix C)

3.4 Test Validity

The type of validity used in the current study is face validity. In order to achieve face validity, the study instruments have been exposed to a number of experts in the field of methods of teaching English to show their remarks and notes concerning the appropriateness of the tests and scales items to the sample of the study. The experts have shown their approval with some slight modifications. (see Appendix D)

3.5 Test Reliability

3.5.1 Reliability of the Intellectual Curiosity Scale

A reliable test refers to whether or not there is a consistent information on which to base decisions (Conte & Landy, 2010, p. 82). Adopting the split-half method to estimate reliability, it has been found that the r value is 0.80 according to Pearson correlation coefficient and 0.88 according to Spearman Brown's. On the other hand, Cronbach's Alpha has shown 0.94 r- value. Accordingly, the scale of intellectual curiosity illustrated good reliability.

Moreover, to make sure that the scale assesses one construct and that the items correlate well with each other, internal consistency is needed(Joye & Wilson, 2016, p. 174). The results in the table below show that all r- values are statistically significant revealing strong internal consistency.

Table 1

The Correlation between Item Score and Total Score of the Intellectual Curiosity Scale

Items	Computed r-value	Critical r-value	Degree of Freedom	Significance
1	0.921		138	significant
2	0.863			
3	0.890			
4	0.965			
5	0.891			
6	0.902			
7	0.907			
8	0.913			
9	0.843			
10	0.858			
11	0.908			
12	0.896			
13	0.941			
14	0.903			
15	0.894			
16	0.876			
17	0.910			
18	0.908			
19	0.864			
20	0.892			
21	0.863			
22	0.882			
23	0.894			
24	0.824	0.15		

Since the intellectual curiosity scale has 5 dimensions, it is significant to assess the internal consistency between items and the dimensions to which the belong and as illustrated in table 2.

Table 2

The Correlation between the Intellectual Curiosity Items Score and their Dimensions

Dimensions	Items	Computed r- value	Critical r- value	Degree of Freedom	Significance
Joyous Exploration	1	0.953	0.15	138	significant
	2	0.942			
	3	0.961			
	4	0.943			
Deprivation Sensitivity	5	0.919			
	6	0.949			
	7	0.960			
	8	0.901			
Stress tolerance	9	0.893			
	10	0.934			
	11	0.927			
	12	0.922			
Thrill seeking	13	0.958			
	14	0.919			
	15	0.956			
	16	0.870			
Social curiosity (overt and covert)	17	0.940			
	18	0.930			
	19	0.894			
	20	0.887			
	21	0.906			
	22	0.892			
	23	0.912			
	24	0.870			

Furthermore, the correlation between dimensions and the total score of the scale has been measured. Table 3 revealed that the computed r- values are significant which shows strong internal consistency of the scale.

Table 3

The Correlation between Total Score of Dimensions and Total Score of the Intellectual Curiosity Scale

Dimensions	Computed r- value	Critical r-value	Degree of Freedom	Significance
Joyous Exploration	0.959	0.15	138	significant
Deprivation Sensitivity	0.969			
Stress tolerance	0.953			
Thrill seeking	0.974			
Social curiosity	0.973			

Additionally, the internal correlational matrices among the scale dimensions are estimated and found to be statistically significant as revealed in table 4.

Table 4

Internal Correlational Matrices of the Intellectual Curiosity Scale Dimensions

Dimensions	1	2	3	4	5
1	1				
2	0.910	1			
3	0.923	0.902	1		
4	0.899	0.937	0.942	1.000	
5	0.909	0.934	0.876	0.935	1.000

3.5.2 Reliability of the Creativity Scale

The Pearson's r for the creativity scale has shown strong reliability of 0. 95 value and of 0.97 when using Spearman Brown equation. On the other hand, the Cronbach's Alpha revealed an r- value of 0.95 indicating good reliability.

Also, the internal consistency of the scale items has been measured and the r- values are found to be significant as illustrated in table 5.

Table 5

The Correlation between Item Score and Total Score of the Creativity Scale

Items	Computed r-Value	Critical r-Value	Degree of Freedom	Significance
1	0.927	0.15	138	Significant
2	0.927			
3	0.908			
4	0.920			
5	0.878			
6	0.864			
7	0.897			
8	0.908			
9	0.854			
10	0.751			
11	0.893			
12	0.886			
13	0.915			
14	0.848			
15	0.958			
16	0.851			
17	0.930			
18	0.921			
19	0.861			
20	0.910			

3.5.3 Reliability of Research Writing Test

The reliability of the research writing test, that has been scored according to a rating scale consisting of 5 criteria, is estimated adopting the Alpha Cronbach Equation and revealed a value of 0.91.

3.6 Item Difficulty Level and Discriminating Power

3.6.1 Item Difficulty Level and Discriminating Power of the Research Writing Test

The table below illustrates the difficulty level and the discriminating power of the items of research writing test

Table 6

Item Difficulty Level and Discriminating power of the Research Writing Test

Items	Difficulty Level	Discriminating Power
1	0.69	0.46
2	0.67	0.46
3	0.69	0.30
4	0.65	0.40
5	0.65	0.45

3.6.2 Item Discriminating Power of Intellectual Curiosity Scale

The item discriminating power has been calculated using the extreme groups method and t- test for two independent samples. Results revealed that all the r- values are statistically significant at a degree of freedom of 74 as shown in table 7.

Table 7

Item Discriminating Power of the Intellectual Curiosity Scale

Items	Groups	No.	Mean Score	Standard Deviation	Computed t- Value	Critical t- Value	Degree Of Freedom	Significance
1	Higher	38	6.21	0.41	31.65	1.99	74	significant
	Lower		3.21	0.41				
2	Higher		6.71	0.46	37.13			
	Lower		3.16	0.37				
3	Higher		6.21	0.41	30.24			
	Lower		3.08	0.49				
4	Higher		6.18	0.39	26.88			
	Lower		2.63	0.71				
5	Higher		6.26	0.45	28.61			
	Lower		3.29	0.46				
6	Higher		6.63	0.63	24.62			
	Lower		3.21	0.58				
7	Higher		6.50	0.83	20.06			
	Lower		3.21	0.58				
8	Higher		6.00	0.00	16.68			
	Lower		3.05	1.09				
9	Higher		5.68	0.81	14.81			
	Lower		3.26	0.60				
10	Higher		5.55	0.65	22.17			
	Lower		2.76	0.43				
11	Higher		6.26	0.45	24.70			

	Lower		3.26	0.60				
12	Higher		6.21	0.41	20.33			
	Lower		2.95	0.90				
13	Higher		6.00	0.00	69.45			
	Lower		2.92	0.27				
14	Higher		5.47	0.51	30.14			
	Lower		3.00	0.00				
15	Higher		5.95	0.70	20.51			
	Lower		2.63	0.71				
16	Higher		6.34	0.78	15.80			
	Lower		3.63	0.71				
17	Higher		6.00	0.00	34.08			
	Lower		3.34	0.48				
18	Higher		5.79	0.41	18.08			
	Lower		2.84	0.92				
19	Higher		6.45	0.65	21.66			
	Lower		3.58	0.50				
20	Higher		5.92	0.27	18.87			
	Lower		3.45	0.76				
21	Higher		5.89	0.69	17.67			
	Lower		3.45	0.50				
22	Higher		5.92	0.27	28.10			
	Lower		3.37	0.49				
23	Higher		6.53	0.51	25.39			
	Lower		3.71	0.46				
24	Higher		5.87	0.53	16.04			
	Lower		3.34	0.81				

3.6.3 Item Discriminating Power of the Creativity Scale

As it appears from table 8 below, all t- values are greater than the critical t- values which indicates that they are statistically significant at a degree of freedom of 74.

Table 8 ***Item Discriminating Power of The Creativity Scale***

Items	Groups	No.	Mean Score	Standard Deviation	Computed t- Value	Critical t- Value	Degree Of Freedom	Significance
1	Higher	38	5	0	46.90	1.99	74	significant
	Lower		2.92	0.27				
2	Higher		4.71	0.46	26.68			
	Lower		2.16	0.37				
3	Higher		4	0	46.90			
	Lower		1.92	0.27				
4	Higher		4.82	0.39	19.46			
	Lower		2.11	0.76				
5	Higher		4.34	0.48	26.99			
	Lower		1.92	0.27				
6	Higher		4.32	0.47	19.65			
	Lower		2.11	0.51				
7	Higher		4.66	0.48	16.80			
	Lower		1.92	0.88				
8	Higher		4.71	0.46	28.84			
	Lower		1.76	0.43				
9	Higher		4.47	0.51	22.03			
	Lower		2.18	0.39				
10	Higher		4.53	0.51	16.72			
	Lower		2.61	0.50				
11	Higher		4	0	19.45			
	Lower		2.42	0.50				
12	Higher		4.87	0.34	23.58			
	Lower		2.76	0.43				
13	Higher		4.18	0.39	34.27			
	Lower		2	0				
14	Higher		4.87	0.34	27.02			
	Lower		2.32	0.47				
15	Higher		5	0	44.09			
	Lower		1.42	0.50				
16	Higher		4.13	0.34	20.47			
	Lower		2.26	0.45				
17	Higher		4.53	0.51	26.90			
	Lower		1.42	0.50				
18	Higher		4.16	0.37	22.56			
	Lower		2.18	0.39				
19	Higher		4.71	0.46	15.02			
	Lower		2	1.01				
20	Higher		4.87	0.34	51.62			
	Lower		2	0				

3.7 Statistical Indicators of Study Instruments

3.7.1 Statistical Indicator of Intellectual Curiosity Scale

The next table illustrates the statistical indicators of the intellectual curiosity scale scores

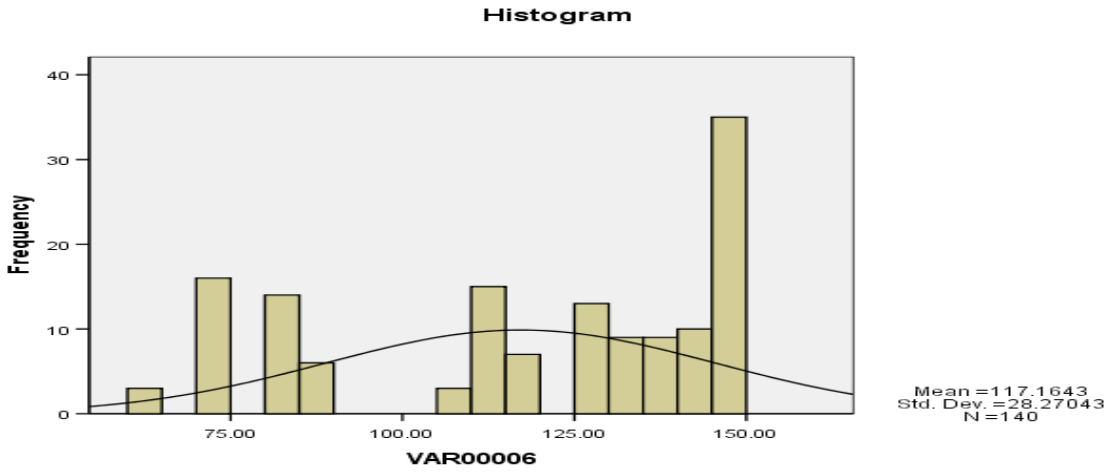
Table 9

Statistical Indicators of the Intellectual Curiosity Scale

Indicator	Value
Sample no.	140
Mean score	117.1643
Standard error	2.389288
Medium	126
Mode	147
Standard error	28.27043
Variance	799.2174
Kurtosis	-0.55519
Skewness	-1.15193
Range	85
Lower score	64
Higher score	149
Total	16403

Moreover, the figure below indicates that the distribution of scores and frequencies are approaching normal distribution curve:

Figure 1 ***Frequencies and Scores Distribution of the Intellectual Curiosity Scale***



3.7.2 Statistical Indicators of the Creativity Scale

Table 10 below shows the statistical indicators of the creativity scale.

Table 10

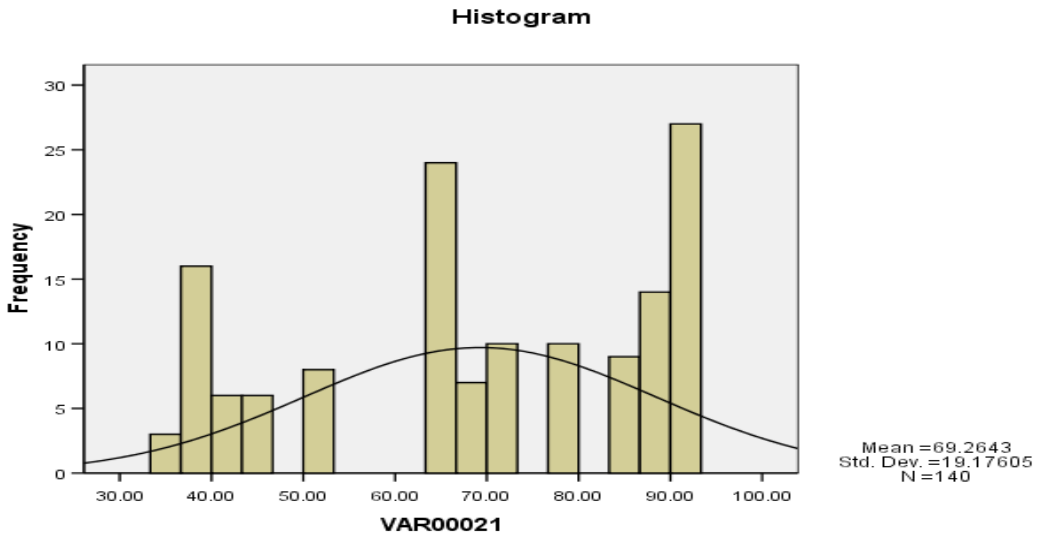
Statistical Indicators of the Creativity Scale

Indicator	Value
Sample no.	140
Mean score	69.26429
Standard error	1.620672
Medium	70.5
Mode	92
Standard error	19.17605
Variance	367.721
Kurtosis	-0.37585
Skewness	-1.22491
Range	56
Lower score	36
Higher score	92
Total	9697

As for the frequencies and scores distribution, they show as approaching normal distribution curve as the next figure illustrates:

Figure 2

Frequencies and Scores Distribution of the Creativity Scale



4. Results and Discussion

In order to answer the first question posed in the current study and which states" what is the correlation between college students' intellectual curiosity and their performance in research writing?", Pearson correlation coefficient has been calculated and the r- value is found to be statistically significant as illustrated in the table below:

Table 11

The Correlation between Intellectual Curiosity and Research Writing

variables	Sample Size	Computed r- value	Critical r- value	Degree of Freedom	Significance
Intellectual Curiosity	140	0.97	0.15	138	significant
Research writing					

According to the results above, the first hypothesis is rejected indicating a positive significant correlation between the two variables.

This positive correlation is due to the significant role of curiosity in enhancing level of writing skills, that is to say, curiosity makes learners explore more areas of knowledge and consequently add a variety of perspectives and thoughts as referred to by Rajput & Nathani (2022, pp. 50-51) . Moreover, this exploration of knowledge will tap into their overall skills in writing research. This finding is in consistence with that of Abd Al-Nabi and Fahady (2022) study which revealed significant correlation between curiosity and language proficiency.

As far as the second question is concerned which is" what is the correlation between college students' creativity and their performance in research writing?", results, when using Pearson correlation coefficient have shown that the computed r- value is greater than the critical r- value, which means that the correlation is statistically significant as table 11 reveals:

Table 12 ***The Correlation between Creativity and Research Writing***

variables	Sample Size	Computed r- value	Critical r- value	Degree of Freedom	Significance
creativity	140	0.96	0.15	138	significant
Research writing					

On the basis of the results above, the second hypothesis is rejected which means that the higher students' level of creativity, the better their performance is in writing research.

Creativity is considered a key ingredient in writing research because creative students will integrate their own ideas, emotions, experiences and analytical capacities into their work making it as exceptional piece of writing beyond the limitation of rules of writing, as asserted by Phillips and Kara(2021, p. 2). This result confirms that revealed by Salim et al. (2020) study which proved a positive correlation between learners' creativity and writing skills.

In order to find out the students' level of intellectual curiosity, t- test for one independent sample has been calculated and results have shown that the mean score is greater than the theoretical mean which proves that students have good level of intellectual curiosity, as shown in the next table:

Table 13

Mean Score, Theoretical Mean, and T- Value of Participants' Performance in the Intellectual Curiosity Scale

Variable	Sample Size	Mean score	Standard Deviation	Theoretical Mean	Computed t- value	Critical t- value	Degree of freedom	significance
Intellectual curiosity	140	117.16	28.270	84	13.87	1.96	139	Significant

With regard to participants' level of creativity, table 13 has revealed that they have good level since the mean score is greater than the theoretical mean and the computed t- value is greater than the critical t- value.

Table 14

Mean Score, Theoretical Mean, and T- Value of Participants' Performance in the Creativity Scale

Variable	Sample Size	Mean score	Standard Deviation	Theoretical Mean	Computed t- value	Critical t- value	Degree of freedom	Significance
Creativity	140	69.26	19.18	60	5.72	1.96	139	Significant

In order to reveal participants' level of research writing, data has been analyzed through using t-test for one independent sample. And results have indicated that their level is satisfactory as the mean score is greater than the theoretical mean as illustrated in table 14.

Table 15

Mean Score, Theoretical Mean, and T- Value of Participants' Performance in the Creativity Scale

Variable	Sample Size	Mean score	Standard Deviation	Theoretical mean	Computed t- value	Critical t- value	Degree of freedom	Significance
Research writing	140	17.81	4.22	15	7.81	1.96	139	Significant

The participants in the current study show, to some extent, a good level with regard to the three variables. This might be due to the fact that the topics selected for writing their researches are of interest and relevant for their future work as English teachers, such as motivation, engagement, difficulties in teaching English, classroom management, etc. in which they can explore a variety of sources and combine different ideas and solutions in their writing. Consequently, it will lead to better learning and writing achievement.

5. Conclusion

Learning the main processes and techniques of writing a research is crucial for language learners. however, there are many factors which make learners perform better in writing among which are their level of curiosity and creativity that add imagination, originality, flexibility, and analytical capacities. These components make writing process enjoyable as learners try to involve their personality characteristics when writing and not only following the particular rules learned in their curriculum. Accordingly, in order for learners to be successful writers, language teachers are recommended to develop learners' creativity through integrating activities that promote their abilities to express their ideas, emotions, points of view, etc. Furthermore, teachers can raise their learners' awareness for the role of being curios in enhancing writing skills. Also they can design some simple but significant activities to increase intellectual curiosity such as asking some interesting questions or posing a critical problem to be solved and presenting their answers in a written text.

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Appendices

Appendix A

Intellectual Curiosity Scale

1- Does not describe me at all
2- Barely describes me
3- Somewhat describes me
4- Neutral
5- Generally describes me
6- Mostly describes me
7- Completely describes me

Items	1	2	3	4	5	6	7
Joyous exploration							
1. I seek out situations where it is likely that I will have to think in depth about something.							
2. I find it fascinating to learn new information.							
3. I view challenging situations as an opportunity to grow and learn.							
4. I enjoy learning about subjects that are unfamiliar to me.							
Deprivation sensitivity							
5. Thinking about solutions to difficult conceptual problems can keep me awake at night.							

6. I feel frustrated if I can't figure out the solution to a problem , so I work even harder to solve it.							
7. I work relentlessly at problems that I feel must be solved.							
8. I can spend hours on a single problem because I can't rest without knowing the answer.							
Stress tolerance (items in this subscale are reverse- scored)							
9. The smallest can stop me from seeking out new experiences.							
10. I can't handle the stress that comes from entering uncertain situations.							
11. I find it hard to explore new places when I lack confidence in my abilities.							
12. It is difficult to concentrate when there is a possibility that I will be taken by surprise.							
Thrill Seeking							
13. Risk- taking is exciting to me.							
14. When I have free time, I want to do things that are a little scary.							
15. Creating an adventure as I go is much more appealing than a planned adventure.							
16. I prefer friends who are excitingly unpredictable.							
Social curiosity (overt)							
17. I ask a lot of questions to figure out what interest other people.							
18. When talking to someone who is excited, I am curios to find out why.							
19. When talking to someone, I try to discover interesting details about							

them.							
20. I like finding out why people behave the way they do.							
Social curiosity (covert)							
21. When other people are having conversation, I like to find out what it is about.							
22. When around other people, I like listening to their conversation.							
23. When people quarrel, I like to know what is going on.							
24. I seek out information about lives of people in my life.							

Appendix B

Creativity Scale

Items	Strongly Agree	agree	undecided	disagree	strongly disagree
1. My expertise allows me to approach problems from unique angles.					
2. I lack specialized knowledge and skills related to my field of study.					
3. I find it challenging to explore different solutions to a problem.					
4. I often make connections between seemingly unrelated ideas.					
5. I find analogies from other domains helpful in my creative thinking.					

6. I feel unmotivated to engage in creative tasks.					
7. I am genuinely interested in exploring new ideas and concepts.					
8. I feel motivated to engage in creative tasks even without external rewards.					
9. Collaborating with others enhances my creativity.					
10. Constructive feedback from peers and teachers fuels my creative process.					
11. I feel supported by my learning environment to express my creative ideas.					
12. I am willing to take risks when experimenting with new approaches.					
13. I embrace uncertainty as part of the creative process.					
14. I am open to challenging traditional norms and conventions.					
15. I keep refining my ideas even when faced with obstacles.					

16. Setbacks do not discourage me; I see them as opportunities to learn.					
17. I am committed to seeing my creative projects through completion.					
18. I believe my ideas are unique and distinct from others'.					
19. I strive to avoid clichés and common solutions.					
20. I value novelty and innovation in my work.					

Appendix C

Research Writing Assessment Rubric

Criteria	level	Description
Subject & content	5	Highly focused & coherent
	4	Mostly focused & coherent
	3	Focused but sometimes incoherent
	2	Often unfocused & incoherent
	1	Mostly unfocused & incoherent
Organization	5	Very well organized throughout
	4	Well organized throughout
	3	Adequately organized
	2	Inadequate organization
	1	Serious disorganization
Language use	5	Writing flows smoothly; very few language errors
	4	Writing flows rather smoothly; some language errors
	3	Many language errors but writing comprehensible.
	2	Many language errors; writing not

		comprehensible
	1	Dominated by language errors; writing mostly incomprehensible
Citation	5	Very strong ability to cite and quote
	4	Good ability to cite and quote
	3	Reasonable ability to cite and quote
	2	Weak ability to cite and quote
	1	Very weak ability to cite and quote
Writing process	5	Diligently reviewed and proofread
	4	Good reviewing and proofreading
	3	Acceptable reviewing and proofreading
	2	Weak reviewing and proofreading
	1	Poor reviewing and proofreading

Appendix D

Names and Academic Ranks of the Experts

	Names and Academic Ranks	**Place of Work**
1	Prof. Dr. Sondus Talib	University of Diyala, College of Basic Education
2	Asst.Prof. Dr. Nagham Jaafer Majeed	University of Diyala, College of Basic Education
3	Asst. Prof. Ibtihal Ahmed	University of Diyala, College of Basic Education
4	Asst. Prof. Dalia Hussain yahia	University of Diyala, College of Basic Education
5	Asst.Prof. Ashwaq Abdul Mahdi	University of Diyala, College of Basic Education

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الدور التنبئي للفضول المعرفي والابداع في مهارات كتابة البحث لدى طلبة الكلية الدارسين للغة الانكليزية كلغة اجنبية: دراسة ارتباطية

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مستخلص البحث:
تعتبر مهارة الكتابة من المهارات الاساسية التي يعرض من خلالها طلبة الكليات الدارسين للغة الانكليزية كلغة اجنبية المعرفة المكتسبة لتحقيق العديد من الاغراض الاكاديمية ومن بينها انجاز بحث التخرج بنجاح. على اية حال فان عملية كتابة البحث تتأثر بالعديد من العوامل التي قد تحسن او تعيق هذه العملية. وعليه تهدف هذه الدراسة الى معرفة الدور الذي يلعبه بعض من العوامل مثل مستوى الفضول المعرفي والابداع لدى الطلبة في كتابة البحث. تم تعيين عينة مؤلفة من 140 طالب وطالبة من المرحلة الثالثة في كلية التربية الاساسية ليشتركوا في هذه الدراسة. وتم تبني 3 ادوات لجمع وتحليل البيانات وهي مقياس الفضول المعرفي ومقياس للأبداع اضافة الى اختبار لكتابة البحث. وبعد تحليل النتائج تم التوصل الى وجود علاقة ذات دلالة احصائية بين الفضول المعرفي وكتابة البحث وبين الابداع وكتابة البحث. كما ان عينة البحث تتمتع بمستوى جيد في متغيرات البحث الثلاث. وفي ضوء نتائج البحث تم اقتراح بعض التوصيات لتحسين مستوى الطلبة في كتابة البحث.

الكلمات المفتاحية: الفضول المعرفي الابداع مهارة كتابة البحث.