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The Impact of Reflective Journal Writing (RJW) on Learners' Mindfulness, Mastery Goal, and Language Learning

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Abstract

The present study investigated the impact of reflective journal writing on the mindfulness, mastery goal, and language achievement of English as a Foreign Language (EFL) students. In so doing, a quasi-experimental study with 30 participants in two groups was designed. The 14-item mindfulness scale by Langer (2004) and 6 items of the mastery goal orientation questionnaire by Midgley et al. (1998) were distributed among the participants of the two groups at two points during the study. The items of the mindfulness scale were organized according to three dimensions: novelty seeking (NS), novelty producing (NP) and engagement (E). The participants in the experimental group were instructed to generate a reflective journal, derived from the five stages of O'Farrell's (2007) model, when they attended the class with no explicit judgment and correction by the instructor. Thus, instead of the teacher, the students started to judge and assess themselves. The results of the pretests indicated that the participants of the two groups were homogenous with regard to their mindfulness, mastery goal, and language proficiency. The result of the posttest demonstrated the positive effects of reflective journal writing on mindfulness, mastery goal, and language achievement. Based on the above findings, teachers are recommended to apply this method and consider a specific time in their classes or as homework after classes, either in the electronic layout incorporating multimedia capabilities or in the conventional format, to provide an opportunity for students to freely record their feelings, emotions, and thoughts about the events during the class and foster their metacognitive skills and goal-orientations.

Keywords: Language achievement, Mastery goal, Mindfulness, Reflective journal writing.

I | INTRODUCTION

Today, students' academic achievement is considered as a significant indicator for assessing the educational system. Additionally, academic achievement has always been important for teachers, students, parents, and researchers. Different ways and strategies give students the widest range of choices in their academic setting. One of the factors influencing academic achievement and also one way of assessment among the multiple ways is the reflective journals. With its multiple roles, whether at home or in class, reflective practice is a vital part of learning. Reflection is a form of mental processing that one may utilize to accomplish an objective or to attain expected consequences (Moon, 2005). It is one of the main thinking skills that guide students to examine and evaluate their learning process and helps them observe their development from unexperienced learners to professional ones

(Moon, 2008). Back in 20th century, John Dewey was among the first who wrote about reflective practice, and then other researchers such as Lewin and Piaget proposed relevant theories.

Numerous models of reflective practice have been put forward to direct reasoning about achievement. For instance, Borton's (1970) model presents a circular approach consisting of three questions of what, so what, and what next. Borton's model was far ahead revised by experts outside the field of education like different fields of nursing and medicine (Rolf et al., 2001). One of the existing theoretical approaches was developed by Gibbs (1998) in the health professional domain. It has six stages that lead to the description of the experience to conclusion and considerations related to future events. The model can be utilized in other disciplines as a tool to support you to reflect after the experience.

The history of reflective journal writing (RJW) originated from Roman and Greek times. Next, St. Augustin and Pascal kept journals to record the moment in their life. Then, the ladies in the Japanese court wrote an exact narrative of everyday life and engaged in their work feeling in the 10th century but hid it under the pillow. Thus, at that time, it started to become known as "pillow diaries". This kind of writing not only contained the record of their diary life but also recorded their feelings, dreams, vision, and hopes. After that, people started to write journals and diary writing from the Renaissance on. They recorded personal life events, ideas, hope, fears, without any goals to publish these writings or notes. One of the famous examples was related to the 14th to 16th century, which emerged afterward as books, a diary by Dati, Florentines, and Venetian Marino Sanuto (the jun.). They recorded less important occasions without any concern that one day their writing might be published.

Further, Pepys (1970), who is famous today, started to vividly describe details such as people, joys, politics, wars, and some difficulties in the Church of England. His first diary was published in 1825. After that, the publication of diaries began in 19th century. One of the quite well-known diaries was published by Anne Frank in the 1940s. The diary was not publicized at that time, but it was edited and published by Otto Frank after the war. The diary writing was, indeed, exercised in the 20th century as a way of self-expression.

Indeed, one of the strong psychological consequences can emerge from having listeners for one's self-expression (Gibbs, 1998). In conclusion, writing was considered a vital means of communication at that time, since they were no technological tools like television, the Internet, and computer. Nowadays, journal writing can be used as a therapeutic aid in the field of psychology. Individuals try to bring their experience of coherence to their lives. Journal writing serves as a tool to reopen the prospects of living and learning.

More recently, RJW has made its way into the educational domain. The use of reflective journals has been defined as one of the key tools to promote reflective thinking in the domain of educational programs (Krol, 1996; Lee, 2008; Sileo et al., 1998). Journal writing is open-ended, allowing students to generate questions and responses (Cr'eme, 2005). It is a piece of writing that allows everyone to record thoughts and intuitions about their own learning experiences. When you do, it fundamentally encourages you to review experiences and to evaluate your performance in various routes of life to develop critical thinking skills (Ghanizadeh et al., 2020). It can also provide an opportunity or chance for the student to create consciousness about themselves (Hedlund et al.,1989; LaBoskey,1994; Sparks et al., 1993).

One of the facets of consciousness in relation to well-being is mindfulness. Mindfulness is rooted in the Pali language and is translated to awareness, diagnosis, and retention (Shapiro, 2009). It is derived from various traditions of Buddhist psychology (Rosenberg, 1998). Accordingly, the transfer of mindfulness into modern western psychology might not be easy or straightforward. However, there is a general accord among the advocates of mindfulness concerning its conceptualization and what it implies (Hayes et al., 2004; Kabat-Zinn, 1990; Linehan, 1993; Segal et al., 2002).

Mindfulness is a multi-faceted and complex concept which has inspired numerous researchers in this field around the last 40 years (Pagnin & Philips, 2015). More than a few definitions exist depending on the context of its use. Generally, it is defined as paying attention in a particular way, when driving, or in a current moment without judgment (Kabat-Zinn, 1994). Accordingly, living in the moment enables an individual to access and appreciate objective truth in the world and see the world as it is (Yeganeb, 2006). The notion of mindfulness is principally associated with the training of formal and informal meditation. While there is no accord on the nature of formal and informal practice (Birtwell et al., 2019), in formal mindfulness, or meditation, the practice can be considered to sustain attention on body, breath or sensations, or whatever comes up in every moment. Informal mindfulness practice integrates mindfulness into routines through involvement in mindful moments and cultivation of mindful awareness to daily activities (Birtwell et al., 2019).

Mindfulness has been found to be helpful for individuals to achieve stability, undergo less stress and pressure, and focus their attention (Monteiro, 2015; Thornley-Hall, 2015). Langer (2000) stated that mindfulness can result on the one hand in an "increase in competence, memory, creativity, positive affect, and health and longevity, and on the other hand in a decrease of coincidence and stress" (p. 220). Hence, the main component of mindfulness positively affects wide-ranging consequences at the personal level, such as creativity and physical well-being (Brown & Ryan, 2003; Langer, 2005, 2009).

Mindfulness includes two components including 1) a person's attention to the events occurring in the present moment, and 2) a particular stance characterizing events by acceptance (Bishop et al., 2004). The first describes the abilities such as fixed attention and blockage of elaborating processing. The second one consists of not having a judgmental perspective of feeling and thought. Accordingly, mindfulness practices can take at least two forms; the first one emphasizes the constrained focus of attention, and the second one the wide-ranging focus of attention. In the first approach, the person has to concentrate on a specific event, such as eating a raisin (Kabat-Zinn, 1994) or breathing (Fletcher & Hayes, 2005).

The second approach is somehow different. Generally, in this approach, the person is asked not to pay attention to a single object; instead, he cares or attends to whatever is present in the surrounding (Bishop et al., 2004). These techniques can be mixed with the meditation and relaxation techniques which are used by some psychologists to reduce stress or treat some psychological disorders such as rumination or emotional disengagement (Baer, 2003).

Mindfulness training has primarily been applied in clinical psychology and medicine (e.g., Greeson & Gabrielle, 2018; Li et al., 2021). Only recently have the researchers studied the potentials of mindfulness in enhancing academic achievement, motivation, and other dimensions of academic effectiveness (e.g., Ghanizadeh et al., 2019, 2020; Moghadam et al., 2020, 2022).

Human behavior is influenced by a host of psychological and social factors. People with diverse goals, reasons, and tendencies come into contact with social situation. One of the motivational constructs in various studies is achievement goal orientation that has grown in the past 13 years. The achievement goals, by taking into account the role of ability and skill, are divided into two categories: mastery goals and performance goals (Eliot et al., 1999). Mastery goals refer to the goals targeted at improving the competence and performance of individuals. These goals comprise one of the most prominent and complete frameworks for understanding the motivation for progress and academic performance, especially in the field of education and skill development. Performance goals which refer to goals via which an individual avoids negative evaluation and only tries to gain favorable judgement are divided into tendency goal orientation and avoidance goal orientation.

Mastery goals represent the development of competence and intrinsic motivation in the face of challenging situations (Ames, 1992; Dweck, 1986; Nicholls, 1984) and promote educational benefits especially for students (Dweck, 1986). Mastery goals are linked to the students who are acquiring new skills and trying to achieve their goals, while the mistakes are very normal occasions for them (Bouffard & Couture, 2003).

When students make a progress in learning and mastering a new task, the mastery approach develops self-improvement and enjoyment (Pekrun et al., 2009). Hence, according to Pekrun et al. (2009), mastery goals are related to the mastery of activity, positive achievement emotions, and positive relationship with classroom members (Philips & Gully, 1997). When students recognize the benefits of the lesson and find it useful for their life-long functioning, they insist more on learning (Meece et al., 1988). For the students who follow mastery goals, classes are often motivating. They also persevere when they face difficulty, seek out help when they are confused, self-regulate effectually, use deep learning strategies such as elaborating, experience positive emotion, and consider tasks valuable (e.g., Darnon et al., 2007; Pekrun et al., 2006).

Students in classroom with mastery structure have more skills, motivation, engagement, metacognitive awareness, and effort (Zafarmand et al., 2014). They also look for challenging assignments and new things and use consistent learning demonstration in their study. Research has shown that those who select mastery goals, work hard to achieve their goals (Dupeyra & Marian, 2005; Elliot ,1999). Also, the mastery goals are inclined towards deep strategies, such as metacognitive strategies and beliefs (Harackiewicz et al., 2000).

Despite recent enthusiasm for learner-oriented approaches such as reflective journals, in most educational systems, the teacher is the center of the classroom, and the students follow the directions given by the teacher (Ghanizadeh & Rostami, 2015). They learn subjects passively without discovering themselves. This kind of learning which is called passive learning leads to a lack of comprehension. Such students try just to gain a good mark, while they have not mastered the subject and only memorize it. If we move from passive to active or reflective education, we can develop and improve learners' performance, so that students can assess their learning process and reflect upon it.

Although some studies have been done to explore the effect of reflection on teaching and learning in general, in fact, there is a dearth of research investigating the impact of reflection on various cognitive and metacognitive factors in language learning.

II. PURPOSE OF THE STUDY

The purpose of the present study is to investigate the impact of the RJW on EFL learners' mindfulness, mastery goal, and language learning. So, in this study, the reflective journal is the treatment which is considered as the independent variable. Mindfulness, mastery goal, and language learning are the dependent variables. The following research questions were formulated to attain the goals of the present study:

1. Does RJW have any significant impact on EFL learners' mindfulness?
2. Does RJW have any significant impact on EFL learners' mastery goals?
3. Does RJW have any significant impact on EFL learners' language achievement?

III. METHODOLOGY

1. Participants

The sample of the current research comprised EFL learners in an English language institute (Shokouh) in Mashhad, a city in Iran. Normally, schools are gender-segregated in Iran; accordingly, the experiment was conducted in the female branch. Thirty female students were selected from the identical grades in

the range of 17 to 22 years of age. They were assigned in two classes, one as the control and the other as the experimental group. The design of the study was quasi-experimental.

They were at the intermediate level and could write and convey their message not only as an assignment but also in their free time as an optional activity. Hence, they were more eager to involve in journal writing. All of them participated actively without any obligation.

2. Instruments

2.1. The Langer Mindfulness Scale (LMS14)

The mindfulness scale designed by Langer (2004) was employed. The scale LMS was translated to their mother tongue. It comprised 14 items on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale evaluates three components of socio-cognitive mindfulness. The components are novelty seeking (NS), novelty producing (NP), and engagement (E). This scale has adequate internal consistency with the alpha value ranging from 0.80 to 0.90.

Table 1. The subscales of LMS.

FActor	Item No.	Sample item
NS	1,7,8,10,13	I enjoy events.
NP	2,3,9,11,14	I produce innovative ideas.
E	4,5,12	I am rarely alert to novel improvements.

2.2. Achievement Goal Orientation Inventory

The translated version of Academic Goal Orientation Inventory designed by Midgley et al. (1998) was used to measure the students' goal orientations. It consists of 18 items on a 7-Point Likert scale ranging from 1(strongly wrong) to 7 (strongly true). They measure academic achievement goals. In this study, the first subscale (measuring mastery goal) was employed. According to Midgley et al. (1998), the scale has satisfactory validity and reliability indices.

Table 2. Mastery goal sub-scale information.

Subscale	Definition	Sample item	Alpha	Items
Mastery-approach	Achieving learning-based or intrapersonal capability	The main reason I do my school activities is that I like to learn materials deeply.	.85	1-6

2.3. English Language Final Exam

The English language exam of their current book was employed to estimate language achievement. Both experimental and control groups took it at the beginning and at the end of the term. The test is like a bridge to the next level. It consisted of 50 questions with a set of 17 tests in the multiple-choice format, 10 true and false listening questions, 7 short-answer questions, 9 open-ended questions, 8 reading questions, and two writings. The students were given standard time to answer the questions.

3. Procedure

At the beginning of the term, two questionnaires were administered after a brief explanation to the participants on how they were expected to fill out the questionnaires. In this study, the students did not write their names in order to reduce concern about judgment and increase their serenity to record accurate responses. Indeed, the participant's age and gender were required to be mentioned. The aforementioned questionnaires and the final exam were given to both groups.

In the experimental group, the participants wrote their journals for at least 15 minutes in the class or after the class only for themselves. Generally, in every session, the pupils wrote freely in the specific and separated notebooks according to the illustration given at the beginning of the session in the experimental group. The writings were not necessarily examined by the teacher, but instead they were checked by themselves. The students intended to improve their knowledge and correct themselves automatically. This activity gave them the opportunity to record everything that happened in the class as well as their inner feelings about everything during attending the class. They were also supposed to write down their strengths and weaknesses in learning new materials, their feelings in the class as well as something personal and important for them without worrying particularly about spelling or grammar in order to connect new information to the previous knowledge they already had freely.

The format of RJW introduced to the class stemmed from O'Farrell's (2007) model. It has five phases: describe the actual event as if you were a video camera, feed in additional information, reflect, rethink everything again in the light of future experiences, and devise new courses of action and thinking. Totally, the writing process was in a free-form format derived from O'Farrell's (2007) model. After a few sessions, all the students became accustomed to doing this task without any hesitation; in fact, it was fun and enjoyable for them. However, the participants in the control group were not involved in journal writing.

IV. RESULTS

To ensure the homogeneity of the two groups concerning their level of mindfulness, mastery goal, and language proficiency, independent samples t-tests were run. The *Independent Samples t-test* compares two unrelated sample means to determine whether the population means are significantly different. The results confirmed that the two groups were homogenous in these constructs prior to conducting the study: mindfulness ($t = -1.79$, $p = .08$), mastery goal ($t = -1.55$, $p = .12$), and language proficiency ($t = -.46$, $p = .64$).

The first research question probed the effect of RJW on learners' language achievement. To examine this question, first the means and standard deviations (SD) of language achievement in the control and experimental groups in the posttest were computed, the results of which showed some mean differences in the two groups: experimental ($M = 99.14$, $SD = 8.80$), control ($M = 80.71$, $SD = 11.26$).

To probe the significance of this observed difference at the 0.05 level, an independent samples t-test was performed, the results of which are presented in Table 3. The verified significant difference was at 0.05 ($t = 4.28$, $p = .000$). The effect size was then estimated. To do so, Cohen's d was run, the magnitude of which was found to be 1.82. This value is large according to the effect size index.

Table 3. Independent samples t-test for language achievement.

t	df	Sig. (2-tailed)	Mean difference	Std. error difference
4.82	28	.000	18.42	3.82

To answer the second research question investigating the impact of RJW on learners' mindfulness, the means and SDs were calculated. The results are as follows: Mindfulness: experimental ($M = 45.85$, $SD = 4.60$), control ($M = 40.21$, $SD = 4.28$). The significance of the above difference in the mean scores of mindfulness in the experimental and control groups was examined via another independent samples t-test. The results displayed in Table 4 confirmed the efficiency of RJW in promoting the learners' mindfulness level ($t = 3.38$, $p = .002$, Cohen's $d = 1.26$).

Table 4. Independent samples t-test for mindfulness.

t	df	Sig. (2-tailed)	Mean difference	Std. error difference
3.38	28	.002	5.64	1.68

To address the third research question probing the impact of RJW on the learners' mastery goal, the means and SDs were estimated. The results are as follows: Mastery goal: experimental ($M = 35.64$, $SD = 7.37$), control ($M = 26.28$, $SD = 6.42$). The significance of the above disparity in the mean scores of mastery goal in the experimental and control groups was inspected through running another independent samples t-test. The results, exhibited in Table 5, established the effectiveness of RJW in fostering the learners' mastery goal ($t = 3.96$, $p = .001$, Cohen's $d = 1.35$).

Table 5. Independent samples t-test for mastery goal.

t	df	Sig. (2-tailed)	Mean difference	Std. error difference
3.38	28	.001	10.35	2.61

V. DISCUSSION

As mentioned earlier, the present study sought to investigate the impact of RJW on EFL learners' mindfulness, mastery goal, and language achievement. The results indicated that RJW positively influenced language learning, mastery goal, and mindfulness. As already stated, mindfulness is a sort of nonjudgmental and present-center awareness that every thought and feeling is accepted as it is (Bishop et al., 2004). We need to find a way to deal with the distractions in the classroom; therefore, it is necessary for individuals to refuel properly, stimulate their brain, and eliminate distractions whenever possible. The focus and attention of students can significantly increase after any type of mindful reflection (Chamber et al., 2008).

One way to increase mindfulness is to create a change in the procedure. It looks as if the brain is locked and it now needs to change in the subject. Therefore, it can remain alert and productive for a long time if the training procedure is changed. Perhaps, one of the best ways to stay focused is to write about the related processes. The brain will focus by writing; when concentration increases, the students prepare themselves for the subject, which, in turn, promotes concentration. When they write about positive things, the level of happiness increases, and the symptoms of depression and demotivation decrease. When they put their negative thought on paper, they can overcome stressful events and enhance learning. From another viewpoint, when they concentrate entirely on distraction, they are no longer distracted, and they can take benefit from this through writing about those distractions. Generally, this sort of concentration results in the reduction of anxiety as well as depression (Biegel et al., 2009; Saltzan & Goldin, 2008).

Thus, reflective writing is a great tool for stress management. It helps pupils become aware of their subconscious. Actually, students use their minds to observe the surrounding events when they are writing a journal. This type of writing helps them cultivate inner peace and raise their mentality (mindfulness).

This finding is in line with the research by Khramtsova and Glascock (2010). They found reflective tools are beneficial for attentiveness and concentration, and this consequently impacts the learning atmosphere. The present study indicated the value of reflective tools in giving students occasional opportunities to be mindful. In fact, students write and record their knowledge since writing is an important tool for learning and strengthening it in the mind. The students comprehend which parts of the lesson have been mastered, and which part they have not understood precisely. As a result, the person's visual knowledge is reinforced, and learning is improved. Basically, self-awareness enlarges the frame of mind and enhances language learning. Numerous studies have stressed self-awareness as one of the momentous incidents of reflective practice (Jones, 2009; More et al., 2010; Park, 2003). RJW incites conscious awareness of diverse tasks, which the student must carefully bear in mind in order to master language usefully. According to the study

of Lio & Wang (2016), pupils come to be risk-takers, concentrate on their learning and become effective in English language learning through RJW. This type of meditation is undoubtedly mindfulness.

It can be discussed that one of the most significant goals of educational systems that has always been noted by the researchers is training motivated, purposeful, progress-oriented, and proficient learners. Numerous factors lead to academic achievement, one of which derives from the theory of achievement goals (Wentzel & Wigfield, 2009). This orientation in educational situations specifies a person's motivation to study. The statistical analysis conducted on the students in the experimental group and the control group showed that reflective journal writing may have significant effect on pushing pupils toward a mastery goal. Accordingly, journal writing simplifies English language learning through changing student's insight, enriching skills and abilities, and reducing weaknesses. According to Browman & Addyman (2014), reflective skills are considered as a vital part of professional competence by structuring individuals' personal goals and inspiration. Therefore, it is very important for teachers to identify the goal of each student and provide a platform for students to foster effective learning goals.

The results exhibited that the experimental group outperformed the control group in language learning. In fact, pupils write in order to record their knowledge. Writing is a vital tool for learning and strengthening it in the mind. Via RJW, students can identify their strengths and weaknesses and accordingly devote more time on weaknesses and improve their leaning.

Students who write reflective journals regularly narrate their challenges in language learning (Stevenson & Cooer, 2009). Intrinsically, RJW helps them think about the challenges that they may face in learning language. On that account, reflective journal writing stirs up conscious awareness of various phases, which the student must carefully bear in mind in order to learn language usefully. In other words, the learners can improve their learning through journal writing by finding a way to cope with the learning challenges (Kolb, 1984; Schon, 1983). Thus, the student learns to solve their problem and foster their language learning.

VI. CONCLUSIONS AND IMPLICATIONS

Taken together, the results of the current study indicated that writing journals assists learners to develop mindfulness. It makes awareness and also empowers the writer to reinforce the strengths and diminish the weaknesses. RJW focuses on the process that may enable pupils to foster reflective capacity and skills (Haigh, 2001). Consequently, it is crucial that students keep on this path and be incited to write regularly. All of these findings indicate how students can control and monitor their own learning and be mindful ultimately through RJW. In fact, reflective journal can be considered as a facilitative activity in any curriculum. Therefore, English language teachers should prioritize it in their programs.

In this study, it was found that the learners who write journals have higher level of mindfulness and adapt mastery goals which enables them to facilitate language learning. Through this activity, they can improve their concentration and language learning. Teachers should be aware of the benefit of journal writing and allow students to overcome their weaknesses and experience freedom in learning in order to see their improvement and feel joyful. This finding can have important practical implications for teachers who teach English as a foreign language. According to current findings, the teacher must eliminate the factors that make them bored of teaching the lessons. To this end, it is important not to provide very hard and complicated activities.

We recommend that teachers familiarize students with the contributions and the objectives of RJW. Then, based on the contexts, students' needs and preferences, teachers should present a specific format of RJW and help them compose their journals based on that format. Ultimately, students should be advised on how to systematically assess their journals. Given that the model of RWJ employed in this

study was derived from O'Farrell's (2007) model, we briefly put forward our recommendation for incorporating RJW to class activities. This model, introduces five steps for incorporating reflective activity to our daily affairs. The first step is providing feedbacks on our personal behavior, responses, feelings, environment, as well as others' emotions. The second stage concerns gaining supplementary information from theories, previous experiences, our hypotheses, social matters, and moral issues. The third stage links reflection theory to practice by connecting present circumstances to previous ones, evaluating our beliefs and actions, reconsidering existing theories and preconceptions, and generating new theories or course of actions. So, it is time to modify or approve ideas so as to find out the efficiency of the adopted procedure. Finally, we should ponder whether something new or more reflection is required for more effective learning (O'Farrell, 2007).

What they require is a small little notebook in which they can write everything about their thought, feelings, and events during the class. Teachers should apply this method and consider a specific time in their classes or as homework after classes, either in the electronic layout incorporating multimedia capabilities or in the conventional format, to provide an opportunity for students to freely record their feelings, emotions, and thoughts about the events during the class and to foster their metacognitive skills and goal-orientations.

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APENDICES

Mastery Goal Orientation Scale (6 Items out of Academic Goal Orientation Inventory by Midgley et al., 1998)

My aim is completely master the material presented in this class.

I am striving to do well compared to other students.

My goal is to learn as much as possible.

 I am striving to understand the content as thoroughly as possible.

An important reason why I do my schoolwork is that I enjoy doing it.

The main reason I do my school activities is that I like to learn materials deeply.

Mindfulness Scale (Langer, 2004)

I like to explore concepts and meanings.

I can create few novel ideas. (reverse coding)

I can create many new engagements.

I rarely pay attention to what others are doing. (reverse coding)

I avoid stimulating conversations that require careful consideration. (reverse coding)

I am very creative.

I am very curious.

I try to think of new ways of doing things.

I rarely notice changes. (reverse coding)

I like to be mentally challenged.

It is easy for me to create new and influential ideas.

I rarely notice new developments. (reverse coding)

I like to understand how things work.

I am not an original thinker (reverse coding).