

Correlation of Between Creative Thinking with Language Anxiety and Learning English in Turkmen Bilingual Students

¹Ali Reza Homayouni, ²Muhammad Hossein Abdollahi,
³Soheila Hashemi, ²Valiollah Farzad and ⁴Fariborz Dortaj

¹Department of Educational Psychology,

Imam Reza International University, Mashhad, Iran

²Department of Psychology, Kharazmi University, Tehran, Iran

³Department of Psychology, Mazandaran University, Babolsar, Iran

⁴Department of Psychology, Allameh Tabatabaai University, Tehran, Iran

Abstract: Creativity is organizing new issues, process of becoming sensitive to difficulties and deficiencies in knowledge and basic key concepts in learning. So, the research investigated relationship between creativity with language anxiety and learning English in Turkmen bilingual students. The research method was correlation and the population included all boys students of third grade of guidance school speaking in Turkmen language and were resident in Bandar-Turkmen. This city was divided into five zones center, North, South, West and East and three schools were chosen in each region and totally 320 were chosen from schools.

Key words: Creativity, language anxiety, learning English, Turkmen, bilingual

INTRODUCTION

Language is involved in human development and learning. From a socio-cultural perspective, learning is conceptualized as participation rather than knowledge acquisition while language as a primary mediating tool in enabling information exchange, knowledge sharing and more importantly, using the language in context. Language exchange is understood as a tool which facilitates meaning negotiation, turn-taking in an activity, creation of a consensus between participants and the developing of new forms of knowledge. Creativity is one of the most fundamental key elements of having a good class. Creativity is creating clear and singular visions for the future in the mind of people, the vision act as incentive in order for the people to enhance their thinking process and hence stimulate their creativity (Rahimi and Hematiyan, 2012). Mihov *et al.* (2010) conceptually defined creativity as the ability to abstract from the conventional way of thinking, to create a new concept by combining two or more ideas that do not appear to be compatible and to abstract from the context and see beyond the mere representations. Positive learning environments were related to intrinsic motivation and creativity and that negative environments were harmful to intrinsic motivation and creativity (Tsai *et al.*, 2015). Creative thinking has been organized as something we are

born with but others have said that it can be developed through activities and teaching strategies. The aim of creative thinking is to stimulate curiosity and promote divergence. Creative based teaching in language learning classes can cause the mental flexibility, verbal structures, better understanding and more stable and more success in language learning (Rahimi and Hematiyan, 2012). Creativity is able to increase motivation based power and actions motivation (Zhang *et al.*, 2015). If students learn languages with more creativity will participate in classes with more motivation and acquire better results in the class (Hadley, 1993; Albert and Kormos, 2011). Creative ability causes the increase of verbal words, quicker learning and more capability in speaking in English (Fahim and Komijani, 2011; Afshar and Rahimi, 2014) and better performance in language learning and decreasing verbal stress. Also more creative people are better at comprehension and use more metacognitive strategies. The role of creativity is confirmed in motivational selves theories which can improve the ideal self and increase the motivation to learn language (Dornyei, 2009). More creative students are more motivated to interact with teachers and collages and participation in class activities and speaking in a foreign language which is very influential in ideal self formation of languages. The creative thinker using reapplication looks at something old in an entirely new way. So,

because of important role of creative thinking in learning, the research aimed to investigate the relationship between creative thinking with English anxiety and learning English.

MATERIALS AND METHODS

The investigation was correlation and the population included all boys students of third grade of guidance school speaking in Turcoman language and were resident in Bandar-Turkmen. This city was divided into five zones center, North, South, West and East and three schools were chosen accidentally in each region and 320 were chosen from schools.

Instruments

Creativity test: This test includes four sub-scales named fluid, innovation and flexibility. Torrance test was given to 650 of third grade of guidance school students with the creativity test in order to measure the validity of test, the cohesion coefficient between the averages score of Torrance test was 0.46. Also the stability coefficient of fluid, innovation, flexibility and expansion parts were 0.85, 0.82, 0.84 and 0.80. The cohesion coefficient between sub-tests of test-test method of these tests was 0.02, 0.44, 0.61 and 0.59. The cohesion coefficient between sub-tests of creative thinking tests as the validity index of fluid, expansion, innovation and flexibility was 0.468, 0.424, 0.195, 0.0, 0.361 and the cohesion was considerable in 5% of them (Dornyei, 2009).

Questionnaire of foreign language class anxiety: The questionnaire is the developed model of anxiety of foreign language (Horwitz *et al.*, 1986). It contains 33 items to measure anxiety levels of students to learn English language. Test-retest coefficient of its primary version on students of Texas University was 0.93 and after eight weeks it was calculated 0.83. To examine justifiability related with the criterion in Iran there were implemented the test and Cattell Anxiety test on the students that its correlation coefficient was 0.45. The test reliability was 0.86 by diving approach (Abad and Emamipour, 2001).

English learning: Necessary information was gathered for English learning index through student’s English lesson scored at the end of an educational year. Each student score was determined by documents and existing educational documents and office responsible and was given to researchers.

In order to analyze gathered information, Pearson correlation was used to identify the correlation between variables.

RESULTS AND DISSCUSION

Findings showed negative and significant correlation between components of creativity with English negative evaluation anxiety, English communication anxiety and English test anxiety. Also, there is positive and significant correlation between components of creativity with learning English, time and place of learning English, English learning (Table 1 and 2).

Creativity is created naturally in people but its appearance needs the training. Since, educational systems and specially schools are first entities to effect students behaviors after families and this system is able to train successful people, recognizing effective teaching methods and training some expert teachers who utilize emotional and cognitive capability to get to valuable investigations in all human sciences territories and create new sciences. It is really essential to pay attention to this fact and one of the defects of the educational system is that forgets the inner creativity and innovation of students and tries to quell that this matters is important in language learning too. It is believed that creative children are those who are “ free thinkers” and have imaginative intelligence. The teachers try to implement activities that spur higher cognitive skills through learning to write personal narratives and essays decorated with similes and imaginative expressions. The teacher uses variety of activities and modified these activities to foster students’ creativity. Educational level is the most crucial level of each person’s life and each student ought to learn high volume of information regarding foreign languages without any permission to state his opinion and the students are considered successful when they are capable of memorizing and stating information without any change. The instructors did not stress peer evaluations,

Table 1: Mean, standard deviation, maximum, minimum of research variables

Variables	Mean	SD	Max.	Min.
Fluency	15.81	3.92	24	5
Flexibility	17.73	4.33	28	6
Originality	17.82	4.61	30	2
Elaboration	18.24	4.93	30	2
English communication anxiety	6.59	23.84	41	9
English test anxiety	9.50	37.39	61	14
English negative evaluation anxiety	4.95	17.33	29	6
English learning	18.86	45.36	33	6

Table 2: Correlation coefficient between creativity with language anxiety and learning English

Variables	English			Learning English
	communication anxiety	English negative evaluation anxiety	English test anxiety	
Fluency	-0.305**	-0.285**	-0.288**	0.305**
Flexibility	-0.288**	-0.298**	-0.299**	0.417**
Originality	-0.266*	-0.243**	-0.230**	0.346**
Elaboration	-0.310**	-0.297**	-0.313**	0.411**

**p<0.01; *p>0.05

although, they constituted another kind of activity discussion while the students made comments on each paper. Also the quality of ideas or work that one produced was important, too. The teachers believed that time limit on thinking strictly structured classrooms that provide no independence are major barriers' to students' creativity. In this study, I found that the teachers' beliefs about creativity directly affected their classroom practices to foster students' creativity. Thus, lecturers should take into account any changes in educational policy and ensure the quality of teaching and learning are not affected. According to Sen and Sen (2012), learning strategies are defined as behaviors or actions which learners used to make language learning more successful, self-directed and enjoyable.

CONCLUSION

Findings showed negative and significant correlation between components of creativity with English negative evaluation anxiety, English communication anxiety and English test anxiety. Also, there is positive and significant correlation between components of creativity with learning English

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