

## Assessment the Creativity between English and Arabic Language Teachers

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### Abstract

The purpose of this study was to examine teachers' creativity, between English and Arabic teachers of Razavi khorasan province, Iran. Facilitating creativity was one of the major goals in gifted education in Iran, and teachers' role was considered to be crucial in achieving this goal. Sixty teachers were surveyed with an open-ended questionnaire to identify their understanding of creativity. Their answers were analyzed by SPSS software. Finding showed there is no significant differences between English and Arabic teachers (P Value<0.05). The results of this study demonstrated that to successfully facilitate creativity in gifted education, teachers' balanced view is essential.

**Key words:** creativity, English and Arabic teachers, Razavi Khorasan, Iran

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### Introduction

The importance of creative thinking for education and society has been stressed from several Sources. Already ten years past, the OECD recognized creative thinking because the core of the information society (OECD, 2000). Creative thinking is viewed as a resource for economic development (Florida, 2002) and a way for social regeneration (Banaji, Burn, & Buckingham, 2006). Academics and educationists, from Vygotsky (2004) to Sawyer (2006a and b), Amabile (1989) and Robinson (2001) argue for the huge advantages of creative thinking for learning. In Europe, creative thinking is seen as the center of the information triangle: education-research-innovation (European Council, 2009). This strategic framework for European cooperation in Education and coaching emphasizes the necessity to deal with the improvement of creative thinking and innovation, including entrepreneurship, in the slightest degree levels of education and coaching. Creative thinking is seen because the sparkle for innovation that is successively acknowledged united of the key drivers of property economic development. The year 2009 has been the eu Year of creative thinking and Innovation. One in every of its outputs was the Ambassadors' pronunciamiento (EC, 2009), wherever engagement in creative thinking is seen as a condition for Europe to be at the forefront. in keeping with Barroso, creative thinking will guarantee long and property economic process and supply new answers to this economic crises (Villalba, 2009). The pronunciamiento considers investment in information as very important so as to maneuver ahead and thrive creative thinking (EC, 2009). The EU2020 proposal recommends focus in class curricula on creative thinking, innovation and entrepreneurship (EC, 2010a). The 2009 European Year of creative thinking and Innovation gave rise to the ICEAC study on Creativity and Innovation in Education and coaching in EU Member States<sup>1</sup>, developed by JRC-IPTS<sup>2</sup> together with weight unit Education and Culture. The target of this study is to provide a stronger understanding of however innovation and creative thinking square measure framed within the national and/or regional objectives and applied in practices of education at primary and secondary level of required faculty (ISCED levels one and 2). The study consists of: a literature review on the role of creative thinking and Innovation for education (Ferrari, Cachia, & Punie, 2009); an analysis of the relevancy of creative thinking and innovation in class curricula; the current survey with teachers; a spherical of eighty interviews with academic stakeholders; and a leaflet of excellent practices. There is a widespread agreement from stakeholders on the relevancy of the teacher for fostering or obstructive learners' (and so youth) artistic potential (Beghetto, 2005; Esquivel, 1995; metric weight unit & Smith, 2004; Wyse & Spendlove, 2007). Understanding teachers' perception of creative thinking and their current teaching practices is so essential for any development of policy lines on creative thinking and innovation for education in Europe.

### What is creativity?

"Creativity" numerous aspects that each of them should be in place to check. A very important aspect of creativity, the necessary conditions for the development of this talent is universal. In this case can be less time, energy and capital, the direction of development and prosperity and innovation to prepare the students. Today proved that creativity is simply an inherent feature, but all human beings have the ability and all have varying degrees of talent. In addition, factors such as skills acquisition, training, accountability, flexibility, knowledge and awareness, risk, Do not be scared of mistakes and failures in the innovation and creativity of the students have a great impact. All of these factors as a teacher can set students identify and seek to nurture them. This article has attempted to identify important factors in creative and innovative ways to be able to offer students.

Necessary because it involves co-construction of meaning and promotes an active role of the learner. Historically, creativity has been seen as a tortured and mystical process, the province of geniuses, artists and eccentrics.

<sup>1</sup> For further information please refer to: <http://is.jrc.ec.europa.eu/pages/EAP/iceac.html>

<sup>2</sup> The Institute for Prospective Technological Studies (IPTS) is one of the seven scientific institutes of the European Commission's Joint Research Centre (JRC). The mission of IPTS is to provide customer-driven support to the EU policy-making process by developing science-based responses to policy challenges that have both a socio-economic as well as a scientific/technological dimension.

Today, we are less in awe of the creative process. Now, creativity is recognized as a practical skill, one which can be taught and which everyone can achieve. It is a way of thinking in which we look at familiar things with a fresh eye, examine a problem with an open mind about how it might be solved, and use our imagination rather than our knowledge to explore new possibilities rather than established approaches.

### Teaching Creativity

Creativity is about being creative in your thoughts and ideas in order to produce something different, this need to go beyond the boundaries you set. When implementing creativity into the classroom it is important you consider the idea of promoting children to think 'outside of box'. Creativity should break barriers in learning resulting in children becoming adaptable to a range of situations.

### Importance of creativity

Creativity is clearly important on a national and global level for economic growth and development. But there is an increasing recognition that it is key at an individual level also. Creativity improves the self-esteem, motivation and achievement of learners. Pupils who are encouraged to think creatively:

- Become more interested in discovering things for themselves
- Are more open to new ideas and challenges
- Are more able to solve problems
- Can work well with others
- Become more effective learners
- Have greater ownership over their learning

### Creative teaching

In order to teach creativity, one *must* teach creatively; that is, it will take a great deal of creative effort to bring out the most creative thinking in your classes. Of course, creativity is not the only required element for creative instructors. They must also know their fields and know how to create an appropriate learning environment. When will it be most important for you to offer direct instruction? When is discovery most important? What are your expectations and how can you best communicate them?

Because answers to these questions are so diverse — even for individual instructors teaching different courses or at various times of the semester — no one technique will fit all needs. Here are several approaches or techniques for teaching creatively, both general and specific to certain fields. More examples of field-specific approaches or techniques appear in the Creative teachers section.

### Method

The study compared the English and Arabic, is the creativity of teachers which are more creative.

The study was conducted by 60 teachers, in two groups of 30 English teachers and 30 teacher of Arabic that their age, work experience and sexes are equal. They were 30 men and 30 women in range 25 till 30 ages that are Teachers of high school level.

### Test of normality

To study the normal range study of Kolmogorov-Smirnov test (Kolmogorov-Smirnov Test) is used in the case of normal variables, statistical methods of parametric and non-parametric statistical methods otherwise used for hypothesis testing. Kolmogorov-Smirnov normality test statistical hypothesis is as follows.

Hypothesis  $H_0$ : the data are normally distributed.

Hypothesis  $H_1$ : the data are normally distributed.

So reject the null hypothesis ( $H_0$ ) means that the data is not normal, and if the null hypothesis is rejected, which is less than the significance level of the test of 05/0 (sig <0.05). Kolmogorov Smirnov test results are shown in the table below.

Table 1: One-Sample Kolmogorov-Smirnov Test

	The creativity of teachers
<b>N</b>	60
<b>Kolmogorov-Smirnov Z</b>	0.455
<b>Asymp. Sig. (2-tailed)</b>	.986

Given that a significant level test (Sig) 455/0 of the creativity of teachers, which is more than 05/0, the claim is accepted and variable data normality is normally distributed can be so parametric methods for check the research hypothesis

### Inferential statistics and hypothesis testing

This section examines the research hypothesis. According to the normal range of creative teachers parametric test, independent t-test (Independent Sample T Test) to test the hypotheses used.

**First hypothesis:** The level of creativity among teachers and Arabic languages

To test this hypothesis using an independent t-test (Independent Sample T Test), the significant differences in the level of creativity of Arabic language teachers are paid. The test hypothesis is as follows:

$H_0$ : There is no significant difference between creativity and Arabic language teachers.

$H_1$ : Arabic language and there is a relationship between the creativity of teachers.

So reject the null hypothesis ( $H_0$ ) in the sense that there is a significant difference in how creative teachers. It should be noted in the independent t-test statistics T (t), or the level of significance (Sig) to decide on the acceptance or rejection of the assumptions used and if the null hypothesis is rejected that the sig <0.05. Test results are presented in the table below. The first test assuming equal variances during the test (Levene's Test) is

presented in Table 2. Given the significant level of equality of variances from 05/0 to 031/0 and less. So it can be said that the variances are equal. According to Table 2 can be seen that the means of creativity and Arabic language teachers respectively 1 and 4/2 is. The significant level of 65/0 test, which is more than 05/0 ( $\text{sig} = 0.65 > 0.05$ ), so with 95 percent of the null hypothesis ( $H_0$ ) is approved in the sense that the creativity of language teachers there is no significant difference between teachers of Arabic language and Arabic is the same creativity.

Table 2 : Group Statistics and t-test for Equality of Means

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	group	N	Mean	Std. Deviation	Mean Difference	t	Sig.
Equal variances assumed	4.899	0.031	English	30	-1	0.65	1.4	0.66	.512
Equal variances not assumed			Arabic	30	-2.4	0.45			

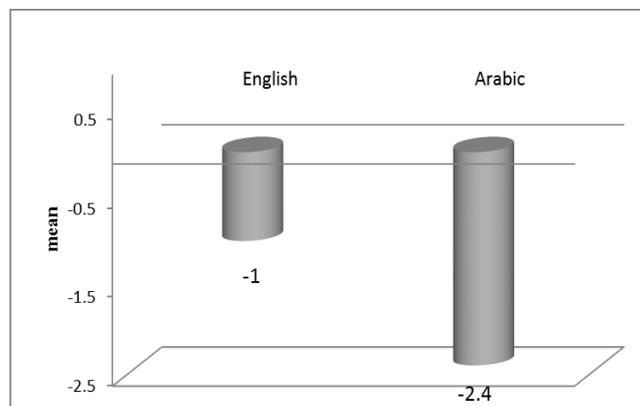


Figure 1.Bar chart

### Conclusion

Research has shown that all human beings have the power of creativity; some in the field with more creativity and some in another. Creativity can flourish by teachers, students or been eliminated. The environment must be conducive to the growth and development of the students provides the creativity.

Karl Rogers writes in this regard: "It is clear that creativity cannot be created by force, but must be allowed to emerge. As farmers cannot bring sprout from seed, but can provide suitable conditions for grain growth. The same situation is true creativity. Should a suitable condition for the growth and development of children and students provide the creativity. Among my experience in psychology is that it may be possible to provide psychological security and freedom, the possibility of the emergence of increased creativity manufacturer."

Teachers must recognize innovative teaching methods and take advantage of them in their work.

The special nature of the creative process is needed, have certainly been very successful in their work will be more. Of course, such a teacher, you do not have to be a very creative person, but if I have the basic skills and creativity can actually use them.

Some features creative teacher interested in having him teach the class and lead to more efficiency:

- 1- A high degree of patience.
- 2- Have a strong incentive
- 3- Encourage students to dream
- 4- In several different areas of knowledge and skills is
- 5- As much as possible to give their students freedom

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