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STUDY OF FOREIGN LANGUAGE CLASSROOM ANXIETY AND ITS RELATION WITH CREATIVITY AND PSYCHOLOGICAL HARDINESS IN ENGLISH MAJORING STUDENTS OF VELAYAT UNIVERSITY OF IRANSHAHR

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ABSTRACT
The main purpose of the present project is the study of the relationship between the psychological hardiness and creativity with foreign language anxiety. The research method was descriptive correlational one. The chosen population for the study was all the English majoring students of Velayat University of Iranshahr, Iran, during fall semester of 2014. Due to the limited size of this community, 153 students, the sample size was considered equal to the total population. For the collection of the data, Foreign Language Classroom Anxiety Scale (FLCAS), abridged Hardiness Scale of Kobasa, and Abedi Creativity questionnaires were used. Data Analysis was carried out using statistical measures like Pearson's Correlation Coefficient and Stepwise Multiple Regression. These analyses were performed via Statistical Package for the Social Sciences (SPSS) software. The results indicated a negative and significant relationship between the hardiness and creativity with foreign language classroom anxiety. Hardiness and creativity were both predictive of job stress, but hardiness was a stronger predictor.

Keywords: Creativity, Foreign Language Classroom Anxiety, Psychological Hardiness

INTRODUCTION
Kaplan and Sadock (1996) *Concise Textbook of Clinical Psychiatry* state that anxiety "is characterized by a diffuse, unpleasant, vague sense of apprehension, often accompanied by autonomic symptoms, such as headache, perspiration, palpitations, tightness in the chest, and mild stomach discomfort." Foreign language anxiety or xenoglossophobia is a feeling of unease, worry, strain and pressure experienced when learning or using a second or foreign language. These feelings may be experienced in any second or foreign language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening (MacIntyre and Gardener, 1994). According to Horowitz *et al.,* (1986) foreign language classroom anxiety, just like other forms of anxiety, has some physiological signs such as excessive perspiration and increased heartbeat. Horowitz and his colleagues classified foreign language classroom anxiety as a typical situation-specific anxiety which means that it can affect individuals who are not characteristically prone to anxiety in other situations. Von Worde (2003) confirmed their idea about foreign language classroom anxiety to be a situation-specific anxiety but believed it to be so complicated and delicate an issue to be defined exactly. Preliminary studies on this complicated factor usually followed by contradictory results; some of these studies referred to a negative relationship between this factor and the progress in second language learning (e.g. Clement *et al.,* 1977; Horowitz, 1986; for an extensive review see Horowitz, 2001), and some other studies found either positive or neutral relationship between these two factors (Chastain, 1975; Kleinman, 1977; Scovel, 1978). To overcome such controversies, researchers tried to reach an agreement upon a same definition and some strong tool (MacIntyre, 1999). As a result of such efforts, most recent studies on the issue consistently resulted in the existence of some negative relationship between this type of anxiety and learning second language (Coulombe, 2000).
Krashen (1985) thinks anxiety can hinder language acquisition through obstructing the processing of new language in the learners. If anxiety interferes with the cognitive function, anxious students may learn less

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and might have problem demonstrating what they have learned. Therefore, they will fail more and this in its own turn is going to lead to more anxiety. Moreover, according to Crookall and Oxford (1991), severe anxiety in learning a foreign language may lead into other problems related to self-esteem and self-confidence that will eventually result in some delay in learning the new language. Many of students enter a roundabout path in which more they learn about their cognitive problems more they feel under stress; this stress, then, hinders learning the new language more (Ely, 1986; Young, 1991).

Today in the global village more people are interested in learning new languages, people from different age groups and social classes with different motivations. The result has never been totally the same for all the learners, for example students of one language class who spend the same time in the same class vary in their fluency at the end of the course. This has been the case for some classes in which the students had the same age and conditions. One reason behind the difference in their performance might be their individual differences and personality traits. Taking individual differences as influential factor in learning new languages, there is a need to identify these differences and adapt teaching methodologies that meet the particular needs of different groups (Nunan, 2005).

Some people have certain personal traits that increase their internal resistance against stress and protect them against stress-related diseases. Psychological hardiness is one of the traits that enable people to analyze stressful situation better and alleviate the negative consequences of dealing with stressors.

Whenever the stressful conditions happen frequently or last too long, people grow anxious. All people experience some levels of anxiety in their lives, but severe and chronic anxiety is unusual and problematic (Mahboub, 2012). Studies have shown that there is a significant relationship between psychological hardiness and anxiety (Vardi, 2002). According to Kobasa, hardiness is a combination of one's beliefs about himself and his way of looking at world. He believes that hardiness is made up of three factors of commitment, control, and challenge. The person who has a higher level of commitment believes in the significance of who he is and what he does. Those who show higher levels of control believe in the predictability and controllability of life events; they think they can affect what happens around them through their efforts. People who have higher levels of challenge look at the negative or positive situations that demand adjustment as a chance for learning and growth rather than a threat against their safety and comfort (Kobasa, 1979; Maddi, 1990).

According to Antonovsky (1979) people with higher levels of psychological hardiness have higher levels of curiosity and as a result one can see higher levels of creativity in them. Torrance (1973) defines creativity as the sensitivity to the problems, deficiencies, and errors in the knowledge, guessing and forming hypotheses about those deficiencies, evaluation and testing of those formed hypotheses and probably correcting and re-examining them until reaching the results. He believes creativity is made up of four main factors of fluency, flexibility, originality, and elaboration. Fluency is defined as the ability to create many ideas, answers and solutions as a hypothesis or picture in a particular area. Elaboration is considered to be the ability of the individual to refer to the details. Creativity is the ability of the individual to create new ideas and finding unique, unusual, and clever solutions for a problem while flexibility is the ability of the individual to create different ideas if the problem changes into different form (Ramezani, 2010).

Zare'h *et al.,* (2011) believe that an insecure and stressful environment has a destructive effect on people's creativity; on the other hand, life in a peaceful environment can result in the flourishing of people's creativity. Researches by Sadeghi *et al.,* (2013) and Mehrabifar and Mortazavi (2010) demonstrated a significant and negative relationship between creativity and anxiety. Higher the level of creativity lower was the amount of anxiety and vice versa.

Studies unanimously agree upon the direct and indirect role of anxiety in the quality of language learning and believe it to be one of the strongest indicators of the learners' performance in class. Thus, any related work can be helpful in teaching and learning second or foreign languages. Considering the importance of personality traits in the development of anxiety and the ways of dealing with it, this work attempts to answer this question that if there is a significant relationship between psychological hardiness and foreign language classroom anxiety or not.

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MATERIALS AND METHODS
Research Methodology
This study is a descriptive research of correlational type. The statistical population chosen for this research was the all the English majoring students of Velayat University of Iranshahr, Iran, during fall semester of 2014. Due to the limited size of this community, 153 students, the sample size was considered equal to the total population. For the collection of the data, Foreign Language Classroom Anxiety questionnaire of Horowitz *et al.,* (1986), abridged Hardiness Scale of Kobasa *et al.,* (1982), and Abedi Creativity questionnaire were used.

Research Tools
Foreign Language Classroom Anxiety Scale
Foreign Language Classroom Anxiety Scale (FLCAS) was designed by Horowitz, Horowitz, and Cope in 1986. It contains 33 questions each of which has a Likert-scale of 5 options (totally agree, agree, neither agree or disagree, disagree, and totally disagree). The lowest score for the test subjects could be 33 and the highest score could be 165. Higher scores would signal higher levels of anxiety. The Reliability of this test was reported by Horowitz and colleagues (1982) Cronbach's alpha 0.93, by Aida (1994) 0.94, by Beklein (2004) 0.90, and by Sao (2011) 0.95.

Abedi Creativity Questionnaire
This questionnaire is the abridged and standardized version of Torrance's Creativity Questionnaire. It includes 60 questions that evaluate fluency, elaboration, originality, and flexibility, four consisting factors of creativity, with 22, 11, 16, and 11 questions respectively. Each question has three different answers of A, B, and C (qualitative) with values that could be translated into scalar quantity of 0, 1, and 2.
Rafieyan (2013) reported the resulted Cronbach's alpha equal to 0.82. Sohrabi and Sohrabi (2003), Kefayat (1995), Haghighat (1999) and several other researchers also confirmed validity and reliability of this test through Cronbach's alpha, test-retest, and factor analysis methods.

Abridged Kobasa Scale Hardiness Questionnaire
This questionnaire contains 20 questions and evaluates three factors of psychological hardiness, that is, commitment, control, and challenge via 9, 7, and 4 questions respectively in a way that the questions 1-9 test the commitment factor, 10-16 control factor, and 17-20 challenge factor. Every question has a Likert-scale of 4 options (Never, Rarely, Sometimes, and Often) with values translatable into scalar quantity ranging from 0-3. Reliability of this test was reported by Kobasa and colleagues (1982) Cronbach's alpha 0.81 and by Esmailkhani and his colleagues (2010) through test-retest for female test subjects 0.85 and for male subjects 0.84 (Yusofipur & Asghariyebrahimabadi, 2014).

RESULTS AND DISCUSSION
Results
In order to present a more transparent picture of the conditions of the variables, the mean and standard deviation of the variables were reported in table 1.

Table 1: Descriptive Statistics

Std.	Mean	N	
19.92	132.10	153	Foreign Language Classroom Anxiety
11.88	41.10	153	Hardiness
18.47	77.50	153	Creativity

The mean and standard deviation for each variable of the research respectively were foreign language classroom anxiety 132.10 and 19.92, psychological hardiness 41.10 and 11.88, creativity 77.50 and 18.47. To test the assumption of the normality of the data resulted from the research, which is one of the prerequisites of application of parametrical tests like Pearson's Correlation Coefficient, Kolmogorov-Smirnov test was used (Table 2).

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Table 2: One- Sample Kolmogorov- Smirnov Test

Asymp. Sig. (2- tailed)	Kolmogorov- Smirnov Z	N	
.163	.119	153	Foreign Language Classroom Anxiety
.134	1.141	153	Hardiness
.612	.759	153	Creativity

In order to examine the relationship between psychological hardiness and creativity with foreign language classroom activity, Pearson Correlation Coefficient was used. The results are displayed in table 3.

Table 3: Correlation between Psychological Hardiness and Creativity with Foreign Language Classroom Anxiety

Relationship	Sig. (2- Tailed)	Pearson Correlation	
Significant- Negative	*.000*	*-.681*	Hardiness
Significant- Negative	.000	-.517	Creativity

Considering the results of Pearson's Correlation Coefficient test, there is a significant and negative relationship between psychological hardiness (r=-0.681) and creativity (r=-0.517) with foreign language classroom anxiety, with 95 percent expectancy.
To examine and determine how strong an indicator each variable is, the stepwise multiple regression was used.

Table 4: Analysis of Variance Table for Examining the Relationship between Hardiness and Creativity with Foreign Language Classroom Anxiety

Sig.	F	Adjusted R Square	R Square	
.000	89.227	.459	.464	Hardiness
.000	49.290	.482	.491	Creativity

As it could be observed in ANOVA table (table 4), statistic F and corresponding *P-value* confirm the significance of the given regression models (*P-value* is less than 0.05). Coefficient of determination and adjusted coefficient of determination values indicate some percentage of the changes in the result variable which could be explained by the given explanatory variables. Therefore, hardiness and creativity could be taken as the predictors of 46 and 49 percents of changes or distribution of foreign language classroom anxiety.

Table 5: The Estimated Regression Coefficients of Model 1, Examining the Relationship between Hardiness and Creativity with Foreign Language Classroom Anxiety

Sig.	t	Beta	β_i	
.000	16.458	--	85.141	β_0
.000	9.446	-.681	-1.143	β_1

Table 5 confirms the significance of regression coefficients of step 1 for entered variables in the model, using statistic t and *P-value*. *P-value* of the regression coefficient of variable of psychological hardiness and constant are less than 0.05; therefore, the regression model 1 for examining the relationship between hardiness with foreign language classroom anxiety could be presented as follows:
Regression Model 1
Foreign Language Classroom Anxiety = 85.141 – 1.143 Psychological Hardiness

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Table 6: The Estimated Regression Coefficients of Model 2, for Examining the Relationship between Hardiness and Creativity with Foreign Language Classroom Anxiety

Sig.	t	Beta	β_i	
.000	11.983	--	76.155	β_0
.000	6.710	-.570	-.957	β_1
.021	2.340	-.199	-.214	β_2

Table 6 confirms the significance of the regression coefficients of model 2 for the entered variables in the model, using statistic t and corresponding *P-value*. The value of *P-value* for the regression coefficient of psychological hardiness, creativity variable, and constant are less than 0.05; therefore, regression model 2 for examining the relationship between psychological hardiness and creativity with foreign language classroom anxiety could be presented as follows:

Regression Model 2

Foreign Language Classroom Anxiety = 76.155 - .957 Psychological Hardiness - .214 Creativity

In order to determine the relative importance of predicting variable, it is referred to values of coefficient β_i (table 6). Psychological hardiness (-0.957) shows a higher coefficient compared to creativity (-0.214); hence, it has a greater effect on the criterion variable. Therefore, assuming that the other variables to be fixed, each unit increase in hardiness may cause 0.975 decrease in foreign language classroom anxiety.

Discussion of the Results

The results indicated that there was a significant and negative relationship between psychological hardiness and creativity with foreign language classroom anxiety. Thus, it could be concluded that the increase in the psychological hardiness could result in the decrease of the foreign language classroom anxiety. This result is in concord with the results of Kalantar (1999), Homaei (2001), and Verdi (2002).

The researches proved the protective role of psychological hardiness against stress. Anxiety and stress are interrelated concepts that overlap each other from time to time. Anxiety emerges when a person is under stressful conditions for a long time or frequently. People with psychological hardiness are actively involved in life affairs to master the complexities of life.

They are not passive observers of life events. They are willing to take responsibility to make their own life meaningful (Akbarizadeh *et al.,* 2012). The findings showed a significant and negative relationship between creativity and foreign language classroom anxiety. Thus, it could be told that there is a reverse relationship between them two, in a way that whenever the creativity of the class is higher the level of anxiety would be lower. This finding confirms what Mortazavi and Mehrabifar (2012) and Sadeghi *et al.,* (2013) found. This finding could be justified by another finding that claims creative people have certain personality traits like autonomy, risk tolerance, emotional stability, flexibility and lots of curiousity (Soltani *et al.,* 2008), rist-taking, high tolerance, internal motivation, passion for hard work, perseverance, self-confidence, self-discipline, concentration, and mind dynamism (Sanatizadeh, 2011) that immune them against anxiety factors and moderate the negative effects of pressures on them. Stepwise multiple regression analysis demonstrated that both psychological hardiness and creativity could be indicators of foreign language classroom anxiety, but psychological hardiness is a stronger indicator for this type of anxiety.

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