



Exploring the relationship between vocabulary learning strategies and creativity: The case of English translation students

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ARTICLE INFO

Article history:

Received: 21 March 2017;

Received in revised form:

18 May 2017;

Accepted: 29 May 2017;

Keywords

Vocabulary learning strategies,
Creativity,
Level of education,
Gender.

ABSTRACT

This paper attempted to explore vocabulary learning strategy use by English Translation students. It also aimed at studying the participants' level of creativity. Moreover, it attempted to investigate the relationship between students' vocabulary learning strategy use and creativity. In addition, it tried to examine the impact of students' level of education and gender on the relationship between their vocabulary learning strategy use and creativity. Sixty four English Translation students took part in the study. The vocabulary learning strategy questionnaire (Jones, 2006) was utilized to investigate the participants' vocabulary learning strategy use. In order to measure their creativity level, Torrance test of creative thinking (Torrance, 1999) was administered. It was explored that dictionary and social strategies were reported as the most frequent strategies utilized by all students and study preferences were the least frequent ones. The result also showed that the participants displayed a low level of creativity. Their creativity level had no significant relationship with their vocabulary learning strategies except for the guessing strategies ($r = .282$, $P < 0.05$). Freshmen and seniors' level of education did not affect the relationship between the two variables while junior students displayed a significant impact on the relationship between creativity and vocabulary learning strategy use with respect to guessing strategies. Finally, it was explored that gender affected their relationship with regard to guessing strategies and social strategies for females and males, respectively.

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Introduction

1.1. Preliminaries

Learning a second language is a time consuming and challenging process which can be affected by various factors. These factors should be recognized in order to boost positive factors and decrease or even remove negative ones. These factors and variables can manipulate the length and quality of language learning procedure. Doczi (2011) mentioned that during the process of second language acquisition, language learning strategies play a significant role. These strategies include the techniques and elements of language learning procedures which depend upon the learner and are correlated with characteristic factors, learning style, gender, age and culture.

Vocabulary learning plays a crucial role in language learning. In fact, vocabulary learning can be considered as the base and skeleton of second language acquisition. According to Zarrin and Khan (2014), in the procedure of second language acquisition, learning vocabulary is one of the most significant difficulties which the learners encounter. In order to use a language, vocabulary knowledge is vital because low vocabulary knowledge creates problems for the learners. They believe that vocabulary connects all four skills of speaking, listening, reading and writing. Thus, it plays a crucial role in the process of language learning.

Due to its importance, different vocabulary learning strategies have been extensively investigated by a great many researchers during the last decades (Rabadi, 2016; El Ghouati, 2014; Saengpakdeejit, 2014; Doczi, 2011; Riankamol, 2008). However, as Momenpoor (2012, p. 20) states, "Despite the increasing popularity of research on learning strategies since the mid-1970s, with the movement away from the audio-lingual method, the topic of learning strategies is a relatively new area in Iran, especially L2 vocabulary learning and remembering strategies".

On the other hand, despite the large amount of studies in the field of EFL and ESL learning, creativity, which is a significant psychological factor, has been somehow neglected (Mousavi, Maghsoudi and Yarahmadi, 2013). Although the relationship between psychological factors and second language acquisition have been studied by many scholars during the last two decades, there is lack of investigation on the relationship between creativity and second and foreign language acquisition. Since learning vocabulary is an important factor in second language and foreign language acquisition, this study primarily aimed at investigating the relationship between creativity and vocabulary learning strategies in a foreign language context.

In Iran, to the best knowledge of the researcher, there is only one study on the relationship between creativity and vocabulary learning strategies which is conducted by Seddigh and Shokrpour (2013) on Medical students of Shiraz University. As vocabulary learning strategies and creativity are crucial factors in the process of second language acquisition, the present study attempted to investigate the vocabulary learning strategies which are most often used by English translation students. Moreover, it tried to measure their level of creativity. More importantly, it aimed at examining the correlation between creativity and vocabulary learning strategies including autonomy, social, guessing, memory, study preference, dictionary, selective attention and note-taking strategies

1.2. Significance of the Study

Despite the vital role of various vocabulary learning strategies, most learners are limited to few number of strategies. It can be said that since they are not taught to use different vocabulary learning strategies in the process of vocabulary learning, they are not familiar with various strategies so they use them less often. Identifying the vocabulary learning strategies used by English Translation students and their relationship with creativity level can help curriculum designers to develop appropriate materials which promote language learners' creativity and include techniques and strategies which boost the process of vocabulary learning. It also may help EFL teachers encourage students to improve their creativity and use more vocabulary learning strategies.

1.3. Research Questions

1. With what frequencies do Iranian English translation students use different vocabulary learning strategies?
2. What is Iranian English Translation students' level of creativity?
3. Is there any significant relationship between Iranian English Translation students' level of creativity and their vocabulary learning strategies?
4. Does educational level affect the relationship between creativity level and vocabulary learning strategies?
5. Does gender affect the relationship between creativity level and vocabulary learning strategies?

2. Review of the literature

2.1. Preliminaries

Many educators and researchers have noticed the importance of vocabulary learning. In fact, they regard vocabularies as the base of language acquisition.

Zarrin and Khan (2014) states that in second language acquisition, learning vocabulary is one of the most difficult processes which students encounter. Since inadequate vocabulary knowledge causes difficulties for learners, vocabulary is regarded as an essential factor in the process of second language acquisition. Therefore, in the process of vocabulary acquisition in the second language, vocabulary learning strategy should be taught to learners.

According to Delzendehrouy, Zamanian and Tayyebi (2014) vocabulary is the main part of a language and is very important for language learners. According to Zhi-Liang (2010), if second language learners do not improve their vocabulary learning, it will cause problem in their language skills such as reading, writing and listening.

Heidari (2011, p. 899) asserts that "One area of language which has been focused on sufficiently in language learning and teaching is vocabulary.

The significance of this area of language is so much that some believes, in the past, that if somebody masters the vocabulary aspect of a language, he/she has undergone over the half of the way of language learning process." Nonetheless, Zhi-Liang (2010, p. 153) believes that "Study on vocabulary learning, however, received little attention during the 1950s and 1960s. In recent years, it has attracted more and more interest from researchers, scholars, and educationalists teachers."

Mccarthy (2001, as cited in Zarin and Khan, 2014) mentions that the major part of a language and one of the most difficulties which students encounter in second language acquisition is vocabulary learning. Similarly according to Decarrico (2001, as cited in Nosratina and Mohammadzamani, 2014) learning vocabulary is the main part of learning a language. This is true in learning the first, second or a foreign language.

2.2. Language Learning Strategy

Asgari and Mustapha (2011, p. 84) states "Acquiring a second language, involves different areas such as motivation, learners' needs, learning environment, learning strategy and language awareness. It is becoming increasingly difficult to ignore second language learning strategy."

Heidari (2011, P. 898) mentions that "over the past few decades, researchers and language teachers have noticed that some learners seem to be successful in second or foreign language learning regardless of teaching methods and techniques. Therefore, a considerable number of researchers have shifted their focus from teaching methods or techniques to language learning strategy use. "Strategy", from the ancient Greek term *strategia*, refers to generalship or the art of war."

According to Oxford (1990, as cited in Heidari, 2011) strategies are significant in language acquisition since they are means for active, self-directed involvement which is necessary in improving communicative competence. Moreover, they are particular actions and techniques utilized by learners in order to facilitate their improvement in second or foreign language skills.

Similarly, Heidari (2011) believes that vocabulary learning strategies refer to techniques, strategies and procedures used by learners consciously in order to ease the process of learning new vocabulary. There are various strategies which are utilized by different learners. Furthermore, Momenpoor (2012, p. 17) expresses that "the notion of learning strategies was born in two fields that have developed it independently: cognitive psychology and second language learning. The former tried to analyze the strategies that experts employ and then train novices to use them as well. The latter preferred to describe the kinds of strategies that are used.

In this regard, Alhaisoni (2012, p. 116) states that "Language learning strategies (LLSs) are important because research suggests that training students to use LLSs can help them to become successful language learners. LLSs enable students to gain a large measure of responsibility and to improve their progress in developing L2 skills."

2.3. Vocabulary Learning Strategy

Vocabulary learning strategies refer to various strategies and techniques used by learners of a second language to learn vocabularies and their meanings.

Saengpakdeejit (2014) believes that students can increase their success in the process of English language acquisition by using vocabulary learning strategies.

Ma (2014) states that there is a significant relationship between vocabulary learning strategies and students' language achievement. In other words, high proficient students use various strategies whereas low proficient students prefer to use few strategies. Pourshahian, Yousefi and Rezvani (2012) mentioned that successful students utilize vocabulary learning strategies in order to monitor their vocabulary acquisition. It means that they select the most suitable strategy and decide when to use one or the other strategy.

Komol and Sripetpun (2011) defines vocabulary learning strategies as all strategies or learning styles used by learners to understand the meaning of an unknown word and to memorize the knowledge related to new words they have learned, and also to increase their vocabulary knowledge.

Riankamol (2008) believes that vocabulary learning strategies are actions and strategies which enable learners to be successful in learning vocabulary. According to Catalan (2003), as cited in Seddigh and Shokrpour, (2013) vocabulary learning strategy refer to the knowledge of techniques used by learners to acquire new words and the process to understand their meanings, to store them in long term memory and to use them in speaking and writing.

2.4. Research on Vocabulary Learning Strategy

Rabadi (2016) investigated vocabulary learning strategy used by 110 Jordanian students majoring in English Language and Literature from eight Jordanian universities. He used Schmitt's (1997) Vocabulary Learning Strategy Questionnaire (VLSQ) for collecting data. He concluded that Memory strategies were the most frequent strategies employed by these students and Metacognitive strategies were the least frequently used strategies among them.

Also, Teng (2015) studied the relationship between vocabulary learning strategy and vocabulary knowledge. The participants were 145 students in a vocational college in China. The findings proved that there was a significant relationship between direct and indirect vocabulary, depth and breadth of vocabulary knowledge. That means that students with a high knowledge of vocabulary preferred to use effective direct and indirect strategy.

Moreover, Ahour and Slamzadeh (2014) investigated vocabulary learning strategy (Including metacognitive, cognitive, social and affective strategy) used by 45 high school female students in Tabriz. They found that cognitive strategies were the most frequently used strategies whereas metacognitive strategies were the least strategies used by these students.

Similarly, in another study, Zarin and Khan (2014) examined vocabulary learning strategy of 46 undergraduate students at A .M. U in India based on the Schmitt's classification of VLS. The results of the study showed that these students preferred to use memory, social and cognitive strategy more while they used determination and metacognitive strategy less often.

Besides, El Ghouati (2014) conducted a research on 60 Moroccan Master students (both male and female) studying English in order to investigate their vocabulary learning strategy, to discover frequency of learners' strategy use and to identify whether there is a relationship between frequency of learners' strategy use and their gender. For collecting data, a vocabulary learning strategy questionnaire adopted from Schmitt' study (1997) was utilized. The results of this study showed that these students utilized all five categories including determination, memory, social, cognitive and meta-

cognitive strategies. Most frequent strategies used by master students were determination strategies. Memory strategies were the second most frequent strategies utilized by these students. The third most frequent strategies used by these participants were cognitive strategies. They utilized meta-cognitive strategies as the fourth most frequent strategies. Finally, the least frequently used strategies used by them were social strategies . With regards to gender, the results revealed that there was a relationship between gender and vocabulary learning strategy. Females used social strategy more than males.

In another study, Nosratinia and Mohammadzamani (2014) investigated whether there was any relationship between EFL learners' self-esteem, motivation and vocabulary learning strategy use. They found a significant correlation between learners' vocabulary learning strategy and motivation .They also demonstrated a significant correlation between their vocabulary learning strategy and self-esteem.

Also, Delzendehtrouy, Zamanian and Tayyebi (2014) investigated the relationship between motivation and vocabulary learning strategy use. Their subjects were 100 Iranian EFL learners in an English language institute. The results showed that there was a significant relationship between the students' motivation and vocabulary learning strategy use. In other words, students who were highly motivated, used more various vocabulary learning strategy compared to students with low motivation.

Arjmandy and Sharififar (2011, as cited in Seddigh and Shokrpur, 2012) conducted a study to identify what vocabulary learning strategies were most employed by Iranian EFL freshman students and what strategies were used least. Moreover they wanted to find out its correlation to gender. They concluded that cognitive strategies were used most whereas social strategies were used least. Female students used cognitive strategies more while males employed metacognitive strategies more.

Furthermore, Khatib (2011, as cited in Seddigh and Shokrpur, 2012) examined vocabulary learning strategy used by 146 Iranian upper-intermediate EFL learners and found that self-motivation, word organization and authentic language use were more used by these learners. There was no significant correlation between gender and vocabulary learning strategy use.

Similarly, the results of another research done by Komol and Sripetpun (2011) on vocabulary learning strategy (determination, social, memory, cognitive and metacognitive strategy) used by 192 undergraduate students and their relationship to their vocabulary knowledge showed that determination strategies were the most frequent strategies used by all students whereas social strategies were used rarely by them. Regarding their vocabulary knowledge and vocabulary learning strategies used by them, the result demonstrated that students whose vocabulary knowledge was high used more various vocabularies learning strategies than those whose vocabulary knowledge was low.

Furthermore, in order to explore the vocabulary learning strategy used by 142 Marocean university students of English as a foreign language (60 males and 64 females) with regards to their gender and proficiency level, Seffar (2014) conducted a research using Oxford's taxonomy (1990). The results of the study revealed that compensation was the most frequently used strategy by the students while they used effective strategy rarely.

In regard to gender, the findings showed a significant relationship between gender and strategy. Females used vocabulary learning strategies more frequently than males. The results also revealed that fourth year students used compensation strategy more while first year students used metacognitive, cognitive and social strategy more frequently.

Similarly, Ahmed (1989, as cited in Celik and Toptas, 2010) studied vocabulary learning strategy used by 300 Sudanese learners of English. He discovered that knowledgeable students used more various vocabulary learning strategies in contrast to the lower level students.

2.5. Creativity

Creativity is a phenomenon that is related to the uniqueness of individuals. It helps them do something which is unique, new and different. Different scholars have defined the concept of creativity differently. Eshrati Fard, Bahador, Nazemi Moghadam, Rajabi, Noor Moradi (2014) states that one of the major objectives of any educational system must be improving individuals' creativity so that they can make appropriate decisions in an unexpected situation.

As Sternberg (2006, P.87) stated "the field of creativity as it exists today emerged largely as a result of the pioneering efforts of J. P. Guilford (1950) and E. Paul Torrance (1962, 1974)".

According to Buakanok, Suwannoi, Jefferies, Davey, Kanarkard, Taweepworadej (2011) creativity means being able to see things differently, solving a problem in a different way and taking part in mental and physical activities which are new and different.

Pishghadam, Ghorbani Nejad and Shayesteh (2012, p. 206) expressed that "The first thing in teaching for creativity is to provoke individuals believe in their creative potential to offer them confidence to struggle. Simultaneously, plenty of attributes must be stimulated such as risk taking, independent judgment, intrinsic motivation, and curiosity." Simonton (2001) states that psychologist refers to creativity as the ability to make new and flexible ideas. The ideas should be unique and practical. Creativity helps individuals to adapt to new situations and solve unexpected problems.

Ramy, Beydokhty, Jamshidi (2014) believes that the most significant purpose of teaching and education is increasing individuals' creativity. In Rahimi's and Hematiyan's opinion (2013 as cited in Homayouni, Abdollahi, Hashemi, Farzad and Dortaj, 2015) a creative centered language learning class can increase students' mental flexibility, verbal structure. Moreover, it also helps them to understand better, be more steady and successful in language learning.

Albert and Kormos (2011, as cited in Sedigh and Shokrpour, 2013) believe that "creativity which involves novelty should be a priority in communicative and task-based methods of teaching since in these methods learners need to use their imagination to perform the task. In this way, the learners become creative and produce better outputs which lead to successful SLA. It might be even more important in a foreign language situation where the output is mainly produced in the classroom.

2.6. Research on Creativity

Akbari (2015) examined how creativity affected cognitive strategy choice in reading comprehension on the sample were 60 upper intermediate language learners of a language institute. In order to evaluate learners' creativity, Torrance Test of Creative Thinking (Torrance, 1990) was used. The results indicated that there was a high and direct correlation between students' creativity and their use of cognitive

strategy in reading comprehension tasks. In another study, Sumangala (2014) investigated language creativity and its relation with intelligence and gender. The participants were 320 students selected randomly from eight secondary schools of Bangalore city. The findings revealed that there was a high and positive relationship between the students' language creativity and their intelligence. With regard to gender, males gained higher scores in four dimensions of creativity including fluency, flexibility, originality and elaboration than females which means that gender had an impact on language creativity.

Still in another study, Sutrisno (2007) studied creativity and its relationship with English learning achievement on tenth grade students. The findings showed that there was a positive and significant relationship between learners' creativity and their achievement in English acquisition. Furthermore, the results revealed that teachers should help learners to improve their creativity by giving them opportunities to ask questions, show their capability in learning English and help them in solving their problem in language acquisition.

Based on the study which is conducted by Nosratinia, Mojiri and Sarabchian (2014) on 140 EFL students, majoring in English Translation and English Literature at Islamic Azad University at Central Tehran, it was found that there was a significant relationship between creativity and language learning strategy among EFL learners.

According to Seddigh and Shokrpur (2013) who examined the relationship between creativity and vocabulary learning strategy of Medical students of Shiraz University, creativity was highly correlated with vocabulary learning strategy use. In that research students' vocabulary learning strategies use were classified based on eight categories including autonomy, social, guessing, memory, study preference, dictionary, selective attention and note taking strategies. Most creative students used autonomy, social, guessing and memory strategies.

Moreover, Mousavi, Maghsoudi and Yarahmadi (2013) examined the effect of creativity on 60 Iranian EFL learners' reading comprehension ability and the effect of general English proficiency on their reading comprehension based on their creativity. The results of their study showed that there was a positive relationship between these students' creativity and their reading comprehension ability. The findings also express that learners' reading comprehension ability with high / low proficiency and high / low creativity are related.

Also, Ghonsooly and showqi (2012) studied 60 advanced English learners and 60 monolinguals to find whether foreign language acquisition had any effect on creativity and the results showed that English acquisition as a foreign language improves all four dimensions of creativity including fluency, flexibility, originality and elaboration. They states that foreign language acquisition improves scheduling, cognitive flexibility and working memory.

Furthermore, in order to examine creativity and its relationship with success Pishghadam, Ghorbani and Shayesteh (2012) asked 289 EFL learners of some language institute to answer English Language Teacher Creativity as well as Characteristic of Successful EFL Teachers Questionnaire. The results demonstrated that teachers' creativity and their success in classroom were highly correlated.

Moreover, Alothman (2012) found that creativity could have a significant impact on foreign language learning and

this impact could be stronger if creative language teaching methods were included in language curriculum like communicative language teaching.

Pishghadam, Khodadady and Zabihi (2011) carried out a research on a sample of 272 undergraduate language learning university students in Mashhad and have found that creativity played a significant role in English achievement.

Finally, Otto's (1998, as cited in Seddigh and Shokrpour, 2013) research on the correlation between learners' level of creativity and their success in second language acquisition showed that there was a potential direct correlation between creativity and language proficiency. However, Albert (2006, as cited in Seddigh and Shokrpour, 2013) did not find any significant relationship between creativity and general proficiency in his research on 41 advanced students.

3. Methodology

3.1. Participants

The participants of this study were 64 B.A students aging from 19 to 32 (including 14 males and 50 females) at Islamic Azad University of Marvdasht. They were freshman, junior and senior English Translation students.

3.2. Instruments

Two instruments were used in the study:

In order to evaluate the level of students' creativity, the Persian translation of Torrance Test of Creative Thinking (Torrance, 1999) was utilized which consists of 60 multiple choice items. Reliability of Torrance Test of Creative Thinking of the present study as was measured by Cranach alpha was .913.

Vocabulary Learning Strategy questionnaire designed by Jones (2006) was the second instrument used to identify the participants' vocabulary learning strategies including autonomy, social, guessing, memory, study preference, dictionary, selective attention and note taking strategies. It consists of 41 items on a 5-point Likert-style frequency scale. The obtained reliability of the Vocabulary learning strategy questionnaire of the current study was .875 as the result of Cranach alpha showed.

3.3. Data Collection

The Persian translation of Torrance Test of Creative Thinking and the Vocabulary Learning Strategy questionnaire were administered simultaneously during the participants' regular class hour. It took 30 minutes to collect the data. The participants were given a brief explanation of the aim of the study and they were asked to provide information regarding their age, educational level and gender.

3.4. Data Analysis

SPSS software version 21 was used to analyze the data. Both descriptive (frequency, mean, standard deviation) and inferential statistics were utilized to analyze the collected data. Pearson correlation was used to investigate whether there was a significant relationship between creativity and different categories of vocabulary learning strategies.

4. Results and Discussion

4.1. The Participants' Vocabulary Learning Strategies

With regard to research question 1, with what frequencies do Translation students use different vocabulary learning strategies, the vocabulary learning strategies questionnaire (Jones, 2006) was utilized which has 41 items on a 5 point Likert scale. It consists of 5 components. The number of items in each component is as follows:

1. Dictionary strategies with eight items (the scores range from 8 to 40)

2. Guessing strategies with one item (the scores range from 1 to 5)

3. Study preferences with three items (the scores range from 3 to 15)

4. Memory strategies with thirteen items (the scores range from 13 to 65)

5. Autonomy with five items (the scores range from 5 to 25)

6. Note taking strategies with six (the scores range from 6 to 30)

7. Selective attention with three items (the scores range from 3 to 15)

8. Social strategies with three items (the scores range from 3 to 15)

In order to compare the mean score of the different components, the total mean of each component was divided by the number items (M/N). This is used as the basis of the comparison. The results of the first research question are presented in Table 1.

Table 1. Descriptive Statistics of Iranian English Translation students' Vocabulary Learning Strategy Use.

	Mean	Std. Deviation	Minimum	Maximum	M/N
Dictionary Strategies	23.98	3.60	15.00	32.00	3.42
Guessing Strategies	3.11	1.06	1.00	5.00	3.11
Study Preferences	8.35	1.98	3.00	12.00	2.78
Memory Strategies	41.22	6.58	25.00	55.00	3.17
Autonomy	15.77	3.24	10.00	25.00	3.15
Note Taking Strategies	19.24	3.71	7.00	27.00	3.20
Selective Attention	9.46	2.28	4.00	14.00	3.15
Social Strategies	9.69	2.21	4.00	15.00	3.23

It was explored that dictionary strategies (mean=3.42, SD=3.60) and social strategies (mean=3.23, SD=2.21) were identified as the most frequent strategies utilized by all students followed by, note taking strategies (mean=3.20, SD=3.71), memory strategies (mean=3.17, SD=6.58), autonomy (mean=3.15, SD=3.24), selective attention (mean=3.15, SD=2.28), guessing strategies (3.11, SD=1.06). Study preferences (mean=2.78, SD=1.98) were the least frequent strategies employed by students.

Compared with the findings in Seddigh and Shokrpours' (2012) study, it is perceived that both studies reported using Dictionary strategies as their most frequently used strategies and study preferences as the least frequent strategies. It seems that study preferences are ought to be more emphasized so that students can benefit from applying them in their process of language learning. Furthermore, it seems that guessing strategies should be more encouraged among EFL Translation students since it was reported as the second least frequent strategies in the current study while it was among the most frequently used strategies in Seddigh and Shokrpour's (2012) study.

4.2. The Participants' Creativity Level

Torrance Test of Creative thinking (Torrance, 1999) which consists of 60 multiple choice items was administered to answer research question 2, what is Iranian English Translation students' level of creativity.

Based on the Torrance Test of Creative thinking scoring system, scores between 100 and 120 indicate a very high level of creativity. Scores between 85 and 100 represent a high creativity level, scores between 75 and 85 show a medium level of creativity, scores between 50 and 75 indicate a low level of creativity and scores below 50 show a very low level of creativity.

The results of the descriptive statistics of the students' level of creativity are presented in Table 2.

Table 2. Descriptive Statistics of Students' Creativity Level.

N	mean	Std.	Min	Max
64	72.2	13.56	29	98

Since the total mean score obtained in this study was 72.2 and it was below 75, it indicated that the participants had a low level of creativity. The current study explored that Translation students had a low level of creativity and the finding is not in line with Seddigh and Shokrpour's (2013) study since they explored that Medical students of Shiraz displayed a high level of creativity.

To offer a clearer picture of the results, Table 3 presents the frequency of students with low, mid and high level of creativity.

As it is illustrated in Table 3, 71.9 percent of the students (46 students) had a low level of creativity, 7.8 percent (5 students) showed a medium level of creativity and 20.3 percent (13 students) revealed a high level of creativity.

4.3. Creativity and Vocabulary Learning Strategies

The third and main research question attempted to find whether there was any significant relationship between Iranian English Translation students' creativity and their vocabulary learning strategies. Pearson correlation was used between the two variables to investigate the possibility of any significant relationship between them. The results are illustrated in Table 4.

As it is offered in Table 4, the students' creativity level had no significant relationship with their vocabulary learning strategies except that the students' creativity level had a significant correlation with guessing strategies

($r = .282$, $P < 0.05$). There was no significant correlation between their creativity and any other vocabulary learning strategies.

The result of this study is in contrast with Seddigh and Shokrpour's (2013) findings. They concluded that medical students' creativity was highly correlated with their vocabulary learning strategies.

4.4. Creativity and Vocabulary Learning Strategies by Levels of Education

In order to answer the fourth research question, whether students' educational level (freshman, junior and senior) affect the relationship between creativity level and vocabulary learning strategies, Pearson correlation was used. The results are exhibited in Table 5.

As it is shown in Table 5, freshman and senior students' level of education did not affect the relationship between creativity level of the students and their use of the vocabulary learning strategies significantly. However, junior students displayed a significant impact on the relationship between creativity and vocabulary learning strategy use with respect to guessing strategies ($p < 0.05$).

4.5. Creativity and Vocabulary Learning Strategies by Gender

In order to investigate whether gender affected the relationship between creativity and vocabulary learning strategies, Pearson correlation was utilized. The findings are illustrated in Table 6.

As it is presented in Table 6, it can be concluded that females' creativity was only correlated significantly with guessing strategies ($r = 0.306$, $p < 0.05$). However, females' creativity did not have any significant correlation with other vocabulary learning strategies.

Table 3. Iranian English Translation students' level of creativity.

		Frequency	Percent
Participants	low	46	71.9
	mid	5	7.8
	high	13	20.3
	Total	64	100.0

Table 4. Relationship between Students' Creativity and Vocabulary Learning Strategy Use.

vocabulary learning strategies	creativity	
	Pearson Correlation	Sig
Dictionary Strategies	-.108	.418
Guessing Strategies	.282*	.024
Study Preferences	-.193	.139
Memory Strategies	.040	.766
Autonomy	.164	.196
Note Taking Strategies	-.028	.827
Selective Attention	.121	.345
Social Strategies	.014	.911

* Correlation is significant at the 0.05 level (2-tailed)

Table 5. Relationship between Students' Creativity and Vocabulary Learning Strategies by Educational Level.

	freshman		junior		senior	
	creativity		creativity		creativity	
	Pearson Correlation	Sig	Pearson Correlation	Sig	Pearson Correlation	Sig
Dictionary Strategies	.049	.875	-.215	.363	-.072	.726
Guessing Strategies	-.100	.723	.491*	.020	.306	.121
Study Preferences	-.132	.653	-.261	.252	-.313	.128
Memory Strategies	.066	.823	-.118	.611	.170	.426
Autonomy	.031	.913	.148	.512	.256	.197
Note Taking Strategies	.298	.301	-.236	.290	.072	.722
Selective Attention	.445	.097	.189	.400	.070	.733
Social Strategies	-.061	.830	-.022	.922	.104	.604

*Correlation is significant at the 0.05 level (2-tailed)

Males' creativity displayed a significant relationship with social strategies ($r = 0.572$, $p < 0.05$) while their creativity was not significantly correlated with any other vocabulary learning strategies.

Table 6. Relationship between Students' Creativity and Vocabulary Learning Strategies by Gender.

	female		male	
	creativity		creativity	
	Pearson Correlation	Sig.	Pearson Correlation	Sig
Dictionary Strategies	-.181	.224	.095	.770
Guessing Strategies	.306*	.031	.063	.832
Study Preferences	-.259	.079	.061	.844
Memory Strategies	-.003	.981	-.036	.916
Autonomy	.154	.286	.065	.825
Note Taking Strategies	-.075	.603	.183	.550
Selective Attention	.144	.317	-.310	.303
Social Strategies	-.091	.529	.572*	.033

*Correlation is significant at the 0.05 level (2-tailed)

The results of the current study contrasted the findings of Seddigh and Shokrpour (2013). They found that the relationship between creativity and the overall vocabulary learning strategies was significant in female students. They found no significant relationship between creativity and the overall vocabulary learning strategies in males. In their study, females showed significant effects with respect to social strategies, autonomy, guessing strategies and memory strategies and males displayed significant effects with respect to social strategies and autonomy.

6. Conclusion

The results of this study revealed that dictionary strategies and social strategies were reported as the most frequent strategies utilized by all students followed by, note taking strategies, memory strategies, autonomy, selective attention, guessing strategies, respectively. Study preferences were the least frequent strategies employed by students. On the basis of the percentages of the use of each of the strategies reported in the present study, it can be concluded that English Translation students utilized vocabulary learning strategies effectively. It means that they were aware of the importance of vocabulary learning strategies in the process of language learning and used them effectively. It can be due to some reasons like their motivation to learn language, the type of activities and tasks they engage in the class and the role of their teachers who may emphasize the importance of using various vocabulary learning strategies.

Furthermore, the current study explored that Translation students had a low level of creativity. As a matter of fact, if curriculum designers provide materials which are helpful in improving students' creativity and teachers utilize the effective materials in their classes to involve students in creative tasks and activities, they would have a significant role in raising students' level of creativity.

Regarding the relationship between creativity and vocabulary learning strategies, there was only a significant correlation between the students' creativity level and guessing strategies. There was no significant relationship between students' creativity and other vocabulary learning strategies. Although, no significant correlation was found between creativity and vocabulary learning strategies, it can be said that this loss of correlation can be due to the low level of students' creativity in the present study. In other words, if their creativity level was higher, a significant correlation might be found between creativity and vocabulary learning

strategies as was the case in the study conducted by Seddigh and Shokrpour (2013).

Investigating the impact of the students' educational level on the relationship between students' creativity and their vocabulary learning strategies, freshman and senior students' level of creativity did not have any significant correlations with their vocabulary learning strategies. While junior students' level of creativity had significant correlation with guessing strategies. It seems that since the students' creativity did not improve in the same line with their educational level, their level of education did not have significant impacts on the relationship between the two variables.

Regarding the effect of gender on the relationship between students' creativity and their vocabulary learning strategies, it is concluded that gender was not an effective factor except that females' creativity was correlated significantly with guessing strategies and males' creativity displayed a significant relationship with social strategies.

7. Pedagogical Implications

With regards to the focus of the current study, it is important that language teachers make learners aware of the significance of vocabulary learning strategies in improving their language learning. Students should be encouraged to use all strategies including dictionary strategies, note taking strategies, autonomy, social strategies, selective attention, study preference, guessing strategies and memory strategies. In this study, the students utilized dictionary strategies and social strategies more frequently, they should be taught to use less frequent strategies (study preference and guessing strategies) more often. Identifying the vocabulary learning strategies used by EFL learners can help curriculum designers to develop appropriate materials and it can also help EFL teachers to encourage and guide students to use more vocabulary learning strategies. Moreover, the results may help curriculum designers to develop materials which improve students' level of creativity and motivate teachers to involve students in creative tasks and activities.

8. Further Research

Future studies focusing on vocabulary learning strategies regarding the individuals' differences of language learners can be conducted at different educational levels in qualitative and quantitative approaches. In addition, studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies can be very helpful to gain a better understanding of the relevant strategies in different educational context. Moreover, the other researchers can conduct experimental and qualitative studies on the effect of motivation on vocabulary learning strategies.

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