

## The Relationship between Iranian Intermediate EFL Learners' Speaking Skill, Self-Actualization and Creativity

**Saeede Torabi**

M.A., Teaching English as a Foreign Language, Islamic Azad University, North Tehran Branch, Iran,  
saeede.torabi@yahoo.com

The present study aimed to investigate the relationship between self-actualization (SA) and speaking skill, creativity (C) and speaking skill, and also the interaction of both creativity and self-actualization and speaking skill to find out which of the two variables of SA or C can better predict speaking skill of the intermediate EFL learners. In so doing, after homogenizing the students as Intermediate ones via an Oxford Placement Test (OPT), two questionnaires of SA (Jones & Crandall, 1986) and Creativity (Torrence, 1990) were administered to 72 intermediate students. Having administered the questionnaires, the researcher required the subjects to deliver a lecture on general and controversial topics. The data collected from the questionnaires as well as the scores given to their speaking skill were analyzed through SPSS (21.00). Results indicated that there was statistically significant relationship between SA and speaking skill and between C and speaking skill. Results also indicated that both variables of SA and C can meaningfully predict intermediate English as a Foreign Language (EFL) learners' speaking skill; however, C was a better predictor of speaking skill. The findings of the present study demonstrated that more concentration is needed to be placed on these two psychological factors in order to enhance students' speaking performances.

Keywords: creativity, EFL learners, intermediate level, self-actualization, speaking skill

### INTRODUCTION

The study of creativity, as a cognitive factor, which influences language teaching and learning has been the focus of many studies (e.g., Albert & Kormos, 2011; Arifani, & Suryanti, 2019; Cole, Sugioka, & Lynch, 1999; Ebrahimi, Heydarnejad, & Najjari, 2018). As the result of this change in focus, individual differences have widely gained importance as they are considered to play a vital role in helping learners to have better achievement in language learning. Developing learning experiences that facilitate self-actualization and creativity is among the most important goals of our society in preparation for the future.

Self-actualization is a process that involves change and growth, dynamic goal selection (Rule, 1991), and discovering oneself. University students are in a period of frequent change and explorations which demands targeting different goals and exploring a variety of strivings. A quick review of the global literature shows that little attention is given to psychological factors which are very crucial in foreign and second language learning. In other words, learning can be accelerated in a more psychologically friendly environment. Students also should be informed about their level of creativity and self-actualization and in case they are suffering from a shortage in either of these two psychological factors, they should be carefully guided. Learners' psychological factors should also be taken into account when being assessed in their classes. Schools in Iran are rarely aware of these psychological factors which can hinder the language learners' psychological situations.

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Despite a long-standing self-actualization philosophies of education (e.g., Broudy, 1954; Butler, 1966; Farmer, 1983), this vision has not found its way into contemporary educational policies and school practices. In addition, numerous studies have ever been conducted regarding the variables of creativity (e. g., Albert & Kormos, 2011; Al-Khafaji, 2018; Arifani, & Suryanti, 2019; Barjesteh, Asadpour, & Manochehrzadeh, 2018; Cole, Sugioka, & Lynch, 1999; Ebrahimi, Heydarnejad, & Najjari, 2018; Haniefi, Izadpanah, & Bijani, 2018; Sadighi, Rahmanian, & Shafeie, 2018) and self-actualization (e. g., Bulut, 2018; Dmitrienko, Gorbina, Porozhnyak, Trusova, & Konovalenko, 2017; Du, 2017; Kapusta, 2018; Rusilka, DiDona, & Costa, 2017; Velieva, Mashkin, Khairullina, Semenova, Varlamova, Guseva, Dolgasheva, 2018; Wilkinson, 2018). However, very few studies have ever been carried out studying the relationship between speaking skill of learners and their degree of self-actualization as well as their creativity.

The problem of language learning and individual factors of the students is very important nowadays, because for many years' educational psychology factors has been ignored, and, fortunately, scientists and teachers begin to pay much attention to the development of self-actualization of the individuals in new theories of learning and the development of human beings. The researcher was interested to reflect on the influence of cognitive theories and individual differences on language learning skills such as speaking proficiency. Moreover, to enable learners to participate confidently in fluent talk in English, materials need to equip them with the language that speakers typically use in conversation. Language is, after all, what speakers use to express personal meaning, to interact with and relate to others, as well as to manage conversational topics and manage the conversation as a whole. The literature on teaching creatively in TESOL, especially in speaking proficiency, contains a limited amount of research. It is likely that creative teaching in TESOL has some aspects in common with creative teaching in education in general. However, in this research there was more focus on the speaking proficiency of creative ELT. Speaking English, as an indispensable skill for EFL learners, has always received much attention in second language research but despite the huge amount of research on this skill, it has been regarded as the most problematic and challenging area of second language acquisition among both the Iranian EFL teachers and learners.

## **REVIEW OF THE RELATED LITERATURE**

### **Self-Actualization**

One of the earliest definitions of self-actualization is proposed by Maslow (1954), who defined it as intrinsic growth of what is already in the organism or more accurately of what is the organism itself. Kaur (2008) cited by Hiremath (2015) defined self-actualization as, development not related to physical characteristics, but to maturity, social interaction skills and the capability to better understand the self, is also known as self-actualization. From the above definition it can be understood that self-actualization refers to qualities of a man to define self; understand and discover ability of self. What a man can be, he must be. He must be true to his own nature.



Figure 1  
Maslow's (1954) hierarchy of needs

In reaction to this view, Schultz (1977) illustrates Maslow's strong view that all human beings have an innate striving or tendency to become self-actualized. This is the motive that underlies all human behavior (Maddi, 1980). Since the concept of self-actualization is of importance, it has been the focus of many recent studies (e.g., Kapusta, 2018; Wilkinson, 2018). Among the components of emotional intelligence, self-actualization is at the top of the Maslow's hierarchy of needs. These needs are physiological needs, safety, belonging and love and finally esteem needs. Education for self-realization, according to Ukeje (1979), is aimed at developing independent, self-reliant, free and responsible individual citizens who are morally upright and capable of contributing to the development of society. The attributes of the concept of self-realization would then be self-confidence and self-actualization. The process of achieving these elements of self-realization, according to Ukeje (1979), should not be characterized by indoctrination, or instruction, or the uncritical acceptance of the views of others but by critical analysis, experimentation, and discovery.

In addition, self-actualization is the term used to define the modern psychological concept which was first coined by Goldstein (1934) and then developed by Maslow (1943). Maslow's hierarchy, starts at the bottom with psychological needs and progresses to safety needs, self-esteem and finally the need for self-actualization (Bulut, 2018). The implication of the fulfillment of these lower needs suggests that the self-actualization, person longer has the "need" for these motivational drives. Such an individual would subsequently press particular characteristics, which were observed and studied by Maslow (1968). Thus, we have a description of "self-actualizing individual" but the path to achieve this stage could not be explained by Maslow hierarchy. Hah and Yang (1994) assert that self-actualization level depends on motivation of choice, satisfaction with nursing as a major and satisfaction with college life.

### **Creativity**

Creativity is a dynamic process in life, which has been defined as the production of novel ideas that are useful and appropriate to the situation (Amabile, 1988; Mumford & Gustafson, 1988). Creativity

has been defined in many different ways by different authors. David Bohm's belief in his book *On Creativity* was "Creativity is, in my view, something that is impossible to define in words" (Bohm, 1998, p. 1). Reid and Petocz (2004, cited in Gomez, 2007) present creativity in education as "innovation"; in business as "entrepreneurship"; in mathematics as "problem-solving", and in music as "performance or composition". Fisher affirms that:

"Creativity is originality that provides effective surprise. To do the same things in the same way is not to be creative, to do things differently adds variation to mere habit, but when we do or think things we have not done before, and they are effective, we are being original and fully creative" (2004, p. 9).

There has been less research on creativity in TESOL than in education in general. However, researchers interested in creativity in TESOL are also enthusiastic about creativity's positive impact on the learning and teaching of English. For instance, Sullivan (2004) mentioned that principals look for creativity when they are searching for the best EFL (English as a Foreign Language) teachers.

In contrast to creativity's opponents in education, there are those who strongly encourage it and think that: "Teaching creatively can improve the quality of education, make learning more meaningful and open up more exciting ways of approaching the curriculum" (Beetlestone, 1998, p.1). Fryer (1996, p.1) encourages creativity so strongly that she believes that it "... is essential for survival", and others conclude that it is benign and central to teaching and learning (Craft, 2005). It is evident that principals prioritize creativity and innovation over many other elements when looking for the best ELT teacher (Sullivan, 2004).

Many of the adherents of creativity view its role for the whole personality of the learner. For example, it was suggested that "basic principles for fostering creativity... involve ... not only intellectual, but also personal, motivational, emotional, and social aspects of creativity" (Cropley, 1997, p.107). Moreover, there should be support for creativity in schools to foster the development of the different sides of human beings, to make connections for the student between the school and the wider world, to encourage more positive social and personal attitudes, and to satisfy the nation's future needs for creativity in the market (Beetlestone, 1998; Pope, 2005).

Based on the above-mentioned attempts in this field, the aim of the present paper was to investigate the relationship between self-actualization and EFL learners' speaking proficiency. This study also aimed at probing into the relationship between EFL learners' creativity and their speaking skill. The third aim of this study was to find which one of these two variables could better predict EFL learners' speaking skill. In other words, this study intended to excavate into the interaction of the two variables of creativity and self-actualization to discover if these two variables combined, what would be their joint effect on EFL learners' speaking skill. The findings of the study could be employed by a variety of ELT community members in Iranian schools and language institutes: materials developers, foreign language teachers, and educational policy makers.

### **Research Questions**

This study aims to address the following questions:

1. Is there any significant relationship between Iranian EFL learners' speaking proficiency and their self-actualization level?
2. Is there any significant relationship between Iranian EFL learners' speaking proficiency and their creativity level?
3. Which one of these two variables of creativity and self-actualization can better predict EFL learners' speaking proficiency?

## METHOD

In order to carry out this research, a qualitative design was employed, with an ex-post-facto design since there was no treatment involved whatsoever. This method was chosen because of the nature of the instruments and the variables that it sought to investigate. The details of the participants, instruments and procedures are explained in detail in this section.

### Participants

The participants were 86 EFL students (44 males and 42 females) at a private English institute in Karaj who were selected on the basis of convenience sampling (Best & Kahn, 2006). The participants had been exposed to almost 480 hours of English instruction. Having been homogenized via a proficiency test (Oxford Placement Test), 72 with Intermediate level were selected. Their first language was Persian and their age ranged between 14 and 22.

### Instruments

In the following section, the instruments used in this research including the proficiency test, self-actualization questionnaire, creativity questionnaire, and speaking skill test are introduced.

To meet the aforementioned purposes, initially, a language proficiency test version 2 published by Oxford University Press, including 60 items (i.e., matching, cloze passages, and multiple choice questions) was administered to ensure the homogeneity of the learners.

One widely accepted scale for measuring self-actualization is the short 15-item SISA scale (Jones & Crandall, 1986). The SISA scale includes 15 statements that relate to an individual's beliefs, attitudes, feelings, and emotions. Agreement with items 1, 3, 4, 7, 10, 12 and 15 is considered to manifest self-actualization. Similarly, disagreement with the remaining items (2, 5, 6, 8, 9, 11, 13 and 14) is considered to manifest self-actualization.

To measure the creativity levels of the participants, TTCT (Torrance, 1990) was administered. This test has been widely used in different educational studies and its reliability is reported to be 0.80 (Fasko, 2001). The test consists of 60 questions each followed by three choices that include different hypothetical situations of responding for the participants.

To measure learners' speaking performance, the researcher conducted preliminary English Test's (PET) speaking test. The speaking section of PET has 4 speaking questions and it takes almost 10 to 12 minutes to administer. The rating scale employed to score the speaking section was taken from university of Cambridge ESOL Examinations paper under the name of assessing Speaking Performance-Level B1 since the speaking part of PET is considered a level B1 speaking test.

### Procedure

First, the Oxford Placement Test was distributed among EFL students to determine the homogeneity of the participants and select intermediate language learners. Total score was 60. After conducting and analyzing the placement test, those students receiving the scores between 30 and 39 were selected representing intermediate level of language proficiency. As a result of this test, a sample of 72 learners were chosen as the participants of the study.

Following the homogeneity procedure, SISA scale (Jones & Crandall, 1986) was administered to the selected participants to measure their self-actualization level. The participants were instructed to respond to the statements carefully. They were given 20 minutes to respond to all of the statements. In addition, the researcher made sure that the respondents fully understood the statements and the instructions, and she was present for the entire time to answer any questions that the participants may have had.

As the third stage of collecting the required data, Torrance Test of Creative Thinking (TTCT) was later distributed among the same participants to measure their creativity level. For this test, the participants had 30 minutes of time and were assured that their personal information would remain confidential. This was done to make sure that they do not hesitate giving true answers because of some worried they may have had.

All the 72 selected students were later asked to participate in the speaking section of PET. All performances were video-recorded and two raters were later asked to evaluate and score them. Raters were university professors holding Ph.D. in Teaching English as a Foreign Language (TEFL). In the end, the scores of their speaking performances as well as the data gathered from the two questionnaires were put into SPSS version 21 to be calculated. The participants were all assured that their participation in the study was voluntary and their scores would be used for research purposes only.

## FINDINGS

### Inter-rater Reliability

To make sure that the two raters fall in with each other over the scores assigned and do not deviate much, a Pearson Product-moment Correlation test is usually carried out. In this research, a Pearson correlation test was similarly run to probe the inter-rater reliability of the two raters who rated the subjects' oral production. Based on the results displayed in Table 1 ( $r(70) = .79, p < .05$  representing a medium effect size) it can be concluded that there was a significant agreement between the two raters:

Table 1  
Pearson Correlation; Inter-Rater Reliability

		Rater2
Rater1	Pearson Correlation	.79**
	Sig. (2-tailed)	.000
	N	72

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The coefficient of determination is 0.62 ( $R^2 = 0.62$ ), meaning 62 percent of Rater's 2 score changes can be determined by Rater 1.

In this section, the three research questions are re-introduced and based on the data analysis carried out for each question, the null hypotheses are accepted or not. Before dealing with the inferential analysis, the descriptive analysis of the whole data is brought forth:

Table 2  
Descriptive Analysis of Speaking Proficiency, Self-Actualization, and Creativity

		R1	R2	SP	SA	C
N	Valid	72	72	72	72	72
	Missing	0	0	0	0	0
Mean		4.30	4.80	4.55	44.60	83.30
Std. Deviation		1.07	1.04	.94	9.83	13.27
Variance		1.161	1.102	.901	96.761	175.290

As can be seen, the means and standard deviations of all the three variables are tabulated. The mean of speaking proficiency, self-actualization, and creativity are 4.55, 44.60, and 83.30 respectively.

### Research Question One

1) Is there any significant relationship between Iranian EFL learners' speaking proficiency and their self-actualization?

A Pearson correlation was run to probe any significant relationship between Intermediate EFL students' self-actualization and their speaking proficiency. Based on the results displayed in Table 3 ( $r(70) = .637, p < .05$  representing a large effect size), it can be concluded that there was a significant, large correlation between self-actualization and speaking proficiency. Thus the first null-hypothesis was rejected.

Table 3  
Pearson Correlation; Speaking Proficiency and Self-Actualization

		SA
SP	Pearson Correlation	0.637**
	Sig. (2-tailed)	0.000
	N	72

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

The coefficient of determination is 0.41 ( $R^2 = 0.41$ ), meaning 63 percent of SA changes can be determined by SP variable. In other words, 41 percent of variance in any of the two variables can be explained by the other and vice versa. The coefficient of determination refers to the proportion of the variance in the dependent variable that can be predicted from the independent variable (Best & Kahn, 2006).

### Research Question Two

1) Is there any significant relationship between Iranian EFL learners' speaking proficiency and their creativity?

A Pearson correlation was run to probe any significant relationship between Intermediate EFL students' creativity and their speaking proficiency. Based on the results displayed in Table 4 ( $r(70) = .646, p < .05$  representing a large effect size) it can be concluded that there was a significant and large correlation between creativity and speaking proficiency. Thus the second null-hypothesis **was rejected**.

Table 4  
Pearson Correlation; Speaking Proficiency and Creativity

		C
SP	Pearson Correlation	0.646
	Sig. (2-tailed)	0.000
	N	72

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

The coefficient of determination is 0.42 ( $R^2 = 0.42$ ), meaning 42 percent of C changes can be determined by SP variable.

### Research Question Three

3. Which one of the two independent variables of self-actualization and creativity can better predict intermediate EFL learners' speaking proficiency?

To address this research question, multiple regression was used. Initially, the results of correlation and One-way ANOVA are reported. In Table 5, the multiple correlation coefficient as well as coefficient

of determination is depicted. The multiple correlation coefficient is 0.71 ( $R = 0.71$ ). This shows that there is a significant relationship between dependent variable and independent variables. Squared coefficient ( $R^2 = 0.48$ ) suggests that 48 percent of the dependent variable changes can be predicted by independent variables.

Table 5  
The Correlation Coefficient and Coefficient of Determination

the multiple correlation coefficient (R)	Squared Correlation ( $R^2$ )
0.71	0.48

A one-way ANOVA results ( $F(2, 69) = 34.194, p < .05$ ) indicated that at least either of the independent variable can predict dependent variable. Thus, each and every one of the independent variable should be analyzed via T-test.

Table 6  
One-Way ANOVA among Dependent and Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.834	2	15.917	34.194	.000 <sup>b</sup>
	Residual	32.118	69	.465		
	Total	63.952	71			

a. Dependent Variable: Sp

b. Predictors: (Constant), C, Sa

A regression analysis was also run to predict the effect of independent variables on dependent variable.

Table 7  
Regression Analysis among Self-Actualization, Creativity, and Speaking Skill

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.568	.518		1.097	.276
	SA	.036	.011	.376	3.330	.001
	C	.029	.008	.400	3.548	.001

a. Dependent Variable: SP

As it is crystal clear, with regards to the significance values ( $p > .05$ ) of constant, it is not significant in the regression analysis. However, the presence of the two variables of SA and C are significant, meaning the two independent variables exert significant effect on learners' speaking proficiency. In addition, with respects to Standard Beta, the independent variable of C ( $B = .400$ ) is a bit more effective on the dependent variable of speaking proficiency than the variable of SA ( $B = .376$ ). In other words, while both SA and C are effective, C can better predict speaking proficiency.

## DISCUSSION

In this study, as mentioned before, an attempt was made to find answers to the three questions concerning the relationship between Self-actualization as well as creativity or speaking performance. Appropriate statistical procedures were followed to obtain the required responses for each question. It was revealed that self-actualization had significant relationships with intermediate EFL learners' speaking performance. It was also shown that although both self-actualization and creativity exert significant effect on learners' speaking performance, creativity can better predict speaking skill. In other words, the interactional effect of these two variables on speaking performance was considerable.



In line with the findings of this study, Rogers (1951; 1961) puts emphasis on a psychologically safe environment for individuals' growth. Such an environment establishes a community in which students feel less threatened by judgments of others and hopefully less often encounter situations that trigger their psychological defense mechanisms. Similarly, Maslow (1968) regarded self-actualization as the highest-level need in his hierarchy of needs. Furthermore, Maddi (1980) asserts that among the components of emotional intelligence, self-actualization is at the top of the Maslow's hierarchy of need. Maslow's hierarchy starts with physiological needs, safety, belonging and love and finally esteem needs. As learning is highly connected to the psychological traits of the learners, self-actualization, as the top-most factor in the hierarchy of needs, plays a great role in learning in general and in learners' performances in particular.

This study also proved Eisenman and Chamberlin's (2001) belief that people who are self-determined use a comprehensive and reasonably accurate knowledge of themselves and their strengths and limitations to act in such a manner as to capitalize on this knowledge. In addition, as Rawat (2015) claims, this study also confirms that self-actualized students have high sense of creativity as well. That is, learning languages independently beyond the classroom instructions, overcoming the feelings of fear and uncertainty in language skills performance, constructing effective relationships with classmates in cooperative tasks, having self-awareness and high control over one's own actions, and being hopeful of every drive for language skills achievements are all the results of self-actualization accomplishment.

As Goble (1970) claims, self-actualization means enabling learners to become more and more what they are, understanding what they desire to become, and achieving everything they are capable of becoming. Furthermore, as Torrance (1965) and Childs (2003) state, if sense of self-actualization is being cultivated in childhood, many of adults will be able to do something original.

Similarly, Devie (2015) in her MA thesis entitled "The impact of problem based learning (PBL) and self-actualization on students' speaking skill", on the basis of cluster random sampling divided 40 students into experimental group who benefited from a high degree of self-actualization and control group who had a low degree of self-actualization. In line with Devie (2015), after conducting a speaking test, this study came to the realization that the students having high self-actualization have better speaking skill than those having low self-actualization.

In line with the findings of Davis (2004), the results of this study confirm that the relationship between creativity and self-actualization is one of the most influential concepts in the field of creativity, and argued that creativity is a way of thinking and living that leads to personal development and a productive successful life. It is highly emphasized that for students to achieve self-actualization, they need to be as creative as possible.

On the other hand, Creativity is a dynamic process in life, which has been defined as the production of novel ideas that are useful and appropriate to the situation (Amabile, 1988; Mumford & Gustafson, 1988). As Beghetto and Kaufman (2007) claim, this study also assert that educators should expand their scope of creativity and confirms that those who are great speakers usually benefit from a high level of creativity.

Interestingly, all kinds of creativity share common points. It appears that most creative people are relatively uninterested in small details or facts for their own sake; that they are more concerned with meaning and implications. Creative people have considerable cognitive flexibility, communicate easily, are intellectually curious, and tend to let their impulses flow freely (MacKinnon, 2005).

In line with Fryer (1996), this study also approved of the role of creativity in improvement and meaningful education. This study illustrated that creativity was highly correlated with learners'

achievements especially in speaking skill. As Beetlestone (1998), Pope (2005), and Craft (2008) put forward, creativity prepares individuals for the future and help individuals cope with unfamiliar and difficult situations.

Regarding the relationship between creativity and speaking performance, it can be argued that since creative people have the capacity to develop ideas for solving problems (Sternberg, 2007) such individuals can also be more successful in speaking performance as this skill also needs the capacity to develop new ideas (Devie, 2015). Moreover, most probably since creativity and speaking skill are both dependent on problem solving skills, they have had a significant relationship.

Concerning the relationship between SA and speaking, it can be said that since one of the attributes of self-actualization is self-confidence, the more self-confident people are probably better speakers. According to Ukeje (1979), self-actualization is developed through active and constant involvement in group participation and discussions permeated by sense of responsibility, honesty and integrity. Thus it can be inferred that both self-actualization and speaking performance have similar underpinnings. Put it another way, self-actualized people are actively and constantly involved in group participation and discussions which is also the feature of successful speakers.

## **CONCLUSION**

The present study made an attempt to investigate how significantly EFL learners' speaking skill correlated with their self-actualization as well as their creativity. The other aim of this study was to probe into interactional effect of those two variables of self-actualization and creativity on speaking performance. In other words, an effort was made to find out which one of these two variables can better predict intermediate EFL learners' speaking proficiency.

As mentioned before, this study concluded that there was a significant relationship between intermediate EFL learners' speaking performances and their creativity. Furthermore, there was a significant relationship between intermediate EFL learners' self-actualization and their speaking performances. In addition, it must be emphasized that the two independent variables of self-actualization and creativity exert significant effect on learners' speaking proficiency. In statistical terms, creativity was a bit more effective on speaking proficiency than the variable of self-actualization. In other words, while both self-actualization and creativity play a great role in intermediate EFL learners' speaking performance; creativity can better predict speaking proficiency. This can better illustrate the role of creativity in education.

As described by Plucker, Beghetto, and Dow (2004) creativity is "the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context" (p. 90). Beghetto and Kaufman (2007) highlighted the relationship between learning and creativity; they indicated that "the interpretive and transformative process of information is a creative endeavor" (p. 73). They also pointed out that researchers and educators should broaden their conceptions of creativity, and explore how to "best support a lifetime of creative learning and expression" (p. 78). Accordingly, this study shows that in order to be a better speaker in public and have a better performance, one should benefit from a high degree of creativity.

The findings of the current study have some implications for EFL teachers, teacher educators. Results can also provide teacher educators with awareness concerning the relationship between creativity, self-actualization and speaking performance. Teacher educators can then enhance the awareness of teachers in this regard which can ultimately help the learners with their speaking. The results of the present study can also be used by teachers to assist learners in improving their speaking skills. To do so, teachers will need to recognize the level of creativity and self-actualization of the learners. They

can then provide more support for learners who do not have a satisfactory level of creativity and self-actualization.

The present study had some limitations that can be addressed in future studies to improve the generalizability of the findings. In the present study, there were 86 participants as the researcher did not have access to a higher number of participants. Future studies can be done with a higher number of participants to enhance the generalizability of the results. The participants of the study were at the intermediate level of proficiency. Future researchers may conduct studies with other proficiency levels.

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