

Effect of Creativity in Language Education on Academic Achievements

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Abstract:

Creative ability of the human being is both inherited as well as acquired. But as the human being can not have any control over heredity as a factor influencing creativity; at least the environment can be made conducive for enhancing the creative talents of the individual. The school environment is supposed to play a very determining role in unfolding the creative talents of the learners. School is a platform where ample opportunities are created for promoting creative thinking of the learners as well as their achievements in different fields of life. In this Research papers language education covers the ability of achievements in creativity through different dimensions for the better academic achievements through experiments.

Keywords: Effect, Creativity, Language, Education, Academic, Achievements

Introduction:

Presently, most of the schools intend to prepare their students in such a way that they would score high at the examination by getting the subject matter by heart and by means of cramming. They little bother whether the students have clear understanding of the learnt material or not. They provide very little scope to their students to think critically and divergently in the existing teaching learning process usually practiced in most of the schools. There is no scope for novelty, originality and innovation. At the outset, the school in the name of discipline and obedience, encourages convergent thinking only. Therefore in attempt for enhancing creativity of school children, due attention is given to appropriate methods of teaching through which they can be given opportunity to think critically and divergently so that their understanding as well as creative thinking ability can be developed. Hence the existing methods of teaching which put undue emphasis on convergent thinking ability are to be judiciously supplemented by appropriate methods meant for developing divergent thinking ability.

Creativity in Language Education

The position of English has been very significant since the dawn of many centuries more so in the post independent era. Creativity shown in the language is called language creativity. It is a multi-dimensional attribute that is differently distributed among the people and includes chiefly the factors of fluency, flexibility, originality and elaboration.

➤ **Fluency:** It refers to a rapid flow of ideas and tendency to change directions and modify information. The greater the number of ideas a person generates on a particular topic or subject matter, the more creative he is considered on a specific task. In other words, it is quantitative representation of the ideas. The fluency may be counted in three ways.

- *Ideational fluency*: It denotes skills in generating quantity of ideas in a language context. It concerns only with the number of relevant ideas not with the quality. The free expression of ideas encouraged and quality is not the main concern.
- *Associational fluency*: It is the ability to produce many relationships or meaningful associations with a given idea or word. It is evident by the quantity of synonyms a person can attach to any familiar word that has many meanings. It indicates the production of ideas or words from restricted areas.
- *Word fluency*: It is linked with only word. It is the generation of words of specifically required epithets.
- **Flexibility**: The skill of being able to discontinue on existing pattern of thoughts and shifts to new pattern is called flexibility. In flexibility, ideas flash in new direction and a person writes as many points as his imagination can project.
- **Originality**: It means the ‘uncommon or rare’. It indicates uncommonness or newness in the ideas. The more the uncommon, original and infrequent ideas are, the more likely these are to be judged as creative.
- **Elaboration**: This means “building upon given information’ to round out a structure, to make it more detailed or to explore new directions. In language, creativity ability to elaborate is indispensable in putting creative ideas. It is an ability to elaborate on a theme or creative insight. It refers to expanding and combining activities with higher thoughts.

Creativity in Measurement of Language

There are five subsets in language creativity to assess the aforementioned factors. These are (a) Plot Building, (b) Dialogue Writing, (c) Poetic Diction, (d) Descriptive Style, and (e) Vocabulary Test.

- ❖ **Plot Building**: This subset is based on Guilford’s (1952) ‘Multiple Story Plots’. In plot building, free play of imagination is encouraged. For this purpose, different types or hypothetical situations can be provided to the students. These are: (i) story construction on a given popular proverb (ii) story construction on a given situation (iii) story construction on a given title (iv) story with two endings i.e, comedy and tragedy both (v) story on a given situation based on imagination (vi) story construction on modernizing the classical theme in the context of present social system and (vii) suggesting title for a given story or a short story plot.
- ❖ **Dialogue Writing**: The process of dialogue is initiated by asking the individuals to think on a particular environment and write dialogues representing that situation. The process helps in writing plays.
- ❖ **Poetic Diction**: The constituents of this ability are
 - (i) poem construction on a given topic
 - (ii) writing parody on given two lines of a particular poem and
 - (iii) poem construction from a given rhyming words.
- ❖ **Descriptive Style**: This subset is based on Guilford’s (1952) controlled association. The individual describes the given topic based on imagination, observations, emotional experiences and comparison. Sometimes the situation is also described with respect to situation analogous.
- ❖ **Vocabulary Test**: The subset is based on Guilford’s (1952) ‘Expressional Fluency’, ‘Controlled Fluency’, ‘Multiple Grouping’, ‘Word Pair Revision’ and ‘Word Fluency Test’. It is concerned with vocabulary of the individual. The individual may write meaningful words from a (i) given word and

(ii) given numerical number. Besides this, the individual can write prefix and suffix letters and match attributes or qualities of two objects.

Need and Importance of the Present Study

Creativity is important amongst the secondary school students. Synectics model of teaching in language helps the students to foster the creativity. It helps the students in increasing the skill of writing and to enter a metaphoric made with increasing ease and completeness.

- Synectics model of teaching language foster the creativity among the secondary school students.
- Synectics model of teaching helps the students to make use of three types of Analogies i.e., Direct Analogy, Personal Analogy and Compressed conflict in the way of thinking.
- Synectics model of teaching helps the students to think freely and express their ideas individually and in a group.

Objectives of the Study

- To study the significant difference between the pre-test and post-test performance of creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary standard in below average level of intelligence.
- To study the significant difference between the pre-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in experiment group-I and II
- To study the significant difference between the pre-test and post-test performance of story construction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experiment group- I and II

Variables Considered in the Study Dependent Variables

- English Language Creativity in General
- Developing Writing in English Language
- Intelligence
- Gender

Methodology

Pilot Study: The English language creativity test was cyclostyled and administered to 50 students of X standard of two high schools of Bidar with a view to know –

- What are the problems faced by the students at the time of writing?
- What instructions are given to the students?
- Actual time taken for writing the test.
- Which clues can be given to each test?

The investigator made a note of observation on the above lines. As recorded by the researcher the time taken by the students to complete the test from 80-100 minutes. In the light of the above observation, with the suggestion of experts and the researcher, conducted English language creativity test was improved. The time was fixed for 90 minutes. It was administered to 50 students of X class students studying in two schools of Bidar after one month. The obtained data was used for the purpose of reliability and validity.

Table 1. Selected Items for English Language Creativity Test

Subjects	No of Items	SL No Items	Max Time required
Story Construction	2	1-2	20 min
Poetic Diction	2	3-4	20 min
Descriptive Style	4	5-8	40 min
Vocabulary Test	4	9-12	10 min
Total	12		90 min

The above table is given spread of items. In total there are twelve items. These items are divided into sub tests. The total maximum time required for completion of the test is 90 minutes. The factors measured by the tests are fluency, flexibility, originality and elaboration. All the items in the English language creativity test, is verbal in nature and can be administered in a group or individually. The sub tests in the English language creativity test can be administered collectively.

Tools Used for Data Collection

The study, being an experimental one, two types of tools are used, one being the treatment tools and the other were measuring tools. The measuring tools were employed to measure changes in students abilities viz., language creativity essay/paragraph writing and general creativity in the classroom and achievement motivation.

Validity of the Test: (i) Content Validity: - The opinions of the experienced teachers were taken for examining the appropriateness of test items. The unanimous opinion that the test items were appropriate and they actually assess the English language creative writing. (ii) Intrinsic Validity:- The intrinsic validity of English language creative test (test and re-test) method was found to be from 0.8058 to 0.9862.

Collection of Data

The tools used (adopted/developed) for the collection of data were as follows:

- Creativity Test in English developed by the Investigator.
- Paragraph Analysis scale of Mrs. Sucheta.

The details of the tests, the procedure of standardization of the tests and about the item analysis of the test. Hence, this chapter clearly indicates in which direction research goes.

Results analysis

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

The data had been collected on pre and post-test performance from the various variables i.e. creativity in English and its dimensions i.e. Story Construction, Poetic Diction and Descriptive Style and Vocabulary performance. Also the dimensions of story construction (i.e. fluency, flexibility, originality, elaboration), poetic diction (i.e. fluency, flexibility, originality, elaboration), descriptive style (i.e. fluency, flexibility, originality, elaboration) and vocabulary (i.e. fluency, flexibility, originality,

elaboration) of creativity in English students separately in four groups i.e. experiment I, experiment II, and control I and control II groups and it was processed and tabulated using Microsoft Excel - 2010 Software.

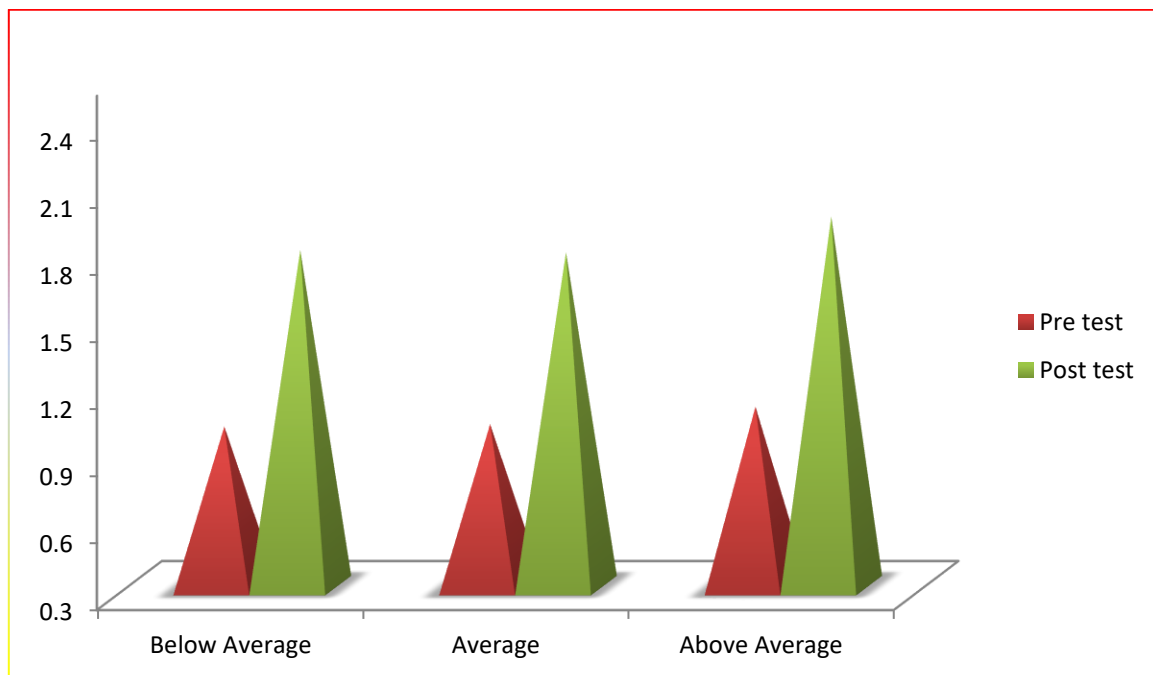
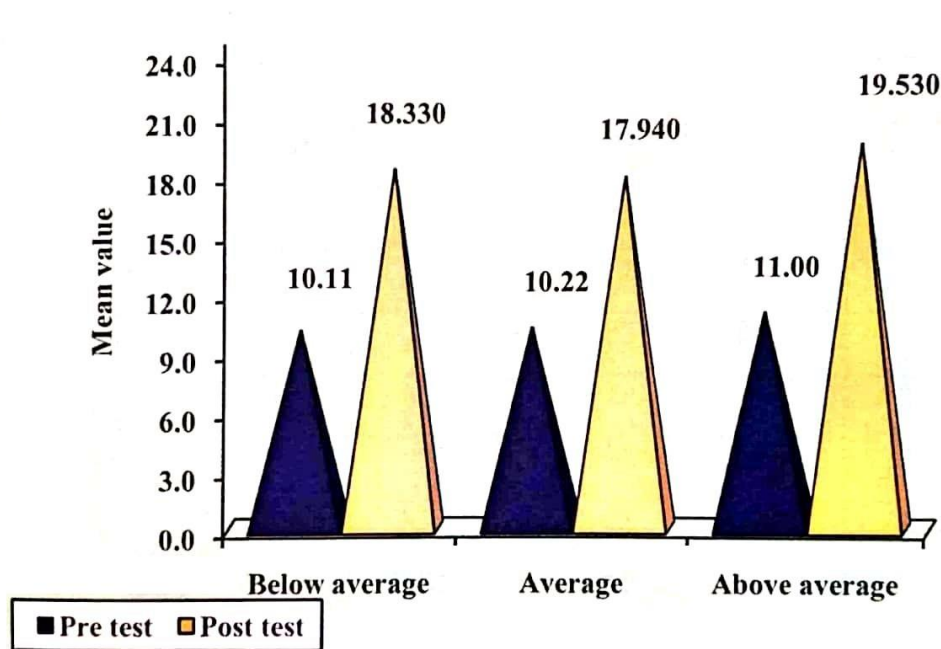
Table No 2 Mean a SD Values of Pre and Post-test Performance of Story Construction and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration by Three Levels of Intelligence (Below Average, Average and Above Average) in Experiment Group I

Group	Test	Summary	Three Levels of Intelligence			
			Below Average	Average	Above Average	Total
Story Construction	Pre-test	Mean	10.11	10.22	11	10.45
		SD	0.96	1.31	1.49	1.32
	Post-test	Mean	18.33	17.94	19.53	18.62
		SD	1.24	1.47	1.71	1.62
Fluency	Pre-test	Mean	2.83	2.94	3.37	3.05
		SD	0.79	0.73	0.6	0.73
	Post-test	Mean	4.83	4.22	4.84	4.64
		SD	0.79	0.65	0.69	0.75
Flexibility	Pre-test	Mean	2.17	2.17	2.05	2.13
		SD	0.79	0.79	0.78	0.77
	Post-test	Mean	4.17	3.44	3.53	3.71
		SD	0.79	0.98	0.96	0.96
Originality	Pre-test	Mean	2.44	2.22	2.32	2.33
		SD	0.62	0.81	0.82	0.75
	Post-test	Mean	4.67	5.28	4.89	4.95
		SD	0.97	0.75	0.99	0.93
Elaboration	Pre-test	Mean	2.67	2.89	3.26	2.95
		SD	0.97	0.83	0.81	0.89
	Post-test	Mean	4.67	5	6.26	5.33
		SD	0.97	0.84	0.81	1.11

The results in above shows that, the Mean and SD values of pre and post-test performance of story construction and its dimensions i.e. fluency, flexibility, originality and elaboration by three levels of intelligence (below average, average and above average) in experiment group I. The total mean of pre-test performance of story construction of students is 10.45+1.32, in which, the students belong to above average level of intelligence have higher pre-test story construction performance as compared to students belongs to below average and average level of intelligence. But, the total mean of post-test story construction performance of students is 18.62+1.62. In which the students belongs to above average intelligence level have higher post-test story construction performance as compared to other levels in experiment group I. The mean of pre and post-test performance of dimensions of story construction are also presented in the above table according to three levels of intelligence. The pre and post-test mean

performance of story construction by three levels of intelligence are also presented in the following figure.

Caparison of Pre and Post-test Mean Performance of Story Construction by Three Levels of Intelligence in Experiment Group I



Discussion and Suggestions

Post-test Performance is very high level of Story Construction and Its Dimensions i.e. Flexibility, Originality and Elaboration by Three Levels of Intelligence (Below Average, Average and Above

Average) in Experiment Group I and Pre Test performance was higher level in the Fluency posttest will be low level in the fluency.

In Story construction performance of above average level students were in high in the pre and Posttest. In Pretest below average students' performance is less than average student performance

Creativity is more scope to learn better communication and achievements in secondary school education, above results showed that Performance of Story Construction and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration by Three Levels of Intelligence.

The result shown that the mean of pre and post-test performance of dimensions of story construction are also presented in the above table according to three levels of intelligence. The pre and post-test mean performance of story construction by three levels of intelligence.

Suggestions

After post students were improved in the creativity, story construction, fluency, vocabulary. Need of practice in the language education with drill methods. Study was on secondary school students on pre and post-test performance from the various variables i.e. creativity in English and its dimensions i.e. Story Construction, Poetic Diction and Descriptive Style and Vocabulary performance. Also the dimensions of story construction (i.e. fluency, flexibility, originality, elaboration), poetic diction (i.e. fluency, flexibility, originality, elaboration), descriptive style (i.e. fluency, flexibility, originality, elaboration) and vocabulary (i.e. fluency, flexibility, originality, elaboration) of creativity in English students separately in four groups i.e. experiment I, experiment II, and control I and control II groups. Language education shows the better creativity by the drilling for good achievements.

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