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EFFECTIVENESS OF SYNECTICS MODEL OF TEACHING IN ENHANCING LANGUAGE CREATIVITY OF LEARNERS

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Abstract:

Creativity is the ability which is most valued in all societies. Synectics brings out creativity of the students. It is a very sophisticated technique for stimulating creativity. Gordon and his associates successfully employed it in finding solutions to a number of intractable technical problems

CONCEPT OF SYNECTICS

Synectics is one of the most prominent creative problem solving procedures developed by William Gordon (1961). The word Synectics from Greek means, the joining together of different and apparently irrelevant elements.

Language Creativity includes chiefly the dimensions of fluency, flexibility, originality and elaboration.

- a. Fluency refers to a rapid flow of ideas and tendencies to change directions and modify information's.
- b. Flexibility is the skill of being above to discontinue on existing pattern of thoughts and shifts to new pattern. In flexibility ideas flashing new directions.
- c. Originality indicates the 'the uncommon' or 'rare'. It indicates uncommonness or newness in the ideas.
- d. Elaboration is an ability to elaborate a theme or creative inside. It refers to expanding and combining activities with higher thoughts.

Languages Creativity can be measured under five factors 1. Story Construction 2. Dialogue writing 3. Poetic Diction 4. Descriptive Style and 5. Vocabulary Test.

For the study, investigator has taken only three factors i.e. 1. Story Construction 2. Poetic Diction 3. Vocabulary Test.

1. Story Construction : Here free play of imagination is encouraged. Students are asked to write or complete the story according to the given situation.

2. Poetic Diction – it is concerned with writing witty and crisp dialogues between two persons. Expression of feelings, thoughts, attitude and emotions are made through conversation between hypothetic roles.

3. Vocabulary Test – It is concerned with vocabulary of the individual. The individual may write meaningful words from a given word or numerical numbers.

Thus Synectics model of teaching in language helps the students to foster creativity. Their language achievement and language creativity will be enhanced though it. It helps the students to think freely.

REVIEW OF RELATED LITERATURE:

Many studies have been conducted all over the world to try out different methods for developing creativity through synectics model of teaching.

Passi (1985) conducted a study to see the effect of synectics model of teaching on creative writing and showed a significant changing creative writing after the students were exposed to synectics method. Griffith (1986) tried deliberate use of imagination particularly connection making with help of synectics and got significant improvement.

Martis Anandi (1990) made a study on development of second strategy of synectics model i.e. 'making the strange familiar' "competencies in graduate student teachers through synectics model of teaching and the study of the reactions", and they found that the training in synectics model of teaching had significantly developed making the strange the familiar. Sucheta (1990) conducted a study on the Instructional and Nurturing effects of synectics model of teaching on creative ability in Hindi and English. They found out that it had its effect on the improvement in all the four factors of language creativity i.e. fluency, flexibility, originality and elaboration. Synectics model of teaching effected by the improvement in the general creative capacity of the students.

Soriano-de-Alencar (1993) in 'thinking in the future: the need to promote creativity in the educational context' suggests the use of synectics as a class room exercise to produce a new idea combination.

Talwar and Sheela conducted a study on the synectics model of teaching. To them education is one of the potent instrument for development of creativity and problem solving ability. It should be properly geared for this purpose.

Navalakha (1997) performed a study on "Effect Synectics upon the self concept, creativity and achievement of the learners". The study was conducted on 6th grade students. These subjects were taught social studies through synectics approach. Both verbal and non verbal test on creativity as developed by Baquer Mehdi were use to assess creativity. He explored that synectics model of teaching a proved to be efficient for developing the creative thinking ability of the respondents of the study.

Arkasali R.N. (2004) conducted a study on effectiveness of synectics model of teaching of in terms of instructional and nurturant effects foundout the synectics model of teaching (strategy-I and Strategy-II) got instructional and nurturant effects in general creativity in kannada language and essay/paragraph writing in kannada language, Synectics model of teaching was also found effective in kannada language creativity writing in story construction, poetic diction, descriptive style and vocabulary test amongst the secondary school students.

Sudhakar Shinde (2011) conducted a study on the effect of the synectics model of teaching on the development of language creativity in hindi amongst the students of hindi B.Ed. colleges found out that language creativity is enhanced when the students are exposed to synectics model of teaching. Not only the language creativity, it is proved it's effectiveness' on general creativity.

All the above studies showed that synectics is effective in language creativity and its success bring more class room activities to produce new ideas, new combinations etc.

RATIONALE OF THE STUDY:

1.The problem with the teaching of Indian languages are that stress is laid on providing information through language rather than developing language ability. There a need that language creativity must be developed in the students.

2.In India, more prominencies have been given for the vernacular languages and its development. Hence development of English language creativity has been edged out. So, English language creativity must be developed.

3.In short, it can be said that creative language ability is most desired in languages which are taught amongst Indian students.

LIMITATIONS OF THE STUDY

The present study has following limitations.

- 1.The study was confined to the English medium of 9th standard students only.
- 2.The factor of composition of school (boys, girls co-education) was not considered as a separate variable.

3. For the experiment, only 3 factors of language creativity i.e. story construction, vocabulary test and poetic diction were taken and left descriptive style and dialogue writing.

OBJECTIVES OF THE STUDY:

The objectives of the study are as follows :

1. To find out the Significant difference between pre test and post test of English Language creativity test on Story Construction and its dimensions (fluency, flexibility, originality, and elaboration) of students of experimental group.
2. To find out the Significant difference between pre test and post test of English Language creativity test on Story Construction and its dimensions (fluency, flexibility, originality, and elaboration) of Control Group.
3. To find out the Significant difference between pre test and post test of English Language Creativity test of Poetic Diction and its Dimensions (fluency, flexibility, originality, and elaboration) of students experimental group.
4. To find out the Significant difference between pre test and post test of English Language Creativity test of Poetic Diction and its Dimensions (fluency, flexibility, originality, and elaboration) of Control group.
5. To find out the Significant difference between pre test and post test of English Language creativity test on poetic diction and its dimensions (fluency, flexibility, originality, and elaboration) of students of control group.
6. To find out the Significant difference between pre test and post test of English Language Creativity test on Vocabulary test and its Dimensions (fluency, flexibility, originality, and elaboration) of students of Control group.

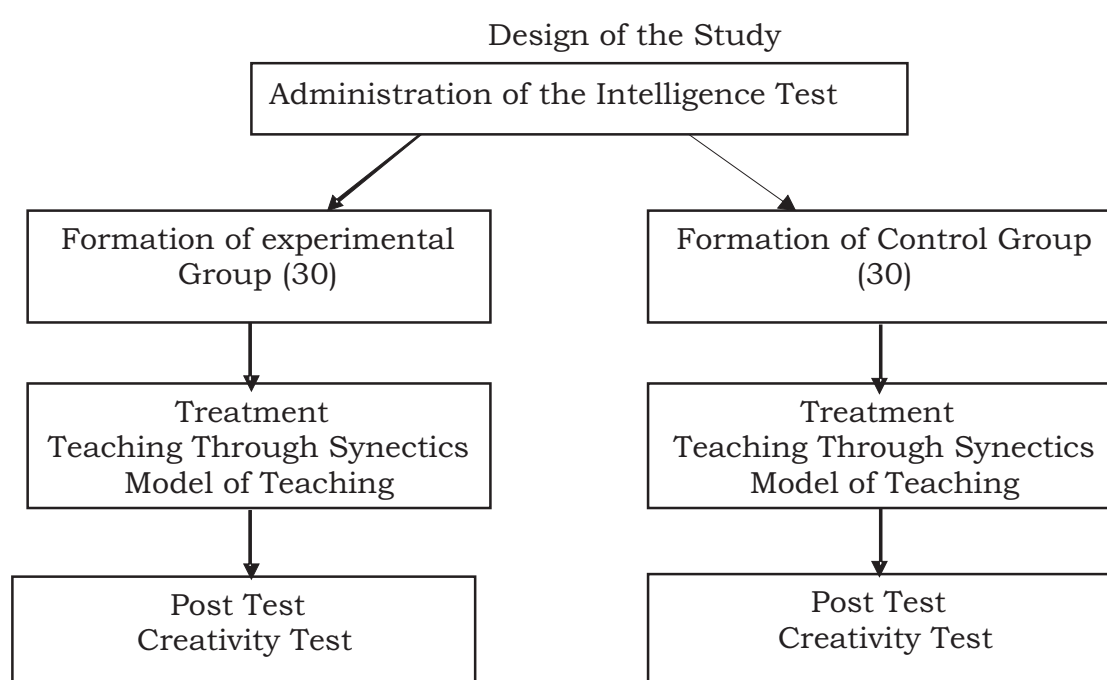
HYPOTHESES :

In pursuance of above stated objectives the following hypotheses were made

1. There is no significant difference between the pre test and post test of English Language creative test on Story Construction and its Dimensions (fluency, flexibility, originality and elaboration) of students of experimental group.
2. There is no significant difference between the pre test and post test of English Language creativity test on Story Construction and its Dimensions (fluency, flexibility, originality and elaboration) of students of Control group.
3. There is no significant difference between the pre test and post test of English Language creative test on Poetic Diction and its Dimensions. (fluency, flexibility, originality and elaboration) of students of experimental group.
4. There is no significant difference between the pre test and post test of English Language creative test on Poetic Diction and its Dimensions. (fluency, flexibility, originality and elaboration) of students of Control group.
5. There is no significant difference between the pre test and post test of English Language creative test on Vocabulary test and its dimensions (fluency, flexibility, originality and elaboration) of students of experimental group.
6. There is no significant difference between the pre test and post test of English Language creative test on Vocabulary test and its dimensions. (fluency, flexibility, originality and elaboration) of students of Control group.

DESIGN OF THE STUDY :

In the present study is experimental method was used to collect data. Pre test and post test matched group experimental design was used in the study. The study was conducted on a sample of 60 students. Purposive sampling was used. Ravens Progressive Matrices by Ravens was used for testing the intelligence. Study of both experimental and control group were selected on the basis of their intelligence test score to make them equivalent group. The experimental group was taught through the synectics model and the control group was taught through traditional method. The effectiveness of synectics model of teaching on language creativity was determined by administering the creativity test on both the group of the students. Creativity test was used for finding the language creativity of the students in English language which is constructed and developed by the investigator by using steps for the standardization of test.

**TOOLS OF THE STUDY:**

a. Treatment Tools were used to impart instructions to the students – Synectics model based Lesson plan in English language.

b. Measuring Tools were used like

1. Raven's Progressive Matrices (RPM)
2. The English Language Creativity Test prepared by the investigator.

STATISTICAL TECHNIQUES USED:

Mean and Standard Deviation and 't' test were used to analyse group of data.

DATA ANALYSIS AND INTERPRETATIONS :

In order to know the effect of Synectics Model of teaching, the students paired 't' was applied in the following table.

Table 1- Results of students paired 't' test between pre test and post test scores of English Language Creativity test of story construction and its dimensions (fluency, flexibility, originality and elaboration) in experimental group. (N=30)

Variables	Score	Mean	Std.Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Story Construction	Pre	16.5000	1.4797	-10.5000	3.7209	-15.4563	P<0.01	S
	post	27.0000	3.9827					
Dimensions.								
Fluency	Pre	4.8500	0.5111	-2.8500	1.0840	-14.4008	P<0.01	S
	post	7.7000	1.0635					
Flexibility	Pre	4.8500	0.5111	-2.8500	1.0840	-14.4008	P<0.01	S
	post	7.7000	1.0635					
Originality	Pre	3.4000	0.6352	-2.4000	1.0372	-12.6734	P<0.01	S
	post	5.8000	1.1715					
Elaboration	Pre	3.4000	0.6352	-2.4000	1.0372	-12.6734	P<0.01	S
	post	5.8000	1.1715					

The above table reveals that the pre test and post test scores differs statistically significant with respect to the story construction and its dimensions at 0.01 level of significant in experimental group. Hence the Null Hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and its dimensions are different amongst the students of experimental group.

Table-2 : Results of students paired 't' test between pre test and post test scores of English Language Creativity test of story construction and its dimensions (fluency, flexibility, originality and elaboration) in Control group (N=30)

Variables	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value	P.value	Signi.
Story Construction	Pre	11.0333	1.4499	-13916	7.024	-108510	P<0.01	S
	post	24.9500	6.6129					
Dimensions								
Fluency	Pre	3.5333	0.4138	-3.3000	1.669	-10.8285	P<0.01	S
	post	6.8333	1.6678					
Flexibility	Pre	3.5333	0.4138	-3.3167	1.658	-10.9552	P<0.01	S
	post	6.8500	1.6513					
Originality	Pre	1.9600	0.5923	-3.6833	2.131	-9.4654	P<0.01	S
	post	5.638	1.8286					
Elaboration	Pre	2.167	0.7711	-3.6167	2.250	-8.8033	P<0.01	S
	post	5.633	1.8286					

From the above Table shows that the pre test and post test scores differ statistically significant with respect to the story construction and its dimensions at 0.01 level of significance in experimental group. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and dimensions are different amongst the students of control group.

Table-3 : Results of students paired 't' test between pre test and post test scores of English Language Creativity test of Poetic diction and its dimensions (fluency, flexibility, originality and elaboration) in experimental group. (N=30)

Variables	Score	Mean	Std. Dv	Mean Diff.	SD. Diff	t.value	P.value	Signi.
Story Construction	Pre	10.9000	1.6887	-5.6000	2.9255	-10.4845	P<0.01	S
	post	16.5000	3.5258					
Dimensions.								
Fluency	Pre	3.3833	0.6909	-1.5667	0.6661	-12.8826	P<0.01	S
	post	4.9500	1.1473					
Flexibility	Pre	3.3833	0.6909	-1.3167	0.7484	-9.6365	P<0.01	S
	post	4.7000	1.1341					
Originality	Pre	2.0667	0.3651	-1.5500	2.2297	-3.8076	P<0.01	S
	post	3.6167	2.1523					
Elaboration	Pre	2.0667	0.3651	-1.1667	2.7915	-8.0736	P<0.01	S
	post	3.2333	0.8976					

The above Table shows that the pre test and post test scores differ statistically significant with respect to the poetic diction and its dimensions at 0.01 level of significant in experimental group. Hence the Null Hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and its dimensions (fluency, flexibility, originality and elaboration) are different amongst the students of experimental group.

Table-4 : Results of students paired 't' test between pre test and post test scores of English Language Creativity test of Poetic diction and its dimensions (fluency, flexibility, originality and elaboration) in control group. (N=30)

Variable	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value	P.value	Signi.
Story Construction	Pre	7.9667	1.2172	-6.5667	2.7125	-13.2599	P<0.01	S
	post	14.5333	2.4174					
Dimensions.								
Fluency	Pre	2.2500	0.3655	-1.8000	0.8469	-11.6413	P<0.01	S
	post	4.0500	0.7352					
Flexibility	Pre	2.2500	0.3655	-1.8000	0.8469	-11.6413	P<0.01	S
	post	4.0500	0.7352					
Originality	Pre	1.7333	0.3407	-1.4833	0.7598	-10.6930	P<0.01	S
	post	3.2167	0.6783					
Elaboration	Pre	1.7333	0.3407	-1.4833	0.7598	-10.6930	P<0.01	S
	post	3.2167	0.6783					

The above Table indicates that the pre test and post test scores differ statistically significant with respect to the poetic diction and its dimensions at 0.01 level of significance in experimental group. Hence the Null Hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and it dimensions are different amongst the students of control group.

Table-5 : Results of students paired 't' test between pre test and post test scores of English Language Creativity test of Vocabulary test and its dimensions (fluency, flexibility, originality and elaboration) in experimental group. (N=30)

Variables	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Story Construction	Pre	23.5333	2.5152	-3.5333	1.5862	-12.2006	P<0.01	S
	post	27.0667	2.2846					
Dimensions.								
Fluency	Pre	9.3667	0.8996	-0.4833	0.6363	-4.1605	P<0.01	S
	post	9.8500	0.4385					
Flexibility	Pre	9.3667	0.8996	-0.4833	0.6363	-4.1605	P<0.01	S
	post	9.8500	0.4385					
Originality	Pre	2.4000	0.6486	-1.2833	0.5676	-12.3847	P<0.01	S
	post	3.6833	0.8558					
Elaboration	Pre	2.4000	0.6486	-1.2833	0.5972	-11.7707	P<0.01	S
	post	3.6833	0.8558					

It can be observed from the above table that the pre test and post test scores differ statistically significant with respect to the vocabulary test and its dimensions at 0.01 level of significance in experimental group. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and dimensions (fluency, flexibility, originality and elaboration) are different amongst the students of experimental group.

Table-6 : Results of students paired 't' test between pre test and post test scores of English Language Creativity test of Vocabulary test and its dimensions (fluency, flexibility, originality and elaboration) in control group. (N=30)

Variable s	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Story Construction	Pre	20.9667	2.2047	-4.9833	3.9924	-6.8367	P<0.01	S
	post	25.9500	3.3997					
Dimensions.								
Fluency	Pre	8.9167	0.8313	-0.4167	1.1824	-1.9302	P>0.05	NS
	post	9.333	0.1367					
Flexibility	Pre	8.9167	0.8313	--0.4167	1.1824	-1.9302	P>0.05	NS
	post	9.3333	1.0367					
Originality	Pre	1.5667	0.6121	-2.1333	1.4618	-7.9935	P<0.01	S
	post	3.7000	1.3493					
Elaboration	Pre	1.5667	0.6121	-2.0167	1.2898	-8.5641	P<0.01	S
	post	3.5833	1.0262					

It can be observed from the above table that the pre test and post test scores differ statistically significant with respect to the vocabulary test and its dimensions at 0.01 level of significance in experimental group. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that pre test and post test scores of story construction and dimensions (fluency, flexibility, originality and elaboration) are different amongst the students of control group.

FINDINGS:

The main findings of the study are as following :

1. There is a significant difference between pre test and post test scores of English Language Creativity Test of Story Constructions and its dimensions (fluency, flexibility, originality and elaboration) amongst the students of experimental group.
2. There is a significant difference between pre test and post test scores of English Language Creativity Test of Story Construction and its dimensions (fluency, flexibility, originality and elaboration) of control group.

3. There is a significant difference between pre test and post test scores of English Language Creativity Test of Poetic diction and its dimensions. (fluency, flexibility, originality and elaboration) amongst the students of experimental group.
4. There is a significant difference between pre test and post test scores of English Language Creativity Test of Poetic diction and its dimensions. (fluency, flexibility, originality and elaboration) amongst the students of control group.
5. There is a significant difference between pre test and post test scores of English Language Creativity Test of Vocabulary test and its dimensions. (fluency, flexibility, originality and elaboration) amongst the students of experimental group.
6. There is a significant difference between pre test and post test scores of English Language the Creativity test of vocabulary test and its dimensions. (fluency, flexibility, originality and elaboration) amongst the students of control group.

EDUCATIONAL IMPLICATIONS :

The present study has the following implications :

1. The findings of the study are that language creativity is enhanced when the students are exposed to synectics model of teaching. Not only the language creativity, it proved its effectiveness on general creativity and they come up with innovative ideas.
2. Teachers should help the students in independent thinking and critical thinking.
3. If the future of India has to be enhanced globally, English has to be made to develop ; the teachers, writers, the journalist, the media men of India have to bring in synectics process in their teaching, writing as well as projections of ideas in their mother tongue.

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