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Language Creativity of Central and Jharkhand State Boards School Students

ORIGINAL ARTICLE



Author

Puja Singh

Research scholar

Department of English

Radha Govind University,
Ramgarh, Jharkhand, INDIA

Abstract

Language is the powerful medium of expression and thoughts. Language has more scope for developing creativity. The objective of the present study is to measure the Language creativity of students studying in various schools of C.B.S.E. and Jharkhand Board. To find out whether there is any difference in the language-creativity of students studying in C.B.S.E. schools and Jharkhand Board schools. The sample consist 123 student (62 male & 61 female) of class X of eight English medium schools of Bhilai City. For measuring language creativity the test developed by Malhotra and Suchita was used. It has been found that there is no significant difference in language creativity of students studying in C.B.S.E. and Jharkhand Board. It has been found that the type of school environment has no effect on the language creativity.

Key Words

Language, medium, expression, School, Student.

Introduction

Education is an activity which goes on in a society and its aim and methods depend on the nature of society in which it takes place. Teacher and school help to change the behaviour of a learner. Various behavioural changes come and occur in learner due to impact of education. Child is born with some inherent power, talent and creativity. Creativity is the birth right of every child. Creative person is the true builder of nation. So for proper development of talent & creativity there should be proper medium of instruction i.e., communication. Communication is the process by which desired feelings, facts and impacts are conveyed to other and receiver can understand the meaning, function and usefulness of the message. For every instruction proper verbal communication is required. The purpose of the process of instruction is to bring about a change in the capabilities (knowledge, skill, attitudes) of a learner. And all changes are possible only through a channel and i.e., language. Language is a communicative tool that children acquire and through which thoughts are expressed. According to Allen-Language is a means of communication thoughts. It is through language that an educated person becomes aware of the literature, art, science and technology of his own country and other country of the world.

There are many languages spoken all around the world. All languages are having its literature, but if talk about English language. then we can say that English is a foreign language, yet it occupies a unique position in

our country to link with other countries, It helps in expressing the ideas and thoughts.

Nehruji said “English language is our’s. by historic necessity.”

The Kothari Education Commission (1964 -66) has very rightly stressed that English would play a vital role in higher education as an Important literary language.

Electric current never passes without wire, Ideas and thought never pass without language. Language is the powerful medium of expression and thoughts. If there is no language the creative ideas never would be expressed. There is deep relationship between language and creativity, because language is a concrete form of ideas, expression, thoughts and emotions. To create new ideas and combining various ideas in the form of poetry, prose, these all are creativity. Thus, creativity is expression of new ideas and emotion and thoughts and language makes it meaningful.

The nature of the creativity are: It involves imagination, divergent thinking, novelty and uniqueness.

Creativity is developed through. Imagination, Intelligence, talent, inspiration & motivation.

Language creativity is behavioural and affective side of the person. Language creativity is multidimensional attribute that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality and elaboration.

Creativity is visualized as a multivariate phenomenon. This multifacetedness of creativity has led researches to a variety of approaches to the study of creativity.

There were many researches conducted In the area of creativity. The Investigation has reviewed some of the researches.

Objective

The main objectives of the study are:

1. To measure the Language creativity of students studying in various school of C.B.S.E. and Jharkhand Board.
2. To find out whether there is any differences in the language creativity of male & female students studying in C.B.S.E. school and JharkhandBoard school.

Hypotheses

H_{01} There will be no significant difference in the language creativity of students studying in C.B.S.E. and Jharkhand Board schools.

H_{02} There will be no significant difference in the language creativity of male and female students studying in C.B.S.E. school and Jharkhand Board schools.

Method

Sample

Sample was drawn randomly. In this process 123 students from eight different schools (4 C.B.S.E. Board and 4 C.G. Board) of Bhilal town were chosen. Out of 123 students, 62 were males and 61 females. For selection of sample, eight English medium school were randomly selected.

Tools

For measuring Language creativity, standardized test developed by S.P. Malhotra and M.SuSuebite Kumar (1980). The test has five subtests namely (i) Plot building (ii) Dialogue writing (ii) Poetic diction (N) Description style and (v) Vocabulary test. The basic idea behind this classification is that in creative writing, words employed and Ideas expressed are unique in their own way and the student can opt for any stream of

writing viz. Poetry, Lyric, Story, Drama, Essay or Letter writing as their medium of expression. Through this test the components of creativity namely; fluency, flexibility, originality and elaboration were assessed.

Procedure

The data collection involves the following phases:

1. **Preparation:** In this phase first of all the manual, test and scoring key of language creativity test was collected from various sources. After that the Investigation had gone through the manual of the test to know about all the details for the administration of the test. According to the language creativity and the components of the creativity, the investigation designed the non-routine English teaching. There are five types of activities Included, they are (i) Plot building (ii) Dialogue writing (iii) Poetic diction (iv) Description style and (v) Vocabulary test. According to these activities the idea, theme and situations were selected from the textbook. After equipping herself the Investigation got the permission from the principal of various school to conduct the research study.
2. **Execution:** For collecting the data, rapport with the student was established. The students were explained that what they are supposed to do. All the precautions were taken for administering the tool. During administering all the important instruction regarding test and solution of the items were gives to the students.
3. **Treatment:** The treatment was based on the classroom teaching with many activities, which developed creativity. There are five activities followed in the treatment. They are:
 - (i) **Vocabulary Development**
 - a) Student were asked to write many words, which have same meaning. For example student were asked to write many words having the some meaning of the word "sad".
 - b) In the same way the students were asked to write opposite words.
 - c) Students were asked to write as many words as possible b adding prefix and suffix to the words taken from the textbook.
 - (ii) **Dialogue Setting:** Student were asked to write a dialogue on their own related to the situation taken from the lesson.
 - (iii) **Plot Building:** Students were asked to write a paragraph about the theme related to lesson.
 - (iv) **Story Writing:** Students were asked to write a story with two different endings. For example story with two ending Le, Tragedy & Comedy both about. "Road accident.
 - (v) **Poetry Writing:** -Students were asked to frame few lines in poetic form while teaching poem. For example frame few lines of "Rainbow" in a poetic form the research supplied possible words.

Scoring

The nature of five sub-tests of language. creativity test is totally different in the sense that answers differ in nature size and quality, so it is not possible to employ ordinary stencil scoring system. Each has its own peculiarity.

For this purpose, teachers and post graduate students of the department of education were consulted and requested to act as a judge. They were asked to give their opinion about the relevance and categorization of responses of different tests and items. Afterwards, the Investigator analyzed the relevance and categorization of responses.

Results and Interpretation

Related to this problem there are 2 main hypotheses and to test the significant of the hypotheses, the raw data collected from 8 schools were converted to T- scores and mean, standard derivation and 't'-value were calculated, with the help of them. On the basis of this significance or insignificance hypothesis were tested.

Testing of Hypothesis No. 1

“There will be no significant difference in the language creativity of student studying in C.B.S.E. and Jharkhand Board schools.”

The result indicates that there exist no significant difference in test of language creativity of C.B.S.E. (M 48.29) and Jharkhand Board (M 52.8) school, as they obtained ‘t’ value 0.44 is insignificant ($P > 0.05$, df 121). Hence, hypothesis 1 is accepted.

Testing of Hypothesis No. 2 (1)

“There will be no significant difference in the language creativity of male and female students studying in C.B.S.E. Board schools.”

The findings indicate that there exist no significant difference on the test of language creativity of Male (M 46.94) & Female (M 49.68) students of C.B.S.E. Board as the obtained ‘t’ value 0.22 was not significant ($P > 0.05$, df 61). Therefore, Hypothesis 2 is accepted.

Testing of Hypothesis No. 2 (ii)

There will be no significant difference in the language creativity of male and female students studying in Jharkhand Board schools.

The result Indicates that there exist no significant difference on the test of language creativity of Male (M 53) and Female (M = 52.6) students of C.G. Board, as the obtained ‘t’ value 0.03 was not significant ($P > 0.05$, df 58). Therefore, hypothesis 3 is accepted.

Conclusion

No significant difference was found in language creativity of 10th grade student in different kinds of schools. It can be inherent that creativity is interest in every Individual and thus both type of school environment have the same Impact on this quality

Suggestions

- I. For Curriculum Makers:** The syllabus and textbooks of language essentially needs to be supplemented with exercise that will Interest the students and allow them to express their views, develop creative thinking and write down their thoughts.
- II. For Administrations:** Varied co-curriculum activities besides cultural and sports competitions like writing story, poem, essay, extempore, speech. competition should be held.

The essential aids/resources for a language class should be provided like story books, poem books, journals, magazines, computer net working.

III. For Teachers:

- Should develop a creative class room atmosphere-(essay writing, note making, article)
- Should encourage the imaginative flight because Imaginations leads to creativity.
- Should try to build confidence among his student and should get proper freedom to express then own ideas and view.

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