



EFFECTIVENESS OF SYNECTICS MODEL OF TEACHING STRATEGY IN FOSTERING ENGLISH LANGUAGE CREATIVITY OF SECONDARY SCHOOL STUDENTS

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Abstract

Creativity is the ability which is most valued in all societies. Synectics model of teaching is one such approach which seems to have the genuine potentiality for enhancing creativity of the learners as it provides them the scope to participate in various metaphorical activities - the key to creative thinking ability through which they can be given opportunity to think critically and divergently. 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. The present study reveals and observed that experimental group performance in respect of Test of Story Construction, Test of Poetic diction and Test of vocabulary test is significantly higher than control group performance.

CONCEPT OF SYNECTICS AND CREATIVITY

Invention and creativity are essential for the progress of society and making the life more meaningful. So there is a need to orient students in creative thinking. Works on creativity especially on nurturing and promoting creative thinking in classroom setting is at recent stage in India. Therefore much remains to be explored and accomplished in this emerging field. Creativity is defined as the ability to bring something new into existence; it is distinguished by novelty, originality and universally inventive. Creativity has been discussed by Guilford (1956) as divergent thinking in his famous structure (S.I.) of model. According to him, creativity is, by no means, a unitary trait, but is rather a collection of different abilities and other traits. According to Passi, (1972) it is a multidimensional attribute differentially distributed among people and includes chiefly in factors of seeing problems, fluency, flexibility, originality, acquisitiveness and persistency.

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. 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.

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.

Synectics model of teaching is one such approach which seems to have the genuine potentiality for enhancing creativity of the learners as it provides them the scope to participate in various metaphorical activities - the key to creative thinking ability through which they can be given opportunity to think critically and divergently. 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.

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.

Factors of Languages Creativity: Languages Creativity can be measured under five factors

- Story Construction
- Dialogue writing
- Poetic Diction
- Descriptive Style
- 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.

Language creativity is of a nature that permits freedom of responses both qualitatively and quantitatively for measuring different dimensions of divergent thinking.

Teaching of English in India, which said to be The World's largest democratic enterprise of its kind (N. Krishnaswamy and T. Shriraman, 1994) and among other challenges the learners pose the greatest challenge with a wide spectrum of varying kinds and degrees of competence in English as they are drawn from varied socio- economic, linguistic and cultural backgrounds.

Synectics is a creative problem solving process designed to increase the probability of successful solutions. The Synectics process is designed to improve the probability of success in creative problem solving meetings by removing the negative elements of human group dynamics and replacing them with positive, collaborative tools to enable the team to focus their abilities on the challenges at hand.

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 is 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 high school located in Belgavi only.
2. The study involves the conventional method of teaching for the purpose to observe, to control, to compare and to assess the development of creativity in English.
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 :

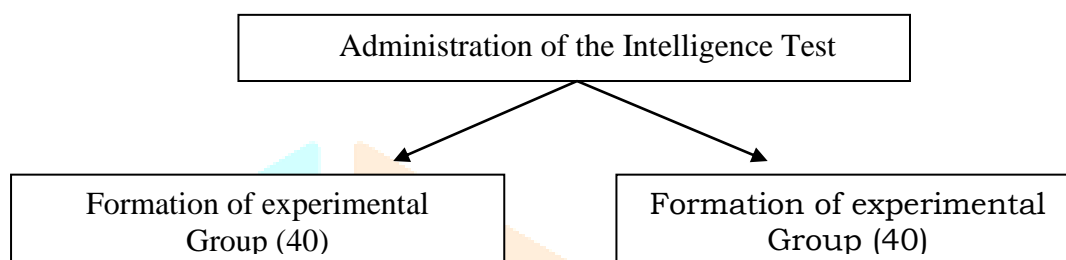
1. To find out the significant difference between pre test and post test of English Language creativity test on Story Construction and its dimensions (fluency, flexibility, originality, and elaboration) of students of experimental group.
2. To find out the significant difference between pre test and 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 80 students. Purposive sampling was used. Ravens Progressive Matrices by Ravens was used for testing and matching 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.

Design of the Study**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=40)

Variables	Score	Mean	Std.Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Story Construction	Pre	14.5000	1.3581	12.6170	3.7209	- 13. 5463	P<0.01	S
	post	28.0000	4.9524					
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=40)

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=40)

Variable s	Score	Mean	Std. Dv	Mean Diff.	SD. Diff	t.value	P.value	Signi.
Poetic Diction	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=40)

Variable	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value	P.value	Signi.
Poetic Diction	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=40)

Variables	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Vocabulary	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=40)

Variable s	Score	Mean	Std. Dv	Mean Diff.	SD.Diff	t.value.	P.value	Signi.
Vocabulary	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 Test of Poetic diction and their 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 Test of Poetic diction and their 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 Vocabulary test 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 the Creativity test of vocabulary test and its dimensions. (Fluency, flexibility, originality and elaboration) amongst the students of control group.
5. From the above overall analyses, its reveals and observed that experimental group performance in respect of Test of Story Construction, Test of Poetic diction and Test of vocabulary test is significantly higher than control group performance.

EDUCATIONAL IMPLICATIONS : The present study has the following implications :

1. The findings of the study are that language creativity is enhanced along with general creativity when the students are exposed to synectics model of teaching.
2. Teachers should help the students in independent thinking and critical thinking by providing rich experience and enrichment programmes.
3. If the future of India has to be enhanced globally, English has to made to develop by providing different verities of activities especially reading, writing and speaking English.

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