



ACHIEVEMENT OF CREATIVITY AMONG THE STUDENTS THROUGH TEACHING & LEARNING OF ENGLISH LANGUAGE

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ABSTRACT

Education is meant for the proper personality development of individual. It should be a motive force due to which a person will pursue knowledge relentlessly in his field. A balanced education should develop skills, proper habits, attitudes and human values. All these can be achieved by healthy interaction which depends on good language. In classroom education can be provided to students through teaching-learning process. It is a complex process. Many things affect it. To bring ease and spontaneity in teaching there should be new way in teaching system and that new way will rekindle interest in children towards learning of English language. To learn English language effectively, there is a need to create a creative environment in the classroom. So the present study is aimed at studying achievement of creativity among the students through teaching & learning of English language. On the random sample 200 students of 9th standard (male & female) selected. The pre-test and post-test equivalent group design was followed for this study. Ojha and Ray Chaudhary's Verbal Intelligence test, Malhotra and Sucheta Kumari's Language Creativity test have been administered. The data was analysed using 't' test, 't' coefficient. The study shows favourable effectiveness in creativity of students.

Language helps express our feeling, desire and queries to the world around us. Human beings can use to communicate through written and verbal language which separates mankind from the rest of the animal kingdom. It can be enriched through creativity. According to the situation and need poet, writer, author, storyteller, essayist, speaker daily create new form according to requirement and circumstances and create innovative meaning of the same word as per the circumstances.

Creative child has the ability to consistently changes in useful manner. Creativity in a person refers to control, foresightedness and the trait of taking care of other's likes and dislikes. Such a person brings a change in his/her thoughts according to time and circumstances. Creative child does not love old ideas. S/he always eager to start any task by her/himself. Her/his vocabulary is very rich and has interesting way of expressing ideas.

Factors affect creativity in English language learning:

First of all imagination is the basis of creation. Imagination helps make knowledge applicable in solving problems. A basic training for imagination is listening to storytelling (narrative), in which the exactness of the chosen words in the fundamental factor to "evoke world". Every child has a different learning ability. Imagination in a positive and right direction influences the creative process of a child to a large extent.

Observation plays a significant role in the development of creative skills. Because of acute observation skills in student's art, they can attain efficiency and this efficiency appears in their creation.

Children who have the ability of thinking, contemplation and expression by going beyond contemporary context or situation, features of creativity can be reflected in them.

Methods affect creativity in English language teaching and learning:

Educational tourism can help to increase creativity in language learning. Students get knowledge by observation. In this type of learning students get opportunity to work according to their interest, habits and individual difference which is not possible in the classroom teaching.

Educational Television enhances students' comprehension and discussion. It plays effective role in English Language learning. Through televisions a variety of educational programmes are presented in the form of stories, dance drama, interviews, discussions, music and documentaries.

Language laboratory is as supplement for common class where learners study in extra time, they hear recorded lessons. Language recordings create more natural environment. Sounds of lesson reach directly in learner's ear. The study of different language skills is easily possible in language lab, such as sound-difference, word-difference, sentence-difference, pronunciation accuracy, phrase, free speech, writing hearsay, reading, vocabulary, paragraph hearing practice etc.

To enhance skills of English language discussion is very useful method. Teacher presents problem then teacher and students together discuss freely on predetermined problem.

Debate, Description, Dramatization, Quiz, Example, Explanation, Seminar are the effective methods by which students can learn English language easily and interestingly.

Through play way method language teaching will be very simple, smooth and elegant. To teach pure and perfect form of language, it is necessary to teach through play way method. Dramas, word competition, word games, description game, story game, spelling competition may be taught by this method. Students can adopt literary activity, Text concomitant action, playing role in drama. Students can give articles in school magazine.

Through these methods, learners get full opportunity to develop creative powers and creative tendencies. They increase self-confidence; they develop listening, speaking, writing and reading skills. Educational games create meaningful context for students to make use of language.

By special programs, creativity related to mathematics and science has been developed. Attempts were made to establish links of creativity with other variables by survey studies. Menan 1980, Datta 1989, Goel, Tanuja 1990, Biswas 1991 etc. researchers found that there is a high relationship between creativity and language. Tripathi 2002, Yadav 2003, Jawahar 2004 studied that creativity can be developed through teaching subjects. Reilly Etal 2011, "Creative teaching and impact on students", this is a case study. Finding is that instructor creativity is influenced by the community in which they live. Liam P. By lything, Robert Davies and Kate Cain 2015, (Lancaster University) have done research on young children's comprehension of temporal relation in complex sentences.

Objectives:

- Comparing the mean function of creativity of controlled and experimental group of students.
- To compare the mean function of creativity amongst the students of controlled of experimental group. Here pre-creativity has been taken as the companion.
- To compare the mean function of creativity among the students of controlled of experimental group, here intelligence has been taken as the companion.
- To compare the mean function of creativity of male and female students.
- To compare the function of pre and post academic achievement in English subject of students in the experimental group.
- To study the responses of students towards treatment.

Hypothesis:

- There is no significant difference between the mean function of creativity of controlled and experimental group of students.
- There is no significant difference between the adjusted mean function of creativity of controlled and experimental group of students, where pre-creativity is taken as the companion.

- Adjusted mean function of creativity of controlled and experimental group does not have significant difference, where intelligence is taken as the companion.
- Adjusted mean function of creativity of male and female students has not significant difference.
- There is no significant difference in pre and post academic achievement function in English subject of students in the experimental group.

**Research Design:
Sample**

Two hundred students (male and female of 9th standard) from two private schools of U.P, under C B S E syllabus, selected.

Tools Used:

- Language creativity test—Malhotra and Sucheta Kumari
- Verbal intelligence test-- Ojha and Ray Chaudhary
- Response measurement scale-developed by investigator.

Data analysing process:

Planning: Under planning all tools administered, then activity has determined for the development of creativity through English text book's lessons of class 9th.

Guidelines: After going into class, a comfortable relationship was built with students. Thereafter information related to test furnished. Students were introduced by researcher to the purpose of research. Creativity based items were discussed. Experimentation-Pre-test (language creativity test) was administered on both groups.

Research process:

Treatment: The experimental group has been treated by specific activities. For the development of creativity following activities were carried out:

- Activity to increase vocabulary
- Creation for creative games
- Story writing
- Game of words

Treatment has been given 2-3 days per week in regular classes of English subject teaching. The treatment period took 5-6 months. Reactions to the treatment were taken from students at the end of treatment session by response measurement scale.

Pre-test of controlled group was done to see routine of school.

Results:

The first objective of the research is to compare the means result of creativity of students who belong to controlled group and experimental group. The evaluation of this objective has been done by independent 't' test. Received data is shown in following table:

Table 1

The mean standard deviation & 't' Co-efficient in relation to creativity

Group	N	Mean	Std. Deviation	Std. Error	T-Value	DF
Experimental	100	54.06	7.58	0.76	15.145	198
Control	100	39.782	5.56	0.56		

Significant at 0.01 Level

It is understood after looking up in the table that value of 't' is 15.145 which is meaningful at 0.01 of significant level

Null hypothesis:- There is no significant difference of mean result of creativity between Control and experimental group of students. It is rejected on the basis of 't' test result.

Electives hypothesis:- It acknowledged that difference of mean result between control and experimental group of students after treatment of creativity is significant.

The second objective of the research is to compare adjusted mean of creativity between control and experimental group of students while considering pre-creativity as companion. The evaluation of this objective was done by the direct co-variance. The data shown in the following table-

Table 2

Summary of direct co-variance in terms of creativity

Source	Type in sum squares	df	Mean square	F	Experimental group	Control group
Pre-creativity group error	349.557 8816.962 5679.193	1 1 197	349.557 8816.962 28.836	12.125 305.84 6	484.904	454.748
Total	69218.875	199	-	-	-	-

Significant at 0.01 level

It is understood after looking up in the table that the value of 'F' for treatment is 305.843 which is meaningful to the 0.01 of significance level.

Null hypothesis:- There is no significant difference between adjusted mean function of creativity between the control and the experimental group of students, whereas pre-creativity is taken as companion. It is rejected on the basis of the results of direct co-variance.

Electives hypothesis:- Difference of adjusted mean result of creativity between control and experimental group of students is significant, whereas pre-creativity is taken as companion, which is acknowledged.

The third objective of the research is to compare adjusted mean result of creativity of control and experimental group of students where intelligence is taken as companion. The evaluation of this objective was carried out by direct diffusion. The data obtained are shown in Table as follows:-

Table 3

Summary of direct variance in terms of creativity

Source	Type in sum square	df	Mean Square	F	Sig
Intelligence group error	12.392 10122.263 8740.008	1 1 197	12.392 10122.263 44.366	279 228.156	0.598 - -
Total	18891.280	199	-	-	-

Significant at 0.01 level

It is understood after looking up in the table that the value of 'F' for treatment is 228.156 which is meaningful to the 0.01 of significance level.

Null hypothesis:- There is no difference of mean result of creativity between control and experimental group of students, whereas intelligence is taken as companion. It is rejected on the basis of the results of direct co-variance.

Electives hypothesis:- Difference of mean result of creativity between control and experimental group of students is significant, whereas intelligence is taken as companion, which is acknowledged.

The fourth objective of the research is to compare mean result of creativity of students. The evaluation of this objective was carried out by the Gender based mean standard deviation and "t" coefficient. The data obtained are shown in the following table.

Table 4

Creativity in terms of Gender-based mean, Standard Deviation and 't' coefficient

Group	N	Mean	Std. Deviation	Std. Error	t-Value	df
Male	100	46.48	9.43	94	0.667	198
Female	100	47.40	10.08	1.01		

Significant at 0.01 level

It is understood after looking up in the table that the value of 't' is 0.667 on the basis of gender, whereas independent factor is 198.

Null hypothesis:- The difference between mean results of creativity of male and female students is not significant. It is acknowledged on the basis of results of creativity in terms of gender-based mean standard deviation and 't' coefficient.

Electives hypothesis:- There is significant difference between mean results of male & female Students and it is cancelled.

Fifth objective of the research is "To compare the result of pre and post academic achievement of students in experimental group in English subject." The evaluation of this objective is done by 't' coefficient.

The obtained data is shown in the following table.

Table 5
Mean of the pre and post academic result and 't' factor in relation with creativity

Group	N	Mean	std. Deviation	Correlation	t-value	df
Pre-ach	100	51.93	4.64	139	-51.899	99
Post-ach	100	81.73	4.08			

0.01 Meaningful at significant level

It is understood after looking up to the table above that the value of t is 51.899 at 99 degrees of independent factor which is meaningful at 0.01 significance level. It can also be seen that the mean of students pre-academic achievement result in English subject is 51.93 which is significantly less than post-achievement result i.e. 81.73.

Null hypothesis:- Difference of pre and post academic achievement results of experimental group in English subject is not significant. It is cancelled on the basis of 't' test.

Electives hypothesis:- Difference of pre and post academic achievement results of experimental group in English subject is significant. It is acknowledged.

The sixth objective of the research was to know the reaction of students towards treatment. The response tracking ruler was made by the researcher.

Response tracking scale:-

Some games have been developed, including various skills of English language for the students of experimental group. These games were played with the students in the class. Students and researcher were full participation in these games. In these games, speech, grammar, comprehension and spoken expression were especially included. After analysing the experimental group with these activities, male and female students have given a response tracking scale, which is completely made by researcher.

The purpose of this response tracking scale is to study the reactions of students towards development of creativity through various activities. There are five options given with each statement:-

Totally agree, agree, uncertain, disagree, and fully disagree. The researcher shall instruct the students to read each statement carefully and tick () on one suitable option.

Your responses shall be kept completely confidential and used for research work only.

Table 6

Sr. No.	Question	Fully Agree	Agree	Uncertain	Disagree	Fully Disagree
1.	The language used in various activities is simple.	60	30	02	05	03
2.	The activities made by study-material are simple and entertaining.	60	30	02	02	-
3.	Through the medium of educational games, students are encouraged for free presentation of their ideas.	53	38	02	05	02
4.	English language is easy to learn through various activities.	50	40	-	05	05
5.	Teaching style is not impressive through various activities.	20	25	10	15	30
6.	Learning based on various activities encourages students for intensive thinking.	58	35	-	04	03
7.	Through the medium of various activities only a few students are able to be active.	35	30	10	20	05
8.	Activities are made without keeping in mind individual differences.	40	45	-	10	05
9.	All the skills of English language are included in the educational games.	48	38	08	12	-
10.	Educational games are easy method of increasing students' vocabulary.	70	25	-	05	-
11.	Activity based teaching does not explain entire study material.	50	30	08	12	-
12.	Learning through various activities gives sufficient opportunities to students to demonstrate their abilities	70	25	-	05	-
13.	Learning through games is suitable qualitatively.	48	40	02	08	02
14.	Activity-based English teaching is a new experience for students.	80	20	-	-	-
15.	After treatment students think in different ways with respect of English language.	48	44	-	06	02

It is understood after seeing the table 6 that students' reactions were positive The percentage sequent of answers of question asked in response tracking ruler was thus towards various activities. The percentage sequent of answers of question asked in response tracking scale was thus:

After knowing the students' responses towards the treatment, it can be concluded that treatment is significantly effective done through various activities in English language teaching.

- 52.17% students indicated full agreement towards treatment through activities.
- 32.67% students showed agreement to the treatment.
- 2.97% students were found uncertain i.e. they did not give any response.
- 8.63% students expressed disagreement towards treatment.
- 3.57% of the total students fully disagreed with the treatment.

In short, we can say that 84.84% of the students agreed with treatment, 12.2% of students disagreed. 2.97% students remained uncertain. Thus it was found that students' response towards treatment was positive.

Based on the objectives of the research, result is summarized as follows:-

1. Activity-based language teaching has been effective in enhancing the creativity of the students.

2. Treatment was also effective in increasing the students' creativity while taking pre-creativity as companion.
3. Treatment was also effective in increasing the creativity of students' of experimental group while taking intelligence as companion.
4. No significant difference was found in students' creativity in terms of gender.
5. Due to treatment, increase in post-academic achievements in English subject was found amongst the students of experimental group.
6. Even on the bases of reaction towards the treatment, positive effect of treatment was seen on the students.

Suggestions for teachers to enhance creativity among students:

To achieve creativity among students, Teachers should provide individual training after finding interests, habits and abilities of such children. They should develop an independent decision-making ability, sense of confidence and courage in such children. They should provide period to students to write themselves, creating images, reading and other task of interest. Professional development of the child should be developed. Teacher should make use of the latest techniques and tendencies.

They must motivate the curiosity and openness of students. Sometime Brain storming should be done.

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