

Creativity in English Language among B.Ed. Students in Puducherry Region

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Abstract

Creative activity could be described as a type of learning process where teacher and pupil are located in the same individual (Arthur Koestler, 1949). The above quote is expected to be witnessed among the modern teachers. Creativity in language refers to multi-dimensional attitude towards any language for expressing their thoughts and ideas uniquely. In this view, the present study investigated the language creativity of B.Ed. Student-Trainee Teachers. 300 samples were selected from B.Ed. student-trainee teachers from three Colleges of Education in Puducherry Region. The Language Creativity Tool was administered to trainee teachers and found out that there is a significant difference between male and female trainee teachers, urban and rural trainee teachers. In conclusion, the language creativity of the B.Ed. trainees was low when compared to the deviation from the mean scores. Therefore, the teacher educators play a pivotal role in enhancing the language creativity among the B.Ed. student-teacher trainees.

Key Words: Language Creativity, Fluency, Flexibility, Originality, Vocabulary

Introduction:

Creativity in language is one among the secrets of success for an effective teaching of the content in any discipline. Creativity is acquired as well as developmental in nature; whatever the case may be, whether acquired or developmental, creativity in any nature has to be practiced. Thus language creativity may be defined as the multi-dimensional attitude that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality

and elaboration. During past two decades, there was little research done on language creativity. Guilford opened the research in creativity in the Presidential Address to the American Psychological Association in 1950 where he insisted that psychologists should conduct more research on creativity and its associated areas. The scientists, technicians, business man, etc. all have creative talent in their field of working knowledge. Similarly, one who teaches to a mass has variety of language styles and usages which is termed as language creativity. Thus

language creativity is very important to present ideas effectively and clearly.

In the contemporary period teachers are less creative in the usage of language in the teaching learning process. All the teachers are more concerned about the performances of the students in the examinations. Due to this reason, many of the teachers fail to execute their creativity and to inculcate the same to the learners. Hence creativity remains hidden within the teacher. Teachers should therefore know how to inculcate language creativity during the teaching learning process. But the prime concern of the investigator is to check the level of the English language creativity of the teachers. In this context the investigator conducted a research to identify the level of the creativity on English language among the teachers, especially B.Ed. Students. The investigator has framed the statement of the problem as “A Study on Creativity in English Language among B.Ed. students in Puducherry Region”. Teacher’s creativity is monitored in the training period. So, the investigator selected B.Ed. students as the sample for the study.

Objectives of the Study:

The following are the objectives of the study:

1. To find out the creativity in language of B.Ed. students
2. To find out whether there is any significant difference between creativity in language of male and female B.Ed. Students

3. To find out whether there is any significant difference between creativity in language of urban and rural B.Ed. students and
4. To find out whether there is any significant difference between creativity in language of Arts group and Science group B.Ed. students

Hypotheses:

The investigator has framed the following hypotheses for testing and accomplishing the above mentioned objectives:

1. The creativity in language of B.Ed. students is equal.
2. There is no significant difference between creativity in language of male and female B.Ed. students.
3. There is no significant difference between creativity in language of urban and rural B.Ed. students.
4. There is no significant difference between creativity in language of Arts group and Science Group B.Ed. students.

Delimitations of the Study:

Though creativity is multi-dimensional, the investigator delimited his study only to measure language creativity. The investigator used “Language Creativity Test” developed by Malhotra and Suchita Kumari to assess the level of language creativity of B.Ed. students and selected the B.Ed. colleges in Puducherry region affiliated to Pondicherry University as the area for investigation.

Insights gained from the Related Studies:

The Researcher gained insights from the related studies conducted in relation to creativity in language. From the insights gained, the investigator identified the research gap. The creativity in language was not incorporated properly in the teaching learning process in the mainstream schools. Thus the research gap was identified here, i.e. whether the researcher acquired the creative process during the training or not.

Method of the study:

Normative survey method was adopted by the investigator in the present study. The investigator selected Three Colleges of Education out of seven Colleges in Puducherry Union Territory Region. Purposive sampling technique was employed to select the sample from the selected colleges of Education. 300 B.Ed. students from the Colleges of Education were selected for the investigation i.e. to identify the level of language creativity.

Analysis and Interpretations of Data:

Table: Mean and S.D of B.Ed. Student-Trainee Teachers in relation to Gender, Locale, and Discipline on Language Creativity Test

Tools used for the study:

The researcher used the ‘Language Creativity Test’ developed by Suchita and Malhotra to collect the data. It has five sub-tests namely:

- (i) Plot Building
- (ii) Dialogue Writing
- (iii) Poetic Diction
- (iv) Descriptive Style and
- (v) Vocabulary Test.

Altogether, all the sub tests will measure the level of language creativity of the B.Ed. student-trainee teachers.

Data Collection

The tool LCT is administered to the sample. Two hours and forty seven minutes were given to the B.Ed. students to finish the LCT. The collected data were evaluated with the guidance of the language experts like Dr. Clement Lourdes, Reader, Department of English, Pondicherry University and Dr. P. Raja, (Retired). The hypotheses were tested at 0.05% of significance level.

Table shows the Mean and S.D of B.Ed. student-trainee teachers in relation to Gender, Locale, and Discipline on the scores obtained in Language Creativity Test. From the mean and S.D value: It is understood from the mean and SD of urban and rural B.Ed. student-trainee teachers on creativity in language did not differ. In case of gender and discipline there was difference in the performance of B.Ed. student-trainee teachers on creativity in language.

Analysis and interpretation of data:

The highest score in the language creativity test is 235 and the Mean score of B.Ed. student-trainee teachers on creativity in language is 153.71, which is low when comparing with the high score given in the norms. Therefore the language creativity of Arts and Science college students is low. Hence the null hypothesis is accepted and the language creativity of Arts and Science college students is low.

The Mean and S.D of male B.Ed. student-trainee teachers on creativity in language are 161.25 and 28.12 whereas female are 145.22 and 33.51. The calculated 't' value is found to be 0.03, which is less than the table value at 0.05% of Level of Significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. Therefore there is significant difference between female and male students of B.Ed. student-trainee teachers on creativity in language.

The Mean and S.D of Urban B.Ed. student-trainee teachers on creativity in

language are 163.56 and 31.25, whereas rural B.Ed. student-trainee teachers on creativity in language are 161.39 and 30.71. The calculated 't' value is found to be 1.25, which is greater than table value at 0.05% Level of Significance. Hence the null hypothesis is accepted. Therefore, there is no significant difference between urban and rural B.Ed. student-trainee teachers on creativity in language.

The Mean and S.D of Arts group B.Ed. student-trainee teachers on creativity in language are 160.45 and 27.36, whereas the science group B.Ed. student-trainee teachers on creativity in language are 151.24 and 34.51. The calculated 't' value is found to be 0.02, which is lesser than the table value at 0.05% Level of Significance. Hence the null Hypothesis is rejected and alternative hypothesis is accepted. Therefore there is a significant difference between Arts group and Science group B.Ed. student-trainee teachers on creativity in language.

The Mean difference table shows that there is no significant difference between the scores of B.Ed. student-trainee teachers on creativity in language in relation to: (i) male and female (ii) Urban and Rural Students (iii) Arts group and Science group students. This table also shows that there is a significant difference between male and female, and Arts and Science group B.Ed. student-trainee teachers. This analysis and interpretation of data helps the researcher to proceed to the findings, recommendation and suggestion for further research on this area.

Major Findings

The findings of the present study are discussed below:

- The language creativity of B.Ed. student-trainee teachers is low because the highest score is 235 and the mean score of the total sample is 153.71
- The language creativity of male B.Ed. student-trainee teachers is high because the mean score is 161.25 and the mean score of the total sample is 153.71.
- The language creativity of female B.Ed. student-trainee teachers is low because the mean score is 145.22 and the mean score of the total sample is 153.71.
- The language creativity of urban B.Ed. student-trainee teachers is high because the mean score is 163.56 and the mean score of the total sample is 153.71.
- The language creativity of rural B.Ed. student-trainee teachers is high because the mean score is 116139 and the mean score of the total sample is 153.71.
- The language creativity of Science group B.Ed. student-trainee teachers is high because the mean score is 160.45 and the mean score of the total sample is 153.71.
- The language creativity of Science group B.Ed. student-trainee teachers is low because the mean score is

151.24 and the mean score of the total sample is 153.71.

Recommendations and Educational Implications

The investigator suggests some implications to be considered for the development of the factors related to language creativity and improvement in the achievement of B.Ed. Student-Trainee Teachers:

- Opportunities should be given to the B.Ed. student-trainee teachers for expressing their thoughts, so that the fluency in thoughts will enhance.
- Teacher Educator may initiate new strategies of teaching which must provoke the creativity of the B.Ed. student-trainee teachers.
- Teacher Educator should create curiosity and innovations among B.Ed. student-trainee teachers which make them to react creatively.
- B.Ed. student-trainee teachers are allowed to think and react critically in the given situation to enhance originality.
- Stress on acquisition of the English language may be one of the important tasks of B.Ed. student-trainee teachers.
- Strange response to a given situation may be rewarded. This motivates the B.Ed. student-trainee teachers to think critically.
- Curriculum should be reframed accordingly to enhance the language creativity.

Suggestions for Further Research:

The following are the suggestion for further research:

- Further research can be done by drawing a large sample of B.Ed. student-trainee teachers by covering different districts and different levels of students.
- Further research can be done by drawing a large sample from various other disciplines by covering different districts and different levels of students.
- Language creativity may be studied in association with other variables like intelligence, personality and achievement.

Conclusion

The Contemporary trends in Language creativity focuses on the development of student-trainee teachers

to thinking critically. The teacher Educator should play a major role in bringing out the innate abilities of student-trainee teachers. According to the results of the study, the investigator finds that the student-trainee teacher's creativity in language is low in respect of female gender and rural teacher-trainees. There is an average difference between the language creativity of urban and rural student-trainee teachers, and male and female student-trainee teachers on language creativity. The student-trainee teachers who scored high marks in LCT have good achievement academic record too. Therefore it is high time and the need of the hour to make the student-trainee teachers to be creative in all aspects of teaching behaviour. Hence, it is recommended that necessary steps may be taken to enhance the language creativity of the student-trainee teachers for the betterment of the effective teaching and learning processes.

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