

Construction of Language Creativity Test in Tamil for Higher Secondary Students



Education

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ABSTRACT

The aim of this present study is to measure the Language Creativity in Tamil among higher secondary students. The test has five sub-tests namely: i) Plot building or story construction, ii) Descriptive style iii) Poetic Diction, iv) Vocabulary test and v) Dialogue writing. There are 15 items constructed by the investigator with help of the language experts and subject experts in Tamil. Finally all the 15 items are selected for the final study. The basic behind this classification is that in creative writing, words employed and ideas expressed are unique in their own way and the students can opt for any stream of writing viz., poetry, lyric, story, drama, essay or letter-writing as their medium of expression.

Introduction

Decades of research has helped the educationists to conclude that creativity does not exist as general creativity alone, rather it concerns specifically to specific field. According to Guilford and Hoepfner (1971) stressed the same thing when they pointed out that 'specialization in different combination of (structure of Intellect) abilities and aptitude score summations of different compositions'. The scientists, technicians, businessmen, etc. all have creative talent that pertains to their specific field. Similarly, poets, novelists and writers display a peculiar type of creativity in their writings that can be called as language creativity. However, in simple words it may be defined as multi-dimensional attribute that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality and elaboration.

Language Creativity

The language creativity test that permits freedom of responses both qualitative and quantitative within specified time limits, thus ensuring suitability of the tools for measuring divergent thinking. Instructions are provided before the actual commencement of the administration of different test. The subjects are supposed to write their responses on the space provided under each item on the test booklets. All the five sub-tests are constructed based on Guilford's (1952).

The plot building sub-test has multiple story plots. The items are constructed in this sub-test based on Guilford's (1952) multiple story plots. In which a hypothetical situation is presented so as to encourage free play of imagination. Descriptive style of sub-test items has based on the description developed on the pattern of Guilford's (1952) controlled associations. The purpose of this sub-test is to evaluate the descriptive style of the students. Poetic diction sub-test comprises of three items concerned with composing poems. This is based on the Guilford's (1952) expressional fluency and word-pair revision. Vocabulary Sub-test is based on Guilford's (1952) expressional fluency, controlled association, multiple grouping, word-pair revision and word fluency tests. However, the five sub-tests are constructed by the investigator with help of the Tamil language teachers and subject experts in the field of language creativity and also based on Guilford's concepts of language creativity. Dialogue writing sub-test has items on writing dialogue. This sub-test is designed after Guilford's (1952) Multiple Emotional Expression and Multiple Social problems where in the subject writes may different things that a person might say when he is feeling a given emotion.

Methodology

The language creativity test comprises of 15 items with five sub-tests, namely: i) Plot building or story construction, ii) Descrip-

tive style iii) Poetic Diction, iv) Vocabulary test and v) Dialogue writing. The plot building subtest consists of 3 items and which required 27 minutes for the completion of the test. Like that, Descriptive style sub test consists of 4 items and its required 20 minutes for the completion of the test. Poetic diction consists of 3 items and its required 30 minutes for the completion of the test. Vocabulary test sub test consists of 3 items and its required 9 minutes for the completion of the test. Dialogue writing sub test consists of 2 items and its required 20 minutes for the completion of the test. All the items in this test are verbal in nature and can be administered in a group and individually. The sub-test in Tamil language creativity test can be administered collectively. It generally takes 106 minutes depending upon the higher secondary students. The factors measured by the tests are Fluency, Flexibility, Originality and Elaboration. The constructed tool was administered to 200 higher secondary students in Ramanathapuram district in order to carry out the pilot study. The nature of five sub-tests of language creativity test is totally different. These tests do not warrant any single correct answer and it is expected that answer differ in nature, size and quality. So it is not possible to employ ordinary stencil scoring system. The scores allotted for the each item is 20 marks. Which is classified based on four category namely fluency, flexibility, originality and elaboration. Scores for each category a) fluency -6 marks, b) flexibility -5 marks, c) originality -4 marks and d) elaboration -5 marks. The responses have been scored carefully and their marks secured by all the students have been arranged in the descending order from the highest score to lowest score. Then they were subjected to item analysis.

Item Analysis

The most important step in construction of this test was item analysis. It is concerned with item difficulty and item discrimination. Item difficulty is taken in terms of proportion of individuals completing the items successfully and its discrimination refers to the degree to which it differentiates between those obtaining high and low scores. But in the test of creativity like the present one indices of item difficulty could not be determined in a conventional manner because the items in the language creativity tests were of divergent nature and truly speaking, there was no pass or fail on item. Of course, an idea of productivity of an item, that is, its capability of generating adequate responses was taken into consideration at the pre-try out stage. Items were modified and substituted a number of times till they were found to be sufficiently productive. Analysis of items therefore was restricted to the discrimination of indices of item validity or item discrimination. The analysis was based on scores of 200 students comprising 100 XI students and 100 XII standard students. Out of

which 88 girls and 112 boys.

Gender	XI	XII	Total
GIRLS	42	46	88
BOYS	58	54	112
TOTAL	100	100	200

In the analysis process, the first type analysis involved calculations of mean and SD and their level of significance with the view to ensure that such items could adequately elicit responses and demonstrate individual differences. The second type of analysis was concerned with calculation of item discrimination in terms of t-ratio by taking upper (U) and lower (L) 27 percent of cases for each grade level. It was found that CR of all the items in the language creativity test came out to be highly significant at 0.01 level. Thus all the items in the language creativity tests were retained. The 't' value for each item is given in table No. 2.

Table - 2
't' value for item analysis in language creativity among Higher secondary students

S. No	't' value	Item Status
1.	14.08	Selected
2.	13.74	Selected
3.	9.83	Selected
4.	15.69	Selected
5.	10.55	Selected
6.	11.66	Selected
7.	6.30	Selected
8.	7.33	Selected
9.	8.18	Selected
10.	8.37	Selected
11.	2.57	Selected
12.	3.85	Selected
13.	6.75	Selected
14.	6.15	Selected
15.	4.74	Selected

Reliability and Validity

The reliability and validity of the language creativity test were established in order to determine its utility and efficiency. The size of the sample selected from XI and XII standard Higher Secondary Students was considered appropriate in the light of research evidences that support the reliability and validity studies in the area of creativity test construction.

Reliability

The reliability of the language creativity test was established through test-retest method. The test was employed for a sample of low students of both standards. The gap between first and second administration was determined through t-test of significance of difference between the mean scores of first and second administration. The test-retest reliability co-efficient for the entire language creativity test was found to be 0.83. It was also established for the five sub-tests wise plot building, dialog

writing, poetic diction, descriptive style and vocabulary test was found to be 0.87, 0.76, 0.73, 0.84 and 0.89 respectively. The results of t-test for difference between mean scores an first administration and second administration showed that the 't' ratio was not significant, thereby implying that the test was stable.

Validity

The validity value for the test was found to be 0.92 by taking square root of reliability co-efficient. The face validity of the language creativity test is established, that the items are selected through the discussion and opinion of the education researchers and language experts. Further the constructed tool was given to experts in the field of education and they expressed that the items in the scale possess the adequate coverage of the content. Therefore the tool is reliable and valid one.

Norms

The language creativity scale has 15 items. The score of the test ranges from 0 to 300. Higher score indicates the high language creativity and details of scoring are given in the following table.

SCORING PROCEDURE		
S.No	Scores	Level of Creativity
1.	185 - 300	High level
2.	141-184	Moderate level
3.	0 - 140	Low level

The percentile norms have been calculated and are given in the following table.

Table - IV
THE PERCENTILE NORMS FOR THE ENTIRE SAMPLE

Percentiles	Scores
P10	114
P20	128
P30	160
P40	172
P50	183
P60	190
P70	196
P80	200
P90	204

Conclusion

This tool will be very much useful to measure the Language Creativity of the higher secondary students in Tamil. The measurement of language creativity, efforts have been to measure it by employing different types of media and methods of investigation depending upon specific situations. It is traditional measures, such as accumulation of knowledge and intelligence test (Thurston 1952). This test will be immense use for measuring the higher secondary students language creativity powers.

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