Education

Study of English Language Creativity in Relation To Achievement in English Of Class Xi Students

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ABSTRACT

Creativity provides a very open space to the learners in language teaching. Language classroom helps or in a way play a crucial role in order to develop creativity among learners. A teacher is a significant part in the process of learning. If a teacher dictates and gives input to the students to think according to him only then it is not learning rather it is just transfer of ideas from the instructor to the learners. The study aims to find out the English Language Creativity among class XI students in relation to their Achievement in English. This is a descriptive survey research in which the sample comprised of 98 students of class XI selected from two English Medium Schools of Delhi city randomly. The data was collected through English Language Creativity Scale by S.P. Malhotra & Sucheta Kumari. The data was analysed by using Pearson's coefficient of correlation between English Language Creativity and Achievement of students in English.

KEYWORDS

INTRODUCTION
According to UNESCO, "the encouragement of creativity from an early age is one of the best guarantees of growth in a healthy environment of self-esteem and mutual respect- critical ingredients for building a culture of peace."

Creativity is an elusive and contested concept. There have been many attempts to define it. Creativity has been described as 'a state of mind in which all our intelligences are working together' and as 'the ability to solve problems and fashion products and to raise new questions'. Few experts agree on a precise definition, but when we say the word 'creativity', everyone senses a similar feeling. When we are creative, we are aware of a special excitement.

Every child is born with creative potential, but this potential may be stifled if care is not taken to nurture and stimulate creativity. Young children are naturally curious. They wonder about people and the world. Even before they enter primary school, they already have a variety of learning skills acquired through questioning, inquiring, searching, manipulating, experimenting, and playing. Children need opportunities for a closer look; they need time for the creative encounter.

Creative learning is a natural human process that occurs when people become curious and excited. Children prefer to learn in creative ways rather than just memorising information provided by teachers or parents. They also learn better and sometimes faster.

They need lessons that produce surprise. As Fisher argued, creative learners need creative teachers who provide both order and adventure, and who are willing to do the unexpected and take risks. A creative curriculum offers children plenty of opportunities for creative behaviour. Such a curriculum will call for original work, independent learning, self-initiated projects, and experimentation. Using curriculum materials that provide progressive warm-up experiences, procedures that permit one thing to lead to another, and activities that recognize and reward creative thinking makes it easier for teachers to provide opportunities for creative learning.

Children have a seemingly endless supply of creative energy. It shows up in their quirky impromptu rhymes and songs, in their imaginative play, and in their innate ability to make something out of anything. However, research on creativity points to a so-called "fourth grade slump" across various cultures. It appears that when children begin school, their level of creativity is evident and often flourishing but, by the time they reach the fourth grade, they have become more conforming, less likely to take risks, and less playful or spontaneous than in earlier years. Today's children must be given the chance to develop their creativity to the fullest extent possible; not only for the benefit of their own future but also for the communities we all inhabit. There are four aspects of creative thinking.

In language teaching, Maley's (1997) work has emphasized a focus on creativity through the use of texts drawn from a variety of different literary and non-literary sources that can be used to elicit creative thinking and foster the ability to make creative connections. Creativity has also been linked to levels of attainment in second language learning. Many of the language tasks favoured by contemporary language teaching

methods are believed to release creativity in learners – particularly those involving student-centred, interaction-based, and open-ended elements, and are therefore in principle ideally suited to fostering creative thinking and behaviour on the part of learners.

NEED AND SIGNIFICANCE OF THE STUDY
The common perception or the general view is that people are creative in the field of science and technology that leads to the inventions and development of country and also aids in maintaining a better competitive level with other countries. Although it is true but partial, since the very word 'creativity', itself delimits its area. Creativity can be related to any field or area. Every child is creative in its own way and if it is flourished on time then it leads the learner to great heights. But the present research focuses on whether language creativity affects the achievement of students in English?

OBJECTIVE OF THE STUDY
1.   To study and find out the relation between English language Creativity and Achievement in English of class XI Students.

HYPOTHESIS OF THE STUDY
1.   There is no significant relation between English language Creativity and Achievement in English of class XI students.

DELIMITATION OF THE STUDY
1.   The study is limited to two private schools in Delhi.
2.   It is confined to XI class only.
3.   The research is limited to a sample of 98 students.

REVIEW OF RELATED LITERATURE
Dervishaj, A. (2009) "Using Drama as a Creative Method for Foreign Language Acquisition" shows that drama provides an interesting way for students to learn and appreciate language in meaningful, communicative contexts. Muthusamy Chittra; Mohamad Faizah; Ghazali Siti N. & Michael Angelina S. (2010) "Enhancing ESL Writing Creativity via a Literature Based Language Instruction". The findings discusses the results of a quasi-experiment in which a literature - based language instruction was incorporated in an ESL writing class to evaluate the language creativity of students' essays. Descriptive and inferential statistics show that a literature based language instruction can help students develop creativity in classroom writing.

Rao T.Venu Gopal & Dr. Satyapal (2011) "Socio-Economic Status, Scheduled Caste and Creativity"- the findings show that significant impact of socio-demographic variables is found on language creativity on flexibility dimension of scheduled caste students studying in post graduation in different universities of Haryana state. Uvaraj. T. (2011) "A Study on Language Creativity of College Students" - shows that creativity in language is low in the students of Arts and Science Colleges in Puducherry Union Territory region. The male and female students' performance in language creativity in Arts and Science Colleges is low when compared to the norms set by the author of the tool. There is an average difference between the language creativity of rural and urban students of Arts and Science Colleges. The language creativity of the students in Government Arts and Science College and Private Arts and Science College slightly differs in their mean scores.

Faryadres Fereshteh, lavasani Masoud G. (2012) "Relationship between Creativity and Language Learning Strategies in Adults Learners" - the findings of Pearson correlation analysis showed that there is meaningful relation between memory strategies with 3 components of creativity include fluency, elaboration, and originality. Birdsell Brian (2013) "Motivation and Creativity in a Foreign Language Classroom" – findings show that intrinsic motivation have a significant effect on the students' verbal creativity with English, though it should be taken with some caution since it was a small (n=57) exploratory study. Ketabi, Saeed, Zabihi, Reza & Ghadiri, Momene

(2013) "Bridging theory and practice: How creative ideas flourish through personal and academic literacy practices" - the findings revealed that learners who spent more time on reading and writing had a significantly better performance on the creativity test.

RESEARCH METHODOLOGY
The descriptive survey method is used in the present research. The data is collected through English Language Creativity Scale by S.P. Malhotra & Sucheta Kumari.

The data is analysed by using Pearson's coefficient of correlation between English Language Creativity and Achievement of students in English.

An estimated sample of 115 was taken out of which 7 was ruled out and so 98 was finalized as the sample of the study. The sample is taken from class XI. Random sampling is used to collect data for the present research.

TOOLS USED IN THE STUDY
English Language Creativity Scale by S.P. Malhotra & Sucheta Kumari

The Language Creativity Test (LCT) has two tests – one in English and the other in Hindi. These tests are independent of one another. These tests have been developed with a sole purpose of measuring language creativity of school and college going students. Each of the two tests has five sub- tests namely – (i) Plot Building, (ii) Dialogue Writing, (iii) Poetic Diction, (iv)Descriptive 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 students can opt for any stream of writing viz. poetry, lyric, story, drama, essay or letter- writing as their medium of expression.

Both the languages creativity tests are of a nature 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 tests. The subjects are supposed to write their responses on the space provided under each item on the test booklet.

ANALYSIS AND INTERPRETATION OF DATA
The result was analysed and interpreted in the light of the objective and hypothesis formulated for verification in the study by keeping in view the previous researches conducted on the particular variables.

The mean of the independent variable denoted as X is 60.765 and of the dependent variable denoted as Y is 58.918. The value of R [Pearson's Correlation] is 0.5923. This is a moderate positive correlation, which means there is a tendency for high X variable scores go with high Y variable scores.
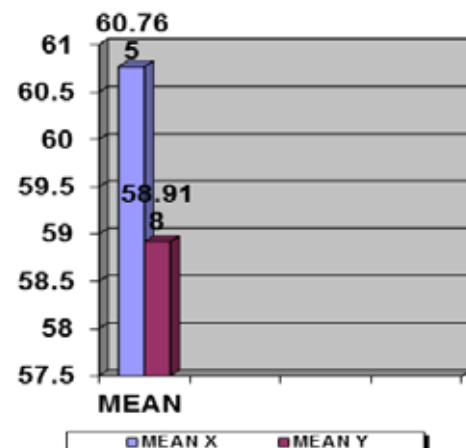
RESULTS AND CONCLUSION

The results of the study clearly shows the positive correlation between English Language Creativity and Academic achievement which means a good level of language creativity of the learner will lead to good academic achievement in English. It may be due to the fact that languages open a wide area to the learner to express his or her ideas. But what is further needed is that the classroom teacher should open wide learning areas to the learners so that the innate ability in the field of language creativity could be meet. More variety of learning experience should be given by creating constructivist learning environment for the learners.

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