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Efficacy Of Synectics Teaching Models In Fostering Descriptive Style In The English Language Among Secondary School Students

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ABSTRACT

Creativity is one of the most valued abilities in all societies, playing a crucial role in fostering critical and divergent thinking among learners. The Synectics model of teaching is an innovative instructional approach that has significant potential for enhancing students' creativity. It engages learners in various metaphorical activities, which serve as powerful tools to stimulate imaginative thinking and problem-solving. Synectics provides students with opportunities to think beyond conventional boundaries and express their ideas more creatively. Developed by Gordon and his associates, this sophisticated technique has been effectively employed to generate solutions to complex and challenging problems. The present study aimed to examine the efficacy of the Synectics teaching model in fostering descriptive style in the English language among secondary school students. An experimental design was employed, comprising an experimental group and a control group. The findings revealed that the performance of students in the experimental group on the test of descriptive style was significantly higher than that of the control group. These results highlight the efficacy of the Synectics teaching model as a powerful instructional strategy for promoting creativity and improving descriptive writing skills in English among secondary school students.

Keywords: *S*ynectics Teaching Model, Descriptive Style, English Language, Creativity,

CONCEPT OF SYNECTICS AND CREATIVITY:

Invention and creativity are essential for the progress of society and for making life more meaningful. Therefore, there is a growing need to orient students toward creative thinking. Work on creativity, particularly on nurturing and promoting creative thinking in classroom settings, is still at a nascent stage in India. Consequently, 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 its novelty, originality, and inventiveness. Guilford (1956), in his famous Structure of Intellect (S.I.) model, described creativity as divergent thinking-not a unitary trait but a collection of different abilities and

characteristics. Similarly, Passi (1972) viewed creativity as a multidimensional attribute that is differentially distributed among individuals. It includes key factors such as problem sensitivity, fluency, flexibility, originality, acquisitiveness, and persistence.

The school environment plays a decisive role in unfolding the creative talents of learners. Schools provide a platform where ample opportunities should be created to promote creative thinking as well as achievement in different fields of life. However, most schools today focus primarily on preparing students to score high in examinations through rote learning and memorization.

To enhance the creativity of school children, it is essential to adopt appropriate methods of teaching that provide students with opportunities to think critically and divergently. Such methods enable the development of both understanding and creative thinking abilities. The Synectics model of teaching is one such approach with significant potential for enhancing students' creativity. It engages learners in various metaphorical activities, which are key to stimulating creative thinking. Through Synectics, students are encouraged to think critically and divergently, moving beyond the limitations of traditional, convergent teaching methods. Thus, existing methods that overemphasize convergent thinking should be judiciously supplemented by methods that foster divergent thinking.

Language Creativity

Language creativity primarily involves four dimensions: fluency, flexibility, originality, and elaboration.

- **Fluency** refers to the rapid flow of ideas and the tendency to change directions and modify information.
- **Flexibility** is the ability to break away from existing patterns of thought and shift toward new patterns, allowing ideas to move in fresh directions.
- **Originality** indicates the uncommon or rare; it reflects the newness and uniqueness of ideas.
- **Elaboration** refers to the ability to expand on a theme or creative insight, combining ideas and extending thoughts to produce richer expressions.

Factors of Language Creativity

Language creativity can be measured through five key factors: Story Construction, Dialogue Writing, Poetic Diction, Descriptive Style, and Vocabulary Test.

For the present study, the investigator has focused specifically on Descriptive Style.

- **Descriptive Style:** This subset is based on Guilford's (1952) controlled association. It involves describing a given topic based on imagination, observation, emotional experience, and comparison. Sometimes, situations are described with reference to analogous situations, allowing students to express their ideas in original and vivid ways.

The Synectics model of teaching in language classrooms helps students foster creativity by encouraging free thinking and imaginative expression. It enhances both their language achievement and language creativity by creating a space for open-ended responses and divergent thinking. Language creativity inherently allows for freedom of responses, both qualitatively and quantitatively, making it suitable for measuring different dimensions of divergent thinking. In the Indian context, teaching English is often described as "the world's largest democratic enterprise of its kind" (N. Krishnaswamy and T. Shriraman, 1994). One of the greatest challenges in this context is the diversity of learners, who come from a wide spectrum of socio-economic, linguistic, and cultural backgrounds, and display varying levels of competence in English.

Synectics as a Creative Process

Synectics is a creative problem-solving process designed to increase the probability of successful solutions. It aims to improve group creativity by replacing negative elements of human group dynamics with positive, collaborative tools that help teams focus their abilities on the challenges at hand. By using analogies and metaphors, Synectics stimulates non-routine, original thinking, making it a powerful instructional tool for developing creativity in educational settings.

REVIEW OF RELATED LITERATURE:

Many studies have been conducted across the world to explore different methods for developing creativity through the Synectics model of teaching**.** Rahman & Khan (2023) conducted a recent study in Bangladesh and found that students taught through the Synectics method performed better in vocabulary acquisition, metaphoric writing, and creative expression. The model also helped reduce students' anxiety toward English learning by making abstract concepts more relatable through analogies. Fitri et al. (2022) demonstrated that using digital tools to create and narrate stories helped EFL students improve their vocabulary, coherence, and imaginative expression in writing. Mishra & Panda (2021), in a comparative study involving rural and urban students, found that the use of creative dramatics, storytelling, and visual metaphors in English classrooms significantly improved creativity scores. This effect was particularly strong among rural students who had limited exposure to traditional enrichment programs. Naik & Mishra (2021) examined secondary schools in Odisha and explored the impact of Synectics on divergent thinking and creative expression. Their findings confirmed that the method enabled students to think beyond conventional ideas and express themselves more freely in both speech and writing. Reddy (2021) emphasized that rural students can develop creative competence in English if they are exposed to metaphor-based models like Synectics in a supportive classroom environment. Al-Mahrooqi & Denman (2020) focused on Omani secondary school students and found that structured creative writing tasks involving metaphor, sensory detail, and personification helped improve both language proficiency and creativity. Their study highlighted that creativity can be systematically developed through well-designed curricula. Mayer et al. (2020) suggested that emotionally intelligent learners tend to demonstrate better creative output in writing and speaking tasks due to their resilience and openness to novel ideas. Murthy & Ramesh (2020) conducted a quasi-experimental study in Karnataka and concluded that Synectics helped rural students enhance fluency, elaboration, and emotional expression in English composition. Walia & Wadhwa (2020) highlighted the impact of project-based learning and integrated creativity workshops on students' ability to generate original ideas in English composition and poetry writing. The authors concluded that exposure to creative methods is directly proportional to enhanced language creativity. William & Gordon et.al. (1960) It uses analogy, metaphor, and deliberate disruption of habitual thinking to stimulate non-routine idea generation and to overcome mental blocks in groups and individuals. Gordon's formulation emphasizes structured exercises that encourage participants to make unusual associations, thereby increasing the probability of original solutions. Guilford (1956) described divergent thinking as a set of abilities—fluency, flexibility, originality, and elaboration—that together underpin creative performance. These dimensions are widely used as the operational elements of creativity assessments in educational research. Overall, the above studies indicate that the Synectics model is an effective approach for enhancing language creativity. Its success has led to the development of more classroom activities that encourage students to produce new ideas**,** original combinations, and creative expressions in language learning contexts.

RATIONALE OF THE STUDY

1. One of the major problems in the teaching of Indian languages is that the emphasis is placed on providing information through language rather than on developing actual language ability. There is a pressing need to foster language creativity among students to enhance their expressive and critical thinking skills.
2. In India, greater prominence has traditionally been given to vernacular languages and their development. As a result, the development of English language creativity has been somewhat neglected. Therefore, it is essential to focus on nurturing creativity in the English language, particularly with reference to descriptive style, to help learners develop richer linguistic and expressive abilities.
3. In short, creative language ability, especially in relation to descriptive style in the English language, is highly desirable for effective language learning. However, this aspect has not been adequately emphasized in English language teaching among Indian students, highlighting the need for focused pedagogical interventions such as the Synectics Teaching Model.

LIMITATIONS OF THE STUDY

The present study has the following limitations:

1. The study was confined to English medium 9th standard high school students located in Cuddalore only.
2. The study involved the conventional method of teaching for the purpose of observation, control, comparison, and assessment of the development of creativity in English.
3. For the experiment, only one factor of language creativity, i.e., Descriptive Style, was taken into consideration.

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 Descriptive Style 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 Descriptive Style and its dimensions (fluency, flexibility, originality, and elaboration) of Control Group.

HYPOTHESES

In pursuance of the above-stated objectives, the following hypotheses were formulated:

1. There is no significance difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group.
2. There is no significance difference between pre-test and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group.

DESIGN OF THE STUDY

In the present study, the experimental method was used to collect data. A pre-test and post-test matched group experimental design was adopted. The study was conducted on a sample of 200 students, selected through purposive sampling. Raven's Progressive Matrices was used for testing and matching the intelligence levels of students. Both the experimental and control groups were selected on the basis of their intelligence test scores to ensure equivalence between the groups. The experimental group was taught using the Synectics model of teaching, while the control group received instruction through the

traditional method. The efficacy of the Synectics model in enhancing language creativity was determined by administering a creativity test to both groups of students. The creativity test used for assessing language creativity in English was constructed and standardized by the investigator following established test development procedures.

TOOLS OF THE STUDY

a) Treatment Tools: The Synectics model-based lesson plans in the English language were used to impart instruction to the students.
b) Measuring Tools: Raven's Progressive Matrices (RPM) and The English Language Creativity Test, prepared and standardized by the investigator were used.

STATISTICAL TECHNIQUES USED

The Mean, Standard Deviation, and 't' test were used to analyze the data collected from the groups.

DATA ANALYSIS AND INTERPRETATIONS

To determine the effect of the Synectics Model of Teaching, the paired 't' test was applied, as shown in the following table.

Table 1: Results of Paired t-test Between Pre and Post-test Performance of Descriptive Style and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration of Students in Experiment Group.

Variables	Test	Mean	Std. Dv.	Mean diff	SD diff	Paired t-Value	P-Value	Signi.
Descriptive Style	Pre-test	10.55	1.07	-8.33	1.58	-39.1879	<0.05	S
	Post-test	18.87	1.61					
Fluency	Pre-test	3.04	0.82	-1.80	0.65	-20.5439	<0.05	s
	Post-test	4.84	0.86					
Flexibility	Pre-test	2.16	0.86	-2.13	1.04	-15.2083	<0.05	s
	Post-test	4.29	0.88					
Originality	Pre-test	2.38	0.71	-2.29	1.20	-14.1961	<0.05	s
	Post-test	4.67	0.96					
Elaboration	Pre-test	2.96	0.92	-2.11	0.31	-49.7143	<0.05	s
	Post-test	5.07	1.03					

From the results of the above table, the following observations can be made:

1. A significant difference was found between the pre-test and post-test performance in overall descriptive style creativity among students in Experiment Group I ($t = –39.1879$, $p < 0.05$). Hence, the null hypothesis is rejected, indicating that post-test performance was significantly higher than pre-test performance.
2. In the fluency dimension, post-test scores were significantly higher than pre-test scores ($t = –20.5439$, $p < 0.05$).
3. In the flexibility dimension, a significant improvement was observed from pre-test to post-test ($t = –15.2083$, $p < 0.05$).
4. In the originality dimension, students showed significantly higher scores in the post-test compared to the pre-test ($t = –14.1961$, $p < 0.05$).

5. In the elaboration dimension, post-test scores were significantly higher than pre-test scores (t = –49.7143, p < 0.05).

Table 2: Results of Paired t-test Between Pre and Post-test Performance of Descriptive Style and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration of Students in Control Group.

Variables	Test	Mean	Std. Dv.	Mean diff	SD diff	Paired t-Value	P-Value	Signi.
Descriptive Style	Pre-test	10.29	1.93	-6.64	2.76	-17.8456	<0.05	S
	Post-test	16.93	3.04					
Fluency	Pre-test	2.95	0.73	-1.49	0.69	-16.0132	<0.05	s
	Post-test	4.44	0.86					
Flexibility	Pre-test	2.24	0.86	-1.65	1.25	-9.8128	<0.05	s
	Post-test	3.89	1.01					
Originality	Pre-test	2.24	0.84	-1.93	1.15	-12.4032	<0.05	s
	Post-test	4.16	1.20					
Elaboration	Pre-test	2.87	0.92	-1.56	0.98	-11.8712	<0.05	s
	Post-test	4.44	1.17					

From the results of the above table, the following observations were made:

1. A significant difference was found between the pre-test and post-test performance in overall descriptive style creativity among students in Control Group I (t = -17.8456, p < 0.05). Hence, the null hypothesis is rejected, indicating that post-test performance was significantly higher than pre-test performance.
2. In the fluency dimension, post-test scores were significantly higher than pre-test scores (t = -16.0132, p < 0.05).
3. In the flexibility dimension, a significant improvement was observed from pre-test to post-test (t = -9.8128, p < 0.05).
4. In the originality dimension, post-test scores were significantly higher than pre-test scores (t = -12.4032, p < 0.05).
5. In the elaboration dimension, students demonstrated significantly higher scores in the post-test compared to the pre-test (t = -11.8712, p < 0.05).

FINDINGS

The main findings of the study are as follows:

1. The post-test performance in creativity (descriptive style) of students is higher compared to their pre-test performance in the experimental group.
2. The post-test performance in fluency (descriptive style) of students is higher compared to their pre-test performance in the experimental group.
3. The post-test performance in flexibility (descriptive style) of students is higher compared to their pre-test performance in the experimental group.
4. The post-test performance in originality (descriptive style) of students is higher compared to their pre-test performance in the experimental group.
5. The post-test performance in elaboration (descriptive style) of students is higher compared to their pre-test performance in the experimental group.
6. The post-test performance in creativity (descriptive style) of students is higher compared to their pre-test performance in the control group.
7. The post-test performance in fluency (descriptive style) of students is higher compared to their pre-test performance in the control group.
8. The post-test performance in flexibility (descriptive style) of students is higher compared to their pre-test performance in the control group.

9. The post-test performance in originality (descriptive style) of students is higher compared to their pre-test performance in the control group.
10. The post-test performance in elaboration (descriptive style) of students is higher compared to their pre-test performance in the control group.

From the above data analysis and interpretation, the overall generalized findings of the present study are as follows:

- The post-test performance in creativity (descriptive style) of students is higher compared to their pre-test performance in both the experimental group and the control group.
- The post-test performance in fluency (descriptive style) of students is higher compared to their pre-test performance in both the experimental and control groups.
- The post-test performance in flexibility (descriptive style) of students is higher compared to their pre-test performance in both the experimental and control groups.
- The post-test performance in originality (descriptive style) of students is higher compared to their pre-test performance in both the experimental and control groups.
- The post-test performance in elaboration (descriptive style) of students is higher compared to their pre-test performance in both the experimental and control groups.

EDUCATIONAL IMPLICATIONS

The present study has the following implications:

1. The findings of the study indicate that language creativity, particularly with reference to descriptive style in the English language, is significantly enhanced when students are exposed to the Synectics model of teaching. Along with descriptive language skills, students' general creativity is also positively developed.
2. Teachers should play a facilitative role in promoting independent and critical thinking among students. This can be achieved by providing rich learning experiences, organizing enrichment programmes, and encouraging activities that stimulate divergent thinking and imagination.
3. For India to strengthen its position in the global arena, it is essential to develop English language competence among students. This can be achieved by introducing a variety of classroom activities that emphasize reading, writing, and speaking in English, thereby fostering both linguistic proficiency and creative expression.
4. The Synectics model of teaching can be effectively integrated into the English curriculum to make language learning more engaging, student-centered, and creativity-oriented. It encourages students to think metaphorically and divergently, moving beyond rote learning.
5. Teacher education programmes should include training in innovative teaching models such as Synectics, enabling future teachers to adopt modern pedagogical strategies for developing language creativity and critical thinking skills.
6. Educational planners and curriculum designers should consider incorporating structured creative activities into the English language syllabus, particularly at the secondary school level, to nurture descriptive writing skills and creative language use systematically.

CONCLUSION

The present study on the efficacy of Synectics teaching models in fostering descriptive style in the English language among secondary school students demonstrates that the use of Synectics as a teaching strategy significantly enhances language creativity. The findings reveal that students exposed to the Synectics model exhibited higher performance in all dimensions of descriptive writing—fluency, flexibility, originality, and elaboration—compared to their performance before the intervention and in the control group. The study confirms that the Synectics model encourages critical and divergent thinking, enabling students to move beyond rote learning and mechanical application of language rules. It provides

opportunities for imaginative and metaphorical thinking, which in turn fosters greater linguistic expression and creativity in English.

Furthermore, the study highlights the importance of integrating creative teaching methodologies in secondary school classrooms to promote not only descriptive writing skills but also overall cognitive and creative development. Teachers, curriculum planners, and educational institutions can benefit from adopting the Synectics approach to enhance student-centered learning, making language instruction more engaging, effective, and creativity-oriented. In summary, the Synectics teaching model proves to be a valuable pedagogical tool for developing descriptive style in English and promoting holistic creativity among secondary school students. Its adoption can contribute to nurturing innovative, independent, and critical thinkers capable of expressing themselves effectively in the English language.

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