

Efficacy of Language Learning through Language Laboratory on the Linguistic Creativity and Retention of IXth Class Students of Jammu District

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Received: April 5, 2013 Accepted: July 6, 2013 Published: July 7, 2013

doi:10.5296/ijelev1i3.3969 URL: <http://dx.doi.org/10.5296/ijelev1i3.3969>

Abstract

As such no one can neglect the place of creativity in human civilization. When building a civic society in this country, attention should be paid not only to economic changes, but also to the main treasure of Latvia – its people, their intellectual potential, the development and enhancement of their creativity. It is important to establish what psychological features are characteristic of creative people who are already recognized in society –creative intellectuals in various spheres (artists, scientists, pedagogues etc.). What type of personality structure do they represent? What common traits and individual features do they possess? Whether and how do they differ from those who mainly carry out reproductive functions?

Therefore this study has been an overview of the impact of language training through language laboratory and at the same time it has intended to establish a relationship between creativity and language.

Keywords: Training, Language laboratory, Creativity

1. Introduction

The word 'LINGUISTICS' is the scientific study of language. It is derived from Latin words 'LINGUA' (Tongue) and 'ISTICS' (knowledge or science). It is the study of not any particular language but of human language in general.

Thus, LINGUISTICS is that science which studies the origin, organisation nature and development of language, descriptively, historically, comparatively and explicitly and formulates the general rules related to language. 'DIACHROMIC (historical) LINGUISTICS' studies the development of language through history, through time, for example, the way in which French and Italian have evolved through Latin. SYNCHRONIC LINGUISTICS investigates how the people speak and use language in a given speech community at a given time.

Creativity is a mental and social process involving the discovery of new ideas, concepts or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness (based on its etymology) is that it is simply the act of making something new.

As one of the most "unobvious" acts of creativity is the use of language. Beyond early childhood the use of language, both recognizing it and producing it, is a highly automated ability. The nature of language is such that the vast majority of utterances produced or heard are done so for the first time. Most of what one hears and speaks are created rather than recalled from memory. Language is stored as knowledge of speech sounds, of word patterns, and of rules for creating words and stringing them together. Having developed these automated skills and knowledge, language use becomes almost entirely subconscious and almost entirely creative.

2. Objectives of the Study

1. To study the impact of learning through language lab on achievement in English grammar of ninth graders.
2. To study the impact of learning through language lab on Linguistic Creativity.
3. To study the impact of learning through language lab on retention of English grammar of IXth graders.

3. Hypotheses

1. Training through language laboratory does not yield higher achievement scores as compared to conventional teaching.
2. Training through language laboratory does not yield higher retention scores as compared to conventional teaching.
3. Training in Linguistic Creativity through language yields higher achievement scores than conventional teaching.

4. Training in Linguistic Creativity through language lab yields higher retention scores than the conventional teaching.

4. Tools

1. A criterion test, developed by the investigator to obtain information from the sample selected. The test was done for

***LINGUISTIC CREATIVITY**

The test was used as pre-test, post-test and retention test.

2. An instructional programme for IXth graders pertaining to their particular deficiencies in Linguistic Creativity. The programme was developed by the investigator herself.

5. Sample

The sample was a purposive sample since the investigation demanded the schools be equipped with a language laboratory. A survey of Jammu schools revealed that only ten schools were equipped with the same these were:

- ➔ Heritage School
- ➔ Jodhamal Public School
- ➔ K.C.International School
- ➔ Mahavir International Sr.Secondary School
- ➔ J.P.World School
- ➔ Coventary Scholars
- ➔ Army Public School
- ➔ G.D.Goenka Public School
- ➔ Banyan International School
- ➔ J.K.Public School

However, all the above mentioned Schools were contacted and dates were finalized.

It was a convenient sample. Since the investigator had easy access to the school and also got cooperation of the principals and the language teachers.

Initially purposive sample of 45 students was selected for experimental treatments who were imparted the training in language laboratory and 45 were those to whom no training was given through language laboratory. Taking up 45 students was imposing some problems. Thus for final experiment an intact class of 30 students with 15 boys and 15 girls was chosen. This constituted the experimental group for each school having language lab facility.

For the control group sample, the students from the same schools were finally not selected as every one of them had some access to the language laboratory and more over there was a fear

of intermingling of students, thus the sample for control group i.e. another 30 students each were taken from the given below schools, due to easy and early availability of dates.

- ➔ Luthra Public School
- ➔ Tiny Tots Hr. Sec. School
- ➔ SOS Herman Gmeiner School
- ➔ Kendriya Vidyalaya No.1,G.N.Jammu
- ➔ Muni Kamal Public High School
- ➔ S.M.Shishu Niketan Hr. Sec. SCHOOL
- ➔ St.Peter's High School
- ➔ GLS Public School
- ➔ Jagriti Mission School
- ➔ May Fair Higher Secondary School

The final sample therefore consisted of 30 students each for experimental and control group from every school comprising of 15 boys and 15 girls.

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5. Design

The design composed of achievement scores and retention scores as two dependent variables. The impact of training through language lab was studied. Training through language lab was the independent variable which was studied at two levels i.e. with training and without training.

6. Procedure

The students of the control group as well as the Experimental group were given a pre-test separately, and scored one mark each for every right response. They were then given a break for two weeks approximately. In the mean time the students of experimental group were given two weeks training in the language laboratory while the students of the control group were not given any training. After two weeks the students of the experimental group as well as the control group were tested for the gains. The scoring procedure remained the same i.e., one mark each for every correct response.

After about four weeks the students of both experimental as well as the control group were tested on the same criterion test for the retention scores. The scoring procedure remained same.

7. Analysis and Interpretation of Data

Following analysis was done to investigate the impact of learning English language through

language lab on the linguistic creativity of boys and girls of IXth grade. As it was observed that only 10 schools were equipped with language lab's therefore the data analyzed was divide into 10 groups comprising boys and girls of both with lab and without lab schools. Here the results are presented for one group only for getting a generalized view of results. The result mentioned below in Table 8.1 is for Jodhamal Public School and Tiny Tots Higher Secondary School:–

The Table 8.1 reveals that the t-ratio for the difference in means of experimental and Control group was found to be significant at the 0.01 level. It indicated that the two groups were different beyond the contribution of chance.

The hypothesis of equality viz. $H_0.1$ therefore stands accepted at the specified level.

An examination of means of the two groups suggested that the students of experimental group showed higher achievement scores as compared to their counterparts in the control group. Also it suggests that higher achievement levels are attained by girls as compared to boys in both experimental and control groups. It may be concluded that learning English pronunciation through language laboratory leads to higher achievement of IXth graders specifically girls.

The results were further confirmed through bar graph given in Graph-8.1.

The table 8.2 reveals that the t-ratio for the difference in means of experimental and control group for retention test-scores was found to be significant at the 0.01 level of confidence. It indicates that the two groups were different beyond contribution of the chance. The Hypothesis $H_0.2$ was therefore not rejected.

An examination of means of the two groups suggested that the students specifically the girls of experimental group showed higher retention scores as compared to their counterparts in the control group. It may be concluded that learning English pronunciation through language laboratory leads to the higher retention for 9th graders.

Graph-8.2 shows bar diagram for mean scores of pre-test, post-test and retention tests,. It may be seen that there is not much difference in the mean scores on post-test and retention scores suggesting that the gains achieved through training in language lab were retained longer with experimental group children.

The table 8.3 reveals that the t-ratio for the difference in means of experimental and Control group for linguistic creativity was found to be significant at 0.01 level. Therefore, the $H_0.3$ was therefore not rejected at the specific level.

An examination of means of the two groups suggested that the students specifically the girls of experimental group showed higher linguistic creativity achievement gain scores as compared to their counterparts in the control group. It may be concluded that learning linguistic creativity through language lab leads to higher achievement among IXth graders.

The results were further confirmed through bar diagrams given in Graph-8.3 for experimental and control groups.

The table 8.4 reveals that the t-ratio for the difference in means of experimental and control group for retention score test of linguistic creativity was found to be significant at the 0.01 level. Therefore $H_{0.4}$ was not rejected at the specified level.

An examination of means of the two groups suggested that the girls of experimental group showed higher retention scores on linguistic creativity as compared to their counterparts in the Control group. It may be concluded that learning linguistic creativity through language lab leads to the higher retention for IXth graders.

Graph-8.4 support and confirm the above results.

8. Result

Analysis of gain scores on achievement test led to following conclusions:

- It was inferred that learning English pronunciation through language laboratory leads to higher performance for IXth graders.
- Higher retention scores were English pronunciation through language laboratory. A further probe into the results into the results was made by analyzing separately the scores for LINGUISTIC CREATIVITY.

Analysis of gain scores on achievement test (LINGUISTIC CREATIVITY) led to the following conclusions:—

1. It was inferred that learning intonation through language lab leads to higher performance for IXth graders.
2. Higher retention scores were recorded for the students who learned linguistic creative skills through language laboratory.

9. Educational Implications

The results of the investigation revealed that the students who were taught pronunciation through language lab performed better on both achievement as well as retention test. It may thus be inferred that if a proper care is taken to teach a language similar kind of achievement can be had throughout.

The scholars of CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES HYDERABAD have put forward the following suggestions for the improvements of Indian English in order to make it internationally intelligible.

1. The consonants should be clearly articulated.
2. English vowels and diphthongs must be given correct length. If (0:) and (e:) are used in place of (ou:) and (ei) respectively they, should be sufficiently long.
3. The voiceless plosives (p, t, k) should be aspirated at the beginning of accented syllables.
4. The reading of a set text should be done carefully with proper grouping of words.

5. The correct distribution of (S) and (Z) in inflexional suffixes should be maintained.
6. (m) before (b) is sometimes not pronounced when (b) happens to be the final letter of the words e.g. lamb, comb, bomb, tomb.
7. Due to proper training regarding various linguistic phenomena through language laboratory students can be made efficient enough to enhance their linguistic creative skills. Also it will develop confidence in students regarding English language and students will be motivated to experiment with the language to explore new dimensions.
8. Such pronunciation is taught in the schools but results of present investigation reveal that training in language labs leads to far better performance of students as compared to conventional teaching. It may somehow be made a part of essential curriculum of English language that all children get training in language labs. It may be suggested that the teachers should recommend to their respective organizations to establish language labs in their schools.

10. Suggestions for Further Studies

The researcher is well aware of the limitation of the investigation and the study was not a very comprehensive experiment to lead to very wider generalizations. Hence the investigator feels that:—

1. Studies with large samples should be conducted to arrive at some authentic generalization.
2. The students of primary classes should be given training through language labs and the results may be compared.
3. Students can make use of following websites and e-mail address to collect data and information regarding English language lab.
4. E-mail — info @ language lab.in
 - language lab software @gmail.com
 - www.wiziq.com/public
 - [www.study group.com/eng.USA](http://www.studygroup.com/eng.USA)
 - www.ipc.dk
 - www.orientav.com
 - www.acenindia.com
 - www.winta.com
 - www.robotel.com

→ www.centre44.com

→ www.sanako.com

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- Word Net: A lexical data base for English language.

Table 8.1. Analysis of gain scores for boys and girls of experimental group and control group on achievement-test.

	Experimental Group		Control Group	
	Boys	Girls	Boys	Girls
Pre-test	29.632	39.029	15.69	24.029
Post test	128.23	156.03	88.63	110.89
Gain Scores	98.598	117.001	72.94	86.861
S.D.	5.545		4.982	
N	15	15	15	15

$$SE_D = 1.3609$$

$$t\text{-ratio} = 41.008$$

Table 8.2. t-ratio for mean gain scores on retention test

	Experimental Group		Control Group	
	Boys	Girls	Boys	Girls
Pre-test	29.632	39.029	15.69	24.029
Post-test	128.23	156.03	88.63	110.89
Mean of Retention Scores	163.96	168.49	92.23	112.366
Gain Mean Scores	134.328	129.2	76.54	88.337
S.D.	2.3875		2.6954	
N	15	15	15	15

$$SE_D = 0.65742$$

$$t\text{-ratio} = 79.21$$

Table 8.3. t-ratio for mean gain scores for boys and girls of both the experimental and control groups on Linguistic Creativity

	Experimental Group		Control Group	
	Boys	Girls	Boys	Girls
Pre-test	5.833	7.833	4.5	6.5
Post-test	61.833	79.833	41.1667	55.833
Mean Gain Scores	56	72	36.667	49.333
S.D.	11.941	12.9815	10.7495	13.5275
N	15	15	15	15

$SE_D = 3.17608$

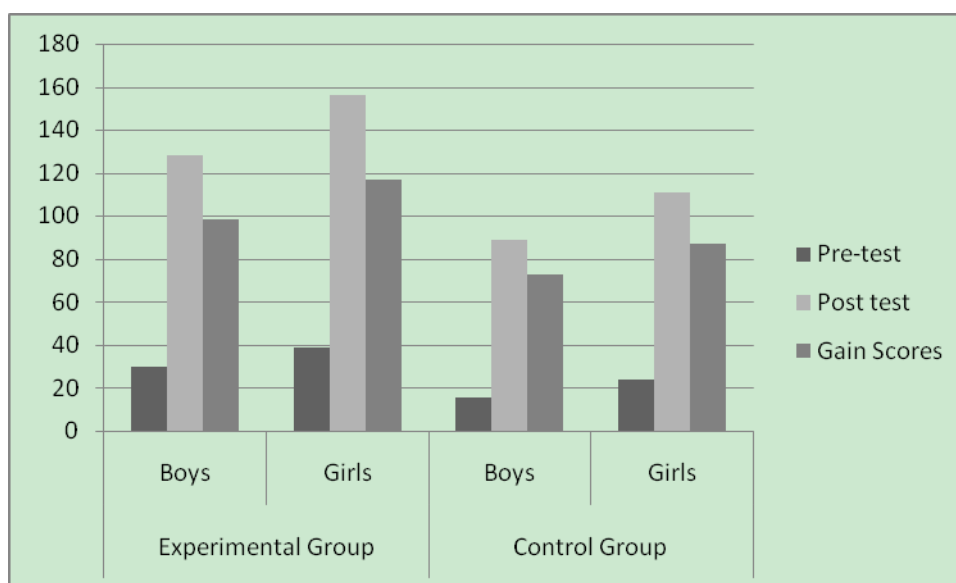
t-ratio = 13.2239

Table 8.4. t-ratio for mean gain scores of retention-test for Linguistic Creativity

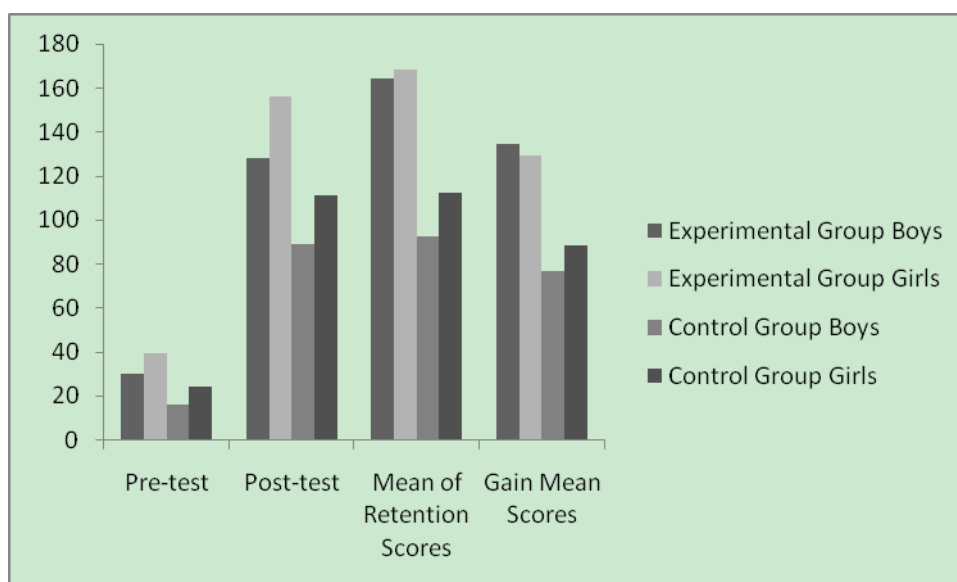
	Experimental Group		Control Group	
	Boys	Girls	Boys	Girls
Pre-test	5.833	7.833	4.5	6.5
Post-test	61.833	79.833	41.1667	55.833
Mean of Retention Scores	83.833	84.5	47.1667	59.1667
Mean Gain Scores	78	76.667	42.667	52.6667
S.D.	11.4405	13.1582	9.2135	11.975
N	15	15	15	15

$SE_D = 2.96$

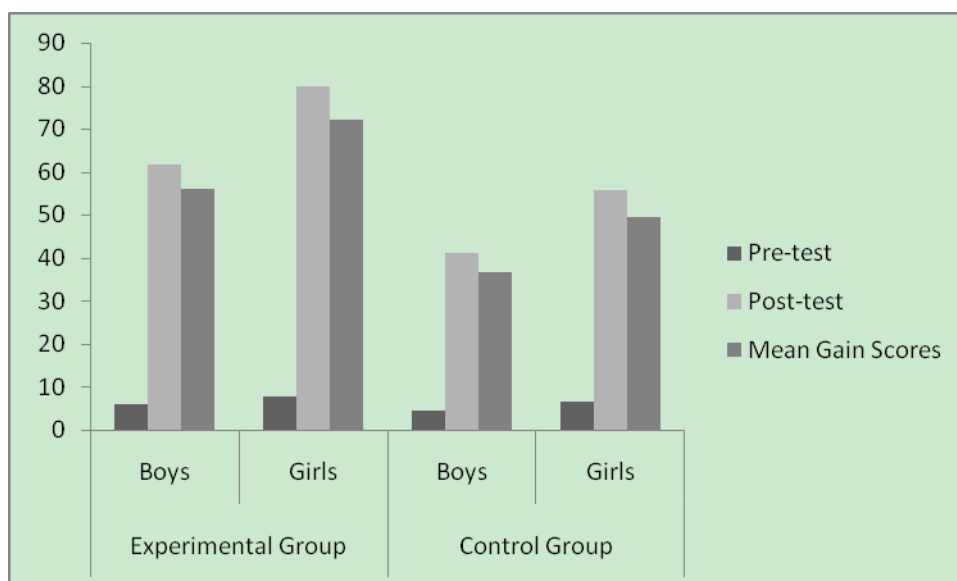
t-ratio = 23.170



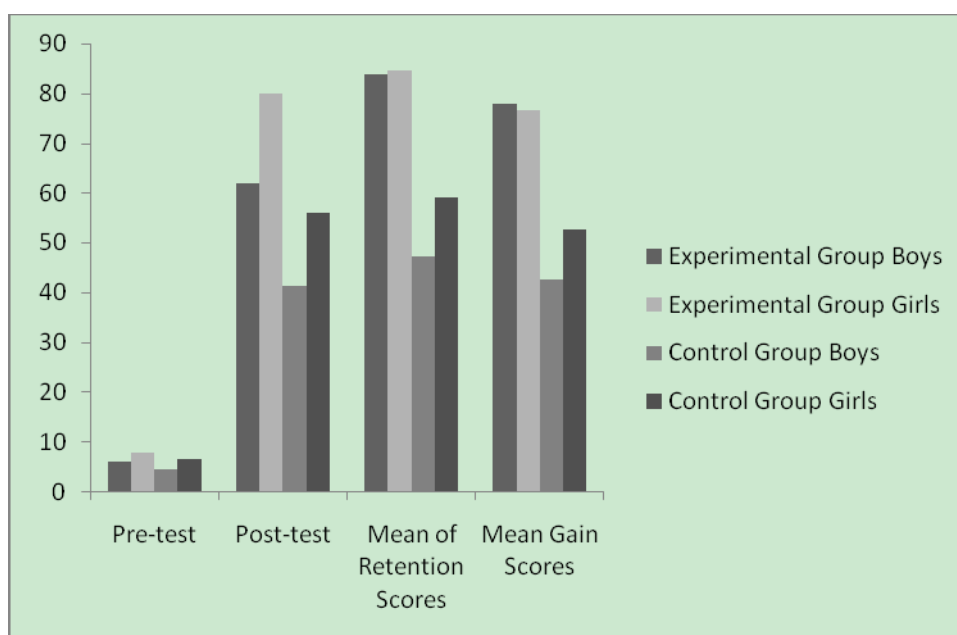
Graph 8.1. Graphic Representation of Gain Scores on Achievement test of boys and girls of both Experimental & Control groups



Graph: 8.2. Graphic Representation of Gain Scores (Retention Scores) for boys and girls of both Experimental & Control Groups



Graph 8.3. Graphic Representation of Gain scores Achievement Test (LINGUISTIC CREATIVITY) for boys and girls of Experimental & Control Groups



Graph 8.4. Graphical Representation of Gain scores (RETENTION-TEST) for boys and girls of both Experimental & Control Groups

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