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A COHERENT TRAINING ON THE WORTH OF THE SYNECTIC MODEL OF TEACHING POETRY EFL

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ABSTRACT

Synectics is an instructional model designed to activate students' creativity and help them see old ideas in new ways through employing various forms of metaphoric thinking to activate "generative thinking." Although some students may very well be more creative than others, the Synectics Module has the ability to awaken the "creative thinker" in every student, using guided techniques and activities. With this module, it's not about "re-inventing the wheel" but thinking about things we already know in a new way using metaphoric thinking! To put it simple, "It's one big brainstorming party!" To create a safe environment for all students, the Synectics Module can be introduced through a class brainstorming activity that sets the tone for smaller group and individual activities designed to help students learn in a more creative and fun way. Deeper thinking, viewing old things from a new perspective, and class dialogue are just a few of the benefits of this Module.

INTRODUCTION

Synectics is the use of thinking in metaphors, or figurative language in general, to see the familiar in unfamiliar ways or the unfamiliar in familiar ways. W.J.J. Gordon and his Cambridge Synectics Group isolated ways to think metaphorically by using artistic problem-solving mechanisms most people possess in their experiential background. This paper shows how Gordon's synectics mechanisms can be incorporated in introductory poetry writing instruction for public school students. These mechanisms include personal analogy, direct analogy, symbolic analogy, and fantasy analogy. Suggestions include: (1) starting out by reading poetry aloud to students without analyzing it; (2) beginning the writing with a list poem--students jot down words as quickly as they are perceived without worrying about final composition; and (3) beginning through prose writing, which frees the student to follow the flow of their words. The student then rewrites the prose piece with the addition of metaphors, trying to imagine what they wrote in a different light using Gordon's mechanisms. The prose can be transformed into a poem by including metaphors, shortening the sentences into brief phrases, then rearranging the spacing for lines.

BACKGROUND

A. The Synectics Model

Synectics model developed by William J.J. Gordon and his associates belongs to the Information Processing Family. Models of this family focus on nurturing the abilities of cognitive as well as affective domains. They refine emotions and developed divergent thinking. Synectics (brain storming) or creativity model is an approach that challenges all the conventional notions about creativity. Gordon designed it with a view to increase the problem solving ability, creative expression empathy and insight into social relation in students. All that is needed is third eye to perceive things in a different way. Synectics is designed to increase the creativity of both individuals and groups. It helps the students to view an object with a new perspective and enhance their imagination. One important element in creativity is embracing the seemingly irrelevant. Emotion is emphasized over intellect and the irrational over the rational. Through understanding the emotional and irrational elements of a problem or idea, a group can be more successful at solving a problem. Models of teaching can play an active role in teaching of English. It is sure that synectics model can provide sufficient experience to the students as well as the teacher in a new learning environment. It helps the English teachers to overcome the static nature of the traditional approaches followed in the teaching process and make it more lively and dynamic the use of novel strategies and inputs. Models of teaching, especially the synectics model afford a lively and proactive introduction to the complexity of teaching. A teaching model is not a substitute for teaching skill. A model cannot take the place of fundamental qualities in a teacher, such as, knowledge of subject matter, creativity and sensitivity

to people. But it is a good tool to help good teachers to teach more effectively by making their teaching more systematic and efficient. According to synectics model, creativity is important in everyday activities. The teacher can teach poetry in a different way. In this sense, synectic model is appropriate to develop original thoughts. There are two strategies or models of teaching based on synectics procedure. The first one is designed to create something new and the second one to make a strange idea familiar. If there is any difficult area in a poem, there we can apply any suitable strategy to present it easily. However, synectics model is one of the effective models in teaching of English poetry. It develops the skill of creative writing, insight into exploring social problems, problem solving ability, broadening the perspective of a concept and creating a design or product.

Statement of the Problem

The present study is entitled as “A Coherent Training on the Worth of the Synectic Model of Teaching Poetry EFL”

METHODOLOGY

Purpose of the Study

Models of teaching can play an active role in teaching of English. It is sure that synectics model can provide sufficient experience to the students as well as the teacher in a new learning environment. It helps the English teachers to overcome the static nature of the traditional approaches followed in the teaching process and make it more lively and dynamic the use of novel strategies and inputs. Models of teaching, especially the synectics model afford a lively and proactive introduction to the complexity of teaching. A teaching model is not a substitute for teaching skill. A model cannot take the place of

fundamental qualities in a teacher, such as, knowledge of subject matter, creativity and sensitivity to people. But it is a good tool to help good teachers to teach more effectively by making their teaching more systematic and efficient. According to synectics model, creativity is important in everyday activities. The teacher can teach poetry in a different way. In this sense, synectic model is appropriate to develop original thoughts. There are two strategies or models of teaching based on synectics procedure. The first one is designed to create something new and the second one to make a strange idea familiar.

Participants

Participants in this experiment were St. Xavier's College (Bachelor of English Literature) Ahmedabad having English Literature especially having English poems were ESL students divided into two parallel classes: Class A (42) and Class B (43) with a total of 85 students. Class A is the experimental class and Class B is the control class and both of two classes are taught by the researcher.

Method

For the experimental class, the researcher chooses Best Lyrical Poems of Victorian Period for teaching poem, espouses the synectic model for teaching and wilfully encourages students' abilities of recognizing and smearing lexical portions to succor them to develop their writing abilities through a series of teaching and learning activities, while for the control class, the conformist method of teaching is implemented with the same text books. Results of the study are principally replicated through students' writing performance in a pre-test and a post-test. After the experiment, writing performance of the two classes were

linked and juxtaposed through quantitative analysis. The experiment lasted 16 weeks.

Procedure

1. Pre-test

At the beginning of the academic term, students in the two classes were asked to write an opus of no less than 120 words with the title *Odd jobs for College Students* within 30 minutes. Full mark of the writing is Students were advised to undertake the task seriously and carefully, as scores of their writings would be included in the internal markings on their concluded performance. Writings of the students are scored by two veteran teachers and an average score of each opus is adopted. Teaching design and teaching activities (based on the Synectic model) in the experimental class

a. Pre-reading activities

In this stage, it's better for the teachers to ask students to have a global reading first so that students can have an overall understanding of the main idea and know about the whole structure of the passage, which is beneficial to students' writing. Then a detailed reading activity is followed. In this part, teaching activities takes the lexical portions as the catalogue with the classification of observation, hypothesis and experiment. Through the perception, learning and application of lexical portions, students are expected to master and apply them efficiently, so that their language competency can be improved.

Recognizing the Synectic model portions

At the beginning of the study, some knowledge about portions has been taught to the students. While reading a passage, a student is firstly asked to identify and find out the portions in it with the purpose of

shifting his focus from grammar and independent words to portions. Aiming more responsiveness on lexical portions rather than on the language rules in ESL to draw the rules of employing language is rather alike to the way of mother tongue acquirement.

- polywords: in contrast to; on some way; owing to; in a pinch
- collocations: come to grips with; work for; be related to; distinguish from; set up; fall through; press for; wonder at; lag behind; exert oneself; at the least; be superior/ inferior to; develop from; from one's point of view; set up
- Practicing and utilizing the lexical portions

This part belongs to the hypothesis and experiment stage and aims at training students to perceive and internalize the usage of lexical portions in various ways. The following ways are advised.

- Sentence completion: From my point of view, the —you to you guidelines is superior to the —I to you approach.
- Sentence making: This is of exciting prominence when wearisome to achieve concord in a company.
- Sentence translate: Use —come to grips with to make a sentence.
- Text retelling or abbreviating: Use the lexical portions in the passage to reiterate or condense the text.

- Text reciting: Students are projected to rehearse the parts which encompass many of the portions in the text.

c. Post-reading activities

In the post-reading activities, students are probable to fuse the portions learned beforehand and then make an all-embracing reading to assemble and directing more portions further. Language learning is a process of accumulation of language knowledge. With more portions

stored in the head, it's more likely for the students to output language in closer paces and the more accurateness and eloquence of the writing can be grasped. In order to reassure students to accumulate portions more eagerly and vigorously, they are asked to interchange each other's portions found in their extensive reading after class. Students are also stimulated to make class hearsays orally and literally in class with the portions they have obtained in the extensive reading as the amalgamating way.

2. Post-test

In order to determine the effect of the Synectic model to writing in ESL, a post-test was taken by students in the two classes. All were asked to write lyrics of no less than 12 stanzas with the title Poetry writing difficulties among College Students within 30 minutes. Writings of the students are scored by two experienced teachers and an average score of each composition is adopted.

DATA ANALYSIS AND RESULTS

In order to investigate the effect of the study, a number of descriptive and inferential statistical procedures are initiated. The results obtained through such analysis is explained and depicted in the following section. A premise of the study is that the experimental group and the control group are comparable and the difference between the two classes is not significant before the experiment. In other words, the two groups of students are expected to indicate no significant differences concerning the levels of writing and they should be of homogeneity concerning the writing competency before the study. In order to check the homogeneity, a pre-test was given to the two classes to judge and evaluate their levels of writing.

TABLE 1

DESCRIPTIVE STATISTICS ON PERFORMANCE ON PRE-TEST			
	N	Mean	SD
Class A	42	8.67	1.57
Class B	43	8.78	1.76

TABLE 2

INDEPENDENT SAMPLES TEST OF RESULTS OF PRE-TEST					
Pre-test	Group	N	t	Sig. (2-tailed)	Mean Difference
	Class A	42	0.021	0.192	0.11
	Class B	43			

Table 1 indicates that the means are statistically very close to each other on the pre-test (8.67 and 8.78). Hence, it can be inferred that the students in the two classes don't differ significantly from each other in terms of their writing performance. In the dependent samples test of results on the pre-test t-value is -0.021 and p is 0.192. Table 2 reveals that the value of t is not significant at the level of p (> 0.05), which means the participants' almost equal writing competency statistically.

TABLE 3

DESCRIPTIVE STATISTICS ON PERFORMANCE ON POST-TEST			
	N	Mean	Std. Deviation
Class A	42	10.29	2.016
Class B	43	9.36	1.922

TABLE 4

INDEPENDENT SAMPLES TEST OF RESULTS OF POST-TEST					
Post-test	Group	N	t	Sig. (2-tailed)	Mean Difference
	Class A	42	2.32	0.01	0.93
	Class B	43			

From Table 3 & 4, we can find that the average score of experimental class is 10.29, which is 0.93 more than the average score of the control class (9.36). The independent samples test of the results on the post-test shows that the two groups are significantly different at the level of 0.01 level from which we can deduce that after the Synectic model is adopted in ESL, students' writing performance is greatly improved in the experimental class, while the traditional approach attributes no significant progress to improving students' writing competency in the control class.

TABLE 5

PAIRED SAMPLES TEST OF THE RESULTS OF PRE-TEST AND POST-TEST					
Group	Mean Difference	Std. Deviation	t	df	Sig. (2-tailed)
Class A	1.62	2.711	5.014	41	0.000
Class B	0.58	2.426	1.882	42	0.065

Table 5 shows that the average score of experimental class on the post-test is 1.62 more than that on the pre-test while the average score of the control class on the post-test is only 0.58 more than that on the pre-test. For the experimental class, t is significant at the level of $p=0.000$, while for the control class it is not significant at the level of $p=0.065$. It can be inferred from Table 5 that although the two classes' writing performance is improved after a term's learning, only the writing abilities of the experimental class are significantly improved.

DISCUSSION AND CONCLUSION

From the scrutiny exceeding, we can emanate to find that the Synectic model to refining students' writing abilities is rather operative. The purpose may lie as tails. Only when the learners themselves are cognizant of the fissure between them and the native speakers of English, can it be

promising for them to work firmer to condense that gap. Secondly, the Synectic model accentuates erudition texts by core by regarding them as an unabridged unit stored in commemoration. Learners can ice-pick them up as a whole if needed rather than fix them up equably according to grammatical rules, which can reduce the pressure of coding language, save the brain a lot of time and effort to process information, thereby augment the fluency of countenance. Lewis (1997) says, —Fluency is based on the acquisition of a large number of fixed or semi-fixed prefabricated blocks, which is the basis for language innovation (p.120). Also, as a combination of grammar, semantics and context, lexical portions picked up as a whole can significantly reduce the number of wrong semantic collocation, and improve the accuracy and authentic nature of language.

The experiment displays that a Synectic model to ESL teaching unabridged can placed augment students' responsiveness of lexical portions, suggestively develop their occurrence of using pinpoint lexical portions, and conduce to raise the level of English writing. The artefact of the study elasticity traces to college English class teaching, especially to teaching writing, emboldens the process of perceiving of the lexical item, which is a preliminary and fundamental step when allocating with contemporary vocabulary. The researcher located out that going through pre-text activities lead the students to a better understanding of meaning in context, to point out collocations, to predict likely meanings and presumption meaning from clues in the milieu. This is the reason why the researcher plan the warm up and the absorb phase very judiciously. When students experience a personal envelopment and stimulate their personal representations and references, they are more likely to notice and accumulation the lexical items which are the application on

teaching unit. The researcher consider conjecturing from context a basic skill to be taught, since if we suggest the meaning straight away, acting as a 'walking dictionary', the new words are stockpiled in the short term memory, and are elapsed proximately after the input is over. Indeed, the amenable language skills of reading and listening are very much underpinned by being able to cope with new expressions, not with understanding every word studied how to apply the Synectic model to every aspect of language teaching better to improve students' comprehensive competency.

- Synectic model helps student to express their ideas, expressions and their views freely.
- Develops students cognitive ability.
- Teaching through synectic model helps students built in them creative thinking
- Teachers are also made to think differently so that they can teach in a different way.

It is clear from the study that synectic model can provide sufficient experience to the student as well as the teacher in a new learning environment. e can teach the poem effectively by using synectic model. Then the students can understand the concept very easily. It is designed to increase the creativity of the students

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