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# Achievement Motivation

T. VINIGHA

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*In achievement motive theory, need for achievement is conceptualized as an explanatory variable that triggers certain experiences and behaviors spontaneously. Experience sampling should therefore be an ideal approach for capturing such motive-specific affective contingencies.*

**Key words:** achievement, motivation

## Introduction

Motion is the driving force behind everyone's actions based on emotions and achievement-related goals. Achievement motivation is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments. In the workplace, achievement motivation leads some people to be high performers who desire success—and fear failure. They seek out tasks that they can successfully complete while avoiding responsibilities or tasks where they might fail. Achievement motive also drives them to persist, putting in long hours and hard work, at goals they know they can accomplish. They are driven to seek out roles where they can be successful, receive feedback and feel a sense of accomplishment. In other words, people motivated by achievement prefer moderately difficult tasks where they can succeed and feel competent. They avoid very difficult tasks where they might fail and easy tasks that don't give them a sense of satisfaction when completed.

## Definition of Achievement Motivation

McClelland, Atkinson, Clark, & Lowell, (1953), Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount.

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Atkinson & Feather, 1966, Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

Atkinson and Feather (1966), Achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

### Significance of Achievement Motivation

The main significance of achievement motivation lies in the fact that it serves as fuel to activate entrepreneurs to exert more and higher level of efforts to achieve something important to them. Here the apt saying of India's famous woman entrepreneur Shahnaz Hussain seems pertinent to appreciate the significance of achievement motivation. "Achievement depends on how badly you want to achieve."

### Characteristics of Achievement Motivation:

Achievement motivation refers to the drive or desire to accomplish challenging tasks, succeed in one's endeavors, and attain high standards of performance. Individuals with a strong achievement motivation are typically characterized by specific traits and behaviors that contribute to their success.

1. **Goal-oriented:** Individuals with high achievement motivation set clear and challenging goals for themselves. These goals provide direction and purpose, serving as a source of motivation and focus. Achievers often have a strong desire to outperform previous accomplishments and meet or exceed their own expectations.
2. **Persistence:** Achievers are persistent in the face of obstacles and setbacks. They are not easily discouraged by failures or challenges but rather view them as opportunities to learn and improve. This

persistence is crucial for overcoming difficulties and staying committed to long-term objectives.

3. **Intrinsic Motivation:** Achievement-oriented individuals are often driven by internal factors such as personal satisfaction, a sense of accomplishment, or the love for the task itself. While external rewards may be recognized, the internal satisfaction derived from achieving goals is a powerful motivator.
4. **High Standards:** Individuals with strong achievement motivation set high standards for themselves. They constantly seek improvement and are not satisfied with mediocre performance. This drive for excellence encourages them to invest time and effort into mastering their skills and refining their abilities.
5. **Risk-taking:** A healthy level of risk-taking is often associated with achievement motivation. Individuals who are motivated to achieve are willing to take calculated risks to pursue their goals. They understand that stepping out of their comfort zone can lead to valuable learning experiences and personal growth.
6. **Self-discipline:** Achievers exhibit a high level of self-discipline, managing their time and resources effectively to work toward their goals. They can resist distractions and maintain a focus on tasks, understanding the importance of consistency and dedication in the pursuit of success.
7. **Feedback-seeking:** Achievement-oriented individuals actively seek feedback on their performance. They view feedback as a tool for improvement rather than criticism, and they use it to make necessary adjustments and enhance their skills.
8. **Competitiveness:** While not always true for every individual with achievement motivation, competitiveness is often a common trait. The desire to outperform others or oneself can fuel the drive to succeed and push individuals to continuously improve.
9. **Sense of Personal Control:** Achievers often believe in their ability to influence outcomes through their actions. This sense of personal

control contributes to their motivation, as they see their efforts as directly connected to their success.

10. **Adaptability:** In a rapidly changing environment, achievers demonstrate adaptability. They are open to new challenges, embrace change, and are quick to adjust their strategies in response to evolving circumstances.

#### Type of Achievement Motivation:

Achievement motivation can be categorized into two primary types: intrinsic achievement motivation and extrinsic achievement motivation.

1. **Intrinsic Achievement Motivation:** Intrinsic achievement motivation, defined as the internal drive to accomplish tasks or engage in activities based on personal enjoyment or interest, is rooted in the satisfaction derived from the task itself rather than external rewards.
2. **Extrinsic Achievement Motivation:** Extrinsic achievement motivation involves the pursuit of tasks or goals based on external factors or rewards, such as recognition, grades, money, or social approval, rather than intrinsic satisfaction.

#### Conclusion

Students with this motivation factor can work hard in a difficult environment, overcome all kinds of difficulties and obstacles in learning, and achieve excellent results. The study found that there was a significant positive correlation between general self-efficacy and achievement motivation.

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## **Creative Teaching Methods and Academic Achievements of Higher Secondary School Students**

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&

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*In today's education, the achievement of students has become a hot topic, which has increased accountability for classroom teachers. Teachers can be catalysts for authentic learning of conceptualized knowledge if they use methods that students can put into practice. A good teaching method is one that involves relevant and visible training values that motivate students and make them aware of their understanding and reflection. Creative teaching methods are comprised of numerous instructional strategies and approaches that aim to involve students in active learning, critical thinking, and problem-solving. By using a learning-teaching framework based on the active involvement of students, teachers will also benefit from their knowledge and creativity. Academic achievement in higher secondary school is measured by their performance and success in their studies, typically*

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*during their final years of secondary education. The specific effects of creative teaching methods on academic achievement of higher secondary school students can be better understood through research studies and academic literature on this topic.*

Key words: effect, creative teaching, method, academic achievement, higher secondary school, students,

## Introduction

Creative teaching methods are becoming increasingly popular in classrooms worldwide as educators seek to engage and inspire students in their learning. Interactive activities, hands-on experiments, and collaborative projects are often incorporated in these methods to make learning more enjoyable and effective. The objective of this study is to examine the effect of creative teaching methods on students' academic achievements. In addition, it will investigate the impact of creative teaching methods on students' critical thinking, problem-solving skills, and overall academic performance. Examining the relationship between creative teaching methods and academic achievement can provide valuable insights into the best practices for fostering student success in today's classrooms.

## Review of Related Studies

Moran (2010) argued that creativity is a multidimensional concept that has elicited numerous ways to define it. Within the educational context, a clear understanding of creativity is important. Often, creativity is viewed by teachers through the limiting scope of exclusively artistic or intellectual acuity. Plucker et al. (2004) discussed that the disadvantage with unclear or misguided scope can lead to the view that certain individuals

are creative inherently while others are not. Clear understanding of what creativity is within the educational context provides educators with the tools to aid students in producing innovative projects, solving problems, and contributing original and useful ideas.

Oliver (2013) and Craft (2005) described creativity is an intricate concept for which there is no specific definition. Cropley (2001) defined creativity as a cause, effect and interaction between a human and the environment. Robinson (2013) stated that the importance of creativity has been gradually perceived by researchers and experts from various fields. The importance and need of creativity in the present time have pulled in the attention of researchers and educational planners towards the study and exploration of creativity from the educational perspective.

Lou et al. (2012) and Stojanova (2010) argued that teachers should be familiar with strategies that invigorate students' curiosity and creativity, including encouraging students to reflect, take part in discussion and ask questions instead of forcing students to just listen, edict, and memorize, consequently preparing them to be dynamic and find new things.

### Creative Teaching Methods

Creative teaching methods can vary significantly in their form and implementation, but some common examples include

1. Project-Based Learning

This approach involves students working on in-depth projects that require them to investigate and respond to complex questions, challenges, or problems. Project-based learning encourages students

to collaborate, conduct research, and present their findings in a meaningful and creative manner.

2. Inquiry-Based Learning

In this method, students actively explore topics and construct their understanding through questioning, investigation, and discovery. Teachers facilitate the learning process by posing open-ended questions and guiding students in finding answers through experimentation and critical thinking.

3. Flipped Classroom

The flipped classroom model reverses the traditional approach to learning by delivering instructional content, such as lectures or readings, outside of class time, while using class time for interactive activities, discussions, and collaborative projects. This method allows for more personalized and active learning experiences.

4. Collaborative Learning

Collaborative learning methods promote group work and peer interaction, allowing students to share ideas, solve problems together, and learn from one another. This approach can foster teamwork, communication skills, and a deeper understanding of the subject matter.

5. Differentiated Instruction

This method involves tailoring instruction to accommodate the diverse learning needs, interests, and abilities of students. Teachers may use varied instructional strategies, learning materials, and assessment methods to address individual student strengths and challenges.

6. Use of Technology

Integrating technology tools and resources, such as interactive simulations, educational apps, multimedia presentations, and online resources, can enhance the learning experience and provide opportunities for creativity and exploration.

7. Experiential Learning

Experiential learning methods involve hands-on activities, field trips, simulations, and real-world experiences that allow students to apply theoretical concepts in practical settings, fostering a deeper understanding of the subject matter.

8. Socratic Method

This approach involves asking thought-provoking questions to stimulate critical thinking and engage students in dialogue, encouraging them to analyze and evaluate ideas, arguments, and assumptions.

## Methods of Teaching

Teaching method can be classified into three ways

1. Teacher-Centered Methods

In this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. The approach is least practical, more theoretical and memorizing. It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of

information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

Some teacher centered method listed below

- Direct Instruction: Teacher explains or demonstrates
- Drill and Practice: Repetition to hone a skill or memorize information
- Lecture: Teacher provides information to students in a one-way verbal presentation

## 2. Student-Centered Method

With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning. Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students. The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student. The approach also motivates goal-orientated behavior among students; hence the method is very effective in improving student achievement.

Some teacher centered method listed below

- Mental Modeling: Assists students in managing their own learning by modeling a problem-solving technique
- Discovery Learning: Uses students' personal experiences as the foundation for building concepts

- Inquiry: Allows students to generate the questions that they will then investigate and answer
- 3. Teacher-Student Interactive Method  
This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer. The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance.

Factors that can influence the academic achievement of higher secondary school students

1. Curriculum and Instruction  
The design of the curriculum, the quality of instruction, and the availability of resources can significantly impact students' academic achievement. Well-structured, engaging, and relevant curricula, supported by effective teaching methods and materials, can contribute to improved student learning outcomes.
2. Teachers' Quality  
The expertise, dedication, and teaching methods of educators play a crucial role in students' academic achievement. Skilled and supportive teachers can inspire, motivate, and guide students to excel academically.

3. Students' Engagement

Actively engaged students who participate in classroom activities, discussions, and projects are more likely to achieve academic success. Engaging teaching methods, extracurricular opportunities, and a positive school environment can foster student involvement and enthusiasm for learning.

4. Support Systems

Adequate support systems, including counseling services, academic assistance programs, and access to educational resources, can help students overcome challenges and maximize their academic potential.

5. Parental Involvement

Supportive and involved parents can have a positive impact on students' academic achievement. Parental encouragement, guidance, and active participation in their children's education can contribute to improved academic performance.

6. Personal Motivation and Effort

Students' own motivation, study habits, and effort are key determinants of their academic achievement. Intrinsic motivation, goal setting, and effective time management skills can influence students' success in their studies.

7. Socioeconomic Factors

Socioeconomic status, access to educational resources, and the overall socioeconomic environment can influence students' academic achievement. Disparities in resources and opportunities

can affect the academic outcomes of students from different socioeconomic backgrounds.

8. School Culture and Climate

A positive and inclusive school culture, characterized by respect, support, and high expectations, can create an environment conducive to academic achievement.

9. Assessment and Feedback

Effective assessment practices and timely, constructive feedback can help students understand their strengths and areas for improvement, leading to enhanced academic performance.

10. Well-being and Health

Students' physical and emotional well-being can impact their academic achievement. Factors such as nutrition, sleep, stress management, and mental health support can contribute to students' overall success in school.

Phases of Learning Cycle

1. Introduction

A question, challenge, or interesting event that captures the students' curiosity.

2. Exploration

The opportunity for students to manipulate materials, to explore, and to gather information.

3. Concept Development

With a common experience to relate to, terminology is introduced and concepts developed in class discussion.



4. Application

This could take the form of an enrichment activity, an opportunity to apply what has been learned, or a test to assessment.

Potential effects and benefits of creative teaching methods on academic achievement

1. Increased Engagement

Creative teaching methods, such as project-based learning, interactive activities, and multimedia presentations, can increase student engagement. When students are more engaged in the learning process, they are more likely to be motivated to learn and achieve higher academic outcomes.

2. Improved Critical Thinking Skills

Creative teaching methods often require students to think critically, solve problems, and apply knowledge in real-world contexts. These activities can help students develop higher-order thinking skills, which are essential for academic success.

3. Enhanced Retention

Creative teaching methods, such as using visual aids, hands-on activities, and storytelling, can help students retain information more effectively. When students are actively involved in the learning process through creative methods, they are more likely to remember and understand the material.

4. Personalized Learning

Creative teaching methods can cater to different learning styles and preferences, allowing students to learn in ways that are more

effective for them individually. This personalized approach can lead to improved academic achievement as students are able to engage with the material in ways that suit their strengths.

5. Increased Motivation

Creative teaching methods can help create a positive and supportive learning environment, which can increase students' motivation to learn and succeed academically. When students feel inspired and motivated, they are more likely to achieve higher academic outcomes.

Ways to Improve Students' Academic Achievement

- Involve the students in planning different activities.
- Begin with what the student is already familiar with.
- Move from simple to complex using examples.
- Accommodate the student's preferred learning style, such as role play, assignment work, and project work.
- Short goals can be achieved by learning a domain with supervision.
- Make the material meaningful and according to their needs or applications of knowledge.
- Allow for immediate application of knowledge.
- Plan for periodic tests or summative evaluations.
- Tell students how they are progressing and listen to their problems.
- Reward desired learning with praise.

## Conclusion

In conclusion, this study has shed light on the positive effects of creative teaching methods on the academic achievement of students. The findings demonstrate that incorporating innovative and engaging teaching techniques can significantly improve students' learning outcomes and overall performance in the classroom. By stimulating students' curiosity, promoting active participation, and encouraging independent thinking, creative teaching methods can help students develop the skills they need to succeed academically and thrive in today's dynamic and competitive world. As educators continue to explore new ways to enhance the learning experience for students, the use of creative teaching methods will undoubtedly play a crucial role in shaping the future of education.

## Recommendations

- Faculty members may be encouraged to use creative teaching practices in their daily teaching such as discussion, role play, hands-on activities, etc.
- Adequate teaching strategies such as asking open-ended questions, assigning challenging tasks/projects for students to motivate them to be creative in nature.
- Faculty members may be encouraged to participate in workshops which may be helpful for their professional development to make the teaching learning process more effective.
- Education Department should encourage faculty members to develop teaching practicum portfolios from their students in their teaching practicum which can be used to measure creative skills of

students as well as reflects teachers' creativity as their end product.

- The literature suggested that creative teaching fosters academic achievement of students and. recommended that teachers may use creative teaching practices in the classroom, which in result increase students' academic achievement.
- Creative curriculum should be implemented in universities and especially in public sector universities of Khyber Pakhtunkhwa. An excellent creative curriculum will generate excitement for both the faculty members and students to enjoy the process of teaching and learning

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## Understanding Gender Sensitivity

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*Understanding Gender Sensitivity is now an intrinsic part of National Curriculum in India. Today's teachers are encouraged to apply gender sensitivity methods and techniques in their day –to-day teaching to make sure children grow in to confident learners who are always ready to explore new skills. Read on for a simple and digestible breakdown of these techniques and what they hope to achieve.*

Key words: Gender sensitivity,

### Introduction

The term gender sensitivity describes helps to generate respect for the individual regardless of gender. It is about pitting women against men. It is the act of being sensitive to the ways people think about gender. This gender sensitivity biased methods of teaching and learning that actively involve children in their own learning and personal development. Think of it as children learning how to learn, rather than any gender differences. It's proven to help children develop rich language, concentration, and exploration skills.

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### Definition of Gender Sensitivity

Is to understand and give consideration to socio-cultural norms and discriminations in order to acknowledge the different rights, roles & responsibilities of women and men in the community and the relationships between them. Gender sensitive policy, program, administrative and financial activities, and organizational procedures will: differentiate between the capacities, needs and priorities of women and men; ensure that the views and ideas of both women and men are taken seriously; consider the implications of decisions on the situation of women relative to men; and take actions to address inequalities or imbalance between women and men (definition provided by WEDO).

### Concept Of Gender Sensitivity

The concept of gender sensitivity has been developed to reduce barriers to personal and economic development created by sexism.

### Teaching Your Child Gender Sensitivity

What's the difference between boys and girls? Ask a group of children this question and you'll get a wide variety of answers. Children are well aware of the differences between the genders and, intentionally or not, this affects the way they interact with each other. If you've ever heard your child say, "Boys are stupid" or "He throws like a girl," you'll know that they've already formed certain ideas about the opposite gender. And these thoughts don't exist in a vacuum; they are shaped by societal messaging and can lead to hurtful speech and behaviour. This is why it's important that we teach our children about gender sensitivity right from a young age.

First, what is gender sensitivity?

Simply put, gender sensitivity is behaviour that avoids discrimination by understanding and accepting the multiple differences between men and women. It is a way of thinking that fosters respect and compassion for others — regardless of these differences. Gender sensitization among children teaches them to rely less on subconscious assumptions and generalisations and more on individual personality traits. And like most lessons, gender sensitivity starts at home. There are some simple things that any parent can do to instil this conscientiousness, and here are just a few

Be a role model.

Children tend to mirror the attitudes and actions of their parents, so the easiest first step is to lead by example. Something as simple as taking turns with your partner to do different chores can break the stereotype that certain activities are for a particular gender. In addition, taking time to understand the impact of your words is equally important. What kind of message do you imply when you say “boys will be boys”? How will that affect your child in the long run? By being conscious of your own language, you’re indirectly teaching your child to avoid generalization and to think about others before acting.

Keep communication lines open

Children ask a lot of questions. A large step towards gender sensitivity is answering these without hesitation — including the ones that we’d rather avoid. Anger, laughter and avoidance make kids associate these topics with shame, so ignore your first instinct; be open and honest.



Keep the conversation straightforward and use simple, age-appropriate language. With just a quick conversation, you can teach both boys and girls to be more understanding of others' interests, and guide them to think before making hurtful comments based on preconceptions.

#### Let them do what they enjoy

When it comes to hobbies and extracurriculars, we may be tempted to push our children in a certain direction. Instead, let them explore the things that interest them and expose them to role models of both genders within these fields. Your son's interest in dance may be fleeting, or it may be something he becomes truly passionate about in the long run. Either way, your encouragement will teach him not to be ashamed of his interests. The same holds true with toys. A doll and an action figure are, in essence, the same toy with the same functions. They both serve to enrich the imagination, no matter who is playing with them. Encouraging your child to play and enjoy themselves, whether it's with a football or a kitchen set, simply allows them to push the boundaries of their imagination.

#### Allow them to express themselves

How many times have we heard the phrase, "Boys don't cry" or "It's not ladylike to shout"? At some point we seem to have assigned 'appropriate' emotions to different genders. For this reason, it is important to keep children from internalizing their negative emotions. Teach your child to talk through what they're feeling and encourage them to come to you with their problems. Something as simple as providing a sincere, listening ear can teach them not to bottle up their feelings. Working with

your child to help them express their emotions in a healthy manner can help them feel more secure in their identity and, in turn, help them empathise with their peers.

## Conclusion

Gender sensitivity is the process by which people are made aware of how gender plays a role in life through their treatment of others. Gender relations are present in all institutions and gender sensitivity especially manifests in recognizing privilege and discrimination around gender; women are generally seen as disadvantaged in society. Gender sensitivity trainings are used to educate people, usually employees, to become more aware of and sensitive to gender in their lives or workplaces. This type of training is becoming more popular in the United States, particularly in areas of the service industry, such as healthcare and education.

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EIGE Gender Mainstreaming Methods and Tools, Gender Equality Training.

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# Effect of Teaching Methods on Academic Achievement

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*Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. There are many variables that can impact successful student achievement, but the most critical are learning disabilities and teaching methods. Teaching Method can best be defined as the type of principal & methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey.*

**Keywords:** effect, teaching methods, academic achievement, learning, students

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## Introduction

Teaching Method can be defined as the type of principal and methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation demonstration, recitation and memorization are some of the teaching methods being used. When a teacher deciding in their method, they need to flexible and willing to adjust their style according to their student, student success in their academic achievement based on effect on effective teaching methods. According to study statistically significant difference teaching strategies of teacher used by the learner & the teacher. While the relationship between the compensation strategy and the academic success of the student was found to have a negative meaningful relation with academic success. However, the students the teachers were met cognitive strategies and compensation strategies. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style, by which to teach. The teacher may write lesson plan of their own, borrow plans from other teacher, or search online, or within book for lesson plan. When deciding what method to use, a teacher needs to consider student background, knowledge, environment and learning goals. Teacher is aware that students have different way of absorbing information & of demonstrating their knowledge. Teacher often uses to techniques which cater to multiple learning style to help students retain information and strength in understanding. A variety of strategies and method are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways like Questioning, Explaining, Modeling, Collaborating, Demonstrating.

## Phases of Learning Cycle

### Introduction

A question, challenge, or interesting event that captures the students' curiosity.

### Exploration

The opportunity for students to manipulate materials, to explore, and to gather information.

### Concept

Development: With a common experience to relate to, terminology is introduced and concepts developed in class discussion.

### Application

This could take the form of an enrichment activity, an opportunity to apply what has been learned, or a test to assessment.

### Academic Achievement

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards and teaching methods that educators are required to teach. Student achievement will increase when quality of Teaching methods is used to teach instructional standards and properly. There are many variables that can impact

successful student achievement, but the most critical are classroom instruction and method of teaching. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colours, shapes and sizes, each student has their own unique learning style. Classroom instruction or teaching method is the most important factor that impacts student achievement. A good teacher will use strategies such as discussion among students, videos, or stories, to gain student attention and to support the learning process. You should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list, you may pre-pay for your cleaning to get a discount or join a friend to make the study session more interesting. Likewise, student achievement involves well-thought-out strategies to improve the quality of learning! According to teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments.

## Types of Teaching methods

### Teacher-Centered Methods

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. The approach is least practical, more theoretical and memorizing. It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such specified that teaching should not merely focus

on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

Teacher-centered methods are listed below

1. Direct Instruction: Teacher explains or demonstrates
2. Drill and Practice: Repetition to hone a skill or memorize information
3. Lecture: Teacher provides information to students in a one-way verbal presentation.

Student-Centered Method

With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-Centered methods to enhance active learning. Most teachers today apply the student-Centered approach to promote interest, analytical research, critical thinking and enjoyment among students. The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student. The approach also motivates goal-orientated behaviour among students; hence the method is very effective in improving student achievement.

Student-entered methods are listed below

1. Mental Modeling: Assists students in managing their own learning by modeling a problem-solving technique.
2. Discovery Learning: Uses students' personal experiences as the foundation for building concepts.
3. Inquiry: Allows students to generate the questions that they will then investigate and answer.

Teacher-Student Interactive Method

This teaching method applies the strategies used by both teacher-Centered and student-Centered approaches. The subject information produced by the learners is remembered better than the same



information presented to the learners by the lecturer. The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance.

Teacher –student interactive methods are listed below

1. Question and Answer: Requires reflection as information is exchanged in response to a question
2. Discussion: An exchange of opinions and perspectives.

### Types of Teaching Styles

#### Authority, Or Lecture Style

The authority model is teacher-Centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

#### Demonstrator Or Coach Style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to know.

#### Facilitator, Or Activity Style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

Delegator, Or Group Style: The delegator style is best-suited for curriculum that require slab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

#### Hybrid, Or Blended Style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teachers' personality and interests with students' needs and curriculum-appropriate methods.

## Traditional Teaching techniques

### Lecture Method

This method probably the most common form of education. To allows the educators to deliver a large amount of Information a short amount of time.

### Lecture with Discussion Method

In this method Innovation the audience at least after the lectures and Audience can question, clearly & challenge.

### Discussion Method

A way to create an exchange of idea is to provide two-way communications through discussion.

### Demonstration

This method allows another element to assist in gathering knowledge. By seeing, a task performed, learners are more aware of what materials are needed remember steps in the process & observe the final outcome of task.

### Role Planning Method

In this method Introduce problem situation dramatically to provide opportunity for people to assume role of other & thus appreciate another point of view and allow for exploration of solution or opportunities to practice skills.

### Hands On (Experimental)

One of the most dynamic ways of deliver information is to provide on an activity. This opportunity may be highly directed or a free from opportunity for learner to be creative & progress at their own pace.



### Ways to Improve Students' Academic Achievement

- Involve the student in planning of different activities.
- Begging with what the student knows.
- Move from simple to complex with examples.
- Accommodate the student's preferred learning style like role play, assignment work, project etc.
- Short goals by learning domain with supervision.
- Make material meaningful and according their needs or applications of knowledge.
- Allow immediate application of knowledge.
- Plan of periodic tests or summative evaluations.
- Tell student how they are progressing and listen their problem.
- Reward desired learning with praise.

### Conclusion

By using a learning-teaching framework based on the active involvement of the students, teachers will also benefit from the students' knowledge and creativity. Teachers might be the catalysts of authentic learning of conceptualized knowledge if they use methods that the students put into practice. They will turn themselves into partners of the learning process and the students could actively and energetically be involved into it, in order to generate the personal changes required by the acquisition of long-lasting knowledge. This framework represents a basis for both the learning process and the teaching one. A good teaching method is the one that implies relevant A good teaching method is the one that implies relevant and visible training values which shall motivate students and make them aware of their understanding and reflection; help them make up their critical thinking which will

guarantee their trust in their own forces, thus becoming capable of deep understanding of ideas and schemes, as well As the modalities of connecting these with the values and the skills required by their future jobs.

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# Organizing Teaching Model for Understanding and Reflective Level of Teaching

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*Organizing of teaching learning is the framework on which effective teaching is based. Careful and thoughtful planning allows instructional time to be maximized, standard to be addressed, and prior knowledge to be activated. The classical experiment for learning theory conducted by Kohler throws light on the process of problem solving. Understanding and reflective level of learning occurs only when there is a problem in the situation in context of education the student examines the facts and generalization to solve the problem. The classroom teaching at this level requires active participation of the students.*

**Keywords:** understanding level, reflective level, social, support and evaluation system

## Introduction

Effective teachers use different methods for teaching to instruct the knowledge. Understanding level of teaching seeks to acquaint the

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students with the relationship and solitary facts which show the principles may be applied. The teacher tries to keep his presentation on an understanding level, if he succeeds; his students will be able to identify cases in which a given rule applies and then use the rule as a guide. According to Biggies reflective level of teaching tends to develop the classroom atmosphere which is more alive and existing and more critical. There are two types of teaching in organizing the learning activities. They are, Understanding level (Morrison teaching model) and Reflective level (Bigge and Hunt teaching model).

### Models of understanding level of teaching

It is known as Morrison's model of teaching. According to him the Understanding or comprehension means mastery of the content. Morrison explains that understanding is watching relationship and reaching certain generalizations and their uses that each subject should be divided into units and units should be taught thoroughly till the students understand it clearly.

#### Focus

The main focus of this type of teaching is to have the mastery over the concept. This model is idea-centered. It provides substantial Knowledge

#### Syntax

The structure of understanding level involves 5 steps which are as follows

#### Exploration

- It involves testing questioning, to explore initial learning of the students. It provides logical sequence for teacher to start the chapter.

- It intends to assist teacher to arrange subject matter into psychological sequence.
- The role of exploration is orientation of teacher to decide how a new unit should be presented.

### **Presentation**

- It involves 3 activities
- The teacher presents the new content into small units and attempts to maintain continuous rapport with the students in the class
- The teacher tests the student to diagnose how many students have grasped the presented content
- If necessary, the presentation is repeated, the teacher should not proceed toward the new unit until most of the students fully understand. Thus, at this stage teacher is more active.

### **Assimilation**

- The purpose of this step is to attain thorough knowledge of the subject matter.
- At this step both student and teacher are active but students become more active. They do lot of work in library, laboratory, fieldwork, assignments and also consult source materials.
- Students work at this step is highly individualized.

### **Organization**

- This step provides a logical sequence when students have passed mastery test, then they move towards the organisation step. Following observations are included in this step
- In this step the student determines what content has to be written. Morrison states that the student receives mastery when he is able to write down the presented content and the assimilated data clearly



- This step is especially essential in subjects of extensive content which include a large no of elements in one learning unit.

### Recitation

- Following activities are included in this step;
- Each student presents the content orally before the teacher
- Morrison plans daily recitation for this step
- Recitation may take the form of written paper.

### Social System

At this step teacher should be more active to see that he should not be authoritarian. He has to act as a leader of the group and he has to guide and motivate the students only. Their effort should discover the facts teacher's behaviour should be flexible dynamic

### Support System

- It helpful to make this model more effective to achieve the goals
- Teaching aids should be used at presentation stage.
- Audio visual aids and other devices may be used for an effective presentation.
- Subject matter can be gathered in various sources
- Learner is highly individualized
- The learners should be given an opportunity to do the practice the learnt materials according to their own efforts

### Evaluation System

Organization and recitation provide evidence about the effectiveness of this model the essay and objective type questions used for evaluating the results in this model. The multiple choice and analogy type questions are the best method for evaluating the understanding of the students

## Models of Reflective level of teaching

This level of teaching is problem centered in nature in which the learner is engaged in original imagination and critical thinking. At this level the learner examines fact and generalizes new one. Memory and understanding level of teaching of the content are one pre-requisite for this level of teaching.

### Focus

- To develop the ability of problem solving
- To develop the critical and creative thinking among students
- To enable the students for original thinking.

### Syntax

It is based on the nature of teaching and at this step problems are solved. Here problem may be of two types

- Dewey's problematic situation
- Kurtlewin's problematic situation

### Dewey's problematic situation

It is related to personal problem, which occurs in two situations

- i. When a student tries to achieve his goal and he finds obstacles in his path and getting on alternative path to overcome the obstacles, thus a personal problematic situation is evolved before the learner. Here he will learn by solving it using his own insight it is known as non-path situation
- ii. When a student has two equally alternative goals. He has problem to choose one either of two goals. This type of situation creates tension in the learner and personal problematic situation is generated before the learner, the student makes effort to find out the solution by using his original thinking and ability.

### Kurtlewin 's Problematic situation

According to Kurtlewin, every learner has his own goal and this goal controls his behavior. He has a field and his life's space where his nature is psychological and social. The situation of both creates tension in the minds of the students. In reflective teaching the main task of a teacher is to create a problematic situation before the learner and he has to formulate tentative solutions for the problem. Here teacher has to encourage the learner to have more than one hypothesis for the problems, after that the verification of the hypothesis on the basis of testing hypothesis conclusions are drawn. These conclusions are the original thinking of the learner.

### Social System

- Pupil occupies the primary place and teacher in secondary place
- The teacher should be creative, tactful and insightful and should be create a problematic situation.
- The role of the teacher is to assist the learners and make them active to evolve the problem, the learner should also be very active to find out the solution of the problem by objective and empirical procedure, the self-motivation and level of aspiration are the sources of motivation at this level.

### Support system

The teaching aids should be used at presentation stage. The audio-visual aids and programmed instruction material may be provided to the learner at the assimilation stage.

### Evaluation System

Objective type test is not used but essay type test is used. Attitude, belief and involvement is evaluated.

## Conclusion

Teacher should move towards understanding level of teaching when the student passes out memory level. The teacher should give the test of the presentation to know the next step of assimilation, after this he should move-towards organization or recitation step. In other words, these steps should be followed systematically. He should also provide psychological motivation to the students and raise their level of aspiration. There is an interaction between the teacher and student to teach at the reflective level teaching. Teacher should create problematic situation which may develop the original and critical thinking of the learner.

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# Learning English Grammar through Creative Teaching

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*English is the language that is taught abroad the most and is used internationally in a variety of fields. However, one needs to be aware of some fundamental linguistic principles in order to learn English. Grammar is the set of rules that govern a given language; it is the method that words are used to form valid sentences. For pupils to become fluent in English, grammar is the key. But keeping track of all those regulations is challenging. Thus, in order to transform learning into a creative process, teachers must teach in a creative manner. One such cutting-edge method that can be used to teach English grammar is the mnemonic technique. It is a memory enhancer that facilitates information retention. Grammar lessons are made more effective by using mnemonic devices. Thus, the goal of the current study is to create a comprehensive picture of English grammar acquisition through creative instruction.*

**Key words:** Language learning, English grammar, Creative teaching, Mnemonics.

## Introduction

Language is a special ability that only humans possess since it demonstrates their superiority to other species. It is a crucial kind of communication. Language is a collection of random vocal symbols used by a social group to communicate, claim

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Bernard Bloch and George L. Trager. In practically every nation on earth, English has become universally accepted. Its importance can be understood from Pandit Jawaharlal Nehru's statement that "English is our principal window to the modern world." In India, English is taught as a second or even a third language. The teaching of English has, however, experienced a setback lately. For students to master English, grammar is essential. In order for students to become creative learners, teachers can educate in unique ways. Mnemonics will assist creative learning become more original and successful.

### Creative Teaching

Learning is facilitated by creative instruction. Creative teaching is defined as educational exchanges facilitated by the teacher that are "unique, customized and meaningful" (Rinkevich, 2011), and that are exciting, engaging and innovative (Craft, 2011). Creative teaching is complex, involving a broad range of skills, experience, and perspectives (Ambrose, 2005). It is a prerequisite for fostering creative learning. In the course of creative teaching, the teacher stimulates students' interest in the subject matter, then either presents particular challenges and instructs them to use all of the resources at their disposal to creatively find the most gratifying solution.

Designing and planning lessons in a way that will help students develop their thinking abilities, particularly their creative thinking abilities, is known as creative teaching. Without a question, the 21st century's central theme has been creation. The first educational technology standard for students is "creativity and invention," according to the National Educational Technology Standards for Students published by the International Society of Technology Education.

The American Association of School Librarians (AASL) established criteria for 21st-century learners that placed a strong emphasis on learners' creation of new information, expression of their own viewpoints, and production of fresh and valuable goods in everyday situations (Johnson & Lamb, 2010). The core of creative education, which reflects the current trend

in education in various nations throughout the world, has thus been swiftly developed in the era where creativity is highly valued. teaching that emphasises the use of instructors' own imaginations in developing and executing creative lessons (Lin, 2014).

### The Importance of Creative Teaching

Working for the emergence of something original both inside and outside of the learner is the goal of creative teaching techniques. Teaching creatively is crucial for several reasons:

- creativity is at the centre of a motivating classroom;
- It allows students and teachers to express ideas and opinions in original ways; and
- It promotes active learning.

### Strategies for Creative Teaching

There are eight strategies for creative teaching. They are as follows:

#### 1) Ignore Limitation

Since creativity is timeless and has boundless potential, we as creative beings are also boundless. We have a confidence and fearlessness in our creativity as children that we can lose over time. Unfortunately, a lot of us were brought up knowing what we weren't capable of. Our capacity for creativity may decline as we become more socialised and conscious of our constraints.

#### 2) Challenge Assumptions

People who are creative frequently challenge presumptions. Rather than fighting against restrictions, creative thinkers ponder "how" or "why not?" Teachers are in a fantastic position to demonstrate this to their students. Of course, it doesn't entail challenging every presumption. Here, students need to learn how to pick their battles.

### 3) Define the Problem

When given an hour to solve a problem, Albert Einstein was reportedly asked what he would do. He asserted that he would spend the majority of that time contemplating the issue. This is what we promote through the discipline of Solution Fluency, which anyone can use to gain from carefully outlining a problem. Understanding and creative potential both increase when a problem is defined creatively. We put certain skills to use in defining the issue.

### 4) Give Them Time

It takes time for creativity to manifest, and every person's growth process is unique. We can learn this from any author, artist, designer, inventor, or businessperson. They will also admit that they tried several different ideas before coming up with the best one. "A problem's creative potential is expanded when it is defined creatively." Students will require a lot of time to let their imaginations run wild. They will revise, go over, and discard concepts as they progress through their learning processes. They'll restart, become stuck, and then unstick themselves. Teaching creatively always entails motivating students along the way.

### 5) Be Human

Making mistakes in front of our students is OK. Since it's okay for them, it must be okay for us as well. As a teacher, there's no need to hold onto the idea of perfection. In fact, by demonstrating that things can occasionally be messy, you can teach children that experimentation and exploration are healthy parts of the creative process.

### 6) Assess Creatively

Continuous formative assessment is important in this situation. We give our students considerable leeway in testing by promoting critical and analytical thinking in assessment activities. They must understand the true worth of these kinds of skills. One of the best ways we can promote student success in our classrooms is by using formative assessment properly. Formative assessment considerably more closely aligns with the demands of



students for our contemporary learners (or for any learner). Additionally, it enhances the established teaching and learning objectives in schools.

#### 7) Strengthen Connections

When teachers are looking for fresh ideas, a strong PLN is invaluable. We can relate to teachers who are utilising creativity and innovation in their own classrooms. Each other inspires one another as they exchange and borrow ideas. It serves as the purpose of personal learning networks. Ideas can still be stored for future use even if we don't immediately use them. Use some content curation tools, such as Evernote or Diigo.

#### 8) Focus on Ownership

Learners must comprehend that engaging in creative teaching entails accepting accountability for both successes and failures. We own everything in lifelong learning. We come up with our own ideas and decide how to use them on our own. We must choose our own learning routes and exercise self-direction. As a result, in these situations, our kids will assume the twin roles of facilitator and learner. We encourage children to take charge of their education because of this from an early age. They must learn that protecting intellectual property is a serious obligation as well. They defend both their own and other people's creative works as global digital citizens. This creates a sense of camaraderie around creation.

### Learning English Grammar

Language analysis and description through a systematic approach is called grammar. The set of guidelines known as English grammar outlines how expressions in the language are structured. It is vitally crucial in today's environment to learn how to use grammar properly. The dictionary defines grammar as "the study of words and the guideline for their creation and their links to each other in sentences; the rules themselves; speech or writing rated as excellent or bad according to these rules."

Grammar is generally understood to be a set of rules that enable us to structure sentences. It covers a variety of language-related topics, such as: Parts of speech (verbs, adjectives, nouns, adverbs, prepositions,

conjunctions, modifiers, etc.) Clauses (e.g. independent, dependent, compound) (e.g. independent, dependent, compound). Grammar can be divided into two categories: prescriptive grammar and descriptive grammar. Prescriptive grammar is an archaic, conventional form that lays forth rules for how to use a language, whereas descriptive grammar describes how a language behaves, or how a natural speaker really uses it.

### Mnemonics

The psychological processes of gathering, saving, holding onto, and later recovering information are referred to as memory. Memory is primarily composed of three processes: encoding, storage, and retrieval. The capacity of human memory includes the capacity to store and retrieve data. This method is not perfect, though. People occasionally misremember or forget things. Sometimes data is simply not stored in memory correctly to begin with. Any learning strategy that promotes information retention or retrieval (remembering) in the human mind for greater comprehension is referred to as a mnemonic device, or memory device.

Mnemonic strategies use patterns to aid in helping you remember a phrase or concept. The word "mnemonic" is related to Mnemosyne ("remembrance"), the name of the goddess of memory in Greek mythology, and is derived from the Ancient Greek word *mnemonikos*, meaning "of memory" or "relating to memory." Both of these words come from the root *mnem*, which means "remembrance, memory." Mnemonic devices can take the form of rhymes, melodies, poems, drawings, pictures, and acronyms. When you strive to remember anything, mnemonics add meaning to banal things to help you remember them. This method works well for both short-term and long-term memory storage.

### Uses of Mnemonic Techniques

- Mnemonics are techniques that can be adjusted to match a range of subject matter.

- This technique encourages improved learning retention and improves recollection of difficult words or concepts.
- Students with learning disabilities and others who might have trouble recalling knowledge will particularly benefit from it.

### Mnemonic Strategies

- ❖ Keyword – A keyword is a well-known word that is comparable to the phrase or concept being taught.
- ❖ Peg word – Peg words are a collection of rhymed words that are used to represent numbers
- ❖ Letter – Acronyms and acrostics are used in letter techniques (or sentence mnemonics).

### Some Mnemonics for Grammar

#### 1) Mnemonics for Parts of Speech

An illustration of a mnemonic that teaches the parts of speech in English grammar is the poem that follows:

NOUNs name a person place or thing,  
Like Mary and monkey, river and ring;  
In place of nouns the PRONOUN sits  
Like he, she, I, you, they, and it;  
The ADJECTIVE describes a thing,  
Like magic wand and platinum ring;  
The VERB means action, something done -  
To read and write, to jump and run;  
How things are done, the ADVERBS tell,  
Like quickly, slowly, badly, well;  
The PREPOSITION shows relation,

Like in the street, or at the station;  
CONJUNCTIONS join a word or phrase,  
and, but and or are different ways;  
The INTERJECTION cries out, 'Hark!'  
I need an exclamation mark!"

We discover how each of these components makes up the PARTS OF SPEECH through poetry.

2) Mnemonics for Comma Usage

A comma is a punctuation mark that is used to divide clauses. The following can help you recall the function that commas serve in sentence structure. At the end of a clause, a comma creates a pause

"A cat has claws at the end of its paws."

3) Mnemonics for Coordinating Conjunctions

Anyone may recall coordinating conjunctions by using the acronym FANBOYS.

For, And, Nor, But, Or, Yet, So is what it stands for.

4) Mnemonics for Noun

Acronyms are words created by shortening specific sentences. For instance, the Great Lakes might be remembered by the acronym HOMES, which stands for

Huron, Ontario, Michigan, Erie, and Superior.

Steps to Become a Creative Teacher

To become a creative teacher, there are a few steps that instructors can do. Such as

### Step one: Become a Knowledgeable Teacher

Although it may seem obvious, teachers need to have extensive knowledge of the subjects they plan to teach. Since it is impossible to know everything about everything, schools and universities should make the required reforms to allow teachers to focus on a select number of topic areas. Teachers should be well-versed on grammar points if they want to teach grammar, and they should become familiar with the phonetic symbols and sounds used in the English language if they want to teach pronunciation.

The availability of numerous books, training programmes, and internet resources to aid teachers in their professional development has made learning about teaching easier than it formerly was. One thing about creative teachers is that they are typically well-educated in other subjects besides English, which allows them to readily draw from their experiences and extracurricular passions.

### Step Two: Connect with Other Teachers

Our ability to connect with others is essential to developing professionally. They don't possess all original ideas as professors. If students start observing what other effective teachers are doing, they will learn more. With the advent of the Internet, we can now look for games and methods of learning assessment on YouTube, among other crucial things. Facebook has developed into a place where educators may connect and exchange ideas. By ensuring that we follow Facebook pages that have the power to motivate us and alter the way we approach problems.

### Step Three: Collect and Organize Teaching Ideas

What happens if we hear a great idea in a training session, read a great idea on Facebook, or are taught a fantastic game to teach grammar by a colleague? Where will we put that concept till we need it? Are we going to store that concept in a worn-out notepad that resembles a vast ocean of unread material?

A teacher should think about using an app to organise new lesson plans, worksheets, and data. By advising using Evernote and Pocket because they have been there for a while, they are free, and we can quickly tag the fresh material.

#### Step Four: Share What You Know

If instructors are a good source of useful suggestions and if others have helped them get where they are now, I believe it is time for them to start imparting their knowledge to other educators. We can now easily share our knowledge with others thanks to social media. For example, we can post a simple but creative teaching idea on Facebook, upload a picture of what we do in class to Pinterest, use AudioMack to share audio files with other teachers, upload a video of our work to Youtube, or start a blog using a blogging platform like WordPress, Blogger, or another. Just keep in mind that we can share everything that makes us proud and that, in some way, shape, or form, inspires others.

#### Step Five: You are Creative

Everyone has the capacity to be innovative. We simply need to set aside some time to attempt to think of something that has never been done before, or at the very least, something that has never been done in the location where we teach. Start experimenting with programmes like Kahoot, Quizlet, Google Docs, and encourage students to use their phones in class to practice their English. Utilizing something new is a good place to start, and then, with our teaching attitude, we'll start to identify innovative ways to teach a subject in a variety of ways as opposed to the usual, antiquated, and conventional approaches.

#### Step Six: Make Creativity part of Your Teaching

What will happen if we always strive to think of something original to do with our students? After that, the teacher will become accustomed to

bringing original ideas into their lessons, and the time in the classroom will fly by. Teachers need to keep doing that until they reach a point where being creative is not only a benefit but also a part of who they are as teachers.

### Step Seven: Start Experimenting

Teachers encounter situations where their best-laid plans for lessons fall short of their expectations. Instead of getting discouraged, they should make the necessary adjustments to get the desired outcomes. Try to stand out from the crowd as a teacher—not just because we have to, but also because doing so will encourage our students to notice our distinctive teaching approach.

If we haven't had the opportunity to teach for a full year, realise that we have a fantastic notion but a teaching life comes with a special set of challenges and obstacles. Make an effort to make meaning of all we do rather than simply following the crowd to fit in. Not all traditional teaching methods are beneficial.

### Role of a Teacher in Creative Teaching

- Teachers should use as many mnemonic devices as they can in their lessons.
- Teachers should assist students in coming up with strategies and conducting group brainstorming sessions.
- Teachers must point out significant facts or connections.
- Teachers should develop verbal elaborations or other pertinent terms.
- Teachers' ought to connect the keyword to the relevant details.
- Teachers should carry out the procedures to retrieve the data.
- Individual students should develop strategies, according to teachers.
- Teachers need to keep an eye on and assess students' independently generated mnemonic devices.

### Educational Implication of the Study

1. Creative instruction using mnemonics will create a memory bridge to aid in recalling otherwise difficult-to-remember knowledge.
2. They entail rearrangement or reorganisation of material, which also enables one to personalise the knowledge and be a more engaged learner.
3. Introducing new methods to interact with material through creative teaching will make studying more engaging.
4. When appropriately applied, mnemonics help people spend less time searching for information in their long-term memory.

### Conclusion

Creative learning results from Creative instruction. To encourage greater creativity in the learning process, teachers should use innovative teaching methods. Information is stored in specific locations in our memory as it is retained. Even when we work so hard to learn something, it may not always stick in our memory. Information that is challenging for humans to recall can be stored in memory with the use of mnemonics. With the use of innovative teaching techniques, grammar can be learned through mnemonics and retained in our long-term memory. Thus, creative teaching using mnemonics will be useful in showing how they can aid us to strengthen our memory and creative learning.

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# Metacognitive Awareness of School Students

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*Metacognition means “thinking about one’s own thinking”. There are two aspects of metacognition: - reflection- thinking about what we know and self-regulation-managing how we go about learning. Taking together, these processes make up an important aspect of learning and development. Developing these metacognitive abilities is not simply about becoming reflective learners, but about acquiring specific learning strategies as well. Metacognitive beliefs, metacognitive awareness, metacognitive experiences, metacognitive knowledge, metacognitive skills, executive skills, higher-order skills, meta components, metamemory are some of the terms that we are often using in association with metacognition. Metacognitive awareness means being aware of how you think. Metacognition is the awareness of one’s thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations.*

Key words: megacognitive, awareness, school students

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## Introduction

Metacognition is often referred to as “thinking about thinking”. Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance. Metacognition allows people to take charge of their own learning. Sometimes people use the phrase ‘going meta’ when talking about metacognition, referring to the process of stepping back to see what you are doing, as if you were someone else observing it.

“Metacognition was originally referred to as the knowledge about and regulation of one’s own cognitive activities in learning processes” (Flavell, 1979; Brown, 1978).

“Metacognition involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies” (Hacker, 2009).

## Kinds of metacognition knowledge

- Awareness of knowledge- it involves understanding what one knows, what one does not know, and what one wants to know. This category may also include an awareness of other’s knowledge.
- Awareness of thinking- understanding cognitive tasks and the nature of what is required to complete them.
- Awareness of thinking strategies- understanding approaches to direct learning.

## Metacognition skills of students

- Knowing your limits - knowing the limits of one’s own memory for a particular task and creating a means of external support.
- Self-monitoring – self-monitoring one’s learning strategy, such as concept mapping, and then adapting the strategy if it is not effective.
- Modify – noticing whether one comprehends something one just read and then modifying approach if one did not comprehend it.

- Skimming – choosing to skim subheadings of unimportant information to get to the information one need.
- Rehearsing – repeatedly rehearsing a skill in order to gain proficiency.
- Self-test – periodically doing self-tests to see how well you learned something.

### Significance of Metacognition

Generally, we do not know what we are doing when we do it, but it is very hard to improve a process that we are engaged in if we do not have a sense of what we are doing in the moment. If one aim of schooling is to prepare children to be lifelong learners, then it is important to help students become aware of themselves as learners and to take control of their own activities. The vast majority of students spontaneously pick up metacognitive knowledge and skills to a certain extent from their parents, their peers and especially from their teachers. However, students show a considerable variation in their metacognitive ability. Learners often show an increase in self-confidence when they build metacognitive skills. Self-efficacy improves motivation as well as learning success.

### Objectives of metacognition

- To find out the metacognitive awareness of school students.
- To find out whether there exists any significant difference in the metacognitive awareness of school students based on their locality.
- To find out whether there exists any significant difference in the metacognitive awareness of school students based on their gender.
- To find out whether there exists any significant difference in the metacognitive awareness of school students based on the type of management of the school.

### Concept of metacognition strategies

Metacognitive strategies are techniques to help students develop an awareness of their thinking processes as they learn.

### Principles of metacognition

At this simplest, metacognition is the ability to reflect on and think about your own learning more explicitly. In essence, metacognition has two key elements

- The awareness and recognition of how they are learning and progressing
- The ability to self- regulate students' behavior as a result of them awareness

### Learners' characteristics in metacognition

- More self-aware as critical thinkers and problem solvers, enabling them to actively approach knowledge gaps and problems and to rely on themselves
- Able to monitor, plan and control their mental process
- Better able to assess the depth of their knowledge

### Benefits of metacognition in learning

For students, having metacognitive skills means that they are able to recognise their own cognitive abilities, direct their OWA learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise.

## Metacognitive strategies in classroom

Teachers can develop metacognitive skills in the classroom by offering students the opportunity to implement metacognitive strategies at prime stages of a task. This allows students to improve both their metacognitive abilities and self-awareness to choose an efficient thought process in the future. A useful way is to divide the strategies into the following stages:

1. Planning before starting a task the mental modeling activity  
Through planning before starting a task student are able to perform their effort more efficiently. Effective preparation involves:
2. Thinking about the same type of tasks
3. Setting clear objectives
4. Working out the total duration of a task through applying appropriate strategies
5. Monitoring in the middle of a task
6. Reviewing after completing a task

After the task students need to spend some time reflecting on what they did well and what they should do differently in future. By doing so, students would develop, progress and learn as much as possible from the experience.

## Conclusion

As an educator I hope to develop metacognitive skills to support students to understand what and how they are learning as well as support their development to becoming scientifically literate. The ultimate way of promoting student success is by incorporating their metacognitive and scientifically literate skills in one.



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## A Study on Behavioural Problems of IX Standard Students

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*Adolescence is often associated with behavioural problems. Student disruption, aggression and academic failure are a problem in schools across nation. Problems behaviour is socially defined as a problem which is undesirable by the social and/or legal norms of accustomed society and its institutions of authority. This behaviour often brings out some form of social control response, either minimal, such as a statement of disapproval, or extreme, such as incarceration. A number of evidences have revealed that young people tend to get involve in offending, substance abuse and truanting, which signify that they are at risk of developing a constant pattern of problem behaviour. In the present article, we discuss externalizing and internalizing behavioural problems associated with adolescents. Besides, forms of externalizing behavioural problems such as aggression and delinquency; internalizing behavioural problems such as anxiety, depression, psychosomatic complaints, and substance abuse have also been discussed.*

**Key words:** behavioural problems, externalizing and internalizing problem behaviour outward

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## Introduction

Adolescence is a time of physical, emotional and social change, marking the transition from childhood to adulthood. This usually begins at the age of 11 in girls and 13 in boys and typically concludes by the age of 17. During this period, conflict can result in problems at home, school or in the community. If these problems are managed poorly, it can have a profoundly devastating impact on their future development. Adolescents are much more independent and mobile than they were as children; they are often out of the direct physical control of adults. In these circumstances, adolescents' behaviour is determined by their own moral and behavioural code. The parents' guide rather than directly control the adolescents' actions. Adolescents who feel warmth and support from their parents are less likely to engage in risky behaviours. When the expectations of parents and teachers are greater, greater is the stress that is imposed on children. One of the most common complaints of adolescents is that teachers and parents do not understand them and they do not know their wants and needs.

Authoritative parenting, as opposed to harsh or permissive parenting, is most likely to promote mature behaviours. Substance abuse is a common trigger of behavioural problems and often requires specific therapy. Behavioural problems may be the first sign of depression or other mental health disorders. In each developmental pattern individual may show many problems due to the pressure exerted by his environment which could be classified as health problems, behavioral problems, emotional problems, sleeping problems and problems of social adjustment in which

behavior problems has utmost importance as it may affect one's personality adversely.

### Behavioural Problems

Behavioural problems of students in school are much emphasized agenda for research in education in general and psychological in particular. Inspite of many attempts to understand and to know the severity of behavioural problems of school students by the psychologists still the problem is not understood completely. When compared to the best research in behavioural problems of school children in India is at a low level. Not many studies have been carried out to find out the different behavioural problem of school going children and severity of the problem. This topic has become amuser concern for psychologists as they are finding it difficult to tackle the problem.

### Definition of Behaviour Problems

Good (1973) defines behavior or conduct problem as Behaviour that is disapproved of by dominant social groups.

Behaviour is something which constitutes one's personality. It is the manner in which one behaves and it is a mean of evaluation by others, Calkins (2002).

According to Verma (1964) Behavioral Problem is a deviation from the accepted pattern of Behaviour”.

### Analysis of Behavioural Problems

The problems of the school children, to be tackled by the school teachers, can be classified as

- The Cognitive Aspects of Behaviour
- The Conative Aspects of Behaviour
- The Affective Aspects of Behaviour.

It is essential to study the behavioural problems occurring in these three aspects in detail, as to the cases of their incidence, the causes for such behavior, and the steps to be taken up to improve the condition by controlling their behavior.

The stage of development of the children is to be noted because some of the problems result from the developmental stage also. For example, the adolescents face many problems, which others do not.

### Behavioural Problems Pertaining to Cognitive Aspect

The following cases of behavioural problems may be witnessed in school children

- ❖ Lack of progress in studies
- ❖ Slow learning
- ❖ Low achievements in examinations
- ❖ Dullness in class-room
- ❖ Disinterestedness in studies
- ❖ Less of comprehensiveness etc.

Such children may be termed as the educationally backward children. They act as drags on the teachers, for it will be difficult for them to make progress with the regular class-room teaching.

### Behavioural Problems Pertaining to Conative Aspect

The following enumerated are some of the problems relating to conative aspect of behaviour

- Mischievous behavior in the class-room or playground
- Not doing home assignments
- Irregularity of attendance
- Wandering, stealing, quarreling etc.,
- Malpractices
- Lack of ability in doing classroom work or practical work
- Inactivity and lethargy
- Disobedience of orders of teachers and headmasters
- Lack of proper reading, writing and working habits etc.,

Such children may be termed as undisciplined children. Not all teachers like to care them. They make the teacher angry and impatient. They face study as an enemy and teachers as a director.

### Behavioural Problems Relating to Affective Aspect

The cases of behavioural problems relating to affective side of behaviour are

- Lack of sense of belongingness to the institution
- Lack of respect for the authority of teachers, and other officers of the education department
- Bullying
- Truancy
- Arrogance

- Indisciplined behaviour
- Inferiority complex or superiority complex
- Eve-teasing, road-side Romeoism etc.,

These children are termed as naughty. They do whatever they like without any regard to others. They engage themselves in doing anti-social activities. Some teachers are afraid to deal with them because they fear to loose of their name in public, if the child reacts badly. Some teachers try to control them by free; finally, there is a quarrel among the particular teacher and the student.

#### Factors Related to Individuals

As we know commonly the behaviour problems affect the individual first and then the home, school and society. Some behavioural problems which are pertained to the individual factors are.

1. Classroom Disturbance

The child teases and torments classmates and interferes with other work and is quickly drawn to make noise.

2. Impatience

The child does any work too quickly. He is unwilling to go back to the work and rushed through the work. He is physically more active and restless.

3. Disrespect-Defiance

The child acts disrespectfully with teachers. He resists in doing of what is asked. He belittles every work and the work being breaks the classroom rules.

4. Aggression and Violence

The child act in violence, in which he harms others property, or even himself, may be as a reaction to stress.

5. Shyness and Timidity

The child may not answer questions even he knows the answers and may not participate in classroom or extracurricular activities. In this case the child is basically fearful but hides his fears behind withdrawn and timid behaviour.

6. Day Dreaming

Day dreaming to combat boredom during class time is normal. If a child may dream excessively throughout the day it shows that he is distressed in his daily life.

7. Sexual Problem

Interest in a fellow of same sex can also viewed as a passing phase. This may be less common than masturbation and may be present both in boys and girls particularly among those who stay in hostels and boarding school. This again is a developmental phase, very few will continue to in bulge in it when they grow up.

8. Nail Biting and odd Facial Movement

The nail biting shows the symptoms that are generally indicative of nervousness and tension in the child and are manifested when the child feels in secure.

9. Quiet and Withdrawn

The child is withdrawn and quiet in the class. He does not have friends and is mostly isolated and tends to be self- centered, preoccupied

with own thoughts and problems and disinterested in or unenthusiastic about anything else.

10. Attention Deficit

The child has difficulty in attending to tasks and instruction for any length of time. Easily distracted and has difficulty in sitting still.

11. Juvenile Delinquency

Juvenile Delinquency means youthful offence to be more precise it means any law-breaking behaviour in a youth presumably below 18 and above 10 years of age. Truancy the stealing also come under Juvenile Delinquency if they are committed by a youth below acceptable to society and is generally regarded liable to some kind of admonition, penalty, punishment or corrective action. Thus, delinquent behavioural may range from truancy, stealing free trips eve teasing and use of illegal drugs to commit murder, rape or any other serious criminal etc.

Factors Related to School Factors

The following are some of the factors relating to school itself that are responsible for creating some of the behavioural problems of school children:

Inconsistent, over-strict or over-lenient discipline, improper attitudes of teachers towards their profession, negligent administration, teachers' inability to control their students, loss of leadership capacity by the teachers, attitude of the teachers towards school discipline, authoritarianism of teachers, their insubordination to authorities, their inability to create interest, lack of proper teacher-education, projection of their worries and anxieties on to students, overcrowding of classes,



disparity in teacher-pupil ratio, unsuitable curriculum, defective system of education and examinations, lack of proper educational goals, lack of proper amenities, lack of student welfare services, lack of guidance services to students, lack of hostel facilities, lack of remedial teaching, defective methods of teaching, lack of proper scope for self-expression to students, inadequate library and laboratory facilities and lack of proper inculcation of ideals, values and practices in schools, unfavourable conditioning of learning, conditions leading to academic maladjustments, over competition in schools, lack of individual attention, lack of moral and religious instruction, lack of sex-education, restrictions on sex education, no-seeking of community cooperation, noninvolvement of parents in school programmes, lack of self-disciplines and self-government programmes, lack of social living opportunities, lack of social service activities, lack of proper organization and control of students association, non-inculcation of the need for transfer of discipline and learning from school to life situations, absence of life like experiences in schools, lack of administrative leadership traits and in the headmasters, non-adoption of monitorial system for controlling unwieldy classes, lack of pupils courts, and the like. Such children exhibit the below behavioural problems. They are Indiscipline, Disrespect to authorities, Wandering, Quarrels in the field, Improper behavior towards teachers, Agitation, Challenging, Truancy, Aggressions, Strikes, etc.,

The behavioural problems of children generally affect the whole school and in particular the classroom where they spend most of the time in a day. The main behavioural problems in the class room are,

### Teasing and bullying by other children

A child may get into trouble with other children. Teasing, bullying and fighting are common problems seen in classroom. A child with physical handicaps or emotional problems or one who is intellectually slow or is suffering from epilepsy, stammering etc., is often ridiculed by other children.

### Classroom situation

- The child may manifest certain behavioural problem through limitation of his peers in the classes delinquent behaviours.
- The child develops submissiveness, aggressive and assault behaviour because of others showing similar undesirable behaviour towards him.
- The child's dress, food and cultural background may make him feel inferior and uncomfortable leading to depression withdrawal and aloofness.
- Teachers' casual remark about the child's family background, appearance and habits may lead to problem behaviour for example giving nicknames to the children not only makes him feel odd or fight with others but forces him to even drop out of school.
- Classroom atmosphere, when it poses a threat for the child, may cause anxiety, fears, phobias and other emotional disturbances.

- Defective interaction between teacher and students as well as among the peer may lead to various type of bahavioural problems.

### **Anxiety and Achievemental Anxiety**

Anxiety means fear like reaction without the presence of adequate stimuli. A child who is anxious is uncomfortable and frightened anxiety may be connected with something specific like faking an exam. Income children anxiety may be chronic condition. The extent to which the child gets upset about tests scores and is sensitive to criticism or correction.

### **Factors Relating to Home**

The following listed are the causes relating to home environment that are responsible for the development of behavioural problems of school children

Inconsistent discipline, father-mother relationship, feelings of insecurity and inattention, overcrowding in the family, chronic poverty of the family, low standard of home, low educational background of home, insufficient provision of facilities, familial quarrels, moral turpitude, undesirable habits like alcoholic addiction, lack of control over children, non-provision of educational aids and books, lack of parental guidance, negative attitudes of parents towards education and schools, low social status, rejection, negligence, over-protection, or over-indulgence of children, uneducated parenthood, emotional instability of parents, continual nagging of children, hyper morality or immorality of parents, disintegration of the family, patriarchal or matriarchal headship of the

family, and so on. Such children when they come to school, they exhibit the below behavioural problems. They are Teasing, Teasing parents and other relatives, Aggression against neighbours, Stealing money and other things, Disobedience of parents, Quarrels with playmates, Associates and others, Over-demands, Clashes with neighbours, etc.,

### **Need and Significance of the Study**

Behavioural problems are the forms of behaviour which indicates something is wrong with the child himself or in the atmosphere where he is. If the child finds himself fit in to the developed forms of society or family then there is no problem. Otherwise, he starts to rebel and he is labeled as a problematic child. Especially in this modern age, many children who are studying IX, are labeled as problematic students, even without a proper investigation of their behaviour. As we know the behavioural problems of the children may create problems in the class room as well as in the family and the society. Naturally high school students are in the adolescent stage of their growth. Adolescent is a stage of transition from childhood to manhood or womanhood. In this stage the students face many problems related with physical, emotional, mental and social.

The wonder is maximum physical growth is obtained at this stage. The society looks at them as youths. The society expects certain mode of behaviour in them. Sometimes this may result in some deviant behaviour. So, it is necessary to find out the typical problems related to the behaviour of high school students and to suggest relevant remedies. In a class room environment, the problematic child creates an obstacle to him, to his classmates, teachers and parents so this is necessary to study the problem.

This also causes the socialization process of the students. There are rare researches done on this topic.

The common behavioural problem are, nail biting, thumbs sucking, jealousy, temper tricks, sleeping problems aggression, fear, head banging, hair pulling, body rocking, stammering, lying, distracting classes with silly jokes and looking outside etc. it is expected from the teachers to find out these types of problems in the students and make them aware of these problems and take necessary steps to overcome the problems. There are many different disorders that can make a child have problems in controlling their behaviour. Once the teacher finds the problems and the causes, he should develop a feeling of security in children by creating a conducive atmosphere in the classroom. The students should feel the affection and care of the teachers and parents.

It is presumed that a study of this type may be useful in collecting details about the behavioural problems experienced by the IX standard students. The findings can be used for developing suitable programmes and guidelines to overcome the behavioural problems.

## Conclusion

This paper concludes that the adolescent learners in this research experienced excessive talking, incomplete homework, late-coming, back-chatting, arguing, a lack of concentration, bantering, and eating in the class as common behavior problems for adolescent learners in IX standard students. All members of the staff, including the principals and vice principals should exhibit the spirit of teamwork in order to energize morale and enhance staff motivation. The causes of disciplinary problems are

addressed if teaching staff are actively involved in the teaching programmes of their school. This will lead to active participation of the students which subsequently confine their frivolities. Moderate right syndrome and formulation of behavioural expectations for teachers and learners will improve school discipline.

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## **The Impact of COVID -19 Pandemic in Educational Technologies**

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*The pandemic has brought an immense change in the field of education and ELL and ELT. It has made the method of learning and teaching to go through several changes. The educational technologies of the bygone years are now being replaced by the modern innovations in the field of education. The paper tries to throw light on the recent evolution of educational technology. It focusses to display how the new technology is scaffolding the learner and the instructor to learn language and the subject content. The ease of access of gadgets has made language learning easier. The virtual reality such as videos, podcasts, animations etc.... motivates the learners towards learning and boosts their confidence. Accepting and adapting ourselves to such technologies is the prime need of the hour.*

**Keywords:** Educational technology, COVID-19, autonomy, eLearning, videos, VR and AR.

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## Introduction

The educational trends of the yester year are the IoT (Internet of Things), Machine learning and the big data. The COVID-19 has made the system topsy-turvy and distance learning has become the new trend which is ruling the entire educational scenario. The way of teaching and learning has attained a dramatic change after the pandemic. The social distancing mode have paved way to learn through the digital learning platforms. The paper tries to focus on the latest trends which has made an impact on the educational system and is going to rule the field of education in the proceeding days.

## Aim of the Study

The paper aims at finding out the new innovations made in the field of education after the COVID-19 pandemic. It also throws light on how those new educational technologies aid students in ELL and ELT. It also aims to make the classroom more student cantered unless the walk and talk method of language teaching which is teacher cantered and monotonic. Its prime aim is to develop learner autonomy.

## Research questions

Scaffolding the background of the research the researcher has raised certain question and tries to find answer through her research. The questions are as follows

1. What are the new educational technologies?
2. How far can technology help in LL?
3. Will technology aid student and teacher in the long run?



### Definition of EdTech

“The Association for Educational Communications and Technology (AECT) has defined EdTech as “facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.”(2021). To define EdTech in simpler term it can be rightly said that the metamorphosis of the traditional text book learning to digital learning. In which teaching and learning is made more effectively in the latter.

### The need of EdTech

Some of the reasons for the shifting of the conventional learning to the virtual mode are listed below:

- EdTech can be aptly said as a synonym of innovation.
- It is enrooted in learning at our own pace.
- It ultimately improves collaboration.
- It is available anytime anywhere.
- Learning is made more fun and amusing.
- It improves learner autonomy (Gardner, David. 2011)

### Recent educational trends

The way the students are now is entirely different from that of the students of the bygone years. Innovation and amusement are the need of the hour to teach students intuitively. So, the educational experts and teachers are toiling and moiling to find a suitable method to teach the ‘digital natives’ (Prensky, M. (2009). The educational technologies come for their rescue and the following trends are now attracting the students.

- eLearning

The rapid spread of the COVID-19 made distance learning to mushroom overnight. The eLearning platforms attained a higher demand. The eLearning platforms make use of the educational content to be delivered online. It takes use of mobile phones tablets, phablets, and computers to share the study materials. The learners learn through the virtual screen. The videos, audios, animations etc... provides them with a good learning experience. Owing to its advantages it is being used by the educational experts nowadays. It is being taught in synchronous mode where real time learning is possible.

- Video-assisted learning

Video assisted learning is now becoming more familiar as it is being used everyday. The animated video content helps them to grasp the subject matter easily. Students are giving better outcome after the advent of video-based learning. The work load of teachers is also commendably reduced. Video creating tools are easily available which can be downloaded from the play store so that video creation has become cheap.

The types of videos for education are

- Educational videos based on topic
- Videos edited with screenshot and images
- Classroom oriented videos

- AI (Artificial Intelligence)

Examination process plays a key role in education. And in this educational scenario grades define everything. Artificial intelligence has made possibility for the grading of the multiple-choice questions by computer automated technology. The busy teacher can engage her student to some other AI tutor so that the student can benefit from them. While conduction online examination AI will be of great use.

- Gamification

Gamification is the ultimate end of fun based learning. The attraction of students towards gamification demands no explanation. The exciting games will teach the students their lessons alongside fun. It creates a positivity for both the instructor and the student.

- VR and AR

VR has made the learning experience active when compared to the traditional passive learning. Virtual reality and the augmented reality have made an immersive change in the field of education after their entry. There is a high demand of experimental learning henceforth VR and AR are developing day by day AR provides real time experience through its features and VR gives false reality.

### Summation

The entry of technology in education has made an immense change. However, a god language teacher should not shrink herself to one methodology of teaching. She should adapt herself with the educational changes and keep herself updated to teach the learners fruitfully. It is the need of educational institutions to shift themselves with those educational technologies and provide proper infrastructure to the faculty to implement technology in education. Adaptation of new educational technology will help the students to grasp better.

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