



**Staff Development Center**

**Wayamba University of Sri Lanka**

**Novel Approaches in  
Teaching in Higher Education  
*Selected Topics***

**Edited by**

**Udith Jayasinghe, Ph.D**

**Ajith Jayaweera**

# **Novel Approaches in Teaching in Higher Education**

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## *Selected Topics*

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**Staff Development Center**  
Wayamba University of Sri Lanka  
Makandura, Gonawila (NWP)  
Sri Lanka

# **Novel Approaches in Teaching in Higher Education**

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## ***Selected Topics***

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## **Foreword**

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The *Staff Development Centre* (SDC) of the Wayamba University of Sri Lanka (WUSL) is actively involved in organizing and providing the training requirements to meet the needs of the academic, administrative and non-academic staff to enhance performance skills of their activities. Since its inception in 2005, the SDC has organized and conducted a large number of short term training programs, workshops and seminars. However, the main focus of the training of SDC is to improve the output of young academic staff in the areas of teaching, assessment, research, curricular development etc. Although the main target group for this is our own Probationary Lecturers, response from other Universities and Higher Educational Institutions for its UGC accredited *Certificate Course of Staff Development* (CCSD) is quite encouraging.

Each Probationary Lecturer who underwent the recent CCSD of the WUSL prepared an article on various approaches a teacher can take to make the teaching-learning process effective. Amongst the conventional staff development activities are currently being practiced in Sri Lanka, this can be considered a quite novel approach and the Director of the SDC and the Course Facilitator of CCSD have taken a great effort to edit and publish the work of these participants.

I wish to congratulate the SDC of WUSL which has taken a great initiative to improve the CCSD by using new technologies and methodologies which would undoubtedly make this course not only interesting but also very efficient and effective in making teacher training process a success.

**Prof. T .S. G. Fonseka**

*The Vice Chancellor*

*Wayamba University of Sri Lanka*

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## **Preface and Acknowledgment**

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The heterogeneity of student populations in universities has resulted varying levels of aptitude, understanding and capacity among undergraduates. This ultimately causes high drop-outs and failure rates. To overcome this pathetic situation, it is inevitable that those students should be supported in their academic and non-academic needs. The first article in this book talks about this phenomenon to a depth. Amongst the others, this particular articles talks about importance of preparation of proper course guides and lecture aids, developing personal tutor systems, establishing and strengthening social relationships, conduct of orientations, effective counseling, and educating students on their rights.

Effective questioning is an “art” and it is considered to be one of the basic skills of good teaching. Based on the well accepted “Bloom’s Taxonomy”, which grouped the questioning behavior into six categories that ascend in their level of complexity, including: knowledge, comprehension, and application at the lower levels to analysis, synthesis, and evaluation at the higher levels, the second article in the book discusses the importance and different questioning techniques and direct teacher how can she use these different levels of teaching under different scenarios to make the teaching – learning process more effective.

What motivates a student to act and react in particular ways? The third article offers a bold answer to this important question. It highlights the distinction between “intrinsic” versus “extrinsic” motivation and their rich applications. The teachers who are most successful in engaging students develop activities with students' basic psychological and intellectual needs in mind. In general, students need work that develops their sense of competency, allow them to develop connections with others, gives them some degree of autonomy, and provides opportunities for originality and self-expression. The challenge teachers’ face in this light of shed is to create a learning environment that attends to all or most of these needs.

The fourth article covers the specific area of teaching techniques available to carry out effective adult education. The basic features and the special behavioral characters of adults are explored in this article at length and some terminologies which are useful in adult education are defined. It can be considered to be a useful guidance for both new teacher in the field of adult education and a once with more experience.

The fifth and final article fulfills the objective of making teachers are aware of certain techniques that can be used to set an effective classroom environment so that teachers can apply them in their respective classrooms and to make the process of teaching and learning productive. It surveys a number of more important aspects in this respect that are immensely instrumental in improving the effectiveness of teaching and learning process.

Although a large number of people are involved with the process of preparing this piece of work, we would like to convey our very special thanks to, first, **Prof. T. S. G. Fonseka**, the Vice Chancellor of the Wayamba University of Sri Lanka for his continuance guidance and support extended to us. While extending our sincere gratitude to the **authors of five selected articles** published in this book, we do not forget the good work of **all Probationary Lecturers** participated to the *Certificate Course in Staff Development (CCSD) – 2006/07* conducted by the Staff Development Centre (SDC) of the WUSL by submitting articles written on various topics for consideration in publishing in this book. Also, we appreciate the honorary work of all **Resource Persons to the CCSD** who laid down a solid theoretical and empirical foundation on various issues related staff development. Finally, we thank very much to **Mr. Kapila Ranaraja**, the Computer Application Assistant of the Dept. of Agribusiness Management in the WUSL for his untiring efforts to transform those “rough” draft materials into this nice book and preparing an attractive cover page for it.

**Udith Jayasinghe, Ph.D**

**Ajith Jayaweera**

Staff Development Centre (SDC)

Wayamba University of Sri Lanka

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## **APPROACH FOR SUPPORTING MORE STUDENTS**

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### **Why and What Kind of Support Needed for Undergraduates?**

The students who are qualified to enter the national university system in Sri Lanka are considered as a highly privileged group since they represent the supreme fraction filtered through one of the most competitive examinations. As a result, in any university, the population of undergraduate seeking a particular degree is considered as more or less homogenous in many respects. Yet, the diversity among individuals is noticeably high that it may occasionally interfere with the learning process.

The undergraduate population in a university represents different races, communities and social classes. Even though their basic qualifications; entry requirements are considered as uniform, it is assumed that all are in the same level of intelligence and understanding. The “district quota system” has now opened the door for the students from far remote villages to university education. The heterogeneity of student population results varying levels of aptitude, understanding and capacity of the learning group. As a result, the needs of individuals are diverse and the expectations are peculiar. When they are unable to fulfill their expectations, they are likely to end up with failures or leave the university. Therefore, they should be adequately supported in order to keep drop-outs and failure rates down. The academics who guide the undergraduates should consider the variations within the student community when moving ahead with them.

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Hence, this article is presented with the objective of identifying possibilities of sharing responsibilities in supporting students, and to propose improvements to the conventional student support system in Sri Lankan Universities.

### **Diversity of Problems**

The types of problems students face can be specific to a particular university, campus, and faculty. The well established national universities may have fewer problems in providing all the academic and non-academic needs of students with the available human and physical resources. However, in new universities, though the academic support may be as pleasing as that of a well established university, students may suffer more often from lack of support in their non-academic needs due to the limitation of resources.

A survey conducted by the Faculty of Agriculture & Plantation Management (FAPM) of the Wayamba University of Sri Lanka (WUSL) with the participation of 60 undergraduates selected randomly to represent the four academic years recently, where the author was also played an active role, has found some 20 major problems faced by the students (*see, Table 1*)

**Table 1 - Major problems faced by students:**

	<b>Academic Related Problems</b>	<b>Miscellaneous Problems</b>
1	Too bulky subjects and high pressure created during End-semester Examinations	Poor quality and variety of meals in the cafeteria

2	Difficulty in following certain courses and lack of proper lecture notes	Accommodation facilities are inadequate
3	Lack of instruments and chemicals to carryout individual laboratory practical	Interruption and losing of academic work due to strikes and other activities
4	Inadequacy of 2-week study leave period	Poor facilities and support given for sports
5	Lack of facilities to get printouts at the IT Unit	Ill treating by batch-mates due to not participating in ragging
6	Delay of Examination results	Unavailability of public phone and grocery shop within the premises
7	Insufficiency of number of subject related books in the library	Feeling of inferiority on lack of physical resources
8	Not opening of the library for extended periods (late afternoon and in weekends)	Lack of support and ill-treat by the library staff
9	Unavailability of photocopying facility within the library itself	Activities of Students' Union leaders
10	Lack of support for improving English Language	Lack of free time to involve in extra curricular activities

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Source: Survey conducted by FAPM, WUSL

Based on the problems reported, the support required by the students can be categorized into two, namely, academic support and non-academic support. However, it is clear that this list may fail to uncover all the problems faced by students in a university, in general.

### **Academic Support for Undergraduates**

There are number of ways and means to support undergraduates on their academic work. Some of the most important avenues are discussed below, in brief.

#### ***Support through Documentation***

The undergraduates, especially, in their first and second year, feel insecurity and confusion about exactly what they are supposed to be doing and why. Several steps can be initiated to overcome this situation.

The students should be provided with a detailed Course Guide at the beginning with course rationale, which gives a clear set of aims, objectives, and learning outcomes and method of assessment. Students will understand from the beginning what is required from them. A complete calendar of the course with a week by week schedule of lectures and practical, tutorials, etc. would be a good guide for them. It is important to provide them with other information such as attendance requirements, weightage given to each component, the system of grading, due dates for specified tasks, list of other learning resources available for students, detailed description of assignments, advice and guidance, past examination papers and short manuals on how to use equipment etc., required for the course.

Students can be assisted in their studies by providing lecture aids such as handouts, audiotapes and scripts. Incomplete

handouts could be given to all students who want them or put in the library. Full handouts can be made available at an appropriate place in the Department Office and/or in the Library and/or on a computer file (which could be accessed via student server or website). Audiotapes can be made available in the library especially, for students to whom English is a second Language.

The possibilities of providing workbooks as study guides and tutorials in print should be concerned. In the previously survey, 78% of students mentioned that they are not getting enough handouts and the facts they largely expect from handouts are lecture outline, definitions and important terms, clear illustrations and practical protocols.

It is better to go for formative assessment because students feel insecurity about the purpose, scope and relevance of summative assessment tasks, which ultimately put them under stress. Therefore, clear and unambiguous assignments and questions, a full description of what is expected of students, clarification of assessment criteria and marking schemes for assignments would be helpful. A pro-forma or framework should be developed to get feedback on assignments. Sometimes, models can be used to demonstrate standards, for instance, we can show them the concrete examples of excellent and dreadful assignments.

### ***Developing and Supervising Independent Learning Skills***

There is a growing realization that the effectiveness of student learning is closely related to students' skills in particular areas like problem-solving, essay writing, research methods, time management, group work and note-taking. Students are expected to learn more independently with less tutorial support, for example in group projects, and this requires new and more

sophisticated learning skills. In developed countries, many institutions offer free-standing study skills courses independent of or alongside degree programs, often in the form of a series of one-hour sessions, perhaps at lunch-time, over the first six weeks of the first term.

However, due to the low status and low priority given to those courses by the students, many universities are now moving towards introducing common first-year credit bearing modules to help students with the kinds of skills, which will enable them to study independently and effectively and make fewer demands on tutors and other support services. An alternative to introducing separate skills modules is to incorporate the teaching and assessment of skills into existing modules because many skills are discipline-specific rather than generic or are difficult to transfer from one subject to another.

Students can be trained to learn more independently through individual and group projects, research projects, dissertation work, field work, etc. and this independent learning should be supervised. One of the most time-consuming aspects of student support is that of supervising project and dissertation work, field work and work-based learning. Much of this support is one-to-one, idiosyncratic and unscheduled and, as student numbers rise, is under enormous threat. Students are being abandoned as their tutors become over-stretched. The main strategies for supporting these kinds of independent learning can be in numerous forms as discussed below.

#### *Structuring Student Supervision*

Proper supervision involves coping with students who do not keep to schedule, who undertake elements of their work out of sequence or allocate disproportionate amounts of time to key aspects of the sequence. For an effective supervision, fixed

supervision times and scheduled can be introduced. More time can be saved if the timing and sequence of the supervision within which students work is more structured and as many aspects of supervision as possible are scheduled. For instance, in the student project supervision initial briefing is handled in a whole class session; key stages – such as approval of the dissertation topic, literature search and first drafts – are peer reviewed first, to filter out all but the issues which only tutors can deal with; common problem areas such as literature searching, time management and writing up are handled through workshops; and there are just three required consultations with the supervisor.

Even a planned sequence will not eliminate the need for some flexible access to supervisors but it ought to greatly reduce this need and at a modest cost. Most students find such structures more helpful, especially when they are been used to highly structured taught courses with little autonomy. One of the purposes of structured supervision is to get students to do as much of the thinking as possible and to answer as many of their questions as possible before the supervision meeting to make it as short and purposeful.

#### *Supervising through Documentation*

Much of the advice that the supervisors give is repeated many times to students and even to the same students at successive supervision meetings. A good proportion of general guidance can be written down and standardized, ensuring all students get all of the same set of advice. Some of this advice will be very pragmatic – maps, instructions about equipment, deadlines, checklists and so on and students simply need to read it and keep it for reference.

### *Supervising Groups*

Supervising a group of five students co-operating on a project takes less time than supervising five separate students. In addition, the students could provide many of the support functions that a tutor could provide for each other. Groups can help find and share resources such as books or equipment. They can discuss decisions, review plans and progress, check calculations and read drafts. They are more creative than individuals and are much less likely than individuals to fail or do badly. They can usually tackle larger and more interesting projects more independently than can individuals.

According to the results of the survey mentioned above, there were 97% of students indicated that they were benefited from group work rather than from individual tasks. Initiation of long-term study circles would be an effective approach to promote successful groups. While students cannot perform the same supervision functions that tutors can perform, they are able to perform a sub-set of them at a reasonable level, leaving supervisors with less to do. The degree programs can plan the progressive development of students' project skills, gradually increasing the size and duration of projects, and the sophistication of skills involved and progressively reducing the extent of externally imposed structures, schedules and tutor supervision. By that, they can successfully carry out final year projects with minimum support.

### *Targeting Supervision Support*

Targeting support can involve diagnosing students' needs, pooling students with the same needs and providing open access sessions on specified problems which are tutored by those expert in dealing with the problems, if the supervisor has limited expertise in that particular area. As an example, typical problem

areas include statistics for social scientists, mathematics for economists, etc.

### ***Developing Personal Tutor Systems***

This system is currently being used in many Sri Lankan Universities. However, some problems are associated with this open access tutor system. It is used by a few students. On the other hand, there will be unlimited access by students to their tutors all the time, which interrupts tutor's work. The survey results revealed that 80% of our students know that they have a personal tutor while others are not aware of whether they have a tutor or not. However, a considerable portion of students (47%) have never met their academic tutors. According to them, one major reason for this is the non-availability of tutors at times when students are free. Hence, this should be changed to more structured and organized use of limited time available. Personal tutoring in our universities could be improved by following methods:

### ***Setting Surgery Times***

Surgery time is an occasion on which a professional person gives advice. When students need to see tutors to talk to them about work or personal problems affecting their study they cannot see them because the tutors are out teaching or busy when they call in. It is common practice in many overseas universities now to use surgery times. Lecturers can post surgery times on the door, on notice boards or with a representative in the office/department, indicating when students can see them. Under this system, students are required to book a specific slot by writing their name in a slot rather than just turning up during a surgery hoping there will not be a queue. This method guarantee times in which students can be sure to find tutors available thus

convincing the public both that tutors are busy and that they are accessible to students.

*Establishing Patterns of Meetings*

If only a few students have been seen, establish a regular pattern of meetings and have a gradually diminishing pattern of meetings as students mature. For instance, during first term, meetings can be held in every 2 weeks, and in the second term it can be held every month. Later, during the second year, a meeting can be arranged once a term. Generally, we record the students' attendance to lab work, and seminars and submission of assignments etc. When students fail to attend or fail to submit work, the tutor can trigger a meeting. That gives an automated monitoring as the student realizes consequences of their non-involvement.

*Specialist Tutors*

It is impossible to expect all tutors to be expert about everything. Therefore, not all the problems faced by students may be able to tackle by a single personal tutor. In such cases, personal tutor can direct those students to other tutors who are capable of solving such problems. It would be better to develop specialist tutors within a department or a faculty to specialize in areas such as writing or language difficulties, mathematics and statistics, career guidance, overseas studies, seeking postgraduate opportunities, personal counseling and financial support, etc. Students can be provided with a departmental guide to which person they should see for specialist queries.

*Promoting of Peer Supporting*

There is a well-known saying that students learn better from colleagues. The kind of support that the students can give each

other is referred to as peer support and is often underestimated. Mature students often form self-help groups, which are usually patchy in operation and do not involve those most in need of support. Hence, peer support groups need to be initiated and formalized by lecturers to give all students the chance to make use of them. Participants of such groups find them very helpful in providing social support, confidence building and increasing motivation no matter what purpose the groups were set up for.

Learning teams can be established in different ways and on different bases depending on the size of the class involved and the nature of the course and these teams can be supported by providing manuals on how to learn effectively in teams. If the students in the group know each other they are more likely to feel comfortable about contributing to class discussions, are more likely to discuss work outside class hours and to share scarce resources. Within courses where students spend little time in the institution or class, establishing learning support teams can be particularly valuable.

Mature students often feel isolated and lack of confidence at the beginning of a university course. They can benefit greatly from learning teams set up specifically for them in a particular course or discipline. In addition, supplemental instruction has been introduced in universities based on the recognition that some courses are more difficult than others and the scheme is designed to target those courses rather than particular students. It involves students in the second, third or fourth year of a course running group tutorials for first year students. These classes could be arranged supplementary to the regular classes.

This scheme has been adopted in many universities in the United Kingdom and in the United States in a many different ways. In some, the group leaders are paid while in others they gain academic credit towards their degree for performing this

peer tutoring role. Presently, in our university system such classes are being conducted in an informal manner (“*Kuppi*”). Under a proper system, these “*Kuppi*” could be formalized and made more systematic

Peer tutoring can be initiated for specific groups of students. There, the learners help each other, usually in pairs and such working pairs being supervised by a teacher. When the system is well organized, both members of the pair learn better and benefit both socially and in motivation. Peer tutoring works in different ways in different contexts. Most common pattern is for a more experienced learner to be paired with a student in the year below to work in a specific subject area. The more experienced learner to be encouraged to participate by giving academic credit for the work or by payment of an agreed hourly rate for the time spent. In any system of peer tutoring, student tutors must be properly trained and their role clearly defined.

#### ***Targeting Support for Specific Students***

If we maintain frequent contacts with the students, we get to know them well and have a good idea on how they are progressing. Then, it is relatively easy to provide the kinds of support individuals need or at least to direct them to appropriate places where support can be found. However, what generally happens is that when the number of students for a particular course increases the lecturers do not know what individuals’ needs are. Consequently, they tend to provide all the possible forms of support for everyone, which can be wasteful and ineffective. Hence, to overcome this situation, there are several ways of targeting support to appropriate students.

When lecturers give course assignments to students, such assignments can provide a diagnostic function. Students can be provided with a feedback on their performance. By assessing

students' work, the lecturer can; diagnose difficulties that many students are facing so as to adjust teaching or be able to provide general advice to all students in a subsequent lecture, diagnose individual difficulties and provide individual feedback, invite identified students to remedial sessions on their weaker areas, identify topics which need additional attention for some students. The aim of such activity is to make decisions both for the whole group of students and for individuals, which result in appropriate forms of support being allocated.

The undergraduate courses should be designed systematically stating clearly the prerequisite knowledge and skills required for a course. For example, when students are working on research projects they should have previously gained the knowledge on experimental designing, research methodology and scientific writing if they are to manage their work successfully. On some courses at universities, a system of pre-testing operates, filtering out students into necessary pre-course skills work. Enabling some sort of streaming to take place can prove a cost effective use of resources, targeting aid to the weakest because the identified weak students can be allocated to a special remedial stream and receive additional tuition sessions at which difficulties can be discussed.

It would be a wise approach to organize induction programs for students using the students from former years. The diversity of students entering university has made it difficult for many to come to terms with university life and an induction process, which begins to help this settling into take place, is vital. Some induction may be necessary in subject areas as well. Induction sessions could be conducted in a variety of ways as a one-day training session run at the beginning of a course, a program conducted by one or two lecturers with the help of second, third or fourth year students, a residential weekend training etc. Such sessions have been successful in turning the groups into real

teams who met outside of class socially and to prepare for tutorials.

Apart from that, it is beneficial to provide a variety of individual optional support resources so that the students can take the responsibility for taking up what support they need. Not all the individuals may need the same support as they have different learning styles, motivation and different areas of need. As long as supports are available and students are informed of where and how to make use of them if they want to, the rest can be left to them. Some examples for support mechanisms that can be made available to students are:

- a. Tutorial times that are available on a regular basis but which must be booked in advance;
- b. Extra group tutorial times programmed in advance to cover difficult course aspects;
- c. Computer assisted learning software available on open access in the library;
- d. Lists of additional reading including more advanced and a simpler list;
- e. Optional self-help groups with assistance offered to get them organized, and
- f. Programmed remedial lectures in specific areas early in a course.

These types of support resources are easy to offer and students can make their own choices about taking up all or any of them.

## **Provision of Non-Academic Support**

In addition to the academic support, there are many ways that students can be supported, and are discussed in turn. The university students need support not only with academic studies and individual courses but also with settling into being a student, administration and sorting some personal and practical problems. There are different ways to assist them with their non-academic needs.

### ***Social Support***

Induction programs can play a crucial role in supporting students and the departments have a key role in establishing supportive social relationships and helping students to adjust to their new life as students. This is important because the new students can completely get lost when they first start the university life. Many of their primary needs at this stage are social, *i.e.* they need to meet people and form relationships. Students can be encouraged to discuss with each other their expectations of how studying would be going. For example, at their first departmental meeting, students can be formed into small peer support groups, and given a chance to introduce each other and get to know each other. Another good approach would be to take students on a field trip right at the start of the course in order to cement the social relationships both among students and between students and academic staff.

### ***Orientation***

Students at this stage need basic information about how to find their way around, what services are available and where to go for what. Hence, the students could be provided with a list including the places to be visited and personnel to be met in their different requirements. Through orientation programs, they

could be informed of how to use the library facilities, finding of relevance books, use of IT facilities, find student services, find the places where lectures and departmental meetings are conducted, places to buy stationary, pick up mails, messages etc., and availability of medical facilities.

### ***Counseling***

One can also help students to help themselves. By the time the students leave university, they will be largely on their own. Therefore, one important role of support systems should be to develop their independence and ability to cope with problems on their own. In this regard, the service of a Student Counselor should be available and the students should be made aware of this service because the results of above survey indicated that 28% of students were not aware of the availability of student counseling service. For fruitful counseling, the counselor should develop a good listening ability and be trusted by the students by securing the confidentiality. The strategies offered through a counseling service are providing information, which helps students to refer themselves to appropriate specialists, and developing students' understanding of the possible options that can solve their problems, thus, improving their independent decision, making ability in critical situations.

Students can be provided with information on the sources of support. For example, a list containing contact persons and details of Dean of the Faculty, Heads of the Departments, Registrar / Assistant Registrar, Common Services Unit, Library, University Security Service, Career Guidance Unit, English Language Teaching Unit, Information Technology (IT) Centre, Proctor, Student Counselors, Doctor / Health Centre, Financial Support Services, Student Union and other specialist units etc. can be handed over to the students, may be at the very first day that they are entering to the University. This helps pretty much

for a student to get know whom they should contact and where should they available once the need is occurred.

Concurrently, the students need to know their rights. They often do not know what they are entitled to, what rights they have or what to do if there are problems or if the university lets them down. They can be provided with some information on their rights, the role of the student representative, Students' Union, and so on. Administrative support can be provided by Course Administrators, i.e., allocate support staff to perform the role of, e.g. taking in and returning coursework, dealing with requests to submit assignments late, appeals, organization of seminar groups, arrangements to distribute lecture handouts and course materials and so on. Then, the students get to know to whom they can turn for the majority of queries. This person is nearly always available in the departmental office and can make queries.

The conventional support systems existing in the local universities should be further improved by incorporating the issues discussed above, because it would undoubtedly lessen the drop-outs and failures of our undergraduates.

## **EFFECTIVE QUESTIONING IN TEACHING: IMPORTANCE AND QUESTIONING TECHNIQUES**

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### **The Concept of Questioning & Its Importance**

“Question”, as cited in the Oxford Advance Learner’s Dictionary (1999), is a sentence that asks for information, a matter or an issue, which is or needs to be settled. The art of asking questions is one of the basic skills of good teaching. Questioning is perhaps one of the most often used teaching techniques, and as argued by certain experts use of questions is one of the most important of all teaching techniques.

Questions play an important role in teaching. Through the art of thoughtful questioning teachers can extract not only factual information, but also help learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners to explore deeper levels of knowing, thinking, and understanding.

It can be used during a class to stimulate thinking, assess student progress, check on teacher clarity, motivate students, maintain classroom control, provide repetition, emphasize key points, and many more things. Well-phrased questions raised timely can capture students’ attention, arouse their curiosity, focus upon important points or even occupy a student’s thoughts after class has ended. It reveals student perceptions and

comprehension of the material, attitudes about the materials and the level of experience with the topic being presented.

Questions tell you that your students can understand and think about what you say. If you begin to talk at higher speed, students will stop understanding, thinking and will not ask questions. Questions tell you whether your class is asleep or awake. If encouraged, students will ask questions about concept they do not understand. These questions give you immediate feedback when you are unclear, and tell you where you need to spend more time.

Questions, at many times, reveal misconceptions and misunderstandings that must be addressed for teachers to move student thinking forward. In a classroom discussion or debate, questions can influence behaviors, attitudes and appreciations of students. Questions can effectively be used to control talkative students from one end or draw silence students into the discussion on the other, to move ideas from the abstract to the concrete, to acknowledge good points made previously, or to elicit a summary. When practiced artfully, questioning can play a central role in the development of students' intellectual abilities.

Questions are crucial to learning. Questions not only elicit responses, they also provoke further questions. The asking of question is one of the basic ways by which the teachers stimulate student learning. Asking, working with and answering questions are at the heart of facilitating learning. Much teaching does not work because it consists of answering questions, which the learners have not asked.

Helping them to learn to ask good questions for themselves will help them to continue to learn. Questions, which are used to achieve well-defined educational objectives, help emphasize the

process of learning. Questions are hindrance to student learning when poorly employed by the teacher.

### **Levels and Types of Questions**

Different types of questions have their respective and appropriate uses. Questions need to be framed with a view to their purpose. On the other hand, it should be appropriate to the learner's level of knowledge. The teachers should have the perception to select the appropriate types of questions when they are teaching. The types of questions and manner in which questions are asked have a direct impact of the effectiveness of the questioning.

Given the important role of questions in teaching and learning, the educational psychologist Benjamin Bloom developed *Bloom's Taxonomy* in 1956. This taxonomy of Cognitive Domain, a classification system for cognitive abilities and educational objectives can be used as a method for collecting evidence about our own questioning strategies. It can be used as a framework to analyze the questioning strategies. Since its inception, Bloom's Taxonomy has influenced curriculum development, the construction of test questions and our understanding of learning outcomes. It has helped teachers to match the questions they ask with the type of thinking skills they are trying to develop, and to otherwise formulate or clarify their instructional objectives.

### ***Lower Level and Higher Level Questions***

Bloom grouped these behaviors into six categories that ascend in their level of complexity from: (1) Knowledge, (2) Comprehension, and (3) Application at the lower levels to: (4) Analysis, (5) Synthesis, and (6) Evaluation at the higher levels. These categories provide a framework for classifying questions

that prompt students to engage in these different thinking behaviors, and thus a tool for reflecting on our own questioning strategies used in teaching.

Advanced planning of the teacher is required if this educational objectives to be successful. Key questions have to be planned in order to provide structure and direction for the students. It is necessary to decide in advance the concept upon which the questions will be based and the purpose of each questions should pertain to material, which is fundamental to the concepts or principles being thought. It is an important to determine what level of educational objectives to be achieved and where in the teaching the questions will be asked before formulating the actual questions. The teacher must be aware of the types of questions which can be posed, the cognitive level to which they relates, and when to use each types of questions for the success of this process.

Lower level cognitive questions evaluate student knowledge and comprehension through review and summarization techniques and thus give a good feed back on student learning. High-level cognitive questions encourage critical thinking, problem solving and stimulate student to assume greater responsibility for seeking information on their own. While it is important to utilized questions of all cognitive levels, the grater proportion of questions should aim to develop the cognitive skills of application, analysis, synthesis and evaluation.

Factual recall questions require specific information and may be used to test mastery of basic information and to construct a discussion. At the simplest level this kind of questions is often associated with such word as define, recall, write, repeat, record, list, identify, measure etc. Comprehension questions require the student to demonstrate understanding in addition to mere recall. They are often associated with such word as restate, discuss,

recognize, explain, express, identify, locate, report, review, justify etc.

Application questions require the use of the concept or principle in a context different from that in which it was learnt. It is often associated with such words as translate, interpret, apply, demonstrate, illustrate, employ. Analysis question determine whether ideas are similar or dissimilar, unrelated or contradictory. Distinguish, analysis, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, inspect, debate, question, relate, solve, examine are the most commonly used words in this level.

Synthesis questions put ideas together in a new way to formulate hypotheses, plan courses of action, and design experiments. It is often associated with such word as compose, plan, propose, design, formulate, arrange, assemble, construct, create, design, setup and organize. Evaluation question requires judgments, value or choice based on comparing of ideas or objects to establish standards. Students must use specific criteria to assess situations or to justify previous responses. It is often associated with such words as judge, appraise, evaluate, rate, compare, value, revise, score, select, choose, assess, estimate, measure, criticize, etc.

Lower level questions are the questions, which test the knowledge, comprehension and simple application levels of the taxonomy. Usually, lower level questions appropriate for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, reviewing and summarizing content. Higher-level questions are those requiring complex application, analysis, synthesis and evaluation skills. Questions at higher levels of the taxonomy are usually most appropriate for encouraging students to think more deeply and critically,

problem solving, encouraging discussion and stimulating students to seek information on their own.

Typically, the teacher has to change the level of questions even within the single class period. For example, if the students give inadequate or incorrect answers for the high level questions, teacher might move to questions at a lower level of the taxonomy to check whether student know and understand material. If student cannot answer those questions, the teachers might have to change their teaching strategy. If student can answer lower level questions, the teacher must choose a teaching strategy with more complex higher-level questions.

The taxonomy of educational objectives is introduced as a tool, which is helpful for defining the kind of thinking skills teacher expect from students and for helping to make agreement between the teachers' goals and the questions they ask.

### ***Open and Closed Questions***

Open question possesses the characteristic of stimulating student participation in the learning process. They may have more than one acceptable answer, many of them, which are not anticipated by the teacher. It can be used to stimulate different thinking and generate a variety of responses to challenge student to consider other options or to formulate alternative hypotheses. Before starting a topic, open question can be used to check the pre knowledge and views of the students. Towards the end of the class, open questions might be useful for directing student to think further on topic or subject. They tend to start with words such as how, why, when, where, what, who and which.

A closed question has a limited number of acceptable answers, most of which will usually be anticipated by the teacher. These can be used to test for specific knowledge of facts. At the

beginning of the class, a specific closed question may be less effective and may less encourage responses from students. Closed questions may be more effective to courage the shy or less able students. A closed questions can be recognized easily because it usually starts with words such as do, is, can, could, will, would, shall and should. Both open and closed questions may be at any level of the taxonomy.

### **Skills in Questioning**

Questioning is one of the essential skills for any good teacher. Skill in asking questions depends on an awareness of the purpose, the direction of questions and the ability to use a variety of question to suit different purposes and to make different demand. Most teachers think the questioning is so simple and easy that anyone can do it right. However, the teacher must be skilled questioner to be effective. Questions have to be asked strategically and devised carefully. Effective questioning skills can be learned, but the teacher must make the commitment to develop and practice these skills. In addition, the attitudes, behavior and interpersonal skills of the teacher will determine the success of these techniques as with other interactive learning strategies.

### ***Planning Skills***

Well planned, organized in a logical sequence questions play an important role in teaching. Teachers have to decide their goals and objectives for asking questions. It will help them to determine what level of questions they will ask.

One good strategy is to start with convergent questions and then continue with divergent questions. Be sure the question is clear in your own mind. Thinks through what you want from the student before you ask the questions. It is important to ensure

that the questions are specific in nature, well phrased and concise. The task must be clear to the students. Select the content for questioning. Choose material, which you consider important. Student will study and learn based on the questions you ask. Ask questions, which require an extended response or at least content answer. Teacher should plan to ask only one question at a time. Multiple part questions (run on questions) are confusing and are likely to result in student misunderstanding. “Yes” or “No” questions encourage students to respond without fully understanding or thinking through the issue. Closed questions should be followed by other questions to determine the thinking process of the student.

When planning your questions try to anticipate possible student responses. They will help in your planning by forcing you to consider whether phrasing is accurate, whether question focus on the goal you have in mind, and whether you have enough flexibility to allow students to express ideas in their own words. Until you are quite skilled at classroom questioning, you should write your main questions in advance. Arrange your list in some logical sequence. However, there should be some flexibility in the questioning and its presentation. Anyway, having a prepared list of questions will help to assure that you ask questions appropriate for your goals and representative of the important material.

### ***Interactive Skills***

Effective use of communication skills by both teachers and students is more positive to the development of positive interaction in the classroom. In order to do this, student should feel free to ask questions and answer questions, they should not feel threatened by giving an incorrect response. Physical setting, teacher attitudes, creating an accepting atmosphere, wait time after asking questions, effective use of probing and answering to

students' questions are the some of the main components of successful interaction, and are explored in brief.

### **Physical Setting**

The teachers need to be aware of the setting of the room in which they teach. Make sure everyone hears the question when you ask a question and students can hear the questions and answer when other student ask and answer questions. Repeat it if necessary but don't make a habit of simply repeating every question. If you teach in a large lecture hall and want to encourage participation, it is good idea to move students close to each other and closed to the front of the room. However, it depends on the seating structure and availability of the other facilities. Teacher can facilitate interaction in a small group by arranging students in a circle so that they face each other.

### **Attitudes of the Teacher**

Be aware of how your behavior and comments can set the tone for questioning. Students quickly perceive behaviors of the teacher, which are inconsistent with, or negate an interactive learning process. The student must feel free to ask and answer questions without the fear of an adverse response even he or she provides an incorrect response. Teacher should not give the negative answers. If the teacher provides the negative answers, students discourage to ask the further questions. Generally the teacher should listen to the student, encourage them to continue.

### **Creating an Accepting Atmosphere**

Ask questions of the entire class and try to encourage all students to participate. The advantage of calling on only volunteer is that it may be less threatening. Disadvantages of calling on only volunteer are that a small number of students will

be answering all your questions. There are some arguments on calling students by their names. When calling student by names, this avoids confusion as to who was called upon. It helps to create a positive climate where students feel you know them as individuals. Anyway, it is possible to call specific student by name in a non-threatening manner by speaking in a tone of voice, which is friendly. Use positive nonverbal cues while calling on the person, smiling with eye contact. If student is incorrect or cannot respond, accept him without insulting him. Do not pause too long times between response and nomination, if the student cannot respond.

In order to encourage non-participants, call on specific students to answer questions. When you call on a student before the question is asked, every other student is free to ignore the question. Avoid looking down at notes after asking a question. You should be looking for volunteers and noting confusion or understanding of students. Your non-verbal reactions should complement your verbal responses. After starting the question, pause while everybody has a chance to think of an answer, and then direct it to someone at random to response. Beware of the student who dominates in the class by asking or answering all the questions.

Try to encourage other students to respond by suggesting others volunteer or by calling on non-volunteers. Give student an opportunity to ask questions. Sometimes students so confused they cannot even formulate a question. In addition, many students will not participate because they do not want to make mistakes in front of their peers. Avoid asking all of your questions at the end of the session. If a student was lost at the beginning, he or she has missed an entire session by the time you have asked a question. Students may also be less willing to answer at the end of the session, as they are getting ready to leave.

### **Wait Time**

A common problem that occurs when questioning students is the lack of time provided to them in order that they may collect their thoughts and responds. That is called wait time. This is the one factor, which have powerful effect on student participation. Research on questioning and information processing indicates that student need at least 03 seconds to comprehend a question, consider the available information, formulate the answer and begin to respond. Some findings says teachers should provide a wait time of at least 10 to 20 seconds after any question, before any student is called on to answer it. Anyway, the same research revealed that the average wait time, when the teacher waits at all after a question is less than a second.

On the other hand, too much wait time can also be detrimental to student interaction. Experts say that students perceive waiting more than 20-30 seconds as punishing. When no one seems to be able to answer a question, more wait time will not necessarily solve the problem. The amount of wait time depends on the types of question posed and students' characteristics such as familiarity with content and past experience. Generally lower level questions require less wait time, only three seconds. High-level questions may require five seconds or more.

### **Effective Use of Probing**

Effective use of probing is one of the most important questioning skills. If some students do not provide a complete answer, he or she knows a partial answer. In some cases, teachers need to have broken down the question into simple questions. Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow on or leading

questions to help the student answer the initial question or to provide a more complete answer. Probing means going deeper, it can sometimes be painful to both the students and the teacher. It requires patience on the part of the teacher.

### **Answering To Students Questions**

Answering to the student questions is another questioning skill. There are two main types of responses to students' questions: answer the questions, and help the students to answer the question for them. In answering the question, the teacher has to decide in how much detail to answer. A good first step is to check that you have understood the question. Once you have the question clear, try a short, direct answer and then check whether this does it for the questioner. If it does not, you should check how many other people have this question now, before you launch into a longer answer. Anyway, when you answering, maintain eye contact with the student. Use nonverbal gesture to indicate your understanding, confusion or support using head nodding, facial expression, hand gestures that signal the student to continue.

On certain occasions teacher may decide to postpone answering a question, when they are very short of time, especially if the answer is complex or when the material will be covered in an upcoming session, or when the answer is of interest to only a few students. When the material is covered later, call it to the student's attention: "here is the answer to the question you asked before." If the answer will not be covered during the course, the best way is to answer it after the class or make an appointment to get together with the student sometime. As well as giving an answer, also tell the questioner where they find more information. By doing this you very clearly communicate to all of the students your willingness to try to answer their questions. Generally, you should answer more questions than you postpone

or you are likely to find the students asking fewer and fewer questions.

Teacher has responsibility to discourage inappropriate questions. Usually students ask questions because they wish to learn, but sometimes student will ask a question to sidetrack the class, to get attention, or even to embarrass the teacher. Handling such questions presents a dilemma. If you treat them like other questions, you may encourage the student to ask more of the same, but if you turn that student down abruptly, you may discourage not only that student but also the rest of the class from asking any kind of question. In reacting, it is probably best to indicate tactfully that the question is inappropriate. Teacher can ask: "any questions about the material we covered?"

Other thing is you have to acknowledge when you do not know an answer. If you do not know the answer to a student's question, you say so. Although one of the roles of a teacher is that of "expert" and "information source," admitting that you do not know the answer to a question will probably not damage the students' confidence in you. In fact, giving the students clues about how certain you are of your answers is likely to increase their confidence in you. On the other hand, if you try to fake it, there is a good chance the students will find you out and your credibility will be seriously damaged. Unless the question is tangential to the objectives of the course, we recommend that you assume responsibility after finding the answer to questions you do not know and report to the entire class.

In not answering the question, you will have met this favorite teacher's trick: "that is a really interesting question!" What do you think? What do the others think?" Reflecting the question back to the questioner carries a number of messages. It suggest that questioning is an important part of learning. It suggests that learning can be a collaborative one. Answering the question

conveys information and meets the students' immediate expressed need. Not answering the question help the students to reflect on and extend their current understanding.

All these suggest that questing is an effective way of interaction and turns the teaching into two way process. It relieves pressure and strain of class room activity of both teacher and learner. Questioning time can becomes a lecture break or time to stretch. Appropriate question posed at the correct time is an effective way of informal feed back. However, effective questioning is an art that is essentially mastered by every good teacher.

## MOTIVATIONAL TECHNIQUES IN TEACHING

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### **Motivation: Definition and Functions**

It is cited that: “motivation arouses interest and is the mother of attention and attention is the mother of learning; thus, to secure learning, you must first catch the mother, grand mother, and great grand mother”. This indicates that motivation is one of the most important psychological concepts in education, and has, in fact, shown to be related to various learning and performance outcomes. Motivation is the very heart of the learning process. It determines the effectiveness of one’s learning. There are a large number of research studies, which have been conducted to examine its impact on learning outcomes.

The word motivation is derived from Latin word ‘*movers*’, which means to “move”. Thus, motivation is an internal force that accelerates a response or behavior at any given point of time. Learners, other things remaining the same, vary in the extent to which they are willing to direct their energies in the attainment of goals, due to differences in motivation. With a view to having a comprehensive understanding of the term motivation, the following definitions can be extracted from the literature:

“The central factor in the effective management of the process of learning” – *Kelly, W. A. (1955)*

“As an energy change within the person characterized by effective arousal and anticipatory goal relations” – *McDonald, F. G.* (1972)

“The self-actualization tendency is growth motivation. Self-actualization is the development of personality, which frees the person from the deficiency problems of growth. Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs – *Maslow, A. H.* (1954)

“Motivation is considered with the arousal of the interest in learning and to that extent is basic to learning” – *Crow, L. D. and Crow A.* (1962)

In light of these, the functions of motivation can be explored as to: (a) arouse interest of the students in learning; (b) direct interest of the students in learning; (c) initiate interest among the students in learning; (d) sustain interest of the students in learning; (e) energize activity of the students in leaning; (f) arouse, accelerate, direct and sustain the behaviour of the learner; (g) arouse the tendency to act and produce results by the leaner, and (h) release the tension of the leaner.

### **Types of Motivation**

There are two types of motivation are identified in literature, called: (1) “Extrinsic” or “External”, and (2) “Intrinsic” or “Internal”, and are discussed below.

#### ***Intrinsic Motivation***

Intrinsic motivation can be defined as "the fact of engaging in an activity for itself, and the pleasure and satisfaction derived

from participation”. If a person is intrinsically motivated, they will perform the behaviour without any material rewards or external constraints. An example of intrinsic motivation would be reading a book for the pleasure of learning something interesting. It has been suggested that there are in fact three different types of intrinsic motivation, which can be identified as intrinsic motivation to know, to accomplish things and to experience stimulation.

The first type of intrinsic motivation refers to the intrinsic motivation to know. This type of motivation occurs when someone performs an activity for the satisfaction and pleasure that one experiences while learning or trying to understand something new. The second type of intrinsic motivation (intrinsic motivation toward accomplishments) occurs when someone engages in an activity for the pleasure and satisfaction experienced when one attempts to accomplish and create something. The final type of intrinsic motivation, known as intrinsic motivation to experience stimulation, occurs when someone engages in an activity because one wishes to experience stimulating sensations (such as sensory pleasure, aesthetic experiences, as well as fun and excitement) which are derived from one’s engagement in the activity.

### ***Extrinsic Motivation***

Extrinsic motivation refers to a range of behaviour, which is not engaged for its own sake, but as a means to an end. Originally, it was thought that extrinsic motivation referred to behaviour that could only be prompted by external contingencies such as rewards. However, three differing types of extrinsic motivation have now been proposed, namely: external regulation, introjection and identification.

“External regulation” corresponds to extrinsic motivation as it appears in the literature. This type of motivation occurs when behaviour is regulated through external means (usually through rewards or constraints).

Under the “introjection”, the formerly external source of motivation has been internalized such that its presence is no longer needed to initiate behaviour. The source of control is now within the individual, and behaviour is reinforced through internal pressures such as anxiety or guilt. It is important to note, that this type of internalization (internal to the person) is not a genuine case of self-determination as it is limited to the internalization of external contingencies.

Thirdly, “identification” is in operation when the individual comes to value and judge the behaviour as important and, therefore, performs it out of choice. In this case, while the activity is still performed for extrinsic reasons (for example, to achieve personal goals) it is actually internally regulated and self-determined.

### **Motivation Categories in Teaching**

Two parties with full minds are involved in the teaching process. One is the “teacher” the other one is the “students”. They have two objects even though they are in the same field. The teacher must be interested in what he is teaching and in the children whom he is teaching. If he is not interested in the work himself, he can never motivate the class. It may be said that a teacher who has been teaching the same subjects to the same classes for years tends to lose interest. However, this is not the fact. The subject matter may be the same but the students are not the same. However, even the subject matter is changing and developing moreover, with experience the teacher will discover new approaches and methods of teaching the same subjects.

The findings of recent research into particular area indicate that the single most important factor in student performance is “teacher’s quality”. Some researchers contend that teacher quality accounts for twenty times more of the variance in student achievement than any other factor, including socioeconomic status. By common consensus, “quality teachers” are those who: (a) really know their subjects; (b) with good basic writing skills, mathematics, and oral presentation skills; (c) with high expectations of their students; (d) are enthusiastic about teaching and motivated, and (e) can motivate most students to learn.

The other one is “students’ motivation”. Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge and stimulate them. The below show a number of ways, those students do for motivation:

- Know why it is worthwhile to study a unit of instruction. If it is not obvious what you can do with the information, you can ask from someone. When you find reasons, relate them to things you care about! You can study any subject more effectively, if you have a personal intrinsic interest in it.
- If you cannot find an intrinsic reason to study a unit of instruction, try to find an extrinsic incentive, for example make a game out of it or find a way to relate it to some other goal.
- Be aware that a subject matter doesn't have to be the most important thing in the world to make it worthwhile.
- Admit the possibility that the intrinsic value of some subject matter may become obvious later in your life.

- Make it easier for your teachers to do their part in motivating you. You can do these by communicating with them, by establishing rapport, and by helping, they understand your individual and group needs.
- Find out exactly what the goals are for a unit of instruction, so that you can direct your own energies as efficiently as possible toward reaching those goals.
- Look for “cause and effect” relationships between your own actions and attaining success. Then repeat in the future, what has worked in the past.
- Vividly fantasize using academic skills in realistic or enjoyable settings.
- Don't overemphasize competition. It is unreasonable for everyone to expect to be the winner in every competition. Usually, for one person to win, many have to try to win, but lose. Often, it is better to compete with your own past performance than with the performance of other students.
- Realize the value and pleasure of cooperation in learning situations. Sometimes, it is more fulfilling to help your group reach a goal than to surpass the other members of the group at attaining that goal.
- Try to learn in a setting that is likely to arouse positive feelings and emotions. Most importantly, avoid conducting learning activities in settings that are likely to evoke negative feelings.

### **Motivating Students: Techniques and Tips**

There is no single magical formula, unfortunately, for motivating students, since many factors affect a given student's motivation to work and to learn, for example interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. Not all students are motivated by the same values, needs, desires or wants. Some of your students may be motivated by the approval of others, and some others by overcoming challenges.

Students in class room learning need constant motivation from the teachers to obtain optimum use of their development. The needs are the basis of motivation. Therefore, techniques that the teachers employ to arouse and maintain motivation will be successful only as far as they make them perceive that progress is being made towards need-satisfaction.

Since individual students differ in regard to their specific needs according to their personality patterns and socio-economic background, the teachers will have to vary their motivational techniques and employ them judiciously. In other words, every individual student should be led towards a goal that she is aware of and will want to attain.

These goals should be within each student's reach, and should seem attainable to him. The student should be able to judge whether she is attaining her goals and how he is finding it short. Also the teacher should not rigidly and strictly adhere to one technique of motivation but he should make use all techniques judiciously and scientifically. Below we explain some important techniques.

### ***Stimulus Variation by the Teacher***

It has been generally observed that children are not able to attend to one thing for a very long period. The effectiveness of the “teaching – learning process” in such a situation depends largely on the stimulus variations used by the teacher in the classroom, which fall under the factors such as teacher movements and gestures as well as changes in speech pattern, sensory focus and in postures.

### ***Rewards and Punishments***

These are also termed as reinforcing factors, and the process of giving rewards and punishment is known as reinforcement. Rewards, whether material or symbolic and psychological, enhance and satisfy child’s safety, belonging and esteem needs, and as such are capable of acting as incentives. Material rewards seem to work better for poor children and symbolic rewards seem to work better for children from rich homes. Merits rewards seem to create healthy competition for learning and work better for adults than material rewards. Thus, a reward in order to act as an incentive must be perceived by the learner as being of some value.

As extrinsic motivator, rewards may, however, become an end in themselves, and the child may not develop any intrinsic impulsion to identify himself with the learning activity. Therefore, the students should be expected to perceive that successful performance is more important than any extrinsic incentive like prizes, marks and certificates. Intrinsic learning takes place when the individual is motivated without rewards etc.

### ***Reinforcement: Praise and Blame***

These may be grouped into number categories, including:

- (a) *Positive verbal* reinforcement – following a student’s answer to the teacher, you can verbally indicate the pleasure at the student’s response by the use of words like “fine” “good”, “excellent” and “correct” etc.;
- (b) *Positive non-verbal* reinforcement – these include “nods” and “smiles” and teacher’s friendly movements towards students such as “friendly look” and “writing student’s responses on the blackboard”;
- (c) *Negative verbal* reinforcement – this includes comments like “no”, “wrong”, “not good”, “poor”, and “of course, not” etc., and
- (d) *Negative non-verbal* reinforcement – this comprises gestures such as “sneering”, “frowning”, “expression of annoyance”, “impatience”, and “impatience” etc.

### ***Teaching Skills***

Teaching skills of the teacher greatly influence motivation. It is not easy to give an exact number of teaching skills involved in motivating students in the class. Commonly identified skills in the teaching learning process may be skills in introducing the topic, putting questions, dealing with students answers, stimulus variations, use of blackboard or the chalkboard, handling teaching aids and other equipments, non-verbal cues, use of illustrations and examples, exposition of sub matter, explanation, closer of the lesson, and use of appropriate methods of teaching.

### ***Connect Academic Requirements to Real World Situations***

The media are full of true stories that demonstrate the application of knowledge from various academic areas to real

world problems. When students see that the content covered in their coursework can help to explain how actual, high-profile problems were created or solved, they can sense the real power of academic knowledge and its potential to affect human lives.

***Offer Students Meaningful Choice Wherever Possible***

One intriguing element that teachers can explore to increase student motivation is that of choice. It appears to be a general principle that when students are offered some degree of autonomy and choice in selecting or carrying out an activity, they are more motivated to take part in that activity. Of course, the teacher must decide to what degree they can build choice into academic activities. As examples of how choice can be applied in the classroom, teachers may permit students to select the order in which they will complete several in-class or homework assignments, bring a book of their own choosing to a session with a reading tutor, be given several short timed breaks during a work period, and allowed to choose when to take.

***Reduce the Effort Needed to Complete an Academic Assignment***

Recent studies carried out in this area indicate that the amount of effort needed to undertake an activity (effort threshold) will play an important role in how a motivated person attempts the activity in the first place. If a task is made more difficult, it is likely that people will be more likely to put off trying the task. If a task is made easier, people will more willingly attempt it.

Teachers can use this well-documented (and common-sense) fact to increase a student's willingness to engage in academics. Some examples that show how reducing the effort connected with a learning activity can lead to greater student participation are:

- (a) A difficult and complex task (e.g. researching and writing a term paper) can be broken down into easier-to-accomplish sub-steps for the student to complete as separate assignments;
- (b) A peer helper may assist a student who is chronically disorganized to set up and clean up their work area each day, making the task less time-consuming, and
- (c) If a child typically does not read for entertainment and will not go to the library for a book, teacher can leave interesting chapter of a book around in the class for the students to read.

***Make Learning Fun!***

Teachers always use game-like formats to liven up academic material and engage student interest. A teacher may decide, for example, to have a class review for an upcoming test by playing a game that follows the format of the TV game show “Jeopardy” where a teacher presents test review items and requires competing teams to try to phrase questions for which review items are logical answers. Humor and fast-paced instruction are also methods for making learning more lively and interesting.

Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators and other members of the community should possess, if our educational system is to prepare young people adequately for the challenges and demands of the coming century. The way these various groups of individuals generate and use motivation differs greatly. Students need motivation to learn and parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school

administrators need it to ensure that every facet of the schools they manage continues to improve.

Despite much excellent researches were carried out during the last two decades, there is still a great deal we do not know about motivation. It remains a mystery, because we all have it, but we all exhibit it at different times, in different degrees, in different ways, and in different contexts. One aspect of the school administrator's job is to discover and nurture of motivation among all the different individuals involved in the educational process. Motivation must be rewarded, increased and sustained at all levels.

## **TEACHING TECHNIQUES FOR EFFECTIVE ADULT EDUCATION**

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### **Introduction**

Teaching techniques are the ways in which the information to be learned is presented and these techniques vary in terms of the medium of presentation (textbook, video and computer, etc.), structure of the program, conduct of the teacher, and procedure used in progress monitoring and testing. Teaching technique is affected to the efficiency of the teaching process of any type of teaching. Therefore, it is very important to select the best suited teaching technique(s) by considering the available facilities and resources. As per the findings of education research, the suitable teaching techniques are directly proportional to the development process of the education.

The following questions, amongst the others, can be asked before selecting a specific teaching technique:

- (a) Does the technique allow adjustment according to the needs of different learner?
- (b) Does it encourage the learners to become actively involved in learning?

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- (c) Does it adequately cover the material so that it is learned by all the learners?
- (d) Does it adequately monitor the learners' progress?
- (e) Does it permit extra assistance to the learners who require it?
- (f) Does it allow an adequate amount of time to practice and integrate the skills?

The teaching technique that is best for the learners is often not economically feasible, especially in terms of adult education. It is an expensive process. Similarly, the teaching resources best suited to the learners, such as the latest technology, may not be available to the teacher. Hence, teachers must find the best techniques based on the resources available to them.

### **Definition for Adulthood!**

Adulthood is the result of physiological and psychological development of the human being. Generally, this stage is achieved after a certain age. However, the adulthood age can be varied according to number of factors, including the cultural, social, political and legal status of the society, and sexual maturity can be considered as only one of the requirements for human adulthood. If a person is been considered as an adult in face of law, society will also consider him as an adult. However, that age limit may not always tally with the physiological and psychological development of that particular person.

There are many social or political requirements and necessities to come up with adulthood, including, for example, the appropriate age for marriage or recommended age for voting. Therefore, it is unable to define the exact date or year when one

reaches the status of adulthood. Furthermore, adulthood of the human beings is based on beliefs, wishes, validation of the society, law and essential values, and the power and privilege of person of that particular society.

Hidden characters are more important in adult education or training. They are the results of the psychological maturation of them. When one person becomes an adult, he may achieve certain psychological status. This status is achieved because of the education, and social experience that he gains. Though this psychological level is specific to each other, some common characters can also be identified as follows. In general, adults believe that they have the ability of taking self decision because they received a kind of formal or informal education, as well as experience through living. Furthermore, they like to behave as they believe or they understood.

One of the important differences is that adults have accumulated knowledge and experience that can either add value to a learning experience or hinder it. The adult may accustom to some attitudes because of getting education and social experiences. Therefore, it is very difficult to change attitudes of adult and understand them because their attitudes are not visible. Adults are clever to hide anything and deceitful. They talk something and do another thing. Therefore, the adult trainer should clearly identify above behavioral characters of the adults.

### **Different Types of Education**

*Encyclopedia Britannica* defines education as the: “transmission of values and accumulated knowledge of a society to next generation”. The basic principle is that “the behavior of every person depends on his education”. The adult education is not considered as the result of school or formal education and consists of skill, knowledge and value that they gain. Humans get

education through their sensory organs and absorbing capacity depends on their intelligence levels. This process is called “learning”, which is specific to each person and depending on the sensitivity of sensory organs and the level of brain.

Broadly, there are three methods of education, including: (1) formal, (2) informal, and (3) non-formal education. The formal education is, of course, the most traditional method, which provides education on specific subjects using prescheduled medium and method of education for a target group under a fixed time frame. It is education method frequently used in secondary schools and higher education institutes. Here the target group, learning objectives, intended learning output, and transferring level of knowledge, have been identified by the education specialists. The exercises and examinations, proper assessment criteria and some pre-requisite conditions are the specific features of formal education.

Informal education is the second major type of education, which is defined, in general, as learning by exposing to the physical and social environment without any preparation or plan. Education specialists and some philosophers like Confucius, Plato, Sir Thomas Muar, and Benjamin, forward their thoughts about education in a number of ways, for example “education is the continuous process activated up to the end of the life”, “the surrounding environment and society may act as a school for individuals and the individuals as teachers”, and these sayings can be considered the base for informal education. Though one does not get any formal education, he might get some essential knowledge for living by exposing to nature and society because of informal education.

The formal education is the result of the informal education. The result of the informal education is highlighted in the revolution process of human being from the stone era to the

shepherd era. We can consider the Newton's theory on gravity because of informal education, because there was no plan or preparation to learn the law of gravity until Sir Isaac Newton came under the apple tree. Before this incidence, apples were fallen the trees, but Newton was able to develop an important theory to the world. It is clear that the out put of the informal education can vary from person to person. On the other hand, now days, we learn Newton's laws through formal education. It is a good evidence to prove that "The formal education is created by the result of the informal education".

Once informal and formal education was separated from the whole education system, the rest can be considered as the method of non-formal education, which shows features of formal and informal education. With regard to the non-formal education, there is no complete structural program, designed curriculum and schedule work plan with proper time frame, as formal education. However, it consists of certain level of structure, out line of course details, and work plan with flexible time frame. The non-formal education is the education method, which is mostly used in adult education. It deviates from the formal education, because of its irregularity. Generally, non-formal education deviates from class rooms, lectures, exercises, pre schedule subject contents and use simple and flexible education procedures. The informal education does not have objectives, but non formal education has certain objectives and work plan.

### **Adult Education**

Adult education is the practice of teaching and educating adults. This is often done in the workplace or through "extension" or "continuing education" courses at secondary schools, or at a college or university. Other learning places include folk high schools, community colleges and lifelong

learning centers. The practice is also often referred to as “training and development”.

There is no schedule in informal education; therefore, it is difficult to include it for adult education system. The formal education, which has strong structure, does not also suit to the adult education; because specific adult characteristics, which have been discussed in the previous paragraphs, do not tally with it. The non formal education methods, which provide self participation ability, are considered as the best teaching methods for adult education. The types of adult education can also be classified as follows:

- (a) Education for *vocational, technical and professional* competencies – this may aim at preparing an adult for a first job or for a new job, or it may aim at keeping him up to date on a new development in his occupation or profession.
- (b) Education for *health, welfare, and family living* – this includes all kinds of education in health, family relations, consumer buying, planned-parenthood, hygiene child care and the like.
- (c) Education for *civic, political and community* competence – such education includes all kind of education relating to government community development, public and international affairs, voting and political participation and so forth.
- (d) Education for “*self fulfillment*” – such education embraces all kinds of liberal education programs, for example education in music, arts, dance, theatre, literature, arts and crafts, whether brief or long term. These programs aim primarily at learning for the sake of learning rather

than at achieving the aims included in the other categories.

- (e) *Remedial* education – such education is obviously a prerequisite for all other kinds of adult education and thus as a category, stands somewhat apart from the other types of adult education.

### **Teaching versus Training**

Traditional method of teaching is not successful in adult education. In teaching the lecturer, teacher, or tutor has a formal leading role and become the ruler. The adults do not like such as education system. On the other hand, the word “teaching” helps to remember their previous school era. If there were any flair condition of school education, it will affect the low interest of this adult education program also. Therefore, “teaching” is not suitable for the adult education.

The “training” is the mostly used word in adult education. There are some differences between teaching and training. In teaching, teacher is considered as known and student as unknown. Then knowledge is transferred from known to unknown. In other words, students become followers of the teacher or lecturer showing features of teacher centered education system. In trainings, the trainer shares his experience with the trainees. It helps to maintain the equality, develop the trainer-trainee relationship. This is very important feature of the adult education.

The teaching is the method centers on the teacher, while training centers on students, which fulfill the requirements of trainees. The process of “identification of trainee requirements’ is very important in planning of adult training programs. In this background, the trainer has to work for the fulfillment of

trainees' requirement instead of the trainer's prescheduled program. Training is not based on the exact problem, but there may be common requirements. However, the training programs are started based on the common problems; it helps to increase the attractiveness of adults for training.

Teaching and training are formal and non formal methods of education respectively. Though teaching consists of prescheduled structure, training is not so and it can be changed considering the requirements of trainees. Teaching is evaluated by exams, any type of exercises or any other evaluation methods that can be decided by the teacher. Meanwhile the evaluation of training is a long term process; if it is successful, the training problem should be solved. In teaching, students have to go through the examinations if not they are not eligible to pass or obtain certificates. In training, there are no such limitations and voluntarily participation can be identified.

### **Teaching Techniques**

There is a large number of teaching techniques used in adult education. Some of the most important and effective techniques are discussed and assessed below.

#### ***Lecturing***

One of the most common teaching techniques in adult education is the lecture method. It is the most economical method of transmitting knowledge, but it does not necessarily attract the student's attention or permit active participation, and provides a mostly one-way conduit for information, from the instructor to the student. For the student, lecture is a passive way of acquiring knowledge, akin to reading. However, lecture can still be the most effective choice in the proper circumstances.

Lecture has many advantages. Most adults recognize and accept this method. Content can be presented clearly, precisely, and in logical order. Lecture can reach large groups, when other methods are not practical. There are some limitations in lecturing methods also. Most theories of adult education urge a learner-centered approach, while lecture is teacher-centered. If the lecturer is not enthusiastic and motivated, learners may have trouble staying engaged.

One can use a number of techniques to enhance the quality of a lecture, including: development of a better learning environment, limit the amount of information to a bearable level, speak clearly and slowly, use conversational tones, and conclude definitively. It is well accepted in education methodology literature that adult learners cannot process more than 15 to 20 minutes of lecture at a time, and in a conventional 50 minute lecture, the interest of learner declines after the first ten minutes and increases in the last ten minutes.

### *Discussion*

Discussion permits students to participate and actively engage in their learning. Unlike lectures, discussions do not focus mainly on the teacher. The instructor does not dominate the learning situation, but instead, facilitates collaborative learning. Learner collaboration is a hallmark of adult learning according to most theories. Therefore, discussion is a mainstay of most adult educators. Discussion not only helps teaching material, but it also develops the thinking process, promotes a positive attitude towards learning and develops interpersonal skills. Group discussions foster interaction between students whose skills, attitudes and interests differ and allow the students to use democratic leadership skills to lead the direction of their discussion and participation. In this manner, discussion sessions

help students extend their knowledge through higher-level independent thoughts.

Discussion is not practical with more than 10 or 20 learners. Another limit is that some learners' participation is reduced due to shyness or introversion. More confident and outspoken learners can dominate the discussion. In addition, by establishing and moderating discussion themes teachers may prejudice the process, intentionally or otherwise.

### ***Grouping***

Grouping is a common teaching technique, especially used in adult education place trainees together in groups within the program to improve the learning conditions. The trainer follows a detailed program of instruction and then the groups work together to respond to the questions presented to them.

Grouping allows trainer to place trainees of the same achievement level together, making it easier for the trainer to work with them. On the other hand, cooperative learning groups place trainees of different abilities together, so that trainees within each group can help each other. These groupings are often effective in raising adult's achievement while improving the interpersonal skills.

The recent trends of "streaming" and "tracking", i.e. grouping trainees according to age and intellectual ability, have promoted much inquiry. It has attracted both ardent support and extreme condemnation. The uniformity created by putting trainees with their intellectual peers makes teaching more effective and learning more pleasant. Those opposed to streaming believe that it has a negative effect on the psychological and moral states of trainees in the lower streams.

### ***Demonstration***

Demonstrations are experiential methods of instruction. Like discussion, they cast learners in more active roles than lectures. But demonstration and simulation go far beyond the verbal limits of discussion. In addition to listening and talking to others, learners simultaneously exposed to real-world examples and situations.

This allows learners to understand complex information quickly, compared to lecture and discussion. It often engages several senses at once, and provides a variety for learners. This method has limitations, as well. For example, there should be relatively small classes. In addition, the teacher must be an adept practitioner of the demonstrated behavior to ensure its proper conduct. It is difficult to demonstrate illegible and complex concepts by demonstrations. Finally, the method of demonstration is relatively time consuming techniques, because it consumes lot of time to design, prepare, set-up and conduct.

### ***Simulation***

Simulations are similar to demonstrations and becoming increasingly popular in adult education for teaching new type of skills. Simulation shares many of the same benefits and limitations as demonstration. Though simulation is an experiential method of instruction, it goes a step further and creates conditions nearly identical to the actual situation. It transforms learners from passive observers to active agents. In some cases, learners cannot achieve proficiency without simulation. Computer simulations have become a favorite experiential teaching technique. Simulations can be very costly. However, some adult become techno-phobic, which is one of the limitations of this method.

### ***Case Study***

Case study is another experiential instructional method. In fact, it can be considered as a type of demonstration because it helps bridging the gap between theory and practice. It draws on real-world examples to illustrate, for example, concepts learned by reading and lectures. Case studies can precede instruction on principle and theory. Adult learners seek relevance and immediacy, and case studies offer actual or credible examples of situations they seek to understand and master. It is also understood that allowing adult students to draw on their own experiences or select their own case can increase the effectiveness of this method.

Case studies develop the practical thinking. However, this instructional method requires instructors to be expert facilitators. Extensive preparation may also be necessary. Case studies can help adult learners become proficient in analyzing and resolving complex problems.

### ***Critical Thinking***

In general, the field of adult education regards critical thinking as playing a key role in the learning process. As an instructional method, critical thinking can take many forms. Critical reading, discussion, debate, and modeling are some ways to teach critical thinking. Ideally, all methods of instructing adults should stimulate critical thinking. However, as a teaching method, critical thinking requires intellectually sophisticated learners. Compared to other domains of adult learning, critical thinking is the most elusive and intangible.

### ***Distance Learning***

Specific feature of the distance learning is the physical separation between teacher and learner. Synchronous methods, like interactive television or real-time online conferences, involve only this physical separation. Asynchronous methods, including correspondence courses and many online courses, entail a temporal separation as well. Internet-based adult learning is arguably the fastest growing area in adult education. Like other forms of distance education, it increases accessibility by removing barriers of distance and time. However, the effectiveness of the distance education has not shown any significant difference between traditional, face-to-face education.

Distance learning requires independent, self-directed students. Learners must supply the structure and discipline for effective learning. Dependent and less-experienced learners are therefore no best candidates for distance education. As correspondence courses wane in popularity, technological delivery methods are gaining. It can also become a barrier when not functioning properly. Some learners, especially adults over 60 years, are less comfortable with new technologies and must overcome this obstacle before they can learn effectively.

### **Additional Instructional Methods**

The number of adult instructional methods devised so far is not known. Like education theories, instructional methods and practices have proliferated along with the literature. As with learning theories, there is no consensus regarding which methods are more popular or effective. The extreme adult learning situations requires an equal set of learning methods. Suitability in a specific context is the most important criteria for selecting one method over another. Compared to the instructional methods

already mentioned, those alternate methods are not widely practiced.

Four of these alternate methods are learning contracts, portfolios, panels and mentorship, where each can offer specific benefits, and are summarized below.

### ***Learning Contracts***

Learning contracts allow learners to design their own course of study.

### ***Portfolios***

Portfolios allow learners to demonstrate proficiency in subjective ways, in contrast to teacher-administered tests and standardized assessments. Portfolios also allow adult learners to define their own evaluation criteria. In the business world, creative professionals use portfolios extensively to document and demonstrate their capabilities.

### ***Panels and Symposia***

Panels and symposia offer another method of adult instruction. Usually, several experts present their views and discuss subjects among themselves. As lectures, panels relegate adult learners to a passive role, even if they are allowed to ask questions at the end of the panel discussion.

### ***Mentoring***

Mentoring is typically a very informal method of instruction. The instructor establishes and maintains a personal, one-to-one relationship with the learner. Mentoring is not suitable for

groups, and most mentors only have time for one or a few adult learners. Though mentors can instruct in specific, practical ways, the main benefit is the emotional support and continuing motivation they provide.

## **EFFECTIVE CLASSROOM MANAGEMENT**

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### **Introduction**

Effective classroom management is a compulsory need of effective teaching. Hence, it is necessary to pay more attention to classroom management. Entire teaching and learning process depends on teacher's performance in the classroom. This phenomenon is common to all teachers that teach various subjects.

A teacher is required to observe all the relevant principles and techniques of classroom management. Then only the efforts to teach effectively will be successful and productivity will be impressive. It is true that teachers are competent enough and because, they know their subject well. However, the situation is quite different when they teach in their classrooms.

The crucial reason for this fact is that they hardly apply the classroom management techniques and principles when teaching. It is easy to be an academic reading all relevant books, magazines and newspapers and doing various researches, but difficult to be a competent professional. Therefore, all academics are not all competent professionals. Hence, they are all required to pay more attention to the following facts if they want to be competent and pragmatic professionals. The aim of the article is to motivate the teachers to acquire the effective classroom management

techniques and implement them while teaching in their respective classrooms.

### **Physical Arrangement of the Classroom**

Physical arrangement of the classroom is very important to effective classroom management. It should be well-cleaned and well ventilated. It should also be spacious enough to accommodate all the students so that they may feel that they are comfortable enough in the learning environment. Seating arrangements should be made so that all the students are capable of seeing the teacher. In addition, the other advantage is that the teacher can have the eye contact on each and every student. Leaving the students in fringe areas is another most important aspect that affects the classroom management. If the students are hidden or covered, teacher fails to reach them. When the classroom is spacious enough only, the teacher can easily move around the classroom, paying individual attention to students. She can also make easy access to the students so that he is able to have close relationship with them. This helps to maintain the proximity between the teacher and the students.

Teaching equipment also comes under the physical arrangement of the classroom management. Black board, white board, overhead projectors, multi media projectors and screens are the most common teaching equipment found in a modern classroom. Teacher should organize them so that the students will get the optimum benefit out of them. The students can easily see the black board, white board and the screen. Moreover, the size of the letters should also be clear enough for the students. Using the other visual aides in the classroom is also a very important aspect. Therefore, the teacher should display them in such a way that all the students can easily see them without any difficulty.

## **Group Activities**

For effective classroom management, group activities are indispensable, so the teacher is expected to organize them. This technique brings more advantages to the students. The most important advantage is providing the students with more communicative activities in the classroom. They are also independent enough to discuss with their friends and their communication skills are thus automatically enhanced. Backward students are usually afraid of the teacher and excited and nervous before her. However, when they are in a group, their mentality absolutely changes and tension disappears. They are found to be relaxed and comfortable in group activities. For this purpose also, there should be enough space in the classroom.

Teacher has to deal with two types of groups in a classroom. Sometimes they are large or small. According to the size of the class, teacher can decide what kind of group activity she should do with the students. Generally, each group may consist of 2 to 8 members along with the group leader. Group leader should be competent enough to deal with all members equally without creating any chaos among her members. Students are enthusiastic in being involved in group activities. There are many advantages for the students. The most important one is that they are independent enough to work with their colleagues and confident to solve problems by the group or with the help of the teacher. Teacher cannot help all students at once. This is a kind of assigning activities to the students with responsibilities.

The next significant advantage is that the students can be kept involved in an activity for some time. In a large group, some backward students can easily avoid the teacher, whereas in a small group they cannot. They are compelled to work with the other members. In addition, they learn how to work in a particular team and thus their team spirit improves. This group

also can work as a team even outside the classroom. The ultimate result is that the bright students become brighter and the poor students improve their knowledge about the specific subject to a greater extent. Though there are some demerits in group activities such as big noise and more freedom in the classroom, it is generally a very effective device in classroom management.

### **Audibility**

Teacher's voice plays a very significant role in classroom management. She is expected to adapt her voice according to the group the teacher is addressing with. She should be audible enough to the students. When the teacher is inaudible, students find the entire lesson dull and boring. Therefore, it is the duty of the teacher to speak in the classroom so that the students are able to hear him without any difficulty. For this purpose, sometimes the teacher can use a suitable public addressing system according to the size of the class.

### **Tidy Appearance**

Tidy appearance of the teacher enhances the teacher's personality in the classroom. She should be well dressed and look smart before her students. When a teacher comes to a classroom wearing shabby clothes, the image the students have towards her will be suddenly tarnished. It is the teacher's responsibility to maintain her image among the students so that they should respect her (Dress and address). She should always be in formal dress in the classroom and pay attention to her physical appearance as well. Teacher should be a model for her students. Students are highly concerned with the things used by their teacher. They should be kept neat and tidy.

### **Ethical Behaviour**

Teacher's behaviour in the classroom is also a very important aspect of the classroom management. A teacher should behave well in front of the students. When the teacher maintains a very good discipline, the students also follow her and consequently, there is discipline among the students as well. Every teacher is required to have her ethics in the classroom as a noble professional. Then only, all the students love and respect her. Otherwise, they have a negative impression about the teacher and as a result, conflicts begin to develop between the teacher and the students. This is detrimental to the classroom management and teaching and learning process.

### **Rapport**

When there is close relationship between the two parties, the lesson taught by the teacher will be effective and successful. Teacher is expected to play an immense role regarding this specific phenomenon. She should create a congenial learning environment in the classroom so that the students will learn her lesson without any difficulties or obstacles. All teachers should be good managers of a classroom so that they can be recognized as effective teachers. In order to be such an effective and competent teacher, she has to play many roles in the classroom such as a facilitator, helper, organizer, director, manager, controller, observer and guide.

### **Mutual Respect**

Mutual respect is an outstanding characteristic in a good classroom. This means the students respect the teacher and vice versa. Students respect a teacher for her teaching skills as well as personal qualities, knowledge, competence, punctuality and professionalism. Teacher is also expected to respect the students

as individuals and her respect should be obviously shown to them so that they feel it. In this regard, the major role has to be played by the teacher. Then only the students begin to respect her. All other classroom management techniques are also based on it. Mutual respect is, therefore, an outstanding factor in managing a classroom in a very effective way.

### **Formal Authority**

The teacher has to use her authority in the classroom, which is referred as the formal authority. In other words, teacher must have her command over the class during her lesson to keep the students under her control without any tension and create relaxed environment. Through this technique, teacher is capable of maintaining the discipline of the students as well, which will ultimately contribute to the concentration of the students. Teacher should always be consistent in her philosophy and show a “larger than personality”. This does not mean that teacher has her absolute authority on the students and they are under her sole dictatorship. Later, her formal authority becomes her personal authority, which adds some value to her personality as well. Anyway, teacher should always be friendly with students and she should not humiliate or insult them.

### **Preparedness**

Lesson planning is another most significant aspect in classroom management. Teacher should be well-prepared for the day’s work before stepping into the classroom. It is true that he may know the subject well, but he should not forget to have a lesson plan with him. Students are well aware whether teacher is prepared for the lesson or not. Teacher should not leave room for the students to think so. Otherwise, they may have a negative impression on teacher and ultimately it will adversely affect the classroom management.

### **Punctuality**

Punctuality is an emblem of a good teacher. Punctuality of the teacher also enhances the effectiveness of classroom management. Many negative points reflect on the teacher's personality when she fails to come to the classroom on time. As a result, students also lose their confidence on the teacher and the class and they may be late for once the teacher is late for a lesson or two, which is scheduled to be taught on that particular day, will not be completed. Ultimately, it adversely affects the effective teaching and learning.

### **Proximity**

Teacher should also be able to maintain a close relationship with the students in the classroom. We call it proximity. This is not an easy task. It is the teacher's capability to maintain it. Teacher's tolerance and friendliness towards the students immensely contributes to proximity. For this purpose, teacher is expected to show a genuine interest in each student and he should treat them equally. Once there is proximity or closeness in the classroom, the students feel relaxed and, this results in stress free environment. They have free to communicate with the teacher. They may express their views openly without any hesitation or fear. Teacher should also have some fun and humor with the students in order to keep them lively and relaxed. Some teachers scarcely possess this good quality; (some teachers very often create a tense atmosphere in the classroom with a view to avoiding students and their problems). Teacher should be able to work with the students as a leader of a team both inside and out side the classroom.

## **Body Language**

In addition to the other techniques applied by the teacher, her body language is a prominent aspect of classroom management. Gesture and facial expression also come under body language. All the students look at the teacher and he should capture their attention till the end of the lesson. This is really a very difficult task and teacher has to behave in the classroom in a very responsible way. The way he speaks and moves in the classroom should be very attractive. Eye contact is also a part of body language and it can keep the students alive largely. Movement of eyes, mouth, head, hands, fingers and the other relevant parts of the body can play a very significant role to fascinate students while he is teaching.

Some teachers fail in their body language and this may create very passive teaching and cause lack of interest among the students. Because of the teacher's inability to use her body language effectively, the lesson will be sometimes monotonous and boring and the entire classroom becomes lethargic and passive. Teacher should use the body language in a very natural way. It should not be artificial and awkward either. Some teachers use the body language in an artificial way and the teacher thus becomes humiliated. Hence, she should avoid such unnecessary and unnatural use of body language.

## **Interaction**

Teacher-student interaction and student-student interaction in the classroom is another important aspect of classroom management. Through this technique, teacher becomes much closer to the students and later the students become closer to themselves. Thus, interaction avoids isolation and lack of communication among the students. It has been found that usually there is lack of communication between teacher and

students and among students themselves. Interaction expels this barrier as well.

### **Evaluation**

Evaluation is an essential part of classroom management and therefore teacher should evaluate the students by the end of the lesson. This determines the performance of both teacher and the students. Through evaluation, drawbacks of both parties can be detected. Evaluation really enhances and promotes the quality of teaching and teacher can easily obtain the feedback of the students through evaluation. Teacher can do evaluation verbally or in written form to see whether the students have understood the lesson properly. This will help both parties overcome their weaknesses and failures.

The discussion above makes it is apparent that a teacher has to apply many techniques for an effective classroom management. All these relevant facts have been briefly discussed under each classroom management technique. Teacher may be qualified and competent enough to teach her subject; but if she fails in classroom management, her qualifications and competence hardly help him to be an effective academic. Hence, it is the duty of all academics to improve their techniques and devices in classroom management to maintain their professionalism in their respective field.

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