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Creative Pedagogy in Practice: A Comparative Study of Language Creativity among Freshly Enrolled and Final Semester Pupil Teachers

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Abstract

The present study examined the development of language creativity among pupil teachers and assessed the role of teacher education in enhancing this essential pedagogical competency. Language creativity, reflected through fluency, flexibility, originality, and elaboration, is crucial for effective classroom communication and meaningful learning. A cross-sectional descriptive survey method was employed on a sample of 500 pupil teachers selected from seven B.Ed. colleges of Dehradun district, Uttarakhand. The sample comprised 250 freshly enrolled first-semester trainees and 250 final-semester trainees selected through proportionate stratified random sampling. Data were collected using the Language Creativity Test developed by Prof. P. Malhotra and Dr. Sucheta Kumari. Statistical techniques such as Mean, Standard Deviation, and independent samples t-test were used for analysis. The findings revealed significant differences in language creativity between freshly enrolled and final semester pupil teachers, with final semester trainees scoring higher. Similar significant differences were found among both male and female groups. The results indicate that the B.Ed. programme contributes positively to the enhancement of creative language competencies. The study concludes that language creativity is a developable skill that can be nurtured through structured pedagogical experiences, reflective practices, and creativity-oriented training within teacher education programmes.

The findings hold particular significance in the context of NEP 2020, which advocates creativity, communication competence, and innovative pedagogy in teacher education.

Keywords: Language Creativity, Creative Pedagogy, Pupil Teachers, Teacher Education, Communication Skills

Introduction

Language is one of the most significant distinguishing characteristics of human beings. It enables individuals to express thoughts, ideas, emotions, and experiences through meaningful symbols and structured communication. In educational settings, language plays a central role in teaching-

learning processes, as teachers rely primarily on language to explain concepts, motivate learners, clarify doubts, and create interactive classrooms.

In teacher education, particularly the Bachelor of Education (B.Ed.) programme, language assumes special importance because pupil teachers are future classroom practitioners. Their success as teachers depends not only on subject knowledge but also on their ability to communicate effectively, creatively, and sensitively according to learners' needs.

Modern classrooms are increasingly diverse due to inclusive education policies, universal access initiatives, and learner-centered approaches. Therefore, teachers require creative language abilities to address varied learning levels, cultural backgrounds, and classroom situations.

Language creativity refers to the ability to generate, reorganize, and express ideas in novel, meaningful, and engaging ways. It includes dimensions such as fluency, flexibility, originality, and elaboration. Teachers possessing language creativity can simplify difficult concepts, stimulate curiosity, encourage participation, and make learning memorable. These all abilities are also connected with language while making it creative. The creative abilities are as follow:

- **Ideational Fluency:** The ability to generate a large number of ideas in an environment that promotes unrestricted speech without regard to quality.
- **Associational Fluency:** Creating new words or ideas within a narrow conceptual framework, e.g., picking definitions, expanding word meanings, identifying irrelevant words, choosing precise terms, and recognizing relationships.
- **Flexibility:** Comprising adaptive and spontaneous flexibility; spontaneous generates diverse ideas under few constraints, while adaptive shifts approaches when standard methods fail.
- **Originality:** Producing unique, different responses; instructions for "unusual, clever, or original" ideas catalyze novel concepts.
- **Elaboration:** Expanding a general idea to embody one's thinking, e.g., letters, news stories, plays, songs, or advertisements, generating excitement from concrete production.
- **Sensitivity:** Attunement to stimuli for ideas; higher sensitivity yields clearer perception and better creative output.
- **Curiosity:** Intrinsic or extrinsic drive to create enthusiastically, encouraging questions and guesses in language tasks.

Thus, examining whether teacher education programmes help develop language creativity among pupil teachers is both relevant and necessary.

Need and Significance of the Study

Creativity in language is essential for effective teaching because teaching is fundamentally a communicative activity. Teachers explain abstract ideas through examples, analogies, stories, questioning, discussion, and reflective dialogue. If language lacks creativity, teaching may become mechanical and ineffective.

Language creativity helps teachers to:

- Simplify complex concepts
- Engage students actively in learning

- Encourage imagination and curiosity
- Develop inclusive and learner-friendly classrooms
- Improve comprehension and retention
- Adapt explanations according to learners' needs
- Foster critical thinking and expression

Since B.Ed. programmes are designed to prepare future teachers, it is important to determine whether such programmes significantly enhance language creativity during the training period.

Operational Definitions

Language Creativity

Language creativity refers to the ability to communicate ideas in original, fluent, flexible, and elaborative ways through effective use of language.

Pupil Teachers

Pupil teachers are students undergoing professional preparation in the Bachelor of Education (B.Ed.) programme to become future teachers.

Objectives of the Study

1. To examine the development of language creativity among pupil teachers by comparing freshly enrolled and final semester pupil teachers.
2. To investigate the growth of language creativity among female pupil teachers by comparing freshly enrolled and final semester groups.
3. To investigate the growth of language creativity among male pupil teachers by comparing freshly enrolled and final semester groups.

Hypotheses

1. There is no significant difference between the language creativity of freshly enrolled and final semester pupil teachers.
2. There is no significant difference between the language creativity of freshly enrolled and final semester female pupil teachers.
3. There is no significant difference between the language creativity of freshly enrolled and final semester male pupil teachers.

Methodology

Research Design

The study employed a **cross-sectional descriptive survey method**.

Sample

A total of **500 pupil teachers** were selected from **seven B.Ed. colleges** out of 27 B.Ed. colleges in Dehradun district, Uttarakhand.

- 250 First semester trainees
- 250 Final semester trainees

Gender-wise distribution:

Group	Female	Male
First Semester	163	87

Group **Female** **Male**

Final Semester 152 98

Sampling Technique

Proportionate stratified random sampling technique was used.

Tool Used

Language Creativity Test developed by **Prof. P. Malhotra and Dr. Sucheta Kumari**

Statistical Techniques

- Mean
- Standard Deviation
- Independent Samples t-test

Results and Analysis

Table 1.1

Comparison of Freshly Enrolled and Final Semester Pupil Teachers on Language Creativity

Group	N	Mean	SD	t	df	Result
Freshly Enrolled	250	349.27	72.54	5.50	498	Significant
Final Semester	250	389.99	91.30			

Interpretation

Final semester pupil teachers scored significantly higher than freshly enrolled trainees. Hence, the null hypothesis was rejected.

Table 1.2

Comparison of Female Pupil Teachers on Language Creativity

Group	N	Mean	SD	t	df	Result
Freshly Enrolled	163	350.38	71.75	3.60	313	Significant
Final Semester	152	385.32	96.63			

Interpretation

Final semester female trainees demonstrated significantly higher language creativity than freshly enrolled female trainees.

Table 1.3

Comparison of Male Pupil Teachers on Language Creativity

Group	N	Mean	SD	t	df	Result
Freshly Enrolled	87	347.19	74.36	4.30	183	Significant
Final Semester	98	397.22	82.30			

Interpretation

Final semester male trainees scored significantly higher than freshly enrolled male trainees.

Major Findings

1. Final semester pupil teachers possess significantly higher language creativity than freshly enrolled trainees.
2. Final semester female pupil teachers show greater language creativity than freshly enrolled female trainees.
3. Final semester male pupil teachers demonstrate significantly higher language creativity than freshly enrolled male trainees.
4. Teacher education appears to positively influence the development of creative communication skills.
5. B.Ed. programme positively impacts creativity across genders.

Discussion

The findings of the study clearly indicate that language creativity among pupil teachers improves significantly from the entry stage to the final stage of the B.Ed. programme. This suggests that teacher education plays a constructive role in enhancing creative language competencies, which are essential for effective classroom communication and meaningful learning. Exposure to pedagogical experiences such as lesson planning, micro-teaching, classroom interaction, teaching practice, reflective writing, and academic presentations may have contributed to the observed improvement.

The significant differences found among both male and female trainees indicate that the B.Ed. programme provides opportunities for creative growth across gender groups. Although variations in mean scores suggest the influence of individual differences, learning environments, and prior experiences, the consistent improvement across all groups supports the view that creativity is a developable competency rather than a fixed trait.

The findings are in agreement with the perspectives of Guilford (1950), who emphasized divergent thinking abilities such as fluency, flexibility, originality, and elaboration as key components of creativity. Similarly, Sternberg (1999) viewed creativity as a skill that can be nurtured through supportive educational experiences. The present results demonstrate that teacher education programmes can serve as effective spaces for cultivating these creative dimensions in future teachers.

The findings are also highly relevant in the context of the National Education Policy (NEP) 2020, which emphasizes creativity, critical thinking, communication skills, multilingualism, and learner-centered pedagogy. NEP 2020 envisions teachers as facilitators who can create engaging, inclusive, and competency-based learning environments. In this regard, pupil teachers with stronger language creativity are better prepared to explain concepts innovatively, encourage classroom participation, and adapt teaching according to learner diversity.

Thus, strengthening language creativity during teacher preparation directly supports the broader aims of educational transformation envisioned in NEP 2020.

Conclusion

The study concludes that the B.Ed. programme has a significant and positive impact on the development of language creativity among pupil teachers. Final semester trainees demonstrated

higher levels of language creativity than freshly enrolled trainees across all groups, indicating that structured teacher education contributes meaningfully to the enhancement of creative communication skills.

Language creativity is essential for effective teaching because it enables teachers to present ideas clearly, engage learners actively, simplify difficult concepts, and create inclusive classroom environments. The results further establish that such creativity is not merely an innate ability but a competency that can be developed through systematic training, practice, and reflective pedagogical experiences.

In the light of NEP 2020, teacher education institutions must intentionally integrate creativity-oriented practices such as storytelling, dialogue-based teaching, reflective writing, collaborative learning, and innovative classroom communication activities into the curriculum. Developing language creativity among pupil teachers will help prepare confident, competent, and future-ready educators capable of meeting the needs of twenty-first century learners and transforming classroom teaching into a more dynamic and meaningful process.

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