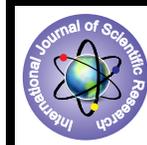


Impact of constructivist approach of teaching on the learning outcomes of English.



Education

KEYWORDS :

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ABSTRACT

Mostly in our schools traditional approach of teaching is very common. It does not involve students in creative thinking and participation in the creative part of activities. The emerging trends include the constructivist approach of teaching, which is more focus on innovative activities and knowledge acquisition. It seems more feasible to follow constructivist approach of teaching of school subjects and in engaging the students in innovative and creative activities. The purpose of this study was to study the constructivist approach of teaching on the learning outcomes of English of high school students of Bhopal city. This study was experimental in nature. The sample was selected through random sampling technique. To achieve this purpose, the researchers examined whether constructivist approach of teaching can affect learning outcomes of English or not. The result of the study showed that there was a significant difference found between experimental and controlled group in relation to English achievement. In addition to that students reported that the instruction through constructivist approach of teaching was more memorable than the traditional approach of teaching. This study implies that constructivist- approach of teaching in English subject of high school have the potential to enhance the learning outcomes of English.

Introduction:

Constructivist approach of teaching is based on constructivist principle of learning. It means learners are actively involved in a process of learning i.e meaning and knowledge construction not passively receiving information. Learners are the former of meaning and knowledge. This theoretical framework holds that learning always builds upon knowledge that a child previously knows; this prior knowledge is called a schema because all learning is filtered through pre-existing schemata. Constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively.

John Dewey and Jean Piaget also suggested that child learn by expanding their knowledge by experiences which are produced through play from infancy to adulthood which are necessary for learning. Children are not considered as a clean slate and understanding cannot be imparted without the child making sense of it according to his or her existing conceptions. Therefore children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences. Constructivism is a learning process because it is an active process and knowledge is constructed or shaped from experiences. Learning is a personal interpretation of the world.

National Curriculum Framework (2005) proposed a paradigm shift in schooling; it has given impetus to the constructivist approach to teaching-learning, as constructivism assumes greater importance in contemporary psychology and epistemology. It has much relevance in pedagogy and schooling. A large variety of methods claim to be based on constructivist approach of teaching. Most of these methods avoid direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate, and verbalize the new knowledge. NCF (2005) states that the scientific method involves several interconnected steps of observation, looking for regularities and patterns, making hypothesis, devising consequences, verification or falsification of theories through observations and controlled experiments. Researchers want to know, is there any significant difference between constructivist approach of teaching and traditional approach of teaching on the learning outcomes of English. In search of this researcher realize the need of the study in this area, so formulate the following objectives of the study.

Objectives of the study:

- To study the impact of constructivist approach of teaching on the learning outcomes of English.
- To study the significant difference between constructivism approach of teaching and traditional approach of teaching on the learning outcomes of English.

Hypothesis of the study:

- There is no significant impact of constructivist approach of teaching on the learning outcomes of English.
- There is no significant difference between constructivism approach of teaching and traditional approach of teaching on the learning outcomes of English.

Design of the study:

Sample:

For the present study the experimental research method was adopted by the researcher. 50 students who are studying in ninth class of Bhopal City of Madhya Pradesh State were selected for this study. They were selected through stratified random sampling. The students of two section of class ninth were selected; one section students were treated as experimental group and other section were treated as controlled group.

Method:

The study was experimental in nature as it aimed to study the impact of constructivist approach of teaching on the learning outcomes of English and the significant difference between constructivism approach of teaching and traditional approach of teaching on the learning outcomes of English. A two group of students i.e. experimental and controlled was go for pre and post test. Firstly pre test of learning outcomes test was administrated (for both groups) before teaching the use of constructivism approach of teaching and traditional approach of teaching on the learning outcomes of English was administrated after the teaching through constructivism-based instruction (experimental group) and text-based instruction (control group).

Tool: For measuring the learning outcomes of English subject of ninth class students, researchers prepared self constructed achievement test based on the matter which was taught through traditional approach of teaching and constructivist approach of teaching.

Statistical Techniques: Researchers used F and 't' test to analysis of data. Pre and post Tests were administered to both ex-

perimental and control groups. ANOVA was used to observe the impact of constructivist approach of teaching on the learning outcomes of English. After Pre and post-test, t-test was used to find the effectiveness of constructivist and traditional approach of teaching on the learning outcomes of English..

Results:

Table No. 1 Showing impact of constructivist approach of teaching on the learning outcomes of English of different categories.

Source of variation	Sum of the squares	Mean Squares	Df	'F'
Between groups.	217.77	109.44	2	13.89
Within groups.	200.10	7.41	48	
Total	418.87		50	

From Table No.1 it is clear that, the value 13.89 is significant at .05 and .01 level of significance. It means significant impact found of constructivist approach of teaching on the learning outcomes of English. This indicates the hypothesis no.1 is rejected. From the result it can be say that if complex topic of English especially part of grammar are teaching with the constructivist approach of teaching, it will definitely increases the level of learning outcomes and increases the true spirit of learning and shift the learning into meaning –making process. The secondary classes are multifarious social environments in which students converse to each other, write, learn and interact with one another, whereas meeting their social needs, they observe the physical and social world they interact scientifically, making guesses and explanations, question, make plans, hypothesize communicate and make comments. Through constructivist approach of teaching, it is possible to provide experiences for construction of knowledge.

Table No. 2 Showing significant difference between constructivist approach of teaching and traditional approach of teaching on the learning outcomes of English.

Category	Mean	SD	N	Df	't'
Experimental group	67.8	8.72	25	46	5.38
Control group	51.1	8.90	22		

The value of 't' is found to be significant hence the hypothesis second is rejected. Thus, it is concluded that there is significant difference between constructivist approach of teaching and traditional approach of teaching on the learning outcomes of English. This indicates that there is difference in their learning outcomes. Constructivist approach is considered to have influence on learning outcomes. By observing mean of experimental group (67.8) and control group (51.1), it is seen that experimental group students score more than control group students, and the difference is significant so it can inferred that significant difference found between constructivist approach of teaching and traditional approach of teaching on the learning outcomes of English. Sajna Jaleel and Alie Molly Verghis (2015) also reported that the experimental group differs significantly from the control group, in the mode socialization of the process of knowledge creation.

The results of the study can be summarized as:

- There is significant impact of constructivist approach of teaching on the learning outcomes of English.
- There is significant difference between constructivist approach of teaching and traditional approach of teaching on the learning outcomes of English.

Conclusion:

Constructivist approach of teaching not only benefits learning outcomes of students, but it also helps to increase the ability among learners, like problem-solving ability, development of scientific attitude, fostering creativity, decision power making ability, reflective ability, Critical thinking, Retention ability,

Communicative ability. In nut-shell, teacher should make his/her classroom Constructivist Classroom for the construction of knowledge among learners. Constructivist practices in the classroom help students make deeper, more meaningful knowledge constructions than those derived from traditional classroom practices. If classroom is constructivist, then learning is constructed, active, reflective, collaborative, inquiry-based and evolving. In short teachers should make their classroom a constructivist classroom by:

Constructing knowledge uniquely and in multiple ways
Provide opportunity of student engagement.

Built student-centered approach on the basis of constructivism philosophy.

- Learning through action and reflection.
- Give opportunity to create, interpret and reorganize knowledge.
- Introducing multiple perspectives through social interaction.
- Explore principles of subject matter in variety of ways in front of students.
- Encourage students to think independently and provide logical operation and explanations.
- Do activities which help the learner in clarifying the ideas.
- Create problems that will be relevant to the students.

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