Effect of Constructivist Approach in Teaching English Grammar to school Level Female Students of Jabalpur District

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Abstract

Statement of the Problem: "Effectiveness of Constructivist Approach in Teaching English to school level children's of Jabalpur District"

Objectives of the Study: To study the effect of Constructivist Approach (CA) on Learning Achievement in English of Female Students of Jabalpur.To examine the different dimension(s) of achievement in English of students of Jabalpur.

Methods: The present study was carried out to find the effectiveness of constructivist approach on variable of English as a subject. The design adopted in the study was quasi-experimental.

Tools: In order to collect the relevant data for the present study, the researcher prepared tools on the basis of educational materials and Achievement Measuring Tools.

Statistical Analysis: The obtained data further tabulated in and analysed using the descriptive and inferential statistics.

Conclusion: Constructivist approach was discovered compelling in improving the understudies in Learning English.

Key Words: Constructivist Approach, Teaching English.

INTRODUCTION

The Indians were learned in traditional method of education until the first half of 19th century and when Europeans arrived in India the education system existed was not modernized. After the establishment of British colonial power in India, they thought about to introduce the modern form of education system through the medium of English with the help of influence of Christian Missionaries. Constructivism, as a new thought, is a new learning philosophy. Some people agree that the first constructivist is Socrates. His "hippcrates" is a successful model for constructivism teaching. Kant's studies on the integration of rationalism and empiricism indicate kind of constructivism. In his opinion, the subject cannot open toward the external world directly. Only by the constructed-internally principal cognitive rules, the subject can organize experiences and develop knowledge. Later, along with the transfer of structuralism methodology toward post-structuralism, the absolute status of rationalism is broken further. Constructivism learning theory comes into being from the development of cognitivism, turning into a new learning theory.

In perspective of psychology, the first who contribute a lot to the development of constructivism thought and apply it to classes and students' learning and development are Dewey, Piaget, and Vygotsky. Dewey advances the experimental learning theory, emphasizing on the generation and reform of experiences. Switzerland Famous psychologist Piaget is taken as the forerunner of modern constructivism. In 1972 Piaget puts forward the concepts of "assimilation" and "conformability". In his opinion, the recognition means the subject affects the object by his unique recognition structure, achieving a balance between the subject and the object. Based on

psychological ideas, Piaget thinks that all knowledge has the external origin and students' cognitive development is actualized naturally in the process of receiving knowledge. During 70s and 80s in 20thcentury, Russia excellent psychologist Vygotsky founds the base for the formation of modern constructivism. According to his idea, learning is a social construction. Individual learning is under certain history and social background.

Constructivism Learning Theory on Knowledge

Knowledge is only an explanation and an assumption but not the final answer for all questions. In contrast, it will be discarded along with the human process and new assumption will appear. Besides, knowledge cannot summarize the world rules precisely. In other words, we cannot apply knowledge to certain problems directly.

We have to analyze certain issue based on practical conditions. In addition, constructivists agree that knowledge cannot live on its physical form and out of specific entity. Although language and signals endow knowledge with certain forms, it does not mean learners have same understandings toward these statements, just as one hundred people will have one hundred different understandings toward Hamlet. These understandings are based on individual learners' experiences and backgrounds, what is determined by specific learning experience.

On Learning

Learning is the process that individuals construct their cognitive structures. "Construction" is a kind of initiative, conscious, and self-organized recognition way. It is the "interaction" between the subject and the object. The learning process is the construction of knowledge. Learning is an initiative construction and the generation of meanings. This process is completed by the interaction of learners' old and new knowledge. In other words, pure external stimulation is meaningless. Only when learners code, process, and construct their unique understandings based on their previous experiences, can it be real learning.

On Students

Students enter classrooms with their rich previous experiences. They hold their opinions toward daily life and even universal issues. Even though they do not know some issues and have no experiences, they may form special explanations and assumptions based on previous experiences and cognitive abilities as some issues appear. That is not illogical guess but logical assumption based on previous experiences. Therefore, teaching should take students' previous knowledge and experience as the growth point of new knowledge, and introduce students to generate new knowledge from the former.

On Teachers

As we emphasize on the students as the subjects, we should change the role of teachers, from the initiator and the indoctrinator into the helper and the driver for students constructing meanings initiatively. In other words, teachers should be the designer of teaching environment, the guider for students' learning, and the academic consultant for students. It

discards the traditional teaching mode that takes teachers as the center, which merely focuses on conveying knowledge, regarding students as the object for receiving knowledge. The new teaching mode takes students as the center, under the guidance of teachers. Teachers organize and guide the whole teaching process

This research work started with the help of trained teachers in four schools. Trained teachers did know the students' centred teaching but their teaching behaviours were almost teachers-centred.

Statement of the Problem

"Effectiveness of Constructivist Approach in Teaching English to school level children's of Jabalpur District"

Variables

Independent Variables : Constructivist Approach

Dependent Variables: Academic Achievement

Control Variable : Adolescents of Middle schools

Objectives of the Study

1. To study the effect of Constructivist Approach (CA) on Learning Achievement in English of Female Students of Jabalpur.
2. To examine the different dimension(s) of achievement in English of students of Jabalpur.

Methods

The present study was carried out to find the effectiveness of constructivist approach on variable of English as a subject. The design adopted in the study was quasi-experimental.

Sample and Sampling Technique

In the present study purposive sampling method was adopted while choosing the sample. Four schools of Jabalpur city were purposively selected, seeking convenience in conducting the experiments for the study.

The experimental group (N=100) students were given treatment using Constructivist Approach learning methods whereas the control group (N=100), traditional teaching method was adopted to teach control group. Hence, altogether 200 students of class VIII were considered in the study as a sample.

Table 1 Sample Distribution

Experimental Condition	Girls
Experimental Group	100
Control Group (Control)	100
Total	200

Tools

In order to collect the relevant data for the present study, the researcher prepared tools on the basis of educational materials and Achievement Measuring Tools.

Development of Tools

As it was directed by CBSE (Central Board of Secondary Education) that all CBSE affiliated school will follow the NCERT curriculum, no other book shall be used. So before developing instructional material researcher had decided selected topics of Grammar for class VIII according to English textbook. As there was no separate grammar book prescribed by NCERT the researcher had considered English Text Book 'Honey Dew for class VIII' published by NCERT to get the important topics in Grammar. On the basis of the selected topics researcher had prepared lesson plans. Following topics were selected for the study.

1. Parts of Speech (Word Forms)
2. Verb forms
3. Active and Passive Voice
4. Direct and Indirect Speech

Administration of Test

Before the treatment, tools were administered on students (female) of both the groups. The students of both groups were simultaneously pre-tested on previous knowledge of English Grammar.

Implementation of Experiment

While the experiment the researcher taught lesson/units using constructivist approach to the experimental group for three months. Regular classes were conducted as per the schedule of the school. Regular English teacher taught the subject approximately in the same number of periods using substitute methods like lecture method, used charts, etc. Whereas control group was studying through traditional method as used by the school. After completion of the experiment unit test was conducted to determine the effects of constructivist approach on tradition teaching method.

Statistical Analysis

The obtained data further tabulated in and analysed using the descriptive and inferential statistics.

Descriptive Statistics

- Mean
- Standard Deviation

Inferential Statistics

- 't' test

Analysis

Table 1 Comparative Results of Experimental and Control Groups on Pre-Post Test Scores of Girls.

Girls		N	Mean	SD	T/CR	P-Value
Experimental	**Pre**	100	12.66	4.11	7.93	<0.05
	Post	100	16.53	3.48		
Control	**Pre**	100	13.05	4.12	7.21	<0.05
	Post	100	16.48	3.48		

Degree of freedom – 198,Significant at 0.05 level (1.97),Significant at 0.01 level (2.60

Table 1 shows mean, SD and t-value of pre test and post test scores of experimental and control group (girls), figures depicted in table 1 shows t value 7.93 which is significant at 0.05 level stating that there is a significant difference in the post test achievement in experimental group on in English language. The mean value of pre test scores of experimental group (12.66) when compared to the mean value of post test scores of experimental group (girls) (16.53) shows that the constructivist approach which is used for teaching English language has been effective method for enhancing the performance on the achievement in English language. Similarly pre test score of control group Mean 13.05 when compared to post test scores of control group mean 16.48 and t value 7.21 showed statistically significant difference between the groups.

Conclusion

Following conclusions regarding teaching through constructivist approach were arrived from the observations of the present study.

Constructivist approach was discovered compelling in improving the understudies in Learning English. The reason behind the equal positive change in achievement scores of the experimental group and control group may be that all the schools were English medium schools and they allow only English as the medium of communication which is practiced vigorously too, as it is known that English is language of practice. Classrooms of all the schools are equipped with smart education systems and advanced educational tools which assist the students' visual understanding the subject better. Teachers are also highly qualified and experienced and are equipped with the electronic gadgets like laptop, projector and mobile to help personalize their teaching methods, so that no student is left out. Apart from such facilities, the schools also regularly promotes students to participate in school, and outside of the school educational competitions to enhance their learning skills.

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