

Article

# Impact of Constructivist Pedagogy in Developing RACE among Children

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**Abstract:** Language is a medium of expression and is inevitable skills to develop among every child. The New Education Policy-2020 focuses on building a bridge between skills and knowledge. Thus, the evaluation system of Language in school is like a subject. Therefore, the researcher carried out a survey on the students who have been taught through the constructivist pedagogy of teaching English. The said pedagogy is not from the bunch of pedagogical strategies suggested in English language teaching. English is taught in India through the foreign prescribed pedagogy and Indian interdisciplinary or multidisciplinary pedagogies are not prescribed and practiced. Thus, the researcher based on the research, collected the opinions of the students who have experienced learning through constructivist pedagogy. In the research, the researcher collected the data from one Gujarati medium school of Anand District, Gujarat India. The students were made to share the genuine feedback over the intervention programme. The findings of the study say that the constructivist approach is effective in developing the rapid acquisition of competence in English than the other foreign pedagogy of teaching English. The students also said that the constructivist pedagogy help in developing content, skills and attitude towards English language learning and teaching. Thus, the study presents the positive impact of interdisciplinary pedagogy in developing race among the children of upper primary.

**Keywords:** Constructivist pedagogy, English Language Teaching and Learning, RACE

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## 1. Introduction

English language teaching in India has its various perceptions in terms of classroom pedagogies. English Education started in India 180 years back, however, looking at the quality of English language among Indians is not satisfactory. People still have fear of English language. There are many foreign pedagogy of teaching English like structural approach, communicative approach, grammar translation method, communicative method, functional approach, task based language teaching, direct method etc. There have been many research studies carried out in India on classroom pedagogy. Based on the research many innovations and changes are occurred however, looking at the prevailing quality of teachers and students in India is poor. It seems, the interdisciplinary approach must be adopted to bring the change in the teaching and learning English. Thus, the researcher carried out a study on constructivist approach of teaching English.

A significant change took place in pedagogy since the birth of constructivism. It has made an impact on the intellectual learners in the mid of 90s. The theory of constructivism was born on the basis of the Vygotsky's structural theory and the Piaget's Cognitive development theory. The constructivist pedagogy in English language teaching aims to develop the knowledge, thought process and the linguistics as well as general learning.

### **Rationale of the Study**

IN majority part of Gujarat, the teachers of English used to teach through the traditional translation method of teaching English. The education board expects the teachers to use the communicative pedagogy in teaching English as English is a language and a skill and the theory of English language teaching suggests the foreign pedagogy of teaching English to be used in Gujarat. Thus, the outcome of developing English language competencies is weak and poor. The young researchers have to put a light in this regards for the quality language teaching and learning. Therefore the present research explains the dire need to replacing the communicative pedagogy to constructivist pedagogy. The constructivist pedagogy enables the children to develop not only language skill but also helps to develop the knowledge and the positive attitude along with the skill. Lale, K. (2020) found that the students who are taught through the communicative pedagogy get poor in their thought process. Children enjoy learning and talking during the communicative pedagogy but the quality of thought and linguistic accuracy are not developed. Brahmshatri, (2019) found the children require to develop the need based linguistic competencies. Further, in the school for evaluation of English language, it is evaluated as a subject and not as a skill. Therefore, it is suggested that the students must develop their knowledge, skills and attitude while learning English.

#### **Research Objectives:**

- To construct the Questionnaire and the Feedback form
- To study the responses of the children on prevailing classroom pedagogy
- To study the feedback of the students on constructivist pedagogy of teaching English.
- To study the impact of constructivist pedagogy on rapid acquisition of competence in English among the children

#### **Research Questions**

- What is the impact of constructivist pedagogy in teaching English?
- What are the responses of the children on their experience of learning through constructivist pedagogy?
- What is the impact of constructivist pedagogy on knowledge, skills and attitude?

## **2. Materials and Methods**

The researcher used survey method and it was a quantitative study.

The population of the study comprised the upper primary students of Anand district. Out of 7 talukas of Anand district the researcher, through purposive sampling techniques selected primary school, Sankhiyad, Borsad. The researcher took the sample purposively because the students who have undergone the treatment of teaching and learning through constructivist approach were selected for the study.

The researcher made use of the two research tools for the study.

1. Questionnaire on the prevailing classroom Pedagogy of Teachers'
2. Feedback form for the Students.

## **3. Results**

### **Data Collection**

In order to study the opinions of the students on the constructivist pedagogy of teaching English, the researcher made use of the two tools. The researcher took the permission of the school. The students who have undergone the treatment of studying through the constructivist pedagogy were made to reflect over the feedback form and questionnaire.

### **Data Analysis**

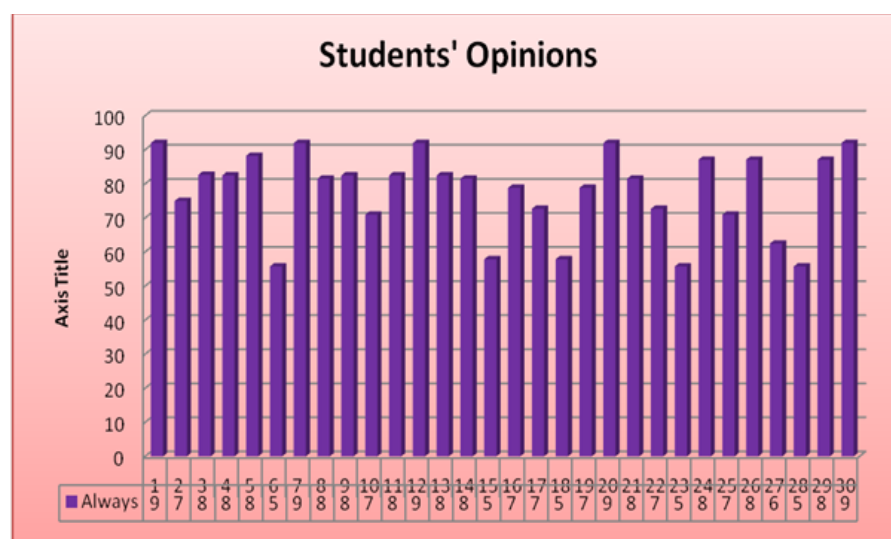
The collected data through the Feedback form were analysed through the percentage analysis technique and the content analysis method.

The researcher in the beginning of the study collected the opinions from the students of one rural school in the form of need analysis. The researcher made use of the following components. Three statements were prepared on each of the following given components.

**Table: 1** Nature of Questionnaire

| S.N | Research Components                        | No of Qs | Question Order |
|-----|--|----------|----------------|
| 1.  | Planning of the Lessons & Teaching         | 3        | 1,2,3          |
| 2.  | Skills of Classroom Teaching               | 3        | 4,5,6          |
| 3.  | Classroom Pedagogies                       | 3        | 7,8,9          |
| 4.  | Techniques of Classroom Teaching           | 3        | 10,11,12       |
| 5.  | Discussion and Activity                    | 3        | 13,14,15       |
| 6.  | Providing Exposure for Language Learning   | 3        | 16,17,18       |
| 7.  | Classroom Instructions                     | 3        | 19,20,21       |
| 8.  | Evaluation of the Language                 | 3        | 22,23,24       |
| 9.  | Use of Various Teaching Learning Materials | 3        | 25,26,27       |
| 10. | Follow up                                  | 3        | 28,29,30       |

**Graph: Students Responses on the Use of Classroom Pedagogies**



**Figure: 1** Students' Responses on Questionnaire

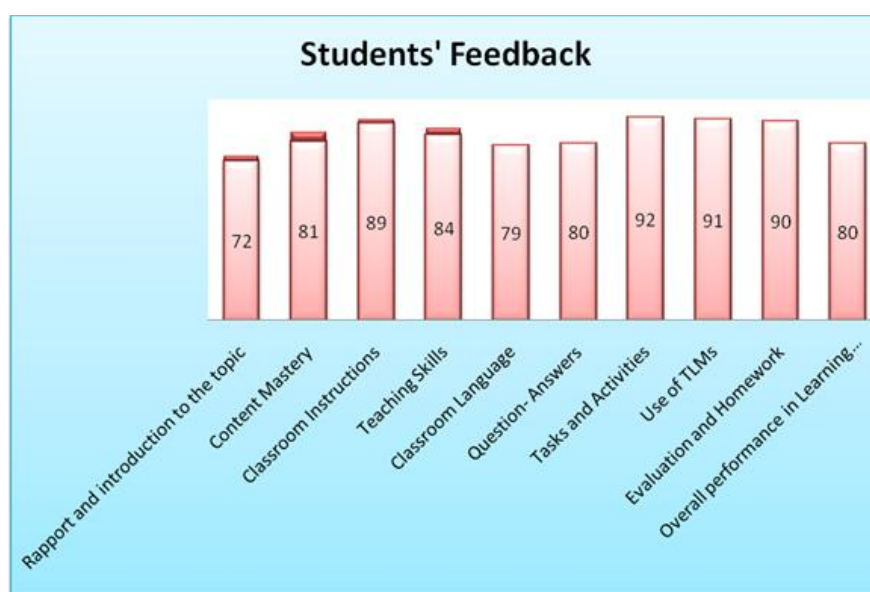
Looking at the above percentage mentioned in each statement, it can be interpreted that the students are not yet satisfied. The teachers have yet to make use of various innovative style and techniques of teaching and learning. The students are also not provided language exposures in participating various events across the school. The record of each student is not maintained and assessed on regular basis. The feedback on the students'

theory and practical examination and assignments are not shared effectively and in a constructive way.

The researcher after providing the treatment to the students, collected the feedback on the following major dimensions.

| Sr. No | Component                               | Responses in Percentage |
|--------|---|-------------------------|
| 1      | Rapport and introduction to the topic   | 72%                     |
| 2      | Content Mastery                         | 81%                     |
| 3      | Classroom Instructions                  | 89%                     |
| 4      | Teaching Skills                         | 84%                     |
| 5      | Classroom Language                      | 79%                     |
| 6      | Question- Answers                       | 80%                     |
| 7      | Tasks and Activities                    | 92%                     |
| 8      | Use of TLMs                             | 91%                     |
| 9      | Evaluation and Homework                 | 90%                     |
| 10     | Overall performance in Learning English | 80%                     |

The above data explain that the students opined that the tasks and activities used through the constructivist approach played a vital role in developing the linguistic competencies among the students. The quality and style of Teaching Learning materials, evaluation and homework were appropriate.



**Figure: 2** Students' Feedback on Constructivist Pedagogy for Teaching English

The above figure clearly explains that the constructivist pedagogy is effective. Further, the evaluation, assessment, follow up, home work use of tasks and teaching learning materials used through the pedagogy were found most effective. There is no dimension graded less than 72% which indicates that the said pedagogy must replace the communicative and other pedagogy.

### **Findings**

- The constructivist pedagogy is found effective in developing rapid acquisition of competence in English among the second language upper primary children than the foreign pedagogy of teaching English.
- It was found that the Evaluation, follow up, homework are effectively carried out through the constructivist pedagogy.
- Rapid acquisition of competence in English is developed through various types of teaching learning materials.
- The classroom teaching tasks and activities helped students to connect the content with real life and reconstruct the knowledge.
- The classroom instructions of the teacher motivated the students to develop linguistic competence in English.
- Students found the teaching and learning through constructivist approach is useful in developing new ideas, language and thought. The students used new words and language functions to express their thoughts.
- Almost all the students loved learning through the use of multidisciplinary tasks, activities and pedagogical practices.

### **Implications**

- Students develop linguistic competencies rapidly if they are taught through the realistic and need based practices.
- Construction of new knowledge, thoughts and language expression become possible when taught through the constructivist approach.
- The holistic development of children became possible through the constructivist pedagogy of teaching English. It helps to develop the knowledge, attitude and skills.
- Children develop the confidence, motivation and interpersonal communication skills.
- Vocabulary development becomes possible when providing multidisciplinary exposures.

### **5. Conclusions**

Thus, the present study defends upon the prevailing foreign and mixed classroom teaching pedagogy for English language. The constructivist approach of teaching English brings the positive learning vibes among the children. The students learning through communicative approach develop only language skill whereas the studying through constructivist approach helps to develop the skills, knowledge and positive attitude among the children.

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