

EFFECTIVENESS OF CONSTRUCTIVIST PEDAGOGICAL APPROACH IN TEACHING ENGLISH GRAMMAR

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Abstract

Constructivism is a comparatively newer approach that asserts a student's active participation in constructing and defining the knowledge at their own pace. The English language being the language of communication across the globe is also considered to be a language to get opportunities in the form of job and professional growth as well. As a result, in a multilingual country like India, it is very much in demand. Teaching English through traditional methods is unable to produce the desired results. Hence, many innovative methods and approaches to teach English are being used in past few decades. The findings of the present study will pave the path for preparing the youth of the nation to meet the challenges of the rapidly progressing and continuously evolving in the modern world. The present study aims to investigate the effectiveness of the constructivist pedagogical approach in the teaching of English Grammar. The sample for the study is 40 students from class IX. It was limited to Jabalpur only. The experimental method with pretest and posttest is used for the study. The findings revealed that the communicative pedagogical approach is more effective in the teaching of English grammar.

Keywords: *Effectiveness, Constructivist Pedagogical Approach, Teaching of English Grammar*

INTRODUCTION

The process of teaching learning aims at transmission of knowledge, imparting skills and formulation of attitudes, values, and behavior. Teaching is a complex activity made up of different roles and responsibilities. Its prime concern is how to teach what ones wishes to teach can best be learnt.

Language is described as the gateway of knowledge. So, in order to equip oneself with knowledge, one must learn a language first. Language teaching aims at improving communication skills. Language is recognized as something alive, changing and evolving along with culture. The English language plays an essential role in our lives as it helps in communication, it is the main language for studying any subject all over the world. English is the language of Science, Aviation, Computers diplomacy and tourism. In addition, it is the

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language of international communication, the media, and the internet. Grammar being the foundation for communication in a language. Grammar rules help the learners to develop the habit of thinking logically and clearly.

The development of Pedagogy has undergone significant changes since the birth of constructivism.

Constructivism was born based on Piaget's cognitive development and Vygotsky's structural theory in which constructivism has an impact on world technology.

Constructivist thinking also extends to the field of linguistics as well as general literal learning and learning approaches.

In the past decades, many researchers and scientists have provided understanding of constructivist theory. It is proved that constructivism can open new avenues for language teachers to research classes in various disciplines. This made the researcher to study the effectiveness of constructivist pedagogical approach on teaching of English Grammar.

OPERATIONAL DEFINITION OF KEY WORDS

Effectiveness: The term effectiveness in teaching means the ability to produce gains on student achievement scores taking account of a baseline measure of the student's prior attainment and other characteristics of student intake. The teacher effect is identified in relation to the student's progress measured by a post-attainment test.

Constructivist Pedagogical Approach:

In this Pedagogical Approach, the instructors encourage students to construct their own language through experiences and activities instead of being lectured on abstract concepts.

The constructivist holds that active learning will enable students to build their own knowledge and make their own sense of what they think.

Constructivism in language teaching is based on action oriented and cooperative learning. It requires creative environment and project completion is based on action oriented and cooperative learning. Its prime concern is the learner's autonomy. In a constructivist classroom language awareness, learning awareness is important. It includes a holistic language experience that depends on content oriented and authentic learning environment. Constructive classrooms require four key areas:

- Share knowledge between teachers and students.

- Share authority between teachers and students.
- Teachers act as a guide or facilitators.
- Learning groups consist of a smaller number of students.

Constructive classrooms are very different from normal classrooms as they focus on student questions and interest. Here knowledge is built on what students already know. Interactive learning is focused, and the students' centered teachers interact with students to help them construct their own knowledge.

Teaching of English Grammar

In the present study "Teaching of English Grammar" is considered based on learners total scores obtained in the selected units of English Grammar, covers the cognitive domain of behavior, namely knowledge, understanding and application. The grammatical areas selected for the study are the subject and predicate the object. Students of class IX are taken for the study.

OBJECTIVES OF THE STUDY

1. To study the effectiveness of constructivist pedagogy in teaching English Grammar.
2. To prepare instructional material or teaching English Grammar in IX standards based on constructivist pedagogy.

HYPOTHESIS OF THE STUDY

The hypothesis for the present study is that there is no significant effect of constructivist Pedagogy in teaching of English Grammar.

DELIMITATIONS OF THE STUDY

1. It was confined to Jabalpur City.
2. It was limited only to the students of class IX.
3. Only ten lessons on English Grammar were prepared.

METHODOLOGY

Experimental method is used for the present study that includes pretest and posttest.

Tools Used

1. Self-made Achievement test in English Grammar (used as Pretest and Posttest)
2. English Grammar lessons based on constructivist approach.

Sample of the Study

The present study was conducted on a sample of 40 students of class IX in Guru Gobind Singh Khalsa School, Marhatal, Jabalpur

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1.

The Comparison of Pre-test Scores of Pupils in Experiential Group And Control Group

Group	No. of pupils	Mean	S.D	C.R Value	Level of Significance
Experimental group	20	4.7	3.35	0.38	P>0.05
Control Group	20	4.35	2.35		

Table 1 shows that there is no significant difference between the mean of the pre-test scores of the pupils in the experimental group and control groups (C.R =0.38,P>0.05).This means that the two groups do not differ significantly in the initial academic ability of pupils. So it can be concluded that the two groups are more or less of the same ability.

Table 2.

Comparison of Post-test Scores of Pupils in Experiential Group and Control Group

Group	No. of pupils	Mean	S.D	C.R. Value	Level of Significance
Experimental group	20	18.15	4.06	4.67	P<0.01
Control Group	20	13.15	2.6		

C.R. is significant at 0.01 level

Table 2 values show that there is an significant difference between the means of the post test scores of the pupils in an experimental group and control groups (C.R=4.67,P<0.01).This means

that the two groups differ significantly in their post academic ability. Since the mean score of the experimental group is greater than that of the control group, the experimental group is superior to the control group in terms of Achievement. Hence it can be concluded that constructivist pedagogy approach is more effective than the conventional method in teaching of English Grammar.

The present findings are in tune with the Seigel, S. (2004) and Sharma, Hemant. (2016). These studies suggest that there is a paradigm change from traditional to a new strategy that is constructivism in language teaching. Xu, Ziling& Shi, Yeli. (2018) investigated that how the constructivist approach works in flipped classrooms at college level. It was found that it is very effective in English teaching in flipped classrooms even at a college level. Fritz, Erik. (2016) made a Case study on the Constructivist Approach to Teaching English Writing Courses at Science and Technology Universities. The results indicated that it is very effective even in an English writing course at Science and Technology Universities.

EDUCATIONAL IMPLICATIONS

The findings of present study suggests that English Grammar is effective taught with the constructivist pedagogy as it involves the active participation of the learner.

Learners construct the knowledge and concepts logically at their own pace.

It gives the learner the privilege to be at the center of teaching the learning process.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study was conducted to test the effectiveness of the constructivist pedagogical approach in teaching of English Grammar. The study can also be extended to other aspects of language teaching.
- Similar studies can be conducted at other levels, also at primary level or senior secondary level.
- Similar studies can also be conducted for different subjects in the curriculum.

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