

THE CONSTRUCTIVIST APPROACH IN ENGLISH LANGUAGE TEACHING: A PSYCHOLOGICAL REVIEW

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Abstract:

Constructivism is a novel approach gives space for student centric learning exposure and they are able to develop their language competence by interacting with one another and drawing on prior experiences. It is student-centered instead than teacher-centered, with the teacher serving as a facilitator. Constructivism believed that knowledge is not something that can be handed over to pupils at their desks by a teacher at the front of the room. Learners are the builders and makers of meaning and knowledge, as they construct knowledge through an active, mental process of development. It is determined by students' interests, general and specific abilities, attitudes, achievement, aspirations, and motivations. This technique allows both the teacher and the students to be flexible, motivated, adaptable, creative, and versatile. It promotes pupils to learn through their own experiences, as well as the assistance of others and appropriate learning materials. Because of these distinguishing characteristics of constructivism, students' learning will be more fun if this technique is successful in English teaching and learning. Because it is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the group's achievement as a whole, it will decrease hesitancy and create confidence among students during English conversation. In view of it, the current paper is focused to provide an overview of the psychological aspects that help the learners to learn L2.

Keywords: *Conventional Teaching, Constructivist Approach, Innovative Strategy, ELT.*

Introduction

Constructivism is an approach that asserts students' active participation in developing and defining their own life path in many psychotherapy treatments that fall under the banner of constructivism. Constructive thinking differs from other types of modern thought, which sees reality as predetermined and waiting for customers to find it. Constructivism, on the other hand, is believed the real file learning. English is seen as a language of opportunity because it allows people to get access to information, power, and material wealth. The English language is utilized for communicating ideas and concepts in the vast majority of worldwide communication. As a result, command of the English language is regarded as the most important determinant of access to job opportunities and higher education, particularly in a multilingual country like India, where, in general, traditional teaching methods are used in classrooms, limiting students' opportunities to master various language skills. New inventive tactics are being utilized to deal with this dilemma; among these strategies, the constructivist approach is one that may prove useful in improving the basic communication skills required to communicate in the English language, including listening, speaking, reading, and writing.

The traditional teaching approach, in which learning is concentrated on the teacher and pupils are passive receivers, has remained prevalent at the secondary and senior secondary levels in our educational system. This methodology is commonly utilized in Indian classrooms, where the "chalk and talk" method is frequently used to spoon feed content, as opposed to newer approaches that involve active participation on the part of pupils. Cooperative learning, blended learning, flipped classrooms, and smart classrooms are examples of approaches that allow students to actively participate in a variety of activities. Among these, constructivism is a method that encourages students to build new knowledge by connecting it to previous experiences. The core principle of constructivism is that human learning is created, and that learners build new knowledge on past information. This prior information has an impact on the new or modified knowledge that an individual will develop as a result of new learning opportunities.

Reviews of Related Literature

Hour, Vannak. (2012) have summarized his study as the application of learning theories in the classroom aims to increase student performance, motivation and learning. Teachers, lecturers, and trainers will find it easier to teach if they employ suitable learning theories, since students will be involved in more meaningful, exciting, and motivating activities. If correctly implemented in the classroom, the constructivism approach can be a powerful tool.

Rintaningrum, Ratna. (2008) concluded his study as the philosophy of constructivism has been spread through the world; and it seems that this philosophy has become the most popular in education. This could be due to the advancement of digital technology, which provides a wide range of activities, some of which are required by constructivism.

Sharma, Hemant (2016) have done their study as English is considered as a language of opportunity which provides access to knowledge, power and material possessions. The English language is utilised for communicating ideas and concepts in the vast majority of worldwide communication. As a result, command of the English language is regarded as the most important determinant of access to job opportunities and higher education, particularly in a multilingual country like India, where, in general, traditional teaching methods are used in classrooms, limiting students' opportunities to master various language skills. New inventive solutions are being used to deal with this dilemma, one of which is the constructivist method is one such strategy that can aid with the development of basic communication skills such as listening, speaking, reading, and writing, all of which are required to communicate in the English language. The goal of this study is to provide an understanding of the paradigm change from traditional to new strategy, constructivism, as well as the value of its five parts (5E) - Engage, Explore, Explain, Elaborate, and Evaluate. To do this, the goal of this study is to explore the constructivism technique, its historical trajectory, and theoretical underpinnings, as well as how it aids in the development of basic English language communication abilities.

Kaufman, Dorit. (2004) investigated a title and ended up like constructivism has emerged in recent years as a dominant paradigm in education and has a major intellectual impact on the development of pedagogy, and influenced the development and use of technologically enhanced micro worlds, as well as linguistic research into literacy and narrative development. They are rooted in Piaget's cognitive developmental theory and Vygotsky's sociocultural theory. Constructivism has limited impact on language pedagogy to date; however, the emergence of content-based pedagogical paradigms as an anchor of language education has opened new doors for the integration of multidisciplinary collaborative methods to language teaching and learning. Furthermore, the current emphasis on standards-based accreditation and rethinking teacher education programmes is likely to broaden language pedagogy's horizons, bringing constructivist approaches to the foreground in language teacher education and opening new avenues for linguistic and interdisciplinary classroom-based research.

Psychological Factors in Constructive Approach

In the past, learning was mostly teacher-centered, and students were, in most circumstances, merely a passive audience for their teacher's input, with no opportunity for argument or disagreement. Despite the fact that English language teachers have utilised a variety of instructional strategies over the last few decades, speaking remains a tough talent to master. Furthermore, students' language learning habits have a significant influence on teachers' teaching methods. As a result, more advanced approaches and methods should be used when teaching speaking as a primary component of oral proficiency. Researchers are increasingly recognizing social constructivism, a student-centered approach, as a potentially promising method to teaching speaking and eliminating the majority of the barriers that prevent children from producing fluent and confident speech.

Despite its importance nowadays, many students find it difficult to learn English speaking and conversational abilities due to psychological issues such as nervousness and lack of confidence.

Anxiety

Anxiety can impair pupils' ability to communicate in the target language. This, she argues, is linked to a fear of failure or being adversely judged in front of others. According to the authors of this paper's views and experience, this condition is common at the Department of English, University of Constantine. In addition to linguistic problems such as a lack of vocabulary, many students are hesitant to speak for these reasons. Oral presentations and a particularly formal classroom environment, according to Tseng, are the main sources of learners' fear and anxiousness. Fear of making mistakes in front of others, he adds, is another major source of worry. These are some of the reasons why students in the classroom tend to remain silent or rarely participate. Speech anxiety causes kids to be quiet and meek, and as a result, their teachers pay less attention to them. These students frequently give up in the early stages of their studies but remain calm throughout their academic careers.

Lack of Confidence

Lack of confidence is a psychological issue that has been identified as one of the most significant barriers to students' speaking performance. Both teachers and students struggle with a lack of confidence. This element makes learning a foreign language more difficult and prevents students from speaking smoothly. It is normal for learners who lack drive or confidence to struggle in oral presentations. As a result, it is widely assumed that pupils with strong self-esteem may achieve considerably more and talk more fluently than those who are terrified of losing face in public. Many students, even those with highly developed skills, especially writing, are unable to articulate their views verbally, according to the authors, who have observed this as both students and teachers. They normally avoid talking in class. This may cause some teachers to believe that the brightest pupils are exclusively those who draw greater attention through engagement. For many years, the authors have seen that instructors and administrators have shown unequal interest in the four language skills. Because students constantly have the opportunity to update and alter what is written, the writing talent has always been at the forefront. Thoughts should be conveyed verbally on the spot, which means pupils will be unable to plan and organise their ideas ahead of time. All of these elements increase anxiety and anxiousness, making speaking the most difficult skill to acquire and perform.

When their speech productions aren't understood by others, students frequently detect their lack of confidence. They are frequently uneasy and frustrated in the classroom, therefore it is a difficult task for the teacher to make them feel safe and allow them to speak freely. As a result, high levels of speaking anxiety might have a poor impact on students' learning and motivation. Anxiety is a crucial factor in their failure in verbal communication. In this case, learners become overcome by terror as their anxiety grows, and they perform poorly when speaking in front of an audience. Because of their unfavorable self-perception, low-confidence kids are often insecure when speaking. As a result, individuals become more uncertain of their

own abilities, which have a significant impact on their oral performance.

Discussion and Conclusion

Writing skill reflects logical reasoning ability as well as linguistic application ability. One of the characteristics that current talents must possess is the ability to write in English. English writing as an output skill plays a vital role in English learning and teaching since it can assist students to enhance their written ability as well as their listening and speaking abilities. The following are some of the numerous methods for learning English in a positive manner and techniques to deal with the psychological challenges that arise from it:

1. Solution Focused Brief Therapy (SFBT) is a type of brief therapy that has been utilized to treat a wide range of people, families, and issues. Like many constructivist therapies, the focus is on the client's strengths and potential solutions. As a result of concentrating on what is already working rather than on what isn't, more solutions emerge.
2. Emotionally Focused Therapy (EFT) is a type of psychotherapy that is primarily utilized with couples to help them develop, enrich, and save their relationships. While EFT is classified as constructive, it is also founded on attachment theory, which emphasizes the need of forming a safe and secure emotional link with someone.
3. Children, families, and adults have all benefited from Narrative Therapy. Through the stories individuals tell themselves, Narrative Therapy allows clients to master their life. Clients can essentially re-author their lives with the help of a Narrative Therapist who helps them bring forth chosen realities.

In the traditional approach, the teacher is given more weight. The classical approaches are characterized by repetitive practice, mechanical exercises, and memory. Because English is the world's official language, it's critical that it's taught in a way that allows us to communicate with others rather than merely speak, write, and listen. As a result, creative ways contribute to change, which is usually for the better. It enables students to learn more quickly, efficiently, and interactively, and it is the job of the instructor to move away from old ways and implement creative strategies such as cooperative learning, smart classrooms, multidisciplinary approaches, and flipped classrooms. Constructivism is one of these approaches, in which learners generate new knowledge by linking it to previous experiences. This method is extremely beneficial in the development of basic communication skills in the English language. As a result, the constructivism method has become a vital tool in English language schools for determining the most successful ways for both students and teachers to learn.

The four elements of constructivist learning theory, which is the most widely accepted learning theory in western education, namely: situation, collaboration, conversation, and meaning construction. They are considered for the significant pedagogical implications to reform college English teaching. To achieve good learning outcomes the constructivism advocates learning philosophy, the teaching of English writing has a beneficial effect on computer network technology or modern education technology.

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