

Constructivist Pedagogical Practices in First Language in relation to Teachers' Qualifications

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Abstract -Mother tongue is an influential tool in advancing the learning in people. The importance of developing the mother tongue is now widely accepted among researcher. The constructivist model of teaching enables learners to construct knowledge. In this study the researcher had the objective to find Constructivist Pedagogical Practices in First language in relation to Teachers' Qualification using Convergent parallel design of mixed method (Creswell, 2007). This study had taken Structured Interview Schedule for Teachers who were teaching first language Odia in the class VI and VII by developing 33 items with statements on different aspects of Constructivist pedagogical practices for collecting data and found that the teachers from both group(76% C.T qualified 66% B.Ed qualified) viewed that students had lack of interest in self inquiry which indicated the non practice of IBL whereas 6% C.T qualified teachers viewed the students were not involving themselves actively in learning. Only one C.T qualification teacher was unable to use modern TLM in the classroom practices.

Keywords: Constructivist pedagogy, First Language, Teachers Qualifications

INTRODUCTION

Learning to speak in the mother tongue is very necessary for a child's comprehensive development. Being fluent in the mother tongue, which is also known as the native language, benefits the child in numerous ways. It associates him to his culture, ensures enhanced cognitive development, and supports in the learning of other languages. Many children across the developing world are learning very little in school, a reality that can be linked to teaching that is in a language they do not fully understand. It is a practice that leads to limited or non-existent learning and acquisition of knowledge and skills, alienating experiences, and high drop-out and repetition rates. To improve the quality of education, language policies need to take account of mother-tongue learning.

Models of education which ignore the mother tongue in the early years can be unproductive, ineffective and have a negative effect on children's learning (Nishanthi,2020). In Kim's (2011) study it was clear that the use of the mother tongue, specifically translation, helped the learners to recognize the importance of accuracy and led them to be more objective about their writing.

A social constructivist approach influenced by Vygotsky's where In Vygotsky's theory content of the knowledge is influenced by the culture which includes language, beliefs important to that culture and skills considered important in that culture (like computer skills, communication skills, collaboration skills) Two important assumptions in social constructivist approaches are: *Situated cognition*“ refers to the idea that thinking is located in social and physical contexts not within individual's mind” which means that knowledge is tied to the situation in which they are learned and it is difficult to apply in other situations. So, learning situations should be as close to real life situations as possible. Piaget's approach is central to the school of cognitive theory also known as “cognitive constructivism”. Piaget described learning as interplay between two mental activities called “assimilation” an “accommodation”. From the different reviews it was found that Constructivist method enhances the academic achievement and problem-solving ability of the pupils (Pandey & Ameta, 2017) and it is more effective than traditional teaching (Kim ,2005). Teaching Experience has a powerful influence on teaching learning process. Motivation, interest and solving problem skills of teachers who taught in constructivist approach were better (Lotfi, Dehkordi and Vaez-Ghasemi, 2012). Pedagogical hypermedia environment (Ajlouni & Jardat, 2020); Reality pedagogy (Taher, Mensah&Emdin,2017); Digital learning (Sultan, Woods and Koo,2011); Professional development program (Singh, Yager, Yutakom, Yager & Ali,2012)

or online events(Walmsley,2012) relating to constructivist practice have impact on teachers teaching practices and students knowledge. Pedagogical beliefs changed over the duration of the course(Sheridan,2016). Professional development program may increase pedagogical belief among teachers constructivist practices Singh, Yager, Yutakom, Yager & Ali,2012). Teachers attitude for creating constructivist learning environment are the factors affecting practices (Uredi, 2013).

Here first language of Odisha(Odia) is an Indo-Aryan language spoken in the Indian state of Odisha. It is the official language in Odisha (formerly known as Orissa) where native speakers make up 82% of the population, also spoken in parts of West Bengal, Jharkhand, Chhattisgarh, and Andhra Pradesh. Odia is one of the many official languages of India; it is the official language of Odisha and the second official language of Jharkhand. The language is also spoken by a sizeable population of at least 1 million people in Chhattisgarh. Odia is the sixth Indian language to be designated a Classical Language in India, on the basis of having a long literary history and not having borrowed extensively from other languages. The earliest known inscription in Odia dates back to the 10th century AD. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools (NEP, 2020). In the present scenario where emphasis is given on constructivist pedagogical practice in the teaching learning process, there is a need to assess the constructivist pedagogical practice by the teachers at different levels of education, in different subjects and whether the objectives of constructivist pedagogy are fulfilled, whether qualification of teachers has any effect on practices. Considering to present scenario of teaching learning process in our country particularly in

Odisha which need to be found out. Research objectives for this study include the following:

- To study the constructivist pedagogical practices of elementary school teachers with reference to their qualification.

METHODOLOGY

The investigator considering to the research objectives adopted Convergent parallel design of mixed method (Creswell, 2007) approach to understand and define Constructivist Pedagogical Practices by Elementary School teachers' qualification. The study was restricted to 20 Government Elementary School Teachers teaching in class VI, VII Odia Language from Elementary Schools located at Athagarh sub division of Cuttack district where the investigator randomly selected 11 Elementary Schools from two blocks of Athagarh sub division and 20 Teachers who were teaching Odia Language in the class VI and VII purposively. To know the constructivist pedagogical practices in first language by the teachers the investigator used: Structured Interview Schedule for Teachers, where the researcher had developed 33 Items for teachers who were teaching first language Odia in the class VI and VII. Here the items have been developed covering seven dimensions of Constructivist pedagogical practice such as: Cooperative and Collaborative Learning (CPP) Inquiry based Learning (IBL); Project and problem Based Learning (PPBL); Active learning (AL); Cognitive Apprenticeship (CA); Reflective Learning (RL); Assessment Procedure (AP) with some open and close ended questions after reading some literature on it. The researcher in consultation with the Head interviewed teachers who are teaching in class VI & VII. In this process the investigator collected data from teachers of eleven different elementary schools. Considering to the objective of the study the researcher organized the data in a proper way to carry out the task of analysis where she followed both Qualitative and Quantitative approaches for the analysis of the collected data. For the purpose, the investigator used simple statistical procedure that descriptive statistics including percentage analysis, histogram to analyse data to know about the constructivist pedagogical practices.

Dimension wise Items of Constructivist Pedagogical Practices in Interview Schedule

SL no	Dimensions	Items no 33	Yes/No Items	Yes /No Items with statements	Statements based Items	Description based Items	Yes/No items with Description
1	CCL	9(1,2,3,4,5,6,7,8,9)	3(1, 2, 3)	5(1,3,)	3(5,6,7)	3(4,8,9)	
2	IBL	3(10,11,12)	2(10,11)		1(12)		2(10,11)
3	PPBL	6(13,14,15,16,17,18)	4(14,15,16,17)	1(14,18)			
4	AL	3(19,20,21)	1(19)	2(20,21)			
5	CA	2(22,23)			2(22,23)		
6	RL	3(24,25,26)			3(24,25,26)		
7	AP	7(27,28,29,30,31,32,33)	6(28,29,30,31,32,33)	1(28)	1(27)		1(29)

Dimension Wise Response of Elementary Teachers on Constructivist Pedagogical Practices in First Language in reference to Qualifications

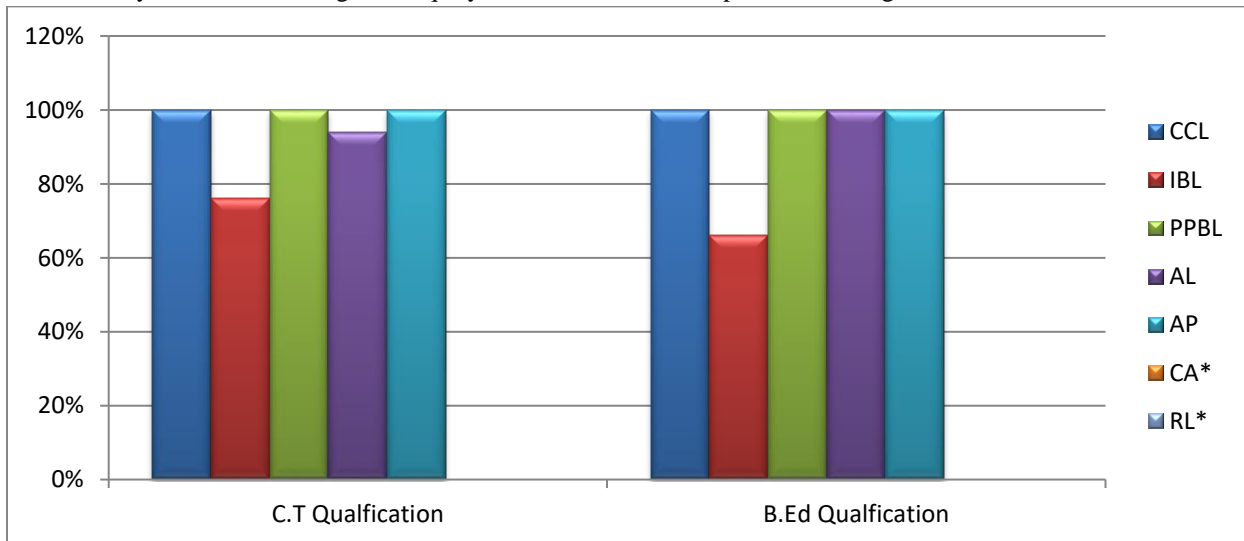
SL no	Dimensions(Yes /No Items) Qualification	CCL(3)**	IBL(2)**	PPBL(4)*	AL(1)*	CA*	RL*	AP(6)**
1	C.T(17T)	17T (100%)	13T (76%)	17T (100%)	16T (94%)	*	*	17T (100%)
2	BE.d(3T)	3T (100%)	2T (66%)	3T (100%)	3T (100%)	*	*	3T (100%)

Note: * marked dimensions belong to items with statements and **marked dimensions belong to items with statements and description.

The table revealed that there were 16 Yes/No items Out of 33 Items from seven dimension was responded by the teachers positively where as the statements wise views and open-ended answers were varying from each other in reference to their qualification.

From the above table, it was found that all the C.T qualified seventeen teachers practise all the components of 5 dimensions except IBL and AL where four teachers viewed on IBL that the learners were not interested to clarifying their doubts, queries and also they were not showing self inquiry attitude .

In the practices of AL one teacher responded that she was not always providing democratic and free atmosphere in the classroom during teaching learning practices. It was also found that all the BE.d qualified three teachers practise all the components of 5 dimensions except IBL where one teacher said that student were not showing self inquiry attitude .The investigator analyzed the views of both the teachers having C.T and B.Ed qualification on different dimensions of Practices of Constructivist Pedagogy and presented in Fig.'s .



The above fig revealed that all the C.T and B.Ed qualified elementary school teachers were practising CCL, PPBL(content requirement), AL, AP except IBL where some teachers from both group(76% C.T qualified 66% B.Ed qualified) viewed that students had lack of interest in self inquiry whereas 94% C.T qualified teachers viewed the students were involving themselves actively in learning. In case of CA and RL both group of teachers were responded positively

FINDINGS

From the above analysis it was found from the response of elementary school teachers on Dimensions of C.P.P that:-

Cooperative and Collaborative Learning (CCL)

- Both group of teachers were using three to five components such as: peer interaction, teacher learner interaction, group work, class work, Individual work for involving learners in the classroom teaching they also viewed the effective results come out from the students through group learning such as: Positive Independence and social skills.
- The C.T qualified teachers were assessing the performance of the students in a team work by giving them some short answer questions through paper work or by worksheet and whereas B.Ed qualified teachers assessed learners by dividing exercise in good and poor students as per their knowledge and ensure their development by their peer interaction.
- Both group of teachers divided the class into small groups including 3 to 4 or 5 to 6 students in a group with U shape. But 2 C.T qualified teachers used O shape.
- Both said the students engage themselves in Group learning by helping teammates and interacting with each other with different point of view but few students define their ideas except exploring their ideas.

Inquiry based Learning (IBL)

- Both C.T and B.Ed qualified teachers said few students were developing their insights ,critical thinking and open ended questions during the practices.

- Most of the students were not taking interest to clarify their doubts and also not showing self inquiry attitude and tendency.
- One C.T qualified teacher said from Town M.E School, Athgarh that students are very poor and don't know the 'BARNAMALA' so how can they develop their self inquiry attitude.

Project and problem Based Learning (PPBL)

- B.Ed qualified teachers were giving different project work such as : simple project to slow learners and complex work for active learners ,chart(collect poetry of poet), map, drama, essay(life history), story writing, application, picture design where as CT qualified teachers were giving application, essay , story writing chart , drama in the classroom and one teacher said he was giving complex project work to group not to individual.
- Both C.T and B.Ed qualified teachers were adopting strategies to develop problem solving ability among students such as: by giving own examples, asking questions and making suggestions, puzzling challenging and divergent questions where as three C.T qualified teachers said they were giving enough time to understand the problem and explain real life problems on the basis of content with above strategies.
- Both C.T and B.Ed qualified teachers viewed that they give attention to learners, suggesting techniques and methods and also keeping them alert during the project work .
- Both group of teacher's response PPBL was developing flexibility in thinking and build the knowledge among students.
- CT and B.Ed qualified teachers were giving projects to learners in Odia subject as per the content requirement.

Active Learning (AL)

- Both CT and B.Ed qualified teachers were providing democratic atmosphere for fearless environment to learners
- They were arranging the activities in Odia teaching such as: questioning, solving problem with peers, gaming, storytelling, Debate except filed trip (Due to Covid -19).
- experimentation is not required in first language

Assessment Procedure (AP)

- All the teachers who have C.T and B.Ed qualification were assessing learners by using different assessment procedure such as: peer assessment, self-assessment, Odia essay writing ,paragraph writing ,reading test, class work, unit test ,home work ,assignment
- Both teachers were motivating students for asking questions about their learning goal where they were able to find students learning needs and also they were giving feedback for the improvement in the learning
- They were Conducting formative, summative, monthly and weekly test to know the performance.

Cognitive Apprenticeship (CA)

- Both C.T and B.Ed qualified teachers were using teaching aids such as: photograph, charts, map, posters, mobile device, online media, T.V , Films with the books and black board in the classroom teaching learning process to give proper understanding of the subject and to develop knowledge on content among learners
- Guided slow learners to develop their cognitive skills in reading, writing in subjects through tutoring (base line test by Uthana), Scaffolding (questioning, hints, self assessment, contextual support, instruction for assignment)
- Only one C.T qualification teacher was unable to use modern TLM in the classroom practices.

Reflective Learning (RL)

- Both qualification teachers were creating situation and activities, providing free atmosphere to talk about what was learned, giving students chance to express their ideas, prior experience, evidence, thoughts, and encouraging to respect others students ideas, thoughts, experience
- They were assessing their reflection in practices through belief
- All B.Ed teachers were creating meaningful connection between prior and new knowledge, engage students with teacher one another, accepting students autonomy and initiative during the practice as facilitator where as only two C.T qualified teachers were accepting students autonomy and initiative with above activities .

CONCLUSION

It was observed by the researcher that the elementary school teachers who have C.T and B.Ed qualification were applying different practices of constructivist pedagogy where the students engage themselves in Group learning by helping teammates and interacting with each other with different point of view but few students define their ideas except exploring their ideas; they give attention to learners, suggesting techniques and methods and also keeping them alert during the project work but they were giving projects to learners in Odia subject as per the content requirement; most of the students were not taking interest to clarify their doubts and also not showing self inquiry attitude and tendency. It can be concluded that the teacher who have CT and BE.d qualification were practcsing Cooperative and Collaborative Learning (CPP); Project and problem Based Learning(PPBL); Active learning(AL); Cognitive Apprenticeship(CA); Reflective Learning(RL);Assessment Procedure(AP) but the teachers from both group(76% C.T qualified 66% B.Ed qualified) viewed that students had lack of interest in self inquiry which indicated the non practice of IBL whereas 6% C.T qualified teachers viewed the students were not involving themselves actively in learning. Only one C.T qualification teacher was unable to use modern TLM in the classroom practices.

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