

COUNSEL FOR CREATING A CONSTRUCTIVIST CLASSROOM

ABSTRACT :- This paper observed that for many years “ Listen-to-me- and learn “ is being that Learning process but for a change constructivism can be a model of teaching or rather we can say it a metaphore of how people learn or how learning takes place. An analogy is also drawn from affective stylistics of post structuralistic theory of reader response where it is believed that even same reader reading the same test on two different occasion will probably produce different interpretation. So it will be for creating a constructivist classroom where students can construct their own knowledge or understanding.

KEYWORDS :-

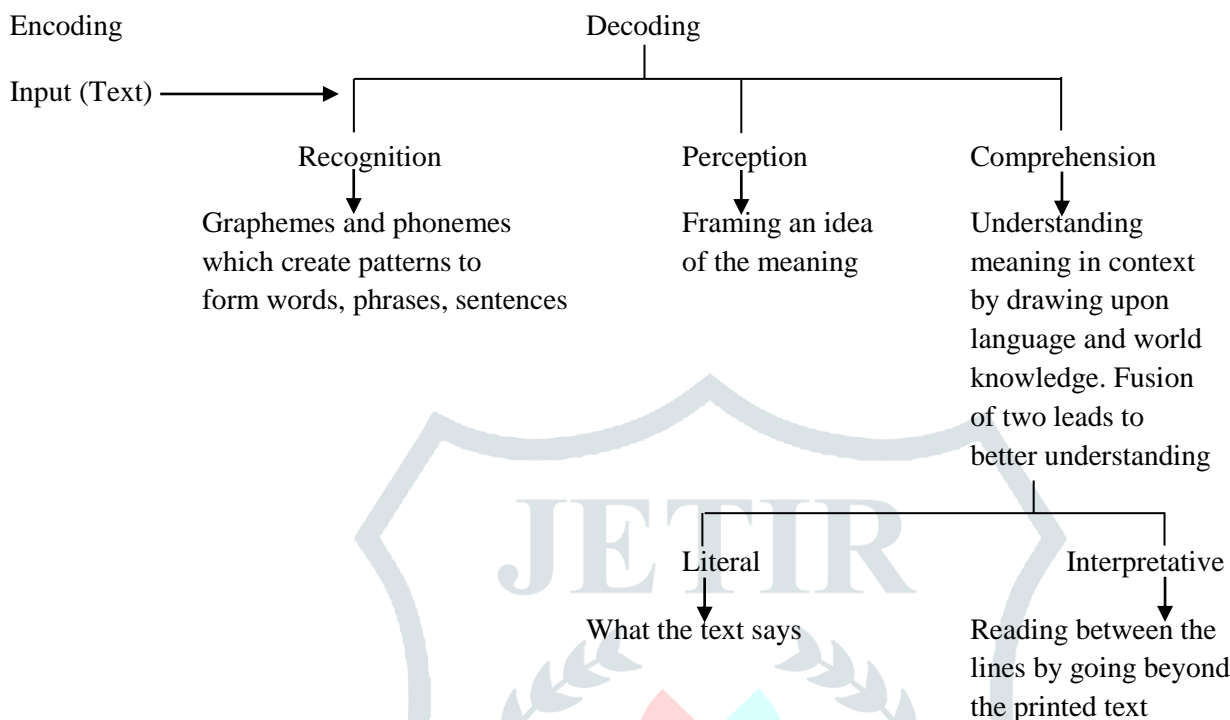
Constructivist Theory, Jean Piaget’s Cognitive Constructivism, Vigotskian Social Constructivism, Affective Stylistics of Reader Response Theory.

CONSTRUCTIVE CLASSROOM :-

Constructivist classroom merely claims to provide an opportunity to think under the stimulus of printed page, Understanding a text and extracting required information from it as efficiently as possible. When we read a text we understand it at three levels :

- Purely literal responding to the graphic signals only with little depth of understanding,
- The reader recognized the author’s meaning,
- The reader’s own personal experiences and judgements influence his response to the text.

These can be summarised as “ reading lines, reading between the lines and reading beyond the lines.” The process of understanding can be summarised in this way :



APPROACHES OF CONSTRUCTIVISM :-

Constructivism is a recent perspective in epistemology that views all of our knowledge as “constructed”.

Two main approaches are –

Piaget’s cognitive constructivism

Jean Piaget’s theory says in order to provide an ideal learning environment children should be allowed to construct knowledge that is meaningful to them. An individual incorporates new experiences into old experiences that is assimilation to him and ongoing process of incorporating new experience into the existing mental capacity is accommodation.

Vigotskian social constructivism –

Mediation is the key concept here. Mediation refers to interact with environment and people so that they are able to modify things and gain benefit from it.

The philosophy of constructivism states knowledge does not come from someone else but from experience. For the purpose of this paper this philosophy is recognised because it determines learning opportunities where learners

internalise new experiences and knowledge into their existing schema. “ Constructivist teaching practices.... Help learners to internalise and reshape or transform new information” (Brooks & Brooks, 1993, P.15)

The strength of this practice lies in the construction of knowledge. Because all learners are different in many ways so they interpret the world around them differently through their own world view rather than being a passive recipient of another individual’s knowledge or thought. Students must be encouraged to adopt this model because it allows them to learn about their own ideas and they have to learn about their own ideas and they have the opportunity to think and rethink to tailor their idea. The teacher should facilitate this change by interacting with students in positive ways such as asking questions, building appropriate challenges and experiences and offering new ways of thinking (Watts & Pope, 1989[25]).

Here a far-fetched analogy can be drawn from the affective stylistics of post structuralist theory of reader response. According to Stanley Fish the subject of interpretation is not the text but the reader and one should not be interested in what a text means but rather what a text does. He believed that it is the reader who brings their own analytical process to enliven the text otherwise it has no meaning it is a text in the book shelf.

Eagleton remarks “For Fish, reading is not a process of discovering what the text means ,but a process of experiencing what it does to you...the object of critical attention is the structure of the reader’s experience, not any objective structure to be found in the work itself.”

CONCLUSION :-

While wrapping up it can be said that rather than being a theory it better explained as a model of teaching where student is always active and knowledge is constructed by the knower himself/herself .Because no one’s understanding is an accurate reflection of reality and pass on to others so always there will be room for discussion and critical thinking .May be that’s why Lois Tyson in his *Critical Theory Today* wittily said “Many new students of critical theory are relieved and happy when they get to the unit on reader response criticism ,perhaps because they enjoy the idea that their responses are important enough to become the focus of literary interpretation.”

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