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## Emerging Role of Constructivism for Developing English Speaking Skills

### Abstract:

*This research paper draws attention to the literature for developing English speaking skills through instructional approaches of constructivism. It provides guideline for the teachers of Pakistan in teaching speaking skills. This research paper first analyzes constructivists model and then validates the implementation of the creative teacher teaching model in the speaking skills. Expectantly this model can contribute meaningfully to educate students in speaking English language. The five-point rating scale was utilized as research device for data collection. The three hundred and fifty-Eight (358) second language learners of Government and Private college students of District Muzaffargarh were selected randomly. The collected data was analyzed through SPSS. It was founded that constructivism paves the way for the learners in learning English as a second Language. Therefore, this research study suggested that the teachers should use constructivist approach in classroom rather than traditional approach.*

### Key Words:

Constructivism, Instructional Model, English Speaking Skills, Constructivist Approach

### Introduction

Constructivism has emerged as one of the major impacts in teaching and learning process. From the last two decades, teachers have embraced constructivist-based teaching particularly teaching English as a second language (Powell, Farrar & Cohen, 1985). Numerous educators, focusing on constructive meaning in the teaching speaking skills and learning process is in line with previous beliefs because constructivist-based teaching firmly sets priorities in subjects in which students learning skills. There are ideas that almost all adhere to a broad school of thought of learning theorists founded by constructivists. Therefore, as a simple type of constructivist statements, they can be seen. Here are some of these main concepts partially based on Taber's study of (2006).

- Information is dynamically developed by the students, not by peripheral sources. Learning is a student's activity, not a goal.
  - Learners come into a learning environment and ideas exist for many things.
  - The Learners have their views about the world. On the other hand, there are many mutual and parallel patterns in their ideas. Certain of such concepts are expressed socially and culturally and are also part of the vocabulary with metaphors. It also acts often as a guide to understand a lot.
  - These theories often conflict with acknowledged scientific theories and approximately of them could persist and be difficult to change.
  - Information is represented in the brain as mental structures and it is possible to model and explain this in detail.
- Teachers should take the learner's views completely if they want to change or encounter this.

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- While information in one sense of individual, learners build their information through their interactions with the environment, through linguistic, social and culture contexts. Stress associated with these items triggers the various types of structures previously mentioned

## **Literature Review**

Constructivism is viewed as an idea of correspondence and in late many years has arisen as a high worldview in instruction model. (Kaufman, 2004). The design of instruction depends on speculations of intellectual and social turn of events (Schcolnik et al., 2006; Kaufman, 2004). Piaget & Inhelder, 1971) enlightening the advancement of the psyche and the development of individual information; the last spotlights on the development of social information and is underlined in crafted by Vygotsky (1986). The discussion over the moderate effect of these two methods of learning is progressing. In any case, it is accepted that these two methodologies are not totally unrelated; rather, they are "indivisibly bound" (Schcolnik et al., 2006).

The work done by the researchers was to replace methods of teaching and learning based on both methods of construction. The method of learning knowledge and the creation of knowledge, according to constructivism-based instruction. Teachers are facilitators and guiders of the process, while learners develop awareness on their own (Glaserfeld, 1996; Duffy & Cunningham, 1996).

The Researcher suggested simple rules about constructivist-based teaching in speaking skills classes by taking these guiding principles. In this article, the actions comply with the following rules:

- Student-centered and activity-based are these tasks.
- By doing these crafts and mental operations, learners will develop their skills.
- Communication and exchange of ideas are needed for these activities.
- These operations are meant to interrupt the equality of learners, but also instruct them on how to overcome disputes and return to equality.
- Such operations foster critical thought and thinking about learners.

Activities furnished learners with outer and interior framework. Outside platform "upheld understudy obtaining by separating undertakings into intelligent, displaying, preparing, input, and giving learning obligation to learners" (Kaufman, 2004). Inward framework "draws in learners all things considered and mindfulness" (Kaufman, 2004).

In showing an unknown dialect, the four essential English skills tuning in, speaking, writing, and listening have significantly enhanced the Pakistani understudy side in late many years. Numerous learners can comprehend others' English yet cannot communicate in English smoothly. For some, learners, talking stays an extremely troublesome proficiency expertise, which can be found in the feeble capacity to talk orally in English even following quite a while of learning at a school. 45% of contact is achieved by listening, 30% by speaking, 16% by reading and 9% by writing, according to well-known linguists (Rivers & Temperley, 1978). It can be concluded that the most basic human contact is oral communication. Therefore, one of the most important skills in learning a language is speaking.

Learning to speak English is known to be one of the toughest things for teachers to help students learn English. Consequently, how the oral teaching of English in Pakistani schools can be strengthened and improved has drawn the attention of students and teachers and has become one of the most relevant issues in English as a foreign language. While several researchers and educators have attempted to use various teaching methods and techniques to enhance oral English teaching, little progress has been made so far. It is therefore urgent for English teachers to do research on this issue, and to find ways to develop it more effectively.

The current situation which is given in oral English teaching and its analysis in Pakistan, Researcher observe some improvements in the English teaching colleges at District Muzaffargarh. Oral English was first

planned to be an independent compulsory study of non-English majors who had previously been part of an English college. This translation is intended to assist non-Language majors with their oral English.

### **Non-English Majors' Issues**

English was only one course for non-English majors, but now, with the continuing transformation of English teaching in college students, two English courses must be taken. The following issues will be faced by them:

#### **Time limited**

The significance of oral English is known to non-English officials, but English is a required course for them, not a big one. During class leadership, they are restricted.

#### **Vocabulary Limitations and Insufficient Inclusion of Western Cultural Awareness**

Traditional English teaching allows students, in other words, not contexts, to memorize words, phrases or combinations, which contributes to the issue of students not understanding how to correctly convey their ideas in words they know. And insufficient cultural context knowledge prohibits interaction with individuals from various cultural backgrounds.

#### **Lack of Enthusiasm and Trust**

Students urgently need to enhance their ability to communicate, but few have the desire to speak. In the classroom and in public, conventional Pakistani education causes learners to be embarrassed. Usually, they do not express themselves in class or share their thoughts.

### **Solutions to the Problems for Non-English Majors**

#### **Developing the Interest of Students in Learning English**

Learning a language is most successful when the desires, motivation and attitude of the learners are considered. Students are encouraged to study the language, fluently learn the language, and engage in conversations and conversational exercises. The importance of positive attitudes in the student body is emphasized. It supports a language-based approach to language learning and practice: learning and usage of language. It includes the creation in the classroom of learning strategies.

#### **A Student-Centered Classroom with Guidance from Teachers**

In learning English, teachers should serve as guides and facilitators; they should provide real-world conditions for students ([Brown, 1994](#)). Students should be given more time to talk in class; that is, students should be speakers in the classroom; they should not be treated as an audience. To direct and enable students to interact with their peers using their newly acquired skills, teachers can use a range of activities.

#### **Collect learners' vocabulary to help with their oral English**

Like other Pakistani characters, it is normal for students to hesitate in their presentations or in communication simply because of a phrase, foreign, or not like English, where researcher observe the impact of vocabulary in presenting English speeches. Teachers could, therefore, support students find the best ways to expand their vocabulary. Learning the spelling and pronunciation rules and knowing the links between words can help students learn more words in their own way.

Students can express themselves better with greater vocabulary. For example, they will enjoy "exposing themselves" and will share their ideas in class freely and gain greater trust in public speaking.

### Make Full use of class time and Improve English language Learning after Class

Teachers should also have immediate input on the results of students in the classroom, which will assist them to appreciate the success of learning. They would be happy to talk more in class and in public afterwards. Students will continue speaking English orally after class with the help of teachers. The researcher, for instance, also advised students to sit in on external teachers' lectures. Students learn a great deal from them, which widened their perspective and introduced frequent classes to lectures.

### Promoting understanding of the target culture of the country by students

Language and culture are always intertwined, which shows us that in language learning, culture is very important. They should be familiar with some of the cultures in the English-speaking world as students learn English. Only when they know the context of the culture of a particular language do they easily understand and articulate English well.

### Difference between Traditional classroom and Constructivist Classroom

The Traditional Classroom	The Constructivist Classroom
The program begins with elements of the whole. Emphasizes fundamental skills.	The program emphasizes major principles, starts with the whole and extends to include the components.
Firm observance to secure program is extremely appreciated.	The pursuit of student desires and problems is respected.
Resources are chiefly workbook and textbooks	Materials consist primarily of material sources and materials for measurement.
Book learning is built on replication.	Learning is talking, building on what the student already understands.
Teachers provide students with information; students are knowledge-receivers.	Educators have a discourse with learners, guiding learners build their own information.
The position of the teacher is an educator, profoundly rooted in authority.	Educator's part is collaborative, rooted in support.
Evaluation is going through testing, correct answers.	Valuation comprises Student events, thoughts, and points of view, as well as exams. As critical as the product, the process is
Information is seen as passive.	Awareness is seen as self-motivated, with our experiences often varying.
Pupils effort chiefly unaccompanied.	Learners work mostly in groups form.



The chart (on previous page) compared the traditional class with the construction class. It showed the significant differences in the basic concepts of knowledge, students, and learning. In the constructivist class, the focus was often from teachers to students. The teacher worked more effectively as a facilitator who trained, mediated, motivated, and helped students to develop and assess their understanding while learning. But in traditional class the process of learning was passive.

### Materials and Methods

This research study was descriptive in nature and survey method was used for data collection. The study was delimited to the District Muzaffargarh. The study sample consisted of male and female students from affiliated institutions in the Muzaffargarh district. The researcher used simple random sampling technique. The sample of 358 college students was selected randomly according to the advisory table (Gay, 2003) of sample selection.

To keep the theory and objectives of the research, the researchers compiled a list of questions after the literature review. The questionnaire is compiled on a five-point scale (Likert) to measure respondents' perceptions. The answers in this questionnaire were rated from negative (SDA) to very high (SA). The first draft of the tool was discussed among researchers and some amendments were made according to the research objectives.

Subsequently, the tool was tested on a sample of 102 college students who were not part of the selected sample. Cronbach's alpha coefficient was calculated and compared with the 0.7 limit. The Cronbach computed alpha coefficient was 0.86 higher than the brink value of 0.7 which is why the study questionnaire was reliable enough. After the tool was completed, researchers collected data from college students. Prior to data collection, researchers had a meeting with respondents. They explained to the respondents the nature and purpose of the study. They are assured of the confidentiality of their provided information. In this way, the researchers obtained the consent of the respondents. Researchers look at the ethical principles of research in social science.

### Results and Discussions

Data analyzed via SPSS v.22. Quantitative data collected by questionnaire was entered into the SPSS and calculated percentage and description of each item.

**Table 1.** The role of constructivism in learning English Speaking Skills

S. No	Item	Options	SDA	DA	UD	A	SA	Mean
1	Constructivism prompts students to formulate their own concepts.	Frequency	10	40	69	110	129	3.44
		Percentage	2.8	11.1	19.2	30.7	36	
2	Constructivism encourages group work and the use of peers as resources	Frequency	40	13	74	120	111	3.45
		Percentage	11.1	4.2	19.7	34.2	28.1	
3	Constructivism promotes good study behavior in improving the speaking skills.	Frequency	20	65	100	110	63	3.47
		Percentage	5.6	18.1	27.9	30.7	17.5	

In the light of table no.1, total number of 358 students gave their (100%) responses in favor of first statement as 129 (36%) were strongly agree, 110 (30.7%) were agree, 40 (11.1%) were disagree, 10 (2.8%) were strongly disagree and 69 (19.2%) were undecided. The mean score was 3.44. So, majority of the respondents agreed that Constructivism prompts students to formulate their own concepts. From second statement, 111 (28.1%) were strongly agree, 120 (34.2%) were agree, 13 (4.2%) were disagree, 40 (11.1%) were strongly disagree and 74 (19.7%) were undecided meanwhile the mean score was 3.45. So, majority of the respondents agreed that Constructivism encourages group work and the use of peers as resources. On the other hand, third

statement as 63 (17.5%) were strongly agree, 110 (30.7%) were agree, 65 (18.1%) were disagree, 20 (5.6%) were strongly disagree and 100 (27.9%) were undecided meanwhile the mean score was 3.47. Therefore, majority of the respondents agreed that Constructivism promotes good study behavior in improving the speaking skills.

**Table 2.** Impact of Constructivism on Learning Speaking Skills.

S. No	Item	Options	SDA	DA	UD	A	SA	Mean
4	Constructivism produces appropriate outcomes in Learning speaking skills.	Frequency	22	14	77	135	110	3.85
		Percentage	6.1	3.91	21.5	37.5	30.72	
5	Constructivism permits multiple explanations and expressions of learning speaking skills.	Frequency	20	43	72	116	107	3.67
		Percentage	5.5	12.01	20.11	32.40	29.88	
6	Constructivism encourages students to use active techniques to solve the problems.	Frequency	10	44	83	90	131	3.76
		Percentage	2.79	12.29	23.18	25.13	36.59	

In the light of table no.2, total number of 358 students gave their (100%) responses in favor of fourth statement as 110 (30.72%) were strongly agree, 135 (37.5%) were agree, 14 (3.91%) were disagree, 14 (3.91%) were strongly disagree and 77 (6.1%) were undecided meanwhile the mean score was 3.85. So, majority of the respondents agreed that Constructivism produces appropriate outcomes in Learning speaking skills. From fifth statement, 107 (29.88%) were strongly agree, 116 (32.40%) were agree, were disagree 20 (5.5%) were strongly disagree and 72 (20.11%) were undecided meanwhile the mean score was 3.67. So, majority of the respondents agreed that Constructivism permits multiple explanations and expressions of learning speaking skills. On the other hand, sixth statement showed 131 (36.59%) were strongly agree, 90 (25.13%) were agree, 44 (12.29%) were disagree, 10 (2.79%) were strongly disagree and 90 (25.13%) were undecided meanwhile the mean score was 3.76. Therefore, majority of the respondents agreed that Constructivism encourages students to use active techniques to solve their problem.

**Table 3.** Constructivism explores hidden abilities of the Learners.

S. No	Item	Options	SDA	DA	UD	A	SA	Mean
7	In constructivism, the learner matches up new information with his previous knowledge pretty well.	Frequency	19	71	87	122	59	3.35
		Percentage	5.3	19.83	24.3	34.07	16.48	
8	Learners are not blank slates upon which knowledge is imprinted.	Frequency	19	61	70	142	66	3.45
		Percentage	5.3	17.03	19.55	39.66	18.43	
9	Constructivist classroom perfectly produces proficient learners.	Frequency	19	55	70	69	145	3.5
		Percentage	5.3	15.36	19.55	19.27	40.5	

In the light of table no.3, total number of 358 students gave their (100%) responses in favor of seventh statement as 59 (16.4%) were strongly agree, 122 (33.9%) were agree, 71 (19.83%) were disagree, 19 (5.3%) were strongly disagree and 87 (24.3%) were undecided meanwhile the mean score was 3.35. So, majority of the respondents agreed that in constructivism, the learner matches up new information with his previous knowledge pretty well. From eighth statement, 66 (18.43%) were strongly agree, 142 (39.66%) were agree, 61 (17.03%) were disagree, 19 (5.3%) were strongly disagree and 70 (19.55%) were undecided. The mean score

was 3.46. So majority of the respondents agreed that Learners are not blank slates upon which knowledge is imprinted. On the other hand, ninth statement showed that 145 (40.5%) were strongly agree, 69 (19.27%) were agree, 55 (15.3%) were disagree, 19 (5.3%) were strongly disagree and 70 (19.55%) were undecided meanwhile the mean score was 3.52. So, majority of the respondents agreed that Constructivist classroom perfectly produces proficient learners.

**Table 4.** Constructivism and role of Teacher.

S. No	Item	Options	SDA	DA	UD	A	SA	Mean
10	Constructivism approach is essential in improving the quality of speaking skills.	Frequency	5	48	53	74	178	3.75
		Percentage	1.3	13.40	14.80	20.67	49.72	
11	Constructivist teachers motivate learners to assess continually helping them to gain understanding.	Frequency	18	60	32	99	149	3.37
		Percentage	5.02	16.75	8.93	27.65	41.62	
12	Constructivism gives the learners ever-broadening tools to keep learning.	Frequency	21	13	68	111	145	3.25
		Percentage	5.86	3.63	18.99	31.0	40.5	

In the light of table no.4, total number of 358 students gave their (100%) responses in favor of tenth statement as 178 (49.72%) were strongly agree, 74 (20.67%) were agree, 48 (13.40%) were disagree, 5 (1.3%) were strongly disagree and 53 (14.80%) were undecided meanwhile the mean score was 3.36. So, majority of the respondents agreed that Constructivism approach is essential in improving the quality of speaking skills. From eleventh statement, 149 (41.62%) were strongly agree, 99 (27.65%) were agree, 60 (16.75%) were disagree, 18 (5.02%) were strongly disagree and 32 (8.93%) were undecided. The mean score was 3.37. So, majority of the respondents agreed that Constructivist teachers motivate learners to assess continually helping them to gain understanding. On the other hand, twelfth statement showed that 145 (40.5%) were strongly agree, 111 (31.0%) were agree, 13 (3.63%) were disagree, 21 (5.86%) were strongly disagree and 68 (18.99%) were undecided meanwhile the mean score was 3.26. So, majority of the respondents agreed that Constructivism gives the learners ever-broadening tools to keep learning.

**Table 5.** Difference between constructivist mode of teaching and traditional mode of Teaching.

S. No	Item	Options	SDA	DA	UD	A	SA	Mean
13	The focus in constructivist classroom, inclines to shift from the teacher to the learners in learning speaking skills.	Frequency	8	50	70	107	123	3.56
		Percentage	2.2	13.96	19.55	29.88	34.35	
14	Constructivist mode of teaching is better than traditional mode of teaching.	Frequency	18	65	89	60	126	3.28
		Percentage	5.0	18.15	24.86	16.75	35.19	
15	The previous knowledge is raw material for the new knowledge to construct.	Frequency	29	65	47	113	149	3.21
		Percentage	8.1	18.15	13.1	31.36	41.62	

In the light of table no.5, total number of 358 students gave their (100%) responses in favor of thirteen statement as 123 (34.35%) were strongly agree, 107 (29.88%) were agree, 50 (13.96%) were disagree, 8 (2.2%) were strongly disagree and 70 (19.55%) were undecided meanwhile the mean score was 3.56. So, majority of

the respondents agreed that the focus in constructivist classroom, inclines to shift from the teacher to the learners in learning speaking skills.

From fourteen statement, 126 (35.19%) were strongly agree, 60 (16.75%) were agree, 65 (18.15%) were disagree, 18 (5.0%) were strongly disagree and 89 (24.86%) were undecided. The mean score was 3.28. So, majority of the respondents agreed that Constructivist mode of teaching is better than traditional mode of teaching.

On the other hand, fifteen statement showed that 149 (41.62%) were strongly agree, 113 (31.36%) were agree, 65 (18.15%) were disagree, 29 (8.1%) were strongly disagree and 113(31.4%) were undecided meanwhile the mean score was 3.22. So, majority of the respondents agree that the previous knowledge is raw material for the new knowledge to construct.

## **Conclusion**

Through constructivism, teachers can develop and create a variety of situations for non-English master's students can have more potential in sharing their own understanding of real-life circumstances through teacher encouragement and the use of various media and the Internet, where students can develop their speaking abilities, use their collaborations, and strengthen their English skills. Teachers should, at the same time, make changes to meet students' needs. Both teachers and students can help each other improve their global awareness by doing so. It would be easier for students, who are used to learning English in the real world, to adjust to any new setting in the world.

## **Recommendations**

Follow-up recommendations are based on the results of current research

- The teacher should use effective constructivism approaches and strategies to develop speaking ability of Learners.
- Learners should share positive contribution in speaking class to improve the quality of second language learning outcomes.
- Second language teachers should help learners overcome their fear of failure by developing their self-confidence.
- The love and appreciation of the teachers of the learners will make a positive difference in improving the quality of second language learning.

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