Constructivist Lesson Planning: Theory and practice in the Subject of English

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Abstract:
This Constructivist teaching builds curriculum based on student interest and development level. This paper aims at developing a constructivist lesson plan in English for the students through the teachers are familiar with the concept of constructivist they face difficulty in class. It is student-centred rather than teacher-centred in which teacher as a facilitator. Authors through this study explore the ways and means of organizing a constructivist lesson and illustrate a lesson in action which was held during the student teacher situation.

Key words: - Constructivist, Lesson planning.

Developments in Constructivism:
The concept of constructivism has its roots in Socratic Dialogue. Then, Jean Piaget and John Dewey’s contribution led to the evolution of constructivism. Lev Vygotsky introduced social aspect of learning while Jerome Burner initiated curriculum change based on the notion that learning is active, social processes in which students construct new ideas or concept based on their current knowledge. Constructivist environments were dramatically changed with the groundbreaking work of pre-knowledge.

Today, Constructivist approach is widely discussed and used in many of the schools. National Council for Teacher Education (NCTE) and National Council for Educational Research & Training (NCERT) in their documents for curriculum revision emphasized the constructive lesson planning. Simply put, constructivist learning is based on student’s active participation in problem solving and critical thinking regarding a learning activity which they find relevant and engaging.

Objective: -
The objective of this research paper is to develop a constructivist lesson plan in English for secondary school students.

Methodology: -
One of the students constructed the following lesson plan under first author’s guidance and taught in the school. The objectives and specifications area deals with the purposes of cognitive, affective and psychomotor domains with the specific aspects of behavioural outcomes. The teaching learning points discuss the content as concepts.

The German theorists were also fascinated by perception- the way we interpret things that we sense and observe. When they asked subjects to illusions of various kinds, they discovered that individuals interpret what they see in terms of the arrangement of stimuli. When you look at the two vertical lines in above Figure, the converging lines at the end of line A cause it to appear than line B. Yet, all the lines in A and Bare exactly the same length. The way they are arranged cause them to look different. The converging lines at the ends of line A “draw” the vertical line outward; those at the end of the line B seem to shorten it.

The German psychologists also discovered that our perceptions are influenced by past experience and current interests in same condition of students experience and current interest. Several individuals may look at the same word, yet their interpretations of the identical with their knowledge.

The steps of the constructivist lesson plan are:

<table>
<thead>
<tr>
<th>5Es</th>
<th>Suggested Activity</th>
<th>What the Teacher Does</th>
<th>What the Student Does</th>
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</table>

<table>
<thead>
<tr>
<th>A</th>
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<th>B</th>
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<tbody>
<tr>
<td>Engage</td>
<td>Explore</td>
<td>Explain</td>
<td>End</td>
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</tbody>
</table>
| - Demonstration  
- Reading  
- Free Write  
- Analyze a Graphic Organizer  
- KWL  
- Brainstorming | - Performs an Investigation  
- Read Authentic Resources to Collect Information  
- Solve a Problem  
- Construct a Model | - Student Analysis & Explanation  
- Supporting Ideas with Evidence  
- Structured Questioning  
- Reading and Discussion  
- Teacher Explanation  
- Thinking Skill Activities: compare, classify, error analysis | - Problem Solving  
- Decision Making  
- Experimental Inquiry  
- Think Skill Activities: compare, classify, apply |
| - Creates interest.  
- Generates curiosity.  
- Raises questions.  
- Elicits responses that uncover what the students know or think about the concept/topic. | - Encourages the students to work together without direct instruction from the teacher.  
- Observes and listens to the students as they interact.  
- Asks probing questions to redirect the students’ investigations when necessary.  
- Provides time for students to puzzle through problems. | - Encourages the students to explain concepts and definitions in their own words.  
- Asks for justification (evidence) and clarification from students.  
- Formally provides definitions, explanations, and new labels.  
- Uses students’ previous experiences as basis for explaining concepts. | - Expects the students to use formal labels, definitions, and explanations provided previously.  
- Encourages the students to apply or extend the concepts and skills in new situations.  
- Reminds the students of alternative explanations.  
- Refers the students to existing data and evidence and asks, what do you already know? Why do you think…?  
- Strategies from Explore apply here also. |
| - Asks questions such as, Why did this happen? What do I already know about this? What can I found out about this?  
- Shows interest in the topic. | - Thinks freely but within the limits of the activity.  
- Tests predictions and hypotheses.  
- Forms new predictions and hypotheses.  
- Tries alternatives and discusses them with others.  
- Records observations and ideas.  
- Suspends Judgment. | - Explains possible solutions or answers to others.  
- Listens officially to others’ explanations.  
- Questions others’ explanations.  
- Listens to and tries to comprehend explanations the teacher offers.  
- Refers to previous activities.  
- Uses recorded observations in explanations. | - Applies new labels, definitions, explanations, and skills in new, but similar situations.  
- Uses previous information to ask questions, propose solutions, make decisions, and design experiments.  
- Draws reasonable conclusions from evidence.  
- Records observations and explanations.  
- Checks for understandings among peers. |
### Evaluate
- Any of the Above
- Develop a Scoring Tool or Rubric
- Test
- Performance Assessment
- Produce a Product
- Journal Entry
- Portfolio

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning Text and Visuals</th>
<th>Teaching Learning Experience</th>
<th>Learner’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop the skill of writing technique.</td>
<td>Megha went to buy a present for her</td>
<td>The teacher will ask the learner to count 1, 2, 3, in this way he will divide the class in three groups.</td>
<td>The learner will count the number. They will form a group.</td>
</tr>
<tr>
<td>To develop the skill of writing dialogue</td>
<td>Look very nice, she said to the shopkeeper. What kind of doll do you want?</td>
<td>The teacher will distribute the side given activity on handout to the trainee teacher of Group – 1.</td>
<td>The learners will discuss about the information with their partners.</td>
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<tr>
<td>To develop the skill of writing paragraph.</td>
<td>The shopkeeper, ‘I have dolls that walk, airplanes that fly, teddy bears that cry. ‘I want one that you can make yourself, it is soft, you can dress and undress, said Megha ‘Oh, I don’t have those, said the shopkeeper. ‘Won’t these do?’</td>
<td>He will also ask them to write a paragraph from the given task.</td>
<td>The learners will make dialogue Appropriately.</td>
</tr>
<tr>
<td>To develop the skill of using the technique.</td>
<td></td>
<td></td>
<td>The learners will make paragraph Appropriately.</td>
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<tr>
<td>To develop the skill of writing technique.</td>
<td>Fill the blank to make complete word and use the word in sentence. &lt;br&gt;rec_ _ ve&lt;br&gt;h_ _ fer&lt;br&gt;dec_ _ ve&lt;br&gt;ch_ _ t&lt;br&gt;tr_ _ t&lt;br&gt;c_ _ ling&lt;br&gt;b_ _ ge&lt;br&gt;pl_ _ se&lt;br&gt;sh&lt;br&gt;str_ _ t</td>
<td>The teacher will distribute the side given activity on handout to the trainee teacher of Group – 2.</td>
<td>The learners will discuss about the information with their partners.</td>
</tr>
<tr>
<td>To develop the skill of writing spelling</td>
<td></td>
<td>He will ask the learner to fill the missing word to make a meaningful word and he also asks to make a sentence using the word.</td>
<td>The learners will make word and also make a sentence Appropriately.</td>
</tr>
<tr>
<td>To develop the skill of using the word in sentence.</td>
<td>Arrange the letters of the word to make a complete word and use the word in sentence. vienmenront&lt;br&gt;cendsed&lt;br&gt;timmoc&lt;br&gt;denpretis&lt;br&gt;geualang</td>
<td>He will ask the learner to arrange the letter to make a meaningful word from the given word and he also asks to make a sentence using the word.</td>
<td>The learners will make word and also make a sentence Appropriately.</td>
</tr>
<tr>
<td>To develop the skill of using the technique.</td>
<td></td>
<td>They will also speak when teacher ask.</td>
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<td>To develop the skill of writing technique.</td>
<td>Supply the punctuation marks to the below given sentences. &lt;br&gt;1. site ate an apple today&lt;br&gt;2. our school is closed on Sunday&lt;br&gt;3. why didn’t you ask teacher about this asked rope</td>
<td>The teacher will distribute the side given activity on handout to the trainee teacher of Group – 3.</td>
<td>The learners will discuss about the information with their partners.</td>
</tr>
<tr>
<td>To develop the skill of writing capitals and punctuation mark.</td>
<td>Rewrite the given below paragraph with the proper punctuation marks and capitals. a man ordered a large pizza do you want me to cut it into six pieces of eight asked the waiter better make it six i don’t think i can eat eight pieces the man said</td>
<td>He will ask the learner to add punctuation mark to make a meaningful sentence.</td>
<td>The learners will add punctuation mark and make a sentence Appropriately.</td>
</tr>
<tr>
<td>To develop the skill of writing capitals and punctuation mark and spacing to the sentences.</td>
<td></td>
<td>He will ask the learner to add punctuation and capital letter to make a meaningful sentence.</td>
<td>The learners will add punctuation mark &amp; capital and make a sentence Appropriately.</td>
</tr>
<tr>
<td>To develop the skill of using the technique.</td>
<td>Rewrite the below given sentence with correct spacing. Fromtheverybeginningmilkhasbeentreate das Theperfectfood.</td>
<td>He will ask the learner to space and punctuation mark to make a meaningful sentence.</td>
<td>The learners will add space, punctuation mark &amp; capital and make a sentence Appropriately.</td>
</tr>
</tbody>
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CHALKBOARD SUMMARY

"THE AIM OF EDUCATION IS NOT TO MAKE LIVING; BUT TO MAKE LIFE."  _ M.K.GANDHI

Teaching Writing

Technique to develop writing

<table>
<thead>
<tr>
<th>Group-1</th>
<th>Group-2</th>
<th>Group-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megha went to buy a present for her small sister. The dolls on the top shelf look very nice, she said to the shopkeeper. What kind of doll do you want? Asked the shopkeeper, I have dolls that walked. 'I want one that you can make yourself, Said Megha. ‘Oh, I don’t have those, said the shopkeeper. Won’t this do?</td>
<td>Environment - Descend - Commit - President - language</td>
<td>Sita ate an apple today. - Our school is closed on Sunday.</td>
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<tr>
<td>From the very beginning milk has been treated as the perfect food.</td>
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</table>

Techniques of writing

- **Substitution Tables**
  - Select the word from the box and write a paragraph or dialogue

- **Spelling and punctuation**
  - Identified correct spelt word
  - Blank filling activities
  - Jumbled word

- **Capital and stops**
  - Sentence
  - Paragraph
  - Space

- **Syntax**
  - Blank filling
  - Vocabulary collection
  - Completion - sentence, dialogue

- **Production**
  - Opening sentence
  - Using diagram
  - First and last sentence
  - Topic sentence

- **Writing Process**
  - Using picture
  - Description/Narration
  - Using Map
  - Diagram, figure, charts, etc.

Conclusion:

Constructive Approach is the formation of skills, and the ability to develop and use content, that is so vital to the classroom experience today. 5E learning provide the students are integrated and related to the opportunity to explore, investigate and explain. It helps students demonstrate their understanding of the Learning goals and outcomes. Constructivist lesson planning, the teacher needs to decide what content and skills can be taught through conventional and what content and skills through constructive mode as the benefits of using constructivist classroom learning design outweigh that of traditional type teachers have to prefer constructivist mode of teaching provided the students are motivated availability of infrastructure.

References: