

Paradigm shift in teaching learning of the subject viz. constructivist Approach.

A paradigm shift, a concept identified by the American physicist and philosopher Thomas Kuhn, is a fundamental change in the basic concepts and experimental practices of a scientific discipline. He presented his notion of a paradigm shift in his influential book, "The structure of scientific Revolution." He opined about paradigm shift as "an important change that happens when the usual way of thinking about or doing something is replaced by a new and different way."

So, a paradigm shift is a radical change in the core concepts and practices of a given domain, discipline or field. Paradigm shift can occur at any of these levels and many cut across these levels. Paradigms are important because they define how we perceive reality. In the world a paradigm shift is often a change in the perception of how things should be done, made or thought about. Reacting well to key paradigm shifts have a lot to do with the long term success. Here, the concept of learner autonomy fits with the overall paradigm shift because it emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than the product and encourages (purposes) students to develop their own process for learning and to see learning as a lifelong process.

Therefore, further, in second language education the three common paradigms — positivism, constructivism and pragmatism — widely discussed. In second language education, the principal paradigm shift over the past flowed from the positivism to post-positivism shift and involved a move away from the tenets of behaviorist psychology and linguistics and toward cognitive, and later, socio-cognitive psychology and more contextualized, meaning-based-views of language.

Eight changes as part of the paradigm-shift in second Language Education.

The paradigm shift in second language education outlined above has led to many suggested changes in how second language teaching is conducted and conceived. Eight major changes associated with the shift in the second language education paradigm is considered. These eight changes are:-

- (i) Learner autonomy.
- (ii) Co-operative learning.
- (iii) Curricular integration.
- (iv) Focus on meaning.
- (v) Diversity.
- (vi) Thinking skills.
- (vii) Alternative assessment.
- (viii) Teacher's as co-learners.

So the above eight changes illustrates its interdependence of paradigm shift in the second language education. The nature of eight changes are parts of a whole. The successful implementation of one is dependent on the successful implementation of others.

Constructivist Approach

English is the world's most important language having communication and educative value as it provide access to knowledge, power and material possessions. It started its journey from "Library language" to as a "Determinant" of access and finally occupied its position as an official language of UNO. Keeping in view the importance of interpersonal, inter-institutional communication through English language, the need of the hour is that English language is to be taught at different levels of educational system through new approaches of teaching so as to make our students active learners.

concept of Constructivism.

Constructivism is an innovative strategy in which students construct their knowledge themselves through interaction with each other on the basis of previous experiences. It's a student centered rather than teacher centered in which teacher acts as a facilitator. Constructivism considered that knowledge is not a 'thing' that can be simply given by the teacher at the front of the room to the students in their desks. Rather knowledge is constructed by learners through an active mental process of development. It is based on interests, general and specific abilities, attitudes, achievement, aspirations and motivations of students. This strategy offers flexibility, motivation, adaptation, creativity and versatility for the teacher and the students. It encourages students to learn through personal experiences along with other's help and suitable learning material. It will remove hesitation and develop confidence among students during communication in English.

Paradigm-shift: From Traditional Approach to Constructivism.

Conventional teaching approach has remained dominant at the secondary as well as senior secondary level in our education system in which learning has focused on teacher centeredness and students are passive receivers. In Indian classrooms in general this approach is adopted where most of the times, 'chalk-and-talk' method is used for spoon feeding the content unlike the new approaches that require active participation on the part of students. Approaches like co-operative learning, blended learning, flipped classroom and small classroom enable the student to participate actively in various activities. Among those, constructivism is such an approach which engages the learners in such a way that they construct their new knowledge by correlating it with their previous experiences.

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