



## RESEARCH ARTICLE

### LEARNING ENGLISH THROUGH THE CONSTRUCTIVIST MODEL BASED ON THE IMPLEMENTATION OF A TECHNIQUE CALLED CLASS VIEW / CLASS LEARNED

\*Colín López Marcos Andrés

Doctor in Education and Professor of the Tec Milenio University, Professor and Educational Researcher of The Center for Industrial Technological Baccalaureate and Services No. 7., the University of Cienfuegos, Cuba

#### ARTICLE INFO

##### Article History:

Received 28<sup>th</sup> January, 2019  
Received in revised form  
25<sup>th</sup> February, 2019  
Accepted 20<sup>th</sup> March, 2019  
Published online 30<sup>th</sup> April, 2019

##### Keywords:

Learning, Collaborative, Social,  
Constructivism, Inclusion, Education.

##### \*Corresponding author:

Colín López Marcos Andrés

#### ABSTRACT

The teaching methodologies every day are innovating because the educational context requires it, for this reason it is our objective in the presentation of this work we can show a teaching method designed and developed by Marcos Andrés Colín López, Ph.D since At the time of applying it, it was possible to obtain and reduce the failure rates in the classroom in a percentage, considerably favorable, with respect to the traditional method, therefore the learning was designed to suit the students who so required. The problem of teaching in the subject of English is the time factor, that is, it is limited, so a teaching technology will allow us to see this method designed and named as CLASS VIEW / CLASS LEARNED, it is a considerable bet for your application in various subjects also.

Copyright © 2019, Colín López Marcos Andrés. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

## INTRODUCTION

Starting from the basis that people are not equipped with a repertoire of innate behaviors and, therefore, must be learned; the teaching-learning process is nowadays filled with several options that can help us to build knowledge in students. Here where and through a diagnosis we can detect the previous level of learning in a second language students know, in this case we speak English. In front of hand the matter turns out to be according to our experiences as teachers of the subject a difficult challenge for each student, the fear on the part of them of not understanding, the mockery of their classmates, the feeling lagged behind the language with respect to other classmates that have a greater dominion, causes that it becomes a learning problem. Added to this, the time in which the classes are taught is not usually the most comfortable as many of the times are few hours assigned to the subject and in a session cannot cope with the issue, resolve doubts and encourage the practice. Dr. Marcos Colín who serves as a professor and in the area of educational research at the Industrial Technological Baccalaureate Center and services No. 7 of the city of Reynosa, Tamaulipas, Mexico, helps us respond through a pedagogical strategy which has been named CLASS VIEW / CLASS LEARNED strategy that responds to the problems raised above. As a theory, the constructivist model is taken from a social perspective. This presentation takes us to the first of the learnings, referring to the consequences of the response and from which the positive or

negative effects of the actions are derived. From these answers result three functions that explain and detail how to learn through the consequences: normative (basically provide information), motivational (by the consequences that provide for their responses), reinforcing (to regulate the learned behaviors, not create them). The learning by means of models has an outstanding place as the second of the learning that is shown in the work, since most of the behaviors are learned through observation through modeling. From the theory of social learning, the four processes that direct and compose it are shown: attention (based on the significant features of behavior), retention (above all those behaviors that have served as models at a certain moment), motor reproduction (supposes the conversion of symbolic representations in the appropriate actions), motivational (according to the consequences observed for greater effectiveness).

**Justification:** From the point of view of (Vygotsky, 1979) on the fact that learning is by nature a social phenomenon; in which the acquisition of new knowledge is the result of the interaction of people who participate in a dialogue. In effect, learning is a dialectical and dialogical process in which an individual contrasts his personal point of view with another person to the point of dialogue and reach a point of agreement.

Constructivism has the following consequences for training:

- Students build their own understanding.

- New learning depends on the current understanding of a second language.
- Learning is facilitated by social interaction.
- Meaningful learning takes place within authentic learning tasks.

**Class View / Class Learning Strategy Implementation:** In the constructivist model the teacher is part of the student's teaching, from the perspective of being the facilitator of the necessary tools so that knowledge learning can be given, for which, we see ourselves in the task of using an electronic platform that be of consultation and reinforcer of learning, the subject is assigned to study at home, a common method known as Inverted Classroom since the student to enter again to the next session has acquired some notion of what was reviewed or consulted in the sources external or those provided by the teacher. Usually the signature only has 3 hours a week and as mentioned before it is difficult to finish or apply the four skills of a second language: listening, reading, writing and conversing. This is how the strategy that consists of promoting autonomous learning and that the student can be the main cause of their knowledge strengthens in the sessions through a review of what has been learned. For example: in the week there is an hour on Tuesday and two hours on Thursday, so time management takes relevance in the subject, on the days that we have only one hour we reinforce learned knowledge, on Thursdays that we have two hours we apply only collaborative learning, for this, students are sought among those who are more prominent or have greater command of the language in order to form groups where they serve as monitors and leaders within those groups that have to participate This in order that those who have greater domain help those with lower learning. This has left not only theoretical evidence of its viability but in practice there is the promotion of social learning. The challenge of the groups that were tested was to implement that the short time we could work on the provision of information or educational content and have enough time to develop conversational practices.

## RESULTS

The achievements obtained in the application of the pedagogical strategy were the following:

1. Greater understanding
2. Optimization of academic performance
3. Reduction of the failure rate by 90%
4. Collaborative work

## Conclusion

In collaborative learning a high level of success among students is produced by the cognitive process that occurs during learning, based basically on dialogue, on the expansion of conceptual capacities and on the high level of interaction. In collaborative learning, individual initiative is stimulated, the members of the group participate with their decision-making skills, while the motivation of all the members of the group is stimulated, favoring a better productivity. Finally it is important to verify what he says (Johnson, 1993), who emphasizes that collaborative learning: increases self-confidence, encourages the development of critical thinking, strengthens the feeling of solidarity and mutual respect, while decreasing feelings of isolation.

## REFERENCES

- Vygotsky, L.S. 1979. The development of superior psychological processes. Barcelona:
- Johnson, D.W. Johnson, R.T. and Holubec, E.J. 1999. The cooperative learning in the classroom. Barcelona: Paidós.

\*\*\*\*\*