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**Assignment**

**Summary of two Journal Articles based on my proposed Research Topic:**

**The Constructivist Approach Incorporating Cognitive and Social Constructivism in the Teaching of Reading Comprehension.**

**Title:** *Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky, and Bruner*

**Author:** Satish Prakash Chand (2024)

**Title:** *The Impact of the Constructivist Teaching Model in Enhancing Reading Skills*

**Author:** Dr. Maisa Seh (2022)

**Title:** *Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky, and Bruner*

**Author:** Satish Prakash Chand (2024)

## Perspective

Chand (2024) presents constructivism as a learner-centered educational paradigm grounded in cognitive science. The perspective emphasizes that learners actively construct knowledge based on prior experiences, social interactions, and reflective inquiry, while teachers act as facilitators. The article situates constructivism within the broader contributions of three influential theorists: Jean Piaget, Lev Vygotsky, and Jerome Bruner, highlighting their complementary views on how students acquire and apply knowledge.

## Aim and Objectives

The central aim of the article is to critically examine how Piaget, Vygotsky, and Bruner shaped the constructivist learning theory and its application in educational practice. The objectives are to:

1. Explain constructivism as a theoretical framework for learning.
2. Analyze Piaget's cognitive development theory, Vygotsky's socio-cultural approach, and Bruner's discovery and spiral learning models.
3. Demonstrate how these perspectives inform classroom practices such as inquiry-based, reflective, and collaborative learning.

## Methodology

The article adopts a **conceptual and theoretical review methodology**. Rather than collecting empirical data, Chand synthesizes established research and theoretical writings from psychology

and education to present an integrative discussion of constructivism. Sources include seminal works by Piaget, Vygotsky, and Bruner, as well as contemporary scholarly analyses of student-centered learning.

**Tools Used**

The tools in this study are primarily **documentary analysis and literature synthesis**. Chand draws upon books, journal articles, and theoretical frameworks to evaluate the similarities and differences in the three theorists' contributions and their influence on modern educational practices.

**Findings**

The article concludes that constructivism fundamentally shifts teaching from a teacher-centered to a student-centered model. Key findings include:

- Piaget emphasized cognitive development through assimilation, accommodation, and equilibration across developmental stages.
- Vygotsky underscored the role of social interaction, language, and the zone of proximal development in learning.
- Bruner highlighted discovery learning, scaffolding, and the spiral curriculum, stressing the teacher's role in structuring meaningful experiences.
  Together, these perspectives illustrate that effective learning is constructed, reflective, collaborative, and evolving. Constructivist classrooms, therefore, prioritize problem-solving, inquiry, and peer collaboration, while teachers guide and scaffold rather than dictate knowledge.

**Implications for Future Research**

Chand recommends extending constructivist research into diverse educational settings. Future studies could empirically test constructivist strategies in digital and blended learning environments, assess long-term impacts on critical thinking and problem-solving, and explore cross-cultural applications of Piagetian, Vygotskian, and Brunerian principles. Additionally, research should examine how teacher training programs can integrate constructivist approaches to enhance reflective practice and improve student outcomes.

**Conclusion**

Chand's article provides a clear and comprehensive overview of constructivism and its intellectual roots. By synthesizing the contributions of Piaget, Vygotsky, and Bruner, the work reinforces the value of student-centered learning and highlights the ongoing relevance of constructivism in shaping effective educational practices.

**Title:** *The Impact of the Constructivist Teaching Model in Enhancing Reading Skills*

**Author:** Dr. Maisa Seh (2022)

**Perspective:**

The article adopts a constructivist perspective on education, focusing on how learner-centered teaching strategies, grounded in students' prior knowledge and active participation can improve reading comprehension. Dr. Seh positions the constructivist model as an effective alternative to traditional teacher-centered instruction, especially for developing foundational literacy.

**Aim and Objectives:**

The study aimed to investigate the effectiveness of the constructivist teaching model in enhancing third-grade students' reading comprehension at Hussein Yassin Primary School in the Galilee region. Specifically, it sought to:

1. Determine whether the constructivist model improves reading comprehension compared to conventional methods.
2. Assess the differences in performance between students taught using the constructivist model and those taught traditionally.

**Methodology:**

The study employed a **quasi-experimental design**. The total population consisted of 1,300 third-grade students in the Galilee region, but the sample focused on 39 students from Hussein Yassin Primary School. These were divided into an **experimental group** (19 students) taught through the constructivist model and a **control group** (20 students) taught through conventional methods.

**Tools Used:**

The main research instrument was a **multiple-choice reading comprehension test** developed for three selected texts outside the prescribed curriculum. Validity was ensured through pilot testing with 50 students in other schools, while reliability was confirmed using Cronbach's Alpha, which yielded high consistency scores (0.77–0.83). Data analysis employed descriptive statistics (averages and standard deviations) and inferential tests, including **ANCOVA** and **MANCOVA**, to compare post-test results.

**Findings:**

Results revealed statistically significant differences in reading comprehension favoring the experimental group. The constructivist model accounted for 48% of the variance in post-test performance. Students in the experimental group demonstrated greater ability in identifying vocabulary, extracting ideas, and analyzing texts than their counterparts. The study attributed this success to features of constructivist learning, such as collaborative dialogue, exploration, problem-solving, and student engagement with authentic learning contexts.

**Implications for Further Research:**

The author emphasizes the importance of integrating constructivist strategies into Arabic language curricula and teacher training programs. Further research is recommended to:

- Explore preferred constructivist learning environments at different educational levels.
- Conduct longitudinal studies to assess the sustained impact of constructivist models on literacy.
- Investigate how constructivist methods influence other skills, such as critical thinking and motivation.

- Expand similar studies to broader and more diverse populations to enhance generalizability.

**Conclusion:**

Dr. Seh's study provides strong evidence that constructivist teaching models significantly enhance reading comprehension among primary school learners. By shifting from teacher-centered to learner-centered strategies, educators can foster deeper engagement, better comprehension, and long-term literacy development. The study thus contributes to both theoretical and practical discussions on improving language education in Arab schools and beyond.

# References

Chand, S. P. (2024). *Constructivism in education: Exploring the contributions of Piaget, Vygotsky, and Bruner*. International Journal of Science and Research (IJSR)*, 12(7), 274-278. https://doi.org/10.21275/SR23630021800

Seh, M. (2022). *The impact of the constructivist teaching model in enhancing reading skills. PUPIL: International Journal of Teaching, Education and Learning, 6*(1), 342–358. https://doi.org/10.20319/pijtel.2022.61.342358