

# **DEVELOPMENT AND IMPLEMENTATION OF A PROGRAM OF TEACHING ENGLISH POETRY THROUGH CONSTRUCTIVIST APPROACH FOR STANDARD IX**

## **ABSTRACT**

In the study 'Development and Implementation of a program of Teaching English Poetry through Constructivist approach for Standard IX' the researcher used 7E constructivist module teaching nice Gujarat Secondary Education Board poems for the students of Standard IX. In this study, nine poems were written about spirituality, protecting nature, how to deal with different stages of life, relationships, patriotism, gender identity, and making one aware of the harsh facts of life, among other topics. One of the study's goals was for students to comprehend and appreciate poems on their own, which they might do if they matched their prior knowledge to the poetry. It went over numerous activities devised by the researcher for each poem, which assisted students in engaging with and exploring the poem's various themes. It was followed by a comprehension of the poetry, which allowed them to discuss and build on the poem. At the end of each class, there was an open discussion of the students' presentations, during which students rated one other and the researcher evaluated them using an observation sheet. The study's goal is to not only comprehend that poem but also to comprehend and analyze the meaning of other poems that the students may encounter soon. It also includes the development of students' creative and original expression, as well as their writing skills, vocabulary, and grammar. The objectives of the study were: to develop a program of teaching poetry through a constructivist approach for the students of Standard IX, to study the effectiveness of the developed program of teaching poetry through a constructivist approach for the students of Standard IX and to study Feedback of the students developed a program of teaching poetry through a constructivist approach for the students of Standard IX. The research methodology used was the research methodology was the Quasi-experimental research method. It was a non-equivalent group pre-test post-test design. There were two groups – the control group and the experimental group. In the control group, the researcher taught poetry through the traditional method of teaching. In the experimental group, the researcher taught poetry through a constructivist approach. The sampling was done through purposive sampling. 30 students of two different sections of Standard IX of the same school were taken as the sample of the study. The tools of data collected used were Pre-test and Post-test, observation report, poem

worksheets and student's feedback forms. The tools used for data analysis were structural content analysis and Mann Whitney U-test. A total of 23 studies were reviewed. The researcher has divided the constructivist studies conducted in various fields like in teaching science, mathematics, English, and other fields. There are around 3 reviews in the constructivist approach in the teaching of mathematics, 5 reviews in the constructivist approach in the teaching of science and 5 studies conducted in India and 10 conducted Abroad in the teaching of English, and one case study on a school following constructivist curriculum.

Structural content analysis of the poems worksheet were based on the criteria of Understanding of theme, Identification of Vocabulary, Errors in Grammar, and Creative Interpretation. The major findings of the study were: according to the analysis of all the nine poems, 94.81% of themes were identified by a total of 30 students and were able to write the understanding of the poem. 50.50% of words in the criteria of vocabulary were identified by a total of 30 students, 70% of the out total 30 students made spelling mistakes, 71.48% of the out total 30 students made errors in punctuation, 63.70% of the out total 30 students made errors in tenses, 56.66% of the out total 30 students made errors in fragments, 27.03% of the out total 30 students made other errors like articles, capital letters, etc and 87.80% of students were able to give creative interpretation through various activities given in the module.

- According to the major findings of the feedback forms, 97% of students gave affirmation that the program helped them to increase their interest in poetry, 50% of students stated that activities, like collecting scientific information, comparing, and contrasting real-life examples with the poem, in the program were related to day-to-day life which increased their interest in the poem, 97% of students gave affirmation that the program helped them to increase their creativity, 70% of students stated that activities, like construction of poetry, enacting plays, and writing rap songs in the program helped in increasing their creativity, 90% of students gave affirmation that the program helped them to increase their vocabulary, 60% of students agreed that highlighting words in the text and writing them in the worksheet helped the students in increasing their vocabulary, 93% of students gave affirmation that the program helped them to increase their imagination, 40% of students agreed that different interpretations of the same poem helped them in increasing their imagination, 30% of students stated that sharing ideas with peers helped them in increasing their imagination, 20% of students agreed that writing in worksheets of the program helped in improving their imagination, 63% of students gave affirmation that the program helped them to increase

their curiosity, 30% of students agreed that interacting with their peers made it easy for them to ask questions, hence increasing their curiosity, 83% of students gave affirmation that the program helped them to increase their confidence in poetry recitation, 60% of students stated that a clear understanding of the poem helped them in increasing their confidence in poetry recitation and 20% of students stated that giving different interpretations of the poem helped them in increasing their confidence in poetry recitation. According to the comparison of pre-test and post test scores of control and experimental group there was significant difference in the mean score of post-test and post-test of control and experimental group which shows that the constructivist program for teaching English poetry to the secondary students of standard IX is effective in the understanding of the poem and developing language proficiency. It was observed that the program was successful in developing language competence in students.