

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

**A
Synopsis
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Guide

PROF. DIPTI OZA

Researcher

PALAK SHAH



**CENTRE OF ADVANCED STUDY IN EDUCATION (CASE)
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA**

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INTRODUCTION

Education is a systematic process through which a child or an adult acquires knowledge, experience, skills and sound attitude. It makes an individual civilized, refined and cultured and educated. For a civilized and socialized society, education is the only means. According to UNESCO "Quality must be seen in light of how societies define the purpose of education". The purpose of education is to ensure that all pupils acquire the knowledge, skills and values necessary for the exercise of responsible citizenship, to ensure the cognitive development of learners, to nurture" the creative and emotional growth of learners, oppose discrimination against any particular group in any manner or in other words, lead towards an equitable society." Parankimalil (2012) Habermas says that communicative competence is crucial to achieve mutual understanding. Communication is a major function of languages as they contain the possibility of universal understanding within the shell of the most individual expression. (NCERT)(2006).

Importance of language

A human society needs language for communication among its members as well as for communication with other societies. Human beings are more extensively concerned with language as a mode of communication than as the expression of a culture. We can conceive of primitive societies which possess no literature, but we cannot think of a society which does not make use of language for its interpersonal communication. The individual needs language to carry out its functions. How effectively the society function depends, a good deal, on how efficiently it learns to use language for communication.

In the *Tempest* by William Shakespeare, Caliban, a sub-human creature, reproaches Prospero, the exiled philosopher-king,

“ You taught me language; and my profit on't Is I know how to curse:the red plague rid you For learning me your language ... (1. Ii. 363)

Caliban seems to be right that no sub human creature seems to have the faculty of cursing or blessing. They feel physical sensations and possibly they also have emotions. But there is nothing in contemporary knowledge to support the view that sub-human creatures are capable

of thought and language. Ordinarily speaking, 'thought' and 'language' are considered to be exclusively human faculties like flying in birds and swimming for aquatic creatures. Chomsky(1988), claims that some animals can be taught a few words and can have a vocabulary of some sort but the faculty of language is a species uniform gift to all human beings. Human beings have the capacity to think and express themselves in a natural language, the medium of expression being speech. There may be levels of language proficiency. It is a species specific activity that human beings are endowed with.

Language also plays an important role in education. It plays an important role in the cognitive development of an individual.

Vygotsky -- Russian psychologist and a contemporary of Piaget believed that language has two purposes: communication and regulation:

- a. Communication is important in the transmission of culture and history between individuals.
- b. Regulation refers to one's control over one's own cognitive processes (e.g., thoughts, memory, etc.) A goal of development is to make the transition from being other-regulated to becoming self-regulated.

According to Vygotsky, thought and language eventually emerge. A child's non-social utterances, which he termed private speech, illustrate the transition from paralinguistic to verbal reasoning. Private speech plays a major role in cognitive development by serving as a cognitive self-guidance system, allowing children to become more organized and good problem solvers. As individuals develop, private speech becomes inner speech.

The development of language is obviously dependent on long-term memory, because it requires the storage and retrieval of information about word meanings (as well as knowledge of grammatical structure, linguistic conventions, etc). The development of language in turn enables us to share our experiences with other people (Nelson, 1996). Given that we appear to be social beings innately pre-programmed to form attachments with others, communicate, and learn from and about others through interaction, the development of language gives memory more purpose. We can trade memories with others and use the trading of experiences to form relationships. The formation of relationships can then contribute to our cognitive development as other people can tell us things that add to our knowledge base.

Language development helps memory development because it increases the motivation to form memories and be able to recall them.

First Language Acquisition and Second Language Learning

All human beings 'acquire' at least one language. The first language is essential for survival. A second language, however, if learnt and used well, has always brought power and prestige to its users. Acquiring a language is 'picking up' i.e., developing ability in a language for use in natural, communicative situations. Language learning 'knows the rules, having a conscious knowledge of the grammar'. So it can be said that the first language is acquired and second language is learnt.

Language has nothing to do with age, level or maturity. It can be acquired by one and by all. There are various stages of first language acquisition. First the stage of acquisition then come the stage of practicing the acquired knowledge. Then the fluency and last comes the accuracy. We on the contrary, always insist on accuracy first and then fluency while teaching a second language in a conscious way, which does not actually happen when a child learns the first language. In the case of a child learning L1, it springs up suddenly. The child has been listening to the people around for a long time. This is how he/she acquires the knowledge required for the skill that he/she is going to exhibit. Second language learning implies learning of such languages as are learnt subsequent to the initial years of childhood, in a formal manner, either at school or elsewhere.

English language teaching came in as a method or approach to teach English as a second language (ESL).

Difference between English Poetry and Prose

Though poetry attained an eminent position in world culture, it began to face new challenges. Our age is technological, it is the age of electricity, machinery, internet, wireless communication and thus a prosaic age, but poetry keeps its position powerfully, large numbers of poetic collections are sold more than novels despite the fact that it lost its public entertainment value largely because "all its narrative territory has been taken over by prose" because with the ancient Greeks, poetry had three departments –lyric, dramatic, and epic. These three divisions still exist to the present day, but two of them are no longer – except very

occasionally- written in the form of poetry. “Lyrical poetry is the only kind of poetry left”. The epic has become the novel, written in prose. The dramatic poem has become the film or the play and also written in prose (rarely in verse nowadays). . Poetry and prose though have a lot in common, show a number of differences. These differences can be illustrated in terms of their shape on the printed page, their use of words , organization , rhythm , imagery , syntax , devices (such as figurative language , rhyme , ambiguity) ,translation and etymology . The lines of a poem are its hallmark; one can easily distinguish a poem by its appearance on the printed page. It is usually arranged in columns down the page. Sometimes these lines are divided into units called stanzas. The lines of prose are always set in paragraphs , prose is simply any writing where there is no use of line endings , but each paragraph is divided into lines that will make the page look tidy (usually with a straight margin on each side of the page). When the writer wants to control the way his words are to be read and spoken, he will set them out in lines which represent rhythmic groups of spoken words. Any piece of writing so set out is called verse. Poems are read in a tone and pace different from prose. When we open a book of verse, unconsciously we get ourselves prepared for an experience different from that of reading a page of prose; the difference lies in an experience in the ear ; poetry is rhythmically patterned language. .

Poetry

Literary works are created for the purpose of providing people with information, entertainment and inspiration. They have been around for as long as the ancient times. Most were orally handed down from generation to generation and others were found inscribed on monoliths, rune stones and stele. There are many forms in which these literary pieces are made of. Poetry is a form of literature that uses aesthetic and rhythmic qualities of language—such as phon-aesthetics, sound symbolism, and metre—to evoke meanings in addition to, or in place of, the prosaic ostensible meaning. Poetry uses forms and conventions to suggest differential interpretation to words, or to evoke emotive responses. Poetry as an art form may predate literacy. Epic poetry, from the Indian Vedas (1700–1200 BC) and Zoroaster's Gathas to the Odyssey (800–675 BC), appears to have been composed in poetic form to aid memorization and oral transmission, in prehistoric and ancient societies. Other forms of poetry developed directly from folk songs. The oldest surviving epic poem is the Epic of Gilgamesh, from the 3rd millennium BC in Sumer (in Mesopotamia, now Iraq), which was written in cuneiform script on clay tablets and, later, papyrus. Poetry existed long

before people became literate. Ancient poems were memorized and passed down from one generation to another orally. Indian Vedas, Zoroaster's Gathas and Odyssey are examples of ancient poetry. Poetry is defined as a literary form of art, evoked in language. It can be written on its own or in combination with other arts as in poetic drama, poetic hymns, lyrical poetry and prose poetry. Poetry is distinguished from other forms of writing by its use of repetition, verse, rhyme and aesthetics. It uses words and speech in rhetoric, drama, song and comedy. It suggests alternative meanings in its words to bring about an emotional or sensual response. Poetry uses rhythm, alliteration and onomatopoeia, which give it a musical effect. It uses symbolism, metaphor, simile, metonymy, irony and ambiguity to suggest different interpretations. Poetry has many elements, some of them are: Prosody, the study of the meter, rhythm and intonation of a poem; Rhythm, the timing set by accents, syllables ; Meter, a metric system used by poets; Rhyme, alliteration and resonance, which are ways that create a repetitive pattern of sound that can be identical (hard rhyme) or similar (soft rhyme).

Teaching poetry

Out of all other forms of literature, form of poetry is highly used to evoke aesthetic sense and emotions. The rhyme and rhetoric effect makes language learning an interesting experience for students. Its precision of words also helps in developing the Listening, reading, writing and speaking skills of students along with vocabulary and grammar.

According to Andrew Simmons in his online article "Why Teaching Poetry is so important" he states:

"In an education landscape that dramatically deemphasizes creative expression in favour of expository writing and prioritizes the analysis of non-literary texts, high school literature teachers have to negotiate between their preferences and the way the wind is blowing. That sometimes means sacrifice, and poetry is often the first head to roll. Yet poetry enables teachers to teach their students how to write, read, and understand any text. Poetry can give students a healthy outlet for surging emotions. Reading original poetry aloud in class can foster trust and empathy in the classroom community, while also emphasizing speaking and listening skills that are often neglected in high school literature classes. Students who don't like writing essays may like poetry, with its dearth of fixed rules and its kinship with rap. For these students, poetry can become a gateway to other forms of writing. It can help teach skills that come in handy with other kinds of writing—like precise, economical diction, for

example. When Carl Sandburg writes, “The fog comes/on little cat feet,” in just six words, he endows a natural phenomenon with character, a pace, and a spirit. All forms of writing benefits from the powerful and concise phrases found in poems....

Students can learn how to utilize grammar in their own writing by studying how poets do—and do not—abide by traditional writing rules in their work. Poetry can teach writing and grammar conventions by showing what happens when poets strip them away or pervert them for effect. Dickinson often capitalizes common nouns and uses dashes instead of commas to note sudden shifts in focus. Agee uses colons to create dramatic, speech-like pauses.

It is important for students to be able to read and write or construct texts in multiple genres. Moving beyond pen and paper and using a variety of representing strategies (including visual arts or drama, for example) provide students opportunities to express themselves and demonstrate their understanding in alternate ways. A focus on oral language development through the reading and performing of poetry acknowledges that sound is meaning. When we hear the sound of the words in a poem read aloud, we gain a better understanding of the meaning of the writing. We can involve students in the dramatic exploration of poems in a variety of ways, including choral reading, readers’ theatre, dance drama, shared reading, or role play. Such approaches provide opportunities for students to play with the words of a poem and to experience it lifted from the page. This kind of attention to the language and rhythms of a poem serves to expand oral and written vocabulary. Research tells us that children with well-developed oral skills are more likely to have higher achievement in reading and writing as well. It also helps evoke a sensorial response to the poem. Students should be encouraged to express the kinds of connections to feelings and senses that they experience, ideally in small or large groups where they can discuss these responses among themselves. By involving their students in such performances and discussions, as well as in the reading and writing of poetry, teachers can support the multiple goals of literacy development, including making inferences, identifying the main idea, making judgments and drawing conclusions, clarifying and developing points of view, and making connections.(Desai)(2002)

English Language Teaching in Schools of India

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts

whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language, which is understood. The position of the English language in India is different from its position in other countries. Although it is a foreign language, it still occupies the position of associate official language. It is used widely as a link language in offices and among the educated people. In the interest of wider communication with the outside world, learning of English language is being encouraged. The Indian languages with their rich treasures in the past did not get a proper chance to be used for inter-state communication. In recent years, the Hindi language has been used widely to occupy the position of a link language in addition to its use as the official language. So long as Hindi develops itself along with other state languages to be the all-purpose language, English will continue to be used in the land. Moreover, for quite a large percentage of school going children in Indian States, English is the language of science and technology. English is also in a great many places the medium of instruction at the colleges and universities. In such a background English occupies a very important place as a second language in the school curriculum and for higher education. National seminars or summits, all speeches or course material is in English. Rao (2013)

Traditionally, English was taught by the grammar translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English. The idea was that the teaching of language could be systematised by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. (The structural approach was sometimes implemented as the direct method, with an insistence on monolingual English classrooms.) By the late 1970s, however, the behavioural-psychological and philosophical foundations of the structural method had yielded to the cognitive claims of Chomsky for language as a “mental organ”. There was also dissatisfaction within the English teaching profession with the structural method, which was seen as not giving the learners language that was “deployable” or usable in real situations, in spite of an ability to make correct sentences in classroom situations. In hindsight, the structural approach as practised in the classroom led to a fragmentation and trivialisation of thought by breaking up language in two ways: into structures, and into skills. The form-focused teaching of language aggravated the gap between the learner’s “linguistic age” and “mental age” to the point where the mind could no longer be engaged. The emphasis thus shifted to teaching language use in meaningful contexts. British linguists argued that something more than

grammatical competence was involved in language use; the term “communicative competence” was introduced to signify this extra dimension. The attempt to achieve communicative competence assumes the availability of a grammatical competence to build on, and indeed the communicative method succeeds best in the first category of school described above, introducing variety and learner involvement into classrooms where teachers (and learners) have confidence in their knowledge of the language, acquired through exposure. However, for the majority of our learners, the issue is not so much communicative competence as the acquisition of a basic or fundamental competence in the language. Input-rich theoretical methodologies (such as the Whole Language, the task-based, and the comprehensible input and balanced approaches) aim at exposure to the language in meaning-focused situations so as to trigger the formation of a language system by the mind. (NCERT)(2006).

Aims and Objectives of teaching English according to NCF (2005)

In teaching of English P.Gurrey writes “It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English.

The objectives mentioned were given in the guidelines of National Curriculum Framework (2005).

Objectives of teaching English at secondary level.

Linguistics never differentiates between lower level and higher level objectives. It thinks all its four objectives viz- Listening, Speaking, Reading and Writing (LSRW) are to be realized at both the levels. To these linguistic objectives, literature adds two more viz- Creativity and Appreciation. These two objectives are purely higher level. Linguistic and literary objectives are inter-linked with each other. They are not independent and inseparable from literature. It is true that literary objectives cannot be realised at the primary level. But we see that their seeds are sown in language teaching from elementary level that is from the very beginning. Thus along with the attainment of basic proficiencies the development of abstract thoughts, creativity and appreciation must be the objectives of teaching English at secondary level. An attempt is to be made to encourage the pupils in the two final years in a school to thus begin

appreciation of literary forms of the English writings and the cultural enjoyment of the English language. The material thus presented should be suitably adapted to the needs of their course in a simple and suitable linguistic point of view.

At the close of school career an average pupil should be able to:

(i) Understand and follow talks in English on general topics within the prescribed vocabulary and sentence structures.

(ii) Talk freely within the range of language items and express suitably.

(iii) Read books and similar other material written in simplified English as per the structures and vocabulary, and to follow easy books with detailed notes. This material should be within their group.

(iv) Write correctly in English on familiar topics fit to be expressed within the range of the prescribed vocabulary and sentence structures.

(v) Write creatively and independently on general topics.

(vi) Create wider reading interest.

(vii) Speak in a given situation (production skill) (fluency & accuracy in speaking & writing)

(viii) Develop study skill / reference skill. (ix) Achieve greater proficiency.

These aims may also be described as reception and expression techniques. Reception means understanding spoken and written matter in a language like English, while expression stands for speaking and writing a language – English.

From this, the researcher feels that one of the approaches to fulfil the above objectives of English teaching can be a constructivist approach.

Constructivism

The 20th century pedagogy was based on learning theories dominated by objectivism. Well structured educational system, instructional objectives, teacher-centred education, task analysis, drill and practice, reinforcement, remedial teaching with feedback, rote learning

and memorization of facts objective assessment, were the salient features. The goal of the education was acquisition of knowledge and skills. Teacher was more active and dominant, whereas, the students were passive recipients of information. In the late 1970s and 1980s, many educationists began to criticize the teaching learning practice based on behaviourist school of individualized learning failed to develop ability to work collaboratively, construct knowledge independently, and develop divergent thinking for discovering new knowledge, and inventing. Further, the teaching learning strategy was mechanical, stereotypic and static which ignored critical and reflective thinking of students. As a result, constructivist pedagogy emerged in the world of educational scenario as a protest which believes that learning is knowledge construction by learners either independently or cooperatively when they are actively engaged in social experiences and activities. Realizing the importance of constructivism in education, the National Curriculum framework (NCERT, 2005) has emphasized the constructivist perspective, learning as a process of construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of experiences provided to them..

Types of Constructivism

There are three deferent views on constructivism: Cognitive Constructivism, Social Constructivism and Radical Constructivism.

I. Cognitive Constructivism

Cognitive constructivism is based on Piaget's work. It focuses on internal, individual constructions of knowledge. It emphasizes learning activities that are child determined and discovery oriented. Intellect is product of evolutionary adaptation; Piaget has drawn two major principles operated in the intellectual growth adaptation and organization. Adaptation is two pronged process of assimilation and accommodation. And other most important aspect is state of equilibration. Organization refers to the nature mental structures that are adapting. For Piaget the mind is structured, or organized, in increasingly complex and integrated ways, the simplest level being the Scheme, which is a mental representation of some action that can be performed on an object. For a newborn, sucking, grasping, and looking are schemes; they are the ways the newborn comes to know the world by acting on the world. Across development, these schemes become progressively integrated and coordinated in an orderly fashion so that eventually they produce the adult mind. This process of equilibration is the keystone of developmental change, when children encounter new experiences their existing schemes have to adjust. This creates a state of disequilibrium

or cognitive conflict, which acts as a motivation to learning until a state of equilibrium is restored.

Implications of Piaget's theory to education are:

The aim of education is to encourage the child to ask questions, try out experiments and speculate rather than accepting information unthinkingly.

- Attention to children's different ways of thinking at different ages will need to be considered in making decisions about how they are best educated. Children need to be 'ready in order to learn'.
- Learning is a process of active involvement of children. They learn by doing the things. Learning is an individual process of construction of knowledge by the child with the process being emphasized over product.
- Child initiated activities; exploring the world and testing out the ideas without external pressure are emphasized.
- The most important source of motivation is the child, who is intrinsically motivated to engage in activities.
- The environment is organized to support the open ended self-discovery learning.
- The role of adult is to observe and facilitate children's learning rather than direct instruction. The educators should create the right environment for learning but then allow the child to solve the problem and through their own active discovery. The adult attends to the unfolding of these structures and provides social and physical environments that encourage a child's normal development.
- Asking children to explain both why correct answers are correct and why incorrect answers are incorrect produces greater learning than only asking them to explain correct are correct' and can lead to the adaptation of new strategies.

II. Social Constructivism

Through others we become ourselves - Lev Vygotsky

Social constructivism assumes that knowledge is socially constructed reality that emerges from social interaction and language. It is a shared meaning rather than an individual experience. Vygotsky emphasizes the importance of social interaction in the construction of the knowledge, he says the relationship between instruction and internal learning is highly complex and this is not a simple transmission model of teaching whereby an adult instructs and a child listens. Instead it is a term which covers a wide range of strategies including demonstrations and discussions. For Vygotsky the social context in which learning takes place is as important as any specific activity the child undertakes; 'a child becomes himself

through others' . This highlights the importance of language and communication for social constructivism. Language is both the medium through which culture can be transmitted and it is also a tool of thought. Vygotsky believed that the whole process of learning is referred to as internalization. And internalization is a series of transformation between external social processes and internal psychological ones. It is an operation that initially represents an external activity is reconstructed and begins to occur internally, this involves assistance from more capable others, either adults or peer. Here an interpersonal process is transformed into an intrapersonal one; the child now provides his own assistance through talking aloud, or through inner speech. The transformation of an interpersonal process into an intrapersonal one is the result of a long series of developmental events. Internalization of knowledge, ideas and concepts is a prolonged developmental process. (Vygotsky, 1978) and it supports the development of higher mental processes and leads to more complex understanding through increased control of external cultural processes. Vygotsky suggests that for young children play; particularly role-play is a leading factor in development and a means of developing abstract thought. By providing children with opportunities to try out culturally defined roles can be act as a kind of mental support system which allows children to represent their everyday social reality

Vygotsky introduced the concept of Zone of Proximal Development (ZPD), which has had the most circulation particularly in relation to educational practice. It is the gap that exists for any individual between what he can achieve alone and what he can do with the help of other more knowledgeable persons. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. ZPD defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state.....what a child can do with assistance today she will be able to do herself tomorrow (Vygotsky, 1978).

Implications of Vygotsky's theory to education are:

- Learning is seen as a social process, and collaborative learning with others is
- Prioritized.
- Children's learning is maximized when they are regularly working at the upper levels of their competence. That is their Zone of Proximal Development (ZPD).

- Language is important both as a way in which children develop their thinking and understanding and as a means for sharing thoughts and understanding with others.
- The role of adult is interventionist, to extend and challenge the learner to go beyond where they would otherwise have been.
- Adult support is contingent upon children's behaviour: more help is given when children experience difficulty, with this being gradually withdrawn as children as children succeed in an activity. In the early stages the help provided is more elaborate and explicit; later it is less explicit and less frequent, focusing on hints rather than instructions.
- Children can learn from each other as well as from adults, provided that one is more knowledgeable about the activity than the other. The gap between their understandings need not be great, however, as then the 'expert' is more likely to understand the problems the 'novice' faces
- 'The environment needs to be richly stimulating with the problems to solve and a wide range of individual, small group and whole group opportunities'
- The resources or physical tools which children use in their play are important supports for their intellectual development

III. Radical Constructivism

Von Glasersfeld has particularly focused on individual self-regulation and the building of conceptual structures through reflection and abstraction. "Radical constructivism is radical, because it breaks with convention and develops a theory of knowledge in which knowledge does not reflect an objective ontological reality, but exclusively an ordering and organization of a world constituted by our experience. The radical constructivist has relinquished metaphysical realism once and for all" (Glasesfeld, 1987). According to Glasersfeld, 'authentic' learning depends on seeing a problem as 'one's own problem', as an obstacle that obstructs one's progress toward a goal. The farthest removed from this individualistic focus seems to be the socio-cultural approach that originated with Lev Vygotsky. Radical constructivism postulates that knowledge is explored from individual experience without information given. It calls for students to generate new solutions to the problem by going beyond the information through formulating and verifying hypotheses. Radical constructivism grew out of philosophical considerations about the nature of knowledge. Glasersfeld argues not only that knowledge is actively constructed by the learner, but that knowledge learners build up should be thought of as having an adaptive

purpose, to help us to operate in the world, rather than as the discovery an underlying reality. Radical constructivism denies the possibility of the world being directly being 'known', or of knowledge being directly transferred between the teacher and learner.

Principles of Constructivism

Brooks and Brooks (1993) suggest the following five principles as basis for Constructivist classroom:

1. Posing problems of emerging relevance to students
2. Structuring learning around primary concepts and big ideas
3. Seeking and valuing students' point of view
4. Applying curriculum to address students' suppositions
5. Assessing student in the context of learning

Characteristics of the Constructivist Learning Approach

Jonassen (1994) identified the characteristics of constructive learning environment namely:

- Providing the multiple representations of reality
- Represent the complexity of the real world
- Emphasize knowledge construction
- Stress authentic tasks in meaningful context
- Providing real life settings
- Encouraging the reflection on experience
- Encourage collaboration and social negotiation among learners.

Based on the principles of constructivism and above said broad characteristics of constructivist Learning Approach, some more features can be drawn:

- Curriculum is presented from whole to part with emphasis on broader concept.
- Curricular activities rely heavily on primary sources of data and manipulative materials.
- Students are viewed as thinkers with emerging theories about the world.
- Teachers generally behave in an interactive manner, mediating the environment for students.
- Teachers seek the students' prior view in order to understand students' present conceptions for use in subsequent lessons.
- Principle of un-structured or ill-structured knowledge domain which bears significance for designing curriculum for constructivist classroom.
- Principle of problem oriented activities.

- Principle of assimilation when it is held that learners construct knowledge by relating new information to the existing knowledge which they already possess.
- Learning is meaningful to children when it scaffolds on experiences they have already with them.
- Principle of Active learning, i.e. learning by doing.
- Principle of collaborative, cooperative learning.
- Principle of social interactions.
- Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work.

Constructivist Classroom

The constructivist classrooms are regular classes with the constructive environment. Where in students are no more students, they are learners, teachers are no more teachers they are facilitators, guides and mentors. The meaning of this sentence is the role of both teachers and students differs to a large extent from the regular classes. Constructivist classrooms are structured so that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection. Teachers need to recognize how pupils use their own experiences, prior knowledge and perceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for learners. Constructivism unlike the conventional method of teaching-learning explores the learner's prior ideas and scaffold with the present learning concept and makes the learning meaningful. In constructivism we can say there will be construction of meaning to particular idea. It is more of meaning making process to the created new knowledge. The learner will learn only in an atmosphere where they feel they are valued (NCF, 2005). So creation of such environment where all learners' ideas, interests are considered is very important.

Constructivist classes differ from the traditional classes with various regards. Brooks and Brooks (1993) offered an interesting comparison of the visible differences between 'traditional' classrooms and the 'constructivist' classrooms, they are,

- Students primarily work in groups unlike individually as in traditional classroom.
- Curricular activities rely heavily on primary sources unlike relying on textbooks.
- Students are viewed as thinkers with emerging theories about the world unlike its counterpart.

- Constructivist teachers generally behave in interactive manner mediating the environment for students and seeks students' point of view. Whereas traditional classroom teachers are information dispensers.

Strategies

Strategies for the constructivist classrooms would be designed depending on the concepts to be learned and the learners. But the some of the strategies the teacher may follow for the students' learning would be,

- Eliciting the prior ideas of the learners through probing.
- Building and sustaining the motivation by engaging into various activities
- Negotiating the choices by discussion, topic choice and assessment choice
- Developing Understanding by emphasizing on practical part.
- Attempting to connect theory and practice.
- Assessing learners as they learn.

Role of the Teacher

'I never teach my pupils, I only attempt to provide and facilitate the conditions in which they can learn'...Albert Einstein. The role of constructivist teacher changes significantly from teachers to facilitators, facilitators should possess multiple skills to provide and manage the constructivist environment to the learners. His/her role would be like 'guide on the side' rather than 'sage on the stage'. The teacher should know that 'one size doesn't fit all' accordingly different teaching-learning strategies like problem solving, co-operative and collaborative learning, inquiry based, reciprocal teaching, cognitive apprenticeship, web quests, activity based teaching-learning strategies must be designed according to the learners various needs, should use differentiated instruction as the learners are will be from different level of previous knowledge, cultural background, language and so on. Should be embed the learning with rich, authentic problem-solving environment. Here teaching is not passing the onus of learning on learners. The same responsibility lies on teachers too. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher teach in a monologue, a facilitator is in continuous dialogue with the learners. The constructivist teacher should assess the learners throughout the class; it should be continuous and comprehensive evaluation. While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any

solution is adequate. The critical goal is to support the learner in becoming an effective thinker. A teacher needs to view his learners as active participants in their own learning, need to encourage their capacity to create and construct and make meaning of the knowledge. 'Teachers need to look at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners' (NCFTE, 2009). This can be achieved by assuming multiple roles, such as consultant, coach and facilitator.

The process of teaching is transformed to facilitation, the characteristics of facilitation includes the environment which provides warmth, trusting, empathetic and authentic in words and actions. Warmth refers to foundation of care and acceptance of learners, trust is an attitude of high expectations, which leads to sharing power, control and voices with learners. Empathy is means of honouring students' voices through perspective taking of their feelings, motivations and learning communications that express opinions, evaluations and requirements. When the teacher in the constructivist perspective considers that his/her students are the scientists or discoverers, he himself must be a researcher should involve action researches in the classroom. In this context Ingold (1962) says that the teachers should be the researchers because teaching of science and research are intrinsically inseparable and cannot weighed one against the other, these researcher-teachers are the individuals on whom the production of next generation of scientist depends.

Constructivist View of Assessment

Like teaching and learning, Assessment is also not a singular entity. It is complex and dynamic and it deserves to be differentiated and understood in all of its intricacy. Assessment should be like assessment of learning, for learning and as learning. Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, which is a way of assessing the true potential of learners that differs significantly from conventional tests. Here the essentially interactive nature of learning is extended to the process of assessment. Rather than viewing assessment as a process carried out by one person, such as an instructor, it is seen as a two-way process involving interaction between both instructor and learner. Assessment should be a part of teaching and not separate from it. Constructivist teachers strive to understand children's thinking by identifying the relationships they are constructing. Assessment of scientific facts, concepts, and theories must be focused not only on measuring knowledge of subject matter, but on how relevant that knowledge is in building the capacity to apply scientific principles on a daily basis. The teacher's role in the changing landscape of assessment requires a change from merely a collector of data, to a

facilitator of student understanding of scientific principles, teacher becomes one of entering into dialogue with the persons being assessed to find out their current level of performance on any task and sharing them with possible ways in which that performance might be improved on a subsequent occasion. The assessment is learner-centred, symbiotic (mutually beneficial), formative, context-specific, ongoing, and rooted in the teaching practice. In the context of constructivist approach, assessments need to judge the progress of students in achieving the three major learning outcomes of constructivist approach: conceptual understanding in Science, abilities to perform scientific inquiry, and understandings about inquiry. Teachers have a very challenging role to play in assessment process. Assessment can foster development of the kind of knowledge frameworks that are needed for effective Science teaching. So prospective science teachers must seek on their own initiative to build this kind of understanding of assessment in their field. Thus, assessment and learning are seen as inextricably linked and not separate processes. According to this viewpoint instructors should see assessment as a continuous and interactive process that measures the achievement of the learner, the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development. Assessment must be both formative and summative. And self-assessment is also plays important role for both the teachers and learners. Self assessment is at the heart of the matter. Teachers must be constantly reminded that the ultimate purpose of evaluation is to enable students to evaluate themselves. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students.

Constructivist Approach is umbrella term which includes a variety of approaches in education that involve joint intellectual efforts by the learners and teachers. Specific Approaches to education that are based on constructivism include,

1. Reciprocal Learning
2. Critical Exploration
3. Cognitively Guided Instruction
4. Inquiry-based learning
5. Problem-based learning
6. Experiential learning
7. Cognitive apprenticeships
8. Cooperative learning
9. Cognitive Apprenticeship

Constructivist Teaching - Learning Models

There are different constructivist teaching-learning models have been evolved based on the theory. Constructivist Instructional models should be mainly based on three elements (Brooks & Brooks, 1999)

1. Students Prior Knowledge which affects future learning because what a learner already knows interacts with the new conception to which the learner has been exposed.
2. Students construct meaning through interaction with others, with materials and by observation and exploration of interesting and challenging activities.
3. Students should construct understanding around core concepts and big ideas and apply to the new situations.

The 7E Model

A proposed 7E model emphasizes “transfer of learning” and the importance of eliciting prior understanding. This is the extension of the 5E model, and was proposed by Arthur Eisenkraft in 2003. Here Elicit and Extend have been added initially and at last respectively. And other 5E remains the same.

Their stages of the 7E model are as follows:

1. Elicit

Here teacher has to uncover the prior understanding and knowledge and experiences of the learner.

2. Engage

Engagement is perhaps the most fundamental and enduring developmental process in learning. Learners come to class with some prior knowledge. Activities focused on student’s attention, stimulate their thinking, generate interest, access the learner’s prior knowledge and frame the setting for learning.

3. Explore

It provides learners with a common set and base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively explored their environment or manipulate materials. Activity which give students time to experience, think and investigate, probe, inquire, collect information, question, test, make decisions establishing relationships and understandings and problem solve.

4. Explain

Activity which allow students to analyze exploration and communicate new understanding of the text. The learner’s understandings of the concepts gets clarified and modified through

a reflective activity. Helps them to explain the concepts they have been exploring. They have the opportunity for expressing their views to demonstrate new skills or behaviours. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviours.

5. Elaborate

The learners apply previously learned concepts and experiences to novice situations. Activities which expand and solidifies student thinking and applies it to a real-world situation. Student communicates new understanding with formal academic language. Extends students' conceptual understanding and allows them to practice skills and behaviours. Through new experiences, the learners develop deeper and broader understanding of major concepts; obtain more information about areas of interest and refine their skills. Students are encouraged to apply, extend and enhance the new concept and related terms during interaction with the teacher and other students.

6. Evaluate

Activity which allows the teacher to assess student performance and understandings of concepts, skills, processes, and applications. Student is demonstrating evidence of understanding. Evaluation is the snapshot of what the learners have understood. It is evaluation of all the above stages. This encourages learners to access their understanding and abilities and lets teacher evaluate students' understanding of the topic. The students must also be able to reflect on their own understanding and process.

7. Extend

Here the students extended the idea to other related areas. And relate the ideas to other concepts.

In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. In a transactional curriculum, students are actively involved in their learning to reach new understandings. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development in many areas. Gniger (2014)

The most preferable model of Constructivist approach in the present research will be 7E model.

REVIEW OF RELATED LITERATURE

Review of related literature is vital to any research. Reviewing the literature helped the investigator in getting a detailed knowledge of the topic being taken up by the investigator. It

helped to know what has been done so far in the field of study taken up by the investigator and discover the existing gaps in it. Reviews thus assisted in building up the framework of the research conducted.

The investigator has tried to explore the researchers conducted in the field of English language with respect to the proposed study. To acquire better insight of the area related to the constructivist approach used in various subjects like mathematics. Science etc to know about the methodology adopted by the previous researchers and to be aware about the findings of the researches conducted through constructivist approach, the investigator reviewed various literatures which threw light on the researches.

The objectives and findings of the studies reviewed, which were closely related to the present study had been taken into consideration. The review presented here are in three parts –

- I. Constructivism in mathematics
- II. Constructivism in science
- III. Constructivism in English.

Ross (August 2006) conducted a study entitled “The Effects of Constructivist Teaching Approaches on Middle School Students’ Algebraic Understanding”. The importance of gaining procedural knowledge and conceptual understanding is aligned with Principles and Standards for School Mathematics (National Council of Teachers of Mathematics, 2000), which encourages fluency, reasoning skills, and ability to justify decisions. Data from algebra pre-test and post-test, as well as 16 algebra video lessons from an NSF-IERI funded project were examined to determine occurrences of indicators of representations, constructivist approaches, and engagement, as well as student understanding. A mixed methods design was utilized by implementing multilevel structural equation modelling and constant comparison within the analysis. The new collectively named latent factor of constructivist approaches with the six indicators of enactive representations, encouragement of student independent thinking, creation of problem-centred lessons, facilitation of shared meanings, justification of ideas, and receiving feedback from the teacher was shown to be a significant predictor of procedural knowledge and conceptual understanding. Constructivist approaches were found to have a positive effect on both types of student learning in middle school mathematics. Warren (2008) conducted a study entitled “A comparative study of traditional/constructivist teaching methods used in algebra classes for preservice elementary teachers.” Studies have highlighted advantages of constructivist based instruction in relation to positively impacting

attitudes and feelings toward mathematics, but studies focused on mathematics achievement have not been undertaken. Thus, the purpose of this study was to describe the effect of constructivist instruction on the mathematics achievement of intermediate algebra students at a private college in Arizona. The results indicated that, overall, the mathematics achievement of the treatment group was not significantly higher than that of the comparison group. It was concluded that the adoption of a constructivist methodology does not negatively impact test scores.

The researcher reviewed various studies which implied that researches conducted constructivist teaching approach used in the field of mathematics had positive impacts on learners than the traditional methods of learning

A research paper by Cakir(September 2008) entitled "Constructivist Approaches to Learning in Science and Their Implications for Science Pedagogy: A Literature Review" was published in International Journal of Environmental & Science Education Vol.3, No.4, October 2008, 193-206. This paper draws to which teachers', students' and administrators' perceptions were embedded in the classroom practices; and (3) to identify whether the implementation of the curriculum was conducive to principles of constructivist pedagogy. An elementary school was chosen as a single case in an outer district of Ankara. Content analysis was used to analyze the data. The findings on the teachers', students' and administrators' perceptions about the Life Sciences curriculum indicated that in Life Sciences lessons the teachers seemed to have a role of knowledge transmitter to a group of passive students. Overall it can be concluded from the findings that although the suggested Life Sciences curriculum was prepared in line with the principles of constructivist pedagogy, the way it was implemented had some deficiencies regarding the actualization of goals suggested by a constructivist curriculum. So this study implies the readiness of the teachers, students and curriculum for constructivist approach whereas Knapp (2013) conducted a study entitled "A Study of Secondary Science Teacher Efficacy and Level of Constructivist Instructional Practice Implementation in West Virginia Science Classrooms." The purpose of this study was to investigate the level of use of selected constructivist instructional practices and level of teacher efficacy in West Virginia secondary science classrooms.

The researcher reviewed various studies which implied that researches conducted constructivist teaching approach used in the field of sciences is the need of an hour than the

traditional methods of learning and inclusion of ICT aided constructivist learning approaches and ESP programs should be included too.

Shermila(1999) conducted a study entitled " A Study of skills of reading comprehension in English developed by students of standard IX in the schools in Tuticorin District. The findings of the study were - The level of attainment of standard IX students in the schools in Tuticorin District in Reading comprehension in English is moderate. That is 61% of the sample falls under this category, Standard IX students' Reading comprehension in English with regard to Reading the lines is moderate. That is 70% of the sample comes under this category, were taken by random sampling method. After fixing the schools, fifteen standard IX students from each sample school were randomly chosen to form the sample of the study, the level of Reading comprehension in English with regard to Reading between the lines is moderate and Renee (1973) conducted a study entitled "A Multi-sensory approach to teaching poetry to sixth grade students", The study suggested that a multi-sensory approach to teaching poetry can lead towards positive understanding and better understanding towards poetry. The first program included poetry booklets, taped reading and visual slides followed by poetry discussion and second program included aural treatment with poetry booklets and taped reading. . Findings of the study are 1) Students were positive towards some teaching approach. Students thought picture helped in understanding and enjoyment of poetry. 2) Students dont like to read poetry aloud in class by themselves. 3) the measure of understanding did corelate significantly with understanding. 4) Both aural-visual and aural groups liked concrete poetry, modern poetry and popular lyrics with music. 5) Students enjoyed making poetry tapes in class and sometimes enjoy writing poetry with a friend. So these two studies imply using constructivist approach in Reading Comprehension and using Multisensory approach in teaching. The perspective of teachers and parents in using constructive approach in the curriculum is respectively included in Jensen (1998) conducted a study entitled "Courting Serendipity: Constructivist Theory and Classroom Practice." This dissertation is a cross-case study and analysis of four teachers in a school involved in two reform initiatives which promote constructivist approaches to teaching and learning. . The study found that although teachers are very aware of their students as individuals with different ways of learning and constructing an understanding, they are not much interested in learning theory. Teachers are, therefore, more likely to practice in ways consistent with constructivist learning theory if they see that such practice can help them meet the diverse learning needs of the individuals in their classes and if they are shown the "how-to's" in their

professional development and Shah (December 2007) conducted a study entitled “Constructivist approach to development of criteria for selection of contents for teaching English in secondary school (Class IX-X). The study was conducted to investigate the opinion of the parents (Class IX & X students), English teachers, students of secondary classes and experts in curriculum field about the purpose of studying English and selection of contents accordingly. The key conclusions based on the descriptive and statistical evidences indicated that the people of Pakistan attach great importance to values and purposes related to religious teachings and want to promote these through schooling. It also revealed that the people are very keen to learn English as it is the language of knowledge and higher learning in all fields. The findings of the study indicated that in the present textbooks of English speaking is least emphasized as compared to other skills.

The researcher reviewed various Indian and abroad studies which implied that researches conducted constructivist teaching approach used in the field of English is effective and positively related with creating interest in the students in learning effectively

IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE

The purpose of reviewing the related literature is to know about the research conducted in the related area and to see what implications these have for the proposed study.

A total of 23 studies were reviewed. The researcher has divided the constructivist studies conducted in various fields like in teaching of 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 in Abroad in the teaching of English and one case study on a school following constructivist curriculum.

As we have seen from the reviews many researches have been conducted in the mathematics through constructivism Ross (2006), Warren (2008), Lopez (2010) and also in the field of science Knapp (2013), Ganiger(2014) and even at even life science Pervin(2010). From these the researcher interprets that a limited number of researches in constructivism have done in the field of English language. As constructivism proved to be one of the most successful approaches in teaching mathematics and science which deals with concrete things when it comes to teaching abstract and figurative things of language Constructivism is equally

important. If we look at the researches done in India most of the researches is done in developing either communicative competencies of students of various fields have been done Thakkar (2012), English for Specific purpose program for the students of Science have been prepared by Desai (2002). From these researches, researcher interprets that many researches are done focused on developing one of the Listening, Speaking, Reading or Writing skills like Joycilin (1999) but no particular research focuses on developing all the listening, speaking, writing and speaking skills along with the developing creative interpretation of subject matter have been done. Even researches done in the field of constructivism in English Jensen (1998), Shah (2007), El-Hindi (2008) does not much focus on English poetry teaching. Sankar (2012) conducted study exploring the difficulty in understanding 1945-American and British poetries. Renee (1973) conducted study on teaching English poetry through multi-sensory approach with aural and aural-visual aids but it was not through constructivist approach. In the present study the researcher intends to develop a program of teaching English poetry through Constructivist approach. According to constructivist thinking knowledge is personal and arises out of experiences and interactions which are unique to each individual. Among it English poetry though being the most important is the most neglected in teaching. Most times, they fear such an open-ended concept where there are no guaranteed approaches to bring about the “right” answer. There is no systematic equation to yield a definite solution. Moreover, no pattern can be attributed to poetry comprehension. That is, there is no one approach that can be successfully applied to all poems. Many suggestions about understanding poetry have been offered in effort to provide students and teachers with a wide array to choose from. This way, the learners can select which techniques best suit their learning styles and they can experiment with trial and error.

RATIONALE OF THE STUDY

Researcher had interacted with many school English teachers and most of them preferred to teach prose to poetry. The common problems while teaching poetry given by most of the teachers were that - poetry is very abstract and difficult to teach, it makes classroom teaching and learning very boring, students lack creativity and only those students who are average or above average are able to understand the “explanation” given by the teachers. Through this the researcher interprets that the attitude towards language in specific to poetry is deteriorating in the teaching learning process in the current education system where much more importance is given to commerce and science. Poetry should have a central place in all of our lives, not only for the aesthetic pleasure it affords, but also for its ability to awaken our

senses, connect us with ourselves and others, and lead us to think in synthesizing ways, as required by its use of the language of metaphor. Poetry's conciseness, its brevity, and its power to convey so much in such a limited space is its appeal. Peacock calls poetry "the screen-size art" that provides a "quick dive in a deep pool," offering "depth in a moment, using the depth of a moment". Poetry encourages an economy and precision in language that transfers to other types of oral and written communication. Michaels suggests, "Reading and writing poems can help us discover profound truths we didn't realize we knew" Poetry evokes feelings and provokes thoughts about complex social issues. Poetry is more than a vehicle for expression; it is also a way of knowing. Poetry both requires and facilitates a concentration of mind or sustained attention to which our hectic lives have unaccustomed us. The linking of the strange with the familiar through the image or even through well-placed line breaks is perhaps what makes poetry so powerful. Poetry transforms the way we see the commonplace through new perspectives. Barot (2013)

Still the current scenario of teaching poetry is not that satisfactory. There are many challenges in teaching poetry. Much has been written about the problems associated with teaching poetry. More than other genres, poetry seems to elicit the most groans from students. Often language arts teachers report feeling uncomfortable teaching poetry, either because they aren't sure how to teach it effectively (owing to lack of pedagogical role models), or because they find it elusive themselves. The dominant model of poetry teaching, particularly for older students, has been to teach poetry through print text and to focus on finding one meaning to be dissected. In contrast, poets emphasize the importance of hearing the poem read aloud (lifting the poem from the page), engaging with it, and probing for deeper meaning through discussion with others. Other problems related with teaching poetry are schools run on only teacher-centred approach, it has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. Students in return neither acquire a habit of getting the rote learning and neither memorizing the meaning of poems and are unable to construct their own poetry nor can use language creatively. Indian classrooms have a usual strength of 50-60 students and it consists of a variety of students ranging from poor to average and intelligent students. The explanation about a poem given by the teacher is understood by the few intelligent students whereas others just memorize the meaning. If we want our students to understand how language, and poetry in particular, brings them to a deeper understanding in life, we need to find meaningful ways to engage them with poetry.

At times the objectives of teaching poetry are not properly realized because the teacher centred approach becomes too mechanistic and makes the classroom learning very boring and tedious for the students. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation and teaching poetry through constructivism. is more given on poetry teaching and learning from recitation to essence poetry.

In the present study through Constructivist approach of teaching English poetry many problems of teaching poetry can be resolved such as - students were able to use language while arriving at the meaning of the poetry on their own and will develop different listening, speaking, reading and writing skills. Along with the LSRW skills students were also developed their vocabulary and grammar. As in constructivism students are working in groups comprised of intelligent, average and below average students, each made their own contribution and instead of memorizing poetry they arrived at a common understanding of the poetry. Group also encouraged lot of social learning among students. The classroom became more interesting, active and completely student-centred where a teacher is a mere guide. Students were able to develop their abstract as well as imaginative and creative skill as they will interpret the words on their own understanding. One the major problem of teaching poetry is unlike prose; it is abstract and is difficult to understand. This problem can be easily be solved by using constructivist approach. Through Constructivism individual as well as group learning took place making the classroom learning interesting and each one actively participated in the teaching learning process.

Though Standard IX Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colours. The climax of the plight of a poetry in the form of composition establishing relationship amongst very remote elements, though, highly creative, but at times goes beyond the levels of comprehension of readers/listeners in the absence of context and conditions. Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art Barot (2013). As class 9th is the secondary stage in English and teaching of language should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring to them opportunity to appreciate the depth and diversities of human mind. Chitre (1999) & Dubey (2003-04) as well as 9th Standard deals with students who are at adolescent age, which is a very crucial age for

forming ideologies of life which can help them for development. In the present study there were 11 poems dealing with different horizons of life like spirituality, preserving nature, how to deal with different stages of life, relations, patriotism, gender identity, it makes one aware about the harsh realities of life etc. Each and every poem is very important for enhancing the adolescent psychological development. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Effective poetry teaching also can play an important role in spreading good thought and emotions among people. Heterogeneous students in Gujarati medium schools of Baroda city as they are having different socio-economic backgrounds, impact of their (regional) mother tongue. These reasons are responsible for arising problems in English teaching and learning. In this kind of climate, there are many difficulties regarding spelling mistakes, vocabulary and recitation of poetry. Teachers felt difficulties in English poetry teaching because of its forms. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature Barot (2013).

There are many models of Constructivist approach like 4E, 5E and 7E models. 7E model seems to be the most appropriate for the present study for the researcher. One of the aims of the study to students understand and interpret poems on their own and appreciate it, it will be possible if they will link their previous knowledge to the poetry. It was done through various activities developed by the researcher for each poem, which helped students to engage, explore various themes of the poem. It was followed by an understanding of the poem through which they can explain and elaborate the poem. At the end of each class there was an open discussion of presentation made by the students where in students evaluated each other and evaluation done by the researcher through an observation sheet. The aim of the study not only ends with understanding of that particular poem but also extends to understanding and interpretation of the meaning of other poems which the students came across in near future. It also extends to the improvement of the creative and original expression of the students along with listening, speaking, reading and writing and communicative skills of the students.

STATEMENT OF THE PROBLEM

Development and Implementation of a program of Teaching English Poetry through Constructivist approach for Standard IX

OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives.

- To study the effectiveness of the developed program of teaching poetry through constructivist approach for the students of Standard IX.
- to study the feedback of students of 9th Standard towards the developed program of teaching poetry through a constructivist approach
- To study Feedback of the students developed program of teaching poetry through constructivist approach for the students of Standard IX.

HYPOTHESIS

The following null hypotheses were formulated to achieve the said objectives of the present study and those were tested at 0.01 level of significance.

- (i) There will be no significant difference between the mean achievement score of experimental and control group secondary students

RESEARCH QUESTION

The study was conducted keeping in mind the following research questions

- How will the program of teaching English poetry through constructivist approach enhance the writing skills of students of Standard IX?
- How will the program of teaching English poetry through constructivist approach increase vocabulary of students of Standard IX?
- How will the program of teaching English poetry through constructivist approach improve grammar of the students of Standard IX?
- Whether the program of teaching English poetry through constructivist approach will develop creative interpretation of subject matter of students of Standard IX?

DELIMITATION OF THE STUDY

The present study was delimited to English medium Gujarat State board schools of Vadodara city

DESIGN OF THE STUDY

In the present study, the research methodology was Quasi- experimental research method. It was non-equivalent group's pre-test post-test design. There were two groups - control group and experimental group. In control group the researcher taught poetry through traditional method of teaching. In experimental group the researcher taught poetry through constructivist approach.

O1 X O2

O3 C O4

Where, O1 and O3 were pre-test

O2 and O4 were post-test

X stands for Experimental Group and

C stands for Control Group

| | Control group | Experimental group |
|---------------------------|---------------------------------------|---|
| | Pre test | Pre test |
| Standard | Standard IX (A) | Standard IX (B) |
| Method of teaching | Traditional method of teaching poetry | Constructivist approach as a method of teaching poetry. |
| | Post test | Post test |
| Feedback | Feedback form | Feedback form |

POPULATION

The population of the present study included all the English medium schools of Vadodara city. There are 65 English Medium Gujarat State Board Schools in Vadodara City.

SAMPLE

In the present study one school which gave permit to conduct the program for one year was selected from Vadodara City. Students of two different sections of Standard IX of the same

school were taken as the sample of the study. Sampling was done through purposive sampling. The school which allowed to implement the developed program with the facilities like Audio-visual rooms, minimum of two divisions of Standard IX, allotment of special time of teaching poetry will be chosen as the sample of study.

TOOLS FOR DATA COLLECTION AND DATA ANALYSIS

The following tools were used by the investigator for the purpose of data collection and data analysis for the proposed study.

| Objective | Tools for Data collection | Data Analysis |
|---|--|---|
| Objective 1 - To study the effectiveness of the developed program of teaching poetry through constructivist approach for the students of 9th Standard. to study the opinion | 1. Pre-test and Post-test. 2. Observation Schedule 3.To analysis the data in | 1. Structural Content analysis 2. T-Test |
| Objective 2 -To study the feedbackof students of 9th Standard towards the developed program of teaching poetry through a constructivist approach | Quantitative tabular form based on the criteria of theme,grammar and vocabulary | |
| Objective 3 - to study the opinion of students of 9th Standard towards the developed program of teaching poetry through constructivist approach | 3. Feedback from students | 2. Structural Content analysis |

PHASES OF THE PRESENT STUDY

The investigator conducted the present study in various phases. There were five different phases of the study like development of the program, conducting the pre-test, implementation of the program in both the semester, conducting the post-test and feedback from students

STAGE I - DEVELOPMENT OF PROGRAM

There are 10 poems in Standard IX Gujarat State Board English textbook. A program was developed by the researcher to teach each poem through Constructivist approach to the students of Standard IX.

Semester I

| Sr.No | Poems | Themes |
|-------|--------------------------------------|--------------------------------|
| 1. | To a Butterfly by William Wordsworth | Nature |
| 2, | Agnes by Henry Lyte | Different Phases of human life |
| 3. | The Patriot by Robert Browning | Reversal of fortune |
| 4. | Independence by Benjamin Zephaniah | Importance of Freedom |

Semester II

| | | |
|-----|-------------------------------------|--|
| 5. | The River by Caroline Southey | The movement of a river |
| 6. | Hemelin by Robert Browning | On the folk tale of Pied Piper |
| 7. | Ants | Description of ants |
| 8. | A Psalm of Life by Henry Longfellow | The purpose of life |
| 9. | Letters | Qualities that teacher much inculcate into a student |
| 10. | Once upon a time by Gabriel Okara | Innocence of the past and the Artificiality of the present times |

1. The researcher developed general activities of constructivist approach for the students.
2. Teacher developed program based on constructivist approach for each poem based on 7E Model.

STAGE II - CONDUCTING THE PRETEST

The researcher conducted pre-test before implementing the program. The pre-test consisted of items like - construction of a poetry from a given picture, explanation of the few poetry lines, answering the question from the poetry etc.

STAGE III - IMPLEMENTATION OF THE PROGRAM IN BOTH SEMESTERS

The developed program was implemented in the selected division of Standard IX in both the semesters. It was implemented in the academic year of 2017-18. In control group the teaching will be done through traditional way.

STAGE IV- CONDUCTING THE POST TEST

The researcher conducted post-test after the implementation of the program. It was in a parallel form of the pre-test.

STAGE V - OPINION FROM STUDENTS

Feedback about the program was collected from students

MAJOR FINDINGS

I. COMPARISON OF THE POSTTEST SCORES OF CONTROL AND EXPERIMENTAL GROUP

- It was observed that the program was successful in developing language competence in students
- Significant difference in 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 understanding of the poem and developing language proficiency

II. FINDINGS, ACCORDING TO EACH POEM, IN ACCORDANCE TO THEME, VOCABULARY, GRAMMAR AND OTHER CRITERIAS OF RESPECTIVE POEMS

POEM 1 – A PSALM OF LIFE

THEMES

- So out of all the three themes , the theme of Art of living was identified by the majority of the student i.e. 97% of the students identified the theme of Art of Living
- It was followed by 90% of total students identified the theme of Fulfil our dreams,
- The Theme least identified by the students was the theme of Hard work which is 87 percent.

VOCABULARY

- In the criteria of Vocabulary, out of all the 12 words ‘Mournful’ word meaning was given the most by the students i.e. 93% of students gave its correct meaning whereas only 13% students were able to give meaning of the word ‘Forlorn’.

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation i.e. out of 30 students 26 students committed punctuation error
- Students made the least errors in fragments i.e. only 19 students out of 30 made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 40% students committed errors.

SOLVE THE STATED PROBLEM

- More students’ i.e. 97% students were able to give solution of the problem given whereas only 67% students gave examples and creative ideas.
- In the criteria of solve the stated problem , group 3 the majority of creative ideas i.e. 100% students whereas group 1 was the least in giving creative ideas i.e. 17%

POEM 2 – THE PATRIOT

THEMES

- In the poem 2 ‘The Patriot’ , both the themes of the poem True friends and Aware of good and bad times were identified by the majority of the student i.e. 90% of the students identified both the themes

VOCABULARY

- In the criteria of Vocabulary, out of all the 8 words ‘Sway’ word meaning was given by majority of the students i.e. 60% of students gave its correct meaning whereas only 37 % students were able to give meaning of the word ‘Nought’.

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation and Tenses i.e. out of 30 students 20 students which is 67% of students committed errors in tenses and punctuation
- Students made the least errors in fragments i.e. only 15(50%) students out of 30 made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 23% students committed errors

COMPARE GOOD AND BAD TIMES OF LIFE

- In the criteria of Compare good and bad times of life, 100% students of all the groups 1,2,3,4 and 5 were able to compare good and bad times of life with the help of 4 set of questions given to them whereas only 90% students were able to give examples from their day to day life

POEM 3 – ANTS

THEMES

- So out of all the three themes , the theme of Hardwork was identified by the majority of the student i.e. 100% of the students identified the theme of Hardwork

- It was followed by 97% of total students identified the themes of Unity and Discipline

VOCABULARY

- In the criteria of Vocabulary, out of all the 5 words 'Puffed' word meaning was given the most by the students i.e. 83% of students gave its correct meaning whereas only 33 % students were able to give meaning of the word 'Clans'.

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation and Spelling mistakes i.e. out of 30 students 21 students which is 70% of students committed punctuation error
- Students made the least errors in fragments i.e. only 17 students out of 30 made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 27% students committed errors.

COMPARE PICTURES WITH POEM

- In the criteria of Compare pictures with poem 100% students of all the groups 1,2,3,4 and 5 were able to compare all the pictures 1,2,3 and 4 with the poem

CONSTRUCT POEM

- In the criteria of Construct poem, 17 students out of 30 i.e. 57% students were able to construct a poem in 7 lines
- In the criteria of Construct poem , out of all the 5 groups, group 5 students i.e. 86% constructed the poem in majority whereas students of group 1 i.e. 17% were the least to construct the poem

LIST SCIENTIFIC INFORMATION OF TINY INSECTS

- In the criteria of List scientific information of tiny insects, 100% students of group 1,2,3,4 and 5 were able to give scientific information of tiny insects and hence able to link literature with science

POEM 4 – HEMELIN

THEMES

- The themes of Trust was identified by 25 students out of 30 i.e. 83% of the students identified the theme of Trust
- Among all the 5 groups, students of group 5 was in majority to identify the theme i.e. 100% students of group 5 identified the theme of Trust whereas group 3 students were in minority to identify the theme i.e. 60% students of group 3 were able to identify the theme of Trust

VOCABULARY

- In the criteria of Vocabulary, out of all the 10 words ‘Wrinkled’ and ‘Grumbling’ word meanings were given the most by the students i.e. 53% of students gave its correct meanings of the words wrinkled and grumbling whereas only 13 % students were able to give meaning of the word ‘Whiskers’.

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation and Spelling mistakes i.e. out of 30 students 21 students which is 70% of students committed punctuation error
- Students made the least errors in fragments i.e. only 17 students out of 30 made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 23% students committed errors.

BEWARE OF TOO MUCH SWEETNESS

- In the criteria of beware of too much sweetness 90% students were able to explain the proverb and 77% students were able to give creative ideas

ALL THAT GLITTERS IS NOT GOLD

- In the criteria of all that glitters is not gold 97% students were able to explain the proverb and 80% students were able to give creative ideas

DESCRIBE PICTURE

- In the criteria of describe picture 87% students were able to describe the story and 80% students were able to give creative ideas

POEM 5 – INDEPENDENCE

THEMES

- So out of the two themes , the theme of Freedom was identified by the majority of the student i.e. 100% of the students identified the theme of Hardwork
- It was followed by 97% of total students identified the theme of Patriotism

VOCABULARY

- In the criteria of Vocabulary, out of all the words ‘Mortar’ word meaning was given by majority of the students i.e. 70% of students gave its correct meaning whereas only 20 % students were able to give meaning of the word ‘Holy’

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuations i.e. out of 30 students 23 students which is 77% of students committed punctuation error
- Students made the least errors in tenses i.e. only 17 students out of 30 made errors in Fragments i.e 57% students made errors in Fragments

- Other errors include errors in articles, capitalization etc in which 33% students committed errors.

LIST THE WAYS TO MAKE COUNTRY PROUD

- In the List the ways to make country proud 100% students of all the groups 1,2,3,4 and 5 were able to list various ways to make their country proud and hence the idea of patriotism has been imbibed in the students

CREATIVE IDEAS

- In the criteria of Creative Ideas, 25 students out of 30 i.e. 83% students were able to give creative ideas
- In the criteria of Creative Ideas , out of all the 5 groups, students of groups 2 and 5 gave 100% creative ideas in majority whereas students of group 1 i.e. 50% students were the least to give creative ideas

POEM 6 – ONCE UPON A TIME

THEMES

- So out of the two themes , the theme of Artificial vs. Natural was identified by the majority of student i.e. 100% of the students identified the theme of Artificial vs. Natural
- It was followed by 93% of total students identified the theme of Past vs. Present

VOCABULARY

- In the criteria of Vocabulary, out of all the 6 words ‘Hostage’ word meaning was given the most by the students i.e. 80% of students gave its correct meaning whereas only 17 % students were able to give meaning of the word ‘Muting’

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation i.e. out of 30 students 23 students which is 77% of students committed punctuation error
- Students made the least errors in fragments i.e. only 17(57%) students out of 30 made errors in Fragments

- Other errors include errors in articles, capitalization etc in which 23% students committed errors.

LIST – EXAMPLES OF DIFFERENT SITUATION

- In the criteria of List – Examples of Different Situation 90% of students actively participated in the discussion of both the theme related topics of difference between Artificial smile and Natural smile and difference between Artificial handshake and Natural handshake

PARTICIPATION IN VARIOUS ACTIVITIES

- In the criteria of Participation in various activities , majority of students actively participated in the activity of Enacting a Role play i.e. 23% students participated in role play, followed by 20% students in conducting the survey on artificiality in present times and the least participation was observed in the activity of constructing a rap song i.e. 07% of total students

STATE DIFFERENCE BETWEEN PICTURES

- In the criteria of State difference between pictures 100% students of all the groups 1,2,3,4 and 5 were able to compare and state the difference between picture 1 and 2 and picture 2 and 3 in relation to the theme of the poem

POEM 7 – TO A BUTTERFLY

THEMES

- So out of two themes , the theme of Nature was identified by the majority of the student i.e. 100% of the students identified the theme of Nature
- It was followed by 93% of total students identified the themes of Brother-sister relation

VOCABULARY

- In the criteria of Vocabulary, out of all the 6 words ‘Self-Poised’ word meaning was given the most by the students i.e. 73% of students gave

its correct meaning whereas only 33 % students were able to give meaning of the word 'Weary'.

GRAMMAR

- In all the topics of grammar highest error was committed in Punctuation i.e. out of 30 students 20 students which is 67% of students committed punctuation error
- Students made the least errors in fragments i.e. only 40% students made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 30% students committed errors

COMPOSE 7 LINES POETRY

- In the criteria of Construct poem, 29 students out of 30 i.e. 97% students were able to construct a poem in 7 lines
- In the criteria of Construct poem , out of all the 5 groups, group 1,2,4 and 5 students i.e. 100% constructed the poem in majority whereas students of group 3 i.e. 80% students were the least to the construct the poem

POEM 8 – AGNES

THEMES

- The themes of Trust was identified by 30 students out of 30 i.e. 100% of the students identified the theme of Trust

VOCABULARY

- In the criteria of Vocabulary, out of all the 6 word 'Dawn' word meaning was given the most by the students i.e. 83% of students gave its correct meaning of the word Dawn whereas only 17 % students were able to give meaning of the word 'Artless'.

GRAMMAR

- In all the topics of grammar highest error was committed in Spelling mistakes i.e. out of 30 students 24 students which is 80% of students committed spelling mistakes
- Students made the least errors in fragments i.e. only 17(57%) students out of 30 made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 17% students committed errors.

LIST OF STAGES OF HUMAN BEING

- The criteria of List the stages of human being, out of all the four stages of life Childhood and Adulthood was identified by majority of students i.e. 83% of the students, followed by 77% students identified death and the least identified stage of life was old age i.e. 73% of students

OBSERVE VIDEO AND WRITE OBSERVATION

- In the criteria of Observe the video and write observation, 100% percent students were able to write observations whereas 50% students were able to give creative ideas
- In the criteria of Observe the video and write observation, students of group 4 gave majority of creative ideas i.e. 80% students whereas students of group 1 gave 33% of creative ideas

POEM 9 – THE RIVER

THEMES

- So out of the two themes , the theme of Nature was identified by the majority of the student i.e. 100% of the students identified the theme of Nature
- It was followed by 97% of total students identified the theme of Stages of life of a river

VOCABULARY

- In the criteria of Vocabulary, out of all the 7 words 'Sparkle' word meaning was given by majority of the students i.e. 87% of students gave its correct meaning whereas only 20 % students were able to give meaning of the word 'Impetuous'

GRAMMAR

- In all the topics of grammar highest error was committed in Spelling mistakes i.e. out of 30 students 22 students which is 73% of students committed punctuation error
- Students made the least errors in tenses and fragments i.e. only 19 students out of 30 made errors in Fragments i.e. 64% students made errors in Fragments
- Other errors include errors in articles, capitalization etc in which 27% students committed errors

ANALYZE STAGES OF HUMAN LIFE

- In the criteria of Analyze stages of human being, out of all the four stages of life the characteristics of Childhood was stated by majority of students i.e. 47% of the students, followed by 37% students stated characterises of adulthood and the least stated stages of life was old age and death i.e. 33% of students

COMPARE RIVER AND HUMAN LIFE

- In the criteria of Analyze stages of human being, out of all the four stages of life the characteristics of Childhood and Adulthood were matched in majority with the stages of river i.e. 100% students were able to match stage of human with stages of river
- In the criteria of Analyze stages of human being, out of all the four stages of life the characteristics of Old age and Death were matched in least with the stages of river i.e. 97% students were able to match stage of human with stages of river

MATCH PICTURES WITH POEM

- In the criteria of Match pictures with poem, out of all the four stages of life the picture of Childhood was matched in majority with the stages of river i.e. 100% students were able to match the pictures of stages of river with that of human life followed by old and age i.e. 97% students in total
- In the criteria of Analyze stages of human being, out of all the four stages of life the picture of Adulthood was least matched with the stages of river i.e. 93% students were able to match the pictures stages of river with that of human life

III. FINDINGS IN ACCORDANCE TO THE FEEDBACK FORMS COLLECTED FROM STUDENTS

- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their interest in poetry
- According to the feedback form, 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
- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their creativity
- According to the feedback form, 70% of students stated that activities, like construction of poetry, enacting plays and writing rap songs in the program helped in increasing their creativity
- According to the feedback form, 90% of students gave affirmation that the program helped them to increase their vocabulary
- According to the feedback form, 60% of students agreed that highlighting words in the text and writing them in the worksheet helped the students in increasing their vocabulary
- According to the feedback form, 93% of students gave affirmation that the program helped them to increase their imagination
- According to the feedback form, 40% of students agreed that different interpretation of the same poem helped them in increasing their imagination
- According to the feedback form, 30% of students stated that sharing ideas with peers helped them in increasing their imagination

- According to the feedback form, 20% of students agreed that writing in worksheets of the program helped in improving their imagination
- According to the feedback form, 63% of students gave affirmation that the program helped them to increase their curiosity
- According to the feedback form, 30% of students agreed that interacting with the peers made it easy for them to ask questions, hence increased their curiosity
- According to the feedback form, 83% of students gave affirmation that the program helped them to increase their confidence in poetry recitation
- According to the feedback form, 60% of students stated that clear understanding of the poem helped them in increasing their confidence in poetry recitation
- According to the feedback form, 20% of students stated that giving different interpretations of the poem helped them in increasing their confidence in poetry recitation
- According to the feedback form, 83% of students gave affirmation that the program helped them to increase their appreciation of the poetry
- According to the feedback form, 43% of students stated that understanding of the poem helped them to increase their appreciation of the poetry
- According to the feedback form, 30% of students stated that new approach of learning of the program helped them to increase their appreciation of the poetry
- According to the feedback form, 20% of students agreed that poets idea and point of view of the poem was more clear, hence it helped them to increase their appreciation of the poetry
- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their understanding of the poem
- According to the feedback form, 30% of students stated that the unique way of learning through the program helped them to increase their understanding of the poem
- According to the feedback form, 30% of students stated that they found easy to ask and solve doubts with peer group, hence it helped them to increase their understanding of the poem
- According to the feedback form, 20% of students that the variety of activities of the program helped them to increase their understanding of the poem
- According to the feedback form, 93% of students gave affirmation that the program helped them in active participation in group activities

- According to the feedback form, 30% of students agreed that above average students in the group showed enthusiasm in helping below average students which helped them in active participation in group activities
- According to the feedback form, 50% of students stated that the inactive students of the class started interacting with the group because they felt responsible participant of the group also competition among other groups encouraged them to actively participate in group
- According to the feedback form, 20% of students agreed that the fun filled and interesting activities helped them in active participation in group activities
- According to the feedback form, 83% of students gave affirmation that the group activities helped in understanding the poem
- According to the feedback form, 30% of students agreed that asking doubts with peer was more comfortable to teachers that helped in better understanding of the poem
- According to the feedback form, 30% of students agreed that activities of the program like role play, picture perception, problem solving, group discussion etc helped in better understanding of the poem
- According to the feedback form, 20% of students agreed that the task of giving presentation of the poem helped in better understanding of the poem
- According to the feedback form, 87% of students gave affirmation that the program helped them in healthy interaction with peer group
- According to the feedback form, 20% of students stated that acceptance of different ideas of the poem in the group helped them in healthy interaction with peer
- According to the feedback form, 20% of students stated that activities of the program created unity in the group helped them in healthy interaction with peer
- According to the feedback form, 20% of students stated that the group activities gave them chance to listen to each other which was rare in regular classroom learning which helped them in healthy interaction with peer
- According to the feedback form, 87% of students gave affirmation that the program helped them in construction of the poem
- According to the feedback form, 30% of students agreed that improving vocabulary through the program helped them to improve their constructing skill of the poem

- According to the feedback form, 10% of students stated that being aware of the structure of the poem through the program helped them to improve their constructing skill of the poem
- According to the feedback form, 10% of students stated that being aware of the rhyming words of the poem through the program helped them to improve their constructing skill of the poem
- According to the feedback form, 20% of students stated that small poem was easy to construct in the poem which helped to create interest in the construction of the poem
- According to the feedback form, 10% of students stated that they got enough time and change in the program which enhanced their constructing skill of the poem
- According to the feedback form, 100% of students gave affirmation that the teacher completed the syllabus on time
- According to the feedback form, 66% of students gave other feedback for the program
- According to the feedback form, 60% of students gave positive feedback of the program that the program helped them in holistic understanding of the poem
- According to the feedback form, 20% students stated that the program should be applied also in understanding of prose
- According to the feedback form, 57% of students gave further suggestions for the program
- According to the feedback form, 20% of students gave further suggestions that one common understanding of the poem from the exam point of view should be given.

CONCLUSION

Poetry as an art form may predate literacy. Epic poetry, from the Indian Vedas (1700–1200 BC) and Zoroaster's to the Odyssey (800–675 BC), appears to have been composed in poetic form to aid memorization and oral transmission, in prehistoric and ancient societies. Michaels suggests, “Reading and writing poems can help us discover profound truths we didn’t realize we knew” Poetry evokes feelings and provokes thoughts about complex social issues. Poetry is more than a vehicle for expression; it is also a way of knowing. Poetry both requires and facilitates a concentration of mind or sustained attention to which our hectic lives have unaccustomed us. The linking of the strange with the familiar through the image or even through well-placed line breaks is perhaps what makes poetry so powerful. Poetry transforms the way we see the commonplace through new perspectives. Still the current scenario of

teaching poetry is not that satisfactory. There are many challenges in teaching poetry. Much has been written about the problems associated with teaching poetry. More than other genres, poetry seems to elicit the most groans from students. The dominant model of poetry teaching, particularly for older students, has been to teach poetry through print text and to focus on finding one meaning to be dissected. In contrast, poets emphasize the importance of hearing the poem read aloud (lifting the poem from the page), engaging with it, and probing for deeper meaning through discussion with others. If we want our students to understand how literature, and poetry in particular, brings them to a deeper understanding in life, we need to find meaningful ways to engage them with poetry. It has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation and teaching poetry through constructivism. Though Std. 9th Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colours. In our education system, Secondary stage is very crucial stage. It is a bridge between secondary and higher secondary school education that provides experiences to the students facing a state-wide examination. It becomes essential here to understand the deeper meaning of poetry along with peer along with acquiring writing skills and enhancing grammar and vocabulary.

This study emphasized on the use of activities to enhance students understanding of the poem, enhancing writing skills, vocabulary and grammar of standard IX students. It was found that the package was effective in doing so. The students found the package to be effective in enhancing their writing skills, vocabulary and grammar.

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