CHAPTER 1

THE CONCEPTUAL FRAMEWORK

1.1. Introduction

Education is the methodical acquisition of knowledge, experience, skills, and a sound attitude by a kid or an adult. It elevates a person's status to one of civility, refinement, culture, and education. Education is the only way to create a civilized, socialized society. "Quality must be considered in light of how cultures understand the aim of education," according to UNESCO. The purpose of education is to ensure that all students acquire the knowledge, skills, and values required for responsible citizenship, to ensure learners' cognitive development, to nurture" learners' creative and emotional growth, to oppose discrimination against any particular group in any way, and to lead towards an equitable society." 'Parankimalil,' as it is known in Tamil, is a Tamil word (2012). According to Habermas, gaining mutual understanding requires communication ability. Languages play an important role in communication because they allow for universal comprehension within the confines of the most personal expression. (NCERT) (2006).

1.2. Importance of language

A language is required by human society for both internal and external communication. Language as a medium of communication is more important to humans than language as a cultural manifestation. We can imagine primitive communities without literature, but we can't imagine a society that doesn't communicate with each other through language. To perform its functions, the individual requires language. The efficiency with which society runs is largely determined by how well it learns to communicate via language**.**

Caliban, a subhuman beast, reproaches Prospero, the exiled philosopher-king, in William Shakespeare's The Tempest.

"You taught me a language, and my gain is that I know how to curse: the crimson plague will afflict you because you taught me your language... (363)

Caliban appears to be correct in his assertion that no subhuman creature could curse or bless. They are aware of physical sensations and may also be aware of emotions. However, there is no evidence in modern science to support the idea that non-human organisms are capable of thinking and communicating. In most cases, 'thinking' and 'language' are exclusively human abilities, like birds' ability to fly and aquatic creatures' ability to swim. Chomsky (1988) says that while certain animals can be taught a few words and have a limited vocabulary, the ability to communicate is a species-wide gift to all humans. Humans can think and express themselves in a natural language, using speech as the vehicle of expression. There may be different levels of language ability. Human beings are gifted with this species-specific activity.

In education, language is also very essential. It has a significant impact on a person's cognitive development.

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 cognitive processes (e.g., thoughts, memory, etc.) A goal of development is to make the transition from being other regulated to becoming self-regulated.

Thought and language gradually arise, according to Vygotsky. The transition from paralinguistic to verbal reasoning is illustrated by a child's non-social utterances, which he refers to as private speech. Private speech is important for cognitive development since it serves as a cognitive self-guidance system that helps youngsters become more structured and problem solvers. Individuals' private communication evolves into inner speech as they mature.

Long-term memory is required for the development of language since it necessitates the storing and retrieval of information concerning word meanings (as well as knowledge of grammatical structure, linguistic conventions, etc.). Language development, in turn, allows us to share our experiences with others

(Nelson, 1996). The emergence of language provides memory more significance because humans appear to be social beings who are naturally pre-programmed to make relationships with others, communicate, and learn from and about others through interaction. We can exchange memories and experiences with others to create relationships. The establishment of relationships can then contribute to our cognitive development by allowing us to learn new things from other individuals. Memory development is aided by language development because it promotes an incentive to generate memories and recall them.

1.2.1. First Language Acquisition and Second Language Learning

At least one language is 'acquired' by all humans. Survival requires the ability to communicate in the first language. A second language, on the other hand, has always conferred authority and status to those who learn and use it well. Acquiring a language entails 'picking up,' or improving one's capacity to utilize it in natural, conversational contexts. "Knowing the rules, having a conscious knowledge of the grammar" is what language acquisition entails. As a result, it is possible to say that the first language has been acquired and the second language has been learned.

Age, level, or maturity have no bearing on language. It can be obtained by everyone and everyone. There are several phases to learning a new language. The acquisition stage comes first, followed by the stage of applying what you've learned. Then there's fluidity, and finally, there's accuracy. On the contrary, when intentionally teaching a second language, we always insist on accuracy first and subsequently fluency, which does not happen when a child learns the first language. When a child is learning L1, it appears out of nowhere. For a long time, the child has been paying attention to the people around him. This is how he/she gets the necessary knowledge for the expertise that he/she will demonstrate. Second language acquisition refers to languages that are taught formally after the first years of childhood, either at school or otherwise.

Therefore, as a strategy or approach to teaching English as a second language, English language instruction emerged (ESL).

1.3. DIFFERENCE BETWEEN ENGLISH POETRY AND PROSE

Even as poetry rose to prominence in international culture, it began to encounter new obstacles. Ours is a technological age, with electricity, machinery, the internet, and wireless communication, and thus a prosaic age, but poetry remains a powerful position; large numbers of poetic collections are sold more than novels, even though it has 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 categories still exist today, but two of them are no longer written in the style of poetry, except on rare occasions. "The only sort of poetry left is lyrical poetry." The epic has been transformed into prose fiction. The dramatic poem has evolved into a film or a play, and it is now written in prose (rarely in verse). Even though poetry and prose have a lot in common, they have a few key differences. These differences can be seen in the way they are written, how they use words, how they are organized, how they use rhythm, how they use imagery, how they use syntax, how they use devices (such as figurative language, rhyme, ambiguity), how they are translated, and how they employ etymology. A poem's lines are its distinguishing feature; one may immediately recognize a poem by its look on the printed page. It's commonly laid down in columns at the bottom of the page. These lines are sometimes grouped into pieces called stanzas. Prose lines are always divided into paragraphs; the prose is simply any writing that does not use line endings, but each paragraph is broken into lines to keep the page looking neat (usually with a straight margin on each side of the page). When a writer wants to be able to control how his words are read and spoken, he will arrange them in lines that indicate rhythmic groups of spoken words. The verse is a term used to describe any piece of writing that is laid out in this manner. Poems are read in a different tone and tempo than prose. When we open a book of poetry, we automatically prepare ourselves for a different experience than when we open a book of prose; the difference is in the ear; poetry is rhythmically patterned language.

1.4. POETRY

People read books for a variety of reasons, including knowledge, amusement, and inspiration. They've been around since the beginning of time. The majority were passed down verbally from generation to generation, although others were discovered carved on monoliths, rune stones, and steles. These literary works come in a variety of shapes and sizes. Poetry is a type of literature that uses aesthetics and rhythmic language properties such as phonaesthetics, sound symbolism, and meter to elicit meanings in addition to, or instead of, the ostensible content. Forms and conventions are used in poetry to indicate diverse interpretations of words or to elicit emotional reactions. Poetry may predate literacy as an art form. Epic poetry appears to have been created in poetic form to promote memory and oral transmission in prehistoric and ancient societies, as seen by the Indian Vedas (1700–1200 BC) and Zoroaster's Gastro the Odyssey (800–675 BC). Other types of poetry emerged as a direct result of folk tunes. The Epic of Gilgamesh, written in cuneiform script on clay tablets in Sumer (now Mesopotamia, Iraq) in the third millennium BC, is the oldest surviving epic poetry. The Greek epics Iliad and Odyssey, the Old Iranian book Yasna, the Roman national epic, and the Indian epics Ramayana and Mahabharata are among the other ancient epic poems. Long before people became literate, there was poetry. Ancient poetry was remembered and passed down verbally from generation to generation. Ancient poetry includes the Indian Vedas, Zoroaster's Gathas, and the Odyssey. Poetry is a literary genre of art that is expressed through language. It can be written alone or in conjunction with other forms of expression such as poetic drama, hymns, lyrical poetry, and prose poetry. The use of repetition, verse, rhyme, and aesthetics distinguishes poetry from other genres of writing. It employs rhetoric, drama, song, and comedy to use words and speech. It uses words with multiple meanings to elicit an emotional or sensory response. Poetry has a musical influence because of the use of rhythm, alliteration, and onomatopoeia. To imply alternative readings, it employs symbolism, metaphor, simile, metonymy, irony, and ambiguity. Prosody is the study of a poem's meter, rhythm, and intonation; Rhythm is the time determined

by accents and syllables; Meter is a metric system used by poets; Rhyme, alliteration, and resonance are means of creating a recurring pattern of sound that can be identical (hard rhyme) or similar (soft rhyme)

1.5. TEACHING POETRY

Poetry, more than any other style of literature, is frequently employed to elicit aesthetic sense and feelings. For students, language acquisition is made more exciting by the rhyme and rhetoric effect. Its word clarity also aids in the development of pupils' listening, reading, writing, and speaking skills, as well as their vocabulary and grammar.

"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 must negotiate between their preferences and the way the wind is blowing," writes Andrew Simmons in his online article "Why Teaching Poetry is so important." That occasionally necessitates sacrifice, and poetry is frequently the first to be sacrificed. Nonetheless, teachers can use poetry to teach their pupils how to write, read, and comprehend any text. Students can use poetry as a constructive release for their raging emotions. Reading creative poetry aloud in class can help students develop trust and empathy while also emphasizing speaking and listening skills, which are often overlooked in high school literary programs. Students who dislike writing essays can enjoy poetry, which has fewer constraints and is like rap. Poetry can serve as a springboard for these students to explore other genres of writing. It can be used to teach abilities that are useful in other types of writing, such as precise, economical diction. Carl Sandburg endows a natural phenomenon with character, pace, and energy in just six words when he says, "The fog comes/on small cat feet." The powerful and precise language found in poems assists all types of writing...

Students can learn how to use grammar in their writing by looking at how poets use traditional writing norms in their work—and how they don't. By demonstrating what happens when poets tear-away or pervert writing and grammar standards for effect, poetry may teach writing and grammar

conventions. To indicate unexpected shifts in attention, Dickinson frequently capitalizes common nouns and employs dashes instead of commas. Colon punctuation is used by Agee to generate dramatic, speech-like pauses.

Students must be able to read, write, and compose texts in a variety of genres. Students can express themselves and display their comprehension in a variety of ways by moving beyond pen and paper and using a variety of representing tactics (such as visual arts or drama, for example). The importance of oral language development through poetry reading and performance recognizes that sound has meaning. We have a greater comprehension of the meaning of the writing when we hear the words in a poem spoken aloud. Students can participate in theatrical explorations of poetry in a variety of methods, such as choral reading, readers' theatre, dance drama, collaborative reading, or role-playing. Such ways allow pupils to interact with a poem's words and experience it as if it were ripped off the page. This kind of focus on a poem's language and rhythms helps to expand both spoken and written vocabulary. Children with well-developed oral abilities are more likely to attain higher reading and writing accomplishments, according to research. It also aids in eliciting a sensory response to the poem. Students should be encouraged to articulate the kinds of connections they have to their feelings and perceptions, preferably in small or large groups where they can discuss their reactions. Teachers can support multiple goals of literacy development by involving their students in such performances and discussions, as well as the reading and writing of poetry. These goals include making inferences, identifying the main idea, making judgments, drawing conclusions, clarifying, developing points of view, and making connections. (Desai) (2002)

1.5.1. ENGLISH LANGUAGE TEACHING IN SCHOOLS OF INDIA

India is a large country with many different languages spoken in different areas. These regional languages are sufficiently dissimilar from one another that communicating with people from other regions is impossible without a common language. India is also developing on all fronts, whether from a social or economic one. India is on its way to becoming a powerful and rich global nation. India is trying to maintain a positive foreign policy. All of this necessitates the

use of a common language, namely English. This is the language that is comprehended. The English language has a different status in India than it has in other nations. Even though it is a foreign language, it is designated as an associate official language. It is frequently used in offices and among educated people as a link language. Learning the English language is promoted to improve communication with the outside world. Indian languages, with their rich heritage, did not previously could be used for inter-state communication. In recent years, in addition to serving as the official language, the Hindi language has been widely employed as a link language. English will continue to be used in the country if Hindi, along with other state languages, develops into an all-purpose language. Furthermore, English is the language of science and technology for a big percentage of school-aged pupils in Indian states. In many regions, English is also the medium of instruction at colleges and universities. In this context, English as a second language in the school curriculum and for higher education plays a critical role. All talks and course materials are delivered in English at national seminars or summits. (Rao) (2013)

The grammar-translation method was traditionally used to teach English. In the late 1950s, state systems for teaching English used structurally graded syllabi as a key breakthrough. The concept was that, like teaching arithmetic or physics, language training might be systematized by planning its inputs. (With an emphasis on monolingual English schools, the structural approach was occasionally used as a direct method.) However, by the late 1970s, the structural method's behavioural-psychological and philosophical roots had given way to Chomsky's cognitive claims for language as a "mental organ." There was also frustration among English teachers with the structural technique, which was perceived as failing to provide learners with language that was "deployable" or practical in real-life settings, despite their ability to produce accurate sentences in the classroom. In retrospect, the structural approach used in the classroom resulted in the fragmentation and trivialization of cognition by dividing language into two categories: structures and skills. The difference between the learner's "linguistic age" and "mental age" was exacerbated by form-focused language instruction, to the point that the mind could no longer be engaged. As a result, the emphasis switched to teaching language in context. Language use requires

more than grammatical ability, according to British linguists, who coined the term "communicative competence" to describe this additional dimension. The attempt to achieve communicative competence presupposes the presence of grammatical competence to build on, and 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 language knowledge acquired through exposure. However, for most of our students, the issue is not so much communicative competence as it is the learning of essential language skills. Input-rich theoretical strategies (such as Whole Language, task-based, intelligible input, and balanced approaches) aim to expose students to language in meaningful contexts to activate the construction of a language system in the mind. (NCERT) (2006).

1.5.2. AIMS AND OBJECTIVES OF TEACHING ENGLISH ACCORDING TO NCF (2005)

"It is highly desirable to know exactly what one is attempting to achieve," writes P. Gurrey about teaching English. If this is apparent, the ideal approach to collaborate with us will generally become apparent. As a result, we must carefully assess what we are attempting to accomplish when teaching English.

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

1.5.2.1. Objectives of teaching English at the secondary level.

Linguistics does not distinguish between lower-level and higher-level goals. It believes that all four of its objectives, namely, Listening, Speaking, Reading, and Writing (LSRW), will be met at both levels. Literature adds two more wiz-creativity and appreciation to these language goals. These two goals are entirely higher-level. The linguistic and literary objectives are inextricably intertwined. They are not self-contained and inextricably linked to literature. Indeed, literary goals cannot be achieved at the elementary level. However, we can observe that their seeds are sowed in language training from the very

beginning, at the primary level. Thus, teaching English at the secondary level must include the development of abstract concepts, creativity, and appreciation in addition to the acquisition of basic proficiencies. An endeavour will be made to assist students in their last two years of school to learn to appreciate literary forms of English literature and to love the English language culturally. The material thus delivered should be appropriately matched to the needs of their course in a straightforward and linguistically appropriate manner.

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

I. I. Understand and follow general-interest conversations in English using the necessary vocabulary and sentence patterns. Talk freely within the range of language items and express suitably.

II. Read books and similar other material is written in simplified English as per the structures and vocabulary and follow easy books with detailed notes. This material should be within their group.

III. To write correctly in English on familiar topics fit to be expressed within the range of the prescribed vocabulary and sentence structures.

IV. Write creatively and independently on general topics.

V. Create wider reading interest in the language

VI. Speak in each situation (production skill) (fluency & accuracy in speaking & writing)

VII. Develop study skills/reference skills. (ix) Achieve greater proficiency.

These objectives are often known as receiving and expression approaches. Understanding spoken and written matter in a language such as English is referred to as reception, whereas speaking and writing a language such as English is referred to as expression.

As a result, the researcher believes that one of the techniques to achieving the above English teaching objectives was the constructivist approach.

1.5.3. CONSTRUCTIVISM

Learning theories dominated by objectivism dominated twentieth-century pedagogy. The notable components of the educational system were the well-structured educational system, instructional objectives, teacher-centred education, task analysis, drill and practice, reinforcement, remedial teaching with feedback, rote learning, and objective assessment of fact memorizing. The acquisition of knowledge and skills was the purpose of education. The teacher was more active and dominant, while the students were more passive receivers of information. Many educationists began to critique behaviourist schools of individualized learning in the late 1970s and 1980s, claiming that they failed to build the ability to work collaboratively, construct information autonomously, and develop divergent thinking for discovering new knowledge and innovating. In addition, the teaching-learning technique was mechanical, stereotypic, and static, ignoring students' critical and reflective thinking. As a result, constructivist pedagogy evolved in the realm of educational scenarios as a protest, believing that learning involves knowledge building by learners when they are actively engaged in social experiences and activities, either independently or collectively. The National Curriculum Framework (NCERT, 2005) has stressed the constructivist perspective, learning as a process of knowledge building, in recognition of its importance in education. Learners actively develop their knowledge by connecting new ideas to previously held beliefs based on the experiences they have had.

1.5.3.1. Types of Constructivism

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

1.5.3.1.1. Cognitive Constructivism

Piaget's work provides the foundation for cognitive constructivism. It focuses on internal, individual knowledge constructs. It stresses child-directed and discovery-oriented learning activities. Piaget drew two key ideas that function in intellectual growth adaptation and organization. Intellect is a product of evolutionary adaptation. The two-pronged process of

assimilation and accommodation is referred to as adaptation. Another crucial aspect is the state of equilibration. Natural mental structures that are adjusting are referred to as an organization. The mind, according to Piaget, is structured, or organized, in progressively complicated and interconnected ways, with the Scheme, which is a mental representation of an action that can be performed on an object, being the most basic level. Sucking, clutching, and staring are schemes for a baby; they are ways for the new-born to learn about the world by acting on it. These designs become increasingly integrated and coordinated in an orderly manner as they mature, finally producing the adult mind. The keystone of developmental change is equilibration; when children encounter new experiences, their previous schemas must adjust. This results in a condition of disequilibrium, or cognitive conflict, which serves as a motivator to learn until the equilibrium is restored.

The implication of Piaget's theory to education are:

Education aims 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 to learn.
- Learning is a process in which children actively participate. They gain knowledge by doing things. Learning is a child's individual process of constructing knowledge, with the process preceding the outcome.
- Exploring the environment and testing out ideas without exter nal pressure are encouraged through child-initiated activities.
- The most important source of motivation is the child, who is intrinsically motivated to engage in activities.
- The environment is organized to support open-ended self-discovery learning.

- The role of adults 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 through their active discovery. The adult monitors the development of these structures and creates social and physical conditions that support a child's proper growth.
- The youngster, who is organically driven to participate in activities, is the most essential source of motivation.
- The setting is set up to encourage open-ended self-discovery learning.
- Adults' duty is to observe and aid children's learning rather than to give direct teaching. Educators should establish a conducive learning atmosphere, but then let the youngster address the problem via active exploration. The adult keeps track of the development of these structures and develops social and physical environments that promote a child's healthy 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 correctly are correct' and can lead to the adaptation of new strategies.

1.5.3.1.2. Social Constructivism

We become ourselves through others - Lev Vygotsky

Knowledge, according to social constructivism, is a socially produced reality that comes from social interaction and language. Rather than an individual experience, it is shared meaning. Vygotsky emphasizes the importance of social interaction in the production of knowledge, claiming that the relationship between instruction and internal learning is extremely complicated and that teaching is not just a transmission model in which an adult instructs, and a kid listen. Instead, it is a broad phrase that encompasses a variety of tactics such as demonstrations and conversations. The social context in which a kid learns is as crucial to Vygotsky as any specific activity the child engages in; "a child creates himself via

others." This emphasizes the importance of communication and language in social constructivism. Language is both a channel for transmitting culture and a tool for thinking. Internalization, according to Vygotsky, is the term used to describe the entire learning process. Internalization, on the other hand, is a sequence of transitions between exterior social and internal psychological processes. It is an operation that begins as an exterior activity that is reconstructed and begins to take place inwardly, with the help of more capable persons, either adults or peers. Here, an interpersonal procedure is changed into an intrapersonal one; the child now assists by speaking out or using inner speech. A protracted succession of developmental events leads to the change of an interpersonal process into an intrapersonal one. Internalization of ideas, concepts, and knowledge is a long-term developmental process. (Vygotsky, 1978), and it promotes the growth of higher mental processes and leads to a more complex understanding through enhancing control over external cultural processes. Vygotsky claims that play, particularly role-playing, is an important aspect in the development of young children and a means of developing abstract thought. Providing opportunities for youngsters to try out culturally defined roles can operate as a mental support system, allowing them to represent their everyday social reality.

Vygotsky popularised the notion of Zone of Proximal Development (ZPD), which has since gained a lot of traction, especially in the field of educational practice. It is the difference between what an individual can accomplish on his alone and what he can accomplish with the assistance of those who are more knowledgeable. It's the difference between a child's current developmental level as determined by independent issue solving and his or her prospective developmental level as determined by problem-solving under adult supervision or in partnership with more capable peers. ZPD describes functions that have not yet matured but are in the process of maturing, functions that will mature tomorrow but are currently in

an embryonic state.... what a child can do with help today, she will be able to do herself tomorrow (Vygotsky, 1978).

The implication of Vygotsky's theory to education is:

Learning is viewed as a social process, with collaborative learning taking precedence**.**

- 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 vital for both developing children's thinking and understa nding and for communicating those thoughts and understandings with others.
- The adult's role is interventionist, extending and challenging the stude nt to go beyond where they would have been otherwise.
- Adult support is conditional on children's behaviour: greater assistanc e is provided while children are having difficulty, and this is gradually reduced as children succeed in an activity.
- Help is more complex and explicit in the early stages; later on, it is les s explicit and less regular, relying on tips rather than commands.
- If one child is more educated about the activity than the other, childre n may learn from each other as well as from adults.
- Because the 'expert' is more likely to grasp the challenges that the 'nov ice' is confronting, the gap between their understandings does not hav e to be enormous.
- '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

1.5.3.1.3. Radical Constructivism

Individual self-regulation and the construction of conceptual frameworks through thought and abstraction have been a particular emphasis of Von Glasersfeld's research. "Radical constructivism is

radical because it defies convention and develops a theory of knowledge in which knowledge is purely an ordering and organizing of a world formed by our experience, rather than an objective ontological reality." The radical constructivist has finally abandoned metaphysical reality" (Glasersfeld, 1987). 'Authentic' learning, according to Glasersfeld, requires recognizing an issue as 'one's problem,' an impediment to one's progress toward a goal. The socio-cultural approach of Lev Vygotsky appears to be the furthest removed from this individualistic perspective. Radical constructivism holds that knowledge is derived from personal experience rather than being given information. It asks pupils to think outside the box and come up with innovative solutions to the problem by creating and testing ideas. Philosophical considerations about the nature of knowledge spawned radical constructivism. Not only does Glasersfeld suggest that knowledge is actively generated by the learner, but that the knowledge learners accumulate should be viewed as having an adaptive purpose, rather than as the revelation of an underlying reality. Radical constructivism rejects the idea that the world can be immediately 'known,' or that knowledge can be directly conveyed from teacher to learner

1.5.3.2. Principles of Constructivism

Brooks and Brooks (1993) suggests the following five principles as the basis for a 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 students in the context of learning

1.5.3.3. Characteristics of the Constructivist Learning Approach

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

- Providing Characteristics, the multiple representations of reality
- Represent the real-world complexity

- Emphasize knowledge construction
- Stress authentic tasks in a meaningful context
- Providing real-life settings
- Encouraging the reflection on experience
- Encourage learner involvement and social negotiation.

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

- The curriculum is given in sections, with an emphasis on larger themes.
- Primary sources of data and manipulative materials are frequently used in curriculum activities.
- Students are seen as critical thinkers who are developing hypotheses about the world.
- Teachers generally behave interactively, mediating the environment for students.
- Teachers seek the students' prior views 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 the constructivist classroom.
  - Principle of problem-oriented activities.
  - The principle of assimilation is when it is held that learners construct knowledge by relating new information to the existing knowledge that 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.
  - Student learning assessment is embedded into the teaching process and occurs through instructor observations of students at work.

1.5.3.4. Constructivist Classroom

Regular classes in a constructive setting are known as constructivist classrooms. Pupils are no longer students; they are learners, and teachers are facilitators, guides, and mentors rather than teachers. The meaning of this sentence is that both teachers' and students' roles differ significantly from those in conventional classes. Learners are engaged in situations that allow them to engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection in constructivist classrooms. Teachers must understand how students generate information and meaning based on their own experiences, prior knowledge, and perceptions, as well as their physical and interpersonal settings. The goal is to create a democratic classroom climate where students can have meaningful learning experiences. Constructivism, in contrast to traditional teaching-learning methods, investigates the learner's earlier concepts and scaffolds them with the current learning concept, making learning meaningful. We might claim that there will be the production of meaning for a particular notion under constructivism. It is more of a process of giving meaning to newly produced knowledge. Only in an environment where the student feels respected will they learn (NCF, 2005). As a result, it is critical to create an environment in which all learners' views and interests are considered.

Constructivist classes differ from traditional classes in 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 a 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 an interactive manner mediating the environment for students and seeking students' points of view. Whereas traditional classroom teachers are information dispensers.

1.5.3.5. 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 in various activities
- Negotiating the choices by discussion, topic choice, and assessment choice
- Developing Understanding by emphasizing the practical part.
- Attempting to connect theory and practice.
- Assessing learners as they learn.

1.5.3.6. 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 the 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. The teaching is not passing the onus of learning on learners. The same responsibility lies on teachers too. A teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to come to his or her conclusions; 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 come to his or her conclusions; a teacher teaches in a monologue, a facilitator is in constant dialogue with the learners. The constructivist teacher should assess the learners throughout the class; it should be a continuous and comprehensive evaluation. While it is recommended that learners take ownership of the problem-solving process, no activity or solution is

satisfactory in and of itself. The most important goal is to help the student become a more productive thinker. 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 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 into facilitation, the characteristics of facilitation include the environment which provides warmth, trust, empathy, and authenticity in words and actions. Warmth refers to the 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 the perspective-taking of their feelings, motivations, and learning communications that express opinions, evaluations, and requirements. The teacher with the constructivist perspective considers that his students are the scientists or discoverers; he must be a researcher and should involve action research in the classroom. In this context Ingold (1962) says that the teachers should be the researchers because the teaching of science and research are intrinsically inseparable and cannot weigh one against the other, these researcher-teachers are the individuals on whom the production of the next generation of scientists depends.

1.5.3.7. Constructivist View of Assessment

Assessment, like teaching and learning, is not a single entity. It's complicated and dynamic, and it deserves to be distinguished and comprehended in all its complexities. Assessment should be done in the same way that learning is assessed: for learning, as learning, and as learning. Dynamic assessment, as defined by Holt and Willard-Holt (2000), is a method of assessing learners' genuine potential that differs dramatically from traditional assessments. The fundamentally participatory nature of learning is extended to the assessment process in this case. Rather than being viewed as a one-way procedure carried out by a single person, such as an instructor, evaluation is now viewed as a two-way process including the interaction between both the teacher and the learner. Assessment should be integrated into the educational process rather

than being done separately. Constructivist instructors work to find the linkages that children are forming to better understand their thinking. Scientific facts, concepts, and theories must be evaluated not just in terms of subject matter knowledge, but also in terms of how useful such knowledge is in developing the ability to apply scientific principles daily. In the changing landscape of assessment, the teacher's role shifts from merely collecting data to facilitating student understanding of scientific principles. The teacher's role shifts to one of engaging in dialogue with those being assessed to determine their current level of performance on any task and sharing with them possible ways to improve that performance on a subsequent occasion. Learner-centred, symbiotic (mutually advantageous), formative, context-specific, continuing, and rooted in teaching practice, the assessment is learner-centred, symbiotic (mutually beneficial), formative, context-specific, ongoing, and rooted in teaching practice. Assessments in the constructivist approach must appraise students' progress toward the constructivist approach's three key learning outcomes: conceptual understanding in science, capacities to perform scientific inquiry, and understanding about inquiry. In the assessment process, teachers have a difficult job to do. Assessment can help students create the types of knowledge frameworks that are essential for good Science instruction. As a result, aspiring scientific teachers must take the initiative to develop this type of evaluation knowledge in their sector. As a result, assessment and learning are viewed as intricately intertwined rather than distinct activities. Instructors should consider assessment as a continuous and participatory process that measures the learner's achievement, the quality of the learning experience, and courseware, according to this approach. The assessment method generates input that acts as a direct foundation for subsequent growth. Both formative and summative evaluations are required. Self-assessment is very crucial for both teachers and students. The issue revolves around self-evaluation. Teachers must always remind students that the goal of the evaluation is for them to evaluate themselves. Its goal is to increase student learning rather than produce evidence for evaluating or grading students.

Constructivist Approach is an umbrella term that 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

1.5.3.8. Constructivist Teaching - Learning Models

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. Student's 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.

1.6. The 7E Model

The need of evoking prior understanding is emphasized in a suggested 7E paradigm, which emphasizes "transfer of learning." 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 al last respectively. And other 5E remains the same.

Their stages of the 7E model are as follows:

1. Elicit

Here teacher must 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 that will focus students' 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. Students actively investigate their surroundings or alter items throughout this phase. The activity gives students time to experience, think and investigate, probe, inquire, collect information, question, test, make decisions establish relationships and understandings and problem solve.

4. Explain

This stage includes the activity which allows students to analyze their exploration and communicate new understandings. The learner's understanding 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. Teachers might also introduce formal vocabulary, definitions, and explanations for concepts, processes, abilities, or behaviours during this phase.

5. Elaborate

The learners apply previously learned concepts and experiences to novice situations. This stage includes an activity that expands and solidifies student thinking and applies it to a real-world situation. The student communicates a new understanding with formal academic language. Extends students' conceptual understanding and allows them to practice skills and behaviours. Through new experiences, the learners develop a deeper and broader understanding of major concepts; obtain more information about areas of interest and refine their skills. During interactions with the teacher and other students, students are encouraged to apply, extend, and enhance the new concept and related terminology.

6. Evaluate

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

7. Extend

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

A teacher delivers information to students who passively listen and absorb data in a traditional curriculum. 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. (Ginger) (2014).

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

1.7. RATIONALE OF THE STUDY

Many challenges associated with teaching poetry were addressed in this study by using a constructivist approach to teaching English poetry. For example, students were able to use language while independently determining the meaning of the poem and gained writing skills. Students improved their vocabulary and grammar in addition to their writing abilities. Because students in constructivism work in groups made up of clever, average, and below-average students, each will contribute, and rather than memorizing poetry, they will arrive at a shared understanding of it. Students were also encouraged to engage in a lot of social learning through the group. Where a teacher is merely a guide, the classroom becomes more fascinating, lively, and fully student-centred. As they interpreted the phrases based on their comprehension, students improved their abstract, imaginative, and creative skills. One of the most difficult aspects of teaching poetry is that, unlike prose, it is abstract and difficult to grasp. The constructivist method is a simple way to overcome this difficulty. Individual and

group learning takes place because of Constructivism, making classroom learning fascinating and allowing everyone to actively participate in the teaching-learning process.

Even though Standard 9th Students are at the formal operational level, without sound effects, pictures, animation, or colours, learning through poetry becomes too abstract. In the absence of context and conditions, the culmination of the struggle of poetry in the form of creation produces a relationship amongst very distant parts, though highly creative, at times goes beyond the levels of comprehension of readers/listeners. Poetry is one of humanity's most beautiful inventions. It suggests that continuing to be engaged in poetry is a show of love and artistic talent. Barot (2013). Because 9th grade is the secondary section in English, and language teaching should provide students with complete mastery of the applied form of language as well as maturity in oral and written expression, study at this level should provide students with the opportunity to appreciate the depth and diversity of the human mind. Chitre (1999) and Dubey (2003-04), as well as the 9th Standard, deal with pupils in their adolescent years, which is a critical period for adopting life ideas that can aid in their development. In this study, nine poems were written about spirituality, protecting nature, how to deal with different stages of life, relationships, patriotism, gender identity, and making one aware of the harsh facts of life, among other topics. Every poetry has a significant impact on adolescent psychological development. We should not be passive in our social, cultural, or spiritual development in the modern era when we are heading further toward materialistic progress. Effective poetry instruction can also help to transmit positive thoughts and emotions among people. Students in Gujarati language schools in Baroda city are heterogeneous due to their diverse socioeconomic backgrounds and the influence of their (regional) mother tongue. These factors are to blame for the emergence of issues in English teaching and learning. There are many challenges with spelling mistakes, vocabulary, and poetry recital in this type of environment. Because of the forms, teachers found it difficult to teach English poetry. They didn't think about poetry in the same way that we do. They believe that if these lines were written continually and consecutively, they would become prose and that their attitudinal nature might cause problems for some teachers. (Barot) (2013).

The constructivist approach is represented by a variety of models, including the 4E, 5E, and 7E models. For the researcher, the 7E model appears to be the most appropriate for the current investigation. One of the study's goals was for students to comprehend and appreciate poems on their own, which they might do if they matched their prior knowledge to the poetry. It went over numerous activities devised by the researcher for each poem, which assisted students in engaging with and exploring the poem's various themes. It was followed by a comprehension of the poetry, which allowed them to discuss and build on the poem. At the end of each class, there was an open discussion of the students' presentations, during which students rated one other and the researcher evaluated them using an observation sheet. The study's goal is to not only comprehend that poem but also to comprehend and analyse the meaning of other poems that the students may encounter soon. It also includes the development of students' creative and original expression, as well as their writing skills, vocabulary, and grammar.

1.8. STATEMENT OF THE PROBLEM

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

1.8.1. OPERATIONALISATION OF KEY TERMS

Program of teaching – The program of teaching here refers to the constructivist program of teaching English poetry according to the 7E model to the students of Standard IX

Constructivist approach – It refers to the approach based on scientific observation and research on how people learn. According to this, people learn about the world and how it works through experiencing things and reflecting on those experiences. In this study 7E Model constructivist approach was used in teaching 9 First English language poems of Standard IX GSEB textbook. It helps in the process of understanding the poem to creatively construct a short poem by the students.

1.9. HYPOTHESIS

The following null hypothesis was formulated to achieve the said objective no.2 of the present study and that was tested at a 0.01 level of significance.

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

1.10. RESEARCH QUESTIONS

The study was be conducted keeping in mind the following research questions and The worksheets of the program was based on the criteria's of research questions which helped to study the quality enhancement of groups of students to achieve the objective no.3 of the present study.

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

1.11. OBJECTIVES OF THE STUDY

- To study the effectiveness of the developed program of teaching poetry through the constructivist approach for the students of Standard IX.

- To group wise analyse the worksheets of the students of each of the nine poems of the program of teaching poetry through the constructivist approach for the students of Standard IX.

- To study Feedback of the students developed a program of teaching poetry through the constructivist approach for the students of Standard IX.

1.12. DELIMITATIONS

- The present study was delimitated to English medium Gujarat State board schools of Vadodara city.

1.13. DURATION

In the present study, the researcher conducted the program for the whole year. Each poem was given 4 classes (2 hours). There were 4 poems in the first semester and 5 poems in the second semester. Along with the post-test, there was the continuous ongoing evaluation of the achievements of the students. The program will be implemented in the academic year 2017- 2018

1.14. RESEARCH METHODOLOGY

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

Table 1.1: Tools for Data collection

	Control group	**Experimental group**
	Pre-test	Pre-test
Standard	Standard IX (A)	Standard IX (B)
Method of teaching	The traditional method of teaching poetry	Constructivist approach as a method of teaching poetry.

	Post-test	Post-test
Feedback	Feedback form	Feedback form

1.15. POPULATION

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

1.16. SAMPLE

Sampling was done through purposive sampling. The school which allowed implementing the developed program with the facilities like Audio-visual rooms, minimum of two divisions of Standard IX, allotment of a special time of teaching poetry was chosen as the sample of the study. In the present study, one school which gave a permit to conduct the program for one year was selected from Vadodara City. The school had 5 division for standard IX. Two close to similar divisions were selected based on their performance in VIII Standard English performance test. 30 students of two different sections of Standard IX of the same school were taken as the sample of the study.

30 students of the experimental group were divided in 5 groups. Each group had below average, average and above average students based on their VIII Standard English performance test. In order to form equal groups, each group had 20% below average students, 50% average and 30% above average students. The ratio of females were lesser than males in the class so Group 1 and 2 consisted of female students and Group 3, 4 and 5 consisted on male students.

1.17. VARIABLES

Variables are a logical collection of attributes. Variables are attributes or qualities that differ in magnitude and vary along some dimension. They are constantly changing. Variables are classified as independent, dependent, moderate, intervening, or control.

Independent Variable

In the present study the Constructivist English language program based on the 7E model is the independent variable

Dependant Variable

The 5 groups of male and female students are the dependant variable.

Intervening Variable

There are various intervening variables that might intervene in the process of experiment like the inclination of the student towards English language, exposure to English speaking environment from parents or neighbourhood, mother tongue, intelligence, social class and motivation. Throughout the year, these variables may or may not directly or indirectly affect the performance of the students in their performance test of English language.

In the present study to control the effects of these intervening variables the groups of students were divided according to their VIII Standard English performance test into below average, average and above average groups of students. The program was based on group activities so mix groups of below average, average and above average students were selected that they can motivate each other.

1.18. PROCEDURE OF THE STUDY

STAGE I - DEVELOPMENT OF PROGRAM

There were 09 poems in the Standard IX Gujarat State Board English textbook. A program was developed by the researcher to teach each poem through a Constructivist approach to the students of Standard IX.

Table 1.2.: List of poems used in the 7E Constructivist approach program

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.	Once upon a time by Gabriel Okara	The innocence of the past and the Artificiality of the present times

1. The researcher developed general activities of the constructivist approach for the students.

2. Teacher developed the program based on a constructivist approach for each poem based on the 7E Model

STAGE II - CONDUCTING THE PRETEST

The researcher conducted a pre-test before implementing the program. The pre-test consisted of items like - construction of 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 semesters. It was implemented in the academic year of 2017-18. In the control group, the teaching was done traditionally.

STAGE IV- CONDUCTING THE POST-TEST

The researcher conducted a 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 taken from students

1.19. TOOLS FOR DATA COLLECTION AND DATA ANALYSIS

In the present study, the tools of data collection and data analysis is presented in Table 1.3.

Table 1.3.: Tools for Data collection and Data analysis

Objective	Tools for Data collection	Data Analysis
Objective 1 - To study the effectiveness of the developed program of teaching poetry through a constructivist approach for the students of 9th Standard.	1. Pre-test and Post-test. 2. Observation Report	1. Structural Content analysis 2. Mann Whitney U-Test
• Objective 2 - To group wise analyse the worksheets of the students of each of the nine poems of the program of teaching poetry through the constructivist approach for the students of Standard IX.	3. Worksheets of the program	3. Structured Content Analysis
Objective 3 - to study the opinion of students of 9th Standard towards the developed program of teaching poetry through a constructivist approach	3. Feedback from students	4. Structural Content analysis

1.20. CONCLUSION

This chapter discusses all the major parts of the research that have been identified. The researcher provided information about the research problem, the delimitation of the problem, the objectives, the rationale for the investigation, the protocol for the study, and the tools for data analysis in his or her presentation.

The next chapter is devoted to a review of the literature review.