CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1.0 REVIEW OF RELATED LITERATURE

For any kind of study, the research work needs an adequate familiarity with the many sources of information. Very effective research for specialized knowledge will be possible only with the help of related literature and one cannot develop an insight into a problem unless and until one has learned what others have done and what remains to be done in a particular area. Thus, the review of literature forms the foundation upon which further research can be done. The review presented here is in three parts - constructivism in mathematics, constructivism in science, and constructivism in English.

2.2.0. Studies related to the use of constructivism in mathematics

Ross (August 2006) published "The Effects of Constructivist Teaching Approaches on Middle School Students' Algebraic Understanding" in August 2006. In mathematics, the emphasis has shifted to procedural knowledge as well as conceptual understanding. Principles and Standards for School Mathematics (National Council of Teachers of Mathematics, 2000), which emphasizes fluency, reasoning abilities, and the capacity to justify decisions, emphasize the necessity of obtaining procedural knowledge and conceptual understanding. Students who solely have procedural abilities will not be valuable in many circumstances outside of testing (Boaler, 2000). This study, which looked at the impact of representations, constructivist approaches, and participation on middle school students' algebraic comprehension, can help teachers and researchers. To determine the occurrences of indicators of representations, constructivist approaches, and engagement, as well as student understanding, data from an algebra pretest and post-test, as well as 16 algebra video lessons from an NSF-IERI-funded project, were examined. Within the analysis, a mixed-methods approach was used, using multilevel structural equation modelling and constant comparison. The addition of more detail to the findings from the statistical test and qualitative comparison method was provided by the calculation of descriptive statistics and the creation of bar graphs. The final structural equation model yielded a model that fit the data; however, it was non-significant ($p > .01$). 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 were found to be a significant predictor of procedural knowledge (p.05) and conceptual understanding (p.10) in constructivist approaches. One indicator for representations and two indicators for engagement were combined with the indicators of the original latent factor of constructivist approaches. The constant comparison yielded similar results in terms of correlations between the indicators, as well as effects on student engagement and comprehension. In middle school mathematics, constructivist approaches were found to have a positive effect on both types of student learning.

Warren (2008) conducted a study for preservice elementary teachers called "A Comparative Study of Traditional/Constructivist Teaching Methods in Algebra Classes." Researchers have advised using constructivist-based training that considers mathematics as both an individual and collective activity since the release of Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus. Even though constructivist-based learning has been a focus of mathematics education since 1990, college professors in precalculus mathematics classrooms continue to use traditional instruction. The National Council of Teachers of Mathematics (NCTM) produced school mathematics recommendations in response to the concern about improving student performance. However, even though mathematics teachers are aware of the NCTM principles, evidence shows that they are not being implemented. Constructivist-based instruction, an alternative to traditional pedagogy, has been one route to change implementation. Although studies have emphasized the benefits of constructivist-based training in terms of favourably altering attitudes and feelings about mathematics, there has been no research focusing on mathematics achievement. The goal of this study was to describe the impact of constructivist instruction on intermediate algebra students' mathematics achievement at an Arizona private institution. Two teacher-created examinations were used to assess students' abilities. The research question that guided the study was: What impact does constructivist-based training have on intermediate algebra students' mathematical performance? Students taught with traditional instruction from 1999 to 2002 were compared to students educated with constructivist instruction after 2002 in this study. To look for significant differences in the data, a parametric t-test for

unpaired independent samples was performed. Overall, the treatment group's math achievement was not significantly higher than that of the comparison group, according to the findings. The use of a constructivist methodology did not harm test scores, according to the findings.

Mondal (2014) conducted a study on 'A study of constructivism approach towards teaching learning in the secondary school of santiniketan west bengal'. The objectives of the study were: To investigate the relationship between the teaching method and the achievement of Santiniketan secondary school students, determine the difference between the pre-test and post-test scores. Students in grade 9 took a post-test, to investigate the disparity between the pre-test and post-test scores students in grade 10 took a post-test, to investigate the distinction between male and female teachers concerning the constructivist approach, determine whether teacher experience has an effect on approach based on constructivism, to investigate the differences between trained and untrained teachers in relation to the constructivist approach. Both experimental and descriptive research methods were used in this study. In the first part, a pre- experimental design was used to conduct pre and post tests on secondary school students, and in the second part, a descriptive survey method was used to measure, classify, analyse, compare, and interpret scores obtained from a questionnaire distributed to teachers. Major findings of the studies were: Post-test scores were significantly higher than pre-test scores in both grades 9 and 10. It demonstrated that the constructivist approach is important in secondary school teaching and learning, there was no significant difference in constructivist approach in teaching between trained and untrained teachers and there was a significant difference in secondary school teachers' constructivist approaches to their subject taught. Social science teachers used a more constructivist approach to teaching than language, mathematics, and science teachers.

2.3.0. Studies related to constructivism in science'

Desai (2002) researched an ESP program for science students. 'An investigation into the preparation and try-out of a package of ELT materials to develop communicative competence at the F.Y.B. Sc level,' the study's title read. The study's objectives are to examine the current courses available at the F.Y. B.Sc. level, to develop a rationale for the new course, to arrive at a set of objectives for the new course, to design a syllabus based on the needs of students at this level, to prepare materials to develop

communicative competence in science students, to make learners use the language meaningfully, thus bridging the gap between classroom language and language in real life, and to test out the new course. The study's participants were first-year B.Sc. students... V.P.'s students based on random selection, and R.P.T.P. science college V.V Nagar and Anand Mercantile college of science and technology Anand both colleges, two groups of 20 students were formed: one experimental and the other control. Questionnaires, observation sheets, feedback forms, interviews, and three tests were among the tools used in this study. A pilot study of the tests was conducted before and after the try-out, with a pre-test administered before and a post-test administered after the try-out. The study's main findings are that most undergraduate students have problems with English, that even when an ESP course was introduced, teachers were not properly trained for adopting new teaching techniques, that the existing syllabus F.Y.B. Sc English fails to prepare real users of the language, and that attention to the literature in the areas of learning, specifically, ESP, was found to be lacking. It emphasizes the importance of such research in advancing our knowledge of the learning process. This literature provides guidelines for teachers at all levels in their efforts to help their students understand what they are learning. For teachers who want to model scientific reasoning effectively for their students, research on the constructive nature of students' learning processes, mental models, and misconceptions has important implications. This publication seeks to disseminate the findings of this study to teachers, textbook authors, and college academics interested in science teacher preparation. This paper is split into two sections. The first section focuses on a critical examination of the three most significant learning theories and constructivist perspectives on learning, as well as the foundations on which the constructivist theory of learning is built. It aims to answer the question, "What are some constructivists thought guiding principles that we should keep in mind when considering our position as scientific teachers?". The second section of this paper delves into the nature of students' alternative conceptions, methods for altering the cognitive structure, and cognitive aspects of science learning and instruction.

Cakir (September 2008) published a research paper titled "Constructivist Approaches to Learning in Science and Their Implications for Science Pedagogy: A Literature Review" in the International Journal of Environmental & Science Education Vol. 3, No. 4, October 2008, 193-206. This paper seeks to determine if teachers', students', and administrators' perceptions were incorporated in classroom

practices; and (3) whether the curriculum implementation was consistent with constructivist pedagogy concepts. An elementary school on Ankara's outskirts was selected as a single case study. The study included the school administration and two co-administrators, four classroom instructors, and 87 kids from various second and third-grade classrooms. Document analysis, observations in Life Sciences courses, semi-structured interviews with administrators, stimulated recall interviews with teachers, and creative theatre with students were all used to gather data. The data were analyzed with the use of content analysis. Teachers seemed to have a knowledge transmitter role to a group of passive pupils in Life Sciences courses, according to the findings on teachers', students', and administrators' evaluations of the curriculum. According to the data, the most popular teaching techniques included lecture, question-and-answer, and demonstration utilizing textbooks, workbooks, and whiteboards. Furthermore, essay and oral exams, classroom observations, and self-evaluation were the most employed assessment methods. Overall, the data show that, while the proposed Life Sciences curriculum was created using constructivist pedagogy concepts, the method it was implemented had certain flaws in terms of actualizing constructivist curriculum goals.

Taneri (July 2010) conducted a study titled "Implementation of Constructivist life sciences curriculum: A case study." The purpose of this qualitative case study is threefold: (1) To investigate the degree to which the current Life Sciences curriculum is being implemented in a selected primary school from the perspectives of teachers, students, and administrators; (2) To investigate the degree to which the current Life Sciences curriculum is being implemented in a selected primary school.

"A Study of Secondary Science Teacher Efficacy and Level of Constructivist Instructional Practice Implementation in West Virginia Science Classrooms," according to **Knapp (2013).** The purpose of this study was to see how widely constructivist teaching techniques were used and how effective teachers were in secondary science courses in West Virginia. The next phase in the investigation was to determine whether there was a relationship between the use of constructivist approaches and teacher efficacy. The researchers also intended to examine if there were any variations in constructivist techniques utilization and/or teacher efficacy

depending on specific demographic characteristics. A mixed-methods strategy was applied in the study. To begin, data on the amount of use of constructivist instructional approaches were collected using a survey instrument devised by the researcher. Efficacy data were obtained using an adapted (with permission) version of Tschannen-Moran, Hoy, and Hoy's Teacher Self-Efficacy Scale (TSES) (1998). Secondary science teachers (middle, junior, and high school) in West Virginia made up the study population. The final survey question allowed educators to volunteer for a brief follow-up interview to clarify the quantitative results. Overall, the selected constructivist instructional approaches were found to be used often by West Virginia science instructors. Based on the demographic factors used, there were few significant variances. Science teachers in West Virginia reported moderately high efficacy levels. Based on a few demographic variables, there were only a few significant differences. The amount of teacher efficacy and the level of application of the specified constructivist practices were found to have a moderate but significant relationship. Follow-up interviews clarified concepts and revealed roadblocks to implementing new science practices in the classroom.

'Development and Implementation of ICT Aided Constructivist Learning Approach for the Professional Development of Pre-Service Teachers' was the title of a study which was conducted by **Ganiger (2014).** The study's goals were to develop an ICT Aided Constructivist Learning Approach in Science for Pre-Service Teachers, evaluate the effectiveness of the ICT Aided Constructivist Learning Approach in science, and assess Pre-Service Teachers' professional development through the ICT Aided Constructivist Learning Approach. The Experimental Group consisted of all 35 Science Method Pre-Service Teachers from University College of Education Dharwad, while the Control Group consisted of 30 Science Method Pre-Service Teachers from Dr. Kamala Baliga College of Education, Kumta. During the academic year 2011-2012, all IX Std. students from two practicing divisions from each school of University College of Education's six practicing schools were considered as samples. The sample consisted of around 437 school students, and the Colleges of Education were purposefully chosen, whilst the Pre-Service Teachers and School Students were chosen using cluster sampling. The study's main findings were as follows: The researcher's program on ICT Aided Constructivist Learning Approach was well developed in the form of an introductory manual and lesson designs. The

developed program based on ICTACLA was found to have favourable reactions from Pre-Service Teachers, School Students, and Teacher Educators. ICTACLA was found to increase students' divergent thinking, ICTACLA was found to be valuable in connecting prior knowledge with the current one, ICTACLA was found to develop individual accountability alongside group consideration, ICTACLA was found to create, develop, and sustain students' curiosity and interest in Science, the role of ICTACLA was found to create, develop, Teachers were discovered to be confident, self-reliant, and resourceful; ICTACLA was discovered to improve students' communication abilities; Constructivism demanded a difficult setting and teachers and learners were discovered to be the discovery of knowledge.

2.4.0. Studies related to constructivism in English

2.4.1. Studies conducted in India related to English

Shermila (1999) conducted a study called "A Study of Reading Comprehension Skills in English Developed by Students in Tuticorin District Schools." The study's main goals were to determine the level of attainment of standard IX students in Reading comprehension in English, to determine the level of attainment of standard IX students in Reading comprehension in English about reading, to determine the level of attainment of standard IX students with Kindergarten education and without Kindergarten education in Reading comprehension in English and its dimensions: lines and sub-skills, and to determine the level of attainment of standard IX students with Kindergarten education and without Kindergarten education in Reading comprehension in English and its dimensions: lines and sub The study's sample included 156 schools, which were divided into three categories: boys', girls', and co-educational schools, as well as their location (Rural, Urban, and Semi-urban). Following that, 5% to 7% of schools from each stratum. The study found that standard IX students in Tuticorin District schools have a moderate grasp of English reading comprehension. Standard IX pupils' reading comprehension in English about reading the lines is moderate, which means that 61 percent of the sample falls into this category. This category accounts for 70% of the total sample. Randomly selected. Following the establishment of the schools, fifteen standard IX students from each sample school were chosen at random to form the study's sample, with a moderate

level of reading comprehension in English regarding reading between the lines (61 percent).

Vaghasiya (2010) did a study to see if CALL materials might be used to teach school kids vocabulary. 'Preparation and try-out of Computer Assisted Language Learning (CALL) materials for teaching vocabulary to class IX learners (Second Language)' was the title of the study. The study's goals were to analyze the textbook for class IX and identify the vocabulary that could be taught using computer-assisted language learning (CALL) materials, to create a set of CALL materials to teach vocabulary to calls - IX learners, to validate the materials by ELT experts, to use these materials to teach vocabulary, to collect feedback from students, to analyze the feedback and determine the usefulness of the materials, and to determine the I A group of 25 kids from class IX served as the study's sample (S.L.). To develop the computer-assisted language learning vocabulary materials, the researchers used a questionnaire prepared for collecting expert opinions about the materials, a questionnaire prepared for collecting feedback from students about the materials, Microsoft PowerPoint, internet-based audio, video materials, CD, and clipping. The study's main conclusions were that students loved using the CALL materials to learn. The students were more motivated to learn in a classroom where computers were used to support interaction; the materials had a positive impact on improving vocabulary; the students learned with interest; the students enjoyed learning and learned better through the CALL materials; the students improved their word knowledge through this type of task; the students improved their spelling mistakes with the help of various language tasks; the students were aware of IEP; the students were aware of IEP; the students were aware of IEP; the students were aware of IEP; the students were aware of I The resources were valuable to the students, and they enjoyed the variety of assignments.

Thakkar (2012) did a study named "Development and Implementation of a Strategy to Improve the Communicative Approach for English Language Teaching among Students and Teachers.". The study's objectives were to develop a strategy to improve student teachers' communicative approach to English language teaching, to implement the developed strategy for student teachers, and to evaluate the effectiveness of the developed strategy in terms of student teachers' achievement and attitudes toward the strategy. The study included B. Ed students from Banas Kantha Kadva Patidar Sanskar Mandal, College of Education, Palanpur, who had English as their principal

mode of instruction. The study's major findings were divided into five categories: findings based on data analysis, findings based on information schedule data analysis, findings based on pre-test and post-test data analysis, findings based on observation schedule data analysis, and findings based on opinionnaire data analysis. Some of the findings included: based on student teachers' perceptions of the most helpful method or approach for meeting various language requisites, direct method and communicative approach were revealed to be the most helpful method and approach by 80 percent of student teachers; based on the most difficult areas felt by student teachers in teaching-learning English language, vocabulary, comprehension, and grammar were revealed to be more difficult areas by 40 percent of student teachers.

Prasanth(2017) conducted a study on Comparative efficacy of constructivist and synectics models in teaching English poetry at secondary level from Mahatma Gandhi University. The study used the Experimental Method, with a pre-test, post-test non-equivalent Group Design. The Experimental Groups were taught using the Constructivist and Synectics Models, while the Control Group was taught using the Conventional Lecture-Translation Method. All groups were taught the same poetry lessons from the standard IX Kerala English Reader. A Poetic Appreciation Test and a Poetic Creativity Test were created. The Experimental and Control Groups were given Pre-tests and Post-tests before and after the Experimental treatment. The final sample consisted of 120 students, 40 from each class, who attended all of the lessons and tests before and after treatment. The study's main findings show that teaching English poetry using the Constructivist Model is more effective than the Conventional Lecture-Translation Method in developing students' poetic appreciation and creativity at the secondary level. The study also claims that teaching English poetry through the Synectics model is more effective than the Conventional Lecture-Translation Method in developing students' poetic appreciation and creativity at the secondary level. The group taught using the Synectics Model outperformed the constructivist and Synectics Models in developing students' poetic appreciation and creativity at the secondary level. Teachers can promote independent and flexible thinking in their students by using these models. A model implemented in the language classroom can help students improve their Fluency, Flexibility, Originality, and Elaboration in terms of poetic creativity, allowing students to appreciate poems and become creative composers.

Indulekha (2018) conducted a study on Constructivist Paradigm in Second Language Learning the Kerala Experience from University of Calicut. The constructivist paradigm in English language teaching was the subject of the current study, which was qualitative in nature and examines how the paradigm shift manifests itself in English classrooms. The current work was primarily a qualitative work by nature, even if it employs both quantitative and qualitative methodologies. The current work, which combines quantitative and qualitative methods, is mostly a qualitative one. The research questions for the study are: 1.What challenges do teachers and students confront as they try to implement the new paradigm? 2. What strategies and other methods are used in the classroom to teach English? And 3. To what extent is the new paradigm shift practical or discernible in teaching methods? For data analysis descriptive survey method was used. Additionally, it comprised field visits, direct observation, semi-structured interviews with participants, and visual documentation for the qualitative study analysis. The sample of the study included 300 students and 20 teachers of 3 regions of Kerala – urban, semi urban and rural areas. Major findings of the study shows that the way people view learning English had drastically altered. Most pupils believed that learning English was a means of empowerment. They believed that having a solid understanding of English would aid them in getting better jobs and pursuing higher education. The pupils were quite excited about Communicative English. Many of them said in their feedback that they should have access to additional communicative English hours. During the summer months, certain institutions offer specialised communicative English classes. It was crucial to emphasise that written communication skills are just as crucial for professional success as spoken ones.

2.4.2. Studies conducted in Abroad

Renee (1973) did research on "A Multi-sensory Approach to Teaching Poetry to Sixth-Grade Students." The impact of two approaches to teaching English poetry on sixth-grade students' understanding and attitudes toward poetry was studied in this study. A multisensory method to teaching poetry, according to the study, can lead to a good understanding and a better grasp of poetry. The first event had poetry booklets, taped readings, and visual slides, followed by a poetry discussion, while the second

featured an aural approach with poetry booklets and taped reading. The study included 393 sixth-grade pupils from California middle schools. 1) Students were favourable toward several instructional styles, according to the study's findings. Students believed that images aided in the comprehension and pleasure of poetry. 2) Students dislike reading poetry aloud in a classroom setting. 3) There was a substantial correlation between understanding and the measure of understanding. 4) Concrete poetry, current poetry, and popular lyrics with music were favourites of both the aural-visual and aural groups. 5) Students enjoyed creating poetry recordings in class and composing poetry with a friend on occasion**.**

Lockward (1994) included the poet interviews she conducted on teaching poetry to secondary students. Several poets provided comments and advice on the dos and don'ts of teaching poetry. The don'ts of teaching poetry, according to them, were: Students should not be told about the poem, do not administer poetry tests, avoid being overly concerned with techniques, avoid approaching a poem with historical references, and avoid imposing critics on students. The poets also provided advice on how to teach poetry, such as: expose students to beautiful, powerful language, make time for several oral readings of a poem, facilitate discussions that promote a personal relationship with a poem, teach poems that students can understand, allow students to select their own poems on occasion, and provide opportunities for students to write poetry. The report concluded with comments from various poets on their experiences teaching and writing poetry.

Jensen's study "Courting Serendipity: Constructivist Theory and Classroom Practice" was published in **1998**. This dissertation is a cross-case study and analysis of four teachers from a school that is participating in two reform projects that encourage constructivist teaching and learning. The research examines teachers' perceptions of learning theory and how they apply it in the classroom. Three of the four teachers practiced constructivist methods, but one did not because her desire for control was more important. Teachers are not engaged in learning theory, according to the survey, despite their awareness of their students as individuals with diverse ways of learning and comprehending. Teachers will be more inclined to practice in ways compatible with constructivist learning theory if they recognize how, it might assist them to fulfil the different learning requirements of their students and if they are shown the "how-to's" in their professional development. Teachers are more likely to practice in ways

consistent with constructivism if complementary classroom management approaches can be identified and if teachers are comfortable providing students' choice and control, according to the study. Classroom management, control, "coverage," and custodial care were identified as the four Cs of barriers to constructivist practice in the study.

Brown (2006) published "A case study of a school employing a constructivist worldview." The introduction of a constructivist educational strategy at Southwood Elementary School is documented in Isaacson's dissertation from 2004. The Tri-Partite Theory of Organizational Change and Succession, a theory of organizational entropy, predicts that a change of principals in Southwood's faculty will result in organizational entropy. The dynamics of the change in concept are examined in this study, as well as Isaacson's advice to investigate instructors' impressions of the constructivist approach's continued use. The following three questions are addressed in this research: 1) Is constructivism still used by faculty? 2) How do teachers feel about constructivist philosophy's upkeep and support? 3) Is there a match between constructivist tactics identified in the literature and constructivism and classroom practise identified by teachers? There are three sources used in this study. To begin, constructivist tactics and approaches were found through the literature. Second, teachers and principals were interviewed about a variety of topics, including their grasp of constructivism, their views on how to keep the constructivist ideology alive, and student and teacher roles in the classroom. The Constructivist Teaching Inventory (CTI) was used as a rubric to monitor and score classrooms. Questioning, student-centred learning, active learning, and the social influence on learning are four common themes highlighted by primary and external researchers that all support constructivist practises and philosophies. The Constructivist Teaching Inventory was used to score three classroom observations made by each of the interviewing teachers. PLCs are encouraged for new teachers in developing constructivist tactics by Southwood professors and staff. Teachers are employing constructivist tactics, according to the CTI data. Constructivist tactics could be used by telling teachers what to say or do without fully comprehending why they are doing so. Although the principal who pioneered the use of constructivist tactics retired in 2004 and was replaced, the strategies are still in use. Southwood's internal re-planning process of establishing PLCs controlled the changes that occur with a change in leadership, as predicted by the Tri-Partite Theory. The value of professional learning communities

as a constructivist change approach is underscored by this study, which found that establishing PLCs as a socialization process reduced the entropy that organizations suffer while dealing with leadership changes.

Shah (December 2007) conducted a study titled "Constructivist approach to the creation of criteria for subject selection for secondary school English teaching" in. (Class IX-X). The goal of the study was to find out what parents (Class IX and X pupils), English teachers, secondary school students, and curriculum experts thought about the purpose of studying English and how to choose an appropriate subject. In addition, specialists in the field of the curriculum were consulted on the current procedures and processes for content selection. The focus was on four primary areas that are crucial to any curriculum: social forces in society/community values and purposes, knowledge and its treatment, the nature of learning and the learner, and human growth and development. Pre-testing as well as expert opinions were used to assure the questionnaires' content and construct reliability and validity. A multi-stage random selection process was used to choose a sample of 1000 English teachers, 2000 students, 2000 parents, and 50 curriculum experts from all four provinces and the federal capital for data collection. It was guaranteed that the sample accurately reflects the population of both males and girls from rural and urban locations, Urdu and English mediums, and public and private schools. The primary conclusions based on the descriptive and statistical evidence suggested that the people of Pakistan place a high value on religious beliefs and purposes, which they seek to promote through education. It also highlighted that individual are eager to learn English because it is the language of greater learning and expertise in all professions. The study's findings revealed that, in comparison to other skills, English speaking is given the least attention in current textbooks. The study's findings also provided a decent sense of the themes and sub-themes that most of the people would want to see included in the content of English for grades IX–X. Based on a statistical analysis of the data, criteria for selecting content for teaching English in secondary schools have been devised, and weightings for each have been provided, which have been approved by the country's Textbook Boards and Curriculum Bureaus.

"A Suggested Approach for Responding to Poetry at the IUG, Junior English Students," according to **El-Hindi (2008),** was the subject of a study. The purpose of this dissertation is to present a proposed method for teaching poetry. Five chapters

make up the book. The researcher discusses the current reality of English language teaching in Gaza, modern attitudes about teaching English, poetry teaching in our colleges, and an alternate technique for teaching poetry in Chapter One of the study. The problem is then stated. The study's questions, terms definitions, and limitations are all listed after that. At the end of the chapter, you'll find certain flaws. The theoretical underpinning for the proposed technique is presented in Chapter 2, followed by a review of past research. The review is broken into two sections: an overview of literature used in language education and a review of employing reader reaction in literary work teaching. The study technique is discussed in Chapter Three. The researcher describes the studies demographic and sample, as well as the instruments and techniques employed, in the methodology section. The study's sample consists of 39 female students enrolled in a summer course in 2006/2007. In terms of tools, the researcher employs two: a Content Elements checklist and a Technical Skills checklist in this study. Finally, this chapter concludes with a discussion of the study's findings, which reveals the following: The overall availability of Content items in learners' responses is (77.4%), with percentages varying between 0% and 100%. (53.58 percent - 94.78 percent). Technical items are available in 59.46 percent of learners' responses, whereas grammar, punctuation, and writing abilities are available in 76.56 percent, 52.95 percent, and 42.56 percent of learners' responses, respectively. Between pre- and post-experiment, statistical changes in learners' replies were discovered for specific subject elements. In addition, the checklist reveals differences. These distinctions favour post-experiment analysis. In the others, however, there are no statistical differences. In grammar, punctuation, writing abilities, and the checklist, statistical changes in the technical items were detected between the pre-and post-experiment. These distinctions favour post-experiment research. The technique is introduced in Chapter 4 of the book. It is built on three pillars: eclectic application of critical theories, application of literary teaching methodologies, and application of effective teaching aid or technique that aids in achieving the lesson's purpose. As a result, the researcher discusses some of the theories and methodologies that led to the proposed strategy. The researcher introduces the assumptions of theories that overlap with reader-response theory and literary techniques in this section. The value of using a variety of theories and methodologies is then discussed. The checklist items are then divided into categories. Finally, an argument is presented for why each item in the checklist should be

included. In Chapter 5, the researcher examines Cecil Harrison's poetry "The War is Never Over" using a novel approach. The method is put to the test to see if it is reliable. Another method is employed during that application. The researcher then makes recommendations for students, teachers, the university system, and future research based on the findings of the study.

Meera and Menon(2008) examined and tested the constructivist approach to developing appreciation for English poetry. The findings revealed that teaching poetry using a constructivist approach had a significant impact on students' appreciation of poetry.

"A Cognitive Constructivist Approach to Early Syntax Acquisition," by **Ibbotson (2010),** was the title of the study. This dissertation looks at how children progress from more concrete and item-based constructions to more abstract constructs, which is a crucial question in any construction-based, usage-based theory of language acquisition. In organizing chunks of linguistic experience into conventional grammatical units, the overall approach emphasizes the meaning and the function of cognition. It begins by laying out the historical and philosophical roots of language acquisition, as well as justifying the thesis' usage-based approach. The author then explores what usage-based theories imply when they say that language learning is "the development of an inventory of more-or-fewer schematic structures." The goal is to demonstrate the learnability of argument-structure compositions by combining findings from categorization and comparison, social cognition, and construction grammar. The study takes a cross-linguistic look at the transitive construction in the framework of a prototype theory of categorization to understand how new-born’s construct grammatical categories. It relates the previous chapter's theoretical findings to an empirical experiment, comparing the prototypical semantics of the transitive construction in English at different stages of development. It examines the effect of pronoun frames in early comprehension of transitive constructions in English to learn more about the role of diverse cues in children's understanding of argument-structure constructions. Finally, corpus research is conducted to examine how new-borns and mothers utilize language. The role of skewed distribution and cognitive anchoring in schematizing the Subject Verb Object formulation in English is examined first. After that, a usage-based acquisition model of argument productivity in subject-verb-object

formulations is presented. It concludes the thesis by summarising the experimental and theoretical work; identifying some cognitive features and properties of the input that appear to be important in all the studies; offering a critique of the usage-based approach; and, finally, suggesting some key issues that future research in usage-based approaches to grammar acquisition should address.

Ahmad (2012) published an online paper on ‘Implementation of Constructivist Approach in Teaching English Grammar in Primary Schools ‘from the University of Malakand, Pakistan. The goal of the current qualitative research study was to determine why primary school instructors do not instruct English grammar using a constructivist method and what challenges and issues arise while doing so. The study's research methodology was qualitative. 15 teachers from 8 schools were specifically chosen by the researchers. Six questions made up the interview that the researchers developed. The researchers examined the Strauss and Corbin theme material (1990). Open codes, alignments, categories, and topics based on intellectual comprehension as opposed to memorising are included. When the data were analysed, the following issues emerged as the main themes: overcrowding in the classrooms, a lack of time, untrained teachers, teachers who lacked autonomy, workload, a shortage of teachers, a lack of facilities, a lack of teacher preparation, a lack of attention (from teachers, parents, and students), an unfavourable environment, and a lack of assessment. It was suggested that teachers receive the necessary training so they can effectively teach grammar using a constructivist method. The government should give primary schools enough resources and trained instructors in sufficient numbers. Schools should have the resources they need to create a positive atmosphere. Instead than relying on memorising, assessment systems should be based on conceptual comprehension.

Sankar (2012) performed research on "Postmodern Poetics of Difficulty." John Ashbery, J.H. Prynne, Peter Riley, Veronica-Forrest-Thomson, Charles Bernstein, and Steve McCaffery are among the poets studied. It investigates the challenges they face in their profession. The difficulty was interpreted in a variety of ways, making it difficult for readers to read and comprehend both American and British poems. These different levels of difficulty were discussed in each chapter, such as the readers' socio-cultural differences, the poets' and readers' differing concepts of loyalty and rewards,

and a radical approach to human creativity was also one of the factors that made it difficult for readers to understand the poetries of 1945 - British and American poets.

2.5.0. IMPLICATION OF THE REVIEW

A total of 23 studies were reviewed. The researcher has divided the constructivist studies conducted in various fields like in teaching science, mathematics, English, and other fields. There are around 3 reviews in the constructivist approach in the teaching of mathematics, 5 reviews in the constructivist approach in the teaching of science and 5 studies conducted in India and 10 conducted Abroad in the teaching of English, and one case study on a school following constructivist curriculum.

As we have seen from the reviews many types of research have been conducted in mathematics through constructivism **Ross (2006), Warren (2008), Mondal (2014),** and 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 research in constructivism have been done in the field of English language as constructivism is proved to be one the most successful approach 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 research done in India most of the research is done in developing either communicative competency 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 this research, the researcher interprets that many types of research were done focused on developing one of the Listening, Speaking, Reading, or Writing skills like **Joycilin (1999)** or just to teach grammar to the students through constructivist approach **Ahmad (2012)** but no research focuses on developing the writing skill, grammar and vocabulary along with the developing creative interpretation of subject matter have been done**.** Even research is 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 a study exploring the difficulty in understanding 1945-American and British poetry. **Renee (1973)** conducted a study on teaching English poetry through a multi-sensory approach with aural and aural-visual aids, but it was not through a constructivist approach. In the present study, the researcher intends to develop a program of

teaching English poetry through a Constructivist approach. According to constructivists “knowledge is personal and arises out of experiences and interactions which are unique to each individual". Among them, English poetry though being the most important is the most neglected in teaching. Most of the time, they are afraid of such an open-ended concept where there are no certain means to arrive at the "correct" answer. There is no systematic equation to yield a definite solution. Moreover, no pattern can be attributed to poetry comprehension. That is, no one approach can be successfully applied to all poems. Many suggestions about understanding poetry have been offered to provide students and teachers with a wide array to choose from. Learners can choose which strategies best suit their learning styles and experiment with trial and error this way.