

## **CHAPTER 5**

### **FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION**

#### **5.1. INTRODUCTION**

The researcher had conducted the study of teaching English poetry through a constructivist approach on the students of Standard IX. This chapter includes major findings of the research, implications, and suggestions. A few areas of study have been suggested for further research.

#### **5.2. FINDINGS**

##### **5.2.1. COMPARISON OF THE POSTTEST SCORES OF CONTROL AND EXPERIMENTAL GROUP**

- It was observed that the program was successful in developing language competence in students
- Significant difference in the mean score of post-test and post-test of control and experimental group which shows that the constructivist program for teaching English poetry to the secondary students of standard IX is effective in the understanding of the poem and developing language proficiency

##### **5.2.2. FINDINGS, ACCORDING TO EACH POEM, BY THEME, VOCABULARY, GRAMMAR, AND OTHER CRITERIA OF RESPECTIVE POEMS**

#### **POEM 1 – A PSALM OF LIFE**

##### **THEMES**

- So out of all the three themes, the theme of Art of living was identified by most of the students i.e., 97% of the students identified the theme of Art of Living
- It was followed by 90% of total students identified the theme of Fulfil our dreams,

- The Theme least identified by the students was the theme of Hard work which is 87 percent.

### **VOCABULARY**

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

### **GRAMMAR**

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

### **SOLVE THE STATED PROBLEM**

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

### **POEM 2 – THE PATRIOT**

#### **THEMES**

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

#### **VOCABULARY**

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

## **GRAMMAR**

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

## **COMPARE GOOD AND BAD TIMES OF LIFE**

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

## **POEM 3 – ANTS**

### **THEMES**

- So out of all the three themes, the theme of Hard work was identified by most of the students i.e., 100% of the students identified the theme of Hard work
- It was followed by 97% of total students identified the themes of Unity and Discipline

### **VOCABULARY**

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

## **GRAMMAR**

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

- Other errors include errors in articles, capitalization, etc of which 27% of students committed errors.

### **COMPARE PICTURES WITH POEM**

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

### **CONSTRUCT POEM**

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

### **LIST SCIENTIFIC INFORMATION OF TINY INSECTS**

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

### **POEM 4 – HEMELIN**

#### **THEMES**

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

#### **VOCABULARY**

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

## **GRAMMAR**

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

## **BEWARE OF TOO MUCH SWEETNESS**

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

## **ALL THAT GLITTERS IS NOT GOLD**

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

## **DESCRIBE PICTURE**

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

## **POEM 5 – INDEPENDENCE**

### **THEMES**

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

### **VOCABULARY**

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

## **GRAMMAR**

- In all the topics of grammar highest error was committed in Punctuations i.e., out of 30 students 23 students which are 77% of students committed punctuation error
- Students made the least errors in tenses i.e., only 17 students out of 30 made errors in Fragments i.e., 57% of students made errors in Fragments
- Other errors include errors in articles, capitalization, etc in which 33% of students committed errors.

## **LIST THE WAYS TO MAKE THE COUNTRY PROUD**

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

## **CREATIVE IDEAS**

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

## **POEM 6 – ONCE UPON A TIME**

### **THEMES**

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

### **VOCABULARY**

- In the criteria of Vocabulary, out of all the 6 words ‘Hostage’ word meaning was given the most by the students i.e., 80% of students gave its correct

meaning whereas only 17 % students were able to give the meaning of the word 'Muting'

## **GRAMMAR**

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

## **LIST – EXAMPLES OF DIFFERENT SITUATION**

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

## **PARTICIPATION IN VARIOUS ACTIVITIES**

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

## **STATE DIFFERENCE BETWEEN PICTURES**

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

## **POEM 7 – TO A BUTTERFLY**

### **THEMES**

- So out of two themes, the theme of Nature was identified by most of the students i.e., 100% of the students identified the theme of Nature

- It was followed by 93% of total students identified the themes of Brother-sister relation

### **VOCABULARY**

- In the criteria of Vocabulary, out of all the 6 words ‘Self-Poised’ word meaning was given the most by the students i.e., 73% of students gave its correct meaning whereas only 33 % students were able to give the meaning of the word ‘Weary’.

### **GRAMMAR**

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

### **COMPOSE 7 LINES OF POETRY**

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

### **POEM 8 – AGNES**

#### **THEMES**

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

#### **VOCABULARY**

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



## **GRAMMAR**

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

## **LIST OF STAGES OF HUMAN BEING**

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

## **OBSERVE VIDEO AND WRITE OBSERVATION**

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

## **POEM 9 – THE RIVER**

### **THEMES**

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

## **VOCABULARY**

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

## **GRAMMAR**

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

## **ANALYZE STAGES OF HUMAN LIFE**

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

## **COMPARE RIVER AND HUMAN LIFE**

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

## **MATCH PICTURES WITH POEM**

- In the criteria of Match pictures with a poem, out of all the four stages of life the picture of Childhood was matched in majority with the stages of the river i.e.,

100% of students were able to match the pictures of stages of the river with that of human life followed by old and age i.e., 97% students in total

- In the criteria of Analyze stages of human beings, out of all the four stages of life the picture of Adulthood was least matched with the stages of the river i.e., 93% of students were able to match the pictures stages of the river with that of human life

### **5.2.3. MAJOR FINDINGS**

- Overall, it is found that with the 7E constructivist module poetry teaching is more effective in enhancing students writing skills, vocabulary, grammar, and creative interpretation among students
- According to the analysis of all the nine poems, 94.81% of themes were identified by a total of 30 students and were able to write the understanding of the poem
- According to the analysis of all the nine poems, 50.50% of words in the criteria of vocabulary were identified by a total of 30 students
- According to the analysis of all the nine poems, 70% of the out total 30 students made spelling mistakes
- According to the analysis of all the nine poems, 71.48% of the out total 30 students made errors in punctuation
- According to the analysis of all the nine poems, 63.70% of the out total 30 students made errors in tenses
- According to the analysis of all the nine poems, 56.66% of the out total 30 students made errors in fragments
- According to the analysis of all the nine poems, 27.03% of the out total 30 students made other errors like articles, capital letters, etc
- According to the analysis of all the nine poems, 87.80% of students were able to give creative interpretation through various activities given in the module

### **5.2.4. FINDINGS BY THE FEEDBACK FORMS COLLECTED FROM STUDENTS**

- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their interest in poetry

- According to the feedback form, 50% of students stated that activities, like collecting scientific information, comparing, and contrasting real-life examples with the poem, in the program were related to day-to-day life which increased their interest in the poem
- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their creativity
- According to the feedback form, 70% of students stated that activities, like construction of poetry, enacting plays, and writing rap songs in the program helped in increasing their creativity
- According to the feedback form, 90% of students gave affirmation that the program helped them to increase their vocabulary
- According to the feedback form, 60% of students agreed that highlighting words in the text and writing them in the worksheet helped the students in increasing their vocabulary
- According to the feedback form, 93% of students gave affirmation that the program helped them to increase their imagination
- According to the feedback form, 40% of students agreed that different interpretations of the same poem helped them in increasing their imagination
- According to the feedback form, 30% of students stated that sharing ideas with peers helped them in increasing their imagination
- According to the feedback form, 20% of students agreed that writing in worksheets of the program helped in improving their imagination
- According to the feedback form, 63% of students gave affirmation that the program helped them to increase their curiosity
- According to the feedback form, 30% of students agreed that interacting with their peers made it easy for them to ask questions, hence increasing their curiosity
- According to the feedback form, 83% of students gave affirmation that the program helped them to increase their confidence in poetry recitation
- According to the feedback form, 60% of students stated that a clear understanding of the poem helped them in increasing their confidence in poetry recitation

- According to the feedback form, 20% of students stated that giving different interpretations of the poem helped them in increasing their confidence in poetry recitation
- According to the feedback form, 83% of students gave affirmation that the program helped them to increase their appreciation of the poetry
- According to the feedback form, 43% of students stated that understanding the poem helped them to increase their appreciation of the poetry
- According to the feedback form, 30% of students stated that new approach of learning of the program helped them to increase their appreciation of the poetry
- According to the feedback form, 20% of students agreed that the poet's idea and point of view of the poem was clearer, hence it helped them to increase their appreciation of the poetry
- According to the feedback form, 97% of students gave affirmation that the program helped them to increase their understanding of the poem
- According to the feedback form, 30% of students stated that the unique way of learning through the program helped them to increase their understanding of the poem
- According to the feedback form, 30% of students stated that they found it easy to ask and solve doubts with the peer group, hence it helped them to increase their understanding of the poem
- According to the feedback form, 20% of students that the variety of activities of the program helped them to increase their understanding of the poem
- According to the feedback form, 93% of students gave affirmation that the program helped them in active participation in group activities
- According to the feedback form, 30% of students agreed that above-average students in the group showed enthusiasm in helping below-average students who helped them in active participation in group activities
- According to the feedback form, 50% of students stated that the inactive students of the class started interacting with the group because they felt responsible participants of the group also competition among other groups encouraged them to actively participate in group

- According to the feedback form, 20% of students agreed that the fun-filled and interesting activities helped them in active participation in group activities
- According to the feedback form, 83% of students gave affirmation that the group activities helped in understanding the poem
- According to the feedback form, 30% of students agreed that asking doubts with peers was more comfortable to teachers helped in better understanding of the poem
- According to the feedback form, 30% of students agreed that activities of the program like role play, picture perception, problem-solving, group discussion, etc helped in better understanding of the poem
- According to the feedback form, 20% of students agreed that the task of giving a presentation of the poem helped in better understanding of the poem
- According to the feedback form, 87% of students gave affirmation that the program helped them in healthy interaction with peer group
- According to the feedback form, 20% of students stated that acceptance of different ideas of the poem in the group helped them in healthy interaction with peer
- According to the feedback form, 20% of students stated that activities of the program created unity in the group helped them in healthy interaction with peer
- According to the feedback form, 20% of students stated that the group activities gave them chance to listen to each other which was rare in regular classroom learning which helped them in healthy interaction with peer
- According to the feedback form, 87% of students gave affirmation that the program helped them in the construction of the poem
- According to the feedback form, 30% of students agreed that improving vocabulary through the program helped them to improve their constructing skill of the poem
- According to the feedback form, 10% of students stated that being aware of the structure of the poem through the program helped them to improve their constructing skill of the poem

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

### **5.3. IMPLICATIONS**

- Based on the findings of the study it is evident that there is a dire need for such a constructivist program in teaching the English language compared to the traditional approach of teaching. The program is also effective is also found effective in terms of positive feedback of Standard IX GSEB students towards the constructive approach of teaching English poetry
- Based on the findings of the study it is evident that along with an understanding of the poem the program is also effective in enhancing writing skills, vocabulary, and creative interpretation among the students

- Based on the findings of the study it is evident that group activities are effective in motivating students to become active learners in the class
- Based on the finding of the study it is evident that understanding of the theme of the poetry is higher than creative interpretation of the poem among students
- Based on the finding of the study it is evident that among the criteria's grammar – tenses, punctuations, spelling mistakes, and fragments, highest errors were made in punctuations and least errors were made in fragments
- Based on the finding of the study it is evident that even though the program is time-consuming compared to the traditional approach, the full syllabus was completed on time
- Based on the findings of the study it is evident that the program helped enhance creativity, the imagination of the students along with curiosity towards poetry through this program
- Based on the findings of the study it is evident that instead of limited time, getting proper time helped the students to increase their creativity
- Such approaches should be included not only for teaching poetry but prose and grammar of English language

#### **5.4. SUGGESTIONS**

Suggestions of the present study can be divided into three major kinds: suggestions for students, teachers, and educational administration

##### **5.4.1. Suggestions for teachers**

- Before beginning the syllabus, teachers should have students engage in general constructivist activities.
- Teachers should incorporate more life-related activities into their lessons to engage pupils and give more realistic surroundings.
- Along with completing the course, the English language teacher should assist students in improving their LSRW skills.
- Even though the textbook proposes a variety of activities, teachers still employ a traditional approach to teaching English poetry, so alternative teaching methods should be used.



- Teachers should act as guides for students, rather than lecturers so that learning is more student-centred rather than teacher centred.
- Teachers should foster peer learning, active involvement, problem-solving, leadership development, and doubt-solving in the classroom through encouraging group activities and learning.
- Even though the textbook proposes a variety of activities, teachers still employ a traditional approach to teaching English poetry, so alternative teaching methods should be used.
- Learning activities should not take up too much time for students to complete.
- During the learning process, activities may not go so long that pupils lose interest.
- Teachers can use activities to help students improve their grammar and vocabulary as well as their LSRW skills.
- While the activities are being carried out, the teacher could perhaps keep track of individual and group development as well as any constraints they encounter in the classroom.
- Before doing activities in class, the teacher shall give specific instructions, guidance, and a time limit for finishing the activities to the students so that they are not confused.
- Each activity that the instructor incorporates into the classroom ought to have a clear goal for knowledge construction.
- Teachers could perhaps assist students in applying what they learn in the classroom to other professions.

#### **5.4.2. Suggestions for students**

- Students can prioritize improving their English language skills in addition to studying other disciplines such as mathematics and science. It's not just about memorizing stories in English; it's also about honing your language abilities and putting them to good use.
- For effective learning, students should actively participate in all constructivist classroom activities and remain present during each class.
- Students should assist peers in feeling comfortable in group activities and not be harsh to one another.

- Because students are accustomed to learning a single interpretation of a poem, they should endeavour to accept multiple readings of the same poetry.
- Students can assist teachers during classroom activities and make every effort to attain the greatest results possible in all activities.
- Along with studying other courses such as mathematics and science, students should prioritize improving their English language skills. It's not just about memorizing stories in English; it's also about honing your language abilities and putting them to good use.
- For effective learning, students should actively participate in all constructivist classroom activities and remain present during each class. • Students should assist peers in feeling comfortable in group activities and not be harsh to one another.
- Because students are accustomed to learning a single interpretation of a poem, they should endeavour to accept multiple readings of the same poetry.
- Students should assist teachers during classroom activities and make every effort to attain the greatest results possible in all activities.
- Because activities might be time-consuming at times, students should plan time
- Because activities can take a long time at times, students should be patient and supportive of the teacher.
- Students should not learn the English language to pass an exam, but rather to improve their language proficiency. • When a student has any doubts, he or she should discuss them with teachers to avoid any confusion.
- Students can work to improve their language skills not only in the classroom but also outside of it.
- In the class, students with above-average grades should assist, support, and encourage their peers who have below-average grades.

#### **5.4.3. Suggestions for Educational administration**

- Textbooks might encourage students to learn in groups, strengthening leadership, problem-solving, and social bonding abilities while also improving English language proficiency.

- Educational administration could also include constructivist activities for English language learning in the textbooks, making it mandatory for teachers and students to follow during classroom learning.
- Educational administration would further also include constructivist activities for English language learning in the textbooks, making it mandatory for teachers and students to follow during classroom learning.
- Strict evaluation of the actions carried out by schools is possible.
- Because of traditional grading patterns, students still seek one common understanding of the poetry after engaging in multiple activities and presenting varied interpretations of the poem.
- As a result, evaluation patterns should be altered to encourage activities and a different learning strategy.
- Special constructivist programs can be developed for the class's weaker kids, allowing them to improve their language skills, creativity, imagination, vocabulary, and self-confidence.
- Since modern infrastructure like projectors is required for including activities in the classroom, extra financial aid should be provided to schools that cannot afford such technology.
- Teachers should receive constructivist language teaching training as part of their in-service training.
- In addition to teaching English, a constructivist approach should be used in other topics and languages.
- Language activities here could be done two times in a row to increase their effectiveness

## **5.5 SUGGESTIONS FOR FURTHER STUDIES**

- The researcher's 7E Constructivist module can be adapted and utilized by other boards to see if the technique is beneficial in other boards besides GSEB.
- The researcher's 7E Constructivist program can be changed and used on students from various sections such as primary and secondary school.
- Research might be done to create and execute a constructivist method to similarly teach English prose.

- A study might be done to create and implement a constructivist method in the teaching of other languages such as Hindi, French, and Sanskrit, among others
- A study on the use of a constructivist approach in students' LSRW skills could be done.
- In the classroom, a comparative study of teaching English poetry using a constructivist and communicative method can be conducted.
- Research might be done to teach pupils about different English language approaches, such as the Integrated Learning Approach.
- In the development of content for the 7E constructivist module, research might also be encouraged.

## 5.6 CONCLUSION

Poetry as an art form may have existed prior to the invention of literacy. Legendary poetry, ranging from the Indian Vedas (1700–1200 BC) and Zoroaster's to the Odyssey (800–675 BC), appears to have been composed in poetic form in prehistoric and ancient societies to aid in memorization and oral transmission. It has been said by poet Michaels that "reading and writing poems can help us discover profound truths we didn't realise we were already aware of." Poetry elicits emotional responses and stimulates thought about difficult social issues. Poetry is more than just a means of expressing oneself; it is also a means of knowing oneself. Poetry both necessitates and facilitates a state of concentration of mind or sustained attention to which we are not accustomed in our hectic modern lives. Poetry's ability to connect the unfamiliar with the familiar, whether through the use of an image or even through the use of strategically placed line breaks, is perhaps what makes it so effective. Poetry alters our perceptions of the everyday by providing us with fresh perspectives. The current state of poetry education, on the other hand, is not entirely satisfactory. When it comes to teaching poetry, there are numerous obstacles to overcome. There has been a great deal written about the difficulties associated with teaching poetry. The genre of poetry appears to elicit the most groans from students when compared to other genres. Teaching poetry through print text has been the dominant model of poetry instruction for many years, particularly for older students, with the emphasis on identifying one central meaning that can then be dissected. Those who write poetry, on the other hand, emphasise the importance of hearing a poem read aloud (lifting the poem from

its printed page), engaging with it, and probing for deeper meaning through discussion with others, among other things. If we want our students to understand how literature and poetry can help them gain a deeper understanding of themselves and the world around them, we must find meaningful ways to engage them with poetry in the classroom. Observations have been made that poetry is primarily taught these days through recitation, grammar-translation methods, and explanation of the poetry itself. The objectives of teaching poetry are sometimes not properly realised because the approach becomes overly mechanistic, and this is a problem. Innovative approaches to poetry education and learning are needed to improve the quality of poetry education and learning. Its appropriate characteristics can aid in the achievement of poetry instruction objectives such as vocabulary development, recitation, pronunciation, modulation, intonation, explanation, and the teaching of poetry through a constructivist approach. However, despite the fact that students in ninth grade are at the formal operational level, learning through poetry becomes too abstract in the absence of sound effects, visuals, animation, and colours. We place a high value on the secondary stage of education in our country. It serves as a transitional period between secondary and higher secondary school education, providing students with hands-on experience before they take a state-wide examination. It becomes critical in this context to comprehend the deeper meaning of poetry in collaboration with peers, as well as to develop writing skills and improve grammar and vocabulary.

According to the findings of this study, activities were used to improve students' understanding of the poem while also improving writing skills, vocabulary, and grammar in standard IX students. It was discovered that the package was effective in accomplishing this goal. The package, according to the students, was effective in improving their writing abilities, vocabulary, and grammar skills.