



Implementation of Constructivist Approach in Teaching English Grammar in Primary Schools

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Abstract- The present qualitative research study was aimed to identify the reasons that why teachers in primary schools do not use constructivist approach in teaching of English grammar and what are the hurdles and problems to teach English grammar through constructivist approach. Qualitative research design was used for the study. The researchers purposefully selected 15 teachers from 08 schools. The researchers developed interview which was based on 06 questions. The researchers did thematic analysis given by Strauss and Corbin (1990). It includes open codes, axial, category and themes. When the data were analyzed the main theme were: overcrowded classrooms, limited time, untrained teachers, teachers were not independent, workload, deficiency of teachers, lack of facilities, lack of preparation of teachers, lack of attention (teachers, parents attention and student attention), non-conducive environment and lack of assessment. It was recommended that proper training might be provided to teachers so that they might be able to teach grammar effectively through constructivist approach. Government should provide adequate facilities and sufficient number of trained teachers to primary schools. Facilities should be provided to schools for making the environment conducive. Assessment system should be based on conceptual understanding rather than memorization.

Key words: Constructivism, Primary Schools, English Grammar, Issues

I. INTRODUCTION

Constructivism is one amongst the foremost distinguished approaches in teaching-learning. It's a method during which students construct their data themselves through interaction with one another on the premise of previous experiences. It's student-centered instead of teacher-centered during which the teacher acts as a help. The role of learners is builders and creators, within the process of learning (Sharma, 2014).

Constructivism relies on interests, general and specific talents, attitudes, achievements, aspirations, and motivations of scholars. This strategy offers flexibility, motivation, adaptation, ability and flexibility for the teacher and also the students. It encourages students to be told through personal experiences alongside others' facilitate and appropriate learning material (Grabe & Grabe, 1998). Because of these salient options of artistic movement, if this strategy is employed in teaching English synchronic linguistics, learning on the part of the scholars is additional gratifying. it's necessary to explore a replacement teaching methodology which might not solely arouse students' interest in learning synchronic linguistics however conjointly improve students' synchronic linguistics ability and language comprehensive competency effectively (Sharma & Gupta, 2015).

The benefit of the constructivist approach is that it is inductive nature. It starts from example, so students will learn well. Constructivist learning determines that the ideas follow the action instead of precede it. The activity ends up in the ideas; the concepts do not result in the activity. Basically, in constructive learning, the quality schoolroom procedure is turned the wrong way up. There are not any lectures, no demonstrations and no displays. From the start, students have interaction in activities through that they develop skills and acquire ideas (Bhattacharjee, 2015).

There are also some issues that are necessary to mention: the teacher's perception towards self-conscious conduct, the uneasy scenario in an exceedingly learning context, and unpleasant behavior due to large classes. The foremost vital issue is of teachers, not feeling assured to focus on each individual. It is troublesome to

complete the given course contents to help learners in their intellectual development and comprehension. It is normally discovered in Pakistan that teachers have commanding attitude and they also do not know the essential goals and needs of the students. Even the teachers ignored the skills and capabilities of the learners. Because of the on top of problems, learners are unfamiliar with their aims to acquire/learn a foreign or second language as far as the grammar is concerned. In the traditional "Lecture based mostly Method" the main focus remains on the teachers, while the students do not find it useful. During exam times, learners try to learn material through cramming because they need to pass their papers and get good grades as English is taught as a compulsory subject (Ali, 2017).

Pakistani teachers adopt such methods that do not cater to sprout creative faculties among the learners. In rural areas, the grammar-translation method is the major technique of teaching/learning process. The translation method does not help in acquiring structures and relies thoroughly on incomprehensible structures. Consequently, the creative and generative faculties of the learners remain. The translation is just an imitation and imitation cannot generate innovative and creative thinking (Awan & Shafi, 2016).

A study, conducted by Mahmood and Jabeen (2011), aims to explore the responses of Pakistani learners and their teachers towards the teaching of grammar. After the data analysis, they identified that the respondents were completely unaware about essential features of grammar instruction. Even teachers had no idea of explicit and implicit grammar, functional and structure grammar, and competence and performance grammar. The teaching of a language, in Pakistan, has been for granted as the teaching of grammar.

Nawab (2012) conducts a study in the District Chitral, Khyber Pakhtunkhwa province Pakistan. The findings reveal that in Chitral, no distinction has been made in the teaching of history, social studies and English. Teachers rely on the translation method and students do not get any opportunity to participate in the classroom activities.

As the researchers have identified the effectiveness of the constructivist approach and also identified the best practices of constructivism at the international level. However, in Pakistan, the notion of valuable practices is rare among English language teachers. Besides, instructors have illustrated eagerness to embrace and utilize new practices in their classrooms. Nonetheless, teachers have reported issues while implementing up-to-date techniques in large classrooms. It has also been observed that pedagogic techniques have not resulted in conducive learning environment, while students have not shown interest in outmoded teaching practices. Most of the teaching strategies do not create a better learning environment and learners do (Soomro, Memon & Memon, 2016).

The current study posits to investigate the common practices of teaching English grammar in the primary schools of District Malakand. It, further, explores what hurdles teachers face in applying constructivist approaches in teaching grammar at elementary level.

Concept of Constructivism

The theory of constructivism has essentially been developed by Piaget, who delineated mechanisms of data internalization by learners. He steered that people construct new data from their experiences through 'accommodation' and 'assimilation.' Once people assimilate, they integrate the new expertise into the available framework while not ever-changing that framework. Accommodation is the method of reshaping one's perceptions of the outer world to suit novel experiences. Constructivist teaching relies on the idea that learning happens when learners take interest in meaning making process. The idea negates the passiveness of learners in knowledge construction. Through constructive learning, learners are motivated and encouraged to create knowledge and meaning, hence enhances critical and creative thinking towards independent learners (Bhattacharjee, 2015).

The epistemology theory of Jean Piaget is among the leading constructivist theories. According to Piaget, when people interact with new knowledge, it becomes part of already existing knowledge, called schema. The learners construct knowledge from here. The schema of every individual is different from every other individual because the experiences of every individual are different (Hmelo-Silver et al, 2007; Jonassen, 1991; Mayer, 2004).

The theory of constructivism believes in the active participation of learners in the teaching/learning processes. Constructivist teaching and learning theory emphasizes the culturally and socially rooted knowledge of learners (Fernando & Marikar, 2017). According to von Glaserfeld (1989), constructivism has two principles. Firstly, receiving of knowledge is not passive activity; rather learners are actively involved in it. Secondly, cognition has adaptive function and operates to organize the experiential world. He, further, says that teachers should consider the point that learners are the active participants in the teaching/learning environment. He tries to connect the theory of constructive to the practice of teaching.

Contributors to Constructivism

Cognitive development theory was developed by Jean Piaget. The theory elucidates how a child builds a mental picture of the world. He disapproves the notion that intellect is a fix feature and considers mental growth as a process that takes place because of biological maturation and interface with the surroundings. There are three fundamental aspects of Piaget's cognitive theory: "schemas" (the building blocks of knowledge), "adaptation processes" (equilibrium, assimilation, and accommodation), and "stages of cognitive development" ("sensory-motor stage," "preoperational stage," "concrete operational stage," and "formal operational stage") (McLeod, 2018).

According to Sharma and Gupta (2015), Vygotsky developed social constructivism. The theory elucidates that people learn through communication, social activities and cultural apparatus. It asserts that knowledge is present in the social surroundings and people interiorize it through communication and working together. In this whole process, the teacher's role is that of a guide and collaborator.

Jerome Bruner develops the theory of discovery learning. Discovery learning is a technique of inquest-based education. The theory considers that it is good for students to find out truth and relationships for themselves. The theory, further, explains language development, and issues, such as the acquisition of intents in communication and the growth of their linguistic illustration, the early childhood interactions in context, and the responsibility of parents in the input and the "scaffolding" role to acquire the linguistic structures. Shared meaning, according to this work, is created through the active involvement of individuals in a social group and using language meaningfully. Shared meaning, further, involves collaborative, inter-subjective and interpersonal processes (Aljohani, 2017).

Similarly, David Ausubel has developed the theory of meaningful learning. The theorist has contributed in the disciplines of ego development, psychopathology, educational psychology and developmental psychology. The theory works on the assumption that knowledge which easily interacts with prior knowledge, is meaningful and interesting will help learners to acquire it. The purpose of teaching is help meaningful learning by providing a conducive environment. Meaningful learning involves attributing meanings to fresh information and knowledge with subjective apparatus available in the mind of each individual (Formiga & Oliveira, 2015).

The theory of "double-loop learning" has been explicated by Chris Argyris. The beliefs and assumptions of individuals contribute to the learning of new knowledge and concepts. "Double-loop learning" differs from "single-loop learning" because it rests on improving efficiency and changing methods to achieve recognized aims that are performing right things (Cartwright, 2002).

Principles of Constructivism

Shandi and Purwarno (2018) have identified some principles of constructivism in foreign language teaching. The theory of constructive teaching is supported by creative and active classroom work, collaborative and action based learning, and task completion. Constructivism promotes student autonomy in the class. Awareness in the areas of learning, language, and culture is important in constructive based teaching classroom. Specifically, in language classrooms, comprehensive language understanding depends on authentic, content based, and multifaceted learning setting which is the essence of constructivist approach. Active and creative involvement in classroom tasks, learning through organizing numerous assignments and learning by teaching is amply significant in this teaching theory. The learning of a foreign language, according to this theory, will be successful in a complex and authentic and learning setting.

Learners, according to James et al, (2000), may develop their own comprehension. In the learning process, importance is given to the teachers' presentation of knowledge and their support to students. The prior knowledge of learners in the learning activities is underscored too. Students' existing comprehension bestows instant setting for understanding new knowledge. Notwithstanding the disposition of a learner's current schemata, each learner's available knowledge pattern will powerfully effect on his/her learning the notional changes. Cognition is considered a two-way approach and constructivists of the day offer conceptual basis for collaborative learning and similar other discovery based teaching techniques. All these instructional processes emphasize on the social aspect of learning. Students are provided with the experiences of the thoughts of their equals, others' ways of thinking, and their ideas if possible. Consequently, constructive thinkers utilize collaborative notional activities and peer coaching. They also consider that learners may understand easily from having a discourse with one other about sizeable issues.

Students are provided with opportunities to reflect by means of journal writing, modeling, discussion and drawing. Reflective pensiveness leads to learning. The academic environment of learning offers sufficient chances for discussion and the classroom may be considered as a place of dialogue occupied in tasks,

deliberation, and discourse. In a group of learners, the students may exchange their ideas with others, guard and validate them. Students engage with great notions, essential systematic values that have the strength to simplify practices and experiences (Fosnot, 1996).

II. RESEARCH DESIGN

The study aimed to identify the reasons that why primary teachers do not use a constructivist approach to teach English grammar in District Malakand or what are the hurdles in the implementation of the constructivist approach to teaching English grammar in District Malakand. The researchers adopted a qualitative research design to conduct the study. In a qualitative research design, the researchers conducted semi-structured interview to collect data from the respondents.

The qualitative study design has various advantages as discussed above, that is why the researchers decided to adopt a qualitative study design for the research.

The population of the current study consisted of all primary school teachers of Malakand division, Khyber Pakhtunkhwa (KP). In Malakand division, there are many primary schools. The researchers selected Malakand division due to which he took Malakand division as a population for his study. In primary school in Malakand division the researchers took all primary school teachers as a population.

There are 827 boys' primary schools and 405 girl's primary schools in Dir lower (EMIS Data Dir Lower). It means, there are 1232 primary schools in Dir lower. Primary school teachers of Chakdara made the sample of this study. The researchers took 15 teachers of primary schools of Chakdara who teach English. The purposive sampling technique was used to collect data from the respondents. The data were collected through the semi-structured interview due to the nature of the study.

III. DATA ANALYSIS

After collection of data, the researchers analyzed data through a systematic approach which was devised by Strauss and Corbin (1990) which includes open codes, axial, selective coding, category, and theme. Open coding analytically breaks down the data for the sake of interpretation. It provides new insights to the analysts as mirrored in the data. In axial coding, subcategories are correlated with categories to be tested against data. It leads to the expansion of categories. In selective coding, all categories are combined around a "core" category, and categories that require explanation are provided with further details. This kind of coding occurs in the last stages of analysis of data. The researchers identified that whether primary teachers use a constructivist approach for teaching grammar and also identified problems, hurdles, and difficulties that primary teachers are facing during the teaching of grammar. The researchers also identified the reasons why primary teachers do not use constructivist approach to teach grammar.

Themes Identified during Analysis

The following themes were identified during analysis of the interviews:

Overcrowded Classrooms

It has been identified that due to overcrowded classrooms primary teachers cannot use a constructivist approach in teaching English grammar. Teachers cannot access every individual in the classrooms because students are large in strength. Teacher 1 says that "*At primary level students are very large in numbers and teachers cannot access to every individual in the classroom. At primary schools, there are overcrowded classrooms that are why teachers cannot provide encouragement to all class and cannot implement student-centered approaches*". The researchers identified during his study that in rural areas of Pakistan large strength of students is a major reason. According to teacher 3, "*Due to large classes, I was unable to maintain discipline in class*". It is identified in the study that most of the teachers claimed that overcrowded classroom is the reason that teachers of primary schools cannot follow and implement the constructivist approach in the teaching of English grammar.

Limited Time

Limited time is the major reason that affects the implementation of the constructivist approach in the teaching of English grammar. Unfortunately, our education system cannot manage time for every sort of activity. During the study, the researchers identified that due to limited time teachers cannot implement constructivist approach in the teaching of English grammar. Primary school teachers cannot use language activities, encourage students, and also cannot give opportunities to them to interact with each other. Some teachers provide opportunities to the students but most teachers are unable to provide language activities

and to implement constructivist approach in the teaching of grammar. It is difficult to take all classes within a limited time. Teacher 5 said that *"The problem is that it takes too much time when students draw something on charts. Class time is limited and the activities waste more time. Like for example, I have 40 students and make 4 groups so each group consists of 10 students, it is impossible to access each group and check their work"*. Teacher 6 added his opinion and said that *"I only ask questions due to limited time. I have various problems, the first problem is that we have limited time, at the primary level we have at least seven subjects and every period consists of 35 minutes"*. It means that primary teachers use questioning techniques in the teaching of English grammar due to limited time.

Untrained Teachers

Training plays an essential part in the teaching-learning process. Without proper training, teachers cannot teach effectively. Through proper training teachers understand different methodologies and implement those according to the situation. The government of Pakistan developed various types of training and programs due to which teachers can understand different methodologies and implement them in their teaching. CPD training is recently developed by the government of Pakistan which trains teachers to adopt modern methods of teaching; B.Ed and M. Ed are also developed in which teachers are given the opportunities to adopt modern methods of teaching. Unfortunately, primary teachers in Pakistan do not take proper training, they do not know about methodologies. During the study, the researchers identified that teachers in primary schools are untrained which is a barrier in the implementation of modern approaches. According to teacher 9, *"The main reason is that teachers are untrained and do not teach based on A.V aids. Teachers should be given proper training where they can understand the methodologies."* Teacher 11 stated that *"Primary teachers do not use modern methods because some teachers are very old which are near to retirement; it means that they are untrained"*. Lack of proper training is the major reason due to which primary teachers cannot apply the constructivist approach in the teaching of English grammar.

Teachers are not Independent

The independence of teachers in schools plays an important role in the teaching-learning process. Teachers are not independent due to which they teach through traditional methods of teaching. Teachers have to follow the course contents. This creates the problem that the teacher follows traditional methodologies for teaching English grammar. During the interview, some of the teachers stated that we cannot use language activities in the subject of English because we are bound and cannot apply innovative strategies. Teacher 4 said that *"As I told you that students have problems, teachers also have problems. Similarly, primary teachers in Pakistan are not independent. We have ordered from the high authority that you must have to finish the courses"*. The researchers identified in his study that primary teachers in Pakistan are not independent; they depend on specific course content as well as depend on traditional methods like lecture method, demonstration method, audio-lingual method, and grammar-translation methods.

Workload

Teachers spend much time on planning lessons, inputting data, organizing and running co-curricular activities, marking work, focusing on roles, and regulations assessing pupils. It is identified during the study that due to workload and additional responsibilities they cannot implement constructivist practices in the teaching of grammar. Teacher 1 said that *"Teachers cannot use modern methods because of the workload, like for example if I take grammar class with 5th grade, the class is about 40 minutes then the rest classes will make noise because there is no other teacher available to take the class. These are the reasons that students create an interruption in the class. Due to the workload and deficiency of teachers, we cannot teach grammar well"*. The workload is a major problem and can badly affect the teaching-learning process in schools. Teachers have additional responsibilities due to which they do extra work in offices. According to teacher 14, *"Teachers have additional responsibilities. We do not have a clerk in the school and these methods take too much time"*. Primary schools have a deficiency of clerks and teachers are busy in office work and do not give attention to students.

Deficiency of Teachers

The deficiency of teachers is also a major problem. Teachers are not available in primary schools due to which student's academic achievements and performance can affect badly. According to the right to education act (2009), there should be one teacher for every 30 students. Unfortunately, at primary levels in Pakistan, teachers are not enough to access every class. The strength of teachers is limited due to which they cannot implement constructivist practices in the teaching of English grammar. Teacher 1 said, *"In many primary schools, the number of teachers is not enough, in some primary schools there are 1 teacher, 2 teachers or 3 teachers and the classes are 5 or 6. Therefore, teachers cannot access every class to teach every subject. Due to the above reason teachers cannot use such methods as interactive, method, questioning or discovery method, or*

even those methods which can be used in teaching grammar". Teacher 5 said that *"Teachers are less and time is limited. There are 6 classes and only 2 or 3 teachers available. So, how these teachers can access all classes."* At the primary level in Pakistan, the deficiency of teachers creates problems to implement modern approaches for teaching English grammar, especially constructivist approach.

Lack of Facilities

School facilities have a crucial position in the teaching-learning process. Facilities have an impact on both teachers and students. School facilities affect teacher recruitment, retention, commitment, and efforts. These facilities also affect the student's behavior, engagement, learning, and growth in achievements. The researchers identified during the study that teachers do not have proper facilities due to which they cannot implement constructivist approach in the teaching of English grammar. Teacher 3 said that *"Due to lack of facilities language activities do not occur."* Similarly, teachers cannot teach without proper facilities in the subject of English. Teacher 7 said that *"The problem is that we do not have enough A.V aids, stuff, and facilities. Through an interactive approach, students can learn well because in this approach students can interact with the materials and A.V aids. At the primary level, teaching is mostly theoretical but we try to develop A.V aids and make teaching interactive"*. Some teachers try to teach through A.V aids but they do not have facilities and resources. Teacher 14 said that *"Specifically in government schools teachers do not use modern methods. The main reason is that primary teachers do not have enough facilities. If I want to teach through multimedia I cannot teach because who provides me multimedia"*. The researchers concluded from the above discussion that primary teachers in Pakistan do not have adequate and proper facilities due to which the academic achievement and performance of students can be affected badly

Lack of Preparation of Teachers

Teacher preparation is the most important aspect of the teaching-learning process. Unfortunately, primary school teachers do not prepare themselves for a lesson due to limited time and additional responsibilities. Lack of preparation is the major problem in primary schools in Pakistan because when teachers are not prepared for lessons they may not effectively deliver the lesson. Teacher 13 said that *"teachers do not prepare themselves for classes"*. Teachers in primary schools are failing to apply constructivist practices because teachers do not prepare themselves for the lesson. This is necessary to make a lesson plan for every lesson and implement it effectively.

Lack of Attention

In the teaching-learning process, attention has a key role to play. Whenever we give attention to something we learn it well. Unfortunately, primary teachers do not give attention to their students; students do not give attention to their work. Similarly, parents do not give attention to their children. According to teacher 1, *"At the primary level in Pakistan teachers face various problems, especially in Khyber Pakhtunkhwa. In many primary schools, the number of teachers is not enough, in some primary schools there is either 1 teacher or 2 teachers and the classes are 5 or 6. Therefore teachers cannot access every class to teach every subject. Due to the deficiency of teachers, attention is not given to every individual in the classroom."*

Parent attention plays an important role in academic achievement, performance, and personality development of children. Unfortunately, parents do not give proper attention to their children due to which children do not take interest in the process of learning. Teacher No 9 said that *"Parents do not give attention to their children; parents should arrange tuition for their children"*.

At primary level, students do not give attention to the lesson and cannot learn in a better way. Teacher 9 said that *"Every class has some students which they do not give attention to the topic."* Teacher 10 said *"The problem is that students do not give attention to the topic. Students do not give attention and make noise during teaching-learning process. That is why teachers cannot use modern methods"*.

Non-Conducive Environment

Conducive environment is important for the success of learning. The classroom environment should be clean and neat. There should be proper ventilation. The chairs should be arranged in such a manner where the teacher can see everything. There should be no noise. At primary level in Pakistan, there is lack conducive environment due to large classes, deficiency of teachers, large strength of students, limited time, and lack of facilities. Teacher No 2 said that *"Well, we do not have Conducive environment in the school even at home and in the village."* According to teacher 11, *"There are multiple reasons. For example, the environment is not conducive"*.

Lack of Assessment

Assessment is the main pillar of teaching learning process. Without proper assessment, individuals cannot learn something and cannot improve their academic achievements, performance, and personality.

Assessment is an integral part of education. It determines whether the goals or objectives of a program or education are achieved or not. At primary levels, teachers do not use proper assessment strategies to develop practical skills of students. Teacher 3 said that *“At primary level teachers cannot use formative and summative assessment. Training of CPD gives us suggestions that teachers must do diagnostic assessments through which teachers can identify their weaknesses and overcome their weaknesses”*. Thus, it is identified during the study that teachers do not use proper assessment strategies to promote the skills of the students.

IV. DISCUSSION

This portion provides a comprehensive discussion of the reasons identified by the researchers. It is identified during the study that primary teachers try to implement constructivist approach in teaching English grammar but they are unable to implement it due to multifarious reasons.

Overcrowded classroom is the problem that teachers are facing at primary level in Pakistan. The researchers identified that mostly teachers viewed that due to overcrowded classrooms we could not implement constructivist approach in teaching English grammar. Muthusamy (2015) supports this view and says that due to overcrowded classrooms teachers feel stressed. He identifies that due to overcrowded classrooms students cannot move freely in the classroom; teachers also feel uncomfortable when moving in the classroom. Akech (2016) also supports the theme and says that there are difficulties of resource competition and assessment, weak class control, less interaction, and lack of interaction in the overcrowded classrooms.

The researchers identified that limited time is a major problem and reason due to which primary teachers in Pakistan did not follow constructivist approach to teach English grammar. Muthusamy (2015) argues that teacher's responses indicate that there is not sufficient time for attending individual students in an overpopulated classroom because number of students is high. There is not enough time to monitor activities and complete tasks. He also states that teachers focus remains on discipline which wastes time that effect teaching. Teachers do not remain with enough time to give individual attention to students.

During the study, the researchers identified that untrained teachers were a problem due to which they could not implement constructivist approach in the teaching of English grammar. According to Mupa and Chinooneka (2015), teachers do not have valuable methodologies to influence effectiveness of teaching. Instructional practices of teachers are poor. The untrained teachers negatively affect the teaching and learning process. The study supports the researchers' theme that untrained teachers or those teachers who do not have enough pedagogical knowledge can badly affect the teaching learning process.

The researchers came across the theme that primary teachers were not independent or autonomous to implement innovative strategies or to implement constructivist approach in the teaching of English grammar. According to Sehrawat (2014), teacher autonomy is known as academic freedom. It is the ability to self-assess, the capacity to develop the tendency to criticize, necessary skills, self-observation, self-awareness of his/her teaching, the self-development, and incessant reflection. Unfortunately, in rural areas of Pakistan, primary teachers try to adopt these skills but they are unable to adopt because of the limited time and overcrowded classrooms.

The researchers identified that teachers had workload burden in primary schools due to which they could not implement constructivism in grammar teaching. Workload affects student's achievements. Gwambombo (2013) identifies that school teachers work beyond their normal workload. Those teachers who face burdened workload are not efficient in teaching. This leads to several negative things including students' poor academic results. Excessive workload may result in negative consequences such as mistakes in work, stress, physical effects, mental effects, and poor work-life balance. A study, conducted by Dalail, Fook and Sidhuit (2017), supports the researchers' findings that teachers face distinct workload capacity in their work including belief factor, teaching-learning factor, and motivating students' factor.

The deficiency of teachers in primary schools is a problem in Pakistan due to which teachers cannot access every class, maintain discipline, and implement constructivist approach to teach English grammar. This finding is supported by Ngithi (2013) who says that scarcity of teaching staff is one of the many challenges in schools. The response of the students remains negative when they wait for a teacher to attend a certain subject and he/she does not come.. Projest (2013) conducts a study and identifies that the existing teachers combine two to three classes together in one classroom to teach a subject because of the lack of sufficient teaching staff. The researchers found the theme that due to lack of facilities, teachers could not follow constructivist approach in teaching English grammar. Resources and funds are not enough to teach effectively. Teachers at primary schools do not have A.V aids due to which they cannot use modern

approaches. Hashami (2016) argues that no one has availed the education facilities (Library, Scientific & Computer Laboratories) in the schools from the government. According to his study, the respondents have no single opportunity of education facilities from the government. A study, conducted by Ngithi (2013), identifies that majority of the respondents illustrated that government allocates inadequate funds to schools. Consequently, teachers have inadequate financial means to run the schools.

Teachers' poor preparation for classes is a problem and reason due to which teachers do not implement constructivist approach to teach English grammar. If a teacher is not well prepared for a lesson how can he/she teach effectively, while constructivist approach needs time, planning, and preparation. Rosenshine et al, (1995) opine that the first thing to consider in teaching is planning. Kimosop (2015) states that most of the teachers are knowledgeable but they do not set any goals before starting teaching a subject. Majority of the teachers do not assess the accomplishment of the learned knowledge. This affects feedback and evaluation. He also illustrates that most teachers do not use lesson plans.

Lack of attention is a problem that the researchers identified during the study. Due to lack of attention, constructivist approach is not implemented to teach English grammar. Lack of attention involves lack of teacher attention, lack of parental attention, and lack of student attention. The most important aspect is the parental attention. If parents give attention and support to their children, learning on the part of the learners will be more effective and enjoyable. Teacher attention and student attention is concerned with parental attention. Mupa and Chinooneka (2015) argue that most parents do not provide revision books and textbooks to students. It is the responsibility of parents to support their children with extra lessons. They should provide additional learning books and encourage their children to timely cover their homework. The absence of parental support has negative consequences on children's learning. When parents do not supervise their children's homework they counter many challenges in their classes.

Non-conducive environment badly affects the academic achievements and performance of students. Conducive environment has positive role in the teaching-learning process. Students can learn effectively when the environment is conducive. Waseer (2008) finds that, from primary to higher secondary level, 41% of classes have no classrooms. He states that most of the students (49%) are lack chairs and tables, and a sizeable number of teachers (36%) lack chairs in schools. Students sit on mats or bare ground under the trees or open sky. Consequently, teachers cannot sustain a conducive learning environment. This results in low performance of the students while increases their negative behavior. According to Kausar, Kiyani and Suleman (2017), academic achievement of the students are directly proportional to the classroom environment. If we provide all physical facilities like furniture, model, drinking water, electric supply, overhead projector, well painted walls, charts, etc, then students will show enthusiasm in their studies.

Lack of proper assessment in Pakistan is a problem due to which teachers cannot implement constructivist approach to teach English grammar. Our education system focuses on memorization where students learn specific materials and write those materials in papers to pass the examination. While constructivism emphasizes activity based teaching and conceptual understanding. The researchers identified that primary teachers do not use proper assessment strategies to teach English effectively. According to Shazadiy and Rafa (2018), in Pakistan, the current assessment system, from primary level to higher level, encourages memorization and mechanical replication of texts. According to Ahmad et al, (2014) the examination system in Pakistan is old-fashioned and also lack the quality to evaluate the real skills of students comprehensively. In Pakistan, the examination system lack the depth to assess students' overall performance but only their memory is tested. The examinations are also regulated by internal and external forces which promote unfair means and illegal practices among students.

V. CONCLUSION

The effectiveness of constructivist approach in teaching/learning environment is valued worldwide. However, in Pakistan, this approach has not been appreciated by the government and teachers too. There are several factors because of which constructivist approach of teaching has not been implemented at the primary school level. These factors include: Overcrowded classrooms, limited time, untrained teachers, lack of independence of teachers, workload burden, deficiency of teachers, lack of facilities, poor preparation, lack of attention, non-conducive environment, and lack of proper assessment. These factors illustrate that not only teachers but also government and parents are equally responsible for the rotten and age old education system in Pakistan. The actual needs of the students should be identified to provide them education in line with the principles of constructivism. Proper trained teachers, with all the required teaching facilities, may

overcome some of the hurdles, like discipline and poor preparation. Parents should also show interest in the education of their children to oversee their growth and pressurize government to adopt such policies which are based on the ground realities of our country.

VI. RECOMMENDATIONS

- The government may provide proper training to teachers about modern methodologies so they may teach effective grammar through constructivist approach.
- The ministry of education should provide enough school area where students can set to eliminate overcrowding in classrooms and help in maintaining conducive environment.
- The high authorities should provide enough time for classes or reduce the number of books at primary level.
- The government should provide enough teachers for each school so that workload or additional responsibilities may not affect their work.
- The government may provide adequate facilities to primary schools to encourage teachers to follow students centered approaches, especially constructivist approach.
- The teachers should communicate with parents whenever needed and call them to schools on important occasions. This will grab the attention of both parents and children.
- The examination system should be based on conceptual understanding rather than rote memorization. There should be process assessment rather than product assessment.

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