



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

Introduction

Constructivism is one of the most prominent approaches in teaching-learning. It is a strategy in which students construct their knowledge themselves through interaction with each other on the basis of previous experiences. It is student-centered rather than teacher-centered in which the teacher acts as a facilitator. The role of learners is, builders and creators, in the process of learning (Sharma, 2014).

The constructivist approach is based on interests, general and specific abilities, attitudes, achievements, aspirations, and motivations of students. This strategy offers flexibility, motivation, adaptation, creativity and versatility for the teacher and the students. It encourages students to learn through personal experiences along with others' help and suitable learning material (Grabe & Grabe, 1998). Because of these salient features of constructivism, if this strategy is used in teaching English grammar, learning on the part of the students will be more enjoyable. It is necessary to explore a new teaching methodology which can not only arouse students' interest in learning grammar but also improve students' grammar ability and language comprehensive competence 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 dictates that the concepts follow the action rather than precede it. The activity leads to the concepts; the concepts do not lead to the activity. Essentially, in constructive learning, the standard classroom procedure is turned upside down. There are no lectures, no demonstrations and no presentations. From the beginning, students engage in activities through which they develop skills and acquire concepts (Bhattacharjee, 2015).

There are also some issues that are necessary to mention: the teacher's attitude towards self-conscious behavior, the nervous situation in a learning context, and uncomfortable behavior due to large classes. The most important issue is of teachers, who are not feeling confident to provide attention to every individual in large classes. It is difficult to cover the given course contents to assist learners in their intellectual development and comprehension. It is commonly observed in Pakistan that instructors do possess an authoritative attitude and are unaware of the basic needs and goals of the learners. Even the teachers ignored the current abilities and competencies of the learners. Due to the above issues, learners are unfamiliar with their aims to learn a second or a foreign language in terms of English grammar. Teachers are usually a concern with the traditional "Lecture based Method" that is not beneficial for learners. During exam, time

learners are observed to be dependent on rote learning in order to clear their paper of English language as the compulsory subject for examination (Ali, 2017).

Pakistani teachers adopt such methods that do not meet the requirements of generating creative power among the students. The grammar-translation method is still used, especially in rural areas. The translation method hinders the acquisition of copied structures and depends profoundly on inaccessible parts. The translation is just an imitation and imitation cannot generate innovative and creative thinking (Awan & Shafi, 2016).

A study was conducted by Mahmood and Jabeen (2011) which aims to investigate the nature of Pakistani teachers and learners' responses towards grammar teaching. After the data analysis, they identified that the respondents had no idea about various aspects of grammar instruction. Even teachers had no idea of explicit and implicit grammar, functional and structure grammar, and competence and performance grammar. In Pakistan, language teaching has traditionally been identified with teaching the grammar of that language.

A study was conducted by Nawab (2012) in the District Chitral, Khyber Pakhtunkhwa province Pakistan. The study reveals that in the context of Chitral, the teaching of English is not different from the teaching of other subjects such as social studies, history, etc. The translation method is the dominant way to teach English and learners hardly get any opportunity to practice language skills in the classrooms.

As the researchers have identified the effectiveness of the constructivist approach and also identified the best practices of constructivism at the international level. But in Pakistan, the concept of best practices is uncommon among teachers of English. Moreover, teachers have shown willingness to adopt and employ innovative techniques in their classrooms and teachers faced problems while teaching in a large multilevel class when applying new techniques. Most of the teaching strategies do not create a better learning environment, and learners do not interestingly participate due to outdated activities (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 is basically developed by Jean Piaget, who described mechanisms by which knowledge is internalized by learners. He suggested that individuals construct new knowledge from their experiences through processes of accommodation and assimilation. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. Accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Constructivist teaching is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs when learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching develops critical thinking and creates motivated and independent learners (Bhattacharjee, 2015).

The epistemology theory of Jean Piaget is one of the most influential constructivist theories. According to Piaget, the knowledge people interact with, is added to schemas of prior knowledge wherein learners construct knowledge. This knowledge is formed by learners' own experiences, hence this construction is different among learners (Hmelo-Silver et al, 2007; Jonassen, 1991; Mayer, 2004).

Constructivist teaching and learning theory focuses on a participatory approach in which students actively participate in the learning process. The constructivist approach emphasizes that the active construction of knowledge by the learner is socially and culturally rooted (Fernando & Marikar, 2017). According to von Glaserfeld (1989), Constructivism is a theory of knowledge that has the following two principles: knowledge is not passively received but actively built up and the function of cognition is adaptive and serves the organization of the experiential world. He also says that the student or the learner is an active participant in the process of learning and the teacher has to take account of that in the teacher's effort to facilitate learning. He also makes an effort to link the theory of constructivism to the practice of teaching.

Contributors to Constructivism

Cognitive development theory was developed by Jean Piaget, which explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait and regarded cognitive development as a process that occurs due to biological maturation and interaction with the environment. There are three basic components to 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 states that individuals learn through social interaction, activities and cultural tools. It claims that knowledge exists in a social environment and individual internalizes it through working together and through interactions, while the role of the teacher is a collaborator and facilitator.

Jerome Bruner established discovery learning. Discovery learning is a method of inquiry-based instruction; discovery learning believes that it is best for learners to discover facts and relationships for themselves. He also says that language development, exploring such themes as the acquisition of communicative intents and the development of their linguistic expression, the interactive context of language use in early childhood, and the role of parental input and scaffolding behavior in the acquisition of linguistic forms. This work rests on the assumptions of a social constructivist theory of meaning according to which meaningful participation in the social life of a group, as well as meaningful use of language, involves an interpersonal, inter subjective, and collaborative process of creating shared meaning (Aljohani, 2017).

The theory of meaningful learning was developed by David Ausubel who served in the fields of developmental psychology, educational psychology, psychopathology, and ego development. Ausubel assumes that new knowledge must be acquired from a material that is interesting and meaningful to the learner and supported on their prior knowledge. According to this theory, teaching means creating situations that foster meaningful learning. Meaningful learning implies assigning meanings to new knowledge with personal components present in the cognitive system of each subject (Formiga & Oliveira, 2015).

Double-loop learning theory was developed by Chris Argyris. It is an educational concept and process that involves teaching individuals to think more deeply about their own assumptions and beliefs. Double-loop learning is different than single-loop learning because it involves changing methods and improving efficiency to obtain established objectives i.e., doing things right. Double-loop learning concerns changing the objectives themselves i.e. doing the right things (Cartwright, 2002).

Principles of Constructivism

Shandi and Purwarno (2018) have identified some principles of constructivism in foreign language teaching; constructivism in language teaching is based on action-oriented and cooperative learning, creative classroom work, and project completion. Students' autonomy is more concerned with constructivism. Awareness of learning, language awareness, and inter-cultural awareness is very important in the class of constructivism. In language classes, holistic language experiences that depend on a content-oriented, authentic, and complex learning environment is the soul of the constructivist approach. One of the most important principles of the constructivist approach in language teaching is action-oriented. Creative and active participation in classroom activities, learning by

preparing various projects as well as learning by teaching is highly treated in this approach. According to this approach, acquiring a foreign language will be effective in an authentic and complex learning environment.

According to James et al, (2000), learners must build their own understanding. How information is presented and how learners are supported in the process of constructing knowledge is of major significance. The preexisting knowledge that learners bring to each learning task is emphasized too. Students' current understandings provide the immediate context for interpreting any new learning. Regardless of the nature or sophistication of a learner's existing schema, each person's existing knowledge structure will have a powerful influence on what is learned and whether and how conceptual change occurs. Cognition is referred to as a collaborative process and modern constructivist provides the theoretical basis for cooperative learning, project or problem-based learning, and other discovery-oriented instructional approaches, all of which focus on the powerful social nature of learning. In the constructivist approach, students are exposed to their peers' thinking processes, appropriation of others' ideas, and ways of thinking is possible. Therefore, constructivists make extensive use of cooperative learning tasks, as well as peer tutoring; also believe that students will learn more readily from having a dialogue with each other about significant problems.

Students are given time to engage in reflection through journal writing, drawing, modeling, and discussion. Learning occurs through reflective abstraction. The learning environment should provide enough opportunities for dialogue and the classroom should be seen as a community of discourse engaged in activity, reflection, and conversation. In a community of learners, the students must communicate their ideas to others, defend and justify them. Students should work with big ideas, central organizing principles that have the power to generalize across experiences and disciplines (Fosnot, 1996).

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. This was adopted because the qualitative study is more comprehensive. The interview was conducted because the data that are collected through the interview cover all aspects of the respondent's perceptions. According to Strauss and Corbin (1990), qualitative research design focuses on persons' lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations. The qualitative research approach produces a thick (detailed) description of participants'

feelings, opinions, and experiences and interprets the meanings of their actions (Denzin, 1989). The qualitative study design is employed to achieve deeper insights into issues related to designing, administering, and interpreting language assessment (Chalhoub-Deville & Deville, 2008).

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.

Data Analysis

After collection of data, the researchers analyzed data through a systematic approach which was developed by Strauss and Corbin (1990) which includes open codes, axial, selective coding, category, and theme. Open coding is the interpretive process by which data are broken down analytically. Its purpose is to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data. In axial coding, categories are related to their subcategories, and the relationships tested against data. Also, further development of categories takes place and one continues to look for indications of them. It also includes Selective coding is the process by which all categories are unified around a "core" category, and categories that need further explication are filled-in with descriptive detail. This type of coding is likely to occur in the later phases of a study. 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 important role 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 methods 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, marking work, assessing pupils, inputting data, organizing and running co-curricular activities, and focusing on roles and regulations. 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 play an important role 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

Attention plays an important role in the teaching-learning process. 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.

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) conducts a study where he identifies that teacher's responses indicates that there is not enough time in an overcrowded classroom because number of students is high. There is not enough time to monitor activities and complete tasks. He also states that teachers spend time on discipline which takes too much time that effect teaching and learning. They also do not have time to give learners individual attention.

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 lack effective pedagogy to influence effectiveness of teaching. Teachers' instructional practices are poor. Some teachers have low level of training to influence the effectiveness of teaching and learning. 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 Sehwat (2014), teacher autonomy is known as academic freedom. It is the ability to self-assess, the capacity to develop certain skills, the tendency to criticize, self-development, self-observation, self-awareness of his teaching, and continuous 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. Teachers who are faced with excessive workload are not effective and efficient in teaching process this brings various negative effects including poor students' academic performance. Heavy teacher's workload can bring negative effects such as stress, mistakes in work, poor work-life balance, physical effects, and mental effects. 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 one of the challenges in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for certain subjects for a long time. Projest (2013) conducts a study and identifies that due to the shortage of teachers, the available teachers teach by combining two or more streams of the same class in a single room.

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 70% of the respondents indicate that funds allocations to the school from the government are inadequate. It means that the teachers do not have adequate financial resources to run the institutions.

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 planning should be the first thing when a teacher teaches. Kimosop (2015) states that most of the teachers are knowledgeable but they do not set any objective while teaching. Majority of the teachers do not evaluate the accomplishment of the knowledge learned. This affects assessment and feedback. 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 pupils lack parental support in terms of extra materials such as textbooks and revision books. Parents must provide extra lessons for their children. They should try to purchase extra learning material and help their children to do homework. Lack of parental support has negative effects on learning. Children, whose homework is not supervised, always face challenges in the class.

Non-conducive environment badly affects the academic achievements and performance of students. Conducive environment plays an important role in teaching and learning. Students can learn effectively when the environment is conducive. Waseer (2008) finds that 41% of classes, from primary to higher secondary schools level, are run without classrooms, while 28% have complete boundary walls at the same level. He also states that 49% of students are without furniture and 36% of teachers have no furniture in schools. Students sit on the ground under the sky or the trees and teachers are unable to maintain the learning environment. So, the achievement of the students remains low and disruptive behavior maximize. According to Kausar, Kiyani and Suleman (2017), classroom environment has a positive effect on students' academic achievement. If we will provide all physical facilities like furniture, well painted walls, electric supply, drinking water, model, charts, overhead projector, etc, then students will take much interest in 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 of Pakistan is not only outdated but it also does not have the quality to assess the performance of learners comprehensively. The examination system in Pakistan does not assess students in all aspects of learning but it tests only the memory of students. The examinations are also influenced by external and internal forces which have encouraged the trend of illegal practices such as unfair means.

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.

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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