

CONSTRUCTIVIST PEDAGOGY IN ANGLO-AMERICAN LITERATURE INSTRUCTION: BASIS FOR AUDIO-VISUAL TEACHING GUIDE

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Abstract

This study investigates how constructivist pedagogy applies in the pedagogy of Anglo-American literature within a context of secondary education, as part of the development of an audio-visual instructional guide. Guided by the constructivist theories of cognitive, social, and radical, the research scrutinizes the extent to which learner-centered strategies are integrated into literature instruction, alongside the influence of selected teacher-related variables and the challenges encountered in practice. Employing a descriptive-quantitative research design, data were collected from Grade 9 English teachers using a validated Likert-scale survey instrument. Statistical treatments included descriptive measures and inferential analysis through one-way analysis of variance. Findings indicate that constructivist strategies are implemented to a considerable extent, reflecting a shift toward active, student-centered learning environments aligned with contemporary educational frameworks. However, the analysis revealed no statistically significant variation in implementation when grouped according to teacher profile variables. Notwithstanding this positive trend, respondents identified persistent constraints, including limited instructional resources, insufficient professional training, and time-related demands, which affect the consistency and depth of constructivist practice. In response, the study proposes an audio-visual teaching guide designed to support pedagogical innovation and enhance instructional delivery in literature classrooms. The findings underscore the need for sustained institutional support and targeted capacity-building initiatives to strengthen the global applicability of constructivist approaches in literature education.

Keywords –*Constructivist pedagogy, Literature instruction, Learner-centered teaching, Instructional innovation, Teacher development*

Introduction

Constructivism is a teaching philosophy that emphasizes the student's active role in constructing their own understanding of the world around them. This approach views learning as a process of discovery, exploration, and interpretation, rather than just the passive absorption of information. This perspective can be particularly beneficial when applied to the teaching of Anglo-American literature, which encompasses a wide range of literary forms and styles produced in English-speaking countries like the United States and the United Kingdom, from the works of Chaucer and Shakespeare to contemporary writers like J.K. Rowling and Stephen King.

This study aimed to determine the utilization of the constructivist approach in teaching Anglo- American literature. Specifically, this will answer the following questions:

1. What is the demographic profile of the respondents in terms of: sex, age, educational attainment; number of years in teaching English and; number of seminars attended that are relevant to Constructivism?
2. What is the teacher's assessment of the level of utilization of the constructivist approach in teaching Anglo-American Literature?
3. Is there a significant difference in the utilization of the constructivist approach in teaching Anglo-American Literature when grouped according to the respondents' profile variables?
4. What challenges do teachers encounter in utilizing Constructivism in teaching Anglo-American Literature?
5. What sample audio-visual demonstration guide may be developed to promote the use of the constructivist classroom?

The present study focused on the constructivist classroom in teaching Anglo-American Literature implemented by Grade-9 teachers in English in Rosario West District.

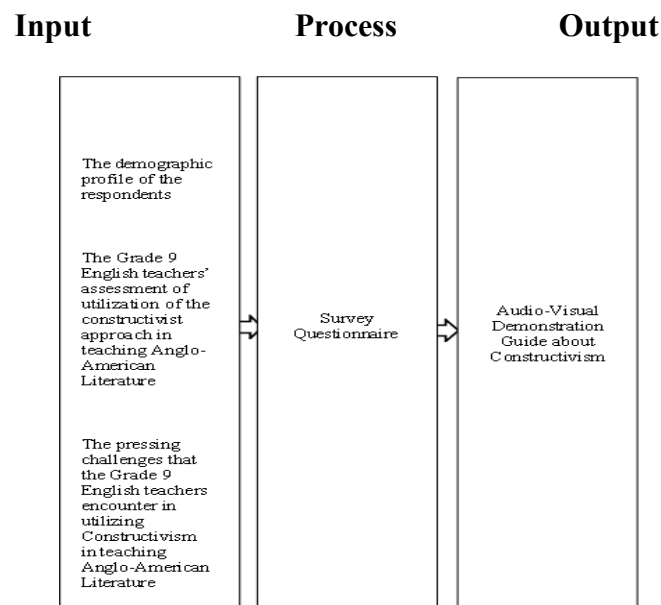


Figure 2

Conceptual Paradigm on Constructivist Classroom in Teaching Anglo-American Literature of Grade-9 Teachers in English: Input for Audio-Visual demonstration Guide

In the first stage, which is the "input," is where information about the teacher's demographic profile is provided, including their sex, age, educational attainment, years of experience teaching English, and the number of seminars or workshops attended that were relevant to the constructivist approach. The respondents of the research study were Grade- 9 teachers in English, who will evaluate the quantitative data and supply it.

Moreover, the researchers measured the assessment of Grade- 9 teachers in English in utilizing the constructivist approach to teaching Anglo-American literature, as well as the barriers or difficulties that teachers face in implementing this approach. As a result, whether or

not there was an evident difference between the teacher's demographic profile and constructivist pedagogical awareness and challenges, the data provided by the Grade- 9 teachers in English were helpful.

The second stage, which is the “Process”, was where the researchers used a data-gathering instrument of survey questionnaires, in order to obtain the objectives under the input phase. Furthermore, there are three sections to each questionnaire. The first section, it consists of the profile of the respondents. Next, it consists of different pedagogical approaches, related to constructivism, in teaching Anglo-American literature instruction strategies. And lastly, it consists of the common challenges that the teachers encountered.

The final outputs were an audiovisual demonstration guide and a lesson exemplar based on various short stories under the Anglo-American tradition that make use of constructivism. A demonstration guide is a digital medium that explains how constructivism can be implemented in the classroom

Methodology

1. Research Design

This study utilized a descriptive-quantitative method in gathering data needed since it attempts to determine the way of a “Constructivist classroom in teaching Anglo-American Literature”. Additionally, data gathering is done by means of a survey questionnaire. According to Kothari (2021), descriptive research may be defined as a purposive process of gathering. Analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships and then making adequate and accurate interpretations of such data with or without the aid of statistical methods.

2. Respondents of the Study

The respondents of the study were 11 Grade- 9 teachers in English from Rosario Batangas West District. The respondents helped the researchers seek answers to the problem of the study. The total population is considered. Therefore, there was no sampling technique to be preferred.

3. Data Gathering Instrument

The researchers used a survey questionnaire in collecting the data needed for the study. It was distributed to the cooperating teachers of Grade- 9 teachers in English from Rosario West District. According to Gloria Kopp, (2018), a survey questionnaire is the process of gathering information for statistical analysis with a series of questions to benefit a group of individuals.

- 1 Construction of the Questionnaire
- 2 Validation of the Questionnaire
- 3 Administration of the Questionnaire
- 4 Scoring of the Responses

When the accomplished questionnaires were retrieved, the researchers made a matrix in which the teachers' answers will be tallied one by one. The use of the scale below determined the analysis and interpretation of the result.

Option	Scale	Verbal Interpretation
4	3.50-4.00	Frequently Utilized/ Frequently Encountered
3	2.50-3.49	Moderately Utilized/ Moderately Encountered
2	1.50-2.49	Seldomly Utilized/Slightly Encountered
1	1.00-1.49	Never Utilized/ Never Encountered

4. Data Gathering Procedure

The researchers prepared questionnaires, which were become the first draft of the survey questionnaire. The revisions were applied to the questionnaire, and afterwards, it has been proposed for approval. A letter of approval was constructed by the researchers, which was addressed to the Schools Division Superintendent (SDS), Public School District Supervisor (PSDS), and every Head Teacher where the respondents are located, and noted by the research adviser. The dissemination of the questionnaires during the data gathering was all conducted right after the approval of the adviser. Afterward, the respondents that are chosen filled in the necessary information that is needed as indicated in the letter and gave their approval of the noted citations, and the survey questionnaires were distributed. The survey questionnaires were retrieved either within the day or a day after it has been distributed.

The gathered data were tallied, tabulated, analyzed, and interpreted to provide an answer for the accomplishment of the research objectives.

The first draft of the study was arranged by sequencing the data gathered and the citations as sequentially as possible. It was subjected to further revisions by the research adviser and necessary revisions applied by the researchers to provide more reliable research.

5 Statistical Treatment of Data

The various data gathered were analyzed to answer the proposed research questions. The statistical tools that were used in this study were weighted mean, frequency and percentage, T-Test, and Analysis of Variance (ANOVA).

3.5.1 Frequency and Percentage

3.5.2. Weighted Mean

3.5.3 T-Test

In this study, this was used to analyze under the sub- variable of SOP 1, which was sex

3.5.4 One-Way ANOVA (Analysis of Variance)

Finding and Discussion

The purpose of this study is to determine the influence of social media on students' grammatical competence in first and second year BSED English students of Batangas State

University Rosario. The study determined the profile of the respondents in terms of age, sex, year level, and frequency of social media usage. Furthermore, the influences of social media on students' grammatical competence in terms of recognizing and producing well-formed phrases and sentences and its comparison based on the profile of the respondents were also determined. The results of the study encourage the researchers to propose a webinar activity to enhance the grammatical competence in using social media. After the data were tabulated, statistically treated, analyzed, and interpreted, the study revealed the following findings with regards to the profile of the respondents.

1. Profile of the Respondents

The profile of the respondents in terms of sex, age, educational attainment, number of years in teaching English and number of seminars attended that are relevant to Constructivism.

Table 1. Frequency Distribution of the Demographic Profile of the Respondents in terms of Sex

Sex	Frequency	Percentage
Male Female	2 9	18.2% 81.8%
Total	11	100%

The table 1 presented data that indicates a demographic profile in terms of sex that out of the 11 participants, 9 were female, accounting for a frequency of 81.8 percent, while the remaining 2 were male, representing 18.2 percent.

These findings suggested that the total population of female Grade- 9 teachers in English in Rosario West District is higher than that of male teachers. The result inferred that this may be attributed to the fact that more females have pursued teaching as a profession and obtained the necessary licensure to teach in public schools.

Table 2. Frequency Distribution of the Demographic Profile of the Respondents in terms of Age

Age	Frequency	Percentage
42-48	7	63.6
36-41	2	18.2
28-34	2	18.2
Total	11	100

Table 2 findings indicated that out of 11 participants, the majority of the respondents fall within the age range of 42 to 48 years old, accounting for the highest frequency of 63.6 percent. This result suggested that a significant proportion of ninth- grade English teachers possess considerable experience in teaching the subject. It also implied that these teachers are likely to have a strong foundation in traditional pedagogical approaches.

The age groups of 35 to 41 and 28 to 34 years old both had the same frequency of 18.2 percent, indicating that these age groups are the next most common among ninth-grade English teachers.

Table 3. Frequency Distribution of the Demographic Profile of the Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree With units of Masters	1	9.1
Master's Degree	3	27.3
Doctorate	6	54.5
	1	9.1
Composite Mean	11	100

Table 3 showed that the majority of the respondents (54.5%) had completed their master's degree, indicating that most Grade 9 English teachers in Rosario West District pursue advanced studies to enhance their knowledge and teaching effectiveness. Meanwhile, 27.3% had earned master's units, reflecting their continued professional growth, while only 9.1% held a bachelor's degree, suggesting that most respondents value higher educational attainment.

Table 4. Frequency Distribution of the Demographic Profile of the Respondents in terms of Number of

Years	Frequency	Percentage
0-7	4	36.4
8-15	5	45.5
16-22	2	18.2
Total	11	100

Years in Teaching English

Table 4 displayed above revealed some interesting findings about the teaching experience of Grade- 9 teachers in English in Rosario West District. The data showed that out of 11 respondents, those with teaching experience between 8-15 years had the highest frequency of 5, which was equivalent to 45.5 percent.

Table 5. Frequency Distribution of the Demographic Profile of the Respondents in terms of Number of Seminars Attended that are Relevant to Constructivism

Number of Seminars	Frequency	Percentage
0-3	7	63.6
4-6	3	27.3
7-9	0	0
10 and above	1	9.1
Total	11	100

Table 4 showed that among 11 respondents, those who answered 0 – 3 times of seminar they attended relevant to constructivism got the highest frequency of 7 or 63.6 percent. This indicated that a majority of the respondents had limited exposure to Constructivism-based seminars, which could potentially impact their understanding and application of this educational theory. One of the possible reasons why teachers had limited trainings on constructivism is that because this had not been a major concern of the Department. Many of the trainings now are concerned on other topics other than learning delivery and strategies

in teaching.

Thus, the results suggested that more efforts may be needed to provide training and exposure to Constructivism-based teaching to enhance its implementation and application in the classroom. The limited exposure to Constructivism-based seminars among the respondents highlights the need for more professional development opportunities in this area to improve teaching quality and student learning outcomes.

2. Utilization of Constructivist Approach in Teaching of Anglo-American Literature

In assessing the utilization of constructivism in Anglo-American Literature, the assessment aligned to the fundamentals or area of performance in particular literature, specifically the short story. The study identified the frequency of the teacher's utilizing constructivism since the approach was stipulated under the curriculum of Enhance Basic Education Act as per mandated by the Department of Education.

Table 6. Teacher's Assessment of the Level of Utilization of the Constructivist Approach in Teaching Anglo-American Literature

Statement	Weighted Mean	Verbal Interpretation
Determining the characters		
The teacher... 1. utilizes inquiry-based learning in analyzing a character's development throughout the story which helps the students to understand how a character changes and grows over time.	3.36	Moderately Utilized
2. acquaints the students in real-life simulations in order to observe the characters' attitudes, feelings, and motives.	3.55	Frequently Utilized
3. breaks down the short story literary pieces into collaborative set of formative questions, so that the students can express those observations by describing the character traits	3.73	Frequently Utilized
4. poses problem-based activities that stretch the higher-order thinking skills of the students in engaging with the literature in terms of categorizing the type of characterization that a character implies (either flat or round characterization and static or dynamic characterization)	3.36	Moderately Utilized
5. integrates the discussion proper and activities to the level of perceptual and belief system and relate it to the present	3.55	Frequently Utilized
15. incorporates discussion, activities (such as group discussions, role-playing, and journal writing) and students' perceptions and beliefs to identify the story's main conflict, whether internal or external, and how it is resolved.	3.64	Frequently Utilized
Recognizing the tone		
16. allows the students to have active collaboration with their peers in pairs to know the author's attitude to the short stories.	3.55	Frequently Utilized
17. devises an activity in identifying and analyzing the use of literary devices such as symbolism, imagery, and figurative language to understand how they contribute to the tone.	3.55	Frequently Utilized
18. utilizes real-life simulations to help students understand the figurative language, idiomatic expressions and the tone of short stories from Anglo-American literature.	3.55	Frequently Utilized
19. adapts instructional materials to align with the student's learning and life experiences to predict the genre of the story based on the author's descriptive language choices.	3.45	Moderately Utilized
20. evaluates the student's comprehension, learning styles, and coping mechanisms to identify the emotions in the story.	3.64	Frequently Utilized
Interpreting the theme		
21. acquaints the students in real-life simulations based on the short stories of Anglo-American Literature in order for them to identify the theme of the short story.	3.55	Frequently Utilized
22. poses problem-based activities like asking students to analyze a story scene and identify how setting, characters and plot contribute to the theme.	3.45	Moderately Utilized
23. utilizes cooperative activities based on the literary pieces conducted with the purpose of finding the recurring symbols or images in a short story.	3.55	Frequently Utilized
24. breaks down the short story literary pieces into a collaborative set of formative questions during the discussion for the students to recognize the different tools the author uses to express the theme.	3.55	Frequently Utilized
25. combines discussion, activities, and students' perceptual levels and belief systems to interpret the underlying meaning in the short story.	3.73	Frequently Utilized
condition of the student's learning environment		
Identifying the settings		
6. devises an activity that requires another set of competencies through creating original artwork, poetry, or other forms of creative expression inspired by the setting which allows students to explore their own interpretations of the setting and its meaning.	3.36	Moderately Utilized
7. integrates the discussion proper, activities, and different students' perceptual levels and belief systems in comparing and contrasting the setting with real-world locations, which helps students to understand the setting's realism and how it relates to their own experiences.	3.27	Moderately Utilized
8. encourages the students to raise questions and initiate further research about the given literary pieces in order to assess the historical context of the short stories	3.55	Frequently Utilized
9. reconstructs the instructional materials based on the student's learning and life experience in 21st Century learning to evaluate the detailed descriptions of the setting, such as weather, natural surroundings, etc.	3.36	Moderately Utilized
10. utilizes cooperative activities based on literary pieces conducted in order to interpret the symbolism behind the settings portrayed in the short stories	3.64	Frequently Utilized
Analyzing the plot		
11. allows the students to actively collaborate with their peers with the purpose of analyzing the cause-and-effect relationships between different events in the plot, which helps students to understand how events build upon one another and contribute to the overall story.	3.73	Frequently Utilized
12. breaks down the short story literary pieces into collaborative formative questions for the students to identify each event and how it functions to escalate the conflict.	3.55	Frequently Utilized
13. measures the level of students' comprehension, learning styles, and coping mechanisms in actively reading the text and identifying the elements of the plot such as exposition, rising action, climax, falling action, and resolution.	3.82	Frequently Utilized
14. poses problem-based activities that stretch higher-order thinking skills of the students in engaging with the literature to determine the different significant parts of the plot.	3.64	Frequently Utilized

Table 6 revealed that Grade 9 English teachers in Rosario West District frequently utilized the constructivist approach in teaching Anglo-American literature, as reflected by the composite mean of 3.55. The highest weighted mean (3.82) showed that teachers actively assessed students' comprehension, learning styles, and coping mechanisms through active reading, promoting deeper understanding of literary texts. Meanwhile, three indicators obtained the

second highest weighted mean (3.73), highlighting teachers' frequent use of collaborative formative questions to analyze character traits, peer collaboration to examine cause-and-effect relationships in the plot, and the integration of discussions, activities, and students' perspectives in interpreting the underlying meaning of short stories. These practices demonstrate the effectiveness of constructivist strategies in fostering active participation, critical thinking, and meaningful learning experiences among students.

3 Significant Difference Between the Utilization of the Constructivist Approach in Teaching Anglo-American Literature when Grouped According to the Respondent's Profile.

The study identified the variability of the teachers in utilizing the constructivist approach regardless of their sex, age, educational attainment, number of seminars attended.

Table 7. Significant Difference Between the Utilization of the Constructivist Approach in Teaching Anglo-American Literature and the Profile of Respondents

Profile	p-values	Computed f-values	Decision on Ho	Verbal Interpretation
Sex Age	.720	-0.370	Failed to reject	Not significant
Educational Attainment	.784	.252	Failed to reject	Not significant
Number of Years in Teaching English	.987	.043	Failed to reject	Not significant
Number of Seminars attended	.539	.668	Failed to reject	Not significant
	.978	.023	Failed to reject	

The findings revealed that the respondents' profile variables—sex, age, educational attainment, years of teaching English, and number of seminars attended—had p-values greater than .05, indicating no significant differences in the utilization of the constructivist approach. This implies that Grade 9 English teachers in Rosario West District consistently integrate constructivism in teaching Anglo-American literature regardless of their demographic characteristics. Both male and female teachers, as well as teachers of varying ages, educational backgrounds, teaching experience, and seminar participation, demonstrated similar utilization of the approach, highlighting its versatility and applicability across different teacher profiles.

4. Challenges that Teachers Encounter in Utilizing Constructivism in Teaching Anglo-American Literature

Table 8. Challenges that Teachers Encounter in Utilizing Constructivism in Teaching Anglo- American Literature

Statement	Weighted Mean	Verbal Interpretation	Ranking
1. letting the students be cooperative during the discussion of Anglo-American Literature	3.36	Moderately Encountered	1.5

2. developing appropriate and engaging activities that align with constructivist principles	3.36	Moderately Encountered	1.5
3. creating a classroom environment that supports active learning and student engagement	3.18	Moderately Encountered	6.5
4. adapting Anglo-American lessons in order to meet the diverse needs and learning styles of the students	3.18	Moderately Encountered	6.5
5. understanding the constructivist approach and connecting it with Anglo-American Literature	3.27	Moderately Encountered	3.5
6. finding sufficient resources in implementing hands-on, student-centered activities or related constructivist activities that can be used in Anglo-American Literature	3.27	Moderately Encountered	3.5
7. differentiating instruction about Anglo-American Literature which will integrate the varying learning styles and abilities of the students	3.18	Moderately Encountered	6.5
8. managing the classroom into a constructivist classroom with regard of Anglo-American Literature	2.91	Moderately Encountered	10
9. meeting students who are performing below expected levels, or who show signs of having difficulty with Anglo-American Literature	3.18	Moderately Encountered	6.5
10. addressing and managing student resistance to the constructivist approach	3.00	Moderately Encountered	9
Composite Mean	3.19	Moderately Encountered	

The study found that Grade 9 English teachers in Rosario West District moderately encountered challenges in teaching Anglo-American Literature using the constructivist approach. The most common difficulties involved promoting student cooperation and designing engaging constructivist activities (WM = 3.36), followed by understanding the approach and implementing student-centered activities (WM = 3.27). Other challenges, such as addressing diverse learning needs and supporting struggling learners, were also moderately encountered (WM = 3.18), while managing student resistance obtained the lowest weighted mean (WM = 2.91). Overall, the findings suggest that these challenges are manageable.

5. Audio-Visual Demonstration Teaching that Promotes the Use of the Constructivist Classroom

The researchers developed the Constructivist Literature Guide to promote a better understanding of the constructivist teaching approach and demonstrate how it can be effectively applied in the classroom. Through audio-visual materials shared on the Facebook page Lit Constructivist PH, the guide provides accessible examples of constructivist activities that cater to different learning styles and interests. In addition, a lesson exemplar aligned with Department of Education standards was created to help teachers implement learner-centered strategies that foster critical thinking, problem-solving, and collaboration. Designed to be flexible and adaptable across grade levels and subjects, these materials serve as practical resources for educators seeking to integrate constructivist practices in their teaching.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Majority of Grade- 9 teachers in English- respondents in Rosario West District were females that are seasonal years of teaching and got finished Master's degrees with few or no exposures to seminars that are relevant to constructivism and its implementation.
2. The Grade- 9 teachers in English -respondents in Rosario West District very frequently utilized the constructivist approach in teaching Anglo-American literature.

3. There was no significant difference in the level of utilization of the constructivist approach in teaching Anglo-American literature when grouped according to the profile variables of the respondents.
4. The Grade- 9 teachers in English -respondents in Rosario West District's level moderately encountered challenges in utilizing the constructivist approach in teaching Anglo-American literature.
5. The researchers prepared an audio-visual demonstration guide to assist the teachers in utilizing constructivism in teaching literature.

Recommendations

The foregoing findings and conclusions paved way for the researchers to recommend the following:

1. The proposed audio-visual demonstration guide, including the constructivist literature guide and the "Constructivist Lit Ph" Facebook page with a set of videos of the constructivist guide, and lesson exemplar may be made widely available to every English literature teacher in the district of Rosario to promote and spread awareness about the constructivist approach in teaching English literature.
2. School administrations may improve the means and factors that affect the implementation of a constructivist approach.
3. The government may provide adequate training and resources that may include peer-to-peer mentoring, workshops, and access to more online resources and materials so that the teachers effectively implement the constructivist approach in their classrooms.
4. Future researchers may expand on the impact and challenges of the constructivist approach in various literature and subject areas using this research and further develop the understanding of the constructivist approach and its implications for teaching and learning.
5. Universities may expose all college of education students to the constructivist approach as early as possible so that it instills in them the principles of effective teaching and learning so to as be successful educators in the future.
6. The findings of this research can serve as a valuable resource for future studies on the constructivist approach to teaching English literature which will also inform and improve the practice of teaching in the years to come.

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