Research Journal of Language and Literary Studies
Spring 2025, Volume 5, No.1, pp 43-85

Developing Sustainable Literary Competence through Literature Education: A Constructivist Perspective

Muhammad Riaz[1], Dr. Aneela Gill[2], Dr Muhammad Safeer Awan[3]

Abstract

Constructivism, as a learning theory, posits that learners actively construct knowledge rather than passively receive information. Through interaction with their environment and reflective engagement, individuals develop their own conceptual representations and integrate new knowledge into pre-existing cognitive frameworks (schemas). Grounded in this paradigm, the present study examines the effectiveness of the constructivist approach in teaching literature to enhance students' Sustainable Literary Competence (SLC) as articulated by Myren-Svelstad (2020). Sustainability, in this context, refers to the ability to meet present needs without compromising the ability of future generations to meet their own, encompassing environmental, social, and economic dimensions. It explores how critical reflection, active participation, and collaborative learning facilitate deeper engagement with literary texts. Furthermore, the study investigates the impact of constructivist pedagogy on students'

[1] PhD Scholar, Department of English (GS), National University of Modern Languages (NUML), Islamabad. Email: riazdasti@ul.edu.pk
[2] Assistant Professor, Department of English (GS), National University of Modern Languages (NUML), Islamabad. Email: agill@numl.edu.pk
[3] Professor of English/Pro-rector, National University of Modern Languages (NUML), Islamabad. Email: msawan@numl.edu.pk

analytical and interpretative skills, demonstrating that this approach fosters literary competence, meaningful discourse, and a profound comprehension of literature. Within a constructivist classroom, the teacher assumes a facilitative role, viewing knowledge as dynamic and evolving based on learners' prior experiences, while students engage in collaborative knowledge construction. The study underscores the significance of both the teaching-learning process and its outcomes, emphasizing the integration of students' perspectives and observations in assessment practices. Additionally, the research highlights the need for an effectively structured curriculum and a balanced pedagogical framework that operationalizes constructivist principles in learner-centered classrooms. By advocating for a holistic instructional model, this study contributes to the discourse on sustainable literary competence, emphasizing its role in fostering enduring analytical and interpretative skills through teaching literature.

Keywords: Sustainable Literary Competence, Constructivist Approach, Teaching Literature, Learner-Centered Education, Constructivism

1. Introduction

Over the past few decades, there has been a continual push to change in terms of teaching methods and approaches, with a broad movement from the conventional teacher-centered classroom to student-centered classroom. This marked the emergence of several learning theories; constructivism is one of them. People learn effectively through their relevant experiences that allow them to relate new knowledge to what they already think or understand (Dishari et. al., 2023). Constructivist learning theory laid emphasis on learning as a constructive process with no outcomes that are predetermined externally. When used in teaching literature, constructivism learning theory has the ability to help students in understanding literature as well as themselves, and their culture and society (Magirius, 2018). Constructivism is the most popular educational approach of the twenty-first century. It appears to have a significant impact on the teaching-learning process in recent years (Krahenbuhl, 2016). According to Jaleel and Verghis (2015), constructivism is being used in a number of disciplines and inter-disciplinary sectors. For instance, instructors plan classroom activities that incorporate problem-solving, which is a key component of constructivism (Basturk, 2016). Additionally, STEM (Science, Technology, Engineering, and Math) teachers are establishing secure spaces where students are at liberty to inquire and consider it in relation to their education (Ah-Nam & Osman, 2017).

The application of constructivist teaching methods in STEM programs has been increasing steadily and continues to expand day-by-day. It has profound effects on how instructors instruct and how students are being

instructed. It lays emphasis on students who are the center of all efforts (Kara, 2019). Constructivism in teaching-learning process helps in developing the competence of the students. The idea of competence has propagated across the educational system, influencing language acquisition, elementary, secondary, and higher education. Competence has received more attention recently as a result of its emergence as a central theme in global debates on general education learning, curricula, and assessment (UNESCO, 2016). This is so because one of the main objectives of education is competence development, which benefits learners as well as the economy and society at large.

Competence refers to the capacity to apply information and abilities beyond the scope of educational training. Competent individuals make positive contributions in both professional and personal environments. According to Rycroft-Smith and Boylan (2019), competence is synonymous to the notion of proficiency and mastery in subjects like mathematics and language. With the increasing use of constructivism in teaching language and literature, it helps in developing students' literary competence. Literary competence is the capacity to comprehend, evaluate, and analyze literary works. It includes a variety of abilities and information that enable readers to interact closely with literature, and also identifying as well as assessing various components i.e., themes, motifs, symbols, narration, and stylistic as well as literary devices. A person with a high level of literary competence is able to understand a text's underlying meanings, cultural contexts, and aesthetic elements in addition to its literal meaning.

Constructivism in teaching develops sustainable literary competence among the students. Sustainable literary competence (SLC) refers to the ability to connect with literature, promoting a thorough grasp of sustainability challenges through the prism of literary works. It also entails the cultural aspects of sustainability i.e., maintaining and valuing literary narratives, particularly those that are neglected or endangered. Teaching literature through constructivist approach promotes critical thinking among the students that are required to assess how literature shapes public discourse and influence policies and attitudes toward sustainable literary competence. A teacher helps the students in understanding real-world consequences of literary works by adopting interdisciplinary techniques, such as connecting literature to different disciplines i.e. social sciences, environmental sciences, etc., by encouraging introspective and analytical thinking to relate the issues of literature with current scenario. Furthermore, constructivism encourages critical thinking, and student-centered learning environment helps students to explore the social, economic, existential, thematic, and eco-critical aspects of the literary text (Svelstad, 2020).

Constructivism promotes collaborative learning and critical thinking, encouraging active student participation to engage with the text and construct meaning. It fosters literary competence among students and emphasizes a student-centered learning environment. It is a psychological philosophy of learning that describes how individuals integrate and disseminate information in teaching-learning environment (Bada & Olusegun, 2015). Constructivism is one step ahead from behaviorism to

cognitivism in learning theory. Constructivism, grounded in constructivist teaching theories, emphasizes active, student-centered learning. By promoting collaboration and critical thinking, it encourages students to engage with texts, construct meaning, and develop literary competence. This approach aligns with the theory's focus on learners as co-creators of knowledge. Constructivist teaching theory propagates that knowledge is a form of uncertainty, and the process of acquiring knowledge is also the process of creating knowledge in which students are the primary participants in the learning process and create knowledge independently, and the teachers serve as the guides and facilitators for students as they construct knowledge. The transition from behaviorism to cognitivism to constructivism represents a revolution in conventional education as well as a step forward in psychology of education and epistemology. Constructivism's profound and distinctive acknowledgment of human learning causes a radical shift in traditional teaching philosophy and has a significant impact on instructional strategies (Jia, 2010).

The fundamental constructivist principle that knowledge is created in a cultural and social setting before being appropriated by people that leads to a re-evaluation of the current instructional tools and methodologies. It also stipulates that knowledge must be constructed rather than directly received. This allows for an intense use of literature in a constructivist classroom. Literary texts provide a particular social and cultural context that encourages students to express their thoughts and feelings. Students also draw connections between the text's expressed experiences and their own personal social and cultural experiences,

looking beyond social, cultural, and geographical boundaries to see things from a broader angle. By providing a foundation for a variety of instructional components, the utilization of literary texts in a constructivist classroom enhances students' cognitive abilities and solidifies their understanding of grammatical and lexical structure. Thus, the purpose of the present research is to investigate how the use of literature in constructivist classrooms provides a multicultural, cross-cultural, and intercultural foundation, enabling students to shape their own experiences, understand others and their culture, and develop communication skills within communities that create, and sustain culture (Tarakcıoğlu, 2010).

Correspondingly, constructivism's foundation is the notion that individuals actively create their own knowledge and that the experiences of the learner correspond reality. So, it is essential that teachers have to understand constructivism as it affects how students learn and to assist students of what they have already learned. Constructivism comes in a variety of forms. Radical constructivism stresses that all knowledge is socially and personally produced, whereas cognitive constructivism concentrates on the learner's stage of cognitive growth. In a constructivist classroom, the instructor facilitates learning by attempting to comprehend the students' prior knowledge and adapting the lesson to their level of comprehension. Thus, constructivism is an active learning approach that calls for mental activity and the synthesis of newly acquired as well as preexisting information (Sabudu, 2024).

The paper focuses on the following questions: How does the constructivist approach to teaching literature contribute in developing

sustainable literary competence among the students, and in which ways the constructivist approach is modified to better promote the sustainable literary competence? *The present research tries to explore the prospects of sustainable literary competence among ESL learners through teaching literature adopting constructivists approach. The existing studies focus on the short-term language outcomes rather than long-term competence development. This study addresses this gap by examining learner-centered, constructivist literature pedagogy in ESL contexts.

1.1.Theoretical Foundations of Constructivism

The Protagoras aphorism, ‘Man is the measure of all things’, has already been regarded by Plato as a denial of objective reality (Russell, 2004, p. 83). This fundamental principle has been presented in several epistemologies since Plato including Vico and Kant. There was a shift in relativist and constructivist researches after the 20th century which caused a shift from behaviorism to cognitivism and then to constructivism. Apart from rejecting absolute truth, what other common tenets unify them? Like constructivism, objectivism maintains that there is a distinctive, objective reality existing external to the observer. However, cognitivism retreats from behaviorist theories by emphasizing internal structures and processes (Law & Wong, 1995). For the behaviorist, the external information serves as a stimulus. As Schmidt (1987) states that according to constructivists "External phenomena are meaningless unless they are perceived by the mind" (p. 14). Moreover, the world beyond the person is not always represented by cognition (Weinert, 1996). Therefore, constructivists focus on how circumstances encourage the observer's reality rather than what is

observed. Every perception is a mind's self-description that the observer independently constructs his world despite being dependent on other factors (Schwahl 2015). Only "building blocks which the observer has gleaned through some process of abstraction from the domain of his own experience" are used by the "information-ally closed" "organism" for this purpose (Glaserfeld, 1990, p. 1). Therefore, socialization shapes and stabilizes these experiences (Schwahl, 2015). Constructivists are interested in the variations among the many idiosyncratic constructs since they fundamentally see knowledge as observer-dependent (Pörksen, 2015, p. 13). Additionally, there are two basic variants in constructivism which are individual vs. social constructivism; knowledge is made vs. knowledge is discovered (Pörksen, 2015).

The objectivist paradigm, which is inherent in all behaviorist and some cognitive approaches to education, has been replaced by a constructivist approach to teaching and learning (Yadav, 2016). Additionally, George (1991) states that the following tenets constructivist approach implies as the responsibilities of instructors:

- Learning is an active process where the learner makes meaning from the information they receive through their senses.
- As a learner learns, s/he also learns how to learn: learning is the process of creating meaning and meaning systems.
- One of the most important mental functions that occur in the mind is the construction of meaning.
- Learning involves language, and our choice of language has an impact on what we learn.

- Learning is a collaborative endeavor: our understanding is intimately connected to our interactions with other people, teachers, classmates, family members, and casual acquaintances.
- Learning is contextual: What we learn is influenced by our beliefs, and preconceptions, as well as by what we already know.
- Knowledge is a prerequisite for learning; without a foundation of previously learned knowledge, new information cannot be absorbed.
- Acquiring knowledge is a gradual process. It requires time. We must review concepts, consider them, test them out, play with them, and apply them if we are to learn anything meaningful.
- Motivation is an essential element of education because it facilitates learning.

2. Research Methodology

This is an analytical research based on various paradigms, propounded over the centuries – the constructivist approach has contributed toward the development of sustainable literary competence among ESL learners. The present research tries to integrate and implement the Myren-Svelstad's (2020) sustainable literary competence model for developing sustainable literary competence through teaching literature utilizing constructivist approach. Brooks (1999) defines a constructivist classroom as one in which learning is built, active, reflective, collaborative, inquiry-based, and developing. According to Kara (2018), the constructivist method is extremely beneficial in terms of cognitive process, self-learning based on experience, and contributing to the world's knowledge legacy as a member

of the global community. The impact of social constructivism on learning, particularly language learning, is substantial.

3. Discussion and Critique

Constructivism is an approach to education that emphasizes action, and requires students to build on prior knowledge in order to comprehend and apply new ideas. Instructors plan lessons to support students' learning and guide them through their cognitive processing. According to the constructivist theory, students actively create knowledge rather than merely absorbing it. Students create their own representations of the world and integrate new information into their prior knowledge (schemas) when they observe it and think back on it. Xyst (2016) contends that teaching should encourage students to solve problems and think creatively with an emphasis on the needs of the individual student rather than the curriculum. It encourages creative learning and discourages rote learning – the process of learning something repeatedly and frequently without really understanding what is being taught.

A traditional classroom is one with tidy pastel-colored walls, rows of desks, and seats facing a projector-positioned lecture hall. Attending classes everyday has long been the central component of education, and research has shown that school facilities have an impact on learner's learning (Osayimwense, 2017). Education in a typical classroom is primarily centered on the teaching methodology and frequently emphasizes the content itself rather than the learners and the distinctions between teaching and learning skills. The traditional classroom encourages memorization rather than conceptualization to be stimulated.

There are two types of traditional classrooms: learner-centered and teacher-centered. The goal of a teacher-centered traditional classroom in educational institutes is to impart knowledge to students. The teacher plays a major role in this scenario, and students frequently pay attention to what the teacher says, take notes on the material being taught, and think critically about the topic under study. As a result, the majority of their learning is primarily receptive. The typical instructions are shifting from a teacher-centered to a learner-centered classroom as a result of the evolving teaching paradigms. Additionally, learner-centered classrooms place greater emphasis on the capacity to learn, where students must engage in the teaching learning activities in addition to listening, writing, and thinking. They get more chances to ask questions, respond to inquiries, work with classmates to do assignments, and deliver prepared speeches on various subjects (Vishal & Yadav, 2016).

In a constructivist classroom, students are involved in active, collaborative, contextualized learning experiences that stimulate critical thinking which in turn develops sustainable literary competency. Through interactive tasks including group projects, conversations, and reflective writing, students build their own comprehension of texts and literary ideas. In order to help students make connections between new literary information and their preexisting cognitive frameworks and personal experiences, the teachers facilitate their learning process. Therefore, this method fosters sustainable abilities and cognitive traits that promote lifelong learning and engagement with literary works in addition to improve students' immediate knowledge and appreciation of literature.

Students' continuous and increasing literary competency is ensured in a constructivist classroom by highlighting the connection of literature to current situations and personal experiences (Lemke, 2024).

3.1.The Constructivist Classroom

According to Gray (1997), there are several distinguishing features between a constructivist classroom and its teacher over a traditional classroom. For him, a constructive teacher is one who, whether working in groups or an individual, can imaginatively integrate ongoing classroom experiences into the negotiation and construction of lessons. In a democratic classroom, where the teacher serves as an advisor, monitor, and arbitrator, the activities must be engaging and focused on the needs of the students. According to Smith (1993), constructivist classrooms must be organized in such a way that students may participate fully in activities that involve action, imagination, invention, interaction, testing of hypotheses, introspection, and meaning-making inquiries. This is associated with a constructive approach to reading known as the personal response method, first introduced by Rosenblatt in 1978. He also argues for a thoughtful and individual approach to reading where students can apply their own perspectives and experiences to the reading assignment so that the realities and understanding they create from the instructional material are knowledgeable to them.

Vygotsky's (1978) claims, through his Sociocultural Theory, that a child's ability to learn cognitively is influenced by his social connections, referring to learning as a necessary social action rather than an independent process of discovery. According to him, the main objective of

constructivist learning is to empower learners to contemplate critically and to generate their own knowledge. According to Blau (1993), authority and practice create a barrier between students and teachers in a typical classroom. In contrast, both the instructor and the student must share accountability and make decisions together in a constructivist classroom. They also must, of course, show mutual respect. Students are active and independent learners in a constructivist environment because of its participatory process. Therefore, by using constructivist tactics, educators and students alike have become more engaged, active, participatory, and ultimately effective. They are able to promote sustainable interaction inside the classroom in order to satisfy the needs of each and every student (Hussein, 2025).

3.2.Traditional Classroom vs. constructivist classroom

In a constructivist classroom, the focus shifts from the teacher to the students. The classroom hall is no longer a place where the teacher fills empty vessels with knowledge. According to the constructivist paradigm, the role of the teacher is more like to that of a facilitator. Bada and Olusegun (2015) have highlighted the key differences between traditional and constructivist classrooms as follows:

Sr No.	**Traditional Classroom**	**Constructivist Classroom**
1	Curriculum emphasizes basic concepts that start	Curriculum emphasizes larger concepts, beginning

	with the parts of the whole. Further, it is highly regarded to stick strictly to a set curriculum.	with the whole and expanding to include the parts. Moreover, it is important to pursue students' interests and queries.
2	In traditional classroom, materials are workbooks and textbooks, and repetition is the key to learning.	In constructivist classroom, materials include sources of manipulative materials, and interactive learning builds on a student's prior knowledge.
3	Students are knowledge receptacles, and teachers impart knowledge to them, and knowledge is considered as inert.	Teachers converse with students, assisting them to construct their own knowledge, and knowledge is considered as dynamic, changing with our experiences.
4	In traditional classroom, teacher's role is directive, rooted in authority, assessment is through testing, and students work alone.	In constructivist classroom, teacher's role is interactive, rooted in negotiation, assessment includes observations, student works, and points of view, as well as tests. Process is as important

		as product, and students work in group.

3.3.Student-centered vs. Teacher-centered approaches to learning

Chall (2000) examined student and teacher centered learning strategies. The teacher-centered approach, according to her, is more formal and focuses on predetermined criteria, such as grades, formal and informal assessments, and tests with a norm-reference criterion for each grade level, where activities led by the teacher guide the entire class through the curriculum. The student-centered approach, on the other hand, integrates resources from different areas in an effort to follow students' interests. In an environment where students are allowed to roam around, time is used in a flexible rather than a scheduled manner, and formal testing is less of an emphasis and learners are instead evaluated by comparing themselves to one another, the instructor is viewed as a facilitator of learning. A constructivist teaching strategy is compatible with the student-centered approach. The key distinctions between student-centered and teacher-centered approaches to learning have been outlined below by Chall (2000).

i. It has been discovered that a teacher-centered educational strategy has more impacts on academic accomplishment than that of student centered educational approach (Fatima, 2022).

ii. Research comparing the two methods discovered a relationship with social class that employs teacher-centered methods especially advantageous for kids from lower socioeconomic backgrounds. For middle-class children, the empirical data on

the effectiveness of the two techniques is either non-existent or ambiguous. It's interesting to note that some statistical point to a possible detrimental impact of the student-centered approach on the academic performance of low-SES (socio-economic status) students who are unable to exhibit the behaviors that this strategy requires of them (Irvine, 2019).

iii. There is no empirical evidence to support the benefits of customized learning, such as varying learning rates for children, the ability to choose what and how to study a subject, and variations in learning styles. This was especially true for kids from lower socioeconomic backgrounds (Zhang, et. al., 2020).

iv. Group learning and teacher-led teaching increase learner's achievement (Balta, 2019).

v. The strategies, adopted in the light of studies conducted by B.F. Skinner and E.I. Thorndike, have the beneficial impact on accomplishment by including signals, engagement, reinforcement, and corrective feedback. These strategies are also more likely to be used in a teacher-centered setting (Joseph, 2007).

vi. Chall (2000) hypothesizes that the elementary grades place more emphasis on skill acquisition and the secondary grades place more emphasis on thinking and problem-solving, it stands to reason that the achievement benefit of the teacher-centered approach would be stronger at the primary level. On

the other hand, no significant information is available about the relative merits of student-centered versus teacher-centered methods in secondary education.

3.4.Constructivism and Literature

Constructivist theory, as a method of teaching, is essentially the conviction that schema is not something that can be provided by the instructor to the students standing in front of the classroom. Piaget's (1977) and Kelly's (1991) cognitive and personal development theories are employed by constructivism. In describing constructivism, Fosnot (1996) outlines four principles which are learning is mostly dependent on prior knowledge; it is the process of adapting and changing preconceived notions into new ones; learning is conceptual rather than procedural information reception; actual learning happens when we re-evaluate our pre-conceived notions and draw conclusions about novel concepts that go against our preconceived notions. Moreover, Piaget (1977) asserted that learning happens when people actively build meaning as opposed to passively absorbing information. According to him, a sense of confusion develops in the learners when they witness an event or an incident that defies their preconceived notions. Then, in order to regain balance or equilibrium, they must alter the way they think. In order to accomplish this, we seek to integrate the new information into our current knowledge in order to make sense of it. If this is not possible, we restructure our existing knowledge to a higher level of thinking to integrate the new information into our previously held beliefs. Similarly, Kelly's (1991) concept of personal development suggests that we perceive the world

through artificially constructed mental models or patterns. Based on our interactions and experiences, a learner creates and interprets the world in ways unique to each individual. We attempt to apply these patterns to new experiences, trying to fit them into our existing frameworks. Constructivism is actually a learning philosophy in which a student experiences are shaped by the situations and the way through which the student interprets the experience in light of prior knowledge and then reflects on it to make sense of it.

Constructivism encourages learners to actively participate in teaching learning process and to investigate critically (Umida et. al., 2020). When constructivist theory is applied to literary education to develop literary competence, it enables students to critically investigate ideas, texts, and themes. In particular, the terms literary education or literature refers to written works, as opposed to works of scientific, technical, or journalistic nature that address subjects of universal interest and are distinguished by their inventiveness and elegance of expression. Examples of these written works include poetry, prose, fiction, and essays (Saarsar, 2018). Furthermore, literature is written as a means of expressing the feelings, ideas, convictions, ambitions, hopes, and objectives of man and mankind at large. Since they can see themselves in literature, many people claim that literature is life itself. Literature instructs us in numerous ways about the hidden and unexplored aspects of who an individual is what Saint Augustine many centuries ago referred to as the dark corners of the heart. It serves as a tool to appreciate life and to make us see beauty (Villanueva & Ventura, 2022).

The present research examines teaching literature through constructivist approach for developing sustainable literary competence. This approach primarily focuses on enhancing literary competence, which involves an individual's advanced ability and skill in executing tasks. It also pertains to knowledge, skills, abilities, and attitudes demonstrated through a carefully selected set of practical professional activities, all within an appropriate level of generality (Deist & Winterton, 2005). Additionally, studying and participating in literature is an exciting way for students to acquire valuable values and life skills. Reading, and evaluating various literary works such as plays, novels, poetry, epics, short tales, and other literary works enable students to understand life from a larger perspective and to make connections with the real world in which they live. Therefore, to completely develop the abilities and potential of learners, literature teaching requires a detailed strategy for instruction (Lasaten, 2008). Reading literary works differs from reading other forms of discourse, such as academic journals, newspaper articles, or textbooks, where readers are exposed to material devoid of any symbolism or metrical composition. According to Culler (2002), one has to have an implicit understanding of the functions of literary discourse which tells one what to look for in order to interpret literary texts. He terms this skill as literary competence, which enables one to interpret meaning that goes beyond what is stated in the text (p. 132). Brumfit and Carter (1986) state literary competence is described as a useful combination of linguistic, socio-cultural, historical, and semiotic awareness (p. 18). This assertion is consistent with Culler's (2002) theory that, even though a reader may

understand the sentences in a literary work, they would be unable to understand the connections between the ideas presented if they were unfamiliar with the conventions by which fictions are read. Therefore, in order for readers to understand a literary work, they must be aware of the semiotic signs and the implicitly written culture (Hapsari, 2016).

Moreover, the ability of people to interact with literature in an efficient and consistent manner over an extended period of time, exhibiting competence in a range of literary comprehension, analysis, and appreciation skills, is known as sustainable literary competence (Munir, 2024). Through the promotion of active, collaborative, and contextualized learning experiences, the constructivist approach to literature education fosters the development of sustainable literary competence (Shah, 2019). According to Ayaz (2015), students are exposed to literary language through literature because the skills they learn to deal with difficult situations can be applied outside of the classroom and this makes literature an authentic material, and Ayaz (2015) also argues how literature promotes communication, and linguistic awareness. This viewpoint serves as the basis for classroom discussions in which students share a range of emotions and opinions, while also being forced to look at complex examples, which are frequently found in literary texts. Reading literature teaches a person's entire being. By having students' reflection on the essential principles found in a literary work, teachers inspire and encourage them to form admirable perspectives about these principles (Chan & Lee, 2021). Literature holds a particular place in many, if not all, parts of the world, whether it is in the literature or the cultures of those

regions. Literature, after all, is more than only those that can be of literary works (Rao, 2019).

Constructivist researcher hold that teaching is more than just the act of transferring information from teacher to student because although the learner cannot know what the instructor knows, the teacher cannot simply impart his/her knowledge to the student. As learners, students must create their own meaning from experiences by absorbing knowledge from the outside world and applying it to their own learning, as opposed to relying solely on external sources for information (Sprague & Dede, 1999). Teachers that employ this all-encompassing method of instruction can help pupils learn in a collaborative environment. Instead of having the teacher stand in front of the class and deliver lecture, students must conduct their own research to find solutions to problems in a realistic environment (Grabinger and Dunlap, 1995). The process of learning something is just as essential as the subject-matter being covered in school. It has been shown that scientific discourse and problem-solving in learning environments excite students and pull them into the process of authentic learning (Savery & Duffy, 1998). However, testing should not be the primary objective of education, despite the fact that many educational sectors across the world place a strong focus on it. When an educator uses a constructivist approach to help them understand how to utilize a computer and other technology in the classroom, students begin to wonder why things exist and ask similar questions instead of just receiving answers which is the key tenets of constructivist literary theory (Jonassen, 1999).

Cordova (2024) argues that it is possible to increase pupils' knowledge of global concerns by teaching them English. Teachers may give pupils a wide range of activities and subjects that enhance their involvement towards other cultures and concerns of both local and global relevance by incorporating pertinent global issues into the classroom. Themes like empowerment to take initiative, gaining meaningful learning, and developing a whole-school approach were among the topics covered in the learners' input on the SDGs integration. Both students and pre-service instructors benefited from the integration of SDGs in English classroom in a number of ways. Moreover, the students acquired the resources they needed to broaden their knowledge and build their ability to proactively solve a range of issues.

Moreover, reading and studying literature involves disciplines and norms as well. Additionally, there are different ideas or themes that people could write about. These could be derived from their ideas and perceptions of individuals, locations, time periods, artifacts, occasions, experiments, and experiences. Literary works instigates artistic appeal to our sense of beauty; intellectual beauty requires literary works to provoke thinking. They improve our mental health by enlightening us to basic realities about human nature and existence, such as suggestiveness (Ornos et al., 2004). Teaching literature has long been a core component of any institution's curriculum. Due to its status as the foundation of human development, it remains the subject of instruction in the majority of English classes. It is true that literature cannot be taken for granted in the educational system since it is essential for the preservation of people's legacy and culture, as

well as the customs and values they uphold. It is possible to see it as one of life's forming forces that elevates the person above all other creatures (Bennett, 2015). Knowing how to appreciate literature is akin to understanding how to appreciate the world. It’s not about viewing existence as discrete, disconnected pieces, but rather recognizing life as a whole, intricately assembled and interconnected in a man-made map that reflects our shared human experience (Secore, 2017). Literature also serves as a repository of the greatest ideas ever dreamt of and is essential to human advancement. It fosters intellectual and personal development in people. Additionally, it offers a neutral foundation for knowledge and comprehension that connects individuals to the larger philosophical, religious, and cultural communities of which they are a member (Roberts, 1991).

According to Baraceros (2001), literature, thus, serves as a tool for fostering compassion and sensibility among people of all cultures, ideologies, and religions. Because of this, the goal of literature is to pique readers' interest and ignite their imaginations so that they, too, may come up with ideas or create new experiences to enhance their lives. In addition, readers will have a plethora of options to convey their opinions and sentiments regarding the choice, whether for their own gratification or that of others. Students might use body language and literary interpretation approaches, such as telling the narrative aloud, dramatizing it, writing about it, or presenting it visually, to demonstrate how much they appreciate the work. According to Ibsen (1990), if the literary work is approached appropriately, students will get personal and emotional

experiences as well as opportunities for introspection. Through reading fiction, students will observe how language is used to produce literary effects and how an author carefully chooses which words to use to make a point. Accordingly, a literary work can offer a useful, generative analytical experience (Rosenblatt, 1985).

Nadera (2002) asserts that giving students the ability to see the beauty of structure and order would enable them to learn about the circumstances and hardships faced by individuals from all walks of life as well as by all living creatures on the planet. More broadly, literature helps students clarify their own identities by dint of cumulative learning experiences through both ways as positively by accepting what is admirable and desirable in people, and negatively by rejecting what is evil (Roberts 1991). Teaching literary works to students therefore aids in the formation of their opinions by allowing them to weigh the pros and cons. It is therefore essential for the teachers of literature, in particular, to employ cutting-edge methods while instructing on literary concepts like constructivism (Noviadi et. al., 2023).

Radical constructivists see things differently as they do not understand reception theory, which leaves theoretical holes in the text for the reader to fill. As said before, when it comes to misrepresenting opinions, there isn't a single book that the interpretative community may utilize as the last, impartial source of authority. Such extreme viewpoints, which align with the notions of *knowledge is made* are incompatible with Eco's (2008) viewpoints. He asserts that interpretations cannot be verified by using Popper's (1934) falsification principle to literary analysis.

Constructivists criticize Eco (2008) for referring to the literary text as an ontic entity, arguing that the only way to make them seem untrue is to undermine its internal coherence.

Likewise, constructivism encourages group learning and critical thinking, which spreads student engagement and active participation in creating the meaning of the text and developing literary competency. In fact, the ability to understand, assess, and interpret literary works is referred to as literary competency (Pande & Bharathi, 2020). It encompasses a range of skills and knowledge that let readers engage directly with literature, recognizing and evaluating various elements such as themes, motifs, symbols, narrative devices, and stylistic techniques (Pande & Bharathi, 2020). In addition to a text's literal meaning, a person with a high level of literary competency may comprehend a work's underlying meanings, cultural contexts, and aesthetic features. Gaining a deep understanding of sustainability issues via the lens of literary works is referred to as developing sustainable literary competency (Haspari, 2011). It also covers the cultural dimensions of sustainability, such as preserving and appreciating literary narratives, especially those that are unexplored. Students who study literature using a constructivist method are more equipped to analyze how literature influences public opinion, develops policy, and shapes attitudes toward long-term literary competency (Tajane et. al., 2024). Using interdisciplinary approaches, a teacher can assist students in comprehending the practical implications of literary works by relating literature to various academic fields such as the social sciences, environmental sciences, etc., and promoting critical thinking and

introspection to help students relate literary themes and issues to contemporary events. Constructivism also promotes critical thinking, and a learning environment which is focuses on the needs of the students that allows them to investigate the literary text's social, sociological, economic, existential, thematic, and eco-critical facets (Myren-Svelstad, 2020).

Rieckmann (2022) expands on Wiek et al.'s (2016) five key competencies which are normative competence, anticipatory competence, systems-thinking competence, interpersonal competence, and strategic competence by adding self-awareness, critical thinking, and integrated problem-solving competences for advancing sustainable education. Concurrently, critical thinking involves challenging ideas and engaging in debates on sustainability, while self-awareness enables reflection on one's global and local position and promotes future actions. Integrated problem-solving competency refers to the ability to apply diverse methodologies to complex sustainability issues and propose equitable solutions. The concept of key competencies in sustainability was first articulated by Wiek et al. (2011) and has since been applied in various educational contexts, including academic programs (Boone, 2015), K-12 education (Rodríguez-Aboytes & Nieto-Caraveo, 2018), and professional training. Ultimately, Redman and Wiek (2021) developed a framework of eight core competencies to drive sustainable transformations, emphasizing the integration of all key competencies rather than treating them as separate choices (Redman & Larson, 2011). The integration of abovementioned key competencies corresponds the development of SLC by fostering the

ability to engage with complex literary themes, and connect them to real-world sustainability related challenges.

Developing SLC aids in the learner's development of a higher cognitive level, which involves expanding on prior information (Mayer, 2006). In addition, the learners actively participate in their own education by gaining information from real-world experiences, which is an excellent method of applying prior knowledge directly into the context. Correspondingly, creating information that helps the student feel like a part of this world and its history is one of the most frequently highlighted benefits of employing constructivism. As previously stated, the constructivist method uses the notion ‘learning by doing it’ to teach pupils in a variety of learning environments (Jaleel & Verghis, 2015).

Similarly, Sustainability competency, as an interrelated set of attitudes, values, abilities, and knowledge that, depending on the situation, allow for effective embodied action in the environment in response to actual sustainability possibilities, issues, and challenges, demands from HEIs to encourage this competency among their graduates because of its relevance, as was highlighted during the COVID-19 pandemic. Furthermore, there is an urgent need to incorporate competences, particularly literary competencies, into sustainability in order to promote curriculum development and innovation, particularly in language and literature-based degree programmes. Similarly, Roncevic and Rieckmann (2025) state that Education for Sustainable Development (ESD) and inclusive education, are considered as a distinct entity of pedagogical practice, simply because inclusive ESD, and they emphasize the

importance of organization of the learning process and professional-level competencies of the educators. The review reveals a pressing necessity to combine inclusive school climates, institutional assistance, and pedagogical practice to further inclusion-oriented ESD. Moreover, Uitto et al. (2025) argue that the importance of enhancing teachers' confidence in teaching sustainability is a cornerstone of sound pedagogy. They also recommend for teachers to incorporate sustainability themes in teaching practices as are meaningful to them, and that encourage them to take ownership of their teaching role in tackling global challenges.

Developing sustainable literary competence through teaching literature involves fostering long-term engagement with texts that encourage critical thinking, cultural awareness, and personal growth. A key aspect of this process is moving beyond mere content delivery to enable students to interact with literature in ways that deepen their understanding of both the text and their own perspectives. By using diverse literary works, educators can help students explore various themes, contexts, and genres, thereby expanding their interpretive skills (Shukri & Mukundan, 2015). This engagement encourages students to develop a sense of ownership over their learning, empowering them to critically assess literature and its relevance to contemporary issues. Additionally, such an approach promotes a lifelong appreciation for literature, encouraging students to see reading as an ongoing process of discovery and reflection rather than a task to be completed. To ensure the sustainability of literary competence, educators should adopt teaching strategies that emphasize active learning and student-centered approaches,

such as project-based learning, collaborative discussions, and critical analysis. These methods allow students to build on their prior knowledge while engaging with new ideas and literary forms (Fasco et. al., 2024). The use of constructivist approaches, where learners actively construct meaning through experience and reflection, can further support the development of literary competence. By creating a classroom environment that values inquiry, curiosity, and dialogue, educators can cultivate a deep and lasting connection to literature that extends beyond the classroom and into students' personal lives. This process not only enhances their literacy skills but also equips them with the analytical tools necessary for navigating complex texts and issues in the wider world (Lagrimas & Buenaventura, 2023)

4. Conclusion

The majority of researchers agree that students must be actively involved in their education that is to fully engage students in learning; to get them involved in hands-on activities, and interactive learning environment. According to constructivist philosophy, a teacher serves more as teacher that helps and guides the students to draw their own conclusions rather than as information providers. Compared to other theories, this mode of instruction tends to be more accepting of various cultural backgrounds, and promotes diversity. Constructivism is first and foremost a theory of learning predicated on the notion that the learner constructs knowledge via mental activities. It is believed that learners are dynamic creatures looking for purpose in life. It is based on the idea that we create our own conscious knowledge of the world we live in by

thinking prior on our experiences. It is a teaching approach that promotes active participation, critical thinking, and collaborative investigation in literature education. It encourages students to develop enduring literary competency through inquiry, discussion, and reflection. This approach fosters creativity and empathy, essential for a complex world. Moreover, constructivism allows teachers to adopt lesson planning according to the need of the students. In this global world, with advancements in technology, such as virtual reality simulations and interactive digital platforms offer a viable avenue for developing students' long-term literary competency. It is undeniable that applying the constructivist approach is very significant for the cognitive process, experience-based self-learning, and contributing to the global population's body of knowledge. Developing sustainable literary proficiency is crucial for lifelong learning and fostering a passion for reading. Further, teachers can help students analyze academic literature beyond the classroom. Consequently, the constructivist method offers research opportunities for improvement in various demographics, cultural contexts, and educational settings.

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