ENGLISH 10 LECTURE MATERIAL
SECTIONS C AND T/ PROF. MDG DIZON

Sample Article: Review of (Related) Literature
(Note: Format may slightly vary depending on the requirements of the units concerned; content analysis appears in bold font)

A Garden for Children: A Design Proposal
for Cahbriba Alternative School, Inc.

INTRODUCTION

Several studies have been conducted on the effect of improving school grounds on the learning and development of children. Horticulturists and educators alike have recognized the value of school grounds as a teaching resource where science, geography, physical education, arts, and other subjects can be taught more effectively. **(*Importance of the subject matter for study; a statement on the general status of the research area based on previous findings from horticulturists and educators)***

Francis (1994) wrote about his observations on the overstructured nature of the environment in most schools. He said that schools are not that different from a prison yard. Within the same year, landscape architect Mario Lucas confirmed this observation. He reported that in Britain, many school grounds are gray with tarmak deserts surrounded by chain link fencing. These schools seldom have adequate shelter or trees and are frequently flat and featureless "with all the monotony of the prison yard." He further added that tarmak tends to lead to negative behavior, accidents, and poor motivation. ***(Findings on overstructured environment leading to negative behavior; example cited; use of pronoun "he" to refer to the earlier identified researcher; confirmatory study cited)***

It is generally believed that there are actually huge social benefits when school grounds are well-developed. Based on the results of the study by Antonio (1994), there was a positive change in children's attitude and behavior. The number of accidents especially those caused by collision was lessened, vandalism declined, and attitude while playing was pleasant.***(Findings on well-developed school grounds leading to positive attitude and behavior)***

This led to other studies focused on the effects of gardening on children. ***(Introductory statement leading to specific studies showing positive effects of gardening)***

In 1998, Becker found that involving children in establishing school gardens provides learning opportunities to work, to cooperate, and to take pride in the results. Caring for a living thing meets an individual's nurturing need while experiencing success increases self-esteem and sense of usefulness. Meanwhile, Davis (1999) revealed that weeding, digging, and pruning relieve an individual's feeling of stress, anxiety, and aggression. ***(Findings on the positive effects of involving children in maintaining school grounds)***

Gardening also enhances cognitive, social and psychological development. According to Strauss (1998), cognitive benefits include the learning of new skills such as decision-making and problem solving in taking care of plants. Social improvement comes from working within a group -- learning to share, to relate, to compromise, and to work toward common goals. Psychological development results from self-esteem and self-confidence that come from successful completion of planned projects. ***(Findings on positive effects of gardening; used the enumerative style in discussing the cognitive, social, and psychological effects of gardening)***

In 1997, Catherine Eberbach, director of Children and Family Program at the New York Botanical Garden, conducted a research on children's garden. She asked children to draw the garden they want and to give explanations. The results showed that children make distinction between beauty and function and that they can appreciate aesthetic qualities of plants. She concluded that children's garden should contain brightly colored ornamentals and should provide space for plenty of activity, including plants that tolerate handling, and other components that encourage interactions. She also suggested for cozy places to be provided to appeal to children's interest in secrecy. ***(Findings on what kind of garden interests children; note description of methods used, including results; use of the pronoun, "She" to refer to the researcher the second and third time)***

Lardner (1994), on the other hand, recognizing that some of the best learning takes place in the garden, proposed that gardens should be a source of year-long learning in a developmentally appropriate kindergarten. Lovejoy (1994) suggested a special haven for garden critters, water for frogs, hideouts for toads, bat houses and bird houses, bird baths, butterfly shelter houses, butterfly feeders, pheromone dispensers to attract beneficial insects, and baskets of nesting materials for birds. She pointed out that hideouts and secret places are necessary for kids, a place where they can go and be themselves without anyone looking over their shoulders. ***(Findings on what children need in a garden; use of the coordinator "on the other hand" to show an alternative).***

These studies show the importance of improving the school environment in the learning process of children. However, no similar study has been done in the Philippines. Thus, the proposed work may serve as a pioneer in the development of school grounds in our country. ***(Justification of the study.)***

(Note: Literature Cited should follow.)

MDGDIZON/FACULTY GRANT/1998