RESEARCH ARTICLE   Open Access

EXPLORING CONSTRUCTIVIST LEARNING THEORY AND ITS APPLICATIONS IN TEACHING ENGLISH

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Abstract

Constructivist learning theory posits that learners develop their comprehension and knowledge of the world by reflecting on their experiences. This theory stresses the importance of active, learner-centered education, in which students develop critical thinking skills, solve problems, and build upon their prior knowledge. Constructivist methodologies can substantially improve language acquisition and proficiency in the context of English instruction. This paper investigates the fundamental principles of constructivist learning theory and evaluates its practical applications in English as a Foreign Language (EFL) instruction. The efficacy of critical strategies, including scaffolding, authentic tasks, and collaborative learning, are emphasized in cultivating a dynamic and interactive learning environment. In addition, the adaptability of constructivist methods in various educational environments is examined, allowing educators to customize their teaching strategies to accommodate the distinctive requirements of English language learners. This paper endeavors to provide educators with a comprehensive framework for integrating constructivist principles into their English teaching practices, thereby improving student engagement and language mastery through thoroughly examining literature and case studies.

Keywords Learning theory, English instruction, critical strategies, including scaffolding, authentic tasks.

INTRODUCTION

Educational theories guide the pedagogical practices in the course. Constructivist Learning Theory, a psychological theory, has had significant implications in educational practice. Constructivism is one of the leading paradigms of learning. As an educational theory which focuses on the role of learners in building their own knowledge through respect for their knowledge, experiences, and interaction with the environment, constructivism is highly respected. Situated Learning, based on constructivism, holds that knowing is a process based on experience and actions. Situated learning has become a way of positioning learning in specific social, cultural, and institutional contexts (Deubsch, 2011).

The constructivist approach to learning is based largely on the work of Jean Piaget and Lev Vygotsky. Constructivism is based on the premise that we do not all come to the learning environment as blank slates: we all have experiences and beliefs that have influenced our perceptions of the world and of a topic. Constructivism holds that prior knowledge helps in the present construction of new knowledge. Constructivists also believe that the act of learning occurs not just in the mind of the learner, as occurs in behaviorism, but that it also occurs in the community (social constructivism) and in the environment or context at large (situational constructivism). (David, Anamaria, & Lavinia, 2010) Therefore, to understand cognitively

demanding activities, one needs to look not only at the process of settling and mastery but also at the process of enculturation and immersion in a discipline.

1.1. Key Principles and Concepts

Key Principles and Concepts. In this section, we will explore the basic tenets of constructivist learning theory. This will help us understand the theoretical framework providing the basis on which today's teaching and learning ideologies rest. Fundamentally, contemporary education is constructed on the principle that gaining knowledge is a process of internalizing and "re-creating" knowledge instead of receiving it as a finished product to be stored and subsequently reproduced. This is characteristic of the constructivist perspective that underlies our understanding of teaching English at schools today.

If you have taken a close look at the basic principles that lay the theoretical framework of teaching and learning in English accessible on online platforms or discussed in various journal articles, you might have noticed that the foundations of such theories lie in Constructivist Learning Theory. (Amin, Mohamad, & Kadray, 2018) But what is Constructivist Learning Theory? Kearsley neatly summarizes the key propositions of Constructivist Learning Theory, from which we can distil the essence of von Glaserfeld's comments and ensuing constructivist paradigms. According to Kearsley, constructivist perspectives indicate that learning is: "not surface revelatory, but the kind of probing, rather, that seeks relationships, tests the meanings of these relationships, and questions their validity"

2. Historical Development of Constructivist Learning Theory

The history of constructivist learning theory is a step-by-step development from one perspective to another. The historical development is traced to various personalities that have contributed to the development, contrasting and broadening the nature of perspectives. This part deals with a synthesis and comparison of the views of these personalities. To sum up, the theoretical contributions made in describing the nature and varieties of constructivist learning can be summarized in three models, which are 'logical' which originated from Piaget's viewpoint, 'socio-cultural' which originated from Vygotsky's perspective and 'psychological pragmatism' which originated from Dewey's view. Although there is a considerable degree of overlap in the models descriptions and the elements of interest in the phenomena of constructivist learning, the main difference between them and their contribution is the answer to the question 'where does the main interest lie in understanding the nature of constructivist learning'. When we answered the question of constructivism from the teacher's viewpoint, these contributions emerged.

The Logical Perspective of Constructivism

Theoretical Background. According to contemporary constructivist theory, learning is conceptualized as a process of constructing knowledge and transforming information in response to incongruity. This perspective adopts a logical approach to constructivist learning theory. Jean Piaget, a Swiss psychologist, and philosopher first to extensively elaborate constructivist principles. In his view, knowledge is organized in hierarchical structures of thematic meanings. Piaget discusses how learners adapt to new experiences and make sense of the world through the process of assimilation and accommodation. Piaget formulated two main opposing theories, which are the theory of assimilation and the theory of accommodation, corresponding to these studies of the child's active construction of understanding. To Piaget, learning is the result of cognitive development, a process triggered by coordination

(transfer of structure), assimilation and accommodation of information.

2.1. Contributions of Piaget, Vygotsky, and Dewey

Constructivist learning theory is the theory of learning or knowledge construction that the main purveyors are the viewpoint of Piaget. Piaget's constructivist learning occurs when learners construct transformation and coordination abstraction. Jean Piaget, who is known as the founder of constructivism, is a researcher in childhood development who emphasizes learning that begins with a real situation or hands-on learning so that it becomes knowledge that is useful for the life of the learner. (Amin, Mohamad, & Kadray, 2018) Vygotsky stated that learning is an activity that is influenced by the communication environment. In this case, Vygotsky sees learning as social processes, shaped and developed which are a combination of different cultures, habits, and ways of thinking in society and the individual. Vygotsky put forward a culturally oriented approach to developmental psychology and a theory of learning and teaching that extends these concepts to education.

Dewey in Pollack argued that a genuine work experience can lead to an abstract stage of thought, forming a concept and providing a fundamental link to realizing meaningful learning, and he agrees with this socially and the importance of situational contexts in learning. Constructivist learning theory has given new theories of learning with a clear statement on the steps teachers can take in helping students in learning. Constructivist learning theory is a learning framework proclaiming that every individual has his own learning process based on the experiences he gets, so no single learning result is the same. These experiences are viewed as a key factor to nurture cognitive, social, aesthetic, and emotional domains in students since people learn the best by constructing their own understanding.

In connection, constructivist learning theory has been applied in many different phases in education, including in primary education. Teachers are expected to embrace the theory in their classroom as the guide in directing the students in every learning process, to develop the students' critical and creative thinking in communicating in a pair work learning.

3. Constructivist Approaches in English Language Teaching

Several practical implications for English language teaching can be derived from the previous conceptualization of the learning process. Constructivist learning principles, which consider the discovery and the interactive construction of new knowledge and understanding as the essence of learning, also emphasize the participants' active role in the learning process. Students' active involvement also contributes to the long-term retention of language and its structural patterns. Rather than fixing attention on mechanical accuracy, students learn language most successfully, it is claimed, when they are focused on discovering meaning. (Blooms Taxonomy, 2012) Expressing and conveying meaning are both interactive and informed by prior knowledge. Not merely silent receptors of pre-selected grammatical and lexical content, students are positioned as active meaning-makers, drawing on and filtering their previous language and world knowledge, understanding and experience.

At the same time, the key question for language teachers is, in what ways constructivist principles can be applied in their practical situation of teaching English. The demands of English language teaching are complex, embracing both individual and societal needs. Yet, many learners in overcrowded classes with limited resources would also probably use a constructivist theory of learning to describe under what conditions they believe they learn English most effectively. (Kopp,

2008) Constructivist approaches to language learning thus warrant further scrutiny, a scrutiny which is given urgency by "the increasing interest and commitment in educational circles to the purposeful use of instructional technology", tools that are used in tandem, as we shall demonstrate in the next section, with constructivist approaches.

3.1. Interactive and Collaborative Learning Activities

A major implication of constructivist learning theory is student-centered learning that is well manifested in the use of interactive and collaborative learning activities. The constructivist principle of active student participation in the process of learning is therefore realized through different practical learning activities that the teacher organizes in the classroom. Learners are involved in individual, pair-work, or group work. When students interact with each other, they are communicating through meaningful activities, thereby encouraging the use of the target language both in written and spoken forms. In addition, language tasks given in real-life situations make the students realize the importance of the target language. The students can focus their attention on using the target language rather than on the form, which is a strength of CLT used in communicative classes. Such language learning activities, oral and written, make the students feel comfortable in the classroom. They perceive the classroom as a place where they can communicate freely using the target language.

Such classroom features become a pragmatic way of increasing managers' creativity as creativity can be gradually developed through collaboration. In language teaching classes where students have different learning styles, backgrounds, and behavior, some would like to take part and express themselves at all times, while others prefer to be passive. The gap in learners' performance is considerably reduced in group work, and each

student to some extent can get what is useful for his upbringing. Possessing an adequate language competence would not result from a teacher-centered classroom but one characterized by dynamism aiding in bringing. As mentioned earlier, schools bear no longer the gentle and delightful features that a teacher is expected to have. On the opposite side, learning the language becomes sophisticated and demanding in realizing learners' cognitive needs. (Kolb, 2005) Employing lessons piecemeal, students are likely to feel baffled and half-engaged, but when they learn by working with others, they become much more involved in their learning. Consequently, interactive learning and teamwork promote the attributes of sharing ideas, becoming more responsible and prudent, interacting and supporting each other. Thus, participatory learning, as suggested by NAUL (2020), makes any class animate and resourceful. It is because it allows students to engage by joining efforts and sharing ideas and in motivating each other to collective success. They will learn significant social attributes such as tolerance, patience, encouragement, and proper team spirit. With this regard, students' utterance by originating from a variety of information is necessary in communication. Teachers call this transcript expansive to represent precisely what their students may happen to recognize by facilitating them in visualizing the development as it happens either orally or in written structures. In cooperative settings, a blended type of assessment ought to be continually utilized, which would attend to such investigative activities by academic staff.

4. Integration of Technology in Constructivist English Language Teaching

In the context of constructivist learning theories and English language teaching, any technological tool applied for classroom use with a view to

serving their objectives should have principles and practices underpinning internal mechanisms, similar to the approach of the theory itself. Moreover, the seamless integration into teaching practices, using these technologies and the activities based on them with principal aims, application areas, and design suggestions, and training possibilities for teachers are necessary regarding their applications (Amin, 2019).

Instead of mere language learning through technology and techno-tools, computers can be used as learning objects, i.e., allow us to learn about language because they display and model various features of language. Successful applications of constructivism in language classes through technology offer computers as learning objects, complementary to learning subjects. This perspective allows technology to be used constructively, or in a constructivist-friendly manner; it realizes the potential of constructivist claims regarding language learning and technological mediation.

Therefore, when we say that technology can help students to build their grammar, reading, writing, speaking, and listening skills, we should reread this sentence as follows: watching, hearing, moving inside the technological environments allows students to improve the mental and neurological strategies that are involved in language learning, including grammar, reading, writing, speaking, and listening skills. In this sense, technology applications extend beyond the mere translation of traditional TESL values to the desktop and offer new ways for the language learning process.

4.1. Benefits and Best Practices

One could conclude that a technology-rich constructivist classroom can be advantageous, but one must also plan the integration of technology wisely and carefully. As pointed out by Puteh-Behak (2007), the careful integration of technology is important "because if not, it would enhance the kind of technology that can affect negatively the learning process and the management". In regards to teacher educators, Driscoll (2012) encourages that they "also need to identify the issues and conditions that facilitate the use of technology to support constructivist learning". The following guidelines, which will discuss the use of technology in a constructivist English Language Teaching (ELT) approach, are grounded in research into best practices in technology integration and constructivist pedagogy. The guidelines are meant to be used by teachers that would like to integrate technology into their constructivist English teaching, but are not sure where to begin.

As an overarching guide, teachers should remember that the driving factor behind the decision to use technology should be its power to support constructivist pedagogical principles. Jonathan and Brophy (2000) stated that technology, when used appropriately, "motivates students who are generally indifferent to worksheets or textbooks" and "makes computer tracking of individual progress possible, either to identify problems with weak students or to strengthen advanced students". The recommended applications listed below can help address various learning styles and students' varying learning needs. (Albantova, 2018) The use of technology in a constructivist classroom can help motivate English language learners to explore the language and provide them with the opportunity to practice using English – in both spoken and written form. These are important outcomes, given that they constitute a significant element of language learning and culture.

5. Assessment Strategies in a Constructivist Classroom

With a constructivist approach to teaching, the aim is not only to develop principles of teaching and learning that are "constructivist," but also to monitor both teacher and learner performance to

see if constructivist principles are being operationalized in practice. Assessment is always an outcome of curriculum policies and approaches. Constructivist approaches posit active knowledge construction and a focus on meaning. Consequently, assessment, as a central part of instruction, should be concerned with evaluating how individuals use knowledge within context to achieve non-routine tasks and problems, because intrinsic to learning are habits of mind and the internalization and use of knowledge. Also, assessment should be of learning over time and how changes in previous conceptions have facilitated understanding.

Parkes (1995) and Filer & Kinder (1995) argue for using various forms of assessment, like case studies, group projects, etc., which fit more with a constructivist mode of teaching. Moreover, a comprehensive final exam could be based on an in-depth exploration of a case, worth stating the rules of play and from the outset making the expectations clear so that performance rubrics should be used. Eliot W. Eisner (1998) advises the use of authentic assessments where performance-based assessment can represent a good model of this. Richard J. Stiggins & Judith A. Ladd (1993) suggest personalized achievement tests where learner interests, experiences, and understanding largely determine the select of response options. Howell (1991) recommends an "instruction only" evaluation system.

5.1. Authentic and Performance-Based Assessment

Assessment in the constructivist classroom must reflect the social and dialogic nature of education and learning. It should consist of ongoing assessment and validation of what and how children are learning and growing. It should take into account who the children are learning contextually and introduce content from their current location. There are many strategies for

assessing students within a learning environment. I will address two issues related to assessment in the constructivist classroom. First, performance-based, authentic assessments are not only more valid tools of measurement for a constructivist learning theory, they are also structurally congruent with what we know about dialogic learning. Second, when young children are the focus, their teachers are the authorities on their knowledge.

Consequently, for the constructivist classroom to work, teacher insights and knowledge must be included within the assessment process to assure that children are learning even when they are not able to demonstrate what they know and can do cogently. Beyond terms of assessment in the early grades, the ideas offer insight into professional development options which allow teachers to become more aware of their beliefs and attitudes and the impact those ideas have in terms of reconciling what is believed theoretically and what is occurring practically. Valid assessment practices are those that reflect the constructivist emphasis on context, dialogue, and the general education goals of cooperation, democracy, and self-respect.

In a constructivist classroom, the curriculum is a link to the daily lives of the students through the use of engaging, relevant, and active content and materials. Authentic assessment is an exhibition or indication of the journey of the curriculum and the abilities of students to meet the goals of a particular unit. The kids' dialogue and learning should be a prelude to the exhibition. In making an exhibition, children are connected to class experiences.

6. Professional Development and Teacher Training in Constructivist Teaching Methods

One of the greatest strengths of constructivist learning theory is that educators can internalize it as a personal and professional philosophy, or transform it into a set of methods and pedagogical

tools to use in the classroom. For many educators, switching to constructivist teaching methods will mean acquiring new habits and training their minds and teaching practices to think differently. Professional development options may include regular workshops and training events, graduate study options, or a concentration in constructivist teaching and learning as part of state or national certification. Teacher education curriculums which promote the integration of socio-cultural and constructivist theories, turning them into competence in the practice of teaching, can be carried out.

Whatever the choice, courses in a program for constructing ways of teaching and assessing learning in both elementary and high school methods classes will take a great deal more work than those without these components, but the payoff is clear: students graduate with the proper attitudes and pedagogical skills to construct classrooms which enhance learning. This path of teacher education will support the aims of constructivist policy and reform documents by ensuring graduates are literate in multiple theoretical frameworks and pedagogues, rather than limiting them to one. The significance of the development of teacher education programs that prepare teachers to use a constructivist approach is emphasized by Rai. In addition, from a behavioral learning perspective, failure in the teaching-learning process is the result of inappropriate instructional designs by teachers. If teachers are not well trained, they may be ill at ease with being scrutinized while their lessons are being video recorded, their lessons observed, and their instructional strategies and presentations critiqued by their students. Therefore, good communication between the educators and the students should be cultivated for better training.

6.1. Workshops and Continuing Education Opportunities

Constructivist learning theory is a relatively new field of research. There are numerous places that teachers can turn to get the training they need in order to become proficient in constructivist theory and teaching practices. Workshops, classes, and professional development opportunities are available. Some workshops are incorporated into annual teacher training seminars or conferences. Of course, teachers have the option of hiring consultants or enrolling in graduate programs at different colleges and universities. There are ongoing workshops, seminars, and graduate programs for individuals attending them more than once. It is important that teachers continue to know and learn about the implementation of constructivist theory in the classroom. It is a continually updated field and modifications are made and new techniques are introduced on a bi-annual basis. Teachers face a tremendous amount of diversity in the classrooms. It is important to get the training necessary for handling diverse needs of students in separate special education classrooms and inclusion.

To enhance constructivist theory and practices, an existing curriculum could undergo a nationwide implementation and later a district certification process. Workshops would be available to train educators about the program, rules associated with it, and basics regarding the different theories. For individuals interested in bilingual or English as a Second Language classrooms, there are state certifications available to ensure practitioner proficiencies. Each state monitors their programs. In Utah's public school system, staff development or continuing education classes are made readily available to teachers and school administrators. These classes are affordable and designed to be convenient for educators. Classes focus on principles of pedagogy for the youth of Utah while also integrating constructivism as an important principle in training.

7. Case Studies and Examples of Successful Implementation

Classroom instruction of constructivist multimedia-cueing programs. Due to the rationale of whole language, Rosen stated whole language cornerstone. Moreover, the coursework improvement of ITLDS systems with multimedia cues used for children's reading ability is described in this case study.

Learning writing through student collaboration in a constructivist classroom. In this student research, the abstract collaborations of students in a constructivist classroom encouraged a more positive attitude by giving their audience critical feedback about their papers and by acting as critical reviewers of their group members' papers. The topic is selected for their slice-of-life style, appealing to more personal journal entries. The questionnaire as the instrument for collecting data and information was used before they became collaborators, delving into their thoughts about writing and collaboration before they began a collaboration. Limitations, suggestions, and conclusions are addressed at the end of the essay.

Acceptance, avoidance, frustration, and anxiety of technology in a constructivist world. The results of these case studies suggest that students achieve a more relevant, useful, and positive comprehension through the mastery of instructional applications that teach them system integration instead of step-by-step computer applications. In the sphere of EFL/ESL, these findings were corroborated by the success of integrating technology in the teaching of reading and linguistic input at a large midwestern university. Following the examples given, language learners are strongly influenced by the effects of anxiety and self-esteem on their achievements.

7.1. Classroom Examples and Student Outcomes

Teachers using constructivist teaching methods show what can be done to stimulate and sustain motivation by appealing to students' sense of purpose, redesigning the language curriculum or some part of it in relation to students' real-life goals, and exploiting students' existing skills and resources such as their knowledge of English as a medium of computer programming. Many English language teachers use constructivist methods to awaken students' curiosity, to encourage creative and critical thinking, to engage students in cooperative learning, and to evaluate students on learning strategies and processes. They have also examined student interactions in conversation, class stories, and cooperative small group work.

These studies also show the kinds of learner attitudes and behaviors that characterize successful constructivist classrooms. Students ask for and provide reasons related to the content of the discussion as well as information indicating that they are tracking and understanding others' arguments. They respond to other students in an effort to integrate that new material into the group's existing content knowledge. Above all, they demonstrate a willingness to listen and respond to others' ideas. In many classroom-based argument exercises constructed in the United States, teachers place increased demands for good evidence and good reasoning on student-posed questions, inquiries, and problems. Anecdotal evidence from teachers of content-based instruction, Sociocultural Theory, cooperative learning, and critical thinking suggests that while there are minor changes in student-to-student rapport (e.g., suitability of each other's theses), the fundamental structure of the interaction remains stable. A significant impediment to implementing constructivist innovations is the time investment required for teacher professional development and new material preparation.

8. Challenges and Limitations of Implementing Constructivist Learning Theory in Teaching

English

Despite the fact that the teacher's approach can be based on several different learning theories, based on the constructivist theory, teachers or students may obstruct changes. An English teacher who follows the grammatical structure instruction approach can be made to think and act according to Descartes' philosophy because he or she only believes what he or she experiences. What he or she practices in his or her educational context can speak to him and students about what educational theory he or she believes. There are different theories which are only to represent and support the teacher's valuation, perception, and belief in the educational issue which can be suitable for that situation. Sometimes the teacher chooses a theory to use based on his or her personal preferences and proficiency. The question that may be raised by the reader at this point in time is whether implementing this theory offers any limitations or not.

Constructivism, being a relative theory, will leave out issues, applications, and implementation challenges relative to the mediator's individual qualifications, background, and readiness to teach as properly as the learners' readiness to learn, and in some situations, the school curriculum, facilities, logistics, and our education system. Concerns over an inadequate system, whether political or educational, are a global concern. Aristotle argues that no theory in this expertise exudes ingenuity or will fulfill all the people's diverse needs and opinions. It is important to determine while carrying out the study that we must base on the bottom line the language teacher of how we implement constructivist instructional methods, and whether it is authoritative or likely to face resistance or objections by English language teachers when implementing communicative language teaching? The difficulties, mishaps, and drawbacks are then discussed in further detail.

8.1. Overcoming Barriers and Resistance

One of the main obstacles in implementing modern learning theories in practical language teaching is reflected in the resistance of both teachers and learners to any novelty. For example, there is often a "certain unthinking resistance to theory likely to be found in EFL circles". Make a speech or write an article advocating constructivism, social-constructivism, or a Vygotskian approach, and you can be sure that someone in the audience or readership will debate skeptically whether these theories really work in a particular culture, country, institution, or classroom, certain age group, or with particular learners. Make a presentation on Social Constructivism in Language Learning at a language teachers' conference in Europe and it is a safe bet that a teacher of English will approach you at lunch break and engage you in a debate – or a conference publication – with the claim "It sounds interesting, but that, sorry, is just not how learners learn English - and here is why it does not work for me" or "and here is why it does not work for my learners". The danger is that if we as language professionals fail to get our message across, educational change can remain stunted or disjointed, merely tinkering at the edges, because it fails to reach what is clearly the most important level: the learners in the classroom. They see a dislocation between their teacher advocate for or ad hominem reject teaching theory, and the towards-the-student classroom practice.

Some strategies for persuading reluctant colleagues and learners are: i) Tailor new insights and pedagogical practice to a particular culture, country, institution, age group, learner, or classroom of teaching-learning context and explain very clearly or via vivid examples how and why they are therefore pertinent to their particular setting and students. ii) Try to close the advocacy/espousal practice divide through individual training, or a 'hands on' demonstration

of new ideas and materials and their respective outputs. iii) Emphasize small changes. iv) Wisdom can speak the tradition's language, and find a term or idea already established in the dominant educational culture and show how it is consistent with if not identical to the student profile of the new pedagogy – for example, that if one still subscribes to Gardner's research on the diverse ways of learning, it has a certain face validity to be accepting of multiple intelligences and also intuitive, even if one is also not about individual learning styles but rather focusing on networks and learning communities.

Overall, it is only by an application for use of such new approaches in varied cultures (teaching the teachers, learners) in different situations of application, be it EFL or EAP, that bridges between espoused theory and Theory Y and Z can be built and more cynics can become believers.

9. Future Directions and Innovations in Constructivist English Language Teaching

In the previous few sections, we have tread across the broader theory of constructivist learning applications and introduce two applications of constructivist teaching, namely Cooperative Learning and Content-Based Instruction (CBI), in the field of English for Academic Purposes (Paper 5) and English for Specific Purposes (Paper 6). These constructivist ideals have therefore evolved from unconventional 'light' methods and practices to theoretical frameworks with voluminous research devoted to their capacity and worth.

While benefits of constructivist application to English language learning have been well researched and substantiated, only a few researchers have investigated its application to Communication and Literature, English or Professional Communication and Research in Technical and Vocational Education to date. This proliferation of research in application to English language learning or teaching may have been

attributed to the fact that not only is English to be formally used by 1.5 billion people thus placing them in direct connection with academics, but that language is quintessentially the gateway to the world itself. Consequently, it has also been quantified that people who wish to learn to speak English, possibly in more than 80% of the cases, may exceed or meet 15,000 each day, thus potentially making affective communication 'English-classroom pupils research'. To burgeon constructivist teaching in specialist fields, we in this presentation presented a study that aimed to introduce and apply constructivist teaching-learning principles to widen the pedagogy for the teaching of Technical and Vocational Education (TVE) students in English Communication and Research. The varied Techniques of Research Practice II class provided a choice Petaling Jaya TVE college in Malaysia. The teaching staff then evaluated the application through student feedback.

There are many future research areas in constructivist language teaching in the areas of language studies which have been left well-lit by researchers. It is not possible to discuss the areas in detail, but some to consider include learner autonomy-related studies, self and peer assessment studies, interaction, collaboration and negotiation studies, situated studies of communicative fluency and language development, studies of practical English for specific purposes, and teaching English for academic purposes, in the sciences and other pass reports.

9.1. Emerging Trends and Research Areas

Subsection 9.1. Emerging Trends and Research Areas

The above discussion showed that, while constructivist theory is central to the Chinese English language teaching institutions, it is still in its nascent stage. Our review of recent research

therefore aims to bring fresh insights to this area, making a strong contribution and providing a valuable resource for teachers and researchers. Emerging trends and research areas developing in the theoretical research scenario of constructivism and language-teaching field not only reveal gaps or areas barely discussed, but also innovations and new and cutting-edge practices in this business.

Constructivist theory and collaborative approach to the teaching of English for specific and academic purposes emphasize learners' knowledge management, problem-solving, and communication in fluctuating and complex contexts in professional academic setting. Flipped learning environment and virtual reality supported education in the context of future constructivist EFL seem to be promising teaching tools of the younger brain for massive assignments and diverse cultural situations of the changing planet in an integrated manner democracy, understanding, peace, development, human rights, and intercultural-cultural dialogue in globalized world. Learning mobility, pattern of thinking, learning, and teaching is not only motivated by theory but is also in line with current and evolving. Educated XXI century global citizen, REVISI Framework, and the call of the curriculum/post-curriculum of European roundtables are now equipped in the classroom and through a collaborative practice pedagogy. These facilitate the younger generation to make better lifestyle choices for themselves, family, for the betterment of the earth, for future development, and to contribute to social transformation as global actors 2030. Practical implications and recommendations for future research end on emerging trends are outlined in the last section of the study.

10. Conclusion and Implications for Practice

As has been argued in this study, constructivist learning has been positioned as a pivotal tenet gaining attention as an ideal philosophy, guided by

a number of implications for effective teaching practices. Despite some weak areas to be followed up, the findings of this conceptual paper are very promising to be more developed in other contexts of disciplines. Firstly, the current surges of focus on the exploration of constructing learning theory and its implications are very susceptible to be conducted in wider circumstances. Subsequent studies can investigate the theory based on human activities that are related to spatial intelligence, interpersonal relations, naturalistic interests, and also emotional intelligence.

Secondly, effective teaching gears towards student-centered learning can also be conducted in other realms. Thirdly, clarifying the previous findings in different contexts would also be much welcomed. Other findings in the previous book, journal articles, and classroom can be reviewed by involving students, syllabus, written English, spoken English, materials, methods, and technological equipment, in-listener logs, correspondence, error analysis, and in other relevant areas. Fourthly, the solid arguments both in theory and practice can be examined further. To the critical extent, the ideas of new findings can also be developed into further topics. The data can be re-investigated and re-interpreted in other scenarios, and its strengths and weaknesses can be potentially modified. Such a basis can lead the reviewers to map a further page in seeking the fresh context required for further dynamic home-grown language learning strategies based on content, affective, and socio-pragmatic orientations. It is expected that the findings of the present study can be applied by other researchers in their own contexts of the understanding of English learning and teaching practices. Suggested implications for teaching English as a foreign language that can be applied by the teachers include individualizing learning using small groups, paying attention to a learner's tensiveness, respecting childness, creating emotionally secure

environments, recognizing good effort, providing a responsive curriculum, placing importance on the development of problem-solving skills and strategies, conducting constructivist learning model in EFL classroom, and encouraging children to talk about their feelings or solutions.

10.1. Findings and Recommendations

To recap, the study aimed to provide a comprehensive view of constructivist learning theory and its applicability in the teaching of English language. At first, the theory was exposed from the aspect of the basic context that it was created, and was compared to the opposing theory to clarify how constructivism differs from behaviorism and/or other learning theories. By doing so, recommendations for the application of constructivist learning theory in actual teaching can be drawn. In sum, the following represent the main findings and recommendations of the study.

4.1. Findings

1. Diverse, Context-Pragmatic, and Sociocultural. All the explanations are rooted in the contextual, pragmatic, and sociocultural aspects to tackle the heart of constructivism. This differentiates the present more philosophical discussion from the more psychological discussions about the theories of learning. The devolution argument is further enhanced when put against sociocultural, context-related, and practical approaches in relation to the teaching of second/foreign languages. Constructivism can enrich the academic process representation. 3. Implications for Practice. Constructivist principles can suggest new levels of reflection and action on teaching and learning English for specific purposes. They are important to teachers preparing, for example, groups of executives for management general courses, employees to attend conferences, or university teams to perform studies to attain specific public or private funds.

4.2. Recommendations

On the basis of the main findings of the foregoing discussions and in view of the fact that applying constructivist learning theory in teaching is time- and context-dependent, we humbly make the following recommendations. For teacher/trainers: in the all-in-1 tips that follow, you should choose the piece of advice that can best suit specific cases, your time availability, and your style. Please understand that the multiple combinations of activities and methodologies on display are only some examples, and certainly not the only ones you could espouse to deliver their intended effect.

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