Unlocking Language: EFL Teachers' Perspectives on Constructivist Philosophy in Practice

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Abstract
This study explores how language teachers perceive the effect of integrating constructivist teaching philosophies into their foreign language classroom. It seeks to explore teachers' perceptions of the effect of constructivism on language proficiency and the pedagogical applications of constructivism in foreign language education. Using a qualitative research design, fifty-five English language teachers, from the public schools in Riyadh and Amman, the capital cities of Saudi Arabia and Jordan, were interviewed. The grounded theory approach was used to analyze the data, enabling the identification of common themes based on reported teacher practices. Findings reveal that constructivist pedagogy enhances language learning by encouraging authentic, collaborative situations that deepen comprehension beyond rote memorization of grammar and vocabulary. Moreover, the findings indicate that constructivism transforms the teacher from 'sage on the stage' to 'guide on the side,' as he/she facilitates learners' active knowledge construction and supports confidence building towards putting language to actual use in everyday, real-life situations. Considering the findings, the authors recommend that practical constructivist applications be incorporated in teacher training programs and that language curricula be designed around interactive, meaningful activities that promote learner active participation and language development.
Key words: collaborative learning, Constructivism, English as a foreign language, language proficiency, pedagogy, teacher facilitation

Introduction

Language learning is one of the foundational processes in human life, shaping reasoning, social interactions, and cultural connections. Throughout history, philosophers and scholars have sought to understand how humans acquire skills and approach the learning of logical languages, leading to the development of various theories and pedagogical strategies designed to demystify this intricate process (Dasen, 2022). Early philosophies treated learning as a mimetic activity, emphasizing the transfer of knowledge from teacher to student through a one-way transmission model (Tam, 2000; Tobias, 2009). As new philosophies emerged marked an educational change and a shift in thought, learners were given more agency in actively constructing knowledge (Al-Barakat & Bataineh, 2011; Noben et al., 2021; Omodan, 2022).

Constructivism sees knowledge not simply as a collection of facts given by a teacher, but an evolving process that learners actively shape through engagement with the surroundings (Vygotsky, 1978; von Glasersfeld, 1974). This idea has had significant impact on the understanding of language acquisition by viewing language not just as a medium for communication, but as a way through which people build their intellectual and emotional worlds (Fisher et al., 2022; Al-Barakat et al., 2025). Thus, the teacher's function transforms from that of a provider to a facilitator who supports learners in making sense of their world through active participation (Driscoll, 2000; von Glasersfeld, 1994).

The constructivist philosophy places the learner at the center of the educational experience, which means that knowledge is gained through experiences (Sweller et al., 2007). This does not refer to reading and being lectured to, but the more active engagement with peers that facilitates language development (Al-Barakat et al., 2022; Al-Barakat et al., 2023; Dewaele & MacIntyre, 2016; Dewaele et al., 2018; Fisher et al., 2022). To give an example, during instruction, students participate in structured activities like conversations and debates, where they give and receive opinions in the target language and work on their listening and speaking skills simultaneously.

The constructivist doctrines are well articulated through the works of Jean Piaget, Lev Vygotsky, and Jerome Bruner (Dewey, 1938; Driscoll, 2000; Elliott et al., 2000). Piaget viewed learning as a change which accompanies cognitive development, interaction with the environment, and social and individual activities (Elliott et al., 2000; Ernest, 1994; Fisher et al., 2022; Honebein, 1996). He further argued that knowledge acquisition is not a passive process, rather an active process facilitated through the dynamic and multisensory world where the learner interacts directly, and in this case, with the help of language complementing rigorous thinking and reasoning broadens critical thinking (Al-Halalat et al., 2024; Al-Hassan et al., 2012; Al-Barakat et al., 2025).

Vygotsky developed the concept of zone of proximal development (ZPD), which identifies a gap between what a learner can do independently and what they can accomplish with the help of a teacher or peer (Bataineh & Obeiah, 2026; Smagorinsky, 2018). As explained by Ness (2022), Vygotsky argued that teachers need to provide appropriate scaffolding and motivational support so that learners can grapple with challenges that stretch their current abilities. As discussed by Mayer (2004), Noben et al. (2021), Oliver (2000), Omodan (2022), and Phillips (1995), Vygotsky viewed language as the primary means through which individuals construct and organize knowledge and underscored its social nature.

Bruner's and Vygosky's theories are similar because both focus on active student engagement during learning. Bruner considered pedagogy an active process in which learners participate within rich cognitive and social contexts (Bodrova & Leong, 1996; Brown & Ferrara, 1985; Campione et al., 1984). For effective learning to occur, collaborative construction of knowledge through problem solving, discussion, and active participation is essential (Bruner, 1985). As noted previously, a learner needs to be able to interact with people to be able to interpret reality. Thus, for Bruner, language is a valuable tool for understanding and acquiring skills. His view of teaching is one who assists the learners, promotes critical thinking, and designs situations in which learners would independently construct knowledge (Daniels, 2007; Thompson, 2012a).

The philosophy of constructivists focuses on developing teaching methods that nurture creativity, self-directed learning, and multi-level direct activities. Constructivists consider deriving knowledge from experiences and social interactions (Thompson, 2012b; van der Veer & Valsiner, 1991). They also acknowledge the importance of informal interactions with the community beyond classroom walls, which gives the learners the opportunity to use language meaningfully while sharpening their skills. Furthermore, constructivist philosophies nurture the learner's abilities to reason, invent, and articulate their thoughts in genuine situations (Wertsch, 1979; Wood et al., 1976).

The importance of constructivist philosophies is particularly striking in teaching English as a Foreign Language (EFL) in a multicultural classroom setting. There is a body of research demonstrating the efficacy of constructivist philosophies in such multicultural classrooms. For instance, studies of (Oodo, 2015; Peter et al., 2010; Ugwuja, 2007; Uwalaka & Offorma, 2015) demonstrate the effectiveness of

interactive strategies, such as dialogues, discussions, and cooperative learning on students' EFL oral and written performance in authentic contexts.

The constructivist pedagogies for developing language skills across various learners and educational contexts is important, as it fosters multiple dimensions of language development through learner interaction and collaboration. Interactive activities, for instance, are markedly effective in enhancing EFL learners' reading and writing skills (Al-Hassan et al., 2025). The constructionist approach has also positively impacted students' speaking and listening skills, particularly in college where students participate in guided engagement and learning activities (Al-Barakat et al., 2023).

Collaboration and social interaction are primary contributing factors for enhancement in foreign language skills. Learners are able to engage with language meaningfully through dialogue, discussion, cooperative strategies and use of authentic drama, which assists in developing higher levels of proficiency (Ahlquist, 2019; Al-Rashidi et al., 2022; Black et al., 2004; Borg, 2018; Shah, 2019). Younger students can practice speaking and listening during language games and small group discussions that are appealing and dynamic (AlAli et al., 2025; Saarsar, 2018; Vygotsky, 1978).

The constructivist pedagogies are effective in language enrichment utilizing social interaction (Ahlquist, 2019; Al-Barakat et al., 2025; Al-Rashidi et al., 2022; Black et al., 2004; Butler et al., 2021; Clark, 2013; Hu et al., 2024). Regardless of the evidence, there are still gaps regarding the culturally and linguistically diverse implementation of these pedagogies. The integration of these sociocultural frameworks approaches to address the needs of the diverse learners is a complex issue that needs further attention. Additionally, there is little to no available literature discussing teachers' perceptions of their roles in the constructivist pedagogies, which points to the need for more holistic frameworks of English language teaching.

Problem, Purpose, and Significance of the Study

The teaching of languages has progressed to focus on learners being more actively involved in the creation of their linguistic knowledge. The constructivist philosophy stresses the importance of personal experience and social interactions. It is well documented (e.g., Vygotsky, 1978; Driscoll, 2000) that language acquisition comes through advanced, higher-order cognitive functions such as analysis, synthesis, and inference rather than mechanical methods like memorization and rote learning.

Through constructivism, learners as students become active participants in their learning context and environment. Engagement becomes authentic when students move beyond the rote rehearsal of grammar, making use of real-world communication. The impact on language teaching is profound, as constructivism fosters pedagogy that is centered on the learner, accommodating diversity and enabling knowledge to be built from experiences.

Even with the positive attributes of constructivists approaches, practical implementation continues to face challenges, particularly with the working understanding of these philosophies by practitioners and their translation into classroom practice. The effectiveness of constructivist teaching rests on how educators define their responsibilities and modify their teaching to support active learning driven by students.

The purpose of this research is to illuminate how constructivist principles are interpreted and enacted by practicing EFL teachers and to identify how these interpretations inform classroom practices that foster active, meaningful language acquisition. More specifically, authors seek to answer the research question, *How do EFL teachers perceive and apply constructivist pedagogies in their EFL classroom?*

This study addresses a notable gap in the literature: the underexplored perceptions of EFL teachers regarding the application of constructivist philosophy, particularly in multicultural and sociolinguistic contexts such as Jordan and Saudi Arabia. Understanding teachers' perspectives is crucial for putting forth practical

recommendations for the integration of constructivist approaches into language education programs.

Methodology

Research Design

This study used a qualitative research approach, as its core framework, for the purpose of exploring how EFL teachers understand and implement constructivist pedagogies and their effect on language learning in general and the development of learners' communicative competencies in particular. The qualitative design was particularly suited to examine teachers' perceptions and experiences in transforming classrooms into interactive, meaningful, and discovery-based learning environments, which are all hallmarks of constructivist pedagogy.

The use of this method provided clear windows into how participants wished to talk about their instructional philosophies and the worlds in which they function, bringing to light certain educational activities and trends which may be overlooked by quantitative methods. It helped deepen understanding of teachers more as active agents who facilitate learners' construction of knowledge through engagement, reflection, and interpersonal interactions instead of mere givers of knowledge.

The study was aimed at the application of constructivist principles in teaching English at the primary grade levels. Within this qualitative paradigm, it revealed how teachers view their changing roles in encouraging autonomous learning and active participation in the language classroom. The study further exemplified the teacher's shift from a primary instructor to a facilitator of learning. It also illustrated how constructivist philosophy views language learning as a collaborative, dynamic, and socially engaging endeavor, not the passive, rote-based practices dominant in education.

Sample

This study analyses the impact of constructivism on EFL teaching by using a purposeful sample of fifty-five primary grade teachers who are actively using constructivist teaching strategies. Such a reflective approach to teaching helped these teachers to be able to apply constructivist methods in primary EFL teaching and enabled them to express how they use constructivism within EFL teaching.

The sampling strategy was based on the belief that the participants' voluntary and intentional involvement would provide valuable insights into authentic instructional practices aligned with constructivist philosophy. The participating teachers were selected from two culturally and educationally distinct locations: thirty-four teachers from eleven schools in Riyadh (Saudi Arabia) and twenty-one teachers from ten primary schools in Amman (Jordan). This purposeful selection of diverse contexts aimed to capture a broad spectrum of educational and cultural practices. The researchers sought to explore how constructivist practices are infused in various instructional pedagogies and how teachers attempt to respond to the contradiction of local value and national syllabus integration with respect to a learner-centered, interactive, and meaningful teaching framework.

Research Instrument

Given the exploratory nature of the study, semi-structured, in-depth interviews served as the primary tool of data collection. These interviews were carefully crafted to capture EFL teachers' perspectives and reported teaching practices, particularly regarding the ecological application of constructivism in developing language skills through real-world interaction, engagement, and meaning-based learning.

Initially, the interview protocol included five open-ended questions designed to delve into philosophical frameworks reflecting constructivist principles within EFL instruction. These questions aimed to analyze how teachers perceive and apply constructivist pedagogies in the EFL classroom. Following a review by a jury of experts in language education, early childhood education, and measurement and

evaluation, the protocol was revised to include three more focused questions to allow teachers to articulate how they design and facilitate authentic learning experiences, empowering students to actively participate rather than passively receive information.

Data Collection and Analysis

The interviews took months to arrange, and they were conducted through in-person meetings or through various communication apps. Through these interviews, the researchers were able to deepen their understanding of how constructivist principles are put into practice in EFL teachers' language classrooms. All of the sessions were audio recorded, and each session lasted between 40-60 minutes.

All the data was transcribed verbatim and analyzed using thematic analysis guided by Grounded Theory. With this approach, insights can be generated from the data, which offers a more comprehensive understanding of the participants' experiences rather than relying on preconceived theoretical frameworks. The transcripts were analyzed using thematic analysis grounded in Grounded Theory. Key themes identified through the analysis include the following and provided deep insights into how constructivism is integrated into EFL contexts, reflecting an active, intentional, and experiential nature.

1. ***Authentic language use*.** Teachers emphasized the importance of meaningful interactions and real-life situations in teaching language.
2. ***Collaborative learning*.** The classroom was described as a learning community, with peer collaboration fostering meaningful engagement.
3. ***Student empowerment*.** Students were seen as the focal point, respected and acknowledged as active participants in their learning process.
4. ***Redefining the teacher's role*.** Teachers reflected on their evolving roles as facilitators rather than traditional deliverers of knowledge.

Ethical Considerations

This study adhered to the ethical standards of educational research. Participants were fully informed about the aims and methods of the research, and their participation was entirely voluntary. They were also assured of their right to withdraw from the study at any time without facing any consequences. To ensure confidentiality and participants' anonymity, pseudonyms were used, and all related data was securely stored in encrypted digital files accessible only to the research team. The collected data was exclusively used for academic purposes.

The interview questions avoided delving into private or overly personal topics. The researchers took exceptional care to honor the cultural and religious sensitivities of participants from Saudi Arabia and Jordan. To encourage authentic and honest responses, the researchers created a safe, judgment-free environment where participants felt comfortable sharing their views and experiences. These ethical measures are deeply aligned with the principles of constructivist philosophy, which emphasizes respect, trust, and dialogue. They reflect the belief in the ability of individuals to engage responsibly and knowledgeably in meaningful interactions.

Findings

The study aimed to answer the primary research question of how EFL teachers understand and implement constructivist principles in their teaching. To answer this question, 55 teachers were interviewed, and their responses were analyzed following the Grounded Theory Approach. Five central philosophical frameworks or themes were developed based on the teachers' responses, which captured their understanding of and their foundational beliefs about teaching and learning the English language.

Theme One: Integrating Authentic Experiences as a Foundation for Learning

The analysis revealed that 50 out of 55 participants (90.91%) advocated for a constructivist approach emphasizing real-life contexts in EFL instruction. They argued that authentic experiences foster meaningful language application, as learners are potentially more motivated and perform better when engaged in tasks that mirror

real-world interactions. The participants shared insights, highlighting instances of authentic learning, as shown in the excerpts below:

I have observed that my students achieve the best outcomes after engaging in projects that require real communication, like interviews or field reports. When they use the language in real contexts, it sticks better.

Students forget their learning and actually live the language when they are planning trips or shopping. This form of learning brings the lesson closer to the real-life experience.

During one of the lessons, I took my students to a café within the locality. I instructed them to make their orders using the English language. They were engaging in real-world interaction, and I noticed significant improvement in their confidence afterwards.

The participants viewed authentic learning as a bridge connecting language to lived experiences, reinforcing constructivist notion that learning is best achieved through practical engagement. They reported that language is more relevant and realistic when it is interwoven into actual, lived experiences that integrate the basic four language skills (viz., listening, speaking, reading, and writing) to make language a tool for genuine communication rather than an academic exercise. Psychologically, authentic activities, which contextualize vocabulary and grammar, enhance motivation, presenting language as a venue for meaningful learning, unlearning, and relearning rather than mere memorization of academic content.

Theme Two: Enhancing Language Development through Collaboration

Recognizing collaboration as a key component of constructivist learning, 48 participants (87.27%) emphasized the positive impact of group work on language development. Participants observed that peer interactions fostered fluency, improved comprehension, and boosted motivation, as illustrated in the following excerpts:

I notice that whenever students work in small groups, they explain to each other in their own way—so I hear them using the language naturally. Sometimes I even learn from how they talk to one another!

An amazing idea During a collaborative short story writing task came from a student who I thought wasn't linguistically strong, but with the help and explanation from a peer, he produced great ideas.

I believe that collaborative learning goes beyond language teaching—it helps develop life skills. It reinforces students' ability to negotiate, respect other people's views, and show a high sense of teamwork.

These perspectives align with the constructivist principle that knowledge is constructed through social interaction and co-construction of meaning. Participants reported that collaborative learning creates a risk-free environment for experimentation, enabling learners, especially lower-performing ones, to thrive with peer assistance. This resonates with Vygotsky's Zone of Proximal Development, where learning is optimized through guided participation. In addition to fostering language development, these social interactions foster interpersonal development, transforming the classroom into a dynamic microcosm of society, where learners engage in active construction of meaning through collaboration, negotiation, and shared experiences.

Theme Three: Prioritizing Fluency over Grammatical Accuracy

The analysis of the interviews indicated that 46 (83.64%) of the participants support a constructivist approach that prioritizes meaning over form in language instruction. They argued that focusing on meaning and context, especially in the initial stages of learning, is not only more significant but should also take precedence over grammatical accuracy, as illustrated in the sample responses below.

Several students become a bit easier when I say that mistakes are okay as long as the message gets through. It lifts the anxiety burden off their shoulders.
In a personal journal writing activity, I posed a question to my students to portray their day, and I instructed them not to think about grammar. The outcomes were vibrant imaginative and full of life.
When I begin a lesson with a story or a video and pose an open-ended question for discussion, I tend to observe that their language is more spontaneous and informal compared to set-formal grammar lessons.
Participants embraced the *learning by doing, fluency before accuracy* philosophy, emphasizing that language proficiency is best nurtured through meaningful engagement rather than rigid focus on grammar and prohibition of errors which not only cause anxiety and unfavorable attitudes but also diminishes learners' confidence and willingness to participate in learning. Here, grammar is not neglected but rather learned organically through immersive strategies, such as storytelling, journaling, and discussion-based activities, which potentially helps learners internalize language structures while simultaneously fostering both cognitive and linguistic development.

Theme Four: Building Confidence, Trust, and Autonomy in Language Learning

Constructivist philosophy was reported to significantly cultivate learner autonomy and confidence by a staggering 52 out of the 55 participants (94.54%). Participants noted that learners become more confident and linguistically independent when allowed opportunities for decision-making, self-expression, and independent idea exploration, as illustrated in the following excerpts:
Some students only started speaking in class once they felt their voices were heard and valued. Giving them space to express was the turning point.
Students get so much more committed and creative when I allow them to choose the topic of their final presentation.
Students need room to experiment and make mistakes. When I do not give them the answer immediately and leave it to them to figure out, the learning goes much deeper.
These responses highlight the participants' conviction that *confidence* and *autonomy* are not merely outcomes but essential conditions for effective learning. Participants viewed *empowerment* and *trust* as critical elements that transition learners from being passive recipients of knowledge imparted by the teacher to active participants in their own learning, which aligns with the fundamental principles of constructivism.
Furthermore, participants emphasized the necessity of a psychologically safe classroom environment, especially for language learners, who may experience anxiety when expressing themselves in a foreign language. Allowing learners to choose their topics and presentation styles potentially fosters educational empowerment, promoting self-direction and intrinsic motivation, all key characteristics of a constructivist classroom.
Additionally, embracing experimentation and failure as learning tools was regarded as an advanced pedagogical strategy. Instead of viewing errors as setbacks, teachers reframed them as valuable opportunities for growth. Within this framework, the teacher assumes the role of facilitator, guiding learners toward developing intellectual autonomy and self-sufficiency.

Theme Five: Shifting Focus from Teacher-Led to Student-Driven Learning

A vast majority, 53 out of 55 participants (96.36%), strongly advocated for learner-centered approaches, firmly situating them within the constructivist paradigm. Participants emphasized that this approach fosters motivation by addressing individual needs, interests, and learning preferences, as illustrated in the interview excerpts below.
Students don't want to be passive recipients of language. They want to feel that what they're learning is personal and relevant. When they understand the 'why,' their engagement increases.

In one of the classes, we had a discussion on students' favorite songs and the vocabulary and expressions that we could use from them. Their ideas made the lesson come alive, which makes me think a lot as well.
While incorporating different types of materials such as visuals or movement, I see participation and confidence as well as the overall learner engagement increase greatly.
These reactions capture participants' understanding that constructivism requires a focus on learners. The integration of interests within lessons gives learners a sense of ownership over their learning. By doing so, teachers build motivation, and the learning environment shifts from teacher-managed to learner-led. When learners interact with content that is relevant to them, in this case, music, they demonstrate increased enthusiasm and investment, which reinforces the constructivist assertion of intrinsic motivation and active engagement.
Additionally, participants focused on the responsibility of meeting instruction to students' varying learning preferences. They identified the need to provide visual, kinesthetic, and auditory frameworks for the best understanding of each learner. Learning, in the constructivism approach, as stated, is anchored in the learner's history, knowledge, and experiences. True learner-centered education begins when there is a change from merely adapting teaching frameworks to the very foundations of the system itself.

Discussion of the Findings

Based on the information provided, the participants are reportedly committed to the constructivist philosophy, especially in regard to its use in foreign language education. They pointed out the advantages of a constructivist approach in promoting learning, autonomy, and active participation. They stressed the importance of teaching the language in a way that allows the learner to interact with it in a meaningful manner, reflecting constructivist perspectives, especially Dewey's advocacy for experiential learning, which claims that language learning flourishes when it is genuinely engaged with, not when it is practiced in a pedagogically separated manner (Khasawneh et al., 2022).
The findings provided suggest that participants recognize collaborative learning as an important social context for language learning which has very powerful significance. They notice that students learn not only from a teacher but also through dialogue, negotiation, and multisided activities with other students as they collaboratively construct meaning and knowledge. This is consistent with the Vygotskian constructivist view of knowledge, including language, as socially constructed and dependent on interaction (Bataineh et al., 2020; Fraihat et al., 2022; Hawamdeh et al., 2025; Khasawneh et al., 2023). Additionally, the study supports the idea of the Zone of Proximal Development, where concepts, skills, and knowledge are best acquired with the guidance of more knowledgeable others.
As a result of collaboration, engagement, meaning-making, vocabulary development, and fluency development are gained, all of which aligns with the views of Piaget and Vygotsky who believe that the functional use of language in speech and writing enhances productivity (Al-Hassan et al., 2025; Bani Irshid et al., 2023; Bataineh & Bani Amer, 2023). Later studies (e.g., Al-Barakat et al., 2025) also show that constructivist teaching aids students in the active use of language and thoughtful action instead of mindless memorization of delivered content.
Moreover, it is the case that teachers emphasize meaning and context more than rote grammar teaching. This aligns with the constructivist hypothesis which understanding emerges from context, suggesting language is best acquired through real-life interactions as opposed to mechanical repetition of disjointed phrases and structures. This is also aligned with Krashen's Input Hypothesis that language is learned more efficiently when the focus is on the meaning instead of the form (Krashen, 1989).

There is also strong evidence that some of the best language teachers actively invite students to use the language, even if it involves some errors as long as they can convey their ideas. Effective language acquisition, according to Krashen, is optimally attained when learners are exposed to meaningful and understandable input. Bruner's theories which stress that organizing experiences around meaning and context instead of abstract rules also support this principle.

These findings also underscore the importance of learner autonomy and trust in fostering self-directed language learning. Participants asserted that allowing learners opportunities for decision-making, self-expression, and independent exploration cultivate their linguistic and educational identity. This readily aligns with constructivist philosophy, which posits that effective learning takes place when the learner feels actively in charge of his/her learning, as he/she attempts to solve cognitive problems and, simultaneously, reconstructs knowledge through self-regulation.

Participants recognized the importance of fostering trust and autonomy, asserting that meaningful knowledge construction occurs when learners have the freedom to engage within a structured framework, which is evident in instructional practices where learners are allowed opportunities to work independently within established classroom guidelines, participate in decision-making, and assume various roles throughout the language lesson (Bataineh & Bataineh, 2024; Bataineh et al., 2025). empowering learners potentially transforms them from passive recipients of teacher-delivered knowledge to active participants in and owners of their learning, which also aligns with Bruner's principle of 'discovery learning' which challenges traditional perceptions of error which is seen more as an essential stepping stone towards conceptual understanding than failure (Bataineh & Mayyas, 2017), which is why constructivist language teachers, in particular, cultivate learning environments that encourage students to make errors, reflect on them to develop reasoning and independent thought.

The findings highlight a distinct movement towards learner-centered language instruction, reinforcing the constructivist view that education should flow from learners' interests and prior experience. Participants advocated for personalized instruction which allows learners to engage in activities that match their preferences and experiences, which also aligns with Bruner's theory of discovery learning, where learners actively engage in meaning-making rather than passively receiving information from the teacher (Bataineh & Alqatnani, 2019; Khasawneh et al., 2023).

Recent research (e.g., Al-Barakat, 2025; Bataineh et al., 2025) suggests that self-directed engagement promotes interaction, self-motivation, and ownership. Teachers who incorporate choice and self-expression create authentic constructivist learning environments, ensuring that students actively build knowledge rather than simply consume information.

Conclusions, Recommendations, Limitations, and Future Directions

The findings of the study suggest that the participants do not simply use the constructivist philosophy as a pedagogical approach but rather have an all-encompassing philosophical outlook within the language education framework. These reported convictions, which align with the basic principles of Constructivism, underscores that language learning is an active, cumulative, social, meaning-driven, and learner-centered process. Constructivist thinking seems to have significantly affected these teachers, as knowledge is not transmitted but rather constructed through the meaningful interaction with the learning environment. Engaging learners in authentic language experiences, such as ordering at a restaurant, conducting interviews, or delivering presentations, transcends supplementary to fundamentally constructivist learning, which is supported by empirical evidence (e.g., Bataineh & Bataineh, 2024; Bataineh et al., 2025) that real-world interactions promote learners' confident comprehension and communication.

The current findings seem to suggest that implementing constructivist pedagogies in the foreign language classroom signals a marked epistemological and pedagogical shift in teachers' practices. Language is no longer seen as a rigid set of grammatical rules and vocabulary to be memorized but rather as a social phenomenon embedded in the learner's experiences in a given context. The current findings uncovered that the language teacher's role is redefined, meta morphing from a mere transmitter of knowledge to an interactive facilitator of linguistic experiences who empowers learners to independently construct meaning. Similarly, the findings signal an emerging view of the learner as an active participant in learning, rather than a passive recipient of knowledge, who brings his/her voice, experience, and autonomy into the process, mirroring the collective constructivist view of Piaget, Dewey, Vygotsky, and Bruner of learning as an active, social, and experiential endeavor.

The findings also revealed that teachers are applying constructivist pedagogies in their EFL classrooms by incorporating real-life scenarios, project-based learning, learning-by-doing, and task-oriented assessment. Their insights underscore a unified philosophical approach in which language learning is driven by authentic engagement and meaningful interaction rather than a fragmented or disconnected process.

This study advocates a holistic integration of constructivist philosophy with the language curriculum in order to meet requirements for English teacher education programs based on constructivist principles. This advocacy aligns learners actively and meaningfully with the provided content. The current findings emphasize prioritizing authentic tasks, project-based learning, and collaboration to transcend rote learning in curriculum design and instead promote sophisticated thinking and knowledge synthesis. Furthermore, this advocacy urges the redesign of curriculum structures to be more flexible, centrally focused on the learner, reducing emphasis on memorization and increasing practical application. This research also encourages shifting assessment frameworks from static methods to more dynamic forms of evaluation in individual and group projects to foster understanding and creative self-expression.

Offering valuable insights, this study has many shortcomings that need to be addressed. The purposive sample selection limits generalizability because participants came from a specific teacher cluster. Moreover, the use of interviews alone as a data collection method excludes observational data which is critical to uncovering important behavioral and instructional subtleties. Moreover, lacking learner perspectives constitutes a more serious limitation, as their voices are essential to education, and their lived experiences would deepen understanding of how constructivist pedagogies are enacted in practice. These limitations underscore the need to broaden the focus of the research in order to fully examine the application of constructivism in teaching foreign languages through multi-method approaches.

In order to address these gaps, particular future directions have been proposed, such as focusing on learners' perceptions of constructivist language teaching and cross-context comparative studies of constructivist approaches. Quasi-experimental designs could investigate the impact of constructivist teaching on language acquisition. Furthermore, there is an acute lack of research on the impact certain factors, such as teachers' academic training and years of professional teaching experience, have on the effective use of constructivist teaching strategies in foreign language education. Focused, persistent inquiry is needed to strengthen constructivist teaching, enabling enduring philosophical coherence and practical flexibility in foreign language classrooms.

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Declaration on AI Use

This research paper was originally prepared by the authors. An AI tool (Grammarly) was used solely to enhance the clarity of specific sections of the text. The authors take complete responsibility for the content, interpretation, and scientific integrity of the research.

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