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CONSTRUCTIVIST APPROACH TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Approaches to teaching English have changed a lot in the 21st century. These changes have been determined by the skills that are required from the graduates of colleges or universities. They have changed the teachers' roles in the classroom. They are no longer the only knowledgeable authoritative instructors who transmit the information to the students. They have become facilitators in organising mutual experience sharing and constructing the meaning together.

These are only some scholars who have published their works in the field of constructivism: Le Grice, Mabin, and Graham (1999), Altun and Büyükduman (2007), Yang (2002), Boekaerts and Minnaert (2006), Huang (2002), Ruey (2009).

Constructivism is a philosophy of education that says that people construct knowledge through their experiences and interactions with the world. Essentially, it says that people learn through experience, not through hearing someone give a lecture [1].

A constructivist English lesson is: constructed; active; reflective; collaborative; task-based; evolving [2]. On the one hand, it requires much time and effort from the teacher who wants to make learning effective. On the other hand, learning is becoming much easier if the students are actively engaged in doing close to real life tasks based on their experience.

Taking into consideration the mentioned above information we can state that a constructivist English lesson is student-centred. It means increasing student talking time which is one of the key points when we mean teaching a language.

Literature

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