

Constructivism

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Constructivism founded by Piaget. It depends on self-evident as people grow up and exposed to the world and to the languages, they improve their linguistic knowledge. Experiences and interaction with others is the first way of learning according to this theory.

Constructivism views learning as an interpretive, recursive, and nonlinear process by active learners interacting with the surroundings of the physical and social world.

(Fosnot, [2005](#)).

Two schools of constructivism prevail, namely cognitive constructivism and sociocultural constructivism. Cognitive constructivism stems from the work of J. Piaget, featuring the individual learning process and how a person constructs and develops his knowledge through experience. Sociocultural constructivism, developed by L. S. Vygotsky, emphasizes the social context of learning.

Though Piaget did not include the influence of social inputs, while Vygotsky did not stress the action and reflection of individual learners, they each told half of a good story of learning that complements the other (Cobb, [2005](#); Dimitriadis & Kamberelis, [2006](#)).

- In Piaget's stance, cognitive constructivism conceives learning as a "holistic, 'bottom-up' process" (Dimitriadis & Kamberelis, [2006](#), p. 169) enacted by an active learner as the constructor of his knowledge structure.
- Learning comprises successive and spiral stages in which a learner's intellectual growth is mostly influenced by personal intellectual activities while he explores, manipulates, and understands his experience (Goodman, [1990](#)).

What cognitive constructivist theory of learning informs University ELT is that learning is an active process in which students construct new ideas and concepts based on their past and present language knowledge. They develop abilities to select information, originate assumptions, and make decisions in the process of integrating learning experience into their existing cognitive structure. This process allows them to proceed beyond the surface of information given and to interact with the environment by exploring and manipulating objects (Bruner, [1973](#)).

Sociocultural Constructivist Theory of Learning

The sociocultural perspective of S/FL acquisition originates in the work of Vygotsky (1981), who studied the role of social experience in the development of individual knowledge. Vygotsky placed emphasis on the social context of learning, namely, how social and cultural contexts affect a learner's cognition, or how the social environment accounts for the development of the higher cognitive process.

Vygotsky stressed the connectedness between learning and a learner's social and cultural world. Since people start to learn long before they attend school, any learning one encounters in school, argued Vygotsky (1978), has a “previous history” (p. 84).

The pedagogical implication is that all fundamental cognitive activities have social foundations, and cognitive skills and patterns of thinking are products of the activities practiced in the social institutions of the culture in which individuals grow up and mature through the process of “internalization,”

Internalization

The process whereby the individual, through participation in interpersonal interaction in which cultural ways of thinking are demonstrated in action, is able to appropriate them so they become transformed from being social phenomena to being part of his or her own intrapersonal mental functioning. (Dimitriadis & Kamberelis, [2006](#), p. 193)

The two types of interaction, interpersonal and intrapersonal, possess different meanings: the former means “communicative events and situations which occur between two people,” while the latter is communication that occurs “within an individual’s mind” (Saville-Troike, [2006](#), pp. 112–113).