

Constructivist Approaches and Emerging Technologies: Implications for English Language Skill Enhancement.

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Abstract

“Every time we teach a child something, we keep him from inventing it himself. On the other hand, that which we allow him to discover by himself will remain with him visibly for all the rest of his life.” (Jean Piaget). This principle underpins this study which explores the impact of integrating constructivist strategies with emerging educational technologies on English language Listening, Speaking, Reading and Writing skill enhancement. It focuses on learner-centered constructivist activities such as expressive and predictive reading, creative picture talks, literary inquiry, dialogue journals, and process writing, supported by collaborative approaches like project-based learning and think-pair-share. A qualitative method using semi-structured interviews was employed to understand students’ experiences in developing listening, speaking, reading, and writing (LSRW) skills. The study also examines the role of technologies such as AI-based language tools, speech recognition systems, digital storytelling platforms, learning management systems, and augmented and virtual reality in enhancing English language skills. Findings indicate that technology-supported constructivist practices enhance communicative competence, critical thinking, creativity, and learner motivation. The study concludes that integrating constructivist pedagogy with innovative technologies creates an effective and engaging environment for English language learning and recommends its inclusion in curriculum design and teacher training programs.

Keywords: Constructivist strategies, Emerging educational technologies, English Language Listening, Speaking, Reading and Writing Skills.