PROMOTING CONSRTUCTIVISAM THEORY THROUGH INTERACTION-A STUDY CONDUCTED WITH ADULT LEARNERS IN TETOVO

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To my family

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Abstract

As learners are learning a foreign language at school they need to know that the instructions from teachers are very important and helpful in learning the language.

Therefore, in learning the language and to be helpful for them, teachers should follow some principles of Constructivism theory as solving problems with realistic approach, Constructivism creates real-world environments with relevant learning, where the teacher should be the a coach and students' solve problems by themselves, also teachers should negotiate objectives or goals with students' and self analysis tool should be included in evaluation. This study is the path through interaction with "Constructivism theory" and also it can be a very important tool in The Internet and online –learning, with different activities. This research will answer some questions as:

Do teachers use constructivism approach in their classrooms as much as they should?

Based on teaching methods how can we easy use constructivism and interaction?

The key answer to these questions is found with the use of research methods such as; observations of students and teachers, Interviews, questionnaires.In total there are 39 students from different high schools of Macedonia, Tetovo they are part of learning English Language in Private school. The students' level of English proficiency is pre-intermediate and the theory lasted for one month.

The result showed that constructivism increased students' interaction and those findings are very helpful for teachers of English Languages.

Parathënie

Nxënësit që mësojn gjuhë të huaj në shkollë duhet të dinë se poashtu instuksionet që japin mësuesit janë shumë të rëndesishme në mësimin e asaj gjuhe dhe shumë premtues për to,për këte arsyje mësuesit duhet të ndjekin principe të teoris Konstructive si zgjidhjen e problemeve me qasje realistike.Konstruktivizmi krijojn hapsira për botën reale,me mësim relevant për të,ku mësuesi duhet të jet vetem udhëzues dhe studentët ti zgjidhin vet problemet, por gjithashtu ato dhe duhet të negociojn me qëllimet dhe objectivat me ata që mësojn jo tua imponojn atyre,mjeti evaluimi të jet vetëvlersimi.

Ky studim është rruga për të dalur te interaksioni,bashkveprimi me teorin e Konstruktivizmit poashtu mund të ndihmoj dhe një mjet shumë të rendësishem siç është Interneti dhe mësimi Online me aktivitete të ndryshme.Ky kërkim do tju përgjigjet disa pyetjeve si,:A e përdorin mësuesit teorin e Konstruktivismit aq shumë sa që duhet në klasat e tyre?

 Duke u bazuar në metodat e të mësuarit si më leht mund ti përdorim teorin e Konstruktivizmit me bashkveprimin?

Përgjigje e këtyre pyetjeve janë gjetur me përdorimin e disa metodave si obzervime në klasë mësuesit dhe studentët,intervista dhe pyetsor dhe janë përfshir 39 student të shkollave të mesme të Maqedonis,Tetovë që janë pjesë e mësimit të gjuhës në shkoll private.Niveli i njohjes së Gjuhës Angleze i studentëve është Pre-Intermediate dhe poashtu është implementuar teoria për një muaj rrjesht.Resultatet tregojn se përdorimi i teoris së konstuktivizmit rrisin interaksionin dhe gjetjet e këtij kërkimi do të jenë në ndihmë për Mësuesit e Gjuhës Angleze.

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CHAPTER 1

Introduction

The investigation of this research is to analyze, how constructivism theory can promote interaction as method to learn English Language as a second language furthermore this research is done in the field of education.Being a Teacher requires a lot of commitment, responsibility, and professionalism; also it is challenging because every day the world changes and together with it the educational system. Eeventually it might look the easy profession but I think it requires a lot of work, in other words it not very easy to teach learners especially as a second language for the main reason because they see you as a machine that knows everything and you will not leave them down.Teacher should be prepared in every sense and motivated everyday they entre in classroom of teaching.

Constructivism theory is known from (Taylor, Fraser, and Fisher, 1997) as teaching and learning environment dominated by the constructivist approach because here the information are given directly to students and there are no activities that students can learn actively, meanwhile in constructivism students construct their previous knowledge with new ones, based on interaction, like collaborative work, debates and peer work.

As adult in that stage, come to that level of previous knowledge that took place in their memories and it's more easy to interact and learn something new, but knowing that in Macedonia, Tetovo adults generally in high-schools are taught in the same level and with the same methods used in each classroom, I came to conclusion that teacher can do much more, and due to digitalization learning we must teach with new methods, using technology in our classrooms and empowering students to learn by themselves, because the teacher should just guide and motivate them, so teaching shouldn't be focused in teacher-centered but in student-centered learning.

I taught in Private Institution, centre for learning languages in a period of three year, and my students were generally adults from every high-school of Macedonia that were in my classes to

learn English language and of course I always tried my best to give them all the knowledge they need to continue the use of English Language for their further uses or in their studies.

There I had the opportunity to observe different learning methods for students to utilize in learning language and I have come to conclusion that students learn better through real-life event, activities and examples they were engages in a group or peer work, they like to get involve, they want their teacher to work with everybody ,to be free in expressing something even if they are wrong, to debate, to play educative games, to see films ,videos related with the learning topic ,to do researches on internet and ask them for any change you make, what is their preferences etc.

As Teachers we should always be able to create the atmosphere were dialogue can take place, give some steps were they can construct their own ideas and come to an end with their own point of views. But how much do teachers use this theory in their classroom for teaching English as a second language and how can we as a teacher encourage interaction through constructivism, which are those manners to incorporate, what should teachers do to promote all that?

1.2 Research Methodology

An evaluation on how much Constructivism theory is use in adult classrooms ,was carried out by teachers and researcher working in a variety of educational system. These include school teachers working with adult learners, and they were invited to use Constructivism theory for promotin interaction and all this is evaluated with results in the end of one mouth process.

This research uses qualitative and quantitative research methods and it is conducted in a Private Institution, Centre for courses, training and languages "Fluent", Tetovo .The data are collected through observation, questionnaires and interviews .The participants of the study are include from twenty-one old students.They are attending pre-Intermediate level of English in Private Institution, centre of languages, courses and trainings.

As this research is comparative, it intends to promote the use of "Constructivism theory through interaction in classroom". The number of students is 39 but divided in two groups, and the classes lasts for 90 minutes, three times a week per one month. During this period I had the opportunity to gather information about using of the theory and it effects, analyze teaching and methods, and the performance of learners in classroom. There are 23 females and 16 males in total. First of all students are asked to fill questionnaire to find the teachers use of constructivism theory and defining if they know what is this theory and do they like it, after defining questions every student are tasted by interviews.

 Secondly there are the interviewing of teachers, to gather information, if they use Constructivism theory in their classrooms and if yes, how? The first teacher is teaching high school students in Gymnasium" Kiril Pejçinoviç" of Tetovo, the second teacher is teaching in "Nikolla Shtejn" Medical high school and the third is a teacher from the "Fluent" centre . The third instrument includs the observation in order to investigate techniques and students performance in group work or in peer.

1.3 Aims of the research

This research aims to investigate possible concepts and tools that add further knowledge to the questions of how can we implement constructivism theory through interactions in adults, changing that traditional process of learning a language and which are the tools for helping this theory to be occur.

The research especially addresses the classroom environments, and how to promote more of this theory, as long as interactions is useparated part of learning a language in more active way.

1. Promote constructivism theory as a better way through interaction to learn a language.

2. Analyze how constructivism theory is applied to facilitate and enhance adult student learning.

3. Raise awareness among teachers about the importance of this theory and –Interaction to develop leadership skills, creativity and confidence.

1.4 Hypotheses

- Teachers are aware that constructivism theory and interaction should be incorporated in language teaching classroom.
- L2 Teachers implement constructivism theory and interaction in their classroom.
- There is strong relationship between this theory and empowerment of students'.

Research questions

1. Why is constructivism theory implemented in English language classes?

2. Does constructivism theory promote interaction in adult's student?

3. Does constructivism have positive impact on EFL learners?

Conclusion

In the first chapter are mentioned introduction the research methodology and evaluation how constructivism theory is used in adults classroom the study is investigated with quantitative and qualitative research methods, the participants are students divided in groups, there are presented the hypothesis and the research questions, they are presented below with questions and results but the aims of the research are clear to"Promote constructivism theory as a better way through interaction to learn a language ,analyze how constructivism theory is applied to facilitate and enhance adult student learnin, raise awareness among teachers about the importance of this theory and interaction, to develop leadership skills, creativity and confidence".

Chapter 2

2.1 Research Field

It is very important for us as teachers to know how we choose and how we implement the teaching techniques in the classrooms, always taking in consideration student's needs. The constructivism learning approach is based on previous knowledge from the past, and takes new information, new ideas,that we can build or construct in our cognitive memory and implementing all that with interaction it is the best solution for active learning and high quality knowledge.Interaction theory is very important and some constructivist such as Vykotski and Dewey believed that learners do not learn in isolation from the others but also cognitive philosophy gradually established that people actually learn and work collaboratively in their lives (Petrolia 1998). Most importantly it is very meaningful for adult learners because they learn better in interactive, collaborative classroom.

2.1 Definitions and History of Constructivism theory.

 For Constructivism theory we have a lot of different definitions and saying. According to constructivist theories, Jean Piaget and Lev Vygotsky are two eminent figures in the development of this theory "Constructivism theory" Piaget (1896-1980) a Swiss psychologist is remembered by exploring four stages of the psychological development of the young learners and he believed that teachers should be cognizant of these stages. The first stage is The Sensory –motor Stage, (before age of 2) where sensory experiences and motor activities are dominant, the second stage is Preoperational Stage (from age 2 to 7) here the knowledge is acquired through mental representation ,but in the third stage The Formal Operational Stage (after 11 years of age) according to Piaget is stage when abstract thinking starts and learner starts thinking about probabilities, associations and analogies and this theory of learning and constructivism are based on discovery, again according to Piaget and his theory children should be allowed to construct knowledge that is meaningful for them in order teachers to provide and ideal learning environment.

Constructivism is a theory that equates learning with creating meaning from experiences (Bednar et al.,1991) also constructivism is considered to be the brunch of cognitivisem (learning g as a mental activity)but it distinguish in many ways: Jonassen 1991' believes that the mind filters input from the world to produce its own unique reality. Also constructivism theory emphasizes interaction between two variables: Constructivism does not believe the same as cognitivists and

behaviorist , that knowledge is mind-independent and can be put into a learners, and Constructivist contend that what we know of the world stems from our own interpretations of our experiences'. At this point we know that psychologists were more concerned with what was going on inside the human brain than how to get it. Dewey (1916), Piaget (1973), Vygotsky (1978) and Bruner (1996) each of them said that; learners could learn actively and construct new knowledge based on their prior knowledge. Here the role of instructor is facilitator (Ornstein and Hunkins, 1998). For Dewey (1916), a situation represents the experiences of the environment affecting the learner, and interaction takes place between the learners and his or her environment.

Meanwhile Vykotsky placed more emphasis on the social context of learning and his theory emphasizes the importance of the social-cultural context in which learning takes place and how the context has an impact on what is learned (Vygotsky.1978) ."Social constructivism" is a theory that emphasizes critical importance of interaction with people, including other learners and teachers' (Maddux, Johnson and Willis, 1997).

2.2 Assumption of constructivism

Merill (1991) outlined the following assumptions of Constructivists theory:

1) Learning is a personal interpretation of the world
2) Learning is an active process in which meaning is developed on the basis of experience.
3) Learning should be situated in realistic setting: testing should be integrated with the task and not a separate activity.
4) Conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representation through collaborative learning.

Also theoretical assumptions of Constructivism here it may be mentioned that learning is an active and constructed knowledge, not acquisition process, and it supports learners knowledge rather than just giving information and the learners accept, and final this is a learning-teaching concept not the opposite, and some opinions about these assumptions was made from constructivists; Jonnassen (1990) and Kim (1993) and those ideas were like:

'Firstly, knowledge is constructed out of sensual and perceptive experience of the learner in which learning is internalized through the learner's constructive process in nature. Secondly, knowledge is personal understanding through personal experience, rather that experience of the others. Thirdly, learning is an active process of developing meaning based on individual personal experience.

Fourthly, understanding various perspectives and they construct within the individual cognitive and then attempt to share all possible various perspective. Finally, knowledge is created through situational contexts, not objective reality'.

2.3 Principles of constructivism

Constructivism as a learning theory has many principles underlined by different scholars. Boethel and Dimock 2000; Fox 2001 summarize the following:

1. Learning is situated in the context in which is occurs

2. Knowing is not innate, passively absorbed, or invented but constructed by the learner.

3. Social indirection plays a role in learning

4 .Learning opportunities arise as people encounter a situation that involves cognitive conflict, challenges, and problem solving.

5. Reflection, assessment and feedback are embedded within learning activities.

Table 1.1. Principles of constructivism

Principles of constructivism illustrated in these theses	
Principles of Constructivism	**Constructivism in this theses**
	-Teacher plays a role of a coach and work together With non graded activities during the session
Active learning	
	-Teacher involve them as the most important part of learning process
	-Teacher finds requirement and adapt to their needs in achieving pleasant results
	(Rovai,A.P.2004)

Meaningful learning	-learners experience representation in simulation environment -promote constructivism with interaction -Students achievement in real world situations from using previous knowledge and building a new one (Yang,T.A.2004)
Motivation	- Motivation of course it is been given from a teacher in the role of teacher with learned-centered approach and also with the help of : Technology, like Pc. Laptop, Projectors, Videos, Dialogues etc.
Collaboration	-Students have group discussion and share their ideas in group, than discussion in class take position by explaining or resolving the problem. (Cocciolo,A.2011) -They even work in peers and try to give feedback to each other on how they work and if it is understandable working t together (Jara.C.A.2012)

2.4 Types of constructivism

The first type of constructivism that is added here is Cognitive constructivism, it was found in Piaget's work. He there said that in this type constructivism the knowledge is constructed by external reality so by mapping all that reality, Piaget wanted to find out how did students arrive at a particular answer and how the information is interpreted and processed by the learners not knowing the right answer to the question.

1. **Cognitive Constructivism**
2. **Social Constructivism**
3. **Radical Constructivism**
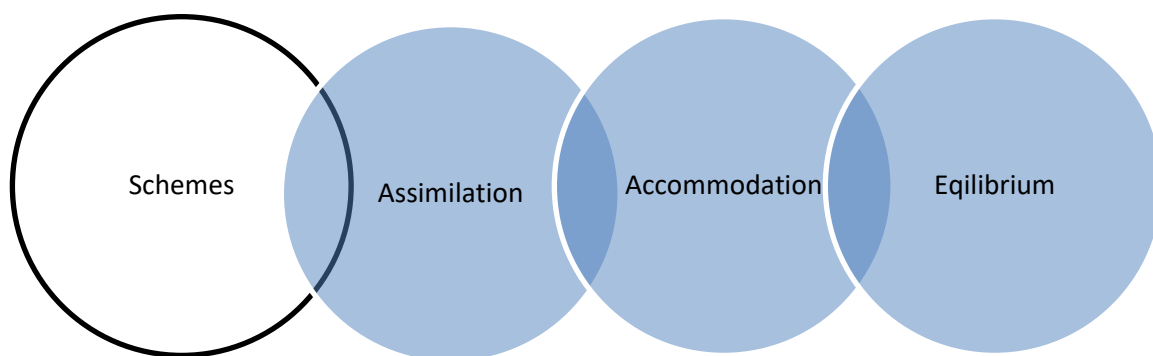
Fig1.2: Theory of Cognitive Constructivism Components (Source: International Journal of Science and Research (IJSR) 2013, p 790)

Schemes

According to Piaget'(1896-1980) every individual into his self has his own previous knowledge on how to behave when he is dealing with, situation in life, objects, individuals, and they are called schemes. Here child modifies the new information with the old ones existing schemes to include new observations'.

Assimilation

It means to adjust the new information in the existing schemes in our mind. This concept of Piaget and this comes in to operation only when the childe uses his schemes that are already present in his mind, for some new problem that he/she has to deal with or situations or maybe subject.

Accommodation

This means that we have to change the existing information into new ones, and this according to Piaget' comes to operation when the old information it not fixing the problem, but they have to use the new ones.

Equilibration

Piaget believed that the balance between assimilation and accommodation that is achieved through a mechanism and this process is called equilibration, and of course this helps to explain how children can move from one stage of thought into the next one.

2.5 Social Constructivism

"Human constructs, and that the form that knowledge has taken in these fields has been determined by such things as a politics, ideologies, values, the exertion of power and the preservation of status, religious beliefs and economic self-interest" cited from Phillips (1995. Pp 5-12). This approach centers on the way in with social factors, power, economy, politics affects the way how people or group of people think, and formal knowledge about their world, especially politics influence a lot in people understanding the worlds and seeing with different eyes.

2.6 Radical Constructivism

Radical constructivism it was introduced by Ernst von Glasersfeld, and he assumes that external reality cannot ne knowing and that the knowing subjects constructs all knowledge' According to radical constructivists, it is impossible to judge knowledge as an ontological or metaphysical reality (Terhart 2003)', but 'the individual's knowledge constructions based on previous knowledge and furthermore experience, or the second role of environment –social content in knowledge constructions and the thirst role is that various types of dynamic interaction between the individual and the environment' (Gergen ,1995)

2.7 Ways to increase Constructivism with interaction in Adult learners.

Adults as it supposed to be, previously had knowledge and perceptions for objects and other situations that are around us and at first it seems that they learn more easily than children.

Constructivists such as Vygotsky and Dewey believed that learners do not learn isolated from others, and cognitive psychology has gradually established that people naturally learn and work collaboratively in their lives Interactivity provides a best way to motivate and stimulate learners' especially adult learners. (Petraglia, Joseph 1998 pp.53-64).Moreover it offers the way through activities and online discussion technology, and they reflect on content and process of learning, but no doubt that learners learn through groups with means collaborative learning, facilitating learning, Authentic learning, Learning –centered learning and high quality learning.

Ways to increase Constructivism with interaction in Adult Learners.	
Interactive learning	For instance instructors can set discussion plans, and asks all learners to participate in group.
Collaborative learning	Here adults gain critical thinking skills, as working in a project together, or exercise, they work they collaborate and interact with each other.
Facilitating learning	Educations should create a safe environment for learners, to express themselves freely, to share ideas, and constructivism gives lots of opportunities because the teachers just give instruction, guidelines and sufficient support but they construct knowledge.
Authentic learning	Constructivism theory emphasize that learning should be authentic, and learning need to meet real life .Games ,case studies and internships and also teaching material can be the ways for authentic learning.

Learner-centered learning	Self-direct learners as active participants in designing the learning plans and they are highly motivated, know what they want to learn, set their objectives, find resources, evaluate their learning process to meet their goals (Cranton,1994)
Highly quality learning	Constructivism focuses on learner's control of learning process and it helps to get between school world and real-life society. The best way is that online learning with helps a lot adult learners to have high order thinking skills to learn how to determined authentically and quality information.

1.2. Table of ways on increasing Constructivism with interaction at Adult learners (British Journal of Educational Technology Vol 33No 1, 2002, pp.27-37)

2.8 Promoting Basic Communication skills in English as L2

Communication in English as L2 it is very important because it leads to interaction of students in class and that interaction gets better, pleasant scoring, because a lot of problems in English learning classes came from poor communication ,because we are not taught how to communicate properly in school, and as we know that communication is the basic think to learn a language in our theses or from observation with our students we will try to implement those basic things on how they to communicate batter; Listen, Games, Short stories, APPS, Videos.

Listening:

In classes when English language it is been taught student should listen all the time and their attention should be focus on the class, an experiment made in our classes with adult learners of Tetova the teacher implement all our requirement so we have exact result on how this it is going to function, the teacher is focused in learner –centered approach and gives only the guidelines on how they are going to function on that lesson and the most important of all is to listen and don't interrupt when someone is speaking because it may have bad influence on someone performance.

Games

Games are always recommended in classes of learning a foreign language because they help to put in function cognitive thinking and are very fun even if we are teaching adult learners, because good games seem to promote learning effortlessly, and they also can be use to promote speaking ,firstly by providing opportunities from direct practice, from one simple game to more challenging games, and secondly games can very easy stimulate interesting and fruitful discussion and then teacher get them to talk what they were doing ,that discussion will be very benefit for them ,because they will enthusiastic speak about in English, and we found very great result from gaming in English classes with adults.

Short stories

If one short story it is been discussed in English classes it is obvious that no one can live that class without understanding at least something or some new words, we have a varieties of short stories in English that we can very easily incorporate in our lessons ,and it is very important for adults learners because they even learn better to read, of course it was a great success, and very good idea to put into our experimental classes to promote basic communication in English language because ,student experience those short stories together meanwhile they will as a lot of question and will be more actively involved in the process of learning.

APPS

Mobile apps for phones or tablets can provide a wide variety of learning experience, in a save digital environment designed especially for adults. The touch screen gives adults access to a digital world as they are use to it because they are brought up in the digital era, so it is going to be easier to work with them. Mobile apps encourages interaction, furthermore they are not going to stay passive and just listen to the teacher, but work together, --for example we told them to be concentrated and give some instruction to the teacher about research ,they begin immediately working and searching on their mobile phones for some new apps to raise their communication.

Videos

Videos can be pleasurable and stimulating English Language learning tool, especially here in Tetova where in the most of cases a native speaker model is unavailable, we can also play them channels like BBC, or programs of British Council, or maybe authentically videos from the material and outside (like to search YouTube) in of it to make them listen and then pronounce more easily the worlds, and encouraging communication we can try to have a conversation with the students what did the saw, and why not filling in a gap activities and a lot of others, because

learning from videos it is very preferable for communication and interaction, also we can link together and with constructivism.

Conclusion

The aims and investigations of this research is to promote constructivism theory through interaction, also this research addresses the classroom environment, because interaction is un separated part of learning one language in more active and new way not traditionally as it used to be, and the last but not least to raise awareness among teachers about the importance of this theory. The constructive learning approach is based on previous knowledge which builds bridges in between new knowledge. Definitions and history of the theory are made by very important eminent figures like Jean Piaget and Lev Vygotsky. In the chapter above there are mentioned different types of constructivism and also ways to increase constructivism with interaction in adults learners. However, there were not left a side the basic activities which promote language skills such as: Listening Games, Short stories, Apps, Videos, etc. they all help a lot in constructing a knowledge and learn a language because they are very important.

Chapter 3

3.1 Interactive and Learning strategies.

Interactive learning is learning in active way, and a process which students construct new ideas based on their current knowledge. Interaction is defined by Wagner (1994, p.8) as "reciprocal events that require at least two actions. Interaction occurs when these objects and events interact with one another". Interaction in the classroom aim at enhancing learning; they are also referred to as learner centered strategies which are principally used to enhance learner autonomy (Holec, 1979), but of course instead of teaching in isolated place student can learn in real life context, so some strategies that we incorporate in teaching process to our students are working in group of 3-4 people, because each student has to speak in safe environment and give their personal thinking, also negotiate skills, they can learn a lot of things from each other and that will enhance fluency in language.

 How interaction influence in classroom of English Language

- ❖ Learners participate more in classrooms
- ❖ Learning is most effective when students are engaged in the process of learning and collaborate in everything.
- ❖ Learners gain knowledge through real life experience.
- ❖ Learners are enable to bring prior knowledge on the task
- ❖ Learners learn better if they share their perspective in group or peers.
  Aigo, T (2012)

3.2 Methods and strategies in ELT Classroom while working with adults

There are some methods and strategies when teaching ELT adults' students in classrooms, while teacher focusing on those methods they will have a successful learning class and they could be from any kind like those mentioned in table below.

Some strategies used in our classroom of L2

Group work	Peer work	Debates
Prediction	Discussion	Brainstorming

Table .2.1. An International Peer-reviewed Journal Vol.11.2015

1. Group work

Group work gives students opportunities to exchange information, to learn from their classmate and at the end of the work teacher encourages present their work group, this presentation is very helpful for interaction in classroom, and explanation and the teacher than clarifies on the task, but first they discuss and work by themselves.

2 .Peer work

Students are very preferable to work in peer work because they work together, and try to find the problem or solve that, each of them interact with each other and if something is not clear they can always as a teacher for more explanation, and they will have to think deeply to reflect in order to resolve the issue, the teacher listen to thoughts and then resolving together with students participation.

3. Debates

Usually debates are very common and very appropriate for students, adults and critical thinking, everyone thinks in his one view, no one has the same opinion about particular topic, but of course that is way debates helps a lot at this point, because teacher just gave a topic and they will have to discuss on the topic, students could be divided in two large groups and exchange opinions, debates etc.

4. Prediction

This is an interactive activity which enables students to think as they learn. It teaches them to reflect on their learning and to predict about solving problems, for example the teacher could tell

a story and students while listening can predict what is going to happened, that is very attractive and interesting too, they will be free to speak and without fear if they are wrong of not, this influence of their cognitive way of thinking and enables critical thinking.

5. Discussion

This strategy is very useful because exposes learners to deeper reasoning in order to make them contribute effectively in a discussion, but the most important of all is that helps students to discuss analyze and criticize issues. In our classrooms students are asked to discuss the right of woman and man in the society, and this helped a lot, because the performance of students have been widely good and active, moreover because they protect their rights. So as it was mention above it helps a lot learner to enhance their performance on classrooms and even in everyday talks.

6. Brainstorming

Brainstorming it is a creatively activity that is made by spontaneous ideas of the learners about particular topic and it generally follows some qualities: It does not lost more than 5 minutes, in our classroom we used as a warm –up activity, and they begin to think about their knowledge background and relate with the topic, brainstorming makes them relax and think positively, and the most important they develop team spirit and ability to work in group.

3.3 Constructivism theory as learning approach at adult learners

Constructivism theory can be applied in lots of ways at adult learners as learning approach the teacher can chose that approach to prepare students in self direction, interaction, real world. Learning constructivism theory is observed by the instructor which tries to give them new leadership skills and engage all the time students. Constructivist theory has several implications for educators. Proulx(2006) encourages educators to be recognized of fact that learners bring with them prior knowledge, and their knowledge deserves recognition and may be utilized constructing new meaning.

The constructivism approach we can rely with creation of proper situations and opportunities for students, adults therefore provides them with interactive skills based on previous knowledge as we have mention above.

3.4 Motivation for the use of constructivism theory with interaction in this research.

Promoting constructivism with interaction in adult learners of English Language it is motivating, thus will improve effectiveness and students throughput. Desire to get closer to the concept of collaboration and interaction ,to raise their ability of how things function if they self-direct their problems and take new knowledge, but that knowledge and how to connect those to knowledge ,here helps a lot the constructivism approach, also form the new environment with all sources that today's class can have, with a lot of technology sources and negotiating their using, also the using of this approach as much as possible in our English Learning Environments.

Being a teacher or tutor with that come a lot of responsibilities' and I order to see progress with our students we should enhance them with this right and those authenticable materials thus helps increase the level of learning and understanding the language. Each approach is made for better function of our system of education and why not uses those new approaches and has more active class and interaction all the time, by engaging and writing the curriculum from their needs ,but not losing time on learning unreal things which we cannot relate with our real life, therefore the most important is to prepare the new generation with a lot of rights, collaboration, taking parts or participating in everything in that way they get motivated too, and show better performance on their academicals studies.

Therefore, by promoting this theory with a lot of principles and activities, we promote our self's as tutors, instructors, teachers, thus with enabling adults new interesting, free, fearless environment that is going to lead them to their new future, that enables them with a real practice environment by empowering in their lifetime. They will be free to speak, create, do, think, learn, and even criticize others because constructivism theory has a very good impact in critical thinking and developing our way of thinking.

3.5 Differences between Constructivism and Constructionist

Maybe the difference between constructivism and constructionism is that construtionism is more focused on social nature of learning, and social dimension but in the other hand constructivism let the learners only to construct their knowledge and then continue to the prior knowledge (Cocciolo, 2011) This theory analyses the role of constructing experience with high and actively possibilities, like texting, exploring and extension of knowledge. Promotes interaction only with activities and applying those activities in the classroom with in this master thesis we will be focused on. Otherwise constructionisam the process of teaching is been defined by strategies and what style the instructions use because the adaptation of different phrases of this theory.

3.6 Why promoting Constructivism theory through interaction in adult learners of Tetovo?

Having in mind our education and the education system that our parents have studied we are sure that there, has been a lot of traditional methods ,and approaches used in the education system now, especially learning a language it is very important because we need to go beyond what is been studied till today, for this reason promoting the new approach like constructivism will help gaining new perspective of today's learning method, that is focused more on learners that the teacher, is learner based theory, thus of course like so many teaching process and routines, responding appropriately to learners it will be a challenge on itself and it is not always easy.

Constructivist views of learning in science suggest that learners can their own knowledge by constructing the old knowledge with the new one, building together, and have a sense of idea to face real life."Prior knowledge is used by learners to interpret observation; meaning is constructed individuals in process of adding to our modifying their existing ideas (Driver,1983;Osborne and Freyberg,1985,SCOT,1987)

3.7 A learning environment Constructivism

Learning is a process and teachers are facilitators that should create the best environment for their students to work on and apply the theory. Thus students will see interest on interacting and working together in collaborative way, and their concentration will grows. For example in my research experiment I will recommend teachers to use Constructivism theory in order to get them involved and participate with interaction meanwhile, but teachers has a special part here because they create that kind of environment to assess students learning in context of daily classroom

investigations, therefore they should demonstrate themselves in everyday participating and actively working on the classrooms in lot of different ways.

Here is a recommendation adopted from Brooks&Brooks (1999) some principals on making a constructive environment in the classrooms.

Table 2.2 Principles on making a constructive environment in classroom (Brooks&Brooks 1999)

Encourage and accept student autonomy and initiative.	Use raw data, primary sources, interactive and physical materials	Use cognitive terminology (e. g, evaluate explain) when framing tasks	Allow student responses to influence he shape & content of the class	Establish prior knowledge before developing a concept
Promote discussion with staff and other students	Encourage student inquiry & peer learning through open-ended questions	Seek elaboration of students' initial responses	Challenge students to evaluate their initial views and beliefs	Allow wait time after posing questions

3.8 Promoting meaningful and authentic learning

Promote learning with some basic ideas; focus on learner, student-center and interaction always in teacher's classroom of learning English language. 'Learning is considered meaningful when it is generalizable, fictional and durable (Zitter, De Bruijn Simons, &Cate, 2011)'. To generalizable it means that in learning process to involve different tasks, context or situations, but functional is learning that make as react ,to put that learning on function in different ways, thus the last durable it refers to that learning that we learn at it is durable for the rest of our like, long time learning that stays in our memory, and we can have access on in every time we need, so these were some concepts on how we see meaningful learning, but it is important that teachers involves in the classrooms different kinds of activities.

Therefore the learning to be durable the teachers should involve practice, repetition and of course keep their attention, and functional when learning is either associated with tasks, interactions, or real settings where they have been taught, but the job of the teacher is to gather all these points together and accommodate in students learning process with their learning experience.

Authentic learning involves the opposite of traditional teaching methods, and encourages learners to be creative, to create all the products that are worth in our community and sharing with them or solves the problems in real life, because if teachers provide a challenging environment of learning in classrooms, learners will be motivated, and support accommodating and guiding them to the knowledge they need to get. In order learning to be authentic it should have a lot of components like adding materials, preparing and selecting them good like:

- Give activities from real life not something imaginary
- Make learning acquires and transferred to their minds
- Use visual aid (vides, songs, films)
- Use short stories
- Play educative games
- Students always reflect class or at home(by participating at blogs, or diaries)
  (Zitter, De Bruijn Simons, &Cate, 2011)

3.9 Constructivism in online learning

The online learning is a new, innovative method to use in classrooms of learning a language, because an audio learning will help a lot accommodating the ear with spelling, pronunciation etc. online learning offers a lot of opportunities for constructivist teaching and learning methods, but it is challenging. Can we keep their attention all the time? Can we engage them with the thing we want to do in classrooms (asynchronous)? Woolfolk (1993 as cited in Koohang, Riely, Smith,&Schreurs,2009) states, "the key idea is that students actively construct their own knowledge: the mind of student mediates input from outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching"(p.92)Learning online have advantages because they create new knowledge from previous knowledge at their personalize and more freely place like a computer. Learner facilitator interaction can be E-learning modes, and it "has been used to refer to various delivery modes, media formats or product and delivery process."John Wiley &Sons.inc 2004.pp17.)

Easy to use constructivism based on teaching methods.

Figure 2.2

https://www.lerning-theories.com
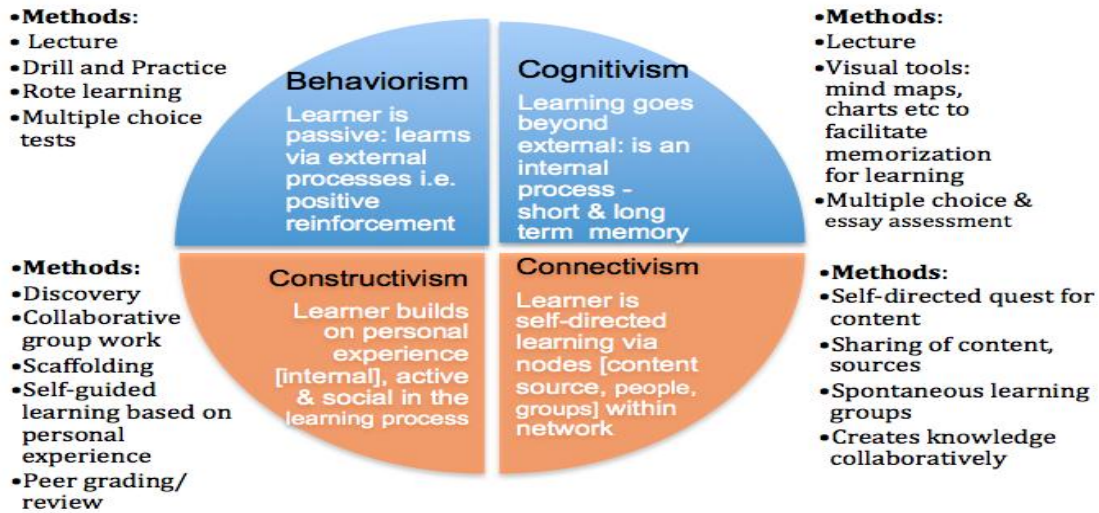
Types of E-learning modes are shown in the figure 3.1 below. Explaining what does it mean (Asynchronous/Synchronous)

Table 3.1. Type of E-Learning (John Wiley&Sons 2001 .pp18)

Models	Media	Format	Characteristics
Asynchronous	Computer Cd/dislike/online	Structures/ unstructured	Individual Interaction
	Radio	Structured	Individual Interaction
	Television/satellite Video types	Structured	Individual Interaction
Synchronous	Computer Online chat rooms Shared whiteboards videoconferencing	Structured	Interpersonal Interaction
	Television, satellite/dedicated line.	Structured	Interpersonal Interaction

Conclusion

The second chapter focuses on Interactive and Learning strategies because interaction in classroom enhance learning and learning autonomy, but instead of isolated place student can learn in real life situations, teachers should find some strategies to work on it, and the way interaction influences in classroom is very important and supportive for students' knowledge, all that is incorporated in Group work, peer work, debates, prediction, discussion, and brainstorming. Also in this chapter it describes learning constructivism theory that is observed by instructor which tries to give leadership skills and engage all the time students. The differences between Constructivism and constructionist, and all this influences in teaching and learning constructivism theory through interaction, also why to promote the theory in adult learners of Tetovo, How is a learning environment of constructivists, how to promote meaningful and authentic learning, online learning of using constructivism .

Chapter 3

3.1 Research methodology

This chapter explains in details the research procedure conducted with Pre-Intermediate EFL learners in a "Private Institution centre of languages, courses and trainings Fluent"-which aims to investigate: How constructivism theory can promote interaction, as method to learn a English language as a second language, is it possible to learn better with constructivism theory and what are the struggles, if constructivism theory promotes interaction in adult's student, but also why does it implement this theory in classrooms.

3.2The process

This research will be comparative by promoting the use of "Constructivism theory through interaction in classroom". The number of students are 39 but divided in two groups, and with the class of 90 minutes, three times a week per one month. During this period I had the opportunity to gather information about using of this theory and it effects, analyze teaching and methods, but also the performance of learners in classroom. There are 23 males and 16 females in total. First of all students are asked to fill questionnaire to find the teachers use of constructivism theory and defining if they know what is this theory and do they like it, after defining questions every student will be tasted by interviews. In the third instrument is included the observation in order to investigate techniques and students performance in group work or in peer.

1.3 Research instruments.

This research is conducted through the usage of the instruments explained below:

3.4 Questionnaires

The first instrument was the questionnaire that was completed in Private school "Centre of courses, training, and foreign languages 'Fluent' Tetovo" Two group of students that are learning pre-Intermediate level, with the permission of this centre and the permission of students, participants were 39 of them and the class duration of 90 minutes three times a week for a period of one month. The questionnaires consisted of 16 questions which were in English Language, but of course each question is been explained and translated for the students as they asked for anonymously. These questions were designed to bring students experience, the teacher use of constructivism theory and defining if they know what is this theory, and give their opinions on it. They were open-ended and they had to answer every question.

3.5 Observation

This is one of the most important instrument, for evaluation of use of constructivism theory though interaction their improvement through working together, in group or peer works by implementing this theory from teachers for this experimental work, and encouraging interaction in classes. I visited them every time they met for classes in order to collect date for my qualitative and quantitative data.

3.6 Interviews

The third instrument is interview, this helped me a lot in collecting important data for the end of the research, and it is divided in two parts. The first part is collecting information from teachers Interview and the second part from student interview, they were asked separately, and in private environments, so everyone can speak freely. Teachers were asked to express their thinking of using this kind of theory, which will be their favorite method and students were asked if they like this kind of learning methods with the new approach, which is focused more on student-centre, thus the teacher is only a guide for their knowledge.

3.7 Reflected work   and reflection on learning

In this stage, we have better idea on how to focus on problem. During the course there were some factors, such as lack of the time in every stage. I analyze the student's behavior and their feedback through the promoting of constructivism that a lead to interaction, and it was identified very good progress in their interaction.

3.8 Formalization of Learning

The formalization of learning in the end is satisfying from their performance the students are satisfied and pleased with the new approach. However our environment was only for adults of Tetovo, learning English Language in "Fluent" and I believe that it is helpful also for all adult groups with the same reasons and perspective. I was focused on student's performance all the time but of course and teachers did their job by assisting in every activity I create and helping me incorporate constructivism theory in every class I participated for that period.

Conclusion The process is made from observations in classes with 90 min three times a week, divided into two groups interviews of students' opinions and teachers' interview bus as a problem it can be notified sometimes the luck of time in the timing of the lessons, otherwise it was ménage to be successful process.

Chapter 4

Research Results

This chapter is the comparison of the result from the questionnaires, observations and interviews their progress from the beginning till the end. The questionnaire intends to identify students experience on constructivism theory, recognizing it and implementing. However it determines whether the promoting of constructivism in Adult of Tetovo initiates interaction because they go together and if I have satisfying results, on motivating, engaging students for educational benefit like progress in expressing themselves, in learning with new manners and implementing them to the real life.

4.1Results from the questionnaires

Student's questionnaires is the first instrument on this research, which were completed by student from the experimental groups, adult of Tetovo learning English Language in Private Institutions. The two groups are students from different schools of Tetovo and came here to learn English better, they were 39 in total, 20 in one group and 19 in another group and they did the questionnaire. The result of each question is been analyzed with programming language Stata 14 SE.

Q.1.Do you use Constructivism theory in your English Language learning ?								
			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
Group	1	Count	3	3	9	3	2	20
		% within Class	**15.0%**	**15.0%**	**45.0%**	**15.0%**	**10.0%**	**100.0%**
	2	Count	4	11	2	2	0	19
		% within Class	**21.05%**	**57.9%**	**10.52%**	**10.52%**	**0.0%**	**100.0%**
Total		Count	7	14	11	5	2	39
		% within Class	**17.95%**	**35.9%**	**28.2%**	**12.8%**	**5.1%**	**100.0%**

Table.3.1.1 Result of question 1 ''Do you use Constructivism theory in your English Language learning?'' 15% of the participants reported that they always use the theory in the constructivism theory in English language learning and from the second group the percentage was 21.05% and 15% and 57.9% it is for often, also 45% and 10.52% mentioned sometimes and rarely and never it is the same percentage little bit, which mean they are familiar with constructivism theory.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
					Q.2. Does you Teacher uses Constructivism theory methods in classes?			
Group	1	Count	2	6	3	7	2	20
		% within Class	10.0%	30.0%	15.0%	35.0%	10.0%	100.0%
	2	Count	6	4	7	2	0	19
		% within Class	31.58%	21.0%	36.84%	10.52%	0.0%	100.0%
Total		Count	8	10	10	9	2	39
		% within Class	20.5%	25.64%	25.64%	23.07%	5.12%	100.0%

Table.3.1.2 Result of question 2"Does your teacher uses constructivism theory methods in classes this shows students are very sincere, their teacher used previously the theory to teach them in the first group the percentage is 10.0% but on the other group is 31.58% and often 30.0%-21.0%, sometimes 15.0%-36.84%, rarely 35.0% vs. 10.52% and never 10.0%-5.12%and here we have sometimes and rarely they uses the most this methods.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
					Q.3. Do you think that Constructivism theory is constructing new knowledge from previous experience?			
Group	1	Count	6	12	1	1	0	20
		% within Class	30.0%	60.0%	5.0%	5.0%	0.0%	100.0%
	2	Count	3	2	6	3	5	19
		% within Class	15.79%	10.52%	31.58%	15.29%	26.31%	100.0%
Total		Count	9	14	7	4	5	39
		% within Class	23.07%	43.59%	17.95%	10.25%	12.82%	100.0%

Table.3.1.3 Result of question 3"Do you think constructivism theory is constructing new knowledge from previous experience? The percentage of students answered shows for always 30% -15.79% for often 60%vs.10.52%, and sometimes for the first group is5% but for the second is 31%.58 and rarely and never have more or less the same percentage.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
			Q.4. I find it helpful to use this theory					
Group	1	Count	3	6	8	2	1	20
		% within Class	**15.0%**	**30.0%**	**40.0%**	**10.0%**	**5.0%**	**100.0%**
	2	Count	2	8	5	4	0	19
		% within Class	**10.52%**	**42.1%**	**26.31%**	**21.05%**	**0.0%**	**100.0%**
Total		Count	5	14	13	6	1	39
		% within Class	**12.85%**	**35.9%**	**33.33%**	**15.38%**	**2.56%**	**100.0%**

Table.3.1.4 Result with percentage of question 4 "I find it helpful to use this theory" for never they mentioned just 5% and2.56% of them because often and sometimes it is in the same percentage, like 30%, 40%vs.41.2, 26.31% so we see here that the experimental work is worth it and it is helpful for them but the percentage for always 15.0%,10.52%.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
			Q.5. It helps me when grammar rules are written on the board.					
Group	1	Count	0	3	1	11	5	20
		% within Class	**0.0%**	**15.0%**	**5.0%**	**55.0%**	**25.0%**	**100.0%**
	2	Count	2	3	2	8	4	19
		% within Class	**10.52%**	**15.79%**	**10.52%**	**42.10%**	**21.05%**	**100.0%**
Total		Count	2	6	3	19	9	39
		% within Class	**5.12%**	**15.38.%**	**7.69.%**	**48.72%**	**23.07%**	**100.0%**

Table.3.1.5 Result with percentage of question 5 It helps me when grammar rules are written on the board, here we have interesting showing of the percentage for always 0% vs10.52%,often 15% vs.15.49%,sometimes 5%and10.52% ,rarely 55%,42.10% and never 25%vs.21.05%.It shows more that rarely it helps with grammar rules that are written on the board.

			Always	Often	Sometimes	Rarely	Never	Total
			Q.6. It helps me with speaking and critical thinking
Group	1	Count	3	12	3	1	1	20
		% within Class	15.0%	60.0%	15.0%	5.0%	5.0%	100.0%
	2	Count	5	13	1	0	0	19
		% within Class	26.31%	68.42%	5.26%	0.0%	0.0%	100.0%
Total		Count	8	25	4	1	1	39
		% within Class	20.51.%	64.1%	10.25%	2..56%	2.56%	100.0%

Table.3.1.6 Result with percentage of question 6"It helps me with speaking and critical thinking" so here we have the smaller percentage for rarely and never for both groups which is 5% or 0% and more for always 15%,26.31% often60% with 68.42% but sometimes 15% vs.5.26%,so it means they see benefits from this theory when they are speaking and critical thinking.

			Always	Often	Sometimes	Rarely	Never	Total
			Q.7. My teacher uses all the time activities from real life
Group	1	Count	4	12	1	2	1	20
		% within Class	20.0%	60.0%	5.0%	10.0%	5.0%	100.0%
	2	Count	6	7	3	3	0	19
		% within Class	31.58%	36.84%	15.79%	15.79%	0.0%	100.0%
Total		Count	10	19	4	5	1	39
		% within Class	25.64%	48.72%	10.25%	12.82%	2.56%	100.0%

Table.3.1.7 Result with percentage of question 7" My teacher uses all the time activities from real life" in this question they are asked to answer if their teacher uses activities from real life because constructivism theory is based on real life and their answers were demonstrated with percentage as for always 20% ,32% often 60%-36.84%,but for sometimes is 5% vs.15.79% and rarely 10% with the other group 15.79% ,never 5% vs.2.26% so it seemed they sometimes uses more activities from real life, and that is very good result and motivating.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
			Q.8. My teacher uses all the time imaginary activities
Group	1	Count	6	9	2	2	1	20
		% within Class	30.0%	45.0%	10.0%	10.0%	5.0%	100.0%
	2	Count	7	10	2	0	0	19
		% within Class	36.84%	52.63%	10.52%	0.0%	0.0%	100.0%
Total		Count	13	19	4	2	1	39
		% within Class	33.33%	48.72%	10.25%	5.12%	2.56%	100.0%

Table.3.1.8 Result with percentage of question 8 "My teacher uses all the time imaginary activities "here we have the percentage for Always 30%-36.84% and often 45%-52.63% bigger than sometimes with 10% for both groups and rarely 10%-0% but never with 5% so this is very positive result because it is always good the teacher in contemporary and constructivism classes to not uses a lot of imaginary examples.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
			Q.9. I like to have interaction I my classroom
Group	1	Count	9	2	5	2	2	20
		% within Class	45.0%	10.0%	25.0%	10.0%	10.0%	100.0%
	2	Count	12	3	2	2	0	19
		% within Class	63.16%	15.79%	10.52%	10.52%	0.0%	100.0%
Total		Count	21	5	7	4	2	39
		% within Class	53.85%	12.82%	17.95%	10.25%	5.12%	100.0%

Table.3.1.9 Result with percentage of question 9"I like to have interaction in my classroom" when students are asked to answer the question for interaction in their classrooms do they like or not their answers are shown with percentage from both group in this table like for always is 45%-63.16%,often 10%,15.79%,sometimes 25%,10.52%,but for rarely 10%-10.52% and never 10%-0% so again they like to have interaction in their classrooms and this is a very positive for their learning and comprehensible part, because they learn by telling, interact with each other.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
Q.10. I prefer expressing myself even if I'm wrong.								
Group	1	Count	2	5	6	3	4	20
		% within Class	10%	25.0%	30.0%	15.0%	20.0%	100.0%
	2	Count	2	2	6	4	5	19
		% within Class	10.52%	10.52%	31.58%	21.05%	26.31%	100.0%
Total		Count	4	7	12	7	9	39
		% within Class	10.25%	17.95%	30.77%	17.95%	2.1%	100.0%

Table.3.10 Result with percentage of question 10"I prefer expressing myself even if I'm wrong" so this question it also related to the interaction of the students and with percentage here it is for Always 10%-10.52% for often 25%-10.52% for sometimes 30%-31.58% rarely 15%-21.05% and never with 20%-26.31% so here we have more or less the same result with often and never and we understand that students are always comfortable when they need to talk because they think they may make mistakes and they don't like to be judge and also for often we have the same result so is never and often.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
Q.11. My teachers speak all the time and we listen								
Group	1	Count	6	8	2	2	2	20
		% within Class	30.0%	40.0%	10.0%	10.0%	10.0%	100.0%
	2	Count	7	7	2	2	1	19
		% within Class	36.84%	36.84%	10.52%	10.52%	5.26%	100.0%
Total		Count	13	15	4	4	3	39
		% within Class	33.33%	38.46%	10.25%	10.25%	7.69%	100.0%

Table.3.1.11 Result with percentage of question 11"My teacher speak all time we listen" here are shown the results of percentage of the answers for always 30%-36.84%, often40%-36.84%, sometimes 10%-52%rarely 10%-5.26%. the larger percentage here is for often with 40%.

			Always	Often	Sometimes	Rarely	Never	Total
Q.12 We have online learning in my class, and use the internet when we need								
Group	1	Count	8	4	6	2	0	20
		% within Class	**40.0%**	**20.0%**	**30.0%**	**10.0%**	**0.0%**	**100.0%**
	2	Count	9	6	2	2	0	19
		% within Class	**47.37%**	**31.58%**	**10.52%**	**10.52%**	**0.0%**	**100.0%**
Total		Count	17	10	8	4	0	39
		% within Class	**43.59%**	**25.64%**	**20.51%**	**10.25%**	**0.0%**	**100.0%**

Table.3.1.12 Result with percentage of question 12 "we have online learning in my class, and use the internet when we need" results shows that always is40%-47.37%,often20%-31.58%,sometimes 30%-10.52%rarely10%-10.52%never0%. So we have a positive impact again because for never it is 0%.

			Always	Often	Sometimes	Rarely	Never	Total
Q.13. I enjoy playing educative games in the classroom								
Group	1	Count	12	6	0	2	0	20
		% within Class	**60.0%**	**30.0%**	**0.0%**	**10.0%**	**0.0%**	**100.0%**
	2	Count	15	3	1	0	0	19
		% within Class	**78.95%**	**15.79%**	**5.26%**	**0.0%**	**0.0%**	**100.0%**
Total		Count	27	9	1	2	0	39
		% within Class	**69.23%**	**23.07%**	**2.56%**	**5.12%**	**0.0%**	**100.0%**

Table.3.1.13 Result with percentage of question 13"I enjoy playing educative games in the classroom" so here it is related the games with educative program and the results shows that always they enjoy 60%-78.95%,often30.0%-15.79%,sometimes with 0%-5.26%,rarely10%-0% and never 0.0%-0.0% that is obviously that they like to play educative games in their classrooms.

		Q.14 I appreciate peer feedback	Always	Often	Sometimes	Rarely	Never	Total
Group	1	Count	8	2	6	2	2	20
		% within Class	**40.0%**	**10.0%**	**30.0%**	**10.0%**	**10.0%**	**100.0%**
	2	Count	9	2	5	3	0	19
		% within Class	**47.37%**	**10.52%**	**26.31%**	**15.79%**	**0.0%**	**100.0%**
Total		Count	17	4	11	5	2	39
		% within Class	**43.59%**	**10.25%**	**28.20%**	**12.82%**	**5.2%**	**100.0%**

Table.3.1.14 Result with percentage of question 14"I appreciate peer feedback" the results here are mixed because we have for never 10%-0% rarely 10%-15.79%, sometimes 30%-26.31% often 10%-10.52% and for always 40%-47.37% which is the highest percentage so they like feedback peer..

		Q.15 We work in group all the time in my classroom	Always	Often	Sometimes	Rarely	Never	Total
Group	1	Count	6	5	2	6	1	20
		% within Class	**30.0%**	**25.0%**	**10.0%**	**30.0%**	**5.0%**	**100.0%**
	2	Count	5	5	4	5	0	19
		% within Class	**26.31%**	**26.31%**	**21.05%**	**26.01%**	**0.0%**	**100.0%**
Total		Count	11	10	6	11	1	39
		% within Class	**28.20%**	**25.64%**	**15.38%**	**28.20%**	**2.56%**	**100.0%**

Table.3.1.15 Result with percentage of question 15" We work in group all the time I my classroom, for always30%-26.31%,often 25%-26.31%,sometimes 10%-21.5% rarely 30%-26% and never with 5%-0% some say always and some rarely here the students are not thinking the same for working in groups.

			Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
				Q.16 I like constructivism theory				
Group	1	Count	9	6	5	0	0	20
		% within Class	**45.0%**	**30.0%**	**25.0%**	**0.0%**	**0.0%**	**100.0%**
	2	Count	8	3	6	2	0	19
		% within Class	**42.10%**	**15.79%**	**31.58%**	**10.52%**	**0.0%**	**100.0%**
Total		Count	17	9	11	2	0	39
		% within Class	**43.59%**	**23.07%**	**28.20%**	**12.82%**	**0.0%**	**100.0%**

Table.3.1.16 Result with percentage of question 16"I kike constructivism theory" the students are asked if answer in the end if they really like constructivism theory so they answered, with always as the highest percentage 45.0%-42.10%,30.%-15.79% for often, sometimes 25.0%-31.58%.rarely is with0% for the first group and 10.52% for the second group but fortunately we have 0% for never from both groups.

Opinion of the result tables

The interview is made to collect more information in their learning on previous learning and at the end of process learning classrooms and environment, of course by asking those questions it is more clear the point of view as in general how students learn till implementation of the Constructivism theory through interaction, I think students were being very collaborative and try to answer the questions as sincere as they are. Does their teacher uses constructivism theory, or are there bridges between theory and previous knowledge, is it helpful for them to use this theory, does it helps them with speaking more or critical thinking, if their teacher uses all the time activities from real life of imaginary activities, if they use online learning in classroom previously and now how does this helps for them and do they really like constructivism theory all this answers we have in this theses as information and comparison and I think that in general it was all better that they knew more about this theory, it will enable them an easiest way and interactive learning because previously they didn't used this theory a lot in their classrooms and this conclusion was from the percentage of their answers.

5.2 Results from Teachers Interviews

The second instrument of this research is teachers' interview. Three teachers that have been teaching for a period of few years were interviewed. They took part in this research interview without hesitating and I'm very thankful for helping me through this research. The thirteenth questions are in relation with the main goal how to promote constructivism theory in the classrooms with interaction and do they used before, are they aware for the benefits of this theory in teaching English Language. The teachers are referred Teacher 1, Teacher 2 Teacher 3.

Teacher 1 is 25 years old female. She teaches in Private school, in Tetovo and she has 4 years of experience there and she hold a Master Degree in ELT.

Teacher 2 is 32 years old and she works as well in Private school with longer experience in teaching than the first teacher but of course she holds also a Master Degree in ELT.

Teacher 3 is 29 years old and she teaches in public primary school in Bogovine Tetovo Macedonia, she has 3 years of experience in teaching and took part in a lot of seminars, workshops for teachers.

Table 4.1.Teachers' responses are shown in the table below

Questions	Teacher 1	Teacher 2	Teacher 3
Q 1.Describe the classroom plan that you are working on. What routines and procedures did you use to keep the class organized?	Well, my classroom plan it depend always on what topic I'm going to teach that day. Fist I check homework that start the lesson, we have discussions, they give opinions about particular topic.	Depending on the part of the lesson that we are if we have to start with new chapter we do brainstorming first, then work in peer, or group to finish the activities in classroom.	Classroom plan it starts with checking homework's, Giving instruction, doing activities, writing on the board.

Q 2. Describe Constructivism theory and its function with your words.	Constructivism theory is based on interaction of the students, and activities are student-centered, very actively classrooms.	The theory is more learning from the previous knowledge building bridges, from that knowledge to the new one.	Constructivism theory is a very good theory with we as a teacher can work very actively with students, and construct knowledge together.
Q 3. Which teaching methods do you use most of the time?	Teaching methods I use the most are drills usually and practices, Lecture, visual tools, etc	Teaching methods I use are lectures, practices, charts, computers internet activities, tests etc	My teaching methods that I use with my students of course I lecture them, then practice , peer or group work, and teacher-centered lecture.
Q 4. Do you think Constructivism theory has an impact in promoting interaction?	Yes, I do.	Yes, I think so ,this is because you are more actively involved in class with constructivism theory	Yes, I do.
Q 5. Do you incorporate the principles of Constructivism theory in your daily teaching routine? If	Yes, I do. Students talk about real topics in real situations, they participate in different debates; they also share the information that	I try to incorporate the principles of Constructivism theory, but sometimes it can bring difficulties for	Yes, I do.

yes how?	others don't know.	some students since they do not acquire the language proficiency needed, and some of them are very good.	
Q 6. Could you mention any reason on helping not to incorporate constructivism theory?	Teaching low level students prevents us from incorporating the principles of constructivism theory.	One of the limitations can be the age of the students. It can be difficult to implement the principles of Constructivism theory teaching with very young students.	No, I couldn't.
Q 7.Could you mention any activity that helps student raise motivation and critical thinking?	Some of the most frequent activities that I perform in my classroom are; role play, debate, presentation etc.	I usually try to open discussion topics, ask for examples, play games which make learners share experiences and be more interactive.	Summarizing and sharing texts. No, there are not any disadvantages, since interaction is the key to learn a foreign language.
Q 8. Are there any disadvantages using this theory in classrooms with adults?	No there are not.	No there are not.	
Q9. Your role, facilitator/leader	For me is Facilitator ,I think	Is Leader and facilitator	Facilitator and leader

Q 10. How do you master in student don't want to speak or participate at all in practical classes?	Yes, I do. Correcting them while they are communicating is very important because it helps them to reduce their common mistakes.	I don't think that ignoring student's mistakes is okay, but we should find the most sophisticated way through which we would correct their mistakes without offending students in front of classmates.	Yes, I correct them since error correction is very important for the students because it helps them to overcome their common language difficulties.
Q 11. Do you give your students rights on participating preparing lesson plan?	Yes, of course	No I don't because we don't have much time to discuss on that topic.	No I don't.
Q 12. Mention which of the activities promotes interactivity in the classroom?	I usually use peer feedback and peer assessment in my classroom in order to promote students' independence.	Some of the techniques are activities like writing poems, making a picture related to the words they learn and so on, depending on the topic.	Peer assessment, peer feedback, formative feedback.
Q 13. Do you let your student reflection on their lessons/performance in classroom or at home?	Yes, I do.	Yes, since this helps students strengthen their weaknesses and share each other's opinion.	Yes, I do.

5.3 Result from the observations

The observation were carried out in the two different classrooms because the target of this research were students of two groups and from different classes that learn English Language in apart from their schools of Private centre of courses in Tetovo. Students were observed in Constructivism theory with interaction toward the implementation of the principals of that theory, but of course it was observed whether these principals encourage interaction in classrooms and the results are shown below.

Principles	Group 1	Group 2
Teachers are coaches and work together	Yes	Yes
Learning is situated in setting in which is occurs	Sometimes	Often
Students take responsibility of their own learning	Yes	Yes
Students build bridges from the past knowledge to the new one even if they struggle with some words	Often	Often
Students accomplish different constructivism activities	Watching video.	Doing research
Learner-centered learning with the help of Technology /laptop /projectors, videos	Always	Always
Students address their mistakes by asking for further explanations	Sometimes	Often
Students have group discussion and share their ideas in group	Only discussion	Both of them.
Students work in peer and give feedback to each other	Only peer work	Only peer work
Students work in	pairs	Groups
Lesson is focused on	Reflection and interaction	Reflection and interaction
Lesson is	Learner-centered	Learner-centered

Additional notes	Part I: Students watch a PowerPoint presentation about London Race.. Part II: Students find the unknown words in the glossary(below on the book with explanation) Part III: Students talk to their partner about the video they saw and what do they understand. Part IV: They reflect on the video and learn new words, also the interaction take place here because everyone need to say something. Part V:Student do an activity divided in the group of 4 and discuss of the race they know (of this kind)	Part I: Students watch a video of the indigenous people in Antarctica. Part II. Students listen to a story, identify new words and read the story. Part III. Students discuss in groups and reflect on the video. Part IV: Student have to do a research in groups (on indigenous people that are listed in the book or other) their challenge is to create a story and then tell in the classroom. Part V: In the end they make a discussion on if they know indigenous people of if they have stories like this heard before and explain what they found on the research.

6.2 Table from the observations

In general, observation results showed that either they are teachers with different background and different students they teach every day, they didn't use a lot constructivism theory to initiate interaction, and what does this theory aid to do is to aware teachers to use more the theory because only in that way they will have successful learning process , very motivated and interactive students that want to take part in every activity, learning by doing is better learning than just listening and being passive in their classroom.

5.4 Results from students interview

Interviews' were conducted with students at the end of the whole process and they were asked to respond three questions with have a lot of value on the result of this research, students' were asked if they find their self more active after the incorporation of Constructivism theory in their classroom, or should the teacher uses always the theory for learning English Language and which exercise did they like the most, all of this responses are made with figures that illustrates the percentages of the responses,

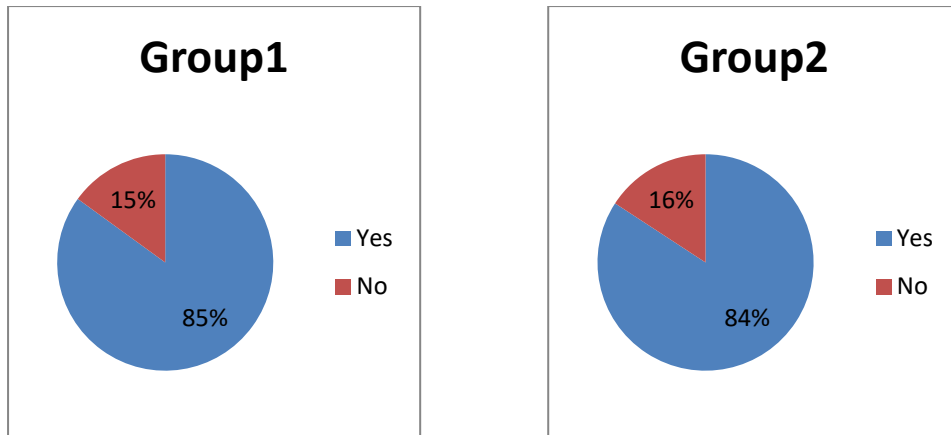**5. Figures Percentage of the responses from the student's interview**

Fig.5.1 Students respond of the question1.Do you find yourself more active with the incorporation Constructivism theory.

Here it is illustrated the percentage of the response of the question 1.Did they find their self more active with the incorporation of constructivism theory, and the results on this theory shows that on the first group 80% of them find their self more active but some of them which means 20%, and it shows a great result because this motivates them and they fill more active in their classrooms than previously.
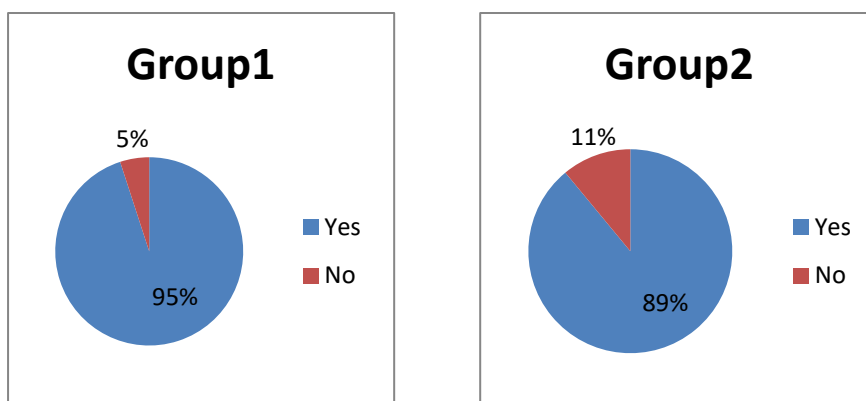

Fig.5.2.Students response on the question 2.Should your teacher uses always this theory?

Here the illustration of the figures shows the response of the second question. Should your teacher use always this theory? Their answer again were very positive which means that even so the result of these theses are positively and 95% of students from the first group said yes, but 5% of them said no, but on the other group the second group we have also 89% of them said yes but lot more that the first group exactly 11% said no.
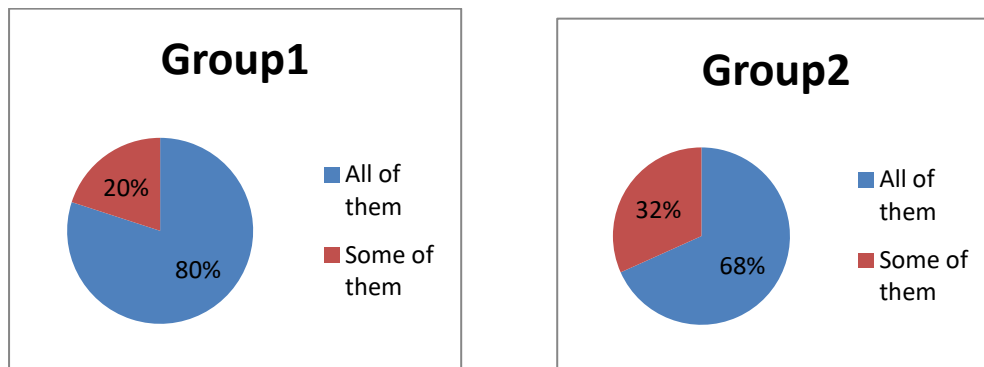

Fig.5.3. Responses of the third question, which exercise did you like the most?

Here the illustration of the figures shows the response of the third and the last question asked for students in the end of the process. Which exercises did they like the most? Again it is very positive result which shows that in the first group 80% of them said all of them, but 20% some of them meanwhile in the second group 68% of them said all of them and 32% of students said some of them. In general is very positive results and it shows that students liked the process in itself and the theory of constructivism that was implemented through interaction was a successful process for these theses.

Chapter 6

6. Data analysis

The quantitative and qualitative date obtained from this research will be analyze below in this part of the thesis.

6.1 Analysis of questionnaires

Result of each question will be analyzed in this part, also comparison between two groups and different language learning techniques also will be provided. The most important point of this research is promoting interaction with constructivism theory in classrooms and teaches lesson plan furthermore, Incorporating all that in their learning techniques in the future and have more compatible and collaborative classroom. This analyze begins with the first question to see if students are familiar with this theory 'Do you use constructivism theory in learning English language, and it shows that some of them knows and from some explanation they answered the questions.
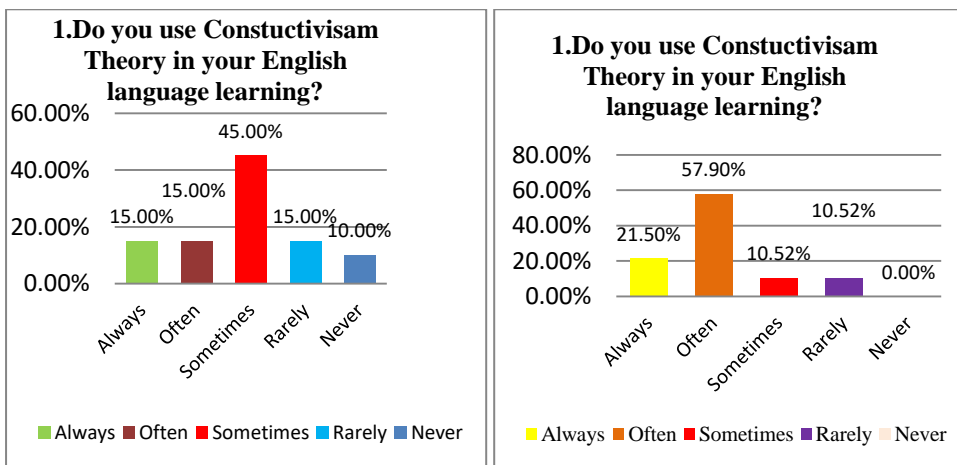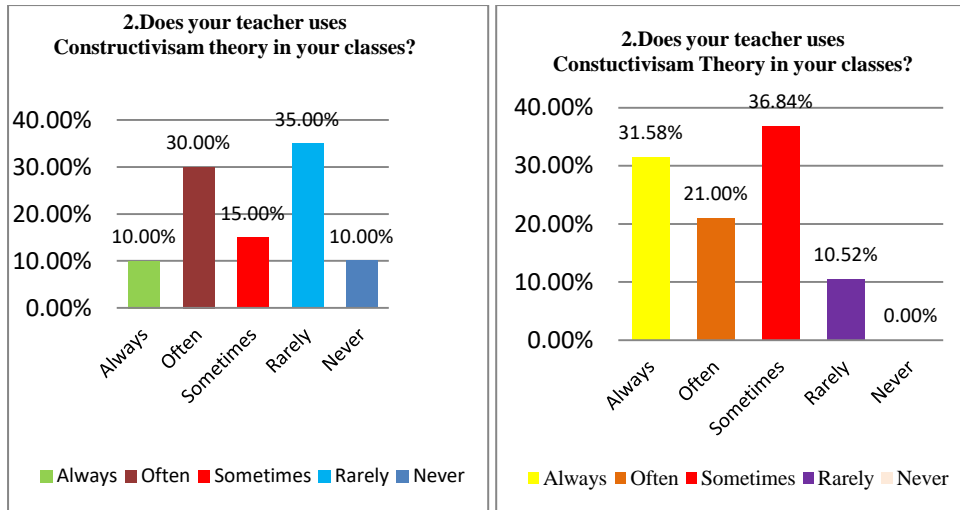

Group1   Group2

Fig.5.1.1 Student's respond on using Constructivism Theory in their English. Here the results shows that they may possibly know what Constructivism theory is, they have idea about the content and the base of this theory, or they just write without not knowing the real structure and principals of this theory but of course me and their teachers give a little help and explained a little bit what is Constructivism theory and what are the base of interaction, and they had more easy for them to response every question in the questionnaire that was made for collecting data. According to the results found in the fig.5.1.1 the majority of the students answered with

sometimes and often, but it was interesting the fact that some students response of group 1 were never ,more particularly 10% of them maybe they weren't pain attention enough.
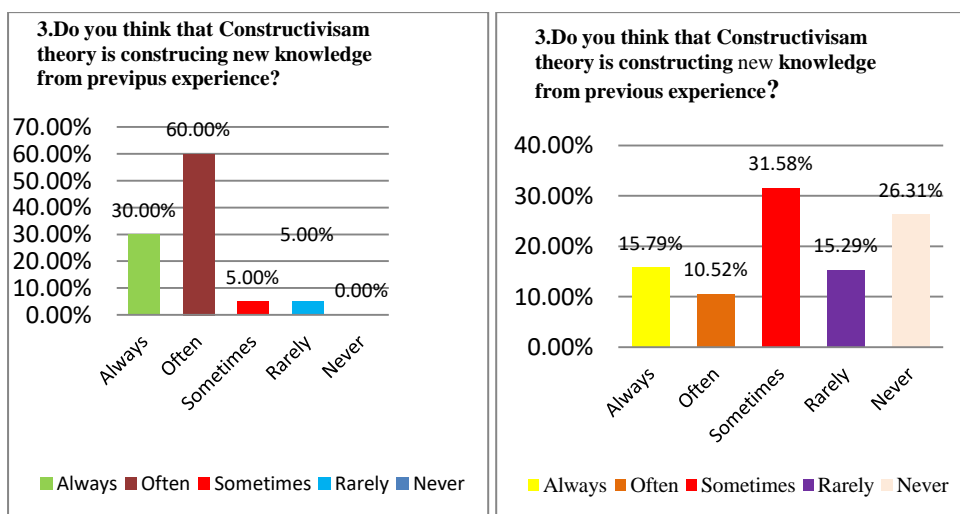

Group1   Group2

Fig 5.1.2.Student's respond in the question does their teacher uses Constructivism theory in their classroom.

The figure 5.1.2 shows results if their teacher uses Constructivism theory in their classroom and the findings shows responses like often, sometimes and rarely to have the biggest response percentage ,so it seems that for real their teachers sometimes uses this theory, but in the mean time for some other it was rarely ,so the result are not in the same percentage for group 1 and group 2 like always in group 1 that shows 10% and in the other group shows 31.58%.
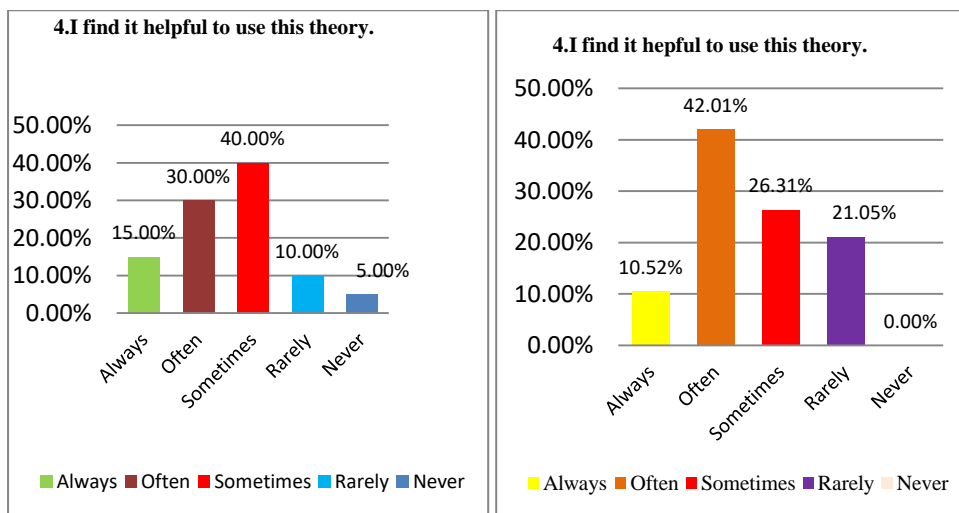
Group1   Group2

Fig.5.1.3 Student's respond if they think that Constructivism theory is constructing new knowledge from previous knowledge.

For question number 3 if they think that Constructivism theory is constructing new knowledge from previous knowledge I think that from our explanation in the beginning of this questionnaire they understood the concept and told us the response with often for the First group and sometimes for the second group, I guess students just from the name construct they that, for the answer at it is common to been known like that. Constructing meaning from previous learning is one of the principals of Constructivism theory ,furthermore for adult learning a language at this stage is not difficult to adjust to the new knowledge and build bridges between the knowledge you had previously and the new one .This theory also should be implemented in other schools that adults learn a second language because is the more attractive and comprehensible learning, we will have efficiency and ready students for the market ,and from this responses that we got here, it is obvious that some of the students understood the Constructivism theory and for some it might take a little bit to do that.
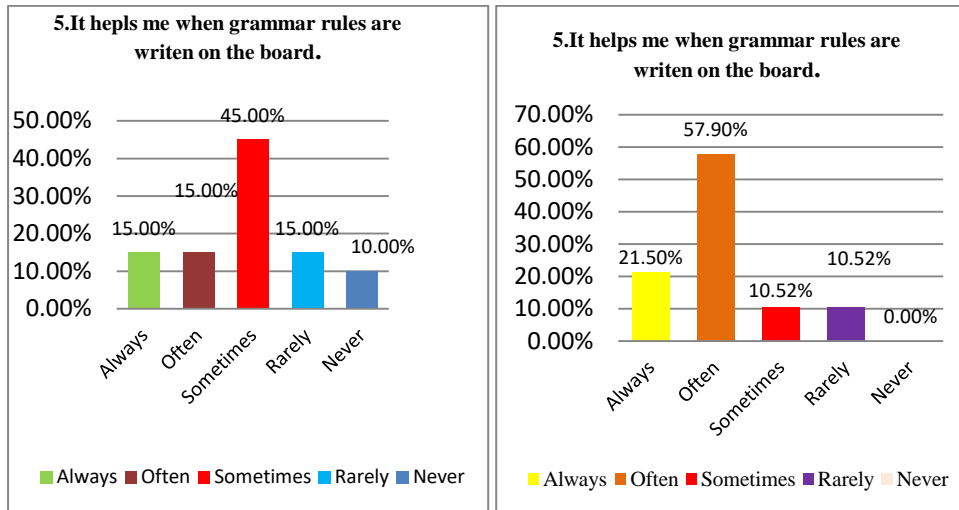

Group1   Group2

Fig.5.1.4 Student's respond if they founded helpful on using this theory.

Responses gathered from the question illustrated in the fig.5.1.4 if students found helpful on using this theory of course this question should been asked by them in the end of the research but I wanted to collect data, from what they have been working so far.

Furthermore it from my experience as teacher and learner I know that this is very helpful because is based on real-live events, creating meaning and converting the old knowledge with the new one of the most helpful theories from the new era of modern and new methods of learning, but in the results presented here, again we have often and sometimes the largest percentage from the both groups and again the interesting fact in the fits group some of them like 5% said never.
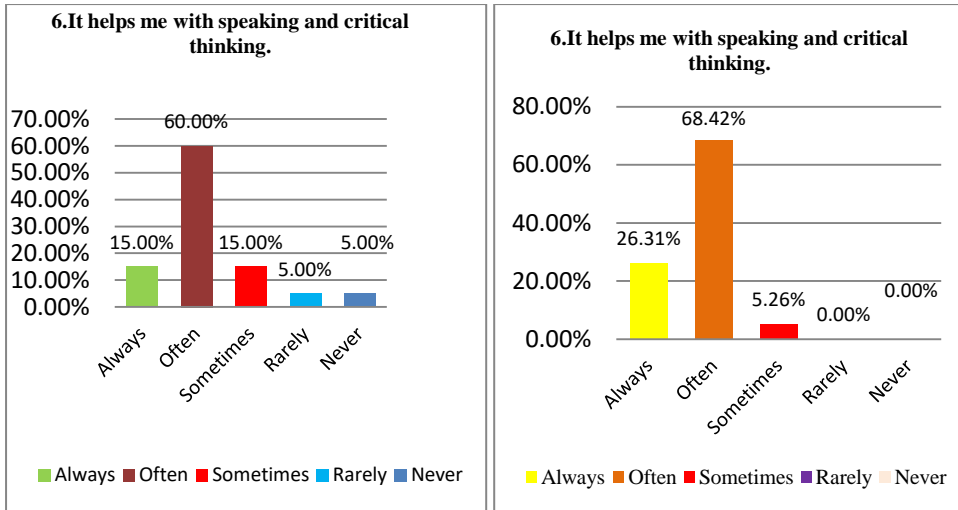

Group1   Group2

Fig 5.1.5.Student's respond either it is helpful when grammar rules are written on the board.

Here we had a tricky question to see if they are concentrated enough and in the results it shows 45% of them said sometimes it is easy for them if they have grammar rules written on the board and in the second group they said often, but never it was 0% and in the first group it is never with 10% of them, so it is seems that they want the teacher to be role model and the learning to take place by them but still they need help with some notes on the board as they were used previously in their schools when it was teacher-centered learning, the teacher speaks they listen and this is not the principle of Constructivism here we don't have interaction from learners.
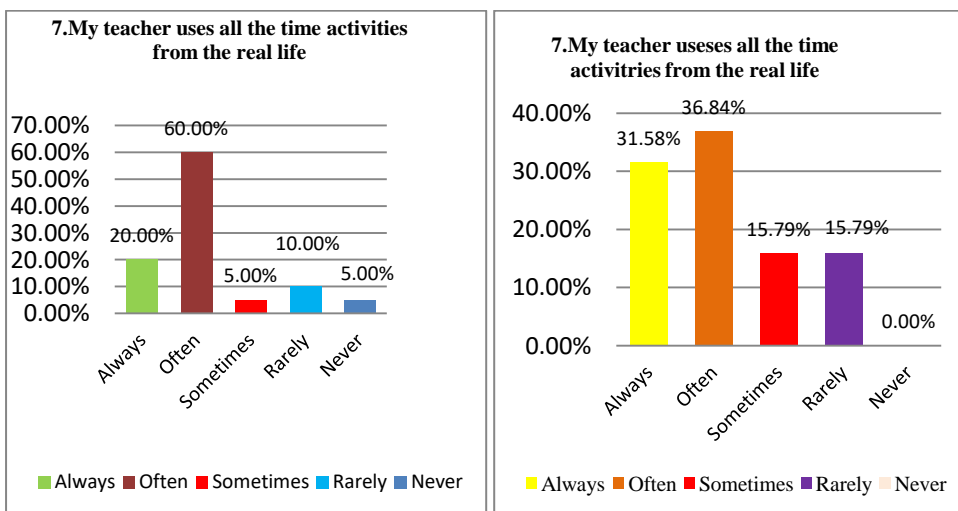
Group1   Group2

Fig.5.1.6 Student's response if they find it helpful with speaking and critical thinking.

Critical thinking and speaking of course has to do a lot with interaction and the theory in itself, the most important thing is to raise awareness to students that they should speak all the time even if they are wrong, there is nothing wrong with correcting each other's mistake, that's how adults learn and they will feel more freely in their expression and thinking, giving opinions about critical thinking. The results presented here shows that 60% of them in the First group thought that it really helps with speaking and give personal thinking, reflect on, something and more or less the same percentage it was in the second group 68,42%,so they thought it was helpful in general and the other results shows that always 15% sometimes15 and rarely or never with 5 % but in the second group always was 26,31% and sometimes 5.26% never and rarely were 0%.
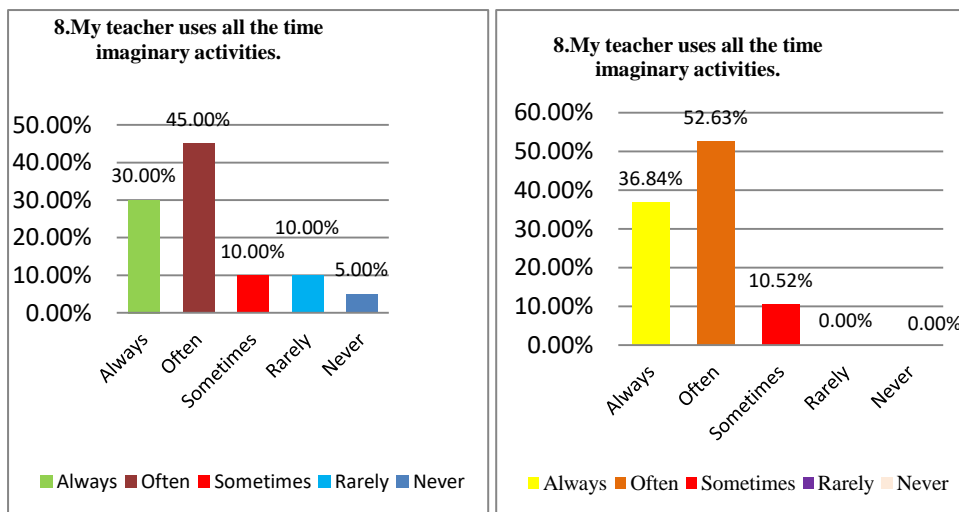
Group1   Group2

Fig.5.1.7.Student's response if their teacher uses all the time activities from real life.

Figure 5.1.7 shows results if their teacher uses all the time activities from the real life. Real life situation of course that is a strategy of constructivism theory that enables students to face the reality or to solve problems in a real life. Here are same responses from students of a First group with 60 % often and 20% always but also it was and 5% with never answered, and in the second group the results are more likely the same with often 36, 84% always 31, 58% and the most important they didn't say never because it was marked with 0% so again the results are not the same in both groups.

Group1   Group2

Fig.5.1.8.Student's response if their teachers use all the time imaginary activities

In the figure 5.1.8Are the results on the question does the teachers uses all the time imaginary examples and the first group that answered the other question about real life activities with 60% here they are marked with 40%,so they are not very sure about and in the second group it was the percentage with 52.63% for often but from the results of the both questions it seems that teachers are with fifty-fifty percentage on those imaginary and real activities, so more or less they used half-half to fulfill their timing in classrooms.
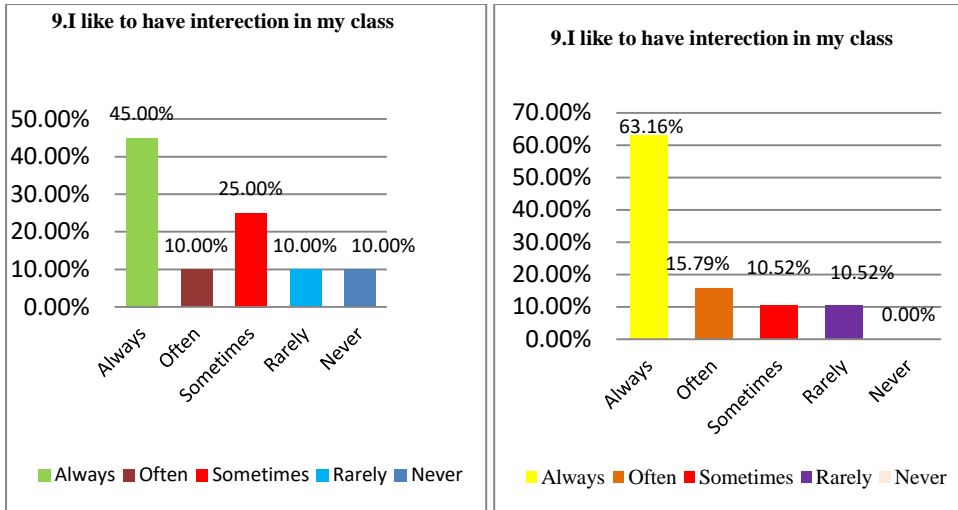
Group1   Group2

Fig.5.1.9.Student's response if they like to have interaction in their class

The figure 5.1.9 students were asked if they liked to have interaction in their class, so here are the results from the question and they answered with 45% of them in the first group prefer interaction and 63.16% from the second group and we have 10% for rarely and never in the first group ,from these result we can count that the second group is more into interaction than the first group answers, we will see and from the observation made in classroom this question and it is analyze more because maybe they will change their mind on using some strategies and different methods that promote interaction in class by teachers.
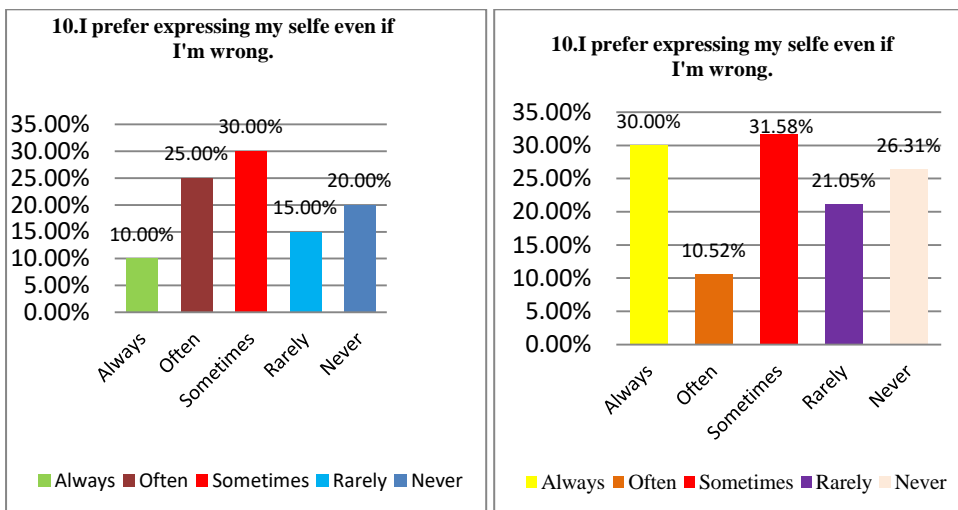
Group1   Group2

Fig.5.1.10.Student's response if they prefer expressing their selves either if they are wrong

Here are responses from the questions if they prefer expressing their selves either if they are wrong or from both group we have a very low percentage on liking expressing their selves, these leads the question answered above for interaction ,so it seems that they like interaction but they don't like very much to express themselves, but how can we have interaction if they don't like to talk in class to give opinions or share ideas and that is why it is necessary constructivism theory to connect meaning on their own experience in this way they are more motivated to speak and reflect on something. With 25% in the first group we have Often, and sometimes 30%, never 20% also in the second group the results are with 31.53% for something, often with 10.52%, always with 30% and the same result for rarely 21.5%.

Group1   Group2
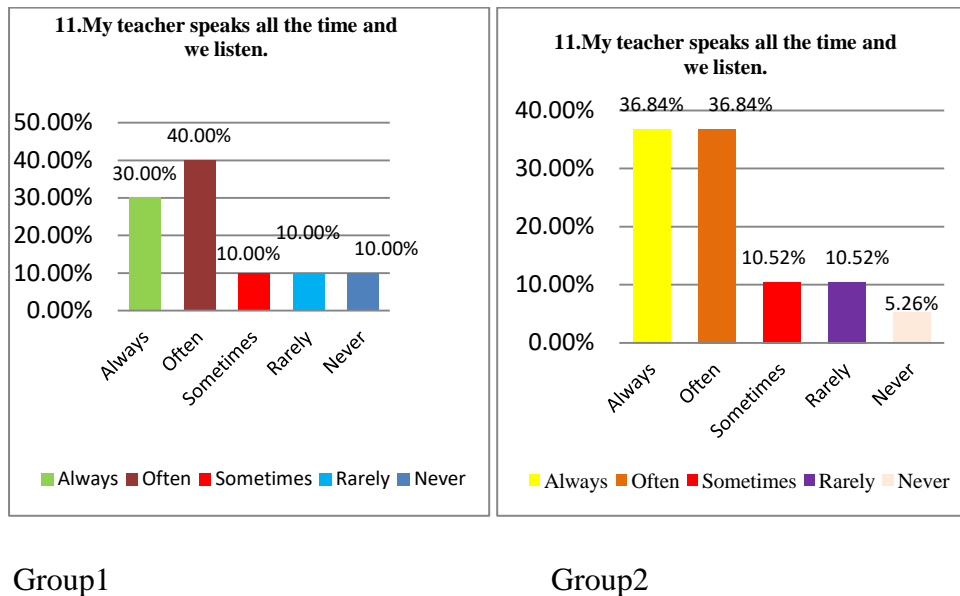
Fig.5.1.11.Studnt's response if their teacher uses to speak all the time and they listen

Responses that are made here is if their teacher uses to speak all the time and they have to listen without interaction form the tables we see the result that from the first group the percentage of 40% is often with is not very positive result as for always is 30% and sometimes is 10% rarely 10% and never 10% but also in the second group we have the same result for always and often 36,84% sometimes 10.52%,rarely10.52% and never5.26% so again it is not very positive result.

12.We have online learning in my class and we use the internet when we need.

Always 40.00%
Often 20.00%
Sometimes 30.00%
Rarely 10.00%
Never 0.00%

Legend: ■Always ■Often ■Sometimes ■Rarely ■Never

12.We have online learning on my class and we use the internet when we need.

Always 47.37%
Often 31.58%
Sometimes 10.52%
Rarely 10.52%
Never 0.00%

Legend: ■Always ■Often ■Sometimes ■Rarely ■Never
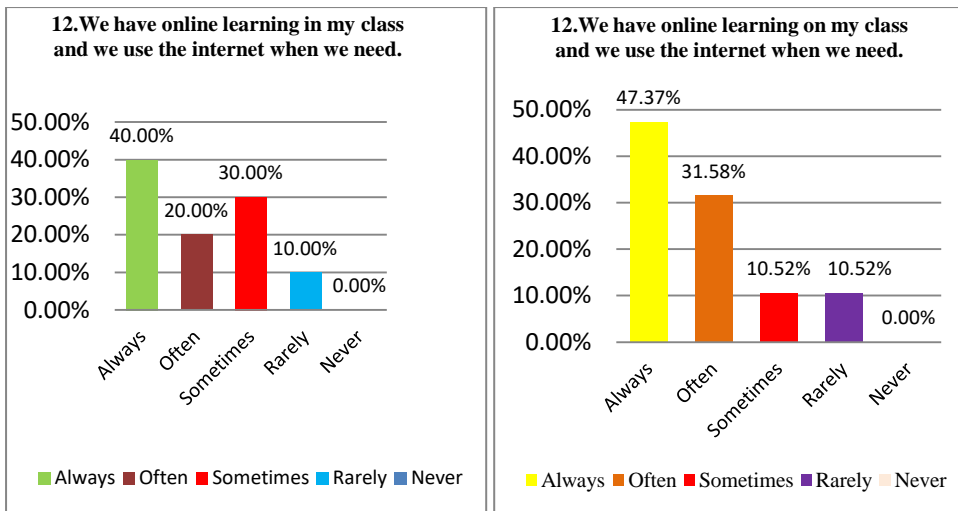
Group1   Group2

Fig.5.1.12.Student's response if they have online learning in their class also if they use internet when they need.

Responses collected from this question were positively because it shows that they use online learning in class and that conclusion if because they didn't answer ever, it is marked with 0% in and always is the highest percentage in both groups, but also we have rarely the same result with 10%, 10.52%.

13.I enjoy playing edukative games in the classroom.

Always 60.00%
Often 30.00%
Sometimes 0.00%
Rarely 10.00%
Never 0.00%

Legend: ■Always ■Often ■Sometimes ■Rarely ■Never

13.I enjoy playing educative games in the classroom.

Always 78.95%
Often 15.79%
Sometimes 5.26%
Rarely 0.00%
Never 0.00%

Legend: ■Always ■Often ■Sometimes ■Rarely ■Never
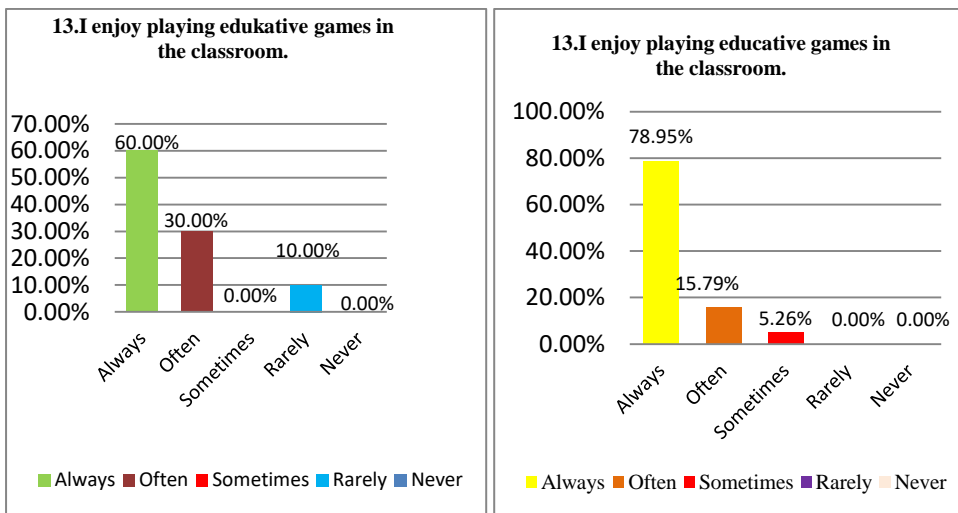
Group1   Group2

Fig.5.1.13.Student's response if they enjoy playing educative games in their class

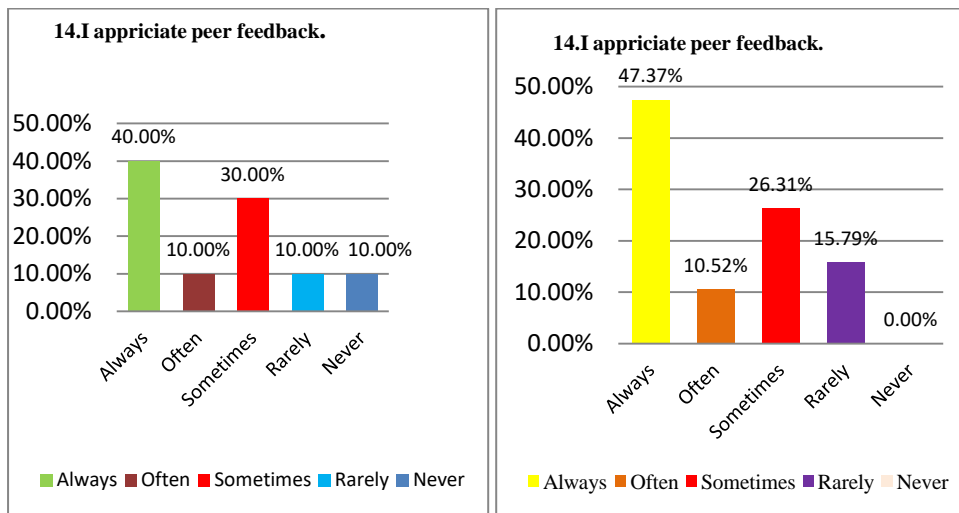Results from the figure 5.1.13 show if they enjoy playing educative games in their class, and those results are marked with always as the highest percentage, which means they really enjoyed except from some other students that answered with often 30% and the second group with 15% and rarely 5% but in general we have a very positive result.

Group1   Group2

Fig.5.1.14.Student's response if they appreciate peer feedback.

Peer feedback is also very important in constructing meaning because students can learn from each other and from their mistake; this will help them to express more freely themselves. Here in the figure 5.1.14 it is always the same percentage as answered from both groups but the second group answered with a slightly difference on always 47.37% and it shows that they really appreciate peer feedback because no one from students said never, in comparison with the first group that never was marked with 10%.and the results of often are the same in both group.
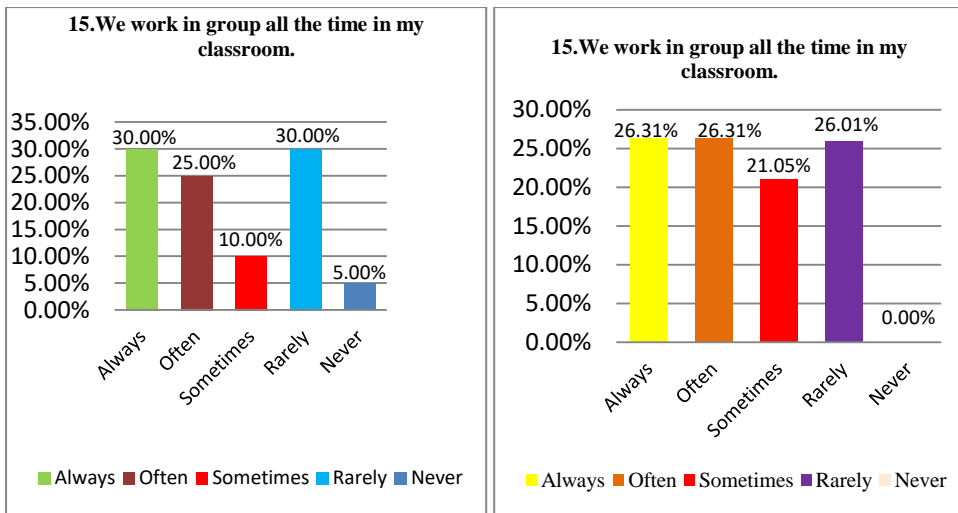
Group1   Group2

Fig.5.1.15.Student's response if they work in a group all time in their classroom

On students response if they work in group all the time in their classrooms are these answers in the first group 30% for always,25% oten,10% sometimes, rarely 30% and never 5% but with the comparison of the second group it is always26.31%,often 26.31% sometimes21.5% rarely26.01% and in the end it is 0% for never .
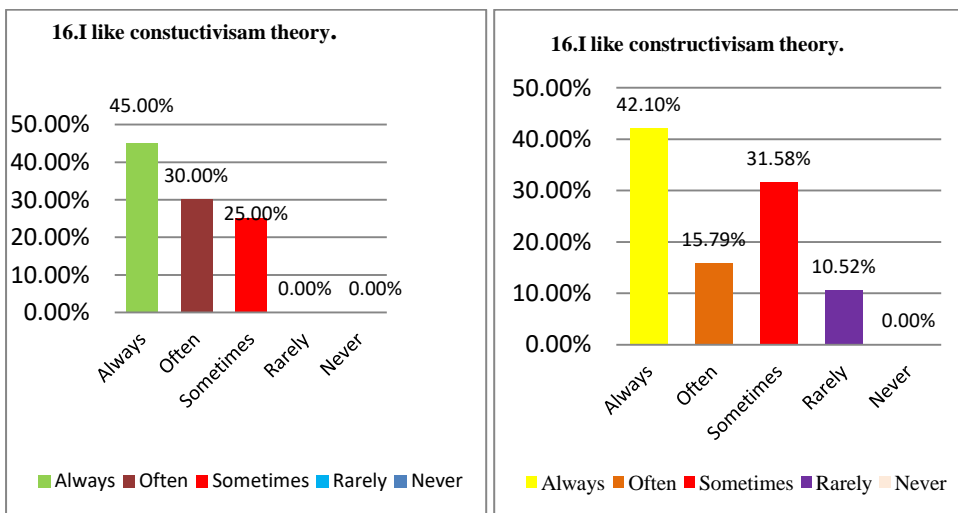
Group1   Group2

Fig.5.1.16.Student's response if they like Constructivism theory. The final question was asked if they like constructivism theory and results evidently shows they like because once again it is more or less the same percentage for always in both groups,45% and 42.10% and also the positive result is 0% for never so I'm very pleased to had worked with those students.

6.2 Discussion of Teacher's interviews

In this interview are revealed the findings of the results analyzed from teachers interview and the purpose of this experiment was to find out whether English Teachers use Constructivism theory to get their learning more interactive or more exactly dose this theory promotes interaction.

The interview begins with question to describe the classroom plan that they use to keep the class organized and some procedures, or routines, teacher 1 and teacher 2 stated that it depends on what they are going to teach, and then checking homework's and so on, but teacher 2 mentioned and brainstorming, peer work while teachers 3 said homework's, giving instruction, doing activities and writing on the board, this answer if seems more like traditional classroom, teacher-centered learning, while when they were asked to describe constructivism theory and its function with their words, generally it came up that they knew what was constructivism theory, and about the methods they used they stated a lot of them ,like teacher 1 she uses drills, practices ,visual tools, but teacher 2 mentioned and charts, tests ,technology and teacher 3 said peer work ,group work and teacher-centered lecture. While each of the teachers stated that they use Constructivism theory like teacher 2 gives a reason why she uses and of course states because of involving or engaging of the students in class, also each of them said they use a principles of constructivism theory in their daily teaching, but how, they stated debates which it is a principle of Constructivism theory real –based activities and teacher 2 said yes but sometimes is not the same for the hole class because they don't have the same proficiency needed ,along with question 6 and 7 on reasons to not incorporate this theory and activities that help students raise motivation, critical thinking, they stated for the 6 question that maybe the low level student may prevent on incorporating this theory but for the 7 question they mentioned role play ,debate, presentation, summarizing ,sharing, play games etc.

Moreover, comes the disadvantages on using constructivism theory with adults all the teachers stated that there are no disadvantages ,and in the other question how do they see their self in classroom, again they stated that in some manners they try to bee facilitators. The answer from teachers asked if they give students right to participate in lesson plan it was no from both of teachers2, 3. Whereas activities that promotes interaction were listed here by the three teachers: peer work, assessment, activities writing poems, feedback and all the teachers stated that they let their students to reflect on their performance in classroom, sharing with the class or at home. This is very good because they get motivated enough and motivate themselves for the next class.

6.3 Discussion of the observations

The observations are made of course with the permission of the manager of the Private school "Fluent" and the object of this observations were students of different Universities of Tetovo, that came there to learn better English Language, and different years of study but they were divided in two groups in pre-intermediate level and the research was focused on these two groups as a case study. The aim was to conduct a firsthand observation of student's behaviors, when the constructivism theory and principles were implemented in the classroom. The first observation is made in the classroom of the first group 1.The lesson was student-centered and focused on interaction of the students how to get them speak more often and the teacher to be only a facilitator. Students firs were worried about the accuracy, when they role play (reading a dialogue, about what to wear), also about correcting mistakes to each other when they feedback on their partners. Moreover they begin to take responsibilities of their own learning and face real life problems as a topic in class (The process of recycling plastic bottles) of course their teacher was there for every kind of help they need, when they were usually divided in group and do a researches, so they can cooperate and help each other on realizing a final project. They usually express their personal experience and then relate to real live solving problems, so the whole class day by day collaborates and work with each other, the class was all functional and very active. The other class observation was carried out also in a class but with the second group 2. Here the lesson it is made on the constructivism principals and students were engaging in collaborative work as peer working, and group working but what was interesting here is that the teacher for the first time uses some different activities related to the real life experiences but outside from the syllabus of the school and the program that was made for the students learning Pre-Intermediate English Language. Students were motivated, encourage participating in every activity they made in class or game, like (Educational games, for learning new words),the used English Language for discussion and if they had problem with the fluency they turned to their teacher for some help, watch films as a part of a lesson and then took responsibility on their learning. At this point their thinking skills were on top because the teacher only guides them and they do the whole work. They stop correcting mistakes to each other and focused more on interaction because there is no reason for anybody to not talk in the class or collaborate and give opinions.

Therefore, students participate in creating a lesson plan sometimes by giving each of them ideas, and this was able because of their level of fluency in English Language. The visual aid did not missed because in every chapter they had to watch a video about particular topic and then discuss, reflect on the video, do activities related to that video etc.

6.4 Discussion of Student's Interview

Student's Interview was conducted at the end of the observation and the whole research. I intended to ask students how they feel after going through that process and did them learn something new from implementing constructive theory in their classes as part of our research. As it was mentioned above they were divided in two groups, each group has 19 to 20 students and it was only them because I wanted to make a real research on a group of students adults of different universities and school of Tetovo , that came to English Centre to learn English in more efficient way and actively involved. The questions were to three questions for each student and they were interview separately, in classroom. To the first question students from the group 1 Responses were very positive because, they all stated, yes 85% but 15% of them were with answer no, but they found themselves more active in every lesson and also students from the second group reported, yes now we are more active as we use to be before. Furthermore to the second question number 2 should your teacher uses more often this theory, they reported also in a positive way and some student of the First group1 stated, yes 89% because they collaborate more with each other, others said this approach helps them to speak even if they are wrong or shame that are going to make mistakes in fluency and speaking and only11% were with no.

When I asked the third question to them, which exercise did you like the most the majority and the result was illustrated with all of them and some of them just for better illustration but responses were positively good and some mentioned peer work, group work, debates and a good number of them stated games, they feel more relaxed with games but at the same time entertained, activated, and have a lot of interaction with the hole class, because it was mixed fun with the learning. The majority of the students feel very happy and very positive and from our rapport of the interviews with students that were made, freely it could compare the result from the questionnaires, made in the beginning of the month with their ideas of constructivism theory and do they know this approach, or does their teacher uses this theory to learn them a language.

Chapter 7

7. Conclusion

7.1 Conclusion of the research

Combination from qualitative and quantitative data research gathered along with the reviewed literature provided answers to aims and research questions. The evidence provided from answers of these research questions will prove the research hypothesis. The results from each instrument used for this research differ from each other but they have a lot of similarities.

1. Constructivism theory is contemporary and new teaching methodology that is proven to be one of efficiency approaches to language teaching especially in adult learners.
2. Constructivism theory promotes directly interaction in adults'.
3. Learners learn better with authentic learning materials from real life situations, debates, internships, project works, educative games, stories, films, researches.
4. Learning is most efficient when learners are engaged in the process of learning and collaborate in everything.

1. **Why is constructivism theory implemented in English language classes?**

The entire research instrument provided in the previous chapters proves the importance of implementing the principles of constructivism theory in learning English language in the classrooms. The literature review shows that constructivism theory in one of the contemporary and new teaching methodology that is proven in many ways to be one of efficiency approaches to language teaching especially in adult learners.

There are a lot of reasons because it have a successful impact in language learning, most of all in confidence of speaking, be more active in classrooms and pronunciation, further more the reason why to implement constructivism theory in learning a languages is that they are motivated and work together as a team, find solutions and engage with the material, real life meaning examples, as Constructivists such as "Vygotsky and Dewey believed that learners do not learn isolated from others, and cognitive psychology has gradually established that people naturally learn and work collaboratively in their lives (Petraglia,1998)."So again we have real live activities practicing in classrooms, this make them easy to learn, and enables learners and student to acquire new knowledge more rapidly and in natural way, not learning with memorizations.

Based on the observations, this method supports raising awareness among teachers, and empowering students for new knowledge.

Moreover here is also explained the aim to analyze how this theory enhance and facilitates the learning in adults learners. Here are the result of the student's interview and it seems that even if they are adults they like to have relaxed environment when fun take place and learning together with collaborative work and the empowerment it talks it all, they feel more happy and capable of the knowledge that they are going to absorb in their long time learning memory.

2. Does constructivism theory promotes interaction in adult's student?

Promoting constructivism theory with directly lead to interaction in adults students, is very motivating and I saw that from observations because every day they had English Lessons they asked what we are doing to do today, so this provides throughput and desire to work and learn something new, also improved effectiveness by doing all the activities correctly as the teachers wanted to. Regarding the questionnaires the entire question intend to find out if they learn better with constructivism theory and the results show that yes, the majority of the answers were positively responded from our adult students. Moreover the teachers interviews shows that teachers don't use a lot constructivism theory in their classrooms and to the question12 asked if they could mention some activities that raise interaction in classroom they mention some good activities ,like assessment, peer feedback but we found that it need to do a lot more activities that they use in everyday classroom interactivity.

 Depending on the interviews it seems that they need to focused more in what to be thought and how, because they have in general positive answers, they should incorporate more debate, real live stories, and internships, no one of the teachers mention internship as a method for raising interaction in classroom, that internship could be a student's interviewing another students about work place they want to go, or engage in real internship. So the aim about raising awareness among teachers about the importance of this theory it was positively done from the observation and the implementation of this theory for a period of time in their classrooms, the questions 5"Do you incorporate the principles of Constructivism theory in your daily teaching routine? Teacher's responses from interview were, 'yes' I do from the teacher 3 and from teachers number 1 was "students talk about real situations they participate in different debates and they also share information that others don't know so helping each other and from the implementing of this theory they saw how their classroom learning changed every day and as a final point this theory helped students interacting with each other so it really promotes interaction at adults.

3. Does it have positive impact on learners? of course it have a positive impact on learners because it was showed with the percentage of the responses that they give for each question from their interview and also the information that it was taken from teacher showed they didn't used very much the Constructivism theory that's way they didn't have success in their classrooms because they didn't have interaction at all and this is a very positive thing it said that they from now on, are going to change their teaching to students because they saw the result in their classroom while it was implemented the theory in the process itself.

This was found from the result of the observation observed every lesson they had. All the research instrument above prove that constructivism theory is essential in learning a language and with all the condition that classrooms can have today is very easy to implement this theory also by, videos TV, laptops and a lot of different recourses where teachers engage their adult students to empower more them in learning and interaction.

This research was made with the aim to find out how to promote constructivism theory with interaction in adult's learners, and it show up that it has a lot of methods for proving that.

The first hypothesis" **Teachers are aware that constructivism theory and interaction should be incorporated in Language Teaching Classrooms"** stated that the reason why teachers should include constructivism theory in classrooms is to promote interaction**,** and get students involve in learning process not letting them passive, as traditional grammar method. The results of teacher's interview, student's interview along with questionnaires and observations supports the first hypothesis. This show that all the teachers interviewed stated that they use constructivism theory or try to used it often, which means they are aware of using it to promote interaction, also from the questionnaires is sees that they need more involving and engaging in process of learning which shows up in the observations from the classrooms and from the student's interview at the end, they all like constructivism theory, they all are more active and motivation to learn and solve real life problems.

The second hypothesis is "**Second language teachers implementing constructivism theory and interaction in their classrooms".** Implementing this theory at adults classrooms allows student's learning need to be met, because it provides relevant opportunities for learning, engage them and creates a safe environment for students to make mistakes and construct new meaning.

All of the research instruments provide above supports this hypothesis. Student's interview show that they like more to learn with constructivism theory all the time because even if the students make mistakes they are free and more active, like a class in general, because they like to have debates, to play educative games, to role play, reflect. Furthermore .all the teachers states that they use Constructivism activities more often in their classrooms and regarding classroom observations, each group observed successfully performed a constructivism activities during the lesson and the lessons were very active all the time.

The third hypothesis **"There is strong relationship between this theory and empowerment of students".** This hypothesis was supported from observations of the classrooms, student's questionnaires and, student's interviews. Most of the students agree they like all the activities of constructivism theory, those activities gives students progress day bay day this was saw in classroom observations, they get more creative and presentations' skills like reflecting of storytelling were enhanced. Every day they come to their classrooms with a positive attitude and this was the relation between this theory and empowerment of students, because they engage in every activity made from teachers, they took part in building a lesson plan, they were responsible for their own learning, also peer feedback gave them a real empowerment because they can critically think, or give an opinion from somebody either and from themselves.

This research bring conclusion that it can be successfully promote constructivism theory with interaction in adults' learners and their environment, as it was proved above when students engage directly to the process of learning and real life situations to them teachers gave the opportunity to be engaged actively in the processing prior knowledge with the new information's to construct new meaning, the results if only enriched learning environment. Students benefit a lot from those learning environment were learning is student-centered, that utilize projects, internships, group interactions and presentations' from the reflections of journals and other materials. While planning and preparation for constructivist learners may include a lot of commitment of time for teachers, but in the end is like a reward for them, and enrichment of their teaching methods, and in the other hand teachers is been seen more as a coach, guiding and instructing the students, they will boots students confidence through involving and engaging them in the learning process, and students of adults students will be more responsible for their learning in the future ,instead of forcing themselves for something to be memorize, they will try in more active way to try a concept out and reflect , because in some ways Constructivism theory helps them construct new meaning from previous knowledge and moreover it teach students how to learn.

8. Limitation and recommendations

In general this research was successfully done with the help of teachers and students that took part, but there were some limitations which will be discussed in the following part. Also this chapter will give some recommendation for further research.

Teachers who were interviewed were teachers that works in different schools as it is mention above in this research. Also students' questionnaire and the observations were conducted in only one school, which limits the number of participants and makes this research to small to give definitive conclusions, but even if the questionnaires were anonymous each question was explained and translated for the students so they will not have any kind of misunderstanding and the results should correct as much as possible.

7.3 Recommendations

A recommendation for the next research is to conduct with students from different places of Macedonia not just Tetovo. For the results to based on the varieties of schools and a larger number of students.

Another recommendations is that teachers that teach in rural places were the conditions of the schools and equipments are not very conformable for implementing Constructivism Theory and promoting interaction (here we include children). Which are some other methods that teacher should use in those conditions, because as we know the equipments' in schools of rural places are not the same as in the city centers.

I strongly believe that constructivism promotes interaction in the classroom and should always be used when teaching adult learners.

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Appendix 1: Constructivism applied in adult learning.

Constructivist   Adult learning theory   Knowles et al/Brookfield)

(Dewey, Bruner, Voygotsky)

1.Active learning

2.Real life learning

3.Prior knowledge

4.Peasoning process

5.Social Interection

6Voygotsky's ZPD

1.Self –directed learning

2.Critical Reflection

3Experimental learning

4.Lifelong learning

5.individual differences

6Motivation to learn

7.Readness to learn

Creating learning environment

1.Real-world

2.Case-based

3Social negotiation

4.Motivation

5.Learning –centered

7.Experimental learning environments

Prior knowledge

1.Critical thinking skills

2.Social skills

3.Individual differences

4.Readness to learn

Constructing

Meaningful, and authentic knowledge.

Learning principles

1.Intercreative learning

2.Collaborative learning

3.Facilitating learning

4.Authentical learning

5.Learner-centred learning

Cited '' Toward constructivism for adult learners p.32

Appendix 2: Student's questionnaire

This questionnaire is about student's indentifying the theory, giving information from their previous experience, expressing their ideas of constructivism theory, interaction and their attitude regarding it.

Questions	Always	Often	Sometimes	Rarely	Never
	4	3	2	1	0
1. Do you use Constructivism theory in learning English Language?					
2. Does you Teacher uses Constructivism theory methods in classes?					
3. Do you think that Constructivism theory is constructing new knowledge from previous experience					
4. I find it helpful to use this theory					
5. It helps me when grammar rules are written on the board.					
6. I helps me with speaking and critical thinking					
7. My teacher uses all the time activities from real life					
8. My teacher uses all the time imaginary activities.					
9. I like to have interaction I my classroom					
10. I prefer expressing myself even if I'm wrong.					
11. My teachers speak all the					

time and we listen					
12. We have online learning in my class, use the internet when we need					
13. I enjoy playing educative games in the classroom.					
14. I appreciate peer feedback.					
15. We work in group all the time in my classroom					
16. I like constructivism theory.					

Appendix 3: Observations

Students are implementing very good this new theory and they what to have more interactivity in their class in order to learn better English language.

They engage with each other and tell their ideas freely. Student use their target language to express an idea or ask something even if the struggle and the teachers assess here with helping.

Different assignments such is:

◯   Students   ◯   ◯

                                                ◯   ◯
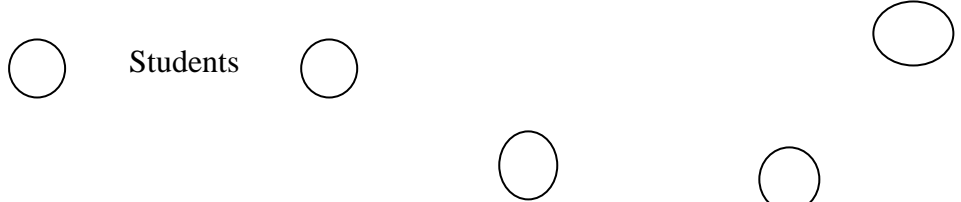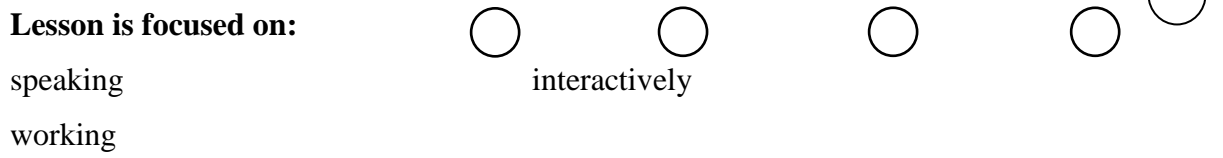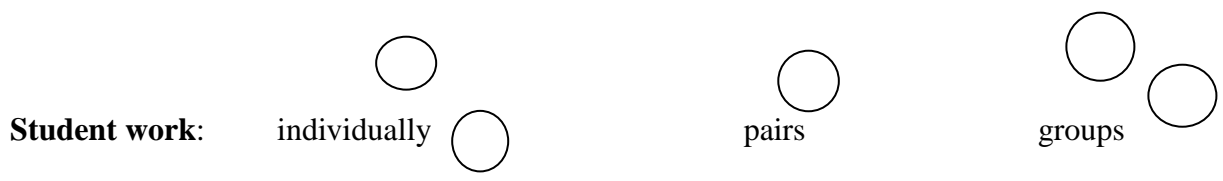
 Brainstorming first of all   accomplish

Playing games like finding the words for supermarket items, or items used in school, and in an isolated island

They stop to correct each other mistake in public.

Participate actively in each activity.

Student work: individually   ◯   pairs   groups

                                    ◯   ◯

                                                                                    ◯

Lesson is focused on: ◯   ◯   ◯   ◯
speaking   interactively
working

Lesson is focused   ◯   student-centered   ◯

Additional notes: The teacher was following instructions and the students were pleased working with because they were interested in really learning a language not just been there as a figure, this was my conclusion form the observation.

_____

_____

Appendix 4: Teachers interview

1. Describe the classroom plan that you are working on. What routines and procedures did you use to keep the class organized?

2. Describe a Constructivism theory and if function with your words?

3. Which teaching methods do you use most of the times?

4. Do you think Constructivism theory has an impact in promoting interaction ?

5. Do you incorporate the principles of Constructivism theory in your daily teaching routine? If yes, how?

6. Could you mentions any reasons on helping not to incorporate constructivisam theory?

7. Could you mention any activity that help student raise motivation and critical thinking?

8. Are there any disadvantages on using this theory in the classrooms with adults?

9. What is your role in the classroom? Do you see yourself as a facilitator or as a leader of the learning process?

10. How do you master in a student don't want to speak or participate at all in particular classes?

11. Do you give you student rights on participating preparing lesson plan?

12. Mention which of the activities promotes interactivity in the classroom

13. Do you let you student reflecting on their lessons/ performance in class or at home?

Appendix 5 \ Student's Interview

This instrument was used at the end of the implementation of Constructivism theory in classrooms environments and students were asked to answer these questions orally, just to have an idea if this research was successful.

1. Do you find yourself more active with the incorporation?

_____

_____

_____.

2. Should your teacher uses always theory?

_____

_____.

3 .Which exercises did you like the most?

_____

_____

_____.