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Constructivism in the New Educational Context: The Case of Pre-service Teachers

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Abstract

This study explored how pre-service English teachers teach in the current educational context, focusing on how they use or do not use constructivist approaches, the challenges they face, and possible ways to help them teach more effectively. Ten pre-service English teachers from ISPSC community were chosen and interviewed using semi-structured questions. The data were analyzed to find common themes and patterns. Results showed that pre-service teachers use a mix of teaching methods, including structured lessons, differentiated activities, game-based learning, group work, and checking students' prior knowledge. Some aspects of constructivism, such as collaborative learning and guidance, were seen in their teaching, but classroom rules, curriculum limits, limited resources, and different student needs sometimes made it hard to fully apply constructivist methods. They used strategies like scaffolding, dividing tasks, and giving roles to students to overcome challenges. Based on these findings, a constructivist-based intervention material was suggested to guide pre-service teachers in creating more learner-centered and flexible lessons. The study highlights the importance of support and training for pre-service teachers to improve teaching in today's changing educational environment.

Introduction

Teaching fundamentally transforms how individuals understand and engage with the world, with the primary function being the promotion of learning. In today's educational context, teachers are increasingly adopting inclusive teaching methods that encourage students to question, inquire, and explore diverse bodies of knowledge. Kyriakides (2006) [7] emphasize that effective teaching begins by examining what constitutes an optimal classroom climate for learning. Classrooms today are melting pots of various cultures, worldviews, religious beliefs, values, abilities, languages, and family backgrounds. Despite the best efforts of school administrators and teachers to foster excellence, inevitable changes must be managed appropriately, as they can significantly impact students' learning success.

Understanding how these evolving educational contexts influence the teaching and learning process is crucial for educators aiming to provide effective instruction. Language, as a central tool for communication within communities, plays a vital role in promoting equity and excellence in education. Consequently, pre-service teachers must be equipped to address the diverse educational, social, and emotional needs of all learners. The importance of adapting to the present educational system cannot be overstated, as teachers' views of students' abilities profoundly affect their educational outcomes.

Traditionally, preservice teaching involves a structured progression under the mentorship of cooperating teachers (Ibojo, 2021). However, the Covid-19 pandemic created a heightened state of liminality, disrupting established norms and pushing preservice teachers into online learning environments (Nicolaides *et al.,* 2017). This "anti-structure" period, characterized by uncertainty, challenged preservice teachers to face situations where there is lacking usual supports and expectations. Many experienced both the destabilizing effects of this state and opportunities for transformative growth (Reimers and Schleicher, 2020) [14]. While traditional structures provide stability, they can also stifle creativity and responsiveness (O'Grady 2020) [11].

During pandemic, it was marked by uncertainty and instability in the educational context. These challenged preservice teachers to face the internship considering their exposure of different modalities during the previous years. They also faced challenges alongside their peers, many preservice teachers found themselves at the forefront of adapting to these changes. While traditional structures provide consistency, they can also limit creativity and responsiveness (O'Grady, 2018). The unity and

innovativeness fostered during the pandemic, despite its challenges, offered a unique opportunity for preservice teachers to engage in meaningful collaboration and creativity (Rodriguez, *et al.,* 2024). This gap in understanding the preservice teaching experience in teaching during the present educational context warrants further exploration, particularly on how these could inform future teacher education practices. The "new normal" context of education, includes remote learning, hybrid teaching models, and other adjustments due to the COVID-19 pandemic. This examines how preservice teachers adapted to these conditions, their teaching practices, challenges, and strategies, and provides detailed insights on the new educational context (SDG 4).

Therefore, this study underscores the urgent need to understand how pre-service English teachers adapt to the evolving educational landscape shaped by global disruptions. By exploring their teaching approaches and the challenges they encounter, this study not only sheds light on the resilience and adaptability of future educators but also offers valuable insights into how constructivist methodologies can be reimagined to meet the demands of a transformed classroom environment.

Pre-service Teaching
Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional (Emia, 2022).

The COVID-19 pandemic led to heightened liminality for preservice teachers and for society at large. For Turner, liminality is a product of what he terms "anti-structure," a social condition that is "disruptive, unstructured, frustrating, ambiguous, fluid, and unsettling" (White *et al.,* 2021). Anti-structure symbolizes a temporal detachment from normative social systems, which, for Crowther (2019), is both destabilizing and liberating. This could certainly be said of school closures and the largely uncharted move to online teaching and learning. The shutdown presented unprecedented challenges for schools and teachers as they struggled week to week to cope with a rapidly changing situation (Sofianidis *et al.* 2020). Across the globe, policymakers decided upon trade-offs between maintaining school closures for the betterment of public health and managing the adverse impact of closures on students' safety, well-being, and learning (Reimers and Schleicher 2020) [14]. Preservice teachers on school placement were not shielded from this liminal situation, and we suggest many of them were at the coalface of it.

Normal structures provide consistency, yet for Turner (2005) [18], they are also limiting and restrictive. Similarly, White and Majella (2021) suggest that student teachers are constrained by structure, "such that what is doable, sayable, and thinkable are mediated by the social order." Cloutier-Bordeleau (2021) [1] also highlight how the very embodied habits of student teachers are scrutinized and constrained by the structuring codes of professional bodies. Structures, therefore, while providing consistency and predictability, can also erode responsiveness and responsibility, guiding

preservice teachers towards conformity to school conventions (White and Majella, 2021).

It is against the backdrop of the restrictive nature of structure that Turner identifies the creative potential of anti-structure, where liminality presents ambiguity but also has radical and transformative potential (White and Majella, 2021). Here, social arrangements can be suspended nd the status quo transcended, allowing new allegiances and capacities to emerge. This less-explored aspect of Turner's anti-structure is called "communitas" (Pattas, 2019).

Communitas provides a framework through which the positive experiences, opportunities, and solidarity that arise from anti-structure can be understood. Turner and Thomas (2019) affirms that spontaneous communitas often arises in times of stress and disasters when people come together for a common purpose, free of boundaries and structures. The common quest to provide a meaningful educational experience for students during school closures undoubtedly sparked creativity, community, and commonality. Despite notable divergence in school responses in Ireland, in general, "the lockdown period was a time of massive creativity and innovation in schools" (Mohan, 2020). In the face of a global pandemic, students, teachers, school managers, and policymakers were, in many respects, united by their vulnerability, their "in this togetherness," providing the perfect conditions for the emergence of communitas. Situations underpinned by a higher purpose lead to vital and dynamic learning and become a source of growth and transformation (White and Majella, 2021).

Preservice teaching traditionally provides a structured and supervised environment where student teachers gradually take on responsibility under the guidance of an experienced educator, transitioning from observers to competent professionals. However, the COVID-19 pandemic introduced new teaching modalities that prompted learners and educators alike to adopt different strategies, leading to unexpected discoveries and adaptations. This shift in the processes of teacher education opened doors to creativity and transformation, offering preservice teachers opportunities for growth through the challenges they faced. The urgency of delivering meaningful education in an in a new context fostered innovation, where the combined efforts of educators, students, and policymakers are significant in challenges and transformative learning experiences.

Constructivism is a learning theory that posits learners actively construct their own understanding and knowledge of the world through experiences and reflection. Rather than passively receiving information from teachers, learners build meaning by connecting new information to their existing knowledge and engaging in authentic, problem-based tasks. In a constructivist classroom, the focus shifts from delivering content to creating opportunities for exploration, problem-solving, discussion, and reflection. Teachers scaffold learning, pose open-ended questions, and encourage collaborative activities. Assessment is also formative, emphasizing growth and understanding rather than rote memorization. Vygotsky, L. S. (1978) [20].

Therefore, the mentioned related studies and theories are deemed relevant in understanding the focus of this study which aims to explore the kind of teaching that ISPSC pre-service English teachers utilize within today's educational context.

This study aims to explore the kind of teaching that pre-service English teachers utilize within today's educational

context. Specifically, it aims to answer the following questions:

1. What kind of teaching do pre-service English teachers have during the new educational context?
2. How is constructivism reflected or absent in the pre-service teacher's teaching approaches?
3. What challenges do the pre-service teachers encounter in teaching English, and how is constructivism implicated in these encounters?
4. What valid constructivist-based intervention material can be proposed for pre-service English Teachers which will serve as a guide during the new educational context?

Methodology
Research Design
This study employed case study as its research design. A case study according to Pertiwi (2020) [12] is a research method that involves up-close, in-depth, and detailed examination of a particular case. A case can be merely any unit of analysis, including individuals, organizations, events, or actions.

Selection and Study Site
The participants of the study were selected through purposive sampling. A set of criteria was used. Specifically, participants of this study have experienced different learning modalities prior to their internship during the pandemic, presently undergoing internship and they specialized in English, and part of the ISPSC community. They were also willing to be interviewed.

Research Instrument
This study utilized a semi structured interview. In the conduct of an interview, it was open-ended, and the flow of information were determined by the participants, but whenever necessary, the researcher sought clarifications or any additional information. The interviewing technique ensured the things shared on pertinent issues regarding unique teaching practices during the new context of education. Observation was also done by the researcher

Data Gathering Procedure
A letter of request was given to the participants prior to the data gathering informing them of the nature of the study and the extent of their participation. With their approval, the interview was scheduled based on their availability and convenience. Before the actual interview, demographic data was be gathered using the *robotfoto*. Interviews were tape recorded for purposes of capturing everything that transpired in the process. The interviews lasted for an average of 45 minutes. Interviews were audio-taped, audios and it were transcribed into word documents, and data were coded for emergent themes.

Mode of Analysis
Thematic Analysis was used in the study. The process involved sorting, categorization (cool analysis) and schematization (warm analysis). Inductive method (Kuckartz, 2014) [6] was used to ensure appropriate placement of appropriate themes. Member checking procedures were also be done to ensure truthfulness and trustworthiness of the data (Garcia, 2023) [4].

Ethical Considerations
Participation in this study were handled with the utmost confidentiality and ethical consideration. Respondents were fully informed about the study's purpose, their role, and their rights, and their consent were obtained prior to participation. Data were anonymized to protect the identities of the respondents. Ethical guidelines were strictly followed to ensure the integrity and trustworthiness of the research process and findings.

Results and Discussion
This chapter presents the major findings of the study based on thematic analysis of the semi-structured interviews with ten (10) pre-service English teachers. The results are organized according to the research questions and supported with verbatim excerpts to strengthen credibility and trustworthiness of the interpretations.

Kind of Teaching that Pre-Service English Teachers Have During the New Educational Context
The findings reveal that pre-service English teachers employ a hybrid form of instruction that integrates structured, teacher-guided approaches with interactive, differentiated, and activity-based strategies. This combination reflects their attempt to respond to the emerging demands of the new educational context—particularly the shift toward technology-enhanced instruction, diverse learner needs, and the post-pandemic learning environment. The overarching theme, **"Predominantly Structured but Adaptable Teaching,"** captures how they balance traditional methods with more flexible, learner-centered approaches.

Predominantly Structured but Adaptable Teaching
A strong preference for structured instruction emerged across the participants. Many relied on lecture-discussion strategies to ensure clarity before allowing students to engage in tasks. Participant 2 expressed this clearly: *"Mas comfortable ako sa lecture-discussion na may halong CLT. Gusto ko klaro muna lahat bago ko sila pagawain ng task."* This indicates that explicit instruction serves as a foundation on which they build communicative or performance activities.

The importance of control within the structured approach also surfaced. Participant 4 shared, *"Mahigpit po ako sa discipline. Gusto ko tahimik during explanation bago sila mag-group work."* This demonstrates how pre-service teachers equate structure with effective classroom management, ensuring orderly transitions into interactive activities.

The implication of this theme is that pre-service teachers depend on structured teaching because it provides stability and predictability—factors that help them build confidence as novice educators. However, their willingness to incorporate varied strategies shows emerging flexibility. This finding is corroborated by Farrell (2016), who notes that novice teachers initially adopt teacher-centered methods but gradually integrate learner-centered approaches as they gain experience.

Use of Differentiated Instruction and Varied Activities
Another prominent result is the consistent use of differentiated instruction to address diverse learner needs. Participants described modifying the complexity and types

of tasks to accommodate varying proficiency levels. Participant 1 emphasized this approach: *"Iba-iba level nila kaya iba-iba rin activity—may simple tasks para sa slow learners at extension tasks para sa mabilis."* This reveals a deliberate effort to make learning accessible to all students.

Participant 6 echoed this, stating, *"Differentiated po lagi. Traditional parts pero may adjustments based sa learners."* Their responses highlight the essential role of adaptation in inclusive instruction and demonstrate their awareness of student differences.

The implication of this finding is that pre-service teachers value responsiveness to learner diversity, which is a key expectation in the contemporary educational landscape. This is corroborated by Tomlinson's (2014) advocacy for differentiated instruction as a tool to ensure equitable learning opportunities for students with varying readiness levels.

Game-based and Activity-Oriented Instruction
Game-based strategies surfaced as a widely used instructional approach, driven by the need to sustain learner engagement and motivation. Participant 5 noted, *"Lagi akong may games. Mas active sila pag may competition."* This indicates that gamification enhances classroom energy and participation.

Participant 2 also shared, *"Nagpapagawa ako ng 'word hunt' para maging lively at hindi sila antukin."* This suggests that activity-based tasks help maintain student attention, especially during longer or more demanding lessons.

The implication of this finding is that pre-service teachers are highly attentive to student engagement—an essential factor in a highly dynamic and distraction-prone learning environment. This is corroborated by research indicating that game-based learning improves motivation, interaction, and retention among language learners (Hung, 2018; Chen, 2022).

Emphasis on Classroom Order and Guidance
Despite incorporating interactive and activity-based methods, participants consistently emphasized the importance of maintaining classroom order. Their responses reveal that while they value movement, engagement, and participation, they remain cautious about allowing excessive freedom in the classroom. Participant 7 captured this tension by stating, *"Gusto ng students ng movement pero controlled. May limit pa rin yung galaw nila."* This viewpoint shows that pre-service teachers are attempting to strike a balance between encouraging student autonomy and ensuring that behavior remains structured and manageable. Their controlled approach reflects both their developmental stage as novice teachers and their need to maintain authority in the classroom.

Alongside the need for order, participants highlighted the importance of strong and clear guidance. Many expressed that detailed explanations are essential to prevent confusion and to support student success. Participant 9 stated, *"Gusto ko sure sila kaya mahaba explanation ko. Guidance ang importante."* This reliance on extended scaffolding demonstrates their desire to secure student understanding before allowing learners to work independently. It also indicates a preference for teacher-led instruction as a means of preventing errors, misunderstandings, or misbehavior, which they may feel less prepared to handle.

The implication of these findings is that novice teachers prioritize discipline, clarity, and structure as they navigate the complexities of classroom management. Their approach suggests a protective response to the challenges of controlling student behavior and ensuring lesson flow. This is corroborated by Farrell (2016), who notes that classroom management remains one of the most difficult aspects of teaching for beginners, causing them to lean toward guided, highly structured instructional practices rather than risk unpredictable outcomes in more open-ended learning environments.

Lesson Preparation with Mixed Frameworks (Traditional and 7E's)
Participants also demonstrated flexibility in lesson planning by using a mixture of traditional lesson structures and the 7E's Learning Cycle. This variation reflects their growing ability to align lesson frameworks with specific learning objectives. Participant 3 described this emerging skill, stating, *"Nagmi-mix po ako ng traditional at 7E's. Depende sa topic."* This suggests that pre-service teachers are not rigidly attached to one method but instead consider the nature of the lesson when choosing an instructional approach.

Similarly, Participant 10 reinforced the idea of selective and intentional application of lesson models: *"7E's gamit ko kapag pang-exploration. Pero minsan traditional pa rin."* Their responses indicate reflective decision-making as they evaluate the most suitable framework for the content and learning outcomes. This adaptability signifies that pre-service teachers are beginning to understand how different pedagogical models serve different instructional purposes.

The implication of this theme is that pre-service teachers are developing pedagogical versatility—an essential marker of professional growth. They are beginning to move beyond mere compliance with prescriptive lesson formats and toward informed choices aligned with student needs and instructional goals. Corroboration comes from constructivist teaching principles discussed by Bybee (2014), who emphasizes that effective teaching requires flexible use of frameworks that support inquiry, exploration, and conceptual understanding depending on the learning context.

Constructivism as Reflected or Absent in the Pre-Service Teachers' Teaching Approaches
The findings reveal that constructivist principles are present in the teaching approaches of pre-service English teachers, but these principles are not yet fully internalized. Constructivism appeared most strongly in three areas: prior knowledge activation, collaborative learning, and guided discovery. However, evidence also suggests the presence of overly structured lessons, limited student autonomy, and hesitation to employ open inquiry, which indicate partial or inconsistent constructivist implementation. Overall, pre-service teachers seem to be transitioning toward constructivism while remaining anchored to traditional models that provide security and classroom control.

Constructivism Reflected Through Elicitation of Prior Knowledge
One of the clearest indicators of constructivist practice was the consistent activation of learners' prior knowledge. All participants described beginning lessons by eliciting what students already knew, which aligns with the constructivist

premise that learning is built upon existing understanding. Participant 1 stated, *"Before the lesson, tinatanong ko muna kung ano na yung alam nila."* This shows intentional efforts to connect new content to existing knowledge. Likewise, Participant 9 shared, *"Bago ako mag-discuss, tinatanong ko muna 'What do you think?' para sila muna magbubuo ng idea."* This reveals an attempt to promote learner-generated meaning before direct explanation.

The implication of this finding is that pre-service teachers recognize the value of starting instruction with students' existing schema—a foundational element of constructivist teaching. Their practice corroborates constructivist theorists like Piaget and Bruner, who argue that learning occurs when new information is integrated into prior knowledge.

Use of Collaborative Learning and Group Work
Another strong constructivist element found in the participants' teaching approaches was the use of collaborative tasks. Many pre-service teachers explained that group work allows learners to share perspectives and construct meaning together. Participant 3 stated, *"Pinapagawa ko sila ng group work para mag-share sila ng ideas."* This indicates that they view collaboration as a learning process rather than just a classroom activity. Participant 6 echoed this, saying, *"May social learning pag nag-uusap sila kung paano sagutin yung task."* This reflects Vygotsky's social constructivism, emphasizing learning as a socially mediated process.

Pre-service teachers understand the role of peer interaction in deepening comprehension and promoting higher-order thinking. This aligns with research supporting collaborative learning as a key avenue for co-constructing knowledge.

Learner Exploration is Present but Limited
While some constructivist practices are evident, participants varied in their comfort with allowing student exploration. A few embraced more open-ended learning tasks, such as generating examples or exploring concepts independently. Participant 10 shared, *"Pinapahanap ko sila ng sariling examples. Doon sila nagco-construct ng learning."* This reflects a willingness to let students experiment and discover.

However, not all participants felt confident in providing such freedom. Participant 8 admitted, *"More on teacher-led ako kasi kinakabahan pa ako na magpa-explore nang sobra."* This highlights their hesitation to relinquish control, which is typical among novice teachers still developing confidence in handling unpredictable student responses or behavior.

Constructivism is emerging but not yet fully practiced. It shows that pre-service teachers are still negotiating the balance between exploration and control.

Constructivism Absent in Highly Controlled Classrooms
Finally, there were clear indications that constructivism was absent in contexts where strict classroom control dominated the instructional approach. Participant 4 reinforced this highly structured environment by stating, *"Tahimik dapat during explanation. Konti lang movement ng mga bata."* Such emphasis on silence and limited movement restricts opportunities for inquiry, experimentation, and active meaning-making. This suggests that classroom management concerns often override constructivist intentions.

There is a strict control, while comforting to novice

teachers, limits student autonomy and constrains deeper learning experiences. This lack of constructivist elements is corroborated by Farrell (2016), who notes that beginning teachers often default to rigid structures to maintain order, even at the expense of meaningful student engagement.

Challenges and Complexities that Pre-service Teachers Encounter in Teaching English, and How Constructivism is Implicated in These Encounters
Pre-Service Teachers' Challenges and Their Emerging Constructivist Responses
Pre-service teachers encounter a variety of challenges that shape and sometimes hinder their use of constructivist teaching approaches. These difficulties force them to adjust, scaffold, or restructure their lessons depending on classroom realities. Despite these constraints, many of the participants actively responded with strategies grounded in constructivist principles, such as scaffolding, chunking texts, promoting collaborative work, assigning roles, and using visual supports. Their responses illustrate that they are developing an emerging—but not yet fully internalized—constructivist teaching identity. The following sections present the challenges encountered, each showing how constructivist intentions are influenced by contextual limitations.

Lack of Resources Limits Constructivist Activities
One of the most significant challenges pre-service teachers faced was the lack of instructional resources, particularly technology and visual materials. Many participants expressed that insufficient ICT tools hindered their ability to implement activity-based and exploratory learning, which are central to constructivist teaching. Participant 5 shared, *"Kulangan sa projectors at visuals, kaya hirap pag activity-based."* This reveals how resource shortages directly restrict opportunities for demonstrations, simulations, and visual scaffolding.

Similarly, unstable internet connectivity posed challenges for interactive digital activities. Participant 2 noted, *"Walang stable internet minsan, kaya di matuloy yung interactive activity."* These experiences highlight how technology-dependent constructivist activities are particularly vulnerable to infrastructure problems.

Constructivist methods often require multimodal inputs and digital engagement, become difficult to implement when resources are inadequate. Corroboration comes from Jonassen (1999), who emphasizes that constructivist learning environments rely heavily on rich tools and materials that support exploration, visualization, and learner engagement—resources that were clearly lacking in these classrooms.

Diverse Learner Abilities Complicate Activity Design
Pre-service teachers also struggled to design constructivist activities that catered to a wide range of learner abilities. Varied levels of readiness made it difficult to implement uniform tasks that effectively supported all students. Participant 3 explained, *"Iba-iba pace nila kaya hirap magbigay ng isang activity na fit sa lahat."* This highlights how differentiated readiness creates challenges in sustaining collaborative or inquiry-based tasks.

Participant 1 reinforced this concern: *"May fast learners at slow learners… kailangan may differentiated tasks."* Their recognition of the need for differentiation aligns with

constructivist demands, but the execution becomes complex when learner gaps are too wide.

The implication is that while constructivism emphasizes learner-centeredness and individualized scaffolding, implementing these principles becomes demanding in heterogeneous classrooms. This observation is corroborated by Tomlinson (2014), who asserts that effective constructivist instruction requires carefully structured differentiation—something novice teachers often struggle to implement consistently.

Curriculum Tightness Restricts Inquiry-Based Learning
Another major constraint observed was the tight and inflexible pacing of the curriculum. Teachers reported that they often needed to move forward even when learners had not fully grasped the lesson. Participant 6 expressed frustration: *"Strict ang pacing guide. Minsan hindi pa gets ng bata, kailangan na mag proceed."* This reveals how institutional requirements can force teachers to prioritize coverage over depth.

This rushed pacing undermines essential elements of constructivist teaching such as exploration, reflection, and project-based learning. When teachers are pressured to finish competencies quickly, they lose the flexibility needed to engage learners in deeper meaning-making activities.

Systemic constraints—not teacher preference—often limit the application of constructivist pedagogy. Research by Darling-Hammond (2017) similarly points out that rigid curriculum pacing undermines inquiry-based learning, preventing teachers from facilitating sustained exploration.

Classroom Management Issues Affect Collaborative Work
Classroom management emerged as another barrier to constructivist teaching, particularly in collaborative activities. Pre-service teachers described that noise, conflicts, and misbehavior frequently occur during group tasks. Participant 7 stated, *"Maingay talaga pag group work. Minsan nag-aaway pa."* This indicates that the dynamic nature of constructivist activities can overwhelm novice teachers who are still developing management skills. Participant 4 shared a similar struggle: *"Pag hindi guided, nagiging unruly."* This shows that the absence of clear structure or monitoring makes collaborative activities difficult to sustain, leading teachers to rely on more controlled, teacher-centered strategies.

While group collaboration is a hallmark of social constructivism, it requires strong facilitation and classroom management skills—areas where novice teachers naturally experience difficulty. Corroboration comes from Vygotsky's view that social learning requires guided interaction, not unregulated autonomy, which explains why teachers feel overwhelmed when structure weakens.

Specific Challenge Cases Demonstrate Need for Constructivist Scaffolding
Several participants described concrete scenarios that highlighted the necessity of scaffolded support when implementing constructivist approaches. For example, reading comprehension difficulties required teachers to modify texts and guide learners through them. Participant 9 recalled, *"Nahihirapan sila sa reading text, kaya kinailangan ko i-chunk yung text at magbigay guiding questions."* This demonstrates how chunking and questioning—both constructivist strategies—enabled learners to process complex material more effectively.

Behavioral challenges also pushed teachers to use constructivist role assignments. Participant 10 shared, *"May student laging maingay kaya ginawa ko siyang activity leader. Mas responsible siya nung binigyan ko siya ng role."* Assigning leadership roles reflects Vygotsky's principle of mediated learning, showing how responsibility can transform behavior and engagement.

The implication is that constructivist scaffolding becomes indispensable when learners face cognitive or behavioral difficulties. These examples corroborate Bruner's (1983) assertion that scaffolding should adjust to learner needs and gradually transfer responsibility as competence grows.

Proposed Constructivist-Based Intervention Material
Based on the emergent themes, a Constructivist Teaching Guide for Pre-Service English Teachers is proposed.

Constructivist-Based Intervention Material (CBIM) for Pre-Service English Teachers
A Constructivist-Based Intervention Material is proposed to support pre-service teachers in strengthening their emerging constructivist identity. The material is designed to bridge the gap between constructivist theory and the actual challenges encountered during teaching demonstrations and field experiences. It provides practical, context-responsive strategies that pre-service teachers can realistically implement even with limited resources, diverse learners, limited time, and classroom management concerns.

This CBIM contains **four major modules**, each grounded in the emergent themes and aimed at improving the effective and sustainable use of constructivist strategies in real classroom conditions.

Module 1: Low-Resource Constructivist Teaching Strategies
This helps pre-service teachers implement constructivist activities despite limited ICT tools, unstable internet connection, or lack of printed materials.
Content Focus
1. How to conduct activity-based learning with minimal materials
2. Alternatives to digital tools (e.g., paper-based graphic organizers, improvised visuals, reusable task cards)
3. Offline collaborative techniques
4. Low-cost visual aids (manila paper cycles, marker-based infographics, concept strips)

Participants revealed how lack of projectors, internet, and visuals hindered their ability to conduct interactive lessons. As Participant 5 noted, *"Kulangan sa projectors at visuals, kaya hirap pag activity-based."* Participant 2 also shared, *"Walang stable internet minsan, kaya di matuloy yung interactive activity."* These comments show the need for resource-light strategies so constructivism remains achievable.

Expected Outcomes
Pre-service teachers will be able to:
1. Design constructivist lessons without reliance on technology
2. Create improvised learning aids
3. Facilitate exploration-based activities using common classroom materials

4. Build confidence in conducting constructivist methods even under constraints

Module 2: Differentiated Scaffolding for Diverse Learners

This equips pre-service teachers with scaffolding tools to manage mixed-ability classes while still upholding constructivist principles.

Content Focus
1. Differentiated task design (tiered tasks, adjustable difficulty levels)
2. Scaffolding techniques for reading and writing (chunking, guiding questions, step-by-step modeling)
3. Peer-assisted learning structures
4. Multi-modal input strategies (audio-visual, text-light tasks, learning stations)

Pre-service teachers struggled with varying student abilities. As P3 explained, *"Iba-iba pace nila kaya hirap magbigay ng isang activity na fit sa lahat."* P1 added, *"May fast learners at slow learners… kailangan may differentiated tasks."*

These responses highlight the need for structured scaffolding frameworks.

Expected Outcomes
Pre-service teachers will learn how to:
1. Design inclusive activities that support slow learners while challenging fast learners
2. Break down tasks logically for struggling students
3. Provide scaffolds that gradually fade
4. Promote independence through structured support

Module 3: Time-Efficient Inquiry-Based Lesson Designs

This module helps teachers implement inquiry and exploration tasks while still aligning with strict pacing guides.

Content Focus
1. "Mini-inquiry" strategies (short but meaningful exploration tasks)
2. Structured inquiry templates for 30–40 minute periods
3. Guided discovery activities with clear time boundaries
4. Integrating questioning techniques to deepen understanding without exceeding schedule
5. Streamlining lessons using backward design

Time pressure was a major issue, as revealed by Participant 6:
"Strict ang pacing guide. Minsan hindi pa gets ng bata, kailangan na mag proceed."
This indicates that pre-service teachers need quick, efficient, but still constructivist teaching techniques.

Expected Outcomes
Pre-service teachers will learn how to:
1. Integrate meaningful inquiry in limited time
2. Prioritize essential learning over content overload
3. Use structured discovery approaches that fit tight schedules
4. Maintain constructivist pedagogy without sacrificing pacing

Module 4: Collaborative Classroom Management Framework

This provides strategies for managing group work effectively—ensuring engagement, reducing noise, and encouraging responsibility.

Content Focus
1. Establishing group norms and roles (leader, recorder, reporter, encourager)
2. Conflict management during group activities
3. Peer accountability structures
4. Behavior-support strategies during collaborative learning
5. Transforming disruptive learners into active contributors (role assignment, leadership tasks)

Group work became chaotic for many, as P7 emphasized:
"Maingay talaga pag group work. Minsan nag-aaway pa."
P4 added, *"Pag hindi guided, nagiging unruly."*
The experiences show that collaborative tasks require clear structure and behavioral supports.

Expected Outcomes
Pre-service teachers will learn how to:
1. Facilitate productive group activities
2. Assign roles that improve participation and minimize disruptions
3. Use constructivist discipline approaches (positive reinforcement, responsibility-based roles)
4. Turn collaboration into a controlled, meaningful learning process

Additional Feature: Real-Case Constructivist Strategy Bank

This section compiles real examples from participants to help pre-service teachers visualize effective strategies.
For instance:
P9 shared, *"Nahihirapan sila sa reading text, kaya kinailangan ko i-chunk yung text at magbigay guiding questions."*
P10 added, *"May student laging maingay kaya ginawa ko siyang activity leader."*
These cases are turned into ready-to-use templates:
1. Text chunking and guided questioning models
2. Behavior-to-leadership conversion strategies
3. Step-by-step collaborative activity scripts

Overall, Purpose and Impact

This Constructivist-Based Intervention Material strengthens the emerging constructivist identity of pre-service English teachers by:
1. Providing practical tools that work under real classroom constraints
2. Turning challenges into opportunities for constructivist growth
3. Equipping future teachers with adaptable, resource-aware instructional strategies
4. Supporting them in gradually becoming confident, reflective constructivist educators

The module ensures that pre-service teachers do not merely *understand* constructivism theoretically—but can *apply* it meaningfully, consistently, and effectively.

Conclusions
The findings reveal that pre-service English teachers are within a hybrid pedagogical identity, combining traditional structures with emerging constructivist practices. While they show strong potential in applying learner-centered, activity-based strategies, their full constructivist implementation is constrained by resource limitations, curriculum pressures, classroom realities, and their need for greater confidence in facilitating open inquiry.

The proposed intervention material directly addresses these and supports the development of competent, reflective, and constructivist-oriented future English teachers.

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