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From Transmitter to Facilitator: Constructivist Learning Theory and the Reconstruction of Teacher Roles in Student-Centered Instruction

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Abstract: ***With the advancement of information technology and the implementation of the New Curriculum, modern education has imposed new demands on teachers, requiring them to move beyond traditional roles and adopt new professional identities. Teachers are no longer merely transmitters of knowledge or deliverers of pre-organized content; instead, they are expected to guide and facilitate learners rather than simply instruct them. In essence, the transition of the teacher's role entails a shift in pedagogical beliefs. Teachers should therefore consider how to promote this transition and how to implement student-centered instruction that stimulates learners' enthusiasm. Constructivism holds that learning is not a passive process but an active construction of meaning by the learner. The learner is the primary agent of information processing and the constructor of meaning, rather than merely a passive recipient of external stimuli or a subject to be implanted with knowledge. Situation, collaboration, conversation, and meaning construction constitute the four essential elements of constructivist learning environments. Accordingly, teachers should relinquish their role as authorities and reposition themselves as facilitators or assistants in learners' meaning construction. This paper briefly reviews the learning and teaching theories of constructivism. By comparing traditional teacher roles and analyzing the significance of constructivism in teaching, it proposes instructional design principles from the teacher's perspective and examines the new roles of teachers under the constructivist view.***

Keywords: Constructivism, Teacher role transition, Student-centered instruction, Meaning construction, Pedagogical beliefs.

1. Introduction

English has not only become the international language, but also has achieved a genuinely global status owing to its special role recognized in many countries. In this way, greater importance has also been attached to our English teaching. But how can we teach English? What kinds of roles should our English teacher play in English class? Behaviorism, which has ruled our English teaching for a long period of time and taken up widely by English teachers, concentrating almost exclusively upon the S-R theory and all the learning process follow as such pattern: language is presented as a stimulus, to which the learner responds, and the teacher reinforce it. (Marion William and Robert L. Burden, 2000), so the traditional notion of the teacher is someone who dispenses knowledge; someone who lectures, tells, feeds, disseminates, covers material, and teaches the subjects more than the students. The students sit passively while the teacher is on show. However, with the advent of knowledge economy and the rapid development of modern science and technology, China's English Teaching faces the challenge in adopting the new teaching mode and the new teacher's roles under the circumstance of New Curriculum and the new characters of the learner.

Constructivism, boomed in the 1990s, which is the latest learning theory in western countries, has wide ranging revolutionary impact on learning theories and it also has the enlightenment to the teaching methods. Constructivism is basically a theory, which is grounded on observation and scientific study about how people learn and emphasizes the dominating role of students. The theory of Constructivism holds that learning is not a passive acceptance of knowledge but an active process in which learners construct their own meaning. (Marion William and Robert L. Burden, 2000). Situation, cooperation, conversation and meaning construction are the four elements in the constructivist learning settings. It also pays more attention to the learner, for it changes the focus of the classroom from teacher-centered to student-centered.

With the purpose to explore the new teacher's role, this paper works over the Constructivism and its development and also studies the learning theory and teaching theory in the perspective of Constructivism. It provides the solid foundation for teaching and it inspires teacher what to teach and how to teach.

By comparing with the Behaviorism and traditional roles, it puts forward the significance of Constructivism in teacher's roles and the designing principles in English classroom. Promoted by massive revolutions in knowledge, information technology, and public demand for better learning, the teacher's role has to been changed in order to practise the new Curriculum. In order to assist students to construct their own learning on English, the teacher should first open their mind: there is no best way to teach. Teachers should also note the inconsistencies between learners' current understanding and the new experience, bringing student's current understandings to the forefront. In a word, teacher should be the organizer, facilitator and participant, providing the initiation to learning, creating suitable situation and facilitating the learning activities with the direction of Constructivism as well as the student-centered instruction and the corporation learning.

2. The Overview of Constructivism

2.1 The Definition of Constructivism

Constructivism is a theory about knowledge and learning. The theory asserts that each of us learns constructively and builds our personal understanding of the world in which we live. (Brooks and Brooks, 1993). In other word, Constructivism is a theory which argues that individuals gradually build their own

understanding of the world through experience, and interaction with the environment and other individuals.

Cognitive Constructivism has its roots in the constructivist movement of cognitive psychology, which holds that humans generate knowledge and meaning from their experiences. Jean Piaget (1980) articulates mechanisms by which knowledge is internalized by learners. Human cognitive development is a continually adaptive process of assimilation, accommodation, and correction. Professor Lemke (1990) thinks that constructivism is a philosophical position that views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others. Each new conception of the world is mediated by prior-constructed realities that we take for granted. Social constructivists suggest that it is through the social process that reality takes on meaning and that our lives are formed and reformed through the dialectical process of socialization (Brook and Brooks, 1993, p. 48). The theory holds that learning is not a passive acceptance of knowledge but an active process in which learners construct their own meaning. Situation, cooperation, conversation and meaning construction are the four elements in the constructivist learning setting.

Constructivism is really a matter of the emphasis being on the student, not on the teacher in the process of teaching. The primary goal of constructivism is to help students learn how to learn.

2.2 History of Constructivism

The concept of constructivism has roots in classical antiquity, going back to Socrates' dialogues with his followers, in which he asked directed questions that led his students to realize for themselves the weaknesses in their thinking. The Socratic dialogue is still an important tool in the way constructivist educators assess their students' learning and plan new learning experiences (Savery, et al 1995).

In 20th century, Jean Piaget and John Dewey (Marlowe and Page, 1998, p. 26) developed theories of childhood development and education, what we now call Progressive Education, which led to the evolution of Constructivism.

Piaget (Fosnot, 1996, p. 20) believed that humans learn through the construction of one logical structure after another and he also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults. The implications of this theory and how he applied them have shaped the foundation for constructivist education. Dewey (Fosnot, 1996, p. 24) called for education to be grounded in real experience and he wrote, "If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence." Inquiry is a key part of constructivist learning (Williams and Burden, 2000, p. 21).

Among the educators, philosophers, psychologists, and sociologists who have added new perspectives to constructivist learning theory and practice are Lev Vygotsky, Jerome Bruner (Brooks and Brooks, 1993, p. 56). Vygotsky introduced the social aspect of learning into constructivism. He defined the "zone of proximal learning," according to which students solve problems beyond their actual developmental level (but within their level of potential development) under adult guidance or in collaboration with more capable peers (Brooks and Brooks, 1993, p. 60). Bruner (Brooks and Brooks, 1993, p. 68) initiated curriculum change based on the notion that learning is an active and social process; in which students construct new ideas or concepts based on their current knowledge.

2.3 Constructivist Learning Intervention

According to constructivist view of learning, learning is active rather than passive; it is an active process in which learners make meaning out of their own experience. There are three important parts that make the unique teaching model: the learner, the teacher and the learning settings. At first, the leaner come to the class with already formed ideas and ways of thinking. And the learning depends on the learner's knowledge, attitude and aspirations, but also depends on the learning settings (as set up by society, school and the teacher). So the teacher should be student-centered, acting as the organizer, instructor and facilitator and creating the suitable learning settings in order to promote the learner's creativity and initiation as well as to realize the process of meaning construction.

2.3.1 The learner

Constructivism holds that each learner is a unique individual with unique needs and backgrounds. The learner is also seen as a complex and multidimensional carrier.

Constructivism not only acknowledges the uniqueness and complexity of the learner, but also actually encourages, utilizes and rewards it as an integral part of the learning process. (Wertsch, 1997).

Constructivism particularly stresses on the learner as active meaning constructor as well as problem solver, who merge the information, experience and knowledge into the learning process through their prior so as to get the output of language and to accomplish the learning tasks. That is to say, it emphasizes the importance of the learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the instructor to teach and where the learner played a passive, receptive role.

Besides, according to the Constructivists, great attention should be paid to the learner's motivation as well as the background of the learner in order to achieve the success of the learner process. For constructivism not only acknowledges that the motivation can lead to the potential competence to solve the problems in learning, but also it encourages the learner to arrive at his or her version of the truth, influenced by his or her background, culture or embedded world view.

2.3.2 The learning setting

Constructivism believes that the learner's knowledge in certain situation is obtained through the construction of meaning with the help of others, including the collaboration and communication with each other and the use of the

necessary information. Situation, collaboration, conversation and meaning construction are the four elements in the constructivist learning settings. Jonassen (1994) proposed that there are eight characteristics that differentiate constructivist learning environments:

1) Constructivist learning environments provide multiple representations of reality;

2) Multiple representations avoid oversimplification and represent the complexity of the real world;

3) Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction;

4) Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context;

5) Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction;

6) Constructivist learning environments encourage thoughtful reflection on experience.

7) Constructivist learning environments enable context- and content- dependent knowledge construction;

8) Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."

a. Construction of meaning

Construction of meaning is the ultimate goal of the teaching process. The goal is to make the learner find the nature of things, laws, and the intrinsic link between things.

b Situation

The situation in the learning environment must be conducive to the learner's construction of meaning in the content of what they have learned. In teaching process, we must create a situation benefit to the construction. The learning environment should also be designed to support and challenge the learner's thinking (Di Vesta, 1987).

c. Collaboration

Collaboration should run through the whole process of learning activities. The most significant collaborations are one between teachers and students, because the instructor and the learner are equally involved in learning from each other as well (Holt and Willard-Holt, 2000). Another important collaboration is between students and students. Learners with different skills and backgrounds should collaborate in tasks and discussions in order to arrive at a shared understanding of the truth in a specific field (Duffy and Jonassen, 1992). We see that collaboration in a certain sense is the sense of consultation. The particular one is self-consultation, which means the learner repeatedly consider what is reasonable to him or her in the learning process.

d. Conversation

Conversation is the most basic mode in a collaborative process. The team member must use conversation to discuss how to complete the construction of meaning, how to achieve meaningful goals and how to get the guidance and assistance of teachers and others. In fact, the collaborative learning is a process of communication. In this process, each learner's ideas are shared by the entire study group. Conversation is a vital tool to promote the learning process of each learner.

2.3.3 The teacher

According to the constructivist approach, the teacher has to adapt to the role of facilitators (Bauersfeld, 1995). A teacher helps the learner to get to his or her own understanding of the content. The learner changes their passive role to an active one in the learning process. Thus the focus turns toward the learner instead of the teacher and the content. (Gamoran, Secada, & Marrett, 1998). A successful instructor should be the one who asks variety of questions that raise the interest of the learner; he should support the back and creates the environment for the learner to arrive at his or her own conclusions. a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes and Bellamy, 1999). He should also pay more attention to their own cultural background and experience, by using which to support and challenge the learner's thinking. (Di Vesta, 1987). He can integrate all kinds of the instruction including reciprocal teaching, peer collaboration, cognitive apprenticeship, problem-based instruction, web quests, anchored instruction and other approaches that involve learning with others.

2.4 Constructivist View of Teaching

Constructivism holds that, basically, there is no best way to teach. In considering what a constructivist approach offers to the teacher, Von Glasersfeld asserts: Constructivism cannot tell teachers new things to do, but it may suggest why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination (1995, p. 177).

From Zhou (2006), there are four virtual parts. Firstly, teachers should act as "guide on the side" who provides students with opportunities to test the adequacy of their current understandings. Teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened; constructivist teachers do not take the role of the "age on the stage".

Secondly, teachers should note the inconsistencies between learners' current understanding and the new experiences before them, for learning is based on prior knowledge. This is a challenge for teachers because they cannot assume that all children understand something in the same way. Further, children may need different experiences to advance different levels of understanding.

Thirdly, teachers should engage students in learning, bringing student's current understandings to the forefront, for students must apply their current understandings in new situations in

order to build new knowledge. Teachers can ensure that learning experiences incorporate problems that are important to students, not those that are primarily important to teachers and the educational system. Teachers can also encourage group interaction, where the interplay among participants helps individual students become explicit about their own understanding.

Lastly, teachers should avoid such a teaching method in which teachers expect students to merely know what we tell them and what they read. Instead, teacher should seek to promote deeper thinking by having students manipulate the material in their minds, by addressing such questions as "How does this happen?" "Why does this occur?" **"**In what circumstance does it holds?" and "Are there other explanations-which explanation is better and why?"

2.5 The Importance of Constructivism in Teaching English

It is important for teacher to understand constructivism and it is also equally important to apply this view of learning and teaching in class.

First of all, constructivism plays an important role in the change of teaching method. A popular notion is that teaching is something carried out by one person, a teacher, standing in front of a class and transmitting information to learners who are willing and able to absorb it. Constructivist considers that elicitation method of teaching is better. They believe that teaching is a highly complex process involving an intricate interplay between the learning process itself, the teacher's intentions and actions, the individual personalities of the learners, their culture and background, the learning environment and a host of other variables (Williams and Burden, 55).

Secondly, constructivism also performs a vital part in the role change between teachers and students. Constructivist thinks that teacher is a guide but not information-dispenser. Ernst von Glaserfeld (2007, p. 25) holds that teaching has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation. Moreover, in his view, constructivist teaching is best put into practice by dint of presenting the learners with issues and concepts in the form of problems to be explored, rather than as factoids to be ingested and then regurgitated. In a word, the teacher's role is very important, as is below: Teacher cannot tell students what concepts to constructing in directions which the teacher considers futile but which, as he knows from experience, are likely to be tried (Glaserfeld, 2007, p. 184).

3. The Teacher's Role

3.1 The Definition of Teacher's Role

The term of role firstly derived from the stage in theatre play, which means the actor or actress part in a play, film, etc. In the Oxford Dictionary, role has another two definitions: the function or position that somebody has or is expected to have in an organization, in society or in a relationship; the degree to which somebody/something is involved in a situation or an activity and the effect that they have on it. In the book *The Psychology of Teachers*, the teacher's roles can be defined as the specific position where a person locates in his or her social relationship and the related behavior mode. It reflects the social status and responsibility that the society has given to everyone. And at the same time, the society has also demands on every social role in order to set standard and rule.

The teacher, a specific part in our society, is closely related with the learner, and they weave a relation net in the process of learning as well as the teaching process. As for teacher's function, the teacher is a person who provides schooling for others from Wikipedia. The teacher must not only teach the learner the universe knowledge but also must inspire the student to greater things and guide the learner towards a better and nobler life. So we can define the teacher's role as the responsibilities and functions of the teacher in the teaching process and the degree to which the teacher is involved with the learner in the learning process.

3.2 The General View of Teacher's Role

3.2.1 Behaviorism

What is the traditional teacher's role? To answer the question, we would like to have a look at the Behaviorism, which have profound influence on language teaching throughout the world.

Behaviorism also called the learning perspective (where any physical action is a behavior), is a philosophy of psychology based on the proposition that all things which organisms do—including acting, thinking and feeling—can and should be regarded as behaviors. The most famous example is that of the Russian Pavlov who demonstrated with dogs and other animals that a response generated by one stimulus could be produced by introducing a second stimulus at the same time. This came to be known as the S-R theory.

As for the learning process, they believe that learning is a passive process. The learner should learn the correct response under the stimulus of the teacher. When the learner gets it, he should be given the external reward in order to encourage the next success. And they also hold that knowledge is a matter of remembering information, so the learner just to memorize notes that the teacher gives him; and understanding is a matter of seeing existing patterns.

As for the teaching, they think that the teacher should direct the learning process: The teacher should break down the skills and information to be learned into small units and teach "out of context". For behaviorists generally believe that students can be taught best when the focus is directly on the content to be taught. Behavioral instruction often takes the material out of the context in which it will be used; and the teacher should check the learner's regularly and providing feedback as well as encouragement (reinforcement). They approve "teacher centered" instruction, which means that lectures, tutorials, drills, demonstrations, and other forms of teacher controlled teaching tend to dominate behavioral classrooms.

3.2.2 The traditional teacher's role

This approach directly results the traditional teacher's role. To answer the question we have raised before, we can say that traditional teachers can be called instructors. They most often stand at the front of the class and direct the students through activities, although they occasionally instruct smaller groups of students. And they teach the class based on facts and have set plans and goals for the year. To answer the opening questions, a traditional teacher's role is to disperse knowledge. In traditional language teaching, the teacher is dominant in the process of education. According to Richards and Rodgers (2000), the teacher becomes more like the skillful conductor of orchestra, drawing the music out of the performers. He or she not only controls the teaching materials but also the learning steps. And traditional role of teachers may have such characteristics:

a. Teacher-transmission to passive learner. The teacher is just like a machine operator who plants the knowledge into the learner's mind. The learner is he machine and the product of the process and the learner has to obey and receive the information as well as the way of teaching.

The teacher tends to be superior to the learner. The learner is anxious in learning who just listen and write down what the teacher has told them.

b. Teacher-oriented pattern. The teacher is the center of the learning and teaching process. The teacher is usually the task setter for individual learning, which means it is the teacher that have get the authority and ability to arrange and design tasks in the classroom, while the learner sit there and finish those tasks automatically. He or she will write prescription for what, when and how the learner will be taught; he or she will dictate the learning and give direct orders to the learner in the process of learning; and he or she will control the learning including the learning timing, pacing and contents.

c. Teacher as supplier of knowledge. The teacher is the only vital resource of information. He or she should provide all kinds of knowledge to the learner, and he or she must be access to inquiry all questions. In other words, he or she is the authority who should give authoritative answers.

d. Technology as a tutor. The teacher should not only give didactic teaching, but also should judge the learner's performance and behaviors and he or she will provide parents with most of the information about their child's progress and any problems they might be experiencing.

3.3 The Importance of Changing the Teacher's Role

Why it is important to change the teacher's role? There are two major reasons.

One is the challenge of the New Curriculum. Here is a chart which Terrance R. Carson shows in his article to make a comparison of commonplace (subject matter, the view of students and the role of teachers), a term employed by the American curriculum theorist Joseph J. Schwab (1969).

Commonplace	Old Curriculum	New Curriculum
Subject matter	Knowledge exists as basically universal, agreed upon facts and concepts.	Knowledge is created through inquiry-based discovery learning.
Students	Are the receivers of knowledge?	Are inquirers and co-creators of knowledge?
Teacher	Delivers the curriculum and directs learning.	Acts as a guide and is a co-inquirer with students.

From the chart, we can know that besides the subject matter and students, the New Curriculum have its own demands on the teacher's role. It first decides the new task of education: to stimulate and cultivate students' interest and their confidence in learning the language; to help them develop good learning habits and form effective learning strategies, facilitate autonomy and cooperative spirit in learning; and to enable them to master basic English language knowledge and skills in listening, speaking, reading and writing so that they form sufficient competence in using the language. And what's more, it welcomes the Student-centered Instruction, short for SIC. From the article Promoting Student-Centered Learning in Experiential Education (Estes and Cheryl, p. 141-161), we can know that Student-centered instruction is different from teacher-centered instruction, which focus on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning. So it forces the teacher to change their role in the classroom.

The other reason is the new characters of the learner. From the psychological perspective, on one hand, the learner has a strong desire to be treated equally, and lack the tolerance of the feeling of inferiority. Otherwise, they will have negative attitudes, low motivation, lacking of self-confidence, low self-esteem or high anxiety. When the teacher adopts the new role from the controller to the assistant in the classroom, it is a natural for them to welcome the new mode of teaching as well as the new teacher's role. On the other hand, the learner is longing for independence both in learning and treating the relationship with the teacher. It is the learner who needs to learn the language, and it is the learner who controls the learning process. They are eager to be the centre of leaning. These two new psychological features fit the "hierarchy of human needs" by Abraham Maslow (1843) in the book A Theory of Human Motivation. According to his opinion, everyone has a need to be respected and to have self-esteem and has the need of Self-actualization. As to the learner, it is common for them to have such desire to get more achievements and self-esteem in the learning process by their own efforts.

And the development of science makes it possible to get more knowledge by the learner instead the teacher is the only resource of information. The learner is more sensible to the rapid information and change and they will not merely listen to the teacher.

4. The Teacher's Role in Class from the Perspective of Constructivism

Constructivism holds that knowledge is not taught by teachers, but students who acquire the knowledge in a certain context with the help of others (including teachers and learning partners) and necessary learning materials to finish meaning construction (Fosnot, 1996, p. 23). In order to promote the process of construction, the teacher will have a long march to go for. Before we explore the teacher's role, there are some critical design principles for the teacher to follow.

4.1 Constructivist Learning Design

4.1.1 Close connection between the knowledge and true situation

Constructivist believes that learning is always a process pertain to a certain social and cultural background that is called the "situation" linking to the real world. Learning is contextual: students can not learn isolated facts and knowledge in some abstract ethereal land of the mind separate from the rest of our lives: students learn in relationship to what else we know, what we believe, our prejudices and our fears. On reflection, it becomes clear that this point is actually a corollary of the idea that learning is active and social. We cannot divorce our learning from our live. The teacher's responsibility is to create such situation for them to promote the process.

4.1.2 Promote cooperative learning

Constructivist holds that collaboration should run through the whole process of learning activities. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperation typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological health, social competence, and self-esteem. All these results focus on the learner, for their best development of learning. The teacher's responsibility is to promote cooperative learning with all kinds of drills and activities in the classroom, for example, the teacher could plan group work activities in discussions, games and role plays.

4.1.3 Student-centered instruction

1) In the learning process, students should be given the full initiative in order to inspire the originality of the students.

2) The students should be given much space for themselves to practice, discover and Analyze.

3) The teacher should let the students themselves form the understanding of the knowledge according to their own learning feedback.

The above three points, which are the spirit of originality, the application of the knowledge and self-realization, can show the idea of student-centered. It is also the teacher's responsibility to concentrate on the learner in the teaching. In this instruction, the teacher can prepare listening, reading and writing activities that connect meaningfully with students' needs, as well as more spontaneous conversation to take place so that the students have opportunity to discover and form their own language.

4.2 The Teacher's Role in Class from the Perspective of Constructivism

Constructivism views the learner as the person who creates new understanding for him/herself. The teacher coaches, moderates and suggests, but allows the students room to experiment, ask questions, and try things that don't work. Learning activities require the students' full participation; therefore, the teacher should be organizer, facilitator and participant.

4.2.1 Organizer

A successful class mostly depends on the well organization of the teacher. The traditional teaching method makes the teacher the absolute controller. In this way, the learner has no right to express their opinions on the contents and teaching methods and the boring teaching makes them lose their initiative and creativity. According to the New Curriculum, the aim of education is to achieve the full development of the students. So the teacher should be a good organizer. The teacher must work as the promoter of curriculum development. What they really should do is to create a harmonious classroom atmosphere and to create the real situation so that the learner can be stimulated and encouraged to find their own ways to get information. The teacher can organize various kinds of appropriate, effective activities and games. Those games and activities must be relevant to the classroom teaching and also will meet the students' needs and expectations. In this way, the learner will be more interested in the content and furthermore they will be persuaded to analyze problems, get information and solve the problem through cooperation and discussion. At the same time, the teacher should give feedback to the learner when necessary. As a result, the learner can get more confident and understand deeply what they have learned, not only to master the language forms, but also the proper use of language so as to establish a good knowledge of the structure. What they should consider are that the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met.

4.2.2 Facilitator

According to the Constructivism, the teacher is no longer see his primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the learner. The teacher must grasp that their most important role is to get to know each learner as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities. As facilitators, teachers need to do all the efforts to make the learning easier and motivate learners to play to the best of their potentials. To the learner, especially he who does not show interest in learning English or too anxious to use English, the teacher should help them to get rid of anxiety and uncertainty and also help them to overcome obstacles. It is their duty to encourage the learner

to commit to the learning and make them view themselves as the owner of the learning. They must discover how to make students passionate participants in the instructional process by providing project-based educational adventures so that the learner can be the effective learner, and only in this way, can they get their own understanding of context. And it is very important that each learner should be provided with the same opportunities to participate, to practice and to produce their own language regardless of their differences in abilities as well as achievement in study.

As a bridge between the language and the learner, the teacher should also help the learner to think themselves as well as the learning material. Sometimes, the teacher should pay more attention to the progress but not the mistake that the learner make, which will enable the learner to gain their confidence and independence in learning and produce their own language. What is more, it is the learner's duty to make the learner get the link between learning material and their experiences and the knowledge they acquired before. The leaner should be enlightened to find the laws of language and to explore the language. The teacher's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems. At the same time, the teacher should design more learning activities, offer guidance, set the time frame and help the learner to create their own learning plan and the way in which they will demonstrate in the classroom. They should stimulate the learner to ask questions, do investigations as well as to extend their ideas.

4.2.3 Participant

The Constructivist holds that the instructor and the learners are equally involved in learning from each other as well (Holt and Willard-Holt 2000). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and tasks in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learners in order to get to a new, socially tested version of truth (Kukla 2000).

The teacher should the participant in the classroom. The teacher can share their own feeling and ideas with the learner and provide the learner with their version of truth so that the learner can make a comparison to get their new socially tested version of truth. In evaluating, the teacher should give the learner more right autonomy to promote self-evaluation among the learner, in which way, the learner can cultivate their own learning style by auto criticism and improvement.

For another aspect, the teacher as the participant can benefit the relationship with the students, which can further promote more harmonious situation in the class. They should create an atmosphere of equal exchange between the learner and teacher so as to stimulate students to explore knowledge and desire to mobilize their own thinking and to make it a very comfortable to construct their meaning. They can participant in the students' discussion and talks and teamwork, working with the leaner reflecting on the learning process and learning to understand the student needs to provide students with independent learning and interaction opportunities. In the role of participant, the teacher can also be the resource, providing and adding more knowledge. They can also be adviser, which means they can help the students in dealing with some complex problems and give some advice to the students.

5. Conclusion

Teaching is a very important and complex process but in most case, the teacher were told what, when, and how to teach. They are required to educate every student in exactly the same way and are not held responsible when many fail to learn. They are expected to teach using the same methods as past generations. Thus, many teachers simply stand in front of the class and deliver the same lessons year after year, growing gray and weary of not being allowed to change what they are doing. We can say that the Constructivism is a revolution of the teaching theory and it concentrates on the learner, instead of the teacher. Constructivism is more than individuals building their own understanding. It requires more than active, hands-on learning. It demands teachers and the learner to take various roles and truly invest in their learning. It requires reflection, interaction, investigation and analysis.

For the teacher, change is inevitable especially the new trend in teaching and new characters of students. So the teacher, like the guard of the Brinks armored car, must keep a vigilant eye on their own perceptions towards inevitable changes. The teacher can refer to the Constructivism to think over how to teach and what to teach. Constructivist teaching offers a bold departure from traditional objectivist classroom strategies. The goal is for the students to play an active role in assimilating knowledge into his/her existing mental framework. Consequently, constructivist epistemology is useful to teachers if used as a referent; that is, as a way to make sense of what they see, think, and do.

There are undoubtedly many factors affecting the success of English class with the perspective of Constructivism. What I have tried is to generalize the teacher's role as well as how to improve English teaching and learning. What the paper really does is to suggest the teacher to take the theory in the way of dialectic method to analysis and explore their own understanding of new roles just as the Constructivism implied. Nevertheless, it has a few limitations. First, it does not deal with how to practice the roles in the real situation and how to avoid the shortcomings of the Constructivism in English teaching. And then, if we pay more attention than necessary to the learner in the classroom, we may not carry out the procedures according to our teaching plan, so it is the teacher as well as the reader's understandings in teaching and their duty to keep the balance that guarantees both the success of meaning construction and the process of the teaching plan.

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