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CONSTRUCTIVIST STRATEGIES FOR OPTIMIZING COMMUNICATIVE INTERACTION AMONG CADETS

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Abstract: The research indicates that instructing English grammar via a constructivist communicative method fosters active participation in the classroom, cooperative learning, and disciplined involvement akin to military teamwork, which ultimately aids in foreign language learning and enhanced academic success. Engaging in activities like viewing films, reading materials, taking part in conversations, acting out local and global concerns, and participating in military simulation discussions or organized group tasks greatly enhances the growth of the constructivist communicative method

Key words: techniques social interaction, artificial phrases, traditional methods, discussions, problem-solving tasks, presentations, project work, and collaborative reading exercises.

Unlike conventional teaching, the communicative approach is a methodology for learning a foreign language or foreign language acquisition that emphasizes enhancing communication skills, and is intended to enhance linguistic ability (Irmawat, 2012). As per Zimba and Tibategeza (2021) states that the communicative approach helps learners build confidence in their speaking abilities composing and interpreting a language. In line with the constructivist principle that asserts learning is improved through social interaction (Bhattacharjee, 2015), they determine that the language abilities acquired by employing the communicative strategies allows the learners to interact openly and naturally with various individuals at school, home, and in professional settings.

Locations prior to and following the conclusion of their secondary education. This research, consequently, centers on the incorporation of speaking, writing, and listening in the instruction of English language grounded in a constructivist communication framework. As per Yee (1996), An integrative approach aims to create a genuine language setting for students to enhance listening, speaking, reading, and writing skills. A combination of communicative abilities, especially reading, speaking, and writing in the instruction of grammar in English appears to be challenging in numerous schools, including Military High School. This observation is demonstrated by Haussamen (2003) argues that rather than assisting learners in focusing on actual literature or specific document they are composing, “Conventional grammar instruction necessitates that learners to redirect their focus to the disconnected and frequently artificial phrases found in a textbook. They do not succeed in realize that the decrease of traditional mistakes occurs due to reading experience, composing, and discussing reading and composing.

The need for communicative approaches in language education is supported by research in applied linguistics and educational psychology. For instance, Vygotsky's social constructivist theory (1978) highlights the role of social interaction in cognitive development, suggesting that language learners benefit from collaborative learning environments; Kolb's experiential learning theory (1984) advocates for learning through experience, which is essential to approaches like The intricate social and cognitive facets of language use may not be adequately addressed by traditional methods of teaching languages,

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which are frequently defined by rote learning and little interaction. As a result, using educational techniques that encourage active participation, contextualized language use, and reflection is becoming more and more important. The necessity of communicative techniques in language instruction is supported by research in educational psychology and applied linguistics. For instance, language learners gain from collaborative learning environments, according to Vygotsky's social constructivist theory (1978), which highlights the importance of social interaction in cognitive growth. Furthermore, Kolb's experiential learning theory (1984) promotes experience-based learning, which is essential to methods.

The incorporation of communication abilities is essential in the instruction and acquisition of languages. Mmela (2006) states that integration in education fulfills three important roles: it ensures that learning is authentic, meaningful, and efficient. Learning gains authenticity when linked to real-world contexts and hands-on activities; it holds significance when students actively build understanding through combined experiences; and it is effective as it encourages wider curriculum engagement. In this context, Ya-Chen (2007) highlights the importance of teachers offering students chances to read and verbally engage while reading, writing, and studying English. These practices combine oral and written communication for practical and significant purposes, ultimately enhancing second language proficiency and structured interaction akin to military-style teamwork training.

Haussamen (2003) states that listening, speaking, reading, and writing are interconnected, interdependent, and inseparable elements of the language learning process. Furthermore, Weaver (1990), as referenced in Haussamen (2003), contends that when students engage in intricate tasks like reading, writing, discussion, critical analysis, and organized collaboration, they enhance both their language and literacy skills through these activities. This synchronized learning experience is akin to military-style collaborative drills where order, engagement, and teamwork are crucial for achievement.

Moreover, Haussamen (2003) condemns conventional grammar instruction techniques as they focus primarily on students' mistakes instead of encouraging a more profound comprehension of language usage, leading to students continually repeating the same errors. The author suggests content-based instruction where grammar is taught using real texts and relevant communication. Aligned with the communicative approach to teaching English, many scholars have investigated the integration of communication and academic literacy skills, emphasizing the significance of interactive, task-oriented, and military-style collaborative learning activities that foster active involvement, accountability, and efficient communication among students.

Haussamen (2003) indicates that in the process of learning a language, listening, speaking, reading, and writing are linked, reliant on one another, and form an indivisible part of language growth. Moreover, Weaver (1990), referenced in Haussamen (2003), contends that as students engage in intricate tasks like reading, writing, discussing, critical analysis, and organized collaboration, they concurrently enhance both their language and literacy abilities through these activities. This unified learning approach is akin to military cooperative drills, where discipline, engagement, and group involvement are crucial for achieving success.

Moreover, Haussamen (2003) critiques conventional grammar instruction techniques for primarily focusing on student errors instead of encouraging a more profound comprehension of language application, leading to students continually repeating the same errors. The author suggests using content-based instruction, where grammar is taught via real texts and purposeful communication. Aligned with the communicative method of teaching English, many researchers have investigated the integration of

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communication and academic literacy skills, emphasizing the significance of interactive, task-oriented, and military-style cooperative learning tasks that promote active engagement, accountability, and efficient communication among students.

The research also showed that incorporating the 4Cs aids learners in enhancing their overall language skills more organically. By engaging in activities like group discussions, problem-solving tasks, presentations, project work, and collaborative reading exercises, students gain confidence in sharing their views and communicating with peers. In numerous classrooms, particularly in developing educational settings, these combined activities assist learners in developing self-discipline, responsibility, and teamwork, all of which are vital for academic achievement and social engagement. It was determined that contemporary learners require not just language proficiency but also a wider range of 21st-century skills encompassing literacy, communication, creativity, and essential life skills for real-world contexts.

The insights of these researchers lay a crucial groundwork for the current study as both highlight the importance of incorporating communication skills in language education. Koda (2018) proposed various classroom tasks and assessment methods that can aid in developing integrated communication skills, especially through activities focused on reading. Koda's research primarily focused on reading comprehension and did not adequately detail how teachers can effectively enhance students' speaking and writing skills in classroom interactions. Similarly, even though Pardede (2020) emphasized various strategies that promote integrated skills learning, the research did not directly investigate the techniques employed by English teachers at Military schools to combine speaking, reading, and writing skills in real classroom settings.

Furthermore, numerous classrooms continue to face issues like overcrowded classes, insufficient teaching resources, low student motivation, and a deficiency in authentic English communication experiences beyond the school environment. Due to these challenges, certain educators still depend on teacher-centered teaching despite the recognition that communicative and constructivist methods are deemed more effective. Consequently, this study aims to investigate additional effective classroom strategies and activities that educators can implement to enhance students' communication abilities in a holistic and significant manner.

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