




Research Article

Values-oriented Teaching of English as a Second Language (TESL) Anchored in Constructivist Theory

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Abstract: This paper highlights the efficacy of integrating values in learning the target language anchored in the constructivist model of instruction, leveraging descriptive statistics from 13 teachers. The results reveal that incorporating morals anchored in a constructivist didactic context does not just improve language ability but likewise nurtures pro-founder student academic engagement, rational thinking, and ethical growth. These outcomes uphold the hypothetical principle that linguistic learning is a multifaceted, communally situated procedure that profits from a well-rounded pedagogical visualization addressing intellectual, emotional, and ethical scopes. The researcher now concludes that the integration of values in English language teaching is essential for cultivating critical thinking, empathy, and social awareness among students. With this confirmation, English as a second language (ESL) educators across the globe should recognize the importance of this integration to transcend various challenges that hinder its effective implementation. One of the limitations of this paper was the inadequate sample of teaching English as a second language (TESL) schoolrooms, which may not have completely represented varied language and educational frameworks. Another limitation is the absence of empirical evidence in the form of qualitative data examining the effectiveness of values integration. From these limitations given, future researchers should study the longitudinal impacts of values-inspired TESL on a bigger respondent scale and grade stages. Experimental strategies integrating digital stages and multiethnic backgrounds may further corroborate the model's pertinency.

Keywords: constructivist theory; English as a second language (ESL); foreign language; teaching English as a second language (TESL)

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1. Introduction

Values-inspired teaching English as a second language (TESL), as underpinned by the constructivist model of teaching, characterizes an advanced instructive approach that incorporates students' ethical and social principles with a dynamic, student-focused linguistic learning journey (Asne & Estremera, 2025; Bulusan, 2024; Guo, 2024). This paper investigates how TESL anchored in the philosophies of constructivism can cultivate not just language ability but similarly the full development of students' rational thinking prowess, character, and societal accountability (Jumaah, 2024; Zarei & Fabregas, 2024). By entrenching values in TESL education, this method envisions establishing purposeful learning practices that link linguistic abilities with individual development and intercultural exposure (Bagasala & Estremera, 2025; Mvududu & Thiel-Burgess, 2012).

Remarkably, the outdated TESL has mainly focused on the learning of linguistic features – syntax, lexis, elocution, and communication proficiency – usually with inadequate focus on the moral and social scopes of linguistic use. Nevertheless, as international exchanges upsurge, the call for linguistic students who are not just capable but likewise ethnically sensitive and decently mindful has ballooned inevitably (Baliwas & Estremera, 2025; Nithidechaiwarachok et al., 2024). Values-oriented TESL solves this dilemma by interlacing ethical and cultural principles within language teaching, encouraging compassion, reverence, and social fairness. This wider visualization brings into line linguistic acquisition with the training of students to become dynamic, accountable international inhabitants (Estremera &



Gonzales, 2025; Soleimani, 2020; Szabó & Csépes, 2022).

In essence, constructivist theory helps as a suitable hypothetical underpinning for this method. As claimed by the philosophies of Piaget and Vygotsky, constructivism sees education as a dynamic and societal as well as personalized process where students construct information through interface and self-reflection (Adam, 2025; Estremera & Gonzales, 2021). Constructivist TESL teaching spaces boost teamwork, rational thinking, and student independence. Linguistic learning turns out to be a procedure of meaning-generating where schoolchildren are involved in genuine communication, convey understanding, and assess their involvement (Estremera, 2023; Haile et al., 2024; Le & Nguyen, 2024; Yan et al., 2024).

When joined with a values-oriented program or curriculum, constructivism allows students to discover and grow based on their own moral viewpoints while learning the linguistic features. In spite of the increasing attention in values-inspired teaching and constructivist instruction individually, few studies have scrutinized their incorporation within the TESL purview (Morris et al., 2023; Wyatt, 2023). Thus, there is a palpable study gap regarding how morals can be successfully unified into ESL instruction that is similarly grounded in constructivist principles. Most prevailing TESL studies pay particular attention to language results or intellectual approaches, often overseeing how moral and social scopes can be methodically entrenched and evaluated. Additionally, inadequate empirical data may address how values-oriented, constructivist TESL influences students' enthusiasm, individuality development, or intercultural fitness.

This paper aims to fill these identified research and pedagogical gaps by examining the execution and impacts of values-oriented TESL grounded in the constructivist model. It likewise investigates didactic approaches that clearly incorporate values with linguistic learning and evaluate the effect on students' language aptitude, rational awareness, and socio-cognitive progress (Gersalia & Estremera, 2025). By leveraging mixed methods, this study primarily anticipates recognizing effective instructional practices of ESL teachers, possible drawbacks, and the general influence of this incorporated method on TESL (Guamos & Estremera, 2025).

Furthermore, this inquiry accentuates the necessity for an ethnically receptive teaching within TESL purview that regards varied students' experiences and values for the most part. It examines the ascendancy of an outmoded, single approach across linguistic teaching by promoting a more all-encompassing and student-centered classroom milieu where learners' viewpoints and practices are acknowledged (Lauta & Estremera, 2025). This brings it into line with worldwide didactic trends highlighting principled teaching and interracial discourse. Conclusively, values-oriented TESL grounded in constructivist theory offers a sturdy basis for progressing TESL further beyond steady language goalmouths to adapt moral and societal scopes of language acquisition (Lopez & Estremera, 2025). Unraveling the identified challenges surrounding this incorporation could undoubtedly improve TESL academic practice by contributing innovative methods to foster linguistically proficient, morally grounded, and culturally aware students who are fully equipped to participate considerably in a diverse discourse world. This academic undertaking, conversely, is guided by the following philosophical questions.

RQ1: What are the different strategies employed by teachers in integrating values in the English subject?

RQ2: What is the degree of effectiveness of the different strategies in integrating values in teaching the English subject?

RQ3: How do teachers employ the different strategies in integrating values in teaching the English subject?

2. Materials and Methods

3.1. Study Context

This study envisions to highlight the efficacy of integrating values in learning the target language anchored in constructivist model of instruction. Teacher participants had mostly English as their L2. Their students are commonly considered multilinguals due to the mixing of English, Filipino as the national language and native tongue during classroom discourse or even when conversing to peers casually (Tupas & Martin, 2017). In effect, values integration has already been practiced by some teachers back then as an intervention to holistically develop learners. Be that as it may, its implementation seems superficial and theoretical and does not have much empirical impact into the learners themselves. Values therefore seems



not exhibited by the students as a result of integration almost all of the subjects as positive application of concepts learned.

3.2. Method Used

The descriptive method of this research helped the researcher to plan and carry out descriptive studies, intended to offer rich descriptive facts about people, places, and other phenomena (Hall & Liebenberg, 2024). This kind of research is often linked with anthropology, sociology, and psychology, but scientists in other fields, such as education, use it alike. In this study, descriptive statistics was used to quantify the effectiveness and level of values integration. In like manner, it also for an extensive observation and notes-taking, as well as the creation of an in-depth narrative to validate and triangulate the data gathered in the site of interest resonating essential data that is of great help to all school stakeholders who could potentially lend support to the education sector for its improvement.

3.3. Respondents and Sampling Strategy

The respondents of this study were the 13-teaching force of Bulan National High School teaching the English subject, whether it is their major of specialization or a mere teaching load during the School Year 2024-2025. Therefore, the present endeavor had 13 teacher respondents chosen using purposive sampling (Campbell et al., 2020). This permitted the researcher to saturate the data by ensuring that the sampling technique is still compliant with the ideal sampling strategy to capture data holistically.

3.4. Instrumentation and Validity

The questionnaire features several parts to obtain the needed data. Initially, it has statements aimed to measure the different strategies employed by teachers in integrating values in English subjects; the level of effectiveness of the different strategies in integrating values in teaching English subject; and, lastly, the process of how teachers employ the different strategies in integrating values in teaching English subject. Guided by the developed content validity form by Estremera and Mendoza-Sarmiento (2024), the researcher-made questionnaire was subjected to content validity to determine its alignment and misalignments obtaining 9.2 within the range of 8.5-9.4 interpreted as moderately valid. The content validators, in fact, are composed of 5 experts in the fields of language, mathematics, and multi-disciplinary research ensuring the admissibility of the questionnaire to the target respondents.

3.5. Administration and Gathering Procedures

After the proposed title has been approved by her thesis adviser, the researcher asked permission from the school principal to conduct a study on teaching strategies employed by the teachers in teaching English with values integration at Bulan National High School. Upon approval from the school principal, the researcher conducted informal interviews with the teachers on their opinions about the matter. With the answers given by the teachers, the researcher informed the group that she is in the process of conducting a study on teaching strategies employed by the teachers in teaching English with values integration at Bulan National High School. The teachers pledged their support to the researcher for his purpose. With confidence in the support of the teachers, the researcher started to prepare the questionnaire to be used in data gathering and to be distributed to the respondents. The prepared questionnaire was submitted to the thesis adviser for comments and suggestions. After the questionnaire had been checked by the adviser, the researcher prepared the final copy of the questionnaire for distribution to the respondents. It took five days for the researcher to retrieve the questionnaire from the teachers. There was a hundred percent (%) retrieval of the questionnaire from the respondents. After the retrieval of the questionnaire, the researcher tabulated the results and prepared a copy to be submitted to the statistician for proper statistical analysis and interpretation.

3.6. Sources of Data

This paper is designed for teachers to determine the efficacy of teaching methods employed by teachers in teaching English with values integration at Bulan National High School. The sources of the data in this research are the questionnaires, newspapers and magazines, the news on TV and radio, the internet, information from the persons interviewed, and from empirical observation of the researcher.

3.7. Analysis and Statistical Treatment

The present study examined the different teaching strategies employed by the teachers in teaching English with values integration at Bulan National High School. The researcher



gathered data from the respondents; these data were treated and tested using the following statistical tools: The use of frequency count and rank is deemed necessary for RQ1 to quantify the different strategies employed by the teachers in teaching English with values integration (Loeb et al., 2017). For RQ2, to know the degree of effectiveness of the different strategies in teaching English subjects as it was integrated with values, the researcher utilizes the Likert Scale and weighted mean. Similarly, for RQ3, to examine how teachers employ the different strategies in integrating values in teaching English subjects, the researcher used the interview guide questions that would gather an independent answer from the respondents, and thematically noted their verbatim responses. The analysis of data, conversely, was guided by the scale below.

1.00 – 1.79	→	not effective
1.80 – 2.59	→	less effective
2.60 – 3.39	→	moderately effective
3.40 – 4.19	→	effective
4.21 – 5.00	→	very effective

3.8. Ethical Considerations

The publication of this research article has borne out of the thesis requirement of the researcher; hence, no grant nor funds application were made in the completion of this academic requirement. Moreover, several considerations pertaining to principles of anonymity, confidentiality, and other ensuing research protocols had been deliberately adhered to by the researcher to circumvent any potential breach. The data gathered were kept for future reference’s sake and can be made available only upon request to the author.

3. Results

Integrating values into different learning areas has been a mechanism promoted by the Department of Education (DepEd) in the delivery of the curriculum. Promoting a more holistic and meaningful learning experience among learners becomes highly possible when both the values and content standards are emphasized in the teaching and learning engagement. Aware of the thrust of the DepEd in integrating values into teaching English, the sampled research Participants had distinct ways of incorporating values into English teaching. Figure 1 has the strategies employed by teachers in integrating values. Based on the figure, the cross-cultural exchanges are the topmost strategy employed by the teachers in integrating values in English. This cross-cultural values integration strategy is an educational approach where teachers teaching English intentionally incorporate values from different cultures into the teaching and learning process. Implied by the data is the fact that 13 or 100% of the samples, utilized the said strategy in teaching English.

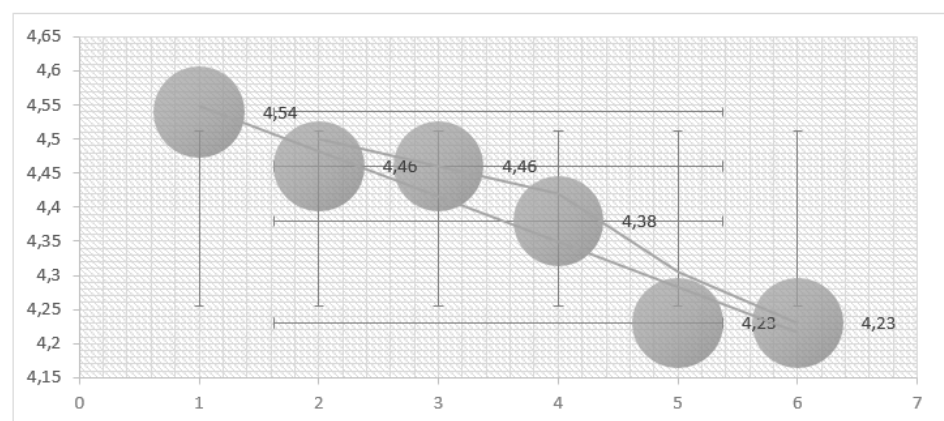


Figure 1. Strategies employed by teachers in integrating values in English subject.

These 13 English teachers often had values vignettes or short stories that reflect a particular value or principle. These stories are used in the context of teaching English to engage students in discussions about specific cultural values and, at the same time, as tools for language development (Estremera, 2024; Estremera, 2025). As everyone continues to bridge cultures, we nurture diversity and contribute to the collective tapestry of human experience. Intercultural communication is vital in bridging cultures and nurturing diversity in today’s globalized world. By understanding and respecting cultural differences, individuals



can build stronger relationships, promote mutual understanding, and foster a more inclusive society. Embracing intercultural communication is essential for building a more harmonious and interconnected world. Meanwhile, modelling, skit presentation, and value-based reading obtained a frequency of 12, reflecting the idea that 93% of the participants fall at rank 2 adopted these strategies in infusing values in their English classes. Modelling as a strategy is commonly done by teachers through their active demonstration of behaviors, attitudes, and principles that manifest in their teaching practices. This has been noticed when teachers communicate with their learners by speaking, listening attentively, and engaging in respectful dialogue while delivering the contents of the subject matter.

The use of skit presentation has been preferred by most of the English teacher participants because of its dynamic, engaging, and interactive way of conveying moral lessons, promoting language development, and providing learners with a memorable learning experience. In this strategy, the learners are actively involved in the learning process. Through their portrayal of roles, these learners can learn the language and at the same time able to feel the emotions and the decisions of the characters depicted. Values-based reading as a strategy is often used in English classes to integrate values because this process provides a rich context for discussing important values while at the same time improving the ability to interpret and analyze the literature. The language skills of the learners are enhanced while also improving them in the manner of values acquisition, being given emphasis placed on the text read. Values whip and values clarification were both employed by 11 teachers, translating to 85% at rank 3. Values whip involves quick group activities or discussions designed to reinforce specific values, encouraging rapid exchanges of ideas and reflections among students. Its dynamic nature may appeal to teachers who value higher student engagement. On the other hand, values clarification aids students in recognizing and articulating their values, allowing for personal growth and development. It often involves discussions and exercises that help students reflect on their beliefs and how these influence their actions.

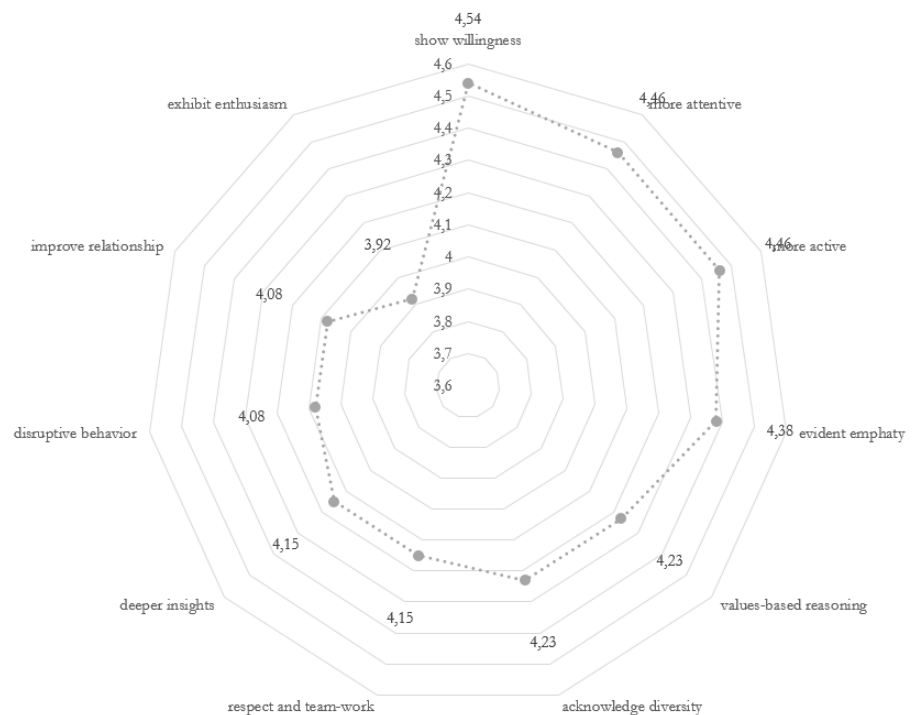


Figure 2. Degree of effectiveness in integrating values in English subject.

The integration of values in English serves a dual purpose: language acquisition and values development of the learners. Thus, this process facilitates the content and performance standards learning and shapes the characters of the learners. Aware of the basic goal of integration, the teachers must ensure that their integration of values in their daily teaching performance achieves a certain level of effectiveness to properly assess the worth of the process. Figure 2 shows the effectiveness of integrating values in English. There were 11 indicators and all of them had mean values that fell in the range described as effective. The indicator, which states that learners show a willingness to engage in teaching-learning



activities, every time lessons are incorporated with values, achieved a mean value of 4.54 and is described as very effective.

Disclosed by this finding is that the values integration in English resulted in a desirable outcome. Specifically, the values integration being implemented by the teachers becomes a reason for the learners to manifest a willingness to engage in the lessons in English. Willingness to engage in lessons becomes evident among learners because they can relate to the values integrated in the lessons. Such makes the lesson flow relevant to the experiences of the learners. Because of the values integration process in English classes, the students become more attentive, and they also manifest active participation in class discussion every time the values are infused. Both indicators obtained a mean value of 4.46 and were interpreted as very effective. These results reflect a successful integration of values and a productive learning of content in English.

Meanwhile, the acquisition of empathy was considered an impact of values integration, which was noted among learners. As an indicator, it achieved a mean value of 4.38 and was described as very effective. Revealed by this finding is the effectiveness of the process in developing empathy among learners. This value is developed because the teachers create opportunities for learners to connect emotionally with the content of the English lessons. The values-based lessons provided by the teachers are an effective channel in developing empathy among learners. Similarly, value integration promotes respect and teamwork among students, with a mean of 4.15 described as effective. This is echoed in educational research that underscores the importance of collaborative learning in fostering a respectful classroom climate.

Another notable outcome is that learners' narrative outputs exhibit deeper insights (mean of 4.15, effective size), which signifies that exposure to values can enrich the cognitive and reflective abilities of students as they engage with the material. Though still categorized as very effective, the mean scores for learners' acknowledgment of diversity (4.23) and their improvement in peer relationships (4.08) were described as effective, underlining the role of values education in broadening perspectives and nurturing social connections. Moreover, it is notable that learners display critical thinking (mean of 4.00) when evaluating information and arguments. Such cognitive skills are essential in today's information age and underscore the importance of integrating values education with critical literacy.

Lastly, learners' commitment to continuous improvement and the observed decrease in disruptive behaviors (both mean scores of 4.08) reinforce the positive role of values integration in promoting self-regulation and discipline among students. Overall, the data consistently indicate that integrating values within English lessons not only enhances engagement and interpersonal skills but also promotes critical thinking and self-improvement among students (Estremera, 2025). Future educational strategies should consider these findings to strengthen values education and its manifold benefits for learners.

4. Discussion

The foregoing findings align with constructivist theory, which postulates that students construct their knowledge and understanding through experiences and communications with their environment, which aligns with the current findings (Do et al., 2023; Taggart & Wheeler, 2023). According to Piaget (1964), intellectual progress transpires through dynamic engagement, with students building on prior knowledge through understandings. In the context of values education, constructivist instruction, such as cooperative learning and discussion-based tactics, promotes active involvement, inspiring students to judgmentally examine and internalize values instead of simply memorizing concepts.

On the other hand, a researcher theorizes that the efficacy of teaching approaches in the English subject with the incorporation of values can meaningfully impact students' moral growth and the internalization of values while learning the English subject. Approaches grounded in constructivist and social learning models, alongside intended moral development methods, will lead to more philosophical and lasting influences on students' understanding and application of essential values (Tsehay et al., 2024). Correspondingly, the preceding data highlights the fact that values-oriented TESL as underpinned by constructivist theory in the current study discloses noteworthy understandings as to how this integrative method transmutes linguistic teaching and acquisition (Asne & Estremera, 2025; Bulusan, 2024; Guo, 2024).

The results, conversely, reveal that incorporating morals anchored in a constructivist didactic context does not just improve language ability but likewise nurtures profounder



student academic engagement, rational thinking, and ethical growth. These outcomes uphold the hypothetical principle that linguistic learning is a multifaceted, communally situated procedure that profits from a well-rounded pedagogical visualization addressing intellectual, emotional, and ethical scopes. Primarily, the adoption of constructivist values in TESL nurtures purposeful as well as student-centered classroom activities (Jumaah, 2024; Zarei & Fabregas, 2024).

By inspiring learners to enthusiastically establish information through genuine linguistic usage, association, and self-reflection, the method offers a fruitful foundation for students to link new concepts with their pre-ensuing morals and practices. This progression brings into line with Vygotsky's sociocultural stress on peer communication as a moderator for knowledge, stressing the position of discourse and collective meaning-generation. When morals are clearly incorporated into the syllabus and school activities, students do not simply commit to memory linguistic features but adopt language as an instrument for articulating individuality and circumnavigating social certainties. This student self-sufficiency and relevancy increase enthusiasm, making linguistic acquisition focused beyond theoretical necessities (Bagasala & Estremera, 2025; Mvududu & Thiel-Burgess, 2012).

Furthermore, the integration of values in TESL nurtures critical consciousness among students. The constructivist framework requires learners to scrutinize various viewpoints, challenge expectations, and reflect on moral matters elevated through linguistic content. This insightful practice fosters cognitive reasoning vital for a productive intercultural discourse. (Baliwas & Estremera, 2025; Nithideechaiwarachok et al., 2024). By exploring themes like reverence, fairness, and social impartiality, learners will be able to realize linguistics' role in determining power forces and societal relationships.

In the long run, as school frontrunners, educators may be able to help learners to cross moral predicaments and individual value battles within linguistic education, improving expressive and ethical development (Estremera & Gonzales, 2025; Soleimani, 2020; Szabó & Csépes, 2022). Reflective dialogue and value-sensitive practices integrated into language instruction can foster critical thinking alongside communicative competence. Such an approach positions language classrooms as spaces where personal growth and social responsibility develop in tandem.

5. Conclusions

Given the explored data, the researcher now concludes that the integration of values in English language teaching is essential for cultivating critical thinking, empathy, and social awareness among students. With this confirmation, ESL educators should recognize the importance of this integration to transcend various challenges that hinder its effective implementation. In anticipation, to address these obstacles and enhance the incorporation of values into English language instruction, a set of targeted intervention activities was proposed. The rationale behind these proposed activities is threefold: addressing existing challenges, enhancing pedagogical practices, and fostering a supportive learning environment.

These intervention activities are designed to achieve several interrelated aims. They seek to equip teachers with the knowledge, skills, and resources required to effectively incorporate values into English language instruction. At the same time, they encourage students to participate in reflective discussions on moral and ethical issues drawn from literature and contemporary contexts, fostering critical engagement. The activities also promote collaborative, value-oriented projects that highlight cooperation and shared responsibility, while establishing classroom norms grounded in respect, attentive listening, and open dialogue. Finally, they provide learners with structured opportunities and tools for self-reflection, supporting their development as ethically aware and socially responsible individuals.

Similarly, this study proposes that regular training sessions focused on the pedagogical approaches for integrating values into English teaching can empower educators and boost their confidence. These workshops can cover innovative methods such as project-based learning, where students engage in real-world issues, thereby fostering ethical decision-making and social responsibility. Further, developing a repository of resources, including lesson plans, assessment tools, and multimedia materials focused on values, can alleviate the burden on teachers and is encouraged. By sharing these resources within professional networks, educators can draw inspiration and practical ideas for their classrooms. Effective pedagogy is crucial in the integration of values in English instruction. Proposed intervention activities aim to revitalize teaching methods and create engaging, interactive learning experiences that



naturally incorporate values. Moreover, encouraging group projects centered around community issues or global challenges can help students understand the relevance of values in diverse contexts. By working collaboratively, students not only develop their language skills but also learn the importance of respect, collaboration, and empathy.

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Informed Consent Statement: Communication permits and etiquettes were closely considered during data gathering phase.

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Conflicts of Interest: The author declares no conflict of interest, in any form possible.

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