

An Exploration of University English Writing Teaching Model Based on Constructive



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Abstracts: The theory of constructive advocates that knowledge is actively constructed by learners through their own experiences and social interactions, a concept that contrasts sharply with the traditional teacher-oriented teaching model. In English writing teaching, this theory prompts teachers to change from the traditional role of information transmitters to facilitators and instructors of learning, while encouraging students to play a more active role in the learning process. The study found that a construction-based approach significantly improved students' writing skills, especially in the areas of conceptualization, organization, and argumentation. Students not only improve their language skills but also develop independent thinking and problem-solving skills through this interactive and participatory learning approach. However, this instructional model also faces problems such as students' and teachers' adaptation to new roles, resource allocation, and assessment challenges. Based on this, this paper proposes specific solutions to provide directions for further research and references for application in practice.

Keywords: constructive; college English; writing teaching; model inquiry

Introduction

In college English writing teaching, it becomes especially important to apply constructive theory to the teaching mode. The constructive teaching model encourages students to become more active participants by placing them at the center of learning. In this model, students are encouraged to develop their ideas and improve their writing skills through actual writing practice and interaction with peers and teachers. Constructive teaching emphasizes students' personal experiences and active learning more than traditional teaching models. It sees the development of writing skills as a dynamic and reflective process rather than just memorization and application of rules, and this teaching model can better stimulate students' interest and engagement and make writing a more productive and enjoyable learning experience.

1. Principles of College English Writing Teaching

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Based on Constructive

1.1 Learner-centered: emphasizing learners' initiative and self-diverseness

In constructive-based teaching, students are not passive recipients of information, but key players who actively participate in the learning process. In an English writing program, this means that students should actively engage in writing practices and explore different writing styles and techniques. Teachers will encourage students to set personal learning goals and plans so that they become the leaders of their learning process (Chen, 2023). They will stimulate students' intrinsic motivation and self-drive by setting individualized writing tasks. Teachers will provide resources and guidance to help students explore writing skills independently, such as reading model essays and utilizing online resources, etc. Students will be encouraged to find and solve problems encountered in writing on their own, to improve their problem-solving skills and independence. Teachers will recognize that each

student has different learning styles and needs, and use diverse teaching methods to meet the needs of different students, including personalized feedback and guidance to help students develop according to their abilities and progress. Students are encouraged to engage in self-reflection to assess their writing progress and identify areas for improvement, etc.

1.2 Knowledge construction: understanding how knowledge is constructed in the mind of the learner

Construction theory suggests that knowledge is not simply transferred from teacher to student, but is actively constructed by students through their own experience and reflection. In the context of teaching English writing, this means that students develop and deepen their understanding and skills through practicing writing, reflecting, and revising. Students' existing knowledge and experiences are the basis for the construction of new knowledge, and teachers need to identify and connect students' prior knowledge to help them build new writing skills on it. And because each student may understand and interpret information differently, teachers should encourage students to develop individualized understandings and styles in their writing instruction. By encouraging students to explore different writing topics and styles, they can help them discover and develop their unique voice. It is important to note that errors are seen as a natural and important part of learning in the process of knowledge construction, and teachers should encourage students to view writing errors as an opportunity for learning and growth rather than a sign of failure. It is only when teachers create a favorable environment that encourages students to explore writing in an active and participatory way that deep and lasting understanding can be developed in the learning process.

1.3 Social interaction: exploring the role of teacher-student interaction in the learning process

In constructive teaching, the teacher is not only the transmitter of knowledge but also the facilitator and guide of learning. Teachers will stimulate students' thinking and creativity through questioning,

discussion, and feedback to help them construct and deepen their understanding of writing skills. Peer-to-peer communication and collaboration are essential to the social construction of knowledge, and in writing instruction, peer review, group discussion, and collaborative writing projects can facilitate the exchange of ideas and mutual learning among students (Xu & Wang, 2022). Therefore, teachers create a classroom climate that encourages open discussion and sharing of ideas. Interaction and participation among students are facilitated through group work, workshops, and interactive lectures. In addition, timely, specific, and constructive feedback provided by the instructor and peers is crucial for students to improve their writing skills. Of course, feedback should focus on students' specific needs and help them identify and solve problems in writing. In teaching English writing, understanding different cultural backgrounds and contexts is important for students to construct effective communication. Through social interactions, students can better understand different perspectives and cultural backgrounds, thus improving their intercultural communication skills. Teachers will utilize online platforms and social media tools to facilitate interactions between students as well as between teachers and students, especially in off-site or asynchronous learning environments. For example, technological tools such as forums, blogs, and online discussion groups can provide students with additional communication and learning opportunities.

2. The Current Situation of College English Writing Teaching Based on Constructive

2.1 Problems from students' adaptation

In the traditional teaching model, students usually play the role of passive receivers, relying on the information and guidance provided by teachers. However, constructive requires students to shift from this passive role to a more active and participatory role, a shift that is challenging for students who are used to passive learning styles. In active learning environments, students are required to explore knowledge on their own, which can be disconcerting

and confusing to students who are used to explicit instructions and specific guidance, or who initially lack the confidence to participate in discussions, ask questions, or explore solutions to problems on their own (Li & Yang, 2022). In addition, self-directed learning requires strong intrinsic motivation and self-motivation, but some students are deficient in this area, especially those who are accustomed to external incentives (e.g., grades and praises), and thus the lack of self-motivation can lead to a lack of motivation and persistence in the face of open-ended tasks and challenges. Self-directed learning requires not only motivation but also effective study skills such as time management, information retrieval, critical thinking, and self-assessment, but some students do not develop these skills sufficiently, making them struggle in self-directed learning environments.

2.2 Challenges in changing the role of the teacher

In the traditional model of teaching, the teacher is usually seen as the authoritative source of knowledge and is responsible for imparting knowledge to students. In the constructive model, the teacher's role shifts to that of a facilitator and instructor of learning, which means that the teacher is no longer a one-way transmitter of knowledge, but creates environments and opportunities for students to construct knowledge through their activities and explorations. Teachers need to develop the ability to guide students' self-exploration and learning, including asking guiding questions, providing appropriate resources, and creating environments that encourage inquiry and critical thinking. The teacher's role is more as a supporter and facilitator, helping students navigate the learning process rather than simply feeding them information (Chen, 2022). In addition, under the constructive model, teachers need to adopt more student-centered teaching methods, such as cooperative learning, problem-based learning, and project-based learning, which require more innovation and flexibility in classroom design and implementation. However, this role change is not easy for teachers accustomed to traditional teaching styles, as sufficient time is needed to understand and

adapt to student-centered teaching methods and philosophies, and this change also needs to be achieved through professional development training, peer support, and practical experience.

2.3 Challenges in establishing standardization of assessment

Constructive teaching emphasizes the learning process, individual student development, and creative thinking, aspects that are often difficult to measure with traditional standardized tests and quantitative assessment methods. Traditional assessments often focus on outcomes, such as test scores and correct answers, rather than the learning process and students' critical thinking skills. In a personalized learning environment, each student's learning path, interests, and pace may be different, complicating the use of uniform assessment standards. Assessments need to encompass the diversity of students and their individual learning experiences, which can pose a challenge when designing and implementing standardized assessments. In addition, while constructivist instruction focuses more on students' learning processes, including how they approach problems, their problem-solving strategies, and their ability to reflect, assessing these non-specific aspects of learning requires more subjective judgments, leading to inconsistency and bias in assessment. To effectively assess student performance in a constructivist learning environment, teachers need to have the appropriate assessment skills and knowledge, including designing and implementing formative assessments, providing meaningful feedback, and being able to evaluate students' critical thinking and creativity. In addition, students and parents are accustomed to traditional assessment methods and standards and have misunderstandings or resistance to nontraditional assessment methods, and teachers need to educate and communicate with students and parents accordingly when implementing constructive assessment (Zhong, 2022).

3. The Path of College English Writing Teaching Based on Constructivism

3.1 Innovative writing teaching methods to enrich

students' writing experience traditionally

English writing teaching often focuses on grammar rules and template writing, neglecting the cultivation of students' active learning and creative thinking. Constructive, which believes that knowledge is constructed through interaction with existing knowledge and the accumulation of new experiences, provides a theoretical basis for transforming the traditional writing teaching mode. The constructive approach emphasizes the learning process and students' active participation, which helps students achieve deep learning and understanding in English writing, and it encourages students to think critically and express themselves creatively, which is essential for improving their writing. For example, teachers can engage in collaborative learning, where students work together in small groups to accomplish writing tasks, promoting the collision of ideas and the co-construction of knowledge through communication and discussion, and ensuring that each member actively participates and contributes his or her ideas, while avoiding allowing individual members to dominate the whole group. Or problem-oriented learning, in which the teacher poses problems related to real-life or academic research and guides students to write papers through research and exploration. Of course, the problems should be challenging, but it is also important to ensure that students have the ability and resources to solve them (Liu, 2021). For example, "environmental protection" is a topic with practical significance and can stimulate students' interest. Teachers divide students into groups of 4-5 students each according to their interest and writing level, and then ask the question: "How can we effectively protect our environment through concrete actions?" Students need to collect information around this question, such as reading relevant articles, watching documentaries, etc. Discussions are held within the group to share their views and findings, and finally, each student writes a short essay on environmental protection, which can be argumentative, a descriptive essay, or a story, in which the students apply what they have

learned and the ideas discussed in the process of writing, and then finally exchange their drafts for peer review to provide feedback and suggestions. Teachers also provide guided feedback to help students improve their writing. Students improve their writing skills in the actual writing and peer review process, including grammar, structure, and argumentation, and express their views and ideas about environmental protection through writing, which helps to develop students' self-expression and self-confidence.

3.2 Emphasis on optimizing curriculum design and building a diversified writing platform

Traditional English writing teaching is often teacher-centered, and students' active participation and personal experience are marginalized in the learning process. Constructive theory believes that knowledge is constructed in the learner's mind through personal experience and social interaction, rather than simply being taught by the teacher. Therefore, designing student-centered lessons can promote deeper understanding and long-term retention of English writing skills. By encouraging students to take the initiative to explore and discuss, they can develop critical thinking and problem-solving skills (Zhou, 2021). Teachers should choose topics related to students' life experiences and interests to increase their engagement and motivation, including activities such as group discussions, role-plays, and debates to promote the use of English writing in authentic situations. Interdisciplinary projects, such as research papers and community project reports, can also be designed to practically apply writing skills. Of course, taking into account the learning styles and abilities of different students, teachers need to provide different levels of tasks and support and adopt diverse assessment methods that take into account not only the outcomes of students but also their learning process and efforts. Above all, it is important to ensure that there are sufficient resources to support the design of the curriculum, such as reading materials, technological tools, and so on.

When writing on the topic "The Impact of

Globalization on Society", for example, because of its topicality and multiple perspectives, teachers need to provide relevant articles, videos, and discussion materials on different aspects of globalization, such as economy, culture, environment, and so on. The concept of globalization and its various impacts on society are introduced through group discussions and classroom lectures, where students share their opinions and prior knowledge to stimulate their interest in the topic. Each group chooses a specific area of globalization's impact for in-depth study. Tasks include data collection, interviews, surveys, or fieldwork, and the instructor guides the process, helping students to conceptualize the structure of their papers and clarify the logic of their arguments. The teacher first clarifies the importance and breadth of the topic of globalization guides students to think about possible areas of impact, and then instructs students on how to structure the paper: introduction, argument development, case study, and conclusion. When presenting an argument, the teacher encourages students to make clear, in-depth points and to support the argument with specific examples. During the writing process, the teacher instructs students to use effective sentence and grammatical structures and gives examples of how to use complex and subordinate clauses to add depth and complexity to a sentence. For example, students may write "Globalization, while driving economic growth, also exacerbates income inequality and cultural erosion." (Globalization, while driving economic growth, also exacerbates income inequality and cultural erosion.))and other sentences. As students make revisions based on peer feedback, the teacher provides further guidance and support, emphasizing the revision process to improve the depth and clarity of the essay, as well as the precision of the language. It is believed that through such an instructional process, students can make significant improvements in their writing, not only in language use but also in the depth of their thinking and argumentation.3.3 Improve the teaching assessment system to strengthen students' writing ability Constructive emphasizes that learning is a dynamic process of

construction rather than a simple transfer of knowledge. In writing teaching, teachers should pay attention to the whole writing process of students from conceptualization to the final text. Assessing the writing process helps students understand the stages of writing, including conceptualization, planning, drafting, revising, and editing, and promotes a deeper understanding of writing. By assessing the entire writing process, students can understand their strengths and weaknesses at different stages and target their writing skills (Yu et al., 2020). For example, process assessment encourages students to think critically about their writing choices and strategies to improve the quality of their writing. When assessment focuses on the process rather than just the outcome, students are more likely to be driven by intrinsic motivation to learn rather than extrinsic pressure to perform.

For example, teachers can use formative assessments that provide regular check-ins and feedback during the writing process, such as draft comments, peer review, and teacher coaching. Self-assessment is carried out to encourage students to reflect on and evaluate their writing to enhance independent learning and self-monitoring. And use a variety of assessment methods, combining traditional assessment of outcomes (e.g., final papers) and assessment of the writing process (e.g., drafts, writing journals, reflective essays). Peers can also review each other, and peer-to-peer assessment enhances communication and learning while providing diverse feedback. Teachers need to clearly explain the assessment criteria to students to ensure that they understand how to make progress through the various stages of writing and give students enough space for independent learning while providing the necessary guidance. Assessments also take into account students' differences, including their writing levels, learning styles, and interests. Through these construction-based assessment strategies, teachers in English writing instruction not only enhance students' writing skills but also stimulate their critical thinking and creative expression.

Summarize

To summarize, applying construction theory to college English writing teaching has a significant impact on enhancing students' writing skills and deepening their understanding of the writing process. This teaching model not only emphasizes students' active participation and construction of personal knowledge but also further enhances students' motivation and independent learning ability by promoting the development of critical thinking and creativity. College English teachers need to further explore how to optimize this model, especially in terms of personalized teaching paths, technology applications, and innovations in assessment methods, to better accommodate the needs of different students and improve teaching effectiveness.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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