

The Constructivist Approach to Teaching Second Language Writing

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Abstract : This study focuses on teaching second language writing through a constructivist approach. Unlike traditional approaches to teaching second language writing, which were product-oriented and emphasized surface features of writing, such as spelling and grammar, the constructivist approach to teaching second language writing is process-oriented and fosters discovery of meaning, creativity, collaboration, and writing for an audience. Educators who take a constructivist approach to teaching second language writing create communities of writers in their classrooms, emphasize that the goal of writing is to share ideas with others, and engage their students in collaborative, creative, and authentic writing activities, such as writing conferences, group story writing, finish the story, and chain writing. The constructivist approach to teaching second language writing combines a focus on genres, scaffolding, and treating writing as a process. Through constructivist writing, students co-create knowledge and engage in meaningful dialogue with various texts and their peers. The findings of this study can have implications for applied linguists, teachers, and language learners.

Keywords : constructivist second language, writing genres, process writing, scaffolding

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