

The Student's Perceptions of the Content-Based Approach in Digital Resources for Enhancing Academic Writing Proficiency

Haniza Norlin binti Md. Yusof^{1*}, Kaniselvi a/p Arasu²,

^{1,2,3}Department of General Studies, Politeknik Ungku Omar, Jalan Raja Musa Mahadi,
31400, Ipoh, Perak. email: hanizanor@puo.edu.my

Abstract

This research paper examines the students' perspective on the utilization of a content-based approach (CBL) or content in an e-book for learning academic writing. The study aims to explore students' perceptions, experiences, and preferences regarding the use of an e-book with content-based instruction in the context of academic writing. The research objectives are to investigate students' satisfaction with the e-book, its usability, its impact on their language skills and subject knowledge, and their overall learning experience. The study utilizes a survey approach, gathering quantitative data with 4-likert scale questionnaire. The major results reveal that students generally perceive the content-based approach in the e-book as beneficial, providing them with engaging and interactive learning experiences. Students appreciate the convenience and accessibility of the e-book format and consider it useful for improving their language skills, subject understanding, and critical thinking abilities. However, challenges related to technical issues and the need for additional support resources are also identified. The conclusions drawn from this study highlight the value of integrating a content-based approach in an e-book for learning academic writing, considering students' preferences, usability factors, and the potential for enhancing their learning outcomes. Recommendations are provided to improve e-book design, technical support, and additional resources to maximize the benefits of the content-based approach in academic writing instruction.

Keywords: content-based approach; academic writing; e-book; learning experience; students' satisfaction

Introduction

In the realm of higher education, students often face significant challenges when it comes to developing proficient academic writing skills. The ability to effectively convey ideas, employ subject-specific terminology, and organize information coherently remains elusive for many learners. Traditional teaching methods may not fully cater to their individual needs, leading to a lack of engagement with subject-specific content and a disconnect between theoretical concepts and practical application (Lin et al., 2015). Traditional teaching methods often struggle to bridge the gap between theoretical concepts and practical application, resulting in inadequate writing proficiency among students.

Academic writing is a crucial skill for students to master, as it is essential for their academic success and future careers. One approach to teaching academic writing is the content-based approach, which involves teaching writing skills through the study of subject-specific content. Content-based instruction (CBI) is an approach that integrates language teaching aims with content instruction, viewing language as a medium for learning content and content as a resource for language development (Pessoa et al., 2007). It allows students to interact with real-

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Writing as Learning Andrew Rothstein, Evelyn Rothstein, Gerald Lauber, 2006-12-13 Using 12 step by step strategies teachers can help students build a rich vocabulary gain a deep understanding of concepts and develop organized thinking processes *Writing as Learning* Evelyn Rothstein, Gerald Lauber, 1999-06-01 Formerly a SkyLight publication Practical writing strategies demonstrate how to employ writing as a powerful tool for processing new subject area content and integrating new learning with prior knowledge *Writing for Understanding* Donovan R. Walling, 2009-08-25 While we have all heard of writing across the curriculum areas Walling gives us an understanding of what this really means and provides examples that any teacher can modify to expand lessons to a more meaningful level thus enhancing both writing and critical thinking skills in students Mark S Strauss Principal Virginia Schuman Young Montessori Magnet Elementary School Ft Lauderdale FL Walling demonstrates through student writing samples and classroom dialogues how all content teachers can use various writing modes to enrich students content knowledge to the level of innovation and greater clarity Carol Conway Gerhardt President Catholic Schools Education Alliance of the Bay Area Inc Develop effective writing assignments to boost student achievement in the content areas You don t have to be a writing instructor or English teacher to use writing in the classroom *Writing for Understanding* focuses on using writing as an essential instructional tool to deepen and expand student understanding in the content areas Written specifically for non language arts teachers this book debunks myths about using writing in the classroom and offers practical approaches for the upper elementary grades through high school Writing activates higher level thinking skills and engages students in concepts and content Through sample writing prompts and classroom dialogues Donovan R Walling shows you how to create writing lessons that Guide students in using narrative descriptive expository persuasive and argumentative writing Are adaptable to various subjects and disciplines Require students to process content using critical thinking skills This valuable resource helps teachers in any subject incorporate writing as a tool of effective instruction **Learning-to-write and Writing-to-learn in an Additional Language** Rosa Manchón, 2011 Bridges the gap between the fields of second language acquisition SLA and second and foreign language L2 writing This title intends to advance our understanding of written language learning by collecting theoretical meta reflections and empirical studies that shed light on two crucial dimensions of the theory and research in the field

Discipline-Specific Writing John Flowerdew, Tracey Costley, 2016-09-13 Discipline Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers This book highlights the importance of discipline specific writing as a critical area of competence for students and covers both the theory and practice of teaching this crucial topic With chapters from practitioners and researchers working across a wide range of contexts around the world Discipline Specific Writing Explores teaching strategies in a variety of specific areas including science and technology social science and business Discusses curriculum development course design and assessment providing a framework for the reader

Analyses the teaching of language features including grammar and vocabulary for academic writing Demonstrates the use of genre analysis annotated bibliographies and corpora as tools for teaching Provides practical suggestions for use in the classroom questions for discussion and additional activities with each chapter Discipline Specific Writing is key reading for students taking courses in English for Specific Purposes Applied Linguistics TESOL TEFL and CELTA Critical Perspectives on Teaching, Learning, and Society Paul Chamness Iida, Timothy Reagan, John W. Schwieter, Cuhullan Tsuyoshi McGivern, Jason Man-Bo Ho, 2022-06-01 Founded in 2002 the International Society for Language Studies is a worldwide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies Its eighth volume of the Readings in Language Studies series Critical Perspectives on Teaching Learning and Society presents international perspectives on issues of language related to a variety of themes **Content-Based College ESL Instruction**, **Social Computing and Social Media: Applications in Marketing, Learning, and Health** Gabriele Meiselwitz, 2021-07-03 This two volume set LNCS 12774 and 12775 constitutes the refereed proceedings of the 13th International Conference on Social Computing and Social Media SCSM 2021 held as part of the 23rd International Conference HCI International 2021 which took place in July 2021 Due to COVID 19 pandemic the conference was held virtually The total of 1276 papers and 241 posters included in the 39 HCII 2021 proceedings volumes was carefully reviewed and selected from 5222 submissions The papers of SCSM 2021 Part I are organized in topical sections named Computer Mediated Communication Social Network Analysis Experience Design in Social Computing *Forum*, 1983 *Resources in Education*, 1998 Genre in World Language Education Francis Troyan, 2020-10-29 Ideal for methods and foundational courses in world languages education this book presents a theoretically informed instructional framework for instruction and assessment of world languages In line with ACTFL and CEFR standards this volume brings together scholarship on contextualized task based performance assessment and instruction with a genre theory and pedagogy to walk through the steps of designing and implementing effective genre based instruction Chapters feature step by step lesson designs models of performance assessment and a wealth of practical and research based examples on how to make languages explicit to students through a focus on genre Including sections on Arabic French Spanish Italian and other major world languages this book demonstrates how to effectively teach and assess world languages in the classroom *Present and Future Trends in TEFL* María Elena García Sánchez, 2001-06-04 The aim of this book is to develop a framework for describing the field as it currently exists together with well established views As far as possible the book describes rather than prescribes to avoid taking up any single approach or theory regarding what constitutes the legitimate approach to TEFL research Of course the personal views of the authors will colour the account provided as it is imposible to separate description from interpretation Thus in a way this book involves the theories beliefs knowledge methods and practices of foreign language teachers and how these can enhance teacher education This book is planned for pre service or in service teachers of a foreign language at

primary secondary or tertiary levels although the criteria examined are useful to teachers of English as a foreign language teacher trainers or modern language teachers involved in teaching any language whether in Spain or overseas Our main purpose is to help readers to help themselves Accordingly the reader is encouraged to be engaged in an examination of foreign language teaching and learning in hope of improving his her practice and making language teaching more controllable more interesting and more effective The chapters are organized into four sections In Section I three chapters describe some perspectives in teacher education In the first chapter Jos M Vez focuses on the hypothesis that the key to producing well qualified EFL teachers is to greatly strengthen their professional learning across the continuum of a career in the foreign language classroom He emphasizes the fact that foreign language teaching must become a learning profession in order to prompt greater learning among foreign language students and describes the innovative aspects of foreign language teacher education In the second chapter Sheena Davies provides an overview of language teacher education today with particular reference to English language teaching discusses some current issues associated with the field and gives notice of her experience working with both native speaker and non native speaker teachers of English from all over the world on a variety of in service and pre service courses and seminars In chapter 3 we examine the perspectives on teacher thinking and teachers beliefs in general and about language learning in particular

Children's Additional Language Learning in Instructional Settings Yuko Goto Butler, 2025-05-08 This book provides the first comprehensive overview of young children's language learning in pre primary and primary education It collates research to date on language development and pedagogy among children learning a language in addition to their home language s in instructional settings providing readers with a thorough understanding of the topic and directions for further study The book promotes a learner centered approach to research and teaching and encourages critical reflection on how best to conduct research among children It recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children's language development embracing an ecological perspective sensitive to contextual factors Closing the gap between research and practice each chapter opens with pedagogical or policy related questions explores relevant theories and research findings from instructed second language acquisition and offers discussion questions and recommended reading for further reflection and study This will be invaluable reading for all those who are undertaking research and working with young language learners

English Language Teaching Materials Nigel Harwood, 2010-03-22 This volume presents a union of theoretical and practical pedagogical perspectives on materials design and development

Genre in the Classroom Ann M. Johns, 2001-11-01 For the first time the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume providing an overview of the state of the art for practitioners in applied linguistics ESL EFL pedagogies rhetoric and composition studies around the world Unlike volumes that present one theoretical stance this book attempts to give equal time to all theoretical

and pedagogical camps Included are chapters by authors from the Sydney School the New Rhetoric and English for Specific Purposes as well as contributions from other practitioners who pose questions that cross theoretical lines Genre in the Classroom includes all of the major theoretical views of genre that influence pedagogical practice takes an international approach drawing from all parts of the world in which genre theory has been applied in the classroom Australia Canada Hong Kong the Middle East the United States features contributors who are all both theorists and classroom practitioners lending credibility and authenticity to the arguments combines theory and practice in every chapter showing how particular theoretical views influence classroom practice grounds pedagogical practices in their own regional and theoretical histories openly discusses problems and questions that genre theory raises and presents some of the solutions suggested and offers a concluding chapter that argues for two macro genres and with responses to this argument by noted genre theorists from three theoretical camps

Content-Based Foreign Language Teaching Laurent Cammarata, 2016-02-26 Pushing the field forward in critically important ways this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students linguistic repertoires The case is made for content based instruction an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than the exception The book explicitly describes in detail how teachers could and should use content based instruction explains how integration of content and language aims can be accomplished within a program identifies essential strategies to support this curricular and pedagogical approach discusses issues of assessment within this context and more Content Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction describes models and curriculum planning strategies that support implementation of well balanced FL programs explores the transformative potential of critical pedagogy in the FL classroom and offers illustrations of secondary and post secondary language programs that have experimented with alternative approaches Advancing alternatives to conventional curriculum design this volume posits meaning oriented approaches as necessary to create language programs that make a great difference in the overall educational lives of learners

The Routledge Handbook of Second Language Acquisition and Pragmatics Naoko Taguchi, 2019-01-30 The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics collecting a number of chapters that highlight the key theories methods pedagogies and research findings throughout its development over the last four decades Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development the volume is divided into six parts which reflect the field's structure and evolution Constructs and units of analysis Theoretical approaches Methodological approaches Pedagogical approaches Contexts and individual considerations L2 pragmatics in the global era The handbook has a particular focus on covering not only traditional topics in the field such as constructs of pragmatic competence e.g. speech

acts implicature teaching and assessment and pragmatics learning in a study abroad program but also emerging areas of study including interactional pragmatics intercultural pragmatics usage based approaches corpus linguistics and psycholinguistic experimentation Each chapter introduces the topic and follows with a description of its theoretical underpinnings an overview of existing literature appraisal of current practice concluding with a discussion of future directions for research and key readings The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition pragmatics and language teaching

Methodology in Language Teaching Jack C. Richards, Willy A. Renandya, 2002-04-08 An overview of current approaches issues and practices in the teaching of English to speakers of other languages The paperback edition provides an overview of current approaches issues and practices in the teaching of English to speakers of other languages The anthology a broad collection of articles published primarily in the last decade offers a comprehensive overview to the teaching of English and illustrates the complexity underlying many of the practical planning and instructional activities it involves These activities include teaching English at elementary secondary and tertiary levels teacher training language testing curriculum and materials development the use of computers and other technology in teaching as well as research on different aspects of second language learning Organized into 16 sections the book contains 41 seminal articles by well known teacher trainers and researchers Also included are two sets of discussion questions a pre reading background set and a post reading reflection set This anthology serves as an important resource for teachers wishing to design a basic course in methodology

The Handbook of Advanced Proficiency in Second Language Acquisition Paul A. Malovrh, Alessandro G. Benati, 2020-10-13 A comprehensive current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific based research concerning higher proficiency in second language acquisition SLA With contributions from an international team of experts in the field the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development Comprehensive in scope this book provides an overview of advanced proficiency grounded in socially relevant domains of second language acquisition including discourse reading genre based writing and pragmatic competence The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars students and linguists The Handbook of Advanced Proficiency in Second Language Acquisition is a

comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language

Proceedings of the 1st Lawang Sewu International Symposium on Humanities and Social Sciences 2022 (LEWIS 2022) Dodi Mulyadi, Siti Aimah, Eny Winaryati, 2023-06-23 This is an open access book 1st Lawang Sewu International Symposium 2022 on Humanities and Social Sciences is an annual international symposium held by Universitas Muhammadiyah Semarang Symposium will be held on November 29 2022 in Semarang Central Java Indonesia by online Lecturers professionals researches and students are invited in 1st Lawang Sewu International Symposium 2022 on Humanities and Social Sciences Multi field study including Education Psychology Economics and management are welcome The submitted papers must meet the criteria including originality novelty not yet published and must be written in English language Symposium will be held through online due to Covid 19 pandemic situation

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