

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

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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-

Writing As Learning A Content Based Approach

Donovan R. Walling

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Writing as Learning Evelyn Rothstein, 2000 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 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 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 Social Computing and Social Media: Applications in Marketing, Learning, and Health **College ESL Instruction**, 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 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

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for

Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Decoding Writing As Learning A Content Based Approach: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "Writing As Learning A Content Based Approach," a mesmerizing literary creation penned with a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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