

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

Haniza Norlin binti Md. Yusof<sup>1\*</sup>, Kaniselvi a/p Arasu<sup>2</sup>,

<sup>1,2,3</sup>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-

# Writing As Learning A Content Based Approach

**Patrick Vollmar**



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**Writing as Learning** Evelyn Rothstein, 2000

**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

**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

**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

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Anderman, 2019-10-28 Visible Learning Guide to Student Achievement critically examines the major influences shaping student achievement today A revision of the International Guide to Student Achievement this updated edition provides readers with a more accessible compendium of research summaries with a particular focus on the school sector As educators throughout the world seek to enhance learning the information contained in this book provides practitioners and policymakers with relevant material and research based instructional strategies that can be readily applied in classrooms and schools to maximize achievement Rich in information and empirically supported research it contains seven sections each of which begins with an insightful synthesis of major findings and relevant updates from the literature since the publication of the first Guide These are followed by key entries all of which have been recently revised by the authors to reflect research developments The sections conclude with user friendly tables that succinctly identify the main influences on achievement and practical implications for educators Written by world renowned bestselling authors John Hattie and Eric M Anderman this book is an indispensable reference for any teacher school leader and parent wanting to maximize learning in our schools

*Content-based Second Language Teaching and Learning* Marjorie Hall Haley, Theresa Y. Austin, 2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website **The Content-based Classroom**

Marguerite Ann Snow, Donna Brinton, 1997 Shows how to apply the tenets of a content based approach to language instruction Explores practical models for teacher preparation classrooms strategies and alternative models research and assessment and the relationship between content based instruction and other instructional approaches **Content-based Second Language Instruction** Donna Brinton, Marguerite Ann Snow, Marjorie Bingham Wesche, 1989 **A Theme-based Learning Community Linking Composition and History** Julia Teresa Fogarty, 2007 **Teaching Academic Writing** Brian Paltridge, 2009 Chapters address a full range of critical topics including the context and process of academic writing needs analysis teaching approaches the interrelationship between writing and vocabulary intercultural perspectives feedback

and assessment Each chapter includes Classroom Implications tasks and techniques for teaching and some possible exercises to use with students Chapters begin with thought provoking questions and end with a section designed to help users consider their own beliefs and classroom practices Back cover     Building Community Through Language Learning Robert Di Donato,1997     **"Code of Massachusetts regulations, 2011"** ,2011 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020     **Linguistics and Language Behavior Abstracts** ,2008     *Creating and Evaluating an Interdisciplinary Writing Program* Matthew William Seggaard,2004     **Northeast Conference Reports** ,1979     "Code of Massachusetts regulations, 2003" ,2003 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020     **"Code of Massachusetts regulations, 2013"** ,2013 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020     *Language Arts* ,1983

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