

**A seminar on
Content Analysis of
Course Book
Academic Writing
*from paragraph to
essay***

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Abstract- Aim, Methodology,
Procedure and Results

Aim

To apply Hutchison's and Water's (1987) Model for analyzing content of Academic Writing *from paragraph to essay*, a course book by Dorothy E Zemach and Lisa A Rumisek, Macmillan Publication, 2005.

Methodology

Qualitative content analysis method is used for analyzing the course book materials.

Abstract continued...

Procedure

1. The four components of Hutchison's and Water's model: Input, Content focus, Language focus and Task are used as parameters to analyze the course materials.

2. Academic Writing *from paragraph to essay* has been analyzed against the model parameters to observe the materials design.

3. Development of subsequent materials to match to the ESL/EFL classroom teachings.
Abstract continued...

Results

An ELT course material is, to some extent unsuitable to the diversified classroom context, so it invariably needs modifications, additions and deletions. Exclusively, there is also a need of designing support activities that help enhancing students' ideas for writing paragraphs and their awareness towards communicative grammar.

Hutchison's and Water's Model of Materials Design

Input: Typically this is a paper or electronic text in the writing class, although it may be a dialogue, video, picture or any communication data. This provides at least one of the following:

- A stimulus for thought, discussion and writing
- New language items or the re-presentation of earlier items
- A context and a purpose for writing
- Genre models and exemplars of target texts
- Spur to the use of writing process skills such as pre-writing, drafting, editing, etc.
- Opportunities to process information
- Opportunities for learners to use and build on prior knowledge

The Model continued ...

Content Focus: topics, situations and information to generate meaningful communication.

Language Focus: Should involve opportunities for analyses of texts and for students to integrate new knowledge into the writing task. **Task:** Materials should lead towards a communicative task, in which learners use the content and language of the unit, and ultimately to a writing assignment.

Source: Adapted from Hutchison and Waters (1987, pp. 108–9).

Content analysis

The course book, **Academic Writing *from paragraph to essay*** contains 12 units and additional materials. Each unit has a similar organization structure consisting of unit

objective, definition of the term (for example, topic sentence is the statement about the main idea of the paragraph), exemplar, focused activities and task for writing.

The course book has been professionally developed as commercial materials for teaching academic writing. In regard of the model application, following salient features are observed as matching to the model parameters.

Content analysis continued ...

Application of the Input parameter

1. Stimulant to learning- The material has the parts 'the learning objectives' and 'questions for eliciting student response' should be used to stimulate the learners for thinking, discussing and writing activities.

2. Orientation to new language item/s-

The words (for example adjectives and prepositions) have been introduced as a major word forms to be used in the paragraph. Later, the focused language activity of underlining and encircling the word has been provided to familiarize students with the use of the words in the text.

Application of Input Parameter
continued ...

3. Context and purpose of writing- The general objective of the lesson and the task assigned in the end clears students about the context and purpose of writing a paragraph.

4. Genre model and exemplar- The model paragraph with a picture gives is an input

that helps students to internalize the rhetorical skills of composition and the linguistic items.

5. Spur to the use of writing process-

The process writing approach is widely discussed in the first unit and the teacher is expected to repeatedly introduce while teaching every unit of the book.

Application of Input Parameter
continued ...

6. Opportunities for process

information- There is partial opportunity for process information through the input provided, as there are no activities to practice the language at message formation level.

7. Opportunities for using prior

knowledge- It lacks repetition as well as newly designed tasks based on process writing approach in each unit. So, the students can rarely get opportunities to build ideas concerned to the topic. It also lacks practice activities for pre-writing, writing and rewriting for all the units.
Content analysis continued ...

Application of the content focus parameter

The unit organization systematically abides the teacher and students to focus the topic, situation for language use and to lead the students to meaningful language production.

Content analysis continued ...

Application of the language focus

parameter

The materials provide more opportunities for noticing the linguistic features, than to analyzing the cohesion and coherence of the topic related ideas.

Application of the task parameter

The task assigned is based on the materials and knowledge processed by the learners, hence perfectly matches to the situation or context of communication.

Results

An ELT course material, to some extent, doesn't suit to the diversified classroom context, so it invariably needs modifications, additions and deletions.

It usually needs teachers to develop subsequent materials that help students' to generate new ideas for writing paragraphs and enhance the communicative use of grammar.

Your questions please ...

Thank you very much