

How "Writing Academic English" Follows Bruner's Spiral Model in Curriculum Planning

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Abstract

The present study aims at investigating the features (continuity, integration, scope and sequence) of Bruner's (1977) spiral curriculum model with reference to teaching the skill of writing for college students. This study is done through analyzing the first and the second part of the book Writing Academic English which is taught at the university levels. The study reveals that the spiral curriculum model is very helpful in that it allows student learn and acquire the skill of writing in a gradual and systematic way to move from the previous knowledge and build on it to acquire the next knowledge. Thus, the study recommends implementing Bruner's views in designing the courses of writing.

Keywords: spiral curriculum model, writing academic English, university levels, Bruner's

INTRODUCTION

Like any piece of knowledge or skill, any writing course should be designed and presented in a very systematic and organized manner to allow students benefit from it to a great extent. University students, though bigger in their ages than children and elementary and secondary school students, need to acquire the skill of writing academic English passing gradually from the sentence to the paragraph to the essay. Surely, students have acquired some knowledge about writing alphabet, words, sentences and even paragraphs starting from the kindergarten passing to the elementary to the secondary and college. This sequence of introducing writing materials and continuous-building-on process is known as spiral model which is firstly introduced by Jerome Bruner (1977). Bruner's spiral model is based on the fact that curriculum should revisit the basic ideas learned in advance, repeatedly building upon them until the student understands them fully. Moreover, he introduces the key principles of the learning process: the role of structure in learning and how it may be central in teaching, learner's readiness to learn, intuitive and analytical thinking and learner's motives to learn.

To illustrate his spiral model in the process of learning, Bruner (1977) introduces the example of child's acquisition of language. He states that "Having grasped the subtle structure of a sentence, the child very rapidly learns to generate many other sentences based on this model. And having mastered the rules for transforming sentences without altering their meaning... they are able to vary their sentences much more widely. Yet, while young children are able to use the structural rules of English, they are unable to say what the rules are."

Gordon (1981) states that although Bruner adheres to the basic stages outlined by Piaget and Inhelder, he (1977) introduces his model of the three basic of representing reality; enactive (learning something through doing it), iconic (learning something through its picture or image), and symbolic (learning something through symbolic means as language). Gordon (ibid) argues that the role of the teacher is not to accelerate progress from one mode to another but "to nourish the development of all three."

Four major principles might be detected in Bruner's (1977) model: concepts of knowledge should be translated into activities within the learner's capacities, these concepts should be re-introduced systematically so as to allow learners develop effective mental strategies, learners should be involved actively in acquiring these concepts and generating their own schemata, and the three modes of representing reality (enactive, symbolic and iconic) should be all developed by education.

Concerning organizing experiences to be learned by the students, Tyler (1949) suggests that since learning experiences must be put together to form some kind of coherent program, it is crucial to know the procedures of organizing this experience into units, courses and programs. He (ibid) goes on saying that there are three major criteria for effective organization: continuity, sequence and integration. Continuity refers to vertical reiteration of major curriculum elements. Sequence is related to continuity, however it may exceed it. Thus as a criteria, sequence focuses on successive experience building upon preceding one but more broadly and deeply. Integration, on the other hand, refers to the

horizontal relationship of curriculum experiences in away that help the students get a unified view so as to unify his behavior in relation to the experiences they deal with.

Saylor, Alexander and Lewis (1981) state that in high schools and colleges, the term curriculum has been used to refer to the set of subjects or courses offered to students. This concept looks at the curriculum as a subject-matter and here another thing comes to be consider; curriculum planning for a subject matter.

REVIEW OF RELATED LITERATURE

Usually children start learning alphabet before learning words and sometimes, they learn words without considering how their letters are put together to form these words. However, they might keep the shape of the words and make a direct connection between the letters of the word and its image in their minds. Teachers in kindergartens use pictures of things to be learned. Each picture has the letters that make up the word denoting this picture. This might help children to focus on the picture and whenever they see the picture, they might remember the letters. In primary schools, children start to know many words and how to put them together using simple grammar rules to make meaningful sentences. In secondary schools, students learn more complex grammar rules based on the previous rules and become more aware of joining together many sentences to make paragraphs and might essays in more advanced levels when joining the college. During each period, the learners pass, the four features; scope, integration, sequence and continuity direct the process of acquiring the skill of writing. This process which passes through different stages is a never-ending one. Figure 1 below illustrates the spiral learning of writing.



Figure 1: Spiral learning of writing (by the researchers)

It follows that writing skill may integrate with other skills especially reading since a good reader might be a good writer. Reading can help the learner to be

familiar with a reservoir of vocabulary at first hand. On the second hand being acquainted with the style how other people write, the learner can judge his skill of writing and improve it. So the learner can acquire and sharpen his skill of writing through many ways such as inquiring and guessing. This is what Bruner (1977) emphasizes:

Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own.

In the Research for Teachers (1977), the some implications which derived from Bruner's The Process of Education, are introduced: learners should learn the "fundamental principles" of a subject and the connections between ideas within subjects, effective learning starts from what learners already know and providing them with guidance that stimulates their thinking forward, it is important to develop intuitive thinking, however it is difficult to foster, and learning is better achieved through discovery and problem solving and hence engaging learners in hypothesizing, questioning and discussing inquiries.

Howard (2007) quotes Bruner's spiral model and Vygotskian' scaffolding concerning curriculum Development. All these views focused on how to construct the curriculum in an effective way to facilitate its understanding by the learners. This way might be bottom-up approach of organizing contents (spiral model) or bottom-up and up-bottom approach (scaffolding).

Knight (2001) focuses on the need of coherence in planning curriculum. He goes on saying that Bruner's spiral model emphasizes spiral repeated engagements to improve and deepen skills, concepts, attitudes and values, and extend their reach. It has coherence and progression and value.

PURPOSE AND SIGNIFICANCE OF THE STUDY

The present study aims at tracing the four features of planning and structuring curriculum (scope, integration, sequence and continuity) with reference to Bruner's (1977) spiral model. The study is significant in that it shows in analytical way how the four features of the spiral curriculum guide the design of the two first chapters of the book under study. The present study may give insights that this type of design is more appropriate in designing writing curriculum as it facilitates the process of acquiring the skill of writing by students.

METHODS AND PROCEDURES

Since the book Writing Academic English consists of four parts, the study will suffice with discussing the four feature of spiral curriculum with reference to the first and second parts in the book. The first part, Writing a Paragraph, will be discussed in terms of integration and continuity. The second part, What is an Essay? will be discussed in terms of the other two features, scope and sequence.

DISCUSSION AND ANALYSIS

Before discussing and analyzing the course, Writing Academic English by Alice Oshima and Ann Hogue, it is considered valuable to introduce the contents of it. This course of writing for college students consists of four parts as illustrated in the diagram below. Each part is divided into chapters in which model paragraphs, clear explanations, and exercises are provided in addition to a review of the important points. Besides, the appendixes in the book provide a review of punctuation rules, a chart of transition signals, and a summary of verb forms.

Furthermore the book includes charts of various structure words and glossing of scientific and technical terms and unfamiliar vocabulary. Part I includes Writing Under Pressure assignments which give students the opportunity to practice the skills they have learned in a mock test-taking situation so as to force them to think, organize and write under pressure of time. Besides, this part includes a cumulative paragraph checklist at the end of each chapter. This is to help students to refer to when completing their writing assignments. As Part I, Part II includes essay checklist as well as structure vocabulary charts for various essay organization forms. Figure 2 below illustrates the four parts of the book

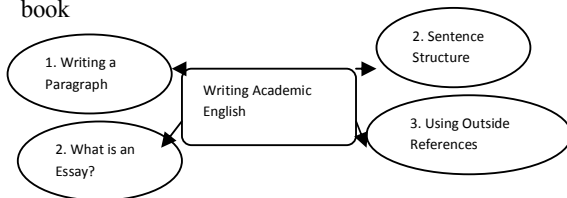


Figure 2: The Four Parts of the Course (by the researchers)

Bruner's spiral model can be seen in the formation or structure of the book Writing Academic English when analyzing its four parts in the light of the four characteristics of this model; the scope, integration, sequence and continuity. They can be traced and illustrated as follows:

Firstly: Integration and Continuity

The first part of the book Writing Academic English which is writing a paragraph covers all the areas needed by the students to develop and acquire the skill of paragraph writing. It consists of six chapters. Each previous part integrates with the next one and covers the preliminaries that enhance the learning of

the coming chapters that follow. Besides the technical terms in each chapter tend to continue and appear in the next with more elaboration. The figure below illustrates the chapters in Part I.

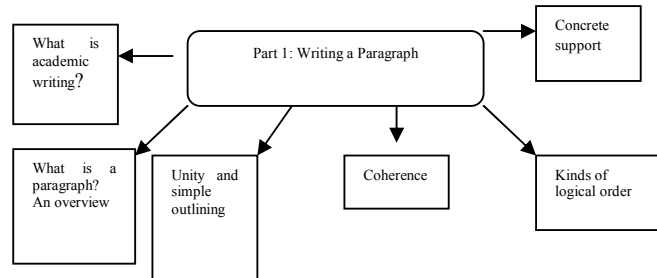


Figure 3: Different Chapters Included in Part I (by the researchers)

Since the course name is Writing Academic English, the students should be familiar with what is academic English is? This is what Bruner's (1977) principle implies that the effective learning starts from what learners already know to provide them with guidance that stimulates their thinking forward. The teacher may start to introduce the definition of this kind of writing as that type of writing which is required to use in writing papers or articles in colleges. It is different from writing personal, literary, journalistic, business, among other types of writing. It is written for special audience (academic people) with special tone (formal) and for special purpose (evaluation, bringing a change, etc.). The first chapter in Part I includes three divisions each of which includes farther subdivisions. All these divisions and subdivisions come under the umbrella of What is Academic Writing? and support the students need to form a concept about the preliminaries of the writing skill. Figure 4 below illustrates these preliminaries which need to be taught in a logical order.

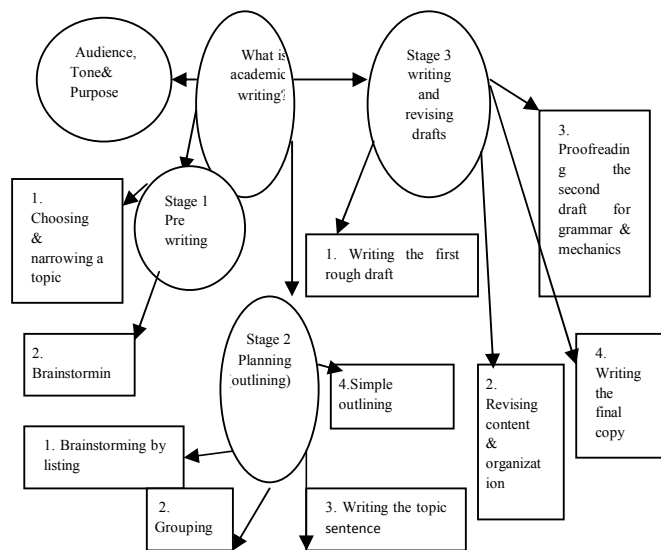


Figure 4: The preliminaries of Academic Writing (by the researchers)

In the above diagram, we find that the notion of academic writing has three main stages preceded by introducing who is the audience of academic writing? What is the tone of academic writing? And what is the purpose of academic writing? Introducing such information stimulates students' minds to concentrate on the differences between academic writing and writing to a friend or writing for application in a job for example. This will help them afterwards to communicate clearly and effectively with their audience through their writings.

Stage I, pre-writing, is considered the first when coming to writing in general. As Bruner (1977) suggests that learners should learn the "fundamental principles" of a subject and the connections between ideas within subjects, we find that this stage, pre-writing, consists of two steps: Choosing & narrowing a topic and Brainstorming. These two steps are crucial for any task of writing and when mastering by the students, they drive them smoothly to the second and the third stages. Students learn to choose a topic first in general then try to narrowing it to present it effectively and clearly. For instance, if a student choose to write about computers. He might narrow this topic to write about advantages or disadvantages of computers. The second step, Brainstorming, helps the students to focus on the ideas will be presented in their writings. In the topic of computer, they may think of writing about advantages such as: using it in learning many subjects, storing a large amount of data and restoring them whenever needed, and for entertainment. Another example which follows the iconic process where learners learn to make narrowing through figures as illustrated below. The topic is narrowed from general to more specific:

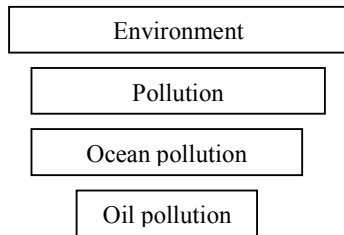


Figure 5: Narrowing a Topic (from Writing Academic English)

This second and last step in pre-writing, Brainstorming, is a prerequisite for the first step in stage II, planning (outlining), where the same notion of brainstorming is introduced but with two subdivision of it; brainstorming by listing and brainstorming by grouping. The first means to list things that you will take about in your writing according to a logical order while the second to group things similar under one heading that you will talk about in your writing. Examples of brainstorming by listing or by grouping are the following:

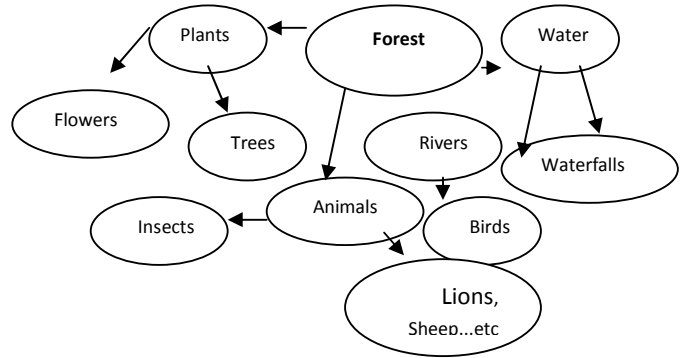


Fig 6a: Brainstorming by grouping (by the researchers)

- Getting Fit
- Eating right
- Junk food
- Good diet
- Lots of fresh fruits/vegetables
- Join health club
- Work hard
- Jog before breakfast
- Drink less coffee

Figure 6b: Brainstorming by listing (from Writing Academic English)

After using these steps or one of them, the students become ready for the next step, writing the topic sentence, which is the main sentence that has the key idea that summarizes the whole topic. For instance, if the topic is about the problems of transportations in cities, the topic sentence might be: One of the city's biggest problems is the unreliability of its public transportation system. The next step is simple outlining of the paragraph. Here, the students become aware of making a plan for the paragraph as well as thinking of ordering the main points and their constituents according to their plan. Bruner (1977) suggests the importance of developing intuitive thinking, however it is difficult to foster. Below is an example illustrating the outline of transportation's problem:

- One problem is the city's unreliable public transportation
1. Daily schedules are unreliable public transportation.
 - Late arrivals
 - Arrive in bunches
 2. Passengers are victims
 - Are late to appointments, work, classes
 - Must allow extra time to wait for buses

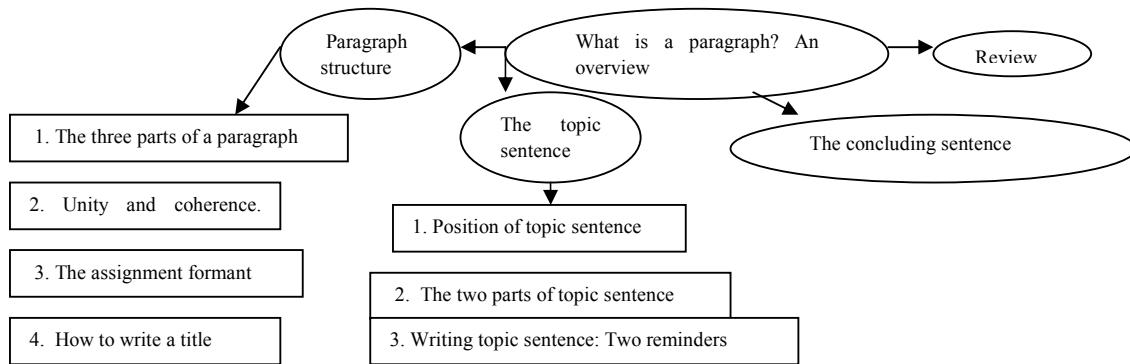
After making the outline of their writing, the students become ready for the last stage, writing and revising drafts. This step includes other sequent steps each of which is based and build upon the previous. The first step is writing the first rough draft after doing an

outline for it as the above one. Then, the students start revising its content and organization and write the second draft. After that, they move to the third step where each student can give his second draft to another student to proofread it as to check grammar and mechanics. This helps them to learn from the mistakes of each other as Bruner (1977) suggests that learning is better achieved through discovery and problem solving and hence engaging learners in hypothesizing, questioning and discussing inquiries. Finally, the students write their final draft.

]]]]In conclusion, we find that in this first chapter, What is academic English?, of the first part, the three stages are linked together as a chain circle wherein

the last stage ends to give rise to the next in a gradual and reasonable way. The three stages are connected to form a whole and a clear vision of how to write academic English.

After being acquainted with the notion of academic English, the students move to the next chapter, What is a paragraph? An overview, which helps them to know how to construct and write a paragraph in a certain topic. The following figure illustrates the issues included in this chapter:



This chapter comes in accord with previous knowledge of students about academic writing. It consists of four divisions all of which focuses on paragraph formation. The first phase is to know how a paragraph is structured. The three parts of the paragraph are introduced which are: topic sentence (it states the main idea in the paragraph), supporting sentences (they develop the topic sentence) and concluding sentence (it signals the end of the paragraph).

Next, students are taught how to join these three parts of paragraph by introducing the notion of unity and coherence. Unity means to discuss only one main idea (which is stated in the topic sentence) in a paragraph. Coherence refers to the easiness of reading and understanding the paragraph through introducing ideas in a logical order and using appropriate transition signals. After that, how to make the format and title of paragraph is introduced. See the example below:

Practice no ← Practice 2, page 3
 Practice name ← Unity

Student's name → Name
 Course no. → English 001
 Date → 3/24/2020

Gold ← center title

Date

Indent about one inch

▼ Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty which is resistant to corrosion. Therefore, it is suitable for jewelry, coins and ornaments.

Concluding sentence Transition signal Topic sentence

Illustration of a paragraph outline taken from Writing Academic English

Students are told that when writing the title, they should capitalize important words and not the prepositions and articles. Besides, titles are not underlined or enclosed in quotation marks. After knowing about paragraph structure, the second phase is the re-introduction of topic sentence again but with more elaboration. The students are taught what are different positions of the topic sentence (first position and final position), and the two parts of the topic sentence (topic and controlling idea). Finally in this

phase, they are reminded of two things about topic sentence; not to make it too general or too specific and not to include too many unrelated ideas in it. After getting a very clear idea about topic sentence, students move towards the concluding sentence and its function in the paragraph; it signals the end of the paragraph, summarizes the main points, and gives the last comment on the topic. At the end of this chapter, a review is made to guarantee that students have absorbed all the information given in this chapter and

become able to write a well-organized and clear paragraph. Thus, students become ready for the third chapter, Unity and Simple Outlining, which is completely integrated with the previous chapter. In the third chapter, unity and simple outlining, students are taught that when writing about certain topic, they should have a plan to make sure all parts of the paragraph will fit. This will be achieved through understanding two notions: unity and simple paragraph outlining. Below is the figure that illustrates what to be taught in this part.

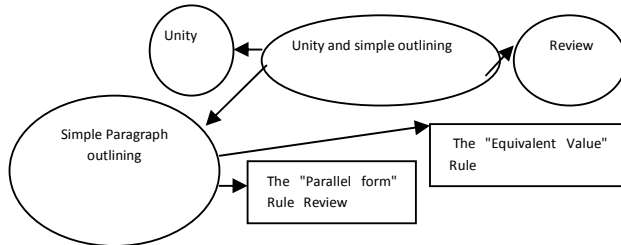


Figure 8: Paragraph outlining (by the researchers)

The concept of unity have already introduced in the previous chapter, however, this time it is re-introduced again but with some more elaborations. Unity means that the good paragraph is the one that discusses only one idea so if a student is to write about another idea, he has to start a new paragraph. For instance, if the topic is about the advantages of getting a college, disadvantages should not be discussed in the same paragraph. Students, to make it easier, can discuss one advantage in one paragraph; however, they can discuss two advantages in one paragraph if they are closely related, for instance, they can discuss getting a better job and better salary but not getting a better knowledge about the world.

Another factor related to the concept of unity is that supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. For instance, in a topic about the high cost of college tuition, one sentence about inflation could be mention as a supporting sentence, however, too many sentence may drive students off their topic and hence losing unity in their writing. After grasping the meaning of unity and how to implement it in paragraph writing, the way of simple paragraph outlining is introduced which is done through two rules: the "parallel form" rule and the "equivalent value" rule. In the former, students are taught they should write all ideas in a parallel form, for instance, if the first idea starts with a noun, all what follows should start with a noun. The latter rule, refers to giving the same kind of letters or numbers to the ideas that have equal value. Further subdivisions of these ideas might be given other ordering different

from that of the main idea, i.e. if the main ideas are given numerals, the subdivisions might be given letters. Below is an example:

One problem is the city's unreliable public transportation system.

- A. Daily schedules are unreliable.
 1. Buses arrive late.
 2. Buses arrive in bunches.
- B. Passengers are victims.
 1. They are late to appointments, work and classes.
 2. They must allow extra time to wait for buses.

By the end of this chapter, a review is made about all what have been taught to check students' readiness to the fourth chapter.

After learning about paragraph structure in the first chapter and paragraph unity and outlining in the third chapter, students become in need to know more about how to make their work coherent, which is the topic of the fourth chapter. Below is figure 9 illustrates the strategies of making a coherent paragraph:

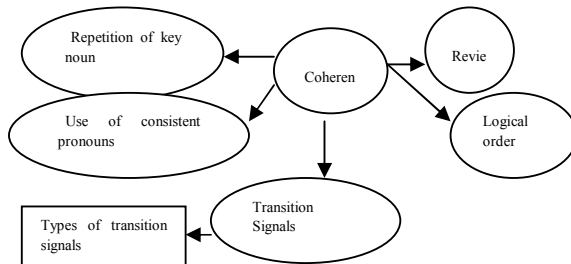


Figure 9: Strategies of making a coherent paragraph (by the researchers)

In this chapter, students are taught how to make their writing coherent. The first strategy to achieve this is through repeating a key noun frequently in writing. The following is an example where the key noun gold is repeated frequently throughout the paragraph:

Gold, a precious metal, is prized for two important characteristics. First of all, **gold** has a lustrous beauty which is resistant to corrosion. Therefore, **it** is suitable for jewelry, coins and ornamental purpose. **Gold** never need to be polished and will remain beautiful forever. Another characteristic of **gold** is **its** usefulness to industry and science.

Students then move to achieving coherence through using consistent pronouns. They learn that they should pronouns consistently to refer to the nouns in the paragraph, i.e. they should use the same person and number throughout the paragraph. For instance, in the above paragraph we use the pronouns **it** and **its**

to refer to **gold**. When comprehending these two devices of creating a cohesive writing, the students shift towards other cohesive devices which are transition signals. Though they have previous knowledge about transition signals as they pass them

in the first chapter when learning about unity and coherence, this time transition signals become widely illustrated. They know about different types and usages of these signals.

Table (1) Transition Signals for General Use (from Writing Academic English, 1991)

Meaning & Function	Sentence Connectors		Clause Connectors		Others
	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunctions	
To introduce an additional idea	In addition	Furthermore Moreover Besides Also Too	And		Another (+ noun) An additional (+ noun)
To introduce an opposite idea	On the other hand In contrast	However Nevertheless Instead Still	But Yet	Although Though Even though Whereas While	In spite of (+ noun) Despite (+ noun)
To introduce a choice or alternative		Otherwise	Or	If Unless	
To introduce a restatement or explanation					i.e. that is
To introduce an example	For example For instance				An example of (+ noun) Such as (+ noun) e.g.
To introduce a conclusion or a summary	In conclusion In summary To conclude To summarize				
To introduce a result		Therefore Consequently Hence Thus	So		

When students become able to use transition signals according to their function in writing, another way to achieve coherence in writing, logical order, is presented. Some of common types of logical order are: chronological order, logical division of ideas, comparison and contrast, and cause and effect. Students are taught that each type has its own special words and phrases to show the relationship among the ideas. Below are some examples of each type:

1. First, next, after that, finally, before the last war, after 1950, since then, in 1990, while working on the project, etc. (chronological order)
2. The most noticeable difference, larger than, unlike, on the other hand, in contrast, differ from, etc. (contrast)
3. Similarly, as expensive as, just as, just like, compare with, in comparison with (comparison)

4. Finally when gaining a clear and comprehensive view of coherence and how to achieve it in writing, students are given some practice in the form of some paragraphs to apply their knowledge in this chapter and test themselves. These practices are followed by a review of all what have been taught to fix the knowledge students have acquired in this chapter and prepare them to the next chapter, Kinds of Logical Order, which is completely integrated with the previous one. It goes without saying that the students, after learning about coherence, become in need to know about another relevant topic that reinforce the ease of readability and comprehensibility that is how to make a logical order within your writings. There are many ways or kinds of logical order as follows:

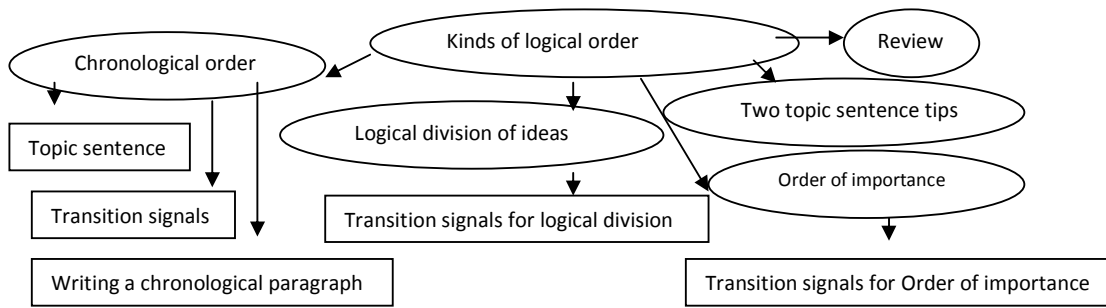


Figure 10: Kinds of Logical Order (by the researchers)

In this chapter, Kinds of Logical Order, the teacher introduces these kinds in sequence. He starts with **chronological order**, where he reintroduces two topics have been taught before, **topic sentence** and **transition signals**. However, this time, he elaborates them and explains how these topics are integrated and relevant to writing a chronological paragraph. The teacher tells the student that this kind of order is based on ordering events according to their occurrence. It is used when writing about historical events. Besides he teaches them how the topic sentence is considered as indicator in ordering the ideas according to time in the paragraph. Transition signals are also important in chronological order that they clarify the sequence of events. These are such as first, second, before, after, in the year..., since the...etc. Finally, the teacher introduces the steps of writing a chronological paragraph:

1. Making a simple outline that lists the events (in history) or the steps (in a process) in the order of their occurrence.
2. Adding transition signals at appropriate points in the left margin of the outline.
3. Writing the topic sentence that names the event or the process.
4. Writing the paragraph, following the outline and adding enough details to make the chain of the events or the steps in the process very clear.

Teacher, then move to another kind of logical order, **logical division of ideas**. He tells the students that according to this order, we discuss the ideas that come in one group together. Besides, he introduces the transition signals for logical division such as: first, next, furthermore, an additional+ noun,..Etc. Another kind of logical order is **order of importance**, where ideas are ordered according to their importance in the topic. This order is similar to the previous order, however, it differs from it in that we discuss each item in order of its importance according to us. This kind of order has special transition signals such as: more importantly, most importantly, primarily, etc. At final stage, the teacher relates the kind of order (such as logical division order and order of importance) with how to write a

topic sentence in such order through using two steps as follows:

1. Using a colon [:] in front of the names of the group, for instance, Inflation has three causes: an increase in the supply of paper money, excessive government spending, and unrestrained consumer borrowing.
2. Using paired correlative conjunctions when there are only two groups, for instance, Gold, a precious metal, is prized **not only** for its beauty, **but also** for its utility.

At the end of this chapter, the teacher makes a review to check students' understanding and to get a feedback that they are ready for the next chapter, Concrete Support. Like the previous chapters, this chapter deals with how to make your writing easy and more comprehensible to read. Thus, it integrates with them in the sense that its understanding by students depends on their understanding of the whole previous chapters. However, it focuses on semantic issues more than syntactic ones as in the previous chapters. Figure 11, below illustrates the main parts of this research:

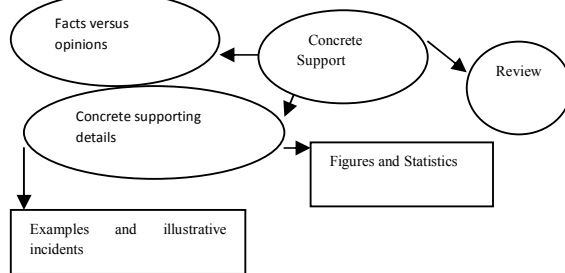


Figure 11: Concrete Support (by the researchers)

When introducing the first part in this chapter, the teacher explains that the students have to distinguish between two pieces of information: facts and opinions. An example of the first is: **Women live longer than men**. An example of the latter is: **Men are better drivers than women**. The teacher illustrates that both of these pieces of information function differently in writing. For instance, in academic writing, we tend to be more specific and objective by using facts rather than opinions. Students then move to another issue which is how to write concrete supporting details to support the topic

sentence in their writing. An example of these details is writing illustrative incidents, statistics, and quotations. The latter ones are more frequent when writing academic English. However, the former is useful when you want to support your own point of view. When writing examples and illustrative incidents for the purpose of support, students should consider two things: example or illustration really supports their point, and introducing examples and illustration with appropriate transition signals such as: for example, for instance, and e.g. At the end of this chapter, which is the end of Part1, the teacher makes a review to check students understanding of the materials taught. He might ask them to use the following checklist form to make sure their writing is well-organized and understood.

Table 2: Paragraph Checklist (from Writing Academic English, 1991)

Form	<ul style="list-style-type: none"> - Does your paragraph have a title? - Did you write on the correct side of the paper? - Did you indent the first line? - Did you write on every other line?
Topic Sentence	-Does your topic sentence contain a controlling idea?
Supporting Sentence Unity	- Do all of your sentences support your topic sentence?
Coherence	<ul style="list-style-type: none"> - Do you repeat nouns frequently and use pronouns appropriately? - Do you use transition signals at appropriate places to make your sentences flow smoothly? - Are your ideas arranged in a logical order?
Coherence support	- Does your paragraph contain enough scientific specific details to prove your main points?
Concluding sentence	- Does your paragraph have a concluding sentence?

To conclude, it is very clear that in Part 1, the chapters are completely and consequently integrated in a way that each previous chapter in the part serves as reintroduction to the coming one (see Bruner's implications 1,2, p.5 above). Technical writing terms are repeated all through the chapters but with new information in every reintroduction of them. For instance, chapter one functions as introductory preliminary chapter upon which all chapters are based. It gives the pre-requisites of the second chapter which deals with paragraph writing. The second chapter, in turns, gives rise to the unity and outlining paragraph in the third chapter. Students then move in depth towards the notion of writing a more cohesive readable paragraph in chapter four (coherence), five (kinds of logical order), and six (concrete support). In short, integration and continuity as features of the spiral curriculum are clearly seen in the first part of Writing Academic English.

Secondly: Scope and Sequence

Scope refers to the way in which the components of the curriculum are held together in a horizontal way that guarantees the integration of the whole materials as when relating mathematics with physics. Sequence, on the other hand refers to the vertical relationship among the components of the curriculum in a sequential way as the way the students acquire the skill of writing; they start learning alphabet, words, sentences, paragraphs, then essays. To illustrate the idea of scope and sequence in the book Academic Writing, the second part, writing an essay, will be put under scope. Below is a figure which illustrates the components of this part:

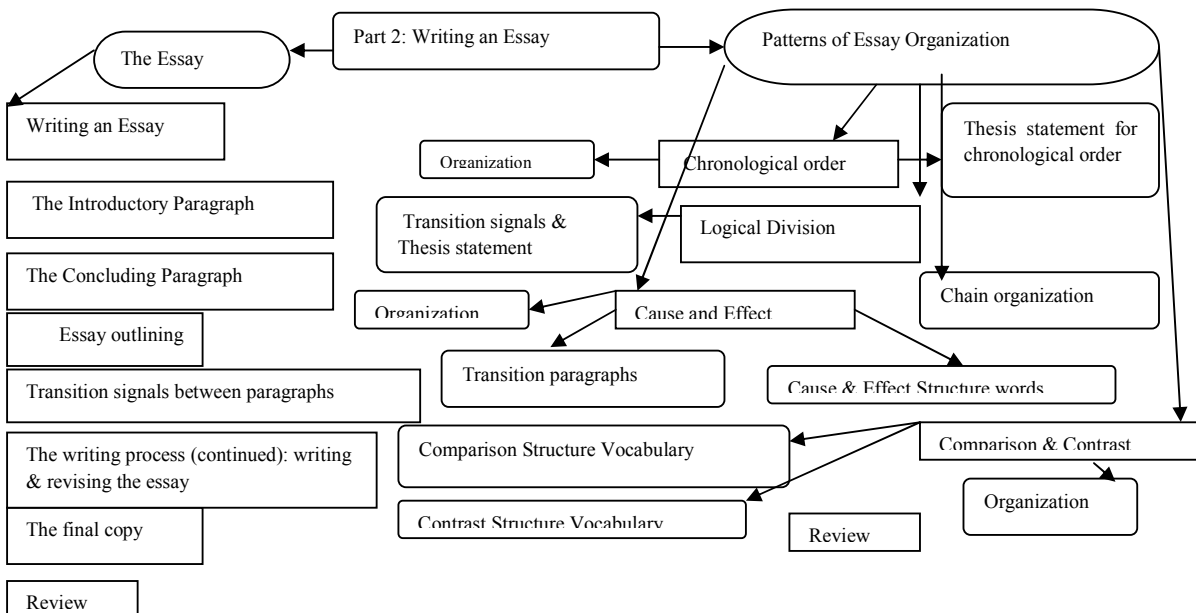


Figure 12: Writing an Essay (by the researchers)

Since students learn almost everything about paragraph writing in the previous part, writing a paragraph, they become able and ready to develop their skills towards writing an essay. This will be achieved through two phases: studying the components of the essay in first hand, and studying the process of organizing the essay in the second hand.

Firstly: The Process of Writing an Essay (Sequence)

As illustrated above, the first step in the process of essay writing is to know how to write the introductory paragraph, which is a similar process to that of writing the topic sentence in the paragraph. Thus, the writing structure of an essay is similar to that of a paragraph. This thing helps the student to learn the steps of essay writing. If the above diagram is considered, it might be found that the parts of the essay come in sequence. This implies that there is a logical order in learning essay writing. Hence, the students have acquired the skill of writing paragraph and known how to write its own components in Part1, it will be easy to develop the process of writing an essay. Some additional requirements to know about the process of writing the essay start from writing the introductory paragraph which should: introduce the topic of the essay, give a general background of the topic, often indicate the overall "plan" of the essay, arouse the reader's interest in the topic, and consist of two parts: general statements and a thesis statement (topic sentence).

Then students need to know about the body of the essay, which as shown above functions as the supporting sentences in the paragraph. It may consist of one, two, three...etc. (depending on the topic). All these paragraphs support the thesis statement in particular and the introductory paragraph in particular. Like the concluding sentence in the paragraph, the concluding paragraph is the final paragraph in the essay. It consists of a summary of the main points or a restatement of the thesis in different words, and a final comment on the subject, based on the information provided in the previous paragraphs. Students then need to know the next topic which deals with essay outlining, where they become familiar with how the paragraphs in the essay are held and related together to form the whole essay. The diagram (11) above, illustrates the outlining of essay writing. When knowing about the outlining, students become in need of knowing how they could make a cohesive and well-build essay through the use of transition signals that are used to join the paragraphs of the essay in away that makes it more comprehensible and smoothly readable. Transition signals have been introduced in Part1, however they appear in this part but with some elaborations and new functions. In Part1, students learn how transition signals are used to join the sentences in the

paragraph, while in Part2, they learn how the same signals join the paragraphs in the essay.

Another similar step that taught in paragraph writing (in part1), revising the paragraph continuously, also appears in essay writing (part2). Then comes the last step which is writing the final copy. At the end of this chapter, The Essay, a review is made to make sure all the materials needed for the next chapter are build in a sequence and smooth way to enhance learning of the next chapter.

Secondly: Patterns of Essay Organization (Scope)

The scope appears in the second chapter, Patterns of Essay Organization, where students need to relate semantics in Part1 (how a paragraph makes a sense) with syntax in Part2 (the function of grammar rules in organizing the essay). The idea is that an essay cannot make a sense without grammar and here the meaning and the grammar overlap to form a meaningful logical piece of writing.

This section consists of five topics and a review. Two of these topics have been taught in Part1, in the topic concerning kinds of logical order. These are: chronological order where events in the paragraph are ordered according to their time occurrence (as in historical writing) and logical division where ideas are ordered according to their importance in the paragraph. The same idea appears in essay writing but the order process is done for relating paragraphs and not sentences. Since students knew in advance the meaning of these two issues in organizing the paragraph, they can apply their previous knowledge to organizing the essay. For instance, they have learned that transition signals in the paragraph function to make sentence flow smoothly in the paragraph as the end of one previous sentence signals the beginning of the next sentence. In the essay, the final sentence of one paragraph functions or gives rise to the next paragraph. This very idea is pinpointed by Bruner (1977) when he asserts that "learning should not only take us somewhere, it should allow us later to go further more easily"

As for the other three topics, which are almost new for the students, however, they are integrated and related to the previous topic, they relate meaning with grammar. Students should know the notion of cause and effect; its meaning, how it is used to organize the essay, its transition signals and cause and effect structure words. Students learn to distinguish between two types of organization: block organization and chain organization. The former refers to discussing all the causes in a block (in one, two, or more paragraphs, depending on the number of causes), then discussing all the effects together as a block. On the contrary, the latter refers to discussing a first cause and its effect, a second cause and its effect, in a chain. Below is an illustration of this idea:

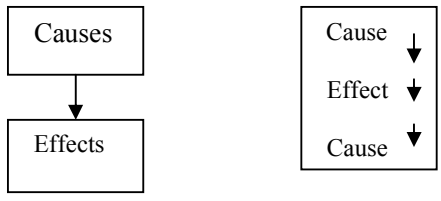


Figure 13: Types of Organization (from Writing Academic English)

In the topic of cause and effect structure words, students learn that just as they learned in Part I that there are transition signals that show time and order of important relationships, there are words and phrases that show cause and effect relationships. These are called cause and effect structure words. The table, below, illustrates these words:

Table (3) Cause and Effect Structure Words (from Writing Academic English, 1991)

	Sentence connectors	Clause connectors		Others
		Coordinators	Subordinators	
To introduce cause or reason		1. for	2. because Since as	1. to result from (+ noun) 2. due to/because of (+ noun) 3. the result of/the effect of/the consequence of (+ noun) 4. as a result of/ as a consequence of (+ noun)
To introduce an effect or result	7. as a result, as a consequence, therefore, thus, consequently, hence	8. so		9. to result in (+ noun) use (+ noun) ve an effect on (+ noun) ect (+ noun) 10. the cause of (+ noun) reason for (+ noun)

Comparison and contrast patterns of organizations are considered useful method of essay organization, and frequently used in academic writing. They are used to compare and contrast things of like nature. These patterns may cause confusion to students, for they can think comparison and contrast are similar. Thus, they should be taught in a way that helps them to distinguish these patterns. For instance, they can be taught that a comparison answer the question, "What features do X and Y have in common?" while contrast answers the question, "What are the differences between X and Y?" Besides, students should learn the vocabulary of comparison structure and that of contrast. Comparison structure vocabulary

is a set of words that introduce points of comparison while those of contrast introduce points of contrast.

CONCLUSION

Having discussed the four features of spiral curriculum: integration, continuity, scope and structure, it is clear that the curriculum presented in the book "Writing Academic English" is designed in a way that follows Bruner's (1977) spiral model of designing curriculum. This model helps students to learn through sequencing, master the structure of writing academic texts and know the relationships among different parts of the text, and encourage further transfer of information to new contexts in the future. This way confines to what Bruner (1977) suggests:

The teaching and learning of structure, rather than simply the mastery of facts and techniques, is at the center of the classic problem of transfer... If earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relations between things encountered earlier and later are made as clear as possible.

The way the two first parts of the book "Writing Academic English" illustrated above, offers a clear view of the spiral curriculum and demonstrates its effective application in teaching the skill of writing in a systematic and practical process. This way might provide insights and guidance for curriculum designers to systematically plan the course's objectives, content and organization as well as methodology and evaluation.

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