

APPENDICES

Appendix A

Case Study Protocol: Cover page and table of content

**AN ANALYSIS OF THE EFL SECONDARY WRITING CURRICULUM IN
YEMEN: APPROACHES TO WRITING AND PREPARATION FOR HIGHER
EDUCATION**

Case Study Protocol



FATIMA OTHMAN

PhD Student
Faculty of Major Language Studies
[Universiti Sains Islam Malaysia](#)
Mobile: +697 71268 1215
e-mail: foalhammadi@gmail.com

DR. HARISON MOHD SIDEK

Research Supervisor
Faculty of Major Language Studies
[Universiti Sains Islam Malaysia](#)
e-mail: harison@usim.edu.my

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Appendix A1

Case Study Protocol

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1 Overview of the Case Study

1.1 Introduction

With the efforts of institutions of higher education towards excellence and globalisation, there is a growing awareness of using English as a medium of instruction in higher education in Yemen. However, similar to other EFL countries, the results of previous EFL literacy studies in Yemen indicate that university students are facing many difficulties and problems in acquiring the EFL literacy skills necessary to cope with the rigorous academic demands expected at the university level. In addition, it has been reported that the lack of proficiency among students in higher education is related to the gap between the current state of the preparation process at the secondary school level and the expected level required at the tertiary level with regards to both curriculum and instruction.

The goal of the case study is to provide teachers and higher education institutions, particularly those charged with implementing of English Language in teaching and learning environment, with a richer description and understanding about the alignment of the EFL writing curriculum in secondary schools with the Communicative Language Teaching (CLT) approach, as well as of how well the secondary curriculum prepare students for English academic writing at the university level.

1.2 Key terms

1. EFL: English as a Foreign Language (EFL) refers to situations in which English is taught to non-native speakers.

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Appendix A2

Case Study Protocol

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2 Case Study Purpose

Two main objectives were stated for this case study: first studying the alignment of the EFL writing curriculum in secondary schools with the Communicative Language Teaching (CLT) approach. Second, the analysing of how well the secondary curriculum prepare students for English academic writing at the university level.

3 Data Collection Methods and Procedures

There are two qualitative data collection methods to be used in this case study, namely, curriculum document review and analysis, and classroom observation.

3.1 Document Review

The objective of the curriculum document review is to investigate of the predominant approaches to second language writing instruction reflected in the Yemeni EFL writing secondary curriculum, and to determine how well this curriculum prepares students for writing in English at the higher education level.

3.2 Classroom observation

The purpose of the classroom observation is to provide an in-depth investigation of the research problem and to gather rich data in order to understand the instructional approaches reflected in the

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Appendix A3

Case Study Protocol

3.2 Classroom observation

The purpose of the classroom observation is to provide an in-depth investigation of the research problem and to gather rich data in order to understand the instructional approaches reflected in the EFL writing classroom.

4 Criteria

Three main criteria were proposed for selecting teachers for the classroom observation method.

1. The participant should have experience of at least one year in the field of TESL;
2. The participant should be a full-time teacher;
3. The participant should have no objection to record the classroom observation sessions as well as to share the notes and other related materials required for the purpose of the study.

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5 Procedures for classroom observation

To conduct classroom observation, set of procedures will be used as follows:

- Send invitations to the potential teachers based on the proposed criteria. The invitations involve
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Appendix A4

Case Study Protocol

5 Procedures for classroom observation

To conduct classroom observation, set of procedures will be used as follows:

- Send invitations to the potential teachers based on the proposed criteria. The invitations involve the guidelines of classroom observation.
- Teachers' Informed Consent
- Conducting and audio-recording for the classroom observation
- Transcribe the classroom observation
- Data analysis and interpretation

6 Ethical Considerations

The researcher obtained formal ethical approval to start the data collection processes from the Ministry of Education.

In addition, other issues will be considered during and after the data collection process as follows

- Participation in this study is voluntarily and no personal information is required.
- The classroom observation sessions will be audio-recorded with the participants' consent.
- All the data related to the study including hard copies of the participants' comments, audio files and transcripts will be accessible only to the researcher and the supervisor

Appendix B

Curriculum Analysis Sheet (Language Skills)

Book		Course Book			Work Book
Unit1		Listening	Speaking	Reading	Writing
	Statement 1				
	Statement 2				
	Statement 3				
	Statement 4				
	Statement ..				
Unit 2					
	Statement 1				
	Statement 2				
	Statement 3				
	Statement 4				
	Statement ..				
Unit 3					
...					
Unit n					

Appendix B1

Curriculum Analysis Sheet (Writing Statements)

Research Questions	Categories	Course Book	Work Book
SLA Theories	Structuralism		
	Cognitive information		
	Socio-cognitive/socio-cultural		
Writing Theories	Product-based		
	Process-based		
	Gener-based		
Learner roles	Pair / Group		
	Individual		
Teacher roles	Catalyst		
	Director		
Types. writing tasks	Narrative		
	Expository		
Cognitive level	Low level		
	High level		
Frequency of writing skill	Listening		
	Speaking		
	Reading		
	Writing		

Appendix C

Classroom Observation Sheet (Observation details)

School				Date			
Teacher name		HP		Email			
Writing lesson				Observation	1	2	3
Class duration	Start		End				
Teacher roles							
Learner roles							
Writing tasks							
Additional comments							

Appendix C1

Classroom Observation Sheet (Observation transcript)

School	
Teacher	
Observation	
Title	
Ref. in the book	
Transcript	
Notes	

Appendix C2

Classroom Observation (Check List)

Classroom observation	SLA Theories	Writing Theories	Learner roles	Teacher roles	Types. writing tasks	Cognitive level
Observation 1						
Observation 1						
Observation 2						
Observation 3						
Observation 4						
Observation 5						
Observation ...						
Observation 16						

Appendix C3

Classroom Observation (SLA Theories)

No. Observation	Statements	Structuralism	Cognitive Information Processing	Socio- Cognitive & Socio- Cultural
1				
2				
3				
4				
5				
6				
7				
8				
9				
...				
16				

Appendix C4

Classroom Observation (Writing Theories)

No. Observation	Product-based	Process-based	Genre-based
1			
2			
3			
4			
5			
6			
7			
8			
9			
...			
16			

Appendix C5

Classroom Observation (Teacher roles)

No. Observation	Direct	Catalyst
1		
2		
3		
4		
5		
6		
7		
8		
9		
...		
16		

Appendix C6

Classroom Observation (Learner roles)

No. Observation	Individual	Pair/group
1		
2		
3		
4		
5		
6		
7		
8		
9		
...		
16		

Appendix C7

Classroom Observation (Writing tasks)

No. Observation	Expository	Narrative
1		
2		
3		
4		
5		
6		
7		
8		
9		
...		
16		

Appendix C8

Classroom Observation (Cognitive Domain)

No. Observation	Low Level		High Level			
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
1						
2						
3						
4						
5						
6						
7						
8						
....						
16						

Appendix C9

Classroom Observation Sheet (Summary)

Research Questions	Categories	Classroom observation
SLA Theories	Structuralism	
	Cognitive information	
	Socio-cognitive/socio-cultural	
Writing Theories	Product-based	
	Process-based	
	Genre-based	
Learner roles	Pair / Group	
	Individual	
Teacher roles	Catalyst	
	Director	
Types. writing tasks	Narrative	
	Expository	
Cognitive level	Low level	
	High level	

Appendix D

Permission for data collection letter (University letter)



UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية الماليزية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA



Faculty of Major Language Studies
 Tel: 06-798 6752 / 6754 Fax: 06-798 6755

USIM - 2.1.77284 ()
 5 Jamadilawal 1435H / 7 Mac 2014

TO WHOM IT MAY CONCERN,
 MINISTRY OF EDUCATION, YEMEN

Dear Sir,

PERMISSION FOR DATA COLLECTION

Name : FATIMA OTHMAN GHANEM
 Matric No : 4110046
 Passport No : 05305287
 Programme : DOCTOR OF PHILOSOPHY (EDUCATION)

This is to inform that **FATIMA OTHMAN GHANEM** Matric No: **4110046** is a student registered at the Faculty of Major Language Studies, University Sains Islam Malaysia, Nilai.

2. To complete her thesis she need to do some data collection based on classroom observation. All the information's obtained is confidential and use only as a reference in thesis. We appreciate if you and your organization can give her full support to conduct her research activities.

Thank you.

Yours sincerely,



(DR. HARISON MOHD. SIDEK)
 Faculty Of Major Languages Studies
 Universiti Sains Islam Malaysia \ USIM
 Email: didiauni@gmail.com

Universiti Sains Islam Malaysia
 71800 Nilai, Negeri Sembilan Darul Khusus, Malaysia
 Tel: (+606) 798 8000 Faks: (+606) 798 8204
 www.usim.edu.my

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Appendix D1

Permission for data collection letter (Cultural Attached letter)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Embassy of the
Republic of Yemen
Cultural Attache
Kuala Lumpur**



سفارة
الجمهورية اليمنية
الملحقية الثقافية
كوالالمبور

إلى من يهمه الأمر
تحية طيبة وبعد ،،،
الموضوع: دراسة ميدانية

تهديكم الملحقية الثقافية في ماليزيا أطيب التحايا وتتمنى لكم دوام التوفيق والنجاح، وبالإشارة إلى الموضوع أعلاه، نود الإفادة بأن الطالبة: فاطمة عثمان غانم الحمادي مستمرة في برنامج الدكتوراه، تخصص لغة إنجليزية، جامعة USIM ماليزيا، وترغب للعودة لليمن لإتمام البحث الميداني المتعلق بدراسة الدكتوراه، لذلك نرجو منكم مساعدة الطالبة في كل ما يتعلق بذلك.

وتقبلوا خالص التحية والتقدير ،،،



QOBAL AL ALASS
CULTURAL ATTACHE
EMBASSY OF THE REPUBLIC OF YEMEN KUALA LUMPUR

Embassy of the Republic of Yemen, Cultural Attache, Kuala Lumpur
No. 6E, Lorong Enau, Off Jalan Ampang, 55000 Kuala Lumpur, Malaysia.
Tel: 03-4252 7562, Fax: 03-4256 9805

Appendix D2

Permission for data collection letter (Letter to school)

المحترم	مدير مدرسة	الأستاذ
تحية طيبة وبعد،		
<p>أود إفادتكم بأنه ضمن متطلبات بحث الدكتوراه، أقوم بدراسة تحليلية لمنهج اللغة الإنجليزية – مهارة الكتابة، للصف الثالث ثانوي، لذا أرجو منكم الموافقة على حضور بعض حصص المادة، وتسجيلها لأغراض البحث. كما يرجى تكرمكم بترشيح من ترونه مناسباً من مدرسي المادة في المدرسة للتواصل معه بخصوص ذلك.</p> <p>سوف تسهم نتائج الدراسة في تقييم وتطوير منهج الكتابة باللغة الإنجليزية، وتحسين استراتيجيات التعليم والتعلم المرتبطة بالمهارة.</p>		
ولكم جزيل الشكر،		
<p>الباحثة</p> <p>فاطمة عثمان الحمادي</p>		
<p><u>المرفقات</u></p> <p>ملخص عن هدف الدراسة والإجراءات المرتبطة بالدراسة الميدانية</p>		

Appendix E

Examples of Listening statements reflected in the 12th grade curriculum

Book	Page no	No	Listening tasks
Course Book	2	1	Listen to how the passenger speaks. How does he feel? Answer the questions in Workbook activity A. Listen and repeat the conversation.
	2	2	Listen to how the girl speaks. How does she feel? Answer the question in Workbook activity C.
	11	3	Listen to the conversation. What does Jim think of Don's dream? Do activities A and B in the Workbook.
	19	4	Listen to how the school-leaver speaks. How does he feel? Answer the questions in Workbook activities A and B.
	26	5	Listen to the conversation. Answer the questions in Workbook activity A.
	44	6	Listen to the conversation. In Workbook activity A, number the pictures in the order you hear them.
	61	7	Listen to the poem. Does listening help you to understand it?
Workbook	2	1	Listen to descriptions of two men. Choose the picture that best matches each description.
	7	2	Listen again and look at the map. Answer the questions by marking the positions on the map.
	15	3	Listen again and answer these questions.
	21	4	Listen and write the name of each disaster. 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
	21	5	Listen and answer these questions.

	22	6	Listen to the other news item and answer as many questions as you can.
	30	7	Listen and match the jobs and statements by writing the letters in the answer boxes.
	35	8	Listen to the following questions related to job applications. Underline the words or syllables where the voice falls or rises and draw arrows (or) to show the direction
	35	9	Listen to some people talking about jobs. Answer these questions
	36	10	Listen again and fill in the table below. The first one has been done for you.
	50	11	Listen to the conversation and tick the correct boxes.
	57	12	Listen and write the names of the places
	57	13	Listen to a woman talking about a special day in her life. Are the statements below true or false? Write T or F.
	58	21	Listen again and correct the false sentences.
	64	23	Listen to the story of the Mary Celeste as told by a man called 'Fosdyke', and tick the correct boxes.
	72	25	When telling/listening to a story, people often do the things set out below. Listen and label the conversation above to show what the speaker is doing in each case.
		26	Listen and match these people with their jobs. Now find them in the pictures.
	74	27	Listen again and complete the expressions with these verbs.
	78	28	Listen to the first part of the conversation and do these activities.

Appendix F

Examples of Speaking statements reflected in the 12th grade curriculum

Book	Page no	No	Speaking tasks
Course Book	3	1	Look at the pictures and the title of the magazine article. What do you think the article is about? What or who is Rama?
	5	2	Look at the pictures. Try to describe what you can see.
	11	3	Ask questions about one of your partner's dreams and answer questions about one of your own.
	14	4	Look at the last sentence. Imagine you live on the south coast of the USA. Think of a headline for a newspaper report on the same day.
	34	5	Talk about what these objects might be.
	38	6	Since the Mary Celeste was found, many people have tried to explain the mystery. Do you believe any of the explanations? If not, why not?
	48	7	Now say what you think about the picture. Where must it have been taken? Who do you think the people in the four-wheel-drives are? Where might they be going? Give reasons.
Workbook	2	1	Work with your partner. Discuss how you could make your descriptions more like the one you heard.
	4	2	Describe the Cama to your partner using the following plan. Begin by describing its colour and covering. Then describe the head, body, legs and tail. The description does not have to be complete, but should describe interesting things about the animal, such as the size and shape of its tail
	20	3	Talk about the disaster. 1 Describe the damage in the towns. 2 Describe the damage in the countryside. 3 'Crowds of people stood around silently.' Why were they silent? 4 How do you think the people in the rescue teams felt?
	24	4	Work in pairs. Interview your partner about his/her family and note his/her answers in the table.
	43	5	Use the flow chart to tell your partner how to cook scrambled eggs.
	44	6	Discuss with your partner similar information about Southern Yemen. Think about these things:
	69	7	Look back at your notes for the ending of the story. Tell your partner how the story ends. Ask and answer questions about any part you do not understand

Appendix G

Examples of Reading statements reflected in the 12th grade curriculum

Book	Page no	No	Reading tasks
Couse Book	3	1	Read the article. Then answer these questions. Now do activities A and B in the Workbook. Is it possible to crossbreed a cat and a dog? Why would camas like Rama find it hard to live in the wild in Arabia? Is it right to crossbreed animals to make new animals? What do you think?
	6	2	Read this description. As you read, try to imagine the scene as the driver travels through the countryside.
	6	3	Read the first paragraph carefully and think about how it is organized. Which side of the road did the writer look at first? What was the further away from him? What was nearest to him?
	9	4	Read how to work out the meaning of words. Then Look at the underlined words again. Say which clue helped you understand them.
	10	5	Look quickly at the summary below and answer the questions as fast as you can.
	14	6	Read the headlines and look at the photograph in this newspaper report. What do you expect to read about?
	18	7	Read about six people in their last year at school. What are they good at? What are their interests? What are they like? Fill in the table in Workbook activity A.
	22	8	Read this job advertisement and think about the job requirements. Then do activities A and B in the Workbook.
	27	9	Scan these five paragraphs about agriculture in Northern

			Yemen. What type of information is in each paragraph? Would the information be easier to understand in table form?
	27	10	Read this text again carefully and transfer the information to the table in Workbook activity A.
Workbook	3	1	Read conversation 1 on PB page 2. Which pieces of luggage belong to the passenger?
	8	2	Read the text on PB page 6. Find words that mean the following:
	11	3	Re-read the first paragraph on PB page 8 and write short answers to these questions.
	43	4	Read PB page 26 and write short answers to these questions
	54	5	Read this short text about olives. Then look at the flow chart on the next page describing the process of producing stuffed olives for sale in the shops.
	60	6	Read the story on PB page 37 as quickly as you can. Are the following sentences true or false? Write T or F.

Appendix H

Examples of Writing statements reflected in the 12th grade curriculum

Book	Page no	No	Writing tasks
	16	1	Now do activities A, B and C in the Workbook, write your own report
Course book	24	2	Write a business letter in answer to this job advertisement in the Daily News of April 20th.
	24	3	Write a letter of application, you must sell yourself, that is, you must give as much interesting information about yourself as you can.
	40	4	Read the short introduction and look at the pictures. They tell the beginning of a story. Workbook activities A to C in lessons 5.11 and 5.12 will help you write the story ‘Tracks in the Sand’
	49	5	Follow the instructions in activity 6.12 A in the Workbook to complete the writing activity.
	56	6	Use the adjectives and nouns below to make sentences about other jobs.
		7	Give details and write . If you like music, say which music and why; if you play sport, say which sport and why.
Workbook	2	1	Work with your partner. Discuss how you could make your descriptions more like the one you heard. Re-write the description in your copybook.
	3	2	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.
	5	3	Write these sentences another way. Use words from the box.
	10	4	Written descriptions should be organized with the reader in mind.

		In the text on PB page 6, the writer started with things at a distance. Another way is to start writing about things, which are nearby. Re-order this paragraph to make a description going from near to far.
11	5	Re-write these sentences to change the information focus.
16	6	Choose one of the stories and use your answers to write a short report in your copybook.
28	7	Write your own report. Choose one of the headlines from activity B before you start. Include things that people actually said. Look at the texts on PB page 10 and study the punctuation used when writing down what people say. Think about which pictures you would use. Remember to check your report before you write it out neatly.
40	8	Write a letter of application in response to the advertisement on PB page 24.
42	9	The flow chart below tells you how to plant a small tree. Use the information to write a paragraph in your copybooks. Do not forget to use sequence words like first, next, then, after that and finally. You can use some of them more than once.
45	10	Your supervisor is telling you how to make the sauce for frozen pizzas produced at your factory. You are going to write the process in an instruction manual. Use the Present passive

Appendix I

Examples of validity procedures

Infer-coder Document

Name: A.V. Alward
 Position: Associate Prof., English Language Dept - UET
 Experience: 15-20 years

Dear Sir/Madam

Based on your experience, please classify the writing statements based on the proposed coding categories presented in following parts (A-F).

A. Second Language Acquisition theories (SLA)

The objective of this part is to investigate the SLA theories. Second Language Acquisition (SLA) refers to learning and acquisition of a second language in which people learn a language other than their mother tongue (Rod Ellis, 1997).

Theory	Description
Structuralism/ Behaviourism	Based on this theory acquiring language can happened based on Reinforcement-awards relations and stimulus-response relations (Demirezen, 1988). Thus, based on Behaviourism/Structuralism theory, the focus is on the description of the language forms and structure, and language learning and acquisition usually happen through repetition.
Cognitive information processing	According to this theory, intellectual development is fuelled by cognitive activities (Pugazhenthil & Phil, 2012). These activities focus on the reader conducting various mental activities separately from the structure of grammatical rules or communicative objective including analysing a selection of previous experience and knowledge, and linguistic and textual information.
Socio-cognitive/socio-cultural	Socio-cognitive/socio-cultural theories regarding SLA tend to consider language learning as cognitive and social in nature (Sidek, 2012). According to socio-cognitive theories, language acquisition occurs through the interactive network of culture (the context of the situation), cognitive knowledge (the pupils' experience) and the environment (classroom, institution, and society) (Atkinson, 2002; Taber, 2011).

Appendix I1

Examples of validity procedures

No	Statement	Structuralism/ Behaviourism	Cognitive information processing	Socio-cognitive/ socio-cultural
1.	Re-write these sentences with the correct punctuation			
2.	Join the sentence using -ing form	✓		
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.	✓		
4.	Find out other example of the above language	✓		
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓		
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓		
7.	Write sentences using have or get. Use the correct tense.	✓		
8.	Re-write the underlined sentences using suitable modal verbs	✓		
9.	Complete the flow chart using the information in the text.		✓	
10.	Which explanation do you think is best? Write four sentences to explain why.		✓	
11.	Identify everything in the picture, write notes.		✓	
12.	Write letters of each picture on PB page 44 in the order		✓	
13.	Read the newspaper headlines and write a report.		✓	
14.	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.		✓	
15.	Write the ending of the story			
16.	You are a reporter. You want to find information about someone for your newspaper. Match the information (A to E) to the questions (1 to 5), and write the correct letter in each box.			✓
17.	Write a description in your copybook. Describe a scene you know. It could be the view from your classroom window, from your house, or a favorite place that you are familiar with			✓
18.	Re-write these sentences to change the information focus.	✓		
19.	Write these headlines as complete sentences.	✓		
20.	You are a medical student writing about the process of patient treatment in Casualty.			
21.	Re-read the underlined parts on pages 45. Then write a paragraph in your copybooks		✓	
22.	Think of somebody you know about who has had a long life in public service. Write a short paragraph about him/her in your copybooks. Use the vocabulary you have collected in this unit. The following questions will guide your writing.			✓
23.	Do heavy things fall faster than light things? Devise an experiment to find out. Write up on the form below.			✓
24.	Work with your partner. Re-write the description in your copybook.		✓	
25.	Work in pairs. Interview your partner about his/her family and note his/her answers on the table.		✓	

Appendix I2

Examples of validity procedures

B. L2 Writing theories

The objective of this part is to investigate the L2 Writing theories

Theory	Description
Product-Based Approach	In Product-Based Approach, the focus of language learning is on the linguistic forms and structure (Brown, 2002) and the text is manipulated through imitated fixed patterns (Pincas, 1982). In a typical product approach-oriented classroom, the students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.
Process-Based Approach	Process-based approach is the practice of encouraging pupils to focus on the meaning and ideas of writing instead of approaching it as a grammatical challenge O'Brien (2004). Process-based writing is viewed as the way in which writers work on their writing tasks from the beginning to the end of the written product.
Genre Based Approach	In this approach, text is seen as a social process and writing as a collaborative act that is influenced by complex and interrelated social factors (Knapp & Watkins, 2005). Hyland (2004) reported that genre adherents argue that people write to achieve certain purposes; people not only write to practice grammar or learning structures, but to focus on context and audience.

Statements

No	Statement	Product	Process	Genre
1.	Re-write these sentences with the correct punctuation	✓		
2.	Join the sentence using -ing form	✓		
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.	✓		
4.	Find out other example of the above language	✓		
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓		
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓		
7.	Write sentences using have or get. Use the correct tense.	✓		

Appendix I3

Examples of validity procedures

C. Learner roles

The objective of this part is to investigate the learner roles. Based on Richards and Rodgers (2001), learner's role patterns are classified into 'individual', 'pair' or 'group'.

Theory	
Individual	Refers to conducting learning tasks individually (Richards and Rodgers, 2001).
Pair/group	Refers to conducting learning tasks individually in pairs/groups (Richards and Rodgers, 2001)

Statements

No	Statement	Individual	Pair/group
1.	Re-write these sentences with the correct punctuation	✓	
2.	Join the sentence using -ing form	✓	
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.	✓	
4.	Find out other example of the above language	✓	
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓	
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓	
7.	Write sentences using have or get. Use the correct tense.	✓	
8.	Re-write the underlined sentences using suitable modal verbs	✓	
9.	Complete the flow chart using the information in the text.	✓	
10.	Which explanation do you think is best? Write four sentences to explain why.	✓	
11.	Identify everything in the picture, write notes.	✓	
12.	Write letters of each picture on PB page 44 in the order	✓	
13.	Read the newspaper headlines and write a report.		✓
14.	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.	✓	
15.	Write the ending of the story		✓
16.	You are a reporter. You want to find information about someone for your newspaper. Match the information (A to E) to the questions (1 to 5), and write the correct letter in each box.	✓	

Appendix I4

Examples of validity procedures

D. Teacher roles

The objective of this part is to investigate the teacher roles. The roles can be classified and coded under two categories teacher as a director (Harmer, 2007), and teacher a catalyst (Richards and Rodgers, 2001).

Theory	Description
Director	in other traditional teaching and learning approaches, the major role of the teacher is to control the learning activities and tasks (Harmer, 2007)
Catalyst	In regards to the CLT approach, teachers act as a catalyst or facilitator to create a learning environment that promotes student interaction (Richards and Rodgers, 2001). In this approach, the role of the teacher is to provide activities that stimulate the acquisition of skills and knowledge through communication (Klapper, 2003), facilitate the communicative process between participants in the classroom, and encourage activities among participants (Breen & Candlin, 1987).

Statements

No	Statement	Director	Catalyst
1.	Re-write these sentences with the correct punctuation	✓	
2.	Join the sentence using -ing form	✓	
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.	✓	
4.	Find out other example of the above language	✓	
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓	
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓	
7.	Write sentences using have or get. Use the correct tense.	✓	
8.	Re-write the underlined sentences using suitable modal verbs	✓	
9.	Complete the flow chart using the information in the text.	✓	
10.	Which explanation do you think is best? Write four sentences to explain why.	✓	

Appendix I5

Examples of validity procedures

E. Types of Writing tasks

The objective of this part is to investigate the types of writing tasks. There are two major text types of writing tasks: narrative and exposition (Avalos, Plasencia, Chavez, & Rascón, 2007; Derewianka, 1990)

Theory	Description
Narrative	Narrative writing statement refer to describing personal experiences or observations of immediate objects or events, providing factual descriptions, summarising ideas and/or information contained in a text, and narrating events or report facts (Pugh et al., 2000; (Avalos, Plasencia, Chavez, & Rascón, 2007)
Expository	The writing statements that focus on exposition and academic argument (Rose, 1983), critical analysing, or synthesising information from several sources (Pugh et al., 2000) can be labelled as expository writing tasks.

Statements

No	Statement	Narrative	Expository
1.	Identify everything in the picture. write notes.	✓	
2.	Write letters of each picture on PB page 44 in the order	✓	
3.	Read the newspaper headlines and write a report		✓
4.	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.	✓	
5.	Write the ending of the story	✓	
6.	You are a reporter. You want to find information about someone for your newspaper. Match the information (A to E) to the questions (1 to 5), and write the correct letter in each box.	✓	
7.	Write a description in your copybook. Describe a scene you know. It could be the view from your classroom window, from your house, or a favorite place that you are familiar with	✓	
8.	You are a medical student writing about the process of patient treatment in Casualty.		✓

Appendix I6

Examples of validity procedures

E. Types of Writing tasks

The objective of this part is to investigate the types of writing tasks. There are two major text types of writing tasks: narrative and exposition (Avalos, Plasencia, Chavez, & Rascón, 2007; Derewianka, 1990)

Theory	Description
Narrative	Narrative writing statement refer to describing personal experiences or observations of immediate objects or events, providing factual descriptions, summarising ideas and/or information contained in a text, and narrating events or report facts (Pugh et al., 2000; (Avalos, Plasencia, Chavez, & Rascón, 2007)
Expository	The writing statements that focus on exposition and academic argument (Rose, 1983), critical analysing, or synthesising information from several sources (Pugh et al., 2000) can be labelled as expository writing tasks.

Statements

No	Statement	Narrative	Expository
1.	Identify everything in the picture. write notes.	✓	
2.	Write letters of each picture on PB page 44 in the order	✓	
3.	Read the newspaper headlines and write a report		✓
4.	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.	✓	
5.	Write the ending of the story	✓	
6.	You are a reporter. You want to find information about someone for your newspaper. Match the information (A to E) to the questions (1 to 5), and write the correct letter in each box.	✓	
7.	Write a description in your copybook. Describe a scene you know. It could be the view from your classroom window, from your house, or a favorite place that you are familiar with	✓	
8.	You are a medical student writing about the process of patient treatment in Casualty.		✓

Appendix I7

Examples of validity procedures

F. Cognitive Domain

The objective of this part is to investigate the types of writing tasks. Based on the revised version of Bloom's taxonomy of cognitive domain level, learning objectives and activities can be classified into remembering, understanding, applying, analysing, evaluating, and creating (Anderson, Krathwohl, & Bloom, 2001).

Theory	Description
Remembering	Retrieving relevant knowledge from memory
Understanding	Determining the meaning of instructional messages, including oral, written, and graphic communication
Applying	Carrying out or using a procedure in a given situation
Analysing	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose
Evaluating	Making judgments based on criteria and standards
Creating	Putting elements together to form a novel, coherent whole or make an original product

Statements

No	Statement	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
1.	Re-write these sentences with the correct punctuation	✓					
2.	Join the sentence using -ing form.	✓					
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.		✓				
4.	Find out other example of the above language		✓				
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓					
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓					

Appendix I8

Examples of validity procedures

F. Cognitive Domain

The objective of this part is to investigate the types of writing tasks. Based on the revised version of Bloom's taxonomy of cognitive domain level, learning objectives and activities can be classified into remembering, understanding, applying, analysing, evaluating, and creating (Anderson, Krathwohl, & Bloom, 2001).

Theory	Description
Remembering	Retrieving relevant knowledge from memory
Understanding	Determining the meaning of instructional messages, including oral, written, and graphic communication
Applying	Carrying out or using a procedure in a given situation
Analysing	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose
Evaluating	Making judgments based on criteria and standards
Creating	Putting elements together to form a novel, coherent whole or make an original product

Statements

No	Statement	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
1.	Re-write these sentences with the correct punctuation	✓					
2.	Join the sentence using -ing form.	✓					
3.	In your copybook, make phrases using the verbs in box 1 and the nouns in box 2.		✓				
4.	Find out other example of the above language		✓				
5.	Write the verbs in brackets in the more suitable form of the present perfect.	✓					
6.	Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B.	✓					

Appendix J

Example of classroom instruction



Appendix J1

Example of classroom instruction



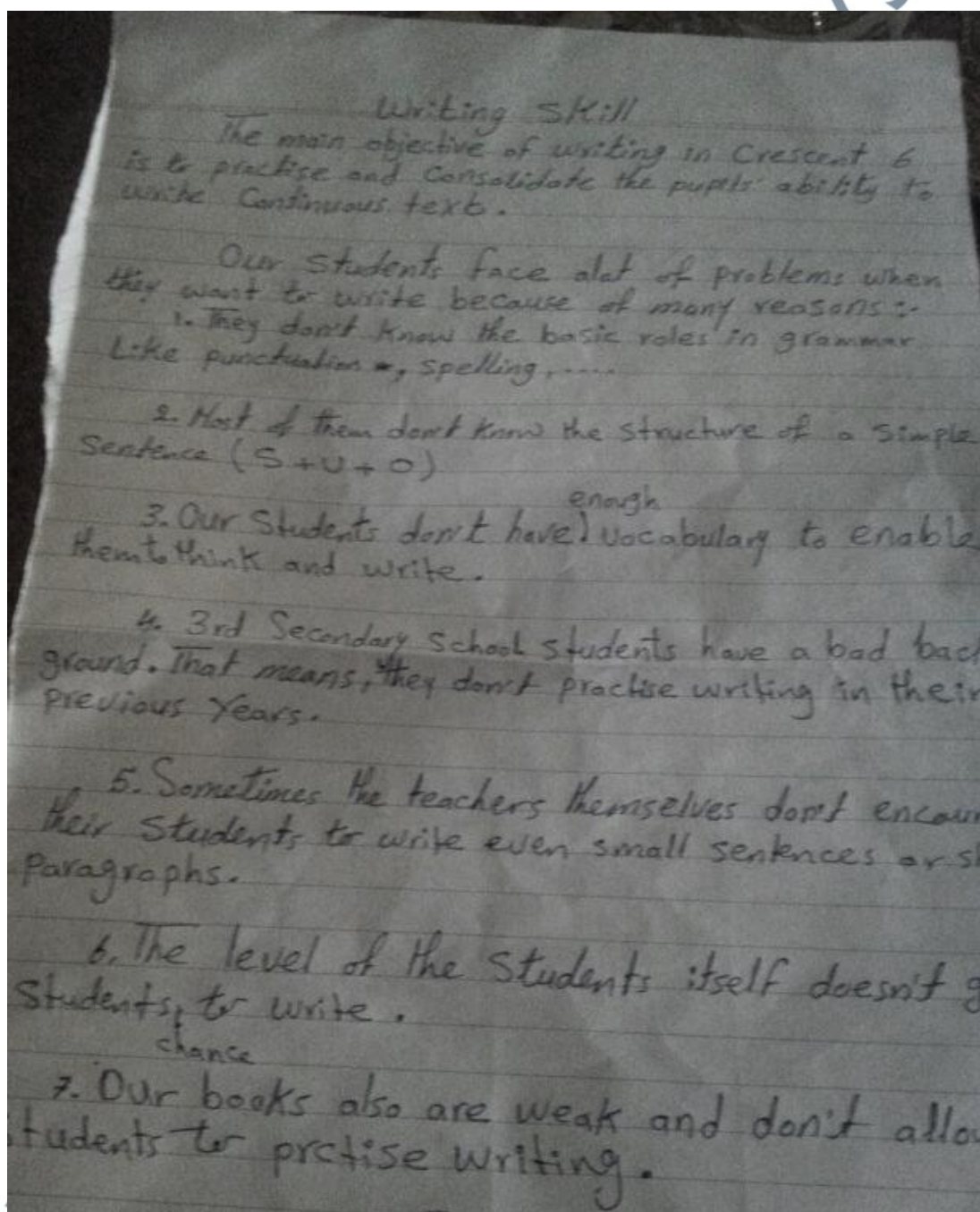
Appendix J2

Example of classroom instruction



Appendix J3

Example of classroom instruction (notes)

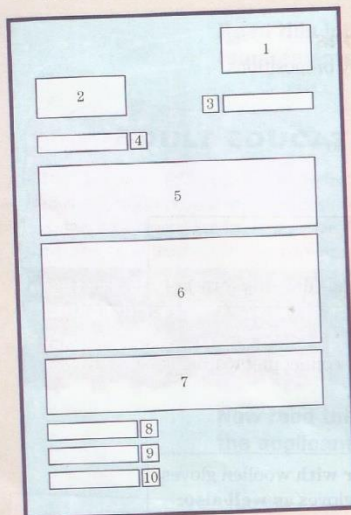


Appendix K

Example of Writing Lesson (Course Book)

3.11 3.12

A business letter



- A The sender's address
 B The name and address of the receiver
 C The sender's signature
 D The greeting, e.g. **Dear Sir**
 E The close, e.g. **Yours faithfully**
 F Information about the sender
 G A reference to the advertisement
 H The sender's name typed or printed
 I The date
 J Asking for an interview

Now do activity B in the Workbook.

When writing a letter of application, you must sell yourself, that is, you must give as much interesting information about yourself as you can.

Answer these questions:

- Which school subjects do you like most? Why?
- What interests or hobbies do you have? Give details. If you like music, say which music and why; if you play sport, say which sport and why.
- Have you ever had any work experience? What was it?
- Have you done anything connected with the job itself? What was it?
- Have you travelled? Where to, when and why?
- Do you have any ambitions? What are they?

Remember!

- Lay out your letter correctly.
- Refer to the advertisement.
- Ask for an interview.
- Keep the letter short, but do not miss out anything important.
- Use the correct form of address.

This diagram shows the layout of a good formal letter. It is an application for a job that was advertised in a newspaper.

Match the boxes with the correct descriptions in the list below the letter. Write your answers in Workbook activity A.

Note: If you use the greeting *Dear Sir*, or *Dear Madam*, you must use **Yours faithfully**, to close.

If you use the greeting *Dear Mr/Mrs Jones*, for example, you must use **Yours sincerely**, to close.

Write a business letter in answer to this job advertisement in the Daily News of April 20th.

Fantastic Job Opportunity!

Have you ever wanted to work on a newspaper? We are looking for young men and women to train as reporters and photographers for a new general interest magazine for people under 25.

No experience is necessary but the successful applicants must be willing to work hard and already have a wide range of interests.

Write and tell us all about yourself and why you think we should give you the chance to join our exciting team.

Write to: The Editor, The Daily News, PO Box 0055, London S18 9HP

Appendix K1

Example of Writing Lesson (Workbook)



B Look at the pairs of sentences below. Decide whether the connections between them is one of *addition* or *consequence*.

- 1 He was lazy and could not speak a foreign language.
He was not given the job in the Ministry.
- 2 Ali applied for a lot of jobs in Sana'a.
He applied for a lot of positions abroad.
- 3 Fatma is diligent and computer literate.
She has excellent communication skills.
She is brilliant at dealing with problems.
- 4 Mahmoud always got good marks in Science.
He wanted to become a doctor.

C Join the pairs of sentences in as many ways as you can.

3.11

A Look at PB page 24. Match the numbers and letters.

- | | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|----|--------------------------|
| 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> |

B Find words on PB page 24 that mean the following:

- 1 design (of a text) _____
- 2 business-like, not friendly _____
- 3 the name of the first words used when meeting or writing to someone

- 4 a way of talking politely to a man _____
- 5 a way of talking politely to a woman _____
- 6 one phrase to end a letter _____

Look at the letters on PB page 22 to check your answers.

3.12

A Write a letter of application in response to the advertisement on PB page 24.

