

BIBLIOGRAPHY

- Alaliee, A. S. (2006). English Curriculum development in Yemeni Higher Education. *Yemeni Journal of Education*, 3, 112-123.
- Abbad, A. T. (1988). An analysis of communicative competence features in English language texts in Yemen Arab republic. University of Illinois at Urbana-Champaign.
- Abdullah, N., & Patil, V. N. (2012). English Language Teaching In Yemen: Importance and Challenges. *International Journal of Social Science Tomorrow (IJSST)*, 1(5), 1 - 8.
- Abdullah, S. S. (2013). A contrastive study of the grammar translation and the direct methods of teaching. Paper presented at the 3rd International Conference on Business, Economics, Management and Behavioral Sciences (ICBEMBS'2013) January 26-27, 2013, Hong Kong, China. <http://psrcentre.org/images/extraimages/ICECEBE%20113900.pdf>
- Al-Buainain, Haifa. (2006) "Students' Writing in EFL: towards a Teaching Methodology". Paper Presented at the Second International AUC OXF Conference, the American University inCairo, March 24-25, 2006
- Ahlsén, E., & Lundh, N. (2008). *Teaching Writing in Theory and Practice: A Study of Ways of Working with Writing in the 9th Grade*.
- Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal*, 1(4), 211-221.
- Ahn, S.-H. (2003). A case study of a Korean learner. *Asian EFL Journal*, 5(4), 1-27.
- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: An action research. *English Language Teaching*, 5(2), p2.

- Aimin, L. (2013). The study of second language acquisition under socio-cultural theory. *American journal of educational research*, 1(5), 162-167.
- Al-Ahdal, A. A. M. H. (2010). ELT in Yemen and India-The Need for Remedial Measures. *Language in India*, 10(11).
- Al-Fatimi, Y. S. (2009). Investigating the Problems Face Teaching Translation Subjects at the Colleges of Education, Aden University. (Unpublished master thesis), Aden University, Yemen.
- Al-Husseini, S. S. (2009). English Language Teachers' Perceptions of Class Size and the Factors that Influence Them. *National Day Address*, 2006, 48.
- Al-khowlani, S. S. (2004). A Sociolinguistic Profile of The Teachers of English In Secondary Schools of Hodeida A Cross-Sectional Pedagogical Study, Unpublished M. A. Thesis, Faculty of Education, Hodeida University
- Al-Khasawneh, F. M. S., & Maher, S. (2010). Writing for academic purposes: Problems faced by Arab Postgraduate students of the College of Business, UUM. *ESP World*, 9, 1-23.
- Al-Mushriquee, A. A (2003). Students' performance in English subjects in secondary schools. *Journal of Language studies*, 3, 87-101.
- Al-Mansoori, A. (2008a). Reasons behind poor achievements in English by the students of scientific departments at Aden college of education from the view point of teachers and students. Unpublished Master Thesis in Education, Aden University, Yemen.
- Al-Mansoori, A. (2008b). Reasons behind poor achievements in English by the students of scientific departments at Aden college of Education from the view point of teachers and students. (Unpublished master thesis in Education), Aden University, Yemen.
- Al-Mansoori, A. (2008c). Reasons behind poor achievements in English by the students of scientific departments at Aden college of Education from the view point of teachers and students. (Unpublished master thesis in Education), Aden University., Yemen.
- Al-Mushriquee, A. A. (2003). Students' performance in English subjects in secondary schools. . *Journal of Language studies*, 3, 87-101.

- Al-Refa'ai, O. (2001). A study of the Reasons of Students' low Academic Achievement in English Language at Aden College of Education, Aden University, Yemen. *Magazine of Aden College of Education*, 3, 37-52.
- Al-Refa'ai, O. Y. (2001). A study of the Reasons of Students' low Academic Achievement in English Language at Aden College of Education. Aden University, Yemen. *Magazine of Aden College of Education*, 3.
- Al-Shamiry, R. (2000). *Yemeni Learners' Oral Communicative Competence in English: A Study at the Tertiary Level*. Unpublished Doctoral Dissertation. Hyderabad, India.
- Al-Sohbani, Y. A. Y. (2013). An Exploration of English Language Teaching Pedagogy in Secondary Yemeni Education: A Case Study. *International Journal*.
- Alsofi, A. A. (2009). *Designing a Refresh Course for In-Service Teachers of English in Yemen*, Unpublished M. A. Thesis, Faculty of Education, Hodeidah University.
- Al-Shuaibi, A. (2009). Phonological Analysis of English Phonotactics of Syllable Initial and Final Consonant Clusters by Yemeni Speakers of English. *Language in India*, 9(11).
- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA: Online Journal of Language Studies*, 9(2), 29-55.
- Al-Tamimi, N. O. M. (2006). *The effect of direct reading strategy instruction on students' reading comprehension, metacognitive strategy, and reading attitudes among eleventh grade students in Yemen*. . (Doctor of Philosophy), University Sains Malaysia, Malaysia. Retrieved from http://eprints.usm.my/9535/1/the_effect_of_direct_reading_strategy_instruction_on_students_reading_comprehension,_metacognitive_strategy_awareness_and_reading_attitudes_among_eleventh_grade_students_in_yemen.pdf
- Alavi, S. M. N., R. B. (2012). The impact of task complexity and reading proficiency level on learners' pedagogic task performance. *Iranian EFL Journal*, 8.

- Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives: Longman.
- Anggraeni, P. (2007). Audio lingual teaching as an alternative method in teaching speaking. (Final Project for Degree of Sarjana Pendidikan), Semarang State University.
- Anton, M. (1999). The discourse of a learner-centered classroom: Sociocultural perspectives on teacher-learner interaction in the second-language classroom. *The Modern Language Journal*, 83(3), 302-318.
- Arnadottir, K. H. (2014). Cooperative Learning in Foreign Language Teaching: A Study of the Use of Group Work in Language Studies in Icelandic Secondary Schools.
- Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2013). Introduction to research in education. Cengage Learning.
- Applebee, A. N. (1986). Problems in process approaches: Toward a reconceptualization of process instruction. *The teaching of writing*. Eighty-fifth Yearbook of the National Society for the Study of Education, Part II, 95-113.
- Aslam, M. (2006). Teaching of english: Foundation Books.
- Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*, 12(1), 3-15. [http://dx.doi.org/10.1016/S1060-3743\(02\)00123-6](http://dx.doi.org/10.1016/S1060-3743(02)00123-6)
- Atkinson, D. (2002). Toward a sociocognitive approach to second Llanguage acquisition. *The Modern Language Journal*, 86(4), 525-545.
- Avalos, M. A., Plasencia, A., Chavez, C., & Rascón, J. (2007). Modified guided reading: Gateway to English as a second language and literacy learning. *The Reading Teacher*, 61(4), 318-329.
- Awadh, A. (2000). Problems of teaching English language in Aden secondary schools as perceived by teachers
- Azzan, H. (2001). Reading comprehension monitoring strategies by Yemeni undergraduate English majors: An exploratory study. Unpublished PhD Thesis. Dr. Babasaheb Ambedkar Marthwada University. Aurangabad.
- Babbie, E. (2015). The practice of social research: Cengage Learning.

- Badenhorst, C. (2008). Academic Writing: The Key to Student Retention?
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, 54(2), 153-160.
- Badiozaman, F. (2014). The Relationship Between Malaysian Learners' Self-Concept And Engagement In Academic Writing. *Malaysian Online Journal of Educational Management*, 2(4), 53-75.
- Banat, S. (2007). The effect of a Program Based on the Process Approach and Learning Style on Developing EFL Writing Skills Among Jordanian Secondary Stage Students. Unpublished Ph. D Thesis, Amman Arab University for Graduate Studies, Amman, Jordan.
- Bataineh, R. F., Bataineh, R. F., & Thabet, S. S. (2011). Communicative Language Teaching in the Yemeni EFL Classroom: Embraced or Merely Lip-serviced? *Journal of Language Teaching and Research*, 2(4), 859-866.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. *Educational Sciences: Theory & Practice*, 14(3), 1133-1141.
- Belchamber, R. (2007). The advantages of communicative language teaching. *The Internet TESL Journal*, 13(2).
- Bellalem, F. (2014). GRAMMAR CONSCIOUSNESS-RAISING ACTIVITIES IN TEACHER EDUCATION.
- Benbasat, I., Goldstein, D. K., & Mead, M. (1987). The case research strategy in studies of information systems. *MIS quarterly*, 369-386.
- Berg, B. L. (2011). *Qualitative Research Methods for the Social Sciences: International Edition*; Pearson Education (Us).
- Berg, B. L., Lune, H., & Lune, H. (2004). *Qualitative research methods for the social sciences (Vol. 5)*; Pearson Boston, MA.
- Bloom, B. S. (1956). *Taxonomy of educational objectives. Vol. 1: Cognitive domain*. New York: McKay.
- Bloom, B. S. (2013). *Taxonomy of Educational Objectives*.
- Bogdan, R. C., & Biklen, S. K. (2007). *Research for education: An introduction to theories and methods*. New York: Pearson.

- Boughey, C. (1997). Learning to write by writing to learn: A group-work approach. *ELT journal*, 51(2), 126-134.
- Boyd, C., & Fukuzawa, S. (2008). The Writing Development Initiative: A pilot project to help students become proficient writers. *CELT*, 1, 123-126.
- Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work*: Pearson Prentice Hall.
- Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied linguistics*, 1(2), 89-112.
- Brewster, J. (1999). Teaching English through content: supporting good practice. *Innovation and Best Practice*, 83-95.
- Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House.
- Brinton, D., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*: University of Michigan Press.
- Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*: Routledge.
- Brown, H. D. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. *Methodology in language teaching: An anthology of current practice*, 9-18.
- Brown, H. D., & Principles, T. B. (2001). *An interactive approach to language pedagogy*: NY: Longman.
- Bryman, A. (2012). *Social research methods*. Oxford university press.
- Burns, R. B. (2000). *Introduction to Research Methods*: SAGE Publications.
- Burns, A., & Richards, J. C. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge University Press
- Byram, M. (2004). Genre and genre-based teaching: *The Routledge Encyclopedia of language teaching and learning*.
- Campbell, J., Smith, D., & Brooker, R. (1998). From conception to performance: How undergraduate students conceptualise and construct essays. *Higher Education*, 36(4), 449-469.
- Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding In-depth Semistructured Interviews Problems of Unitization and Intercoder

- Reliability and Agreement. *Sociological Methods & Research*, 42(3), 294-320.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Candlin, C. N., & Hyland, K. (2014). *Writing: Texts, processes and practices*: Routledge.
- Castagnaro, P. J. (2006). Audiolingual method and behaviorism: From misunderstanding to myth. *Applied Linguistics*, 27(3), 519-526.
- Celce-Murcia, M., & McIntosh, L. (1991). *Teaching English as a second or foreign language*: Heinle & Heinle Publishers.
- Cheng, A. (2008). Analyzing genre exemplars in preparation for writing: The case of an L2 graduate student in the ESP genre-based instructional framework of academic literacy. *Applied linguistics*, 29(1), 50-71, 1. <http://dx.doi.org/0.1093/>
- Chokwe, M. J. (2011). *Academic writing in English Second Language contexts: perceptions and experiences*. Pretoria, South Africa: UNISA
- CELCE-MURCIA, M., Dörnyei, Z., & Thurrell, S. (1997). Direct approaches in L2 instruction: A turning point in communicative language teaching? *Tesol Quarterly*, 31(1), 141-152.
- Cenoz, J., & Ruiz de Zarobe, Y. (2015). Learning through a second or additional language: content-based instruction and CLIL in the twenty-first century. *Language, Culture and Curriculum*, 28(1), 1-7.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1997). "Direct approaches in L2 instruction: A turning point in communicative language teaching?" *TESOL Quarterly*, 31, 141-152.
- Chang, M., & Goswami, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching*, 4(2), p3.
- Chang, S. C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4(2), 13-24.
- Chen, Y. H. (2008). Effects of Content-based Second Language Instruction, in Comparison with Traditional Second Language Instruction, on Taiwan

Vocational College Students' Motivation and English Reading Comprehension: La Sierra University.

Choudhury, A. (2011). Classroom roles of English Language teachers: The traditional and the innovative. *Contemporary Online Language Education Journal*, 1, 33-40.

Cook, V. (2013). *Second language learning and language teaching*. Routledge.

Coombe, C., O'Sullivan, B., & Stoyhoff, S. (2012). *The Cambridge guide to second language assessment*. Cambridge University Press.

Coombe, C., O'Sullivan, B., & Stoyhoff, S. (2012). *The Cambridge guide to second language assessment*. Cambridge University Press.

Crandall, J., & Tucker, G. R. (1989). *Content-Based Instruction in Second and Foreign Languages*.

Crandall, J. (2012). Content Based Instruction and Content and Language Integrated Learning. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*, 149-160.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage Publications, Incorporated.

Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*: Pearson.

Creswell, J. W. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*: Sage.

Crookes, G., & Chaudron, C. (2001). Guidelines for language classroom instruction. *Teaching English as a second or foreign language*, 3, 29-42.

Crossley, S. A., Louwarse, M. M., McCarthy, P. M., & McNamara, D. S. (2007). A linguistic analysis of simplified and authentic texts. *The Modern Language Journal*, 91(1), 15-30.

Crystal, D. (2003). *English as a Global Language*: Cambridge University Press.

Cunningham, C. (2000). *Translation in the Classroom. A Useful Tool for Second Language Acquisition*. Retrieved October, 20, 2010.

Curtain, H. A., & Dahlberg, C. A. (2004). *Languages and children, making the match: New languages for young learners*: Allyn & Bacon.

- Curry, Mary Jane and Hewings, Ann (2003). Approaches to teaching writing. In: Coffin, Caroline; Curry, Mary Jane; Goodman, Sharon; Hewings, Ann; Lillis, Theresa M. and Swann, Joan eds. *Teaching Academic Writing: A Toolkit for Higher Education*. London, UK: Routledge, pp. 19–44.
- Davies, S. (2003). Content Based Instruction in EFL Contexts. *The Internet TESL Journal*, IX(2).
- Davies, S., Swinburne, D., & Williams, G. (2006). *Writing matters: The Royal Literary Fund report on student writing in higher education*. Royal Literary Fund London.
- DEMİREZEN, M. (1988). Behaviorist theory and language learning. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 3(3).
- Derewianka, B. (1990). *Exploring how texts work: Primary English Teaching Association Newtown^ eNew South Wales New South Wales*.
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal*, 34(2), 133-154.
- Dickey, M. (2004). The impact of web-logs (blogs) on student perceptions of isolation and alienation in a web-based distance-learning environment. *Open Learning*, 19(3), 279-291.
- DiFlorio, I., Martin, B., Middlemiss, M. A., & Duncan, P. A. (1989). Curriculum evaluation. *Nurse Education Today*, 9(6), 402-407. doi:10.1016/0260-6917(89)90095-6
- Doggett, G. (1986). *Eight Approaches to Language Teaching*.
- Dupuy, B. C. (2000). Content-Based Instruction: Can it Help Ease the Transition from Beginning to Advanced Foreign Language Classes? *Foreign language annals*, 33(2), 205-223.
- Dörnyei, Z. (1997). Psychological processes in cooperative language learning: Group dynamics and motivation. *The Modern Language Journal*, 81(4), 482-493.
- Ellis, L. (1994). *Research methods in the social sciences: Brown & Benchmark*.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT journal*, 51(1), 36-42.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.

- Emig, J. (1978). Hand, eye, brain: Some "basics" in the writing process. *Research on composing: Points of departure*, 59-71.
- Farea, Q. (2012). Difficulties encountered by EL teachers in implementing communicative approach in Yemen schools
- Freiermuth, M. (2001). Influences of content-based instruction in the ESP classroom. Center for Language Research 2001 Annual Review. Aizuwakakmatsu, Japan: University of Aizu.
- Felder, R. M., & Brent, R. (2007). Cooperative learning. In *Active learning: Models from the analytical sciences*, ACS Symposium Series (Vol. 970, pp. 34-53).
- Fitriyanti, R. S., Apik (2011). Grammar translation method. From Novaekasari09. Retrieved from <http://novaekasari09.wordpress.com/2011/06/12/grammar-translation-method/>
- Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL quarterly*, 605-628.
- Forehand, M. (2005). Bloom's Taxonomy: Original and Revised <http://eit.tamu.edu/JJ/DE.BloomsTaxonomy.pdf>
- Fredriksson, C., & Olsson, R. (2006). English Textbook Evaluation. An Investigation into Criteria for Selecting English textbooks.
- Gabrielatos, C. (2002). EFL Writing: Product and Process. *Karen's Linguistic Issues*.
- Ghassan, A. K. (2009). Communicative Approach in Yemeni EFL context. Paper presented at the proceedings of ICLE, 2009.
- Ghahremani, D., Azarizad, R., Ghahremani, D., & Azarizad, R. (2013). The Effect of Dynamic Assessment on EFL Process Writing: Content and Organization.
- Goodlad, J. I. (1958). Toward a conceptual system for curriculum problems. *School Review*, 66(4), 391-401.
- Ginosyan, H., & Al Abdali, A. (2013). Supplementing the curriculum: Teacher perspective and practices. In: Al-Busaidi, S. & Tuzlukova, V. (2013). *General Foundation Programmes in higher education in the Sultanate of Oman: Experiences, challenges and considerations for the future.* (pp. 202-238). Muscat: Mazoon Press & Publishing.

- Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. *The content-based classroom: Perspectives on integrating language and content*, 5-21.
- Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. A Report to Carnegie Corporation of New York. Alliance for Excellent Education.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Gray, D. E. (2013). *Doing research in the real world*. Sage.
- Green, J. L., Camilli, G., & Elmore, P. B. (2012). *Handbook of complementary methods in education research*. Routledge.
- Green, P. E., Tull, D. S., & Albaum, G. (Eds.). (1999). *Research for Marketing Decisions* (Fifth Edition ed.). India, New Delhi: Prentice-Hall.
- Griffiths, C., & St Helens, A. (2004). *Language learning strategies: Theory and research*: AIS St Helens, Centre for Research in International Education.
- Griffiths, C., & Parr, J. M. (2001). Language learning strategies: Theory and perception. *ELT Journal*, 55.
- Gwet, K. L. (2014). *Handbook of inter-rater reliability: The definitive guide to measuring the extent of agreement among raters*. Advanced Analytics, LLC.
- Guanjie, J. (2003). *Psychology of foreign language education*: Nanning: Guangxi Education Press.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1), 59-82.
- Haithem, M. A. (2004). *Difficulties of Teaching English Language at the Secondary Stage in Abyan governorate as seen by students and teachers*.
- Hall, A. (2007). Vygotsky Goes Online: Learning Design from a Socio-cultural Perspective. *Learning and Socio-cultural Theory: Exploring Modern Vygotskian Perspectives International Workshop*, 1(1).
- Harmer, J. (2007). *The Practice of English Language Teaching*: DVD: Pearson/Longman London.

- Hasan, M. K., & Akhand, M. M. (2010). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of Nelta*, 15(1-2), 77-88.
- Hassen, M. M. N. (2009). A critical study of crescent english course for secondary stage in Yemen. Doctor of Philosophy
- Hasbollah, H. R. B. (2010). The writing performance of undergraduates in the University of Technology Mara, Terengganu, Malaysia. *Journal of Languages and Culture Vol*, 1(1), 8-14.
- Ho, D. G. E. (2009). Systemic text analysis in the ESL writing classroom: Does it work? *RELC journal*, 40(3), 333-359.
- Howatt, A. (1984). *A History of English Language Teaching*: Oxford University Press.
- Kavanagh, B. (2012). The theory and practice of communicative language teaching in Japan. *Academic Research Journal* 2(2), 730-737.
- Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL quarterly*, 445-462.
- Hosam, A. (2012) *Instructional Strategies for Teaching Reading: A Training Program for In-service English Language Teachers in Taiz City, Yemen*. Retrieved from: <http://goo.gl/45zkHj>.
- Howatt, A. P. R., & Widdowson, H. G. (1984). *A history of English language teaching (Vol. 6)*: Oxford University Press Oxford.
- Howe, K. R., & Moses, M. S. (1999). Ethics in educational research. *Review of research in education*, 24(1), 21-60.
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
- Humphreys, B., Johnson, R. T., & Johnson, D. W. (1982). Effects of cooperative, competitive, and individualistic learning on students' achievement in science class. *Journal of Research in Science Teaching*, 19(5), 351-356.
- Hyde, C. (2013). *Task-Based Language Teaching in the Business English Classroom*. University of Wisconsin-River Falls.
- Hyland, K. (2004). *Genre and Second Language Writing~ autofilled~*: University of Michigan Press.
- Hyland, K. (2007). *Genre and second language writing. USA: The university of Michigan press*.

- Hyland, K. 2003. Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12: 17-29.
- Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269-293, 269-293.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *tesol Quarterly*, 693-722.
- Ishler, J. M. (2010). The listening strategies of Tunisian university EFL learners: A strategy based approach to listening to oral English texts. *Indiana University of Pennsylvania*.
- Jakobs, E.-M., Ruhmann, G., & Kruse, O. (1999). *Schlüsselkompetenz schreiben: Konzepte, Methoden, Projekte für Schreibberatung und Schreibdidaktik and der Hochschule: Luchterhand*.
- Jacobs, G. & Yong, S-T. (2004). Using cooperative learning to teach via text types. *The Reading Matrix*, 4(2), 117-126.
- Javid, Choudhary Zahid, Muhammad Umar Farooq, and Muhammad Umer. "An Investigation of Saudi EFL Learners' Writing problems: A Case Study along Gender-lines." *Kashmir Journal of Language Research* 1 (2013).
- Jia Guanjie. (2003). *Psychology of foreign language education*(2nd edition). Nanning: Guangxi Education Press
- Johnson, B., & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Approaches: SAGE Publications*.
- Johnson, D. W., & Johnson, R. T. (1991). *Learning Together and Alone: Cooperative, Competitive, and Individualistic*. Englewood Cliffs, NJ: Prentice Hall.
- Johnson, D. W., & Johnson, R. T. (1994). *Learning together and alone: Cooperative, competitive, and individualistic learning* (4th ed.). Boston: Allyn & Bacon.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1990). *Circles of learning* (3rd ed.). Edina, MN: Interaction Book Company.
- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). *Cooperative learning methods: A meta-analysis*.
- Johnson, F. C., & Paulston, C. B. (1976). *Individualizing the Language Classroom: Learning and Teaching in a Communicative Context: Jacaranda Press*.

- Johnson, R. T., & Johnson, D. W. (1994). An overview of cooperative learning. In J. Thousand, A. Villa, & A. Nevin (Eds.), *Creativity and collaborative learning*. Baltimore, MD: Brookes Press.
- Jones, E. A., Hoffman, S., & Statistics, N. C. f. E. (1995). *The national assessment of college student learning: identifying college graduates' essential skills in writing, speech and listening, and critical thinking : final project report*: National Center for Education Statistics, U.S. Dept. of Education, Office of Educational Research and Improvement.
- Jabur, Z., Maloyan, A. & Smith, R. (2013). Studying the approaches to grammar in the Foundation Programme of Sultan Qaboos University. In: Al-Busaidi, S. & Tuzlukova, V. (2013). *General Foundation Programmes in higher education in the Sultanate of Oman: Experiences, challenges and considerations for the future*. (pp. 65- 91). Muscat: Mazoon Press & Publishing.
- Jung, S. K., Norton, B., & Tollefson, J. (2002). Language planning in Korea: The new elementary English program. *Language policies in education: Critical issues*, 245-265.
- Kagan, S., & High, J. (2002). *Kagan Structures for English Language Learners*. from Kagan Online Magazine http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK17.php
- Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think. *ELT journal*, 52(4), 308-314.
- Karatay, H. (2011), Süreç temelli yazma modelleri: Planlı yazma ve değerlendirme. M. Özbay (Ed.), *Yazma eğitimi içinde* (s. 21-43). Ankara: Pegem Akademi
- Kazempourfard, E. L. A. H. E. H. "On the representation of Bloom's revised taxonomy in interchange textbooks." Unpublished master's thesis, Shiraz University, Iran (2011).
- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14(2), 237-242.
- Khatib, M., & Shakouri, N. (2013). On Situating the Stance of Socio-cognitive Approach to Language Acquisition. *Theory and Practice in Language Studies*, 3(9), 1590-1595.
- Kim, J., Price, M., & Lau, F. (2014). *The Case Study Research Method: Overview and Proposed Guidelines for Reporting and Evaluation Illustrated With*

- Health Informatics Case Studies. *International Journal of Health Information Management Research*, 2(1), 13-30.
- Kim, C., Mendenhall, A., & Johnson, T. (2010). A Design Framework for an Online English Writing Course. In J. M. Spector, D. Ifenthaler, P. Isaias, Kinshuk, & D. Sampson (Eds.), *Learning and Instruction in the Digital Age* (pp. 345-360): Springer US.
- Klapper, J. (2003). Taking communication to task? A critical review of recent trends in language teaching. *Language Learning Journal*, 27(1), 33-42.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*: NewSouth Publishing.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*: Cambridge University Press.
- Kombrabail, H. (2009). *Reserach Design*. from www.scribd.com/doc/18132239/Research-Design
- Krashen, S. (1991). Sheltered subject matter teaching. *Cross Currents*, 18(2), 183-189.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*: Sage.
- Krippendorff, K. (2004). Reliability in Content Analysis. *Human Communication Research*, 30(3), 411-433. doi:10.1111/j.1468-2958.2004.tb00738.x
- Kroll, B. (1990). *Second language writing: Research insights for the classroom*: Cambridge University Press.
- Krueger, R. A. (1994). *Focus groups: a practical guide for applied research*: Sage Publications.
- Kuhlemeier, H., Melse, L., & Bergh, H. v. d. (1996). Comparison of two German language courses in Dutch secondary education. *National Institute of Educational Measurement (Cifo)*. Arnhem, The Netherlands, 22(2), 181-205.
- Kuriloff, P. C. (2004). Rescuing Writing Instruction: How To Save Time & Money with Technology. *Liberal Education*, 90(4), 36-41.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching 3rd edition*. Oxford university press.
- Lantofl, J. P. (1994). Sociocultural theory and second language learning: Introduction to the special issue. *Modern Language Journal*, 78(4), 418-420.

- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors *Makara, Sosial Humaniora* 12(1), 1 - 20.
- Lawrence, W. P. W. (2011). *Textbook evaluation: A framework for evaluating the fitness of the Hong Kong new secondary school (NSS) curriculum*. City University of Hong Kong.
- Lee, J., & VanPatten, B. (2003). *Making Communicative Language Happen*: New York: McGraw Hill.
- Lee, Y.-W., & Sawaki, Y. (2009). Application of three cognitive diagnosis models to ESL reading and listening assessments. *Language Assessment Quarterly*, 6(3), 239-263.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*: Boynton/Cook Pub.
- Liang, X., Mohan, B. A., & Early, M. (1998). Issues of Cooperative Learning in ESL Classes: A Literature Review. *TESL CANADA JOURNAULA REVUE TESL DU CANADA*, 15(2), 13-23.
- Liao, X. (2003). Chinese secondary school EFL teachers' attitudes towards communicative language teaching and their classroom practices. *ResearchSpace@ Auckland*.
- Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (2006). *How languages are learned*.
- Liu, S. (2015). Reflections on Communicative Language Teaching and Its Application in China. *Theory and Practice in Language Studies*, 5(5), 1047-1052.
- Liou, Y. (2010). Who wants EIL? Attitudes towards English as an international language: a comparative study of college teachers and students in the greater Taipei area. *College English: Issues and Trends*, 3, 135-157.
- Little, D. (2005). The European Language Portfolio: where pedagogy and testing meet. *Language Assessment for Lifetime Learning. Assn. of Lang. Testers in Europe*. Cardiff, 11.
- Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? Where do we go from here?. *Language Teaching*, 47(03), 349-362.

- Littlewood, W. (1981). *Communicative language teaching: An introduction*: Cambridge University Press.
- Li, X. (2012). The application of “three dimensional” model in the teaching design of EFL writing. *English Language Teaching*, 6(2), p32.
- Long, M. H., & Crookes, G. (1993). Units of analysis in syllabus design: The case for task. *MULTILINGUAL MATTERS*, 9-9.
- Lund, J., & Tannehill, D. (2014). *Standards-based physical education curriculum development*. Jones & Bartlett Publishers.
- Mangubhai, F., Marland, P., Dashwood, A., & Son, J.-B. (2004). Teaching a foreign language: One teacher's practical theory. *Teaching and Teacher Education*, 20(3), 291-311.
- Mart, Ç. T. (2014, April). CONTENT-BASED INSTRUCTION. In *VLTAI 2014 CONFERENCE* (Vol. 13, p. 551).
- Martin, J. (2013). A Stronger Communicative Language Teaching Design in University Classrooms. *Language Studies*, 21, 83-96.
- Mareva, R., & Nyota, S. (2012). Structural or communicative approach: A case study of English Language teaching in Masvingo urban and peri-urban secondary schools. *Internal Journal of English and Literature*, 3(5), 103-111.
- Mares, C. (2003). ‘Writing a Coursebook’. In B. Tomlinson (Ed), *Developing Materials for Language Teaching* (pp.130-140). London: Continuum.
- Masuhara, H., & Tomlinson, B. (2008). Materials for general English. *English language learning materials: A critical review*, 17-37.
- Matsuoka, R., Evans, D. R., Ozawa, M., Mizuno, M., Evans, D. R., Takeo, K., . . . Yamashita, N. (2004). Socio-cognitive approach in second language acquisition research. *J Nurs Studies NCNJ Vol*, 3(1), 3.
- Maxwell, J. A. (1998). Designing a qualitative study. *Handbook of applied social research methods*, 69-100.
- McDonough, J., & McDonough, S. (2014). *Research methods for English language teachers*: Routledge.
- McCormick, J., Hafner, A. L., & Saint-Germain, M. (2013). From high school to college: Teachers and students assess the impact of an expository reading and writing course on college readiness. *Journal of Educational Research and Practice*, 3(1), 3.

- McLaughlin, B. (2013). *Second language acquisition in childhood: Volume 2: School-age Children*. Psychology Press.
- McGreal, T. L. (1983). *Successful Teacher Evaluation*: ERIC.
- McGroarty, M. (1989). The benefits of cooperative learning arrangements in second language instruction. *National Association for Bilingual Education Journal*, 13(2), 127-143.
- McKay, S. L. (2002). *Teaching English as an International Language: An introduction to the role of English as an international language and its implications for language teaching*: OUP Oxford.
- Mehjabin, N. (2007). Teaching technique that i use in my ESL classes: pros and cons.
- Met, M. (1991). Learning language through content: Learning content through language. *Foreign language annals*, 24(4), 281-295.
- Miller, T. (1997). *Functional Approaches to Written Text: Classroom Applications*.
- Mingers, J. (2001). Combining research methods: towards a pluralist methodology. *Social science research*, 12(3), 240-259.
- Mitchell, R. (1988). *Communicative Language Teaching in Practice*: ERIC.
- Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*: Routledge.
- Modhish, A. S. (2012). Use of Discourse Markers in the Composition Writings of Arab EFL Learners. *English Language Teaching*, 5(5), p56.
- Moffett, J. (1992). *Detecting growth in language*: Boynton/Cook Pub.
- Mohammed, M. N. H. (2012). A critical study of crescent English course for secondary stage in Yemen.
- Motlanthe, K. (2010, April, 22). Speech presented at the Higher Education Summit. Bellville, South Africa: Cape Town.
- Mourtaga, K. R. (2006). Some reading problems of Arab EFL students. *Journal of Al-Aqsa University*, 10(2), 75-91.
- Mukundan, J., & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970-2008). *Research for materials development in language learning: Evidence for best practice*, 336-352.
- Murray, D. M. (1980). *Writing as process: How writing finds its own meaning*. Eight approaches to teaching composition, 3-20.

- Musavi, Z. (2001). An Overview of the TEFL Situation in Various Countries.
- Msanjila, Y. P. (2005). Problems of writing in Kiswahili: a case study of Kigurunyembe and Morogoro secondary schools in Tanzania. *Nordic Journal of African Studies*, 14(1), 15-25.
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ*, 6(2), 1-20.
- Naif, Mohammed. (2003). "A Study of Yemeni EFL College Student Writers' Composition Strategies and Skills". Unpublished Ph.D. thesis, Sana'a University, Yemen.
- Nakatsugawa, M. (2009). *Bridging the Gap: A Communicative Grammar-Translation Approach*.
- Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.
- Nazim, M., & Ahmad, J. (2012). Developing Writing Skills: A Practical Remedy of Common Writing Problems among Students of Writing Skills Courses at Preparatory Year. *Journal of Languages*, 12(3), 348-360.
- Neeley, T. (2012). Global Business Speaks English. *Harvard Business Review*. Retrieved from <http://hbr.org/2012/05/global-business-speaks-english/ar/2>
- Neuendorf, K. A. (2002). *The content analysis guidebook*: Sage.
- Newton, J. (1995). Task-based interaction and incidental vocabulary learning: A case study. *Second Language Research*, 11(2), 159-176.
- Nofal, K. (2011). The Reasons Behind the English Major Students' Weaknesses in Philadelphia University. *Damascus University Journal*, 27(1), 2.
- Nordin, S. M., & Mohammad, N. (2006). The best of two approaches: Process/Genre based approach to teaching writing. *The English Teacher*, 35, 75-85.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers* (Vol. 128): Prentice hall United Kingdom.
- Nunan, D. (1999). *Second Language Teaching & Learning*: ERIC.
- Nunan, D. (2003a). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region*. *TESOL Quarterly*, 37(4), 589-613. doi:10.2307/3588214

- Nunan, D. (2003b). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. *TESOL QUARTERLY*, 37(4), 589 - 613.
- Nunan, D. (2003c). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region*. *Tesol Quarterly*, 37(4), 589-613.
- Nunan, D. (2004). *Task-Based Language Teaching*: Cambridge University Press.
- O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 442-463.
- Oebel, G. (2001). So-called "alternative FLL approaches". Grim Verlag: Germany. Retrieved from www.books.google.com/books?isbn=3640187792.
- O'Neill, R. (1982). Why use textbooks? *ELT journal*, 36(2), 104-111.
- Ozsevik, Z. (2010). *The Use of Communicative Language Teaching (CLT): Turkish EFL Teachers' Perceived Difficulties in Implementing CLT in Turkey*. (Master of Arts), University of Illinois, Urbana-Champaign. Retrieved from https://ideals.illinois.edu/bitstream/handle/2142/16211/Ozsevik_Zekariya.pdf?sequence=2
- Onozawa, C. (2010). A study of the process writing approach: A suggestion for an eclectic writing approach. *Proceedings of Kyoai Gakuen College, Japan*, 10, 153-163
- O'Neill, T., Snow, P., & Peacock, R. (1991). *Teacher's Book 6*.
- Paltridge, B. (2007). Approaches to Genre in ELT. In J. Cummins, & C. Davison (Eds.), *International Handbook of English Language Teaching*, Vol. 15, 931-943. Springer US.
- Pessoa, S., Hendry, H., Donato, R., Tucker, G. R., & Lee, H. (2007). Content-Based Instruction in the Foreign Language Classroom: A Discourse Perspective. *Foreign Language Annals*, 40(1), 102.
- Peng, D. L. L. H. C., & Yuwen, C. Y. Z. (2003). A Systematic Study of Process Approach and Its Implications for the Teaching Reforms of College English Writing [J]. *Foreign Language Education*, 6, 013.
- Perry, C. (1998). Processes of a case study methodology for postgraduate research in marketing. *European Journal of Marketing*, 32(9/10), 785-802.

- Phenix, P. H. (1962). The use of the disciplines as curriculum content. Paper presented at the The educational forum.
- Phillipson, R. (1992). Linguistic imperialism. Oxford: Oxford University Press.
- Pica, T., & Doughty, C. (1985). Input and interaction in the communicative language classroom: A comparison of teacher-fronted and group activities. *Input in second language acquisition*, 115-132.
- Pica, T., Kanagy, R., & Falodun, J. (2009). Choosing and using communication tasks for second language instruction. In C. V. d. Branden, M. Bygate, & J. Norris (Eds.), *Task-Based Language Teaching: A Reader* (pp. 171-192). Amsterdam: John Benjamins Pub. Co.
- Pincas, A. (1982). *Teaching English Writing*: Macmillan.
- Porter, A. (2004). Curriculum assessment. *Complementary Methods for Research in Education*.: Washington DC: AERA.
- Prabhu, N. S. (1987). *Second language pedagogy* (Vol. 20): Oxford University Press Oxford.
- Prior, S. V. (2012). An Exploration of Changes in First-Year College Students' Writing Skills Between High School and the Conclusion of the Composition Course. (Ph.D. 3523133), University of South Carolina, United States -- South Carolina. Retrieved from <http://search.proquest.com/docview/1037996054?accountid=48462> ProQuest Dissertations & Theses (PQDT) database.
- Pugazhenth, V., & Phil, M. (2012). The Role of English Teacher in Language Learning, Teaching and Assessment. *Language in India*, 12.
- Pugh, S. L., Pawan, F., & Antommarchi, C. (2000). Academic literacy and the new college learner.
- Qaddumi, M. K. (1995). Textual deviation and coherence problems in the writings of Arab students at the University of Bahrain: sources and solutions. University of Nottingham.
- Qin, Z., Johnson, D. W., & Johnson, R. T. (1995). Cooperative versus competitive efforts and problem solving. *Review of Educational Research*, 65(2), 129-143.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30(1), 85-105.

- Rabab'ah, G. (2005). Communication problems facing Arab learners of English. *Journal of Language and Learning*, 3(1), 180-197.
- Rahman, M. H. (2007). An evaluation of the teaching of reading skills of English in Bangladesh. (Master in English), University of Rajshahi, Rajshahi, Bangladesh.
- Rahimi, M. (2007). What Do We Want Teaching-Materials For An EFL Teacher Training Programs? Shahid Rajae Teacher Training University, Tehran, Iran, *Asian EFL Journal*.
- Rahim, H. b. A. (2014). An analysis of the form three English language reading curriculum in Malaysia: Approaches to Reading and Preparation for Upper Secondary Education. Doctorate of Philosophy in Education (TESL) Unpublished thesis, Universiti Sains Islam Malaysia, Malaysia.
- Raimes, A. (1983). *Techniques in Teaching Writing*: ERIC.
- Razmjoo, S. A., and Reza Raissi. "Evaluation of SAMT ESP textbooks for the students of medical sciences." *The Asian ESP Journal* 6.2 (2010): 107-140.
- Reigstad, G. R. (2008). *Best Practice in Writing Instruction K-8*.
- Renadya, W. A., & Richards, J. C. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Richards, J. C., & Schmidt, R. W. (2014). *Language and communication*. Routledge.
- Richards, J. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J., Platt, J., & Weber, H. (1986). *Longman Dictionary of Applied Linguistics*. London: Longman.
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (1995). *Approaches and Methods in Language Teaching. A description and analysis*. Cambridge: CUP.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

- Richards, J. C. (2005). *Communicative language teaching today: SEAMEO Regional Language Centre*.
- Richards, J. C., & Nunan, D. (1990). *Second language teacher education: Cambridge University Press*.
- Richards, J. C., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics*. Harlow: Longman.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice: Cambridge University Press*.
- Roberson, T. J. (1998). *Classroom Observation: Issues Regarding Validity and Reliability*.
- Robertson, A. (1971). Curriculum building. *The Encyclopaedia of Education*, New York: Macmillan, 2, 564-575.
- Robertson, C. (2008). Integration of Moodle Course Management System (CMS) into an EFL writing class. *The JALT CALL Journal*, 4(1), 53-59.
- Rose, M. (1983). Remedial writing courses: A critique and a proposal. *College English*, 45(2), 109-128.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field methods*, 15(1), 85-109.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning: Palgrave Macmillan*.
- Saldana, J. (2009). An introduction to codes and coding. *The coding manual for qualitative researchers*, 1-31.
- Saunders, M. N., Saunders, M., Lewis, P., & Thornhill, A. (2011). *Research methods for business students, 5/e: Pearson Education India*.
- Savignon, S. J. (2002). *Communicative Language Teaching: Linguistic Theory and Classroom Practice*. In S. J. Savignon. (Ed.), *Interpreting communicative language teaching* (pp. 1-27). New Haven & London: Yale University Press.
- Saville-Troike, M. (1973). Reading and the audio-lingual method. *TESOL Quarterly*, 395-405.
- Scott, V. M. (1996). *Rethinking Foreign Language Writing: ERIC*.
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach: John Wiley & Sons*.

- Seifoori, Z., Mozaheb, M. A., & Beigi, A. B. (2012). A Profile of an Effective EFL Writing Teacher (A Technology-based Approach). *English Language Teaching*, 5(5), p107.
- Seyler, D.U. (2010). *Read, Reason, Write: an argument text and reader* (9th Ed.). Boston: McGraw-Hill Higher Education.
- Seyabi, F. A., & Tuzlukova, V. (2014). Writing problems and strategies: An investigative study in the Omani school and university context. *Asian Journal of Social Sciences & Humanities*, 3(4), 37-48.
- Shamsan, S. (2003). Evaluation of EFL Learners in Yemeni EFL Context: Case Study of Secondary Level. *Journal of Social Studies*, 2(4), 45-69.
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
- Shih, M. (1986). Content-Based Approaches to Teaching Academic Writing. *Tesol Quarterly*, 20(4), 617-648.
- Sidek, H. M. (2010). *An Analysis of the EFL Secondary Reading Curriculum in Malaysia: Approaches to Reading and Preparation for Higher Education*. University of Pittsburgh.
- Sidek, H. M. (2012). EFL READING INSTRUCTION: COMMUNICATIVE TASKBASED APPROACH. *International Journal of Instruction*, 5(2), 109-128.
- Silva, T., & Matsuda, P. K. (2012). *On second language writing*: Routledge.
- Simpson, A. (2013). A process approach to writing. Retrieved from <http://www.developingteachers.com>
- Silverman, D. (2006). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*: SAGE Publications.
- Skehan, P. (1998). Task-based instruction. *Annual review of applied linguistics*, 18, 268-286.
- Skehan, P., & Foster, P. (2012). Complexity, accuracy, fluency and lexis in task-based performance. *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA*, 32, 199.
- Skehan, P., Xiaoyue, B., Qian, L., & Wang, Z. (2012). The task is not enough: Processing approaches to task-based performance. *Language Teaching Research*, 16(2), 170-187.

- Skehan, P. (2003). Task-based instruction. *Language teaching*, 36(01), 1-14.
- Slavin, R. E. (1996). Research on Cooperative Learning and Achievement: What We Know, What We Need to Know. *Contemporary Educational Psychology*, 21(1), 43-69.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *Tesol Quarterly*, 23(2), 201-217.
- Songy, D. G. (2007). Predicting Success in Academic Achievement of Major Seminarians in Papua New Guinea: A Comparison of Cognitive Test Results and Grade Point Averages. *Contemporary PNG Studies*, 7, 59.
- Steele, V. (1992). Product and process writing: a comparison. *British Council teaching English–Writing–Creative writing for language practice*, 1-3.
- Stenlev, J. (2003). Cooperative Learning in foreign language teaching. *Sprogforum*, 25, 33-42.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2006). *Focus Groups: Theory and Practice*: SAGE Publications.
- Stoller, F. L., & Grabe, W. (1997). A six-t's approach to content-based instruction. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 78–94). White Plains, NY: Longman.
- Stoller, F. L. (2008). Content-Based Instruction. In *Encyclopedia of language and education* (pp. 1163-1174). Springer US.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14, 153–173. doi:10.1016/j.jslw.2005.05.002
- Storch, N. (1998). A classroom-based study: Insights from a collaborative text reconstruction task. *ELT Journal*, 52(4), 291-300.
- Stoynoff, S. (1997). Factors associated with international students' academic achievement. *Journal of Instructional Psychology*.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*: Cambridge University Press.
- Sun, C., & Feng, G. (2009). Process approach to teaching writing applied in different teaching models. *English Language Teaching*, 2(1), P150.

- Sun, P.-C., Tsai, R. J., Finger, G., Chen, Y.-Y., & Yeh, D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & Education*, 50(4), 1183-1202. doi:10.1016/j.compedu.2006.11.007
- Suleiman M. F., The process and product of writing: Implications for elementary school teachers. ERIC Digest, ERIC Identifier ED 442299, 2000.
- Swales, J. M. (1993). Genre and engagement. *Revue Belge de Philologie et D'histoire*, 71(3), 687-698.
- Swami, J. A. (2008). Sensitizing ESL learners to genre. *TESL-EJ*, 13(3), 1-13. <http://www.tesl-ej.org/ej47/a9.html>
- Taber, K. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction.
- Taghizadeh, M. E., Abidin, M. J. Z., Naseri, E., & Hosseini, M. (2013). In the Importance of EFL Learners' writing Skill: Is there any Relation between Writing Skill and Content Score of English Essay Test?. *International Letters of Social and Humanistic Sciences*, (06), 1-12.
- Tangpermpoon, T. (2008). Integrated approaches to improve students writing skills for English major students. Retrieved November, 20(2008), 1-9.
- Tangpermpoon, T. (2008). Integrated approaches to improve students writing skills for English major students. *ABAC Journal*, 28(2).
- Tang, W., Bai, J., Liu, J., Wang, H., & Chen, Q. (2012). Students' evaluation indicators of the curriculum. *International Journal of Medical Education*, 3, 103-106.
- Tang, R. (Ed.). (2012). *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts*. Bloomsbury Publishing.
- Tang, H., Chiou, J. S., & Jarsaillon, O. (2015). Efficacy of Task-Based Learning in a Chinese EFL Classroom: A Case Study. *English Language Teaching*, 8(5), p168.
- Tangkiengsirisin, S. (2012). Approaches to Teaching Second Language Writing. *LEARN Journal: Language Education and Acquisition Research Network*, 3, 1-26.

- Tarawneh, Rula. (2009) "The Problems of Writing English for 7th Grade Students 2008-2009". 2009 EABR & TLC Conference Proceedings, Prague, Czech Republic.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*: SAGE Publications.
- Thabet, S. (2002). *Obstacles of Using Communicative Techniques in Yemeni English Foreign Language Classes*. Unpublished MA Thesis, Yarmouk University, Jordan.
- Thabet, S. (2011). *Communicative Language Teaching in the Yemeni EFL Classroom: Embraced or Merely Lip-serviced?*. *Journal of Language Teaching and Research*, (2) 4, pp. 859-866.
- Tomlinson, B. (2008). *English language learning materials: A critical review: Continuum*.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- Tribble, C. (1991). *Concordancing and an EAP writing program*. *CAELL Journal*, 1(2), 10-15.
- Troncale, N. (2002). *Content-Based Instruction, Cooperative Learning, and CALP Instruction: Addressing the Whole Education of 7-12 ESL Students*. *Working Papers in TESOL & Applied Linguistics*, 2(3).
- Tsui, A. B. M., Shum, M. S. K., Wong, C. K., Tse, S. K., & Ki, W. W. (1999). *Which Agenda? Medium of Instruction Policy in Post-1997 Hong Kong. Language, Culture and Curriculum*, 12(3), 196-214. doi:10.1080/07908319908666578
- Tuan, L. T. (2011). *Teaching writing through genre-based approach*. *Theory and Practice in Language Studies*, 1(11), 1471-1478.
- Tudor, I. (1993). *Teacher roles in the learner-centred classroom*. *ELT journal*, 47(1), 22-31.
- UNESCO. (2011). *World data on education 2010 / 2011*. International Bureau of Education. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Yemen.pdf.

- Ur, P. (1999). *A Course in Language Teaching: Trainee Worksheets*: Ernst Klett Sprachen.
- Van den Branden, K. (2006). *Task-based language teaching: from theory to practice*: Cambridge: Cambridge University Press.
- Wahba, E. H. (1998). *Teaching Pronunciation--Why?* Paper presented at the Forum.
- Wajnryb, R. (1992). *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*: Cambridge University Press.
- Wallin, J. J. (2011). What is? Curriculum theorizing: For a people yet to come. *Studies in Philosophy and Education*, 30(3), 285-301.
- Wang, T.-P. (2007). The comparison of the difficulties between cooperative learning and traditional teaching methods in college English teachers. *The Journal of Human Resource and Adult Learning*, 3(2), 23-30.
- Wang, X. (2009). Second language theories and their influences on EFL in China. *English Language Teaching*, 2(4), p149.
- Weber, R. P. (1990). *Basic content analysis*: Sage.
- Wei, C., & Chen, Y. (1993). *Cooperative learning: A study of English teaching pedagogy-the perspectives of college students in Taiwan*. Paper presented at the The 10th Conference on English teaching and learning in the republic of China, Taipei.
- Welch, D. E., & Welch, L. S. (2008). The importance of language in international knowledge transfer. *Management International Review*, 48(3), 339-360.
- Wesche, M. B., & Skehan, P. (2002). *Communicative, task-based, and content-based language instruction*: na.
- Weshah, H. A., & Tomok, T. N. (2011). The Impact of a Training Program Based on Pedagogical Knowledge on Improving the Speaking and Writing Skills Teaching Practices of Female English Language Teachers. *Reading Improvement*, 48(4), 179-194.
- White, R., & Arndt, V. (1991). *Process Writing*.
- Widdowson, H. (2003). *Defining issues in English language teaching*: Oxford University Press.
- Willis, D. & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press
- Widdowson, H. G. (1996). *Linguistics*: Oxford University Press.

- Williams, J. (1995). Focus on form in communicative language teaching: Research findings and the classroom teacher. *TESOL journal*, 4(4), 12-16.
- Willis, D., & Willis, J. (2008). *Doing task-based teaching*: Oxford University Press.
- Wingate, U. (2006). Doing away with the study skills. *Teaching in Higher Education*, 11(4). 457-469.
- Winnefeld, J. (2013). Task-based Language Learning in Bilingual Montessori Elementary Schools: Customizing Foreign Language Learning and Promoting L2 Speaking Skills. *Linguistik online*, 54(4).
- Wolff, A., Kortuem, G., & Cavero, J. (2015). Urban Data in the primary classroom: bringing data literacy to the UK curriculum.
- Wragg, E. C. (2012). *An Introduction to Classroom Observation*: Routledge.
- Xu, Y. (2010). Theories Analyzing Communicative Approach in China's EFL Classes. *English Language Teaching*, 3(1), P159.
- Xiaoxiao, L., & Yan, L. (2010). A case study of dynamic assessment in EFL process writing. *Chinese Journal of Applied Linguistics*, 33(1), 24-40.
- Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing*, 20(2), 111-133.
- Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.
- Yin, R. K. (2011). *Applications of case study research*. Sage.
- Yin, R. K. (2009). *Case Study Research: Design and Methods*: SAGE Publications.
- Yin, R. K. (2003). *Applications of Case Study Research*: Sage Publications.
- Zareian, Gholamreza, et al. "An Evaluation of Questions in Two ESP Coursebooks Based on Bloom's New Taxonomy of Cognitive Learning Domain."
- Zhang, Y. (2010). Cooperative Language Learning and Foreign Language Learning and Teaching. *Journal of Language Teaching and Research*, 1(1), 81-83.
- Zohar, A., & Dori, Y. J. (2003). Higher order thinking skills and low-achieving students: Are they mutually exclusive? *The Journal of the Learning Sciences*, 12(2), 145-181.
- Zughoul, M. R. (2003). Globalization and EFL/ESL Pedagogy in the Arab World. *Journal of Language and Learning*, 1(2).

Zughoul, M. R., & Taminian, L. (1984). The linguistic attitudes of Arab university students: Factorial structure and intervening variables. *International Journal of the Sociology of Language*, 1984(50), 155-179.

Zuheer, K. M. M. (2013). Developing EFL Teachers' Performance at Sana'a Secondary Schools in the Light of Their Professional and Specialist Needs. Online Submission.

