

CHAPTER FOUR

FINDINGS

4.1 INTRODUCTION

This study examined the overarching approaches to second language writing instruction as reflected in the Yemeni 12th grade EFL writing curriculum. In addition, it determines how well the curriculum prepares students with the required English academic writing skills at the university level and explores the quality of language instruction with which they are provided. The chapter presents the findings of each research question pursued in this study and discusses how these findings shed light on the primary research objective and their implications for the field of research.

To achieve the research objectives, an in-depth investigation of the research problem was conducted to generate scientific evidence on the alignment of the curriculum and instructional approaches with the Communicative Language Teaching (CLT) as well as the preparation for higher education level language learning. This investigation was conducted using a case study approach, which

generated a rich amount of meaningful data on the research questions. The motivation for choosing the case study approach was to gain a better understanding of the problems reported in many studies regarding the lack of effective academic writing skills, which students need to master for overall academic success in the higher education level. The case study was more appropriate as issues of this nature are difficult to analyse from a purely empirical perspective. Instead, it is preferable to employ content analysis methods in eliciting attitudes toward the quality of students' academic writing abilities in order to draw conclusions on the validity of previous studies.

The results of many EFL literacy studies that were conducted in different EFL contexts have reached the same conclusions as the present study, which indicates that the findings have a high degree of validity and can be considered representative of a wider research population. In effect, it is clear that university students are facing many difficulties and problems acquiring the EFL literacy skills necessary to cope with the rigorous academic demands expected at the university level, and the preparation process with which they are exposed in the secondary school system is still largely questionable. Therefore, finding plausible answers for such problems requires more open and semi-structured methods, which justifies the methodological choices made in collecting the necessary data for this study.

4.2 OVERVIEW OF DATA COLLECTION AND ANALYSIS

For the purpose of curriculum analysis, three books of the 12th grade curriculum were selected: the course book, workbook, and teacher's book. To select the participants for classroom observation, purposive sampling technique, also known as a

judgemental, selective, or subjective sampling technique, was used in this study. This method is a non-probability sampling technique used by a researcher who wishes to compose a suitable sample group based on specific attributes of interest. In purposeful sampling, the researcher selects participants who are familiar with the context and nature of the research project and selects those who are keen to offer the required data on the basis of their own personal knowledge, attitude, and experiences (Johnson & Christensen, 2008; Ryan & Bernard, 2003).

This approach is ideal in cases where the researcher aims to collect data on a very specific phenomenon from the point of view of a very specific demographic. Voluntary participants were selected based on their satisfaction of specific criteria to ensure that each member of the sample group possessed a good level of experience in English language learning. The criteria included: (a) the participant should have experience of at least one year, (b) the participant should be a full-time teacher, and (3) the participant should have no objection to his/her sessions being recorded and to notes and other related materials required for the purpose of the study being shared. Participants of both sexes with different levels of experience were intentionally selected in an attempt to increase the likelihood of a diverse and meaningful range of data being collected.

In addition, a diverse sample group was purposefully selected in order to ensure that the data collected was as rich, meaningful, and relevant as possible. In turn, this would increase the validity of the findings and provide a wealth of data to substantiate the research discussions. Thirteen invitations were sent to potential government schools in two governorates in order to nominate the participants based on the proposed criteria. Eight out of thirteen schools responded positively to this

invitation with an overall total of eight nominated teachers agreeing to participate in this study. Then, in the subsequent data collection process, the seven teachers agreed to participate in the process and accordingly sixteen classroom observations were conducted, recorded, transcribed, analysed, and validated. Each stage in this data collection and analysis process was essential in gathering a large amount of relevant data that could be applied to the investigation of the research question.

A classroom observation guide, including a summary of the study and the types of procedures used to conduct classroom observation, was created and sent to the participants before the classroom observations took place. This was important as the researcher wanted the participants to be fully aware of the scope and nature of the study so that they would feel comfortable participating and would behave as they normally would in a classroom teaching environment. In effect, it was important that the research subjects did not become anxious during the research process as this may have influence the observational findings.

An overview of the profile of each participant who took part in this research is delineated in Table 4-1, which offers details on the gender, school and experience level of participants as well as the number of teaching sessions for which they were observed. In total, four females and four males took part, which means that each gender was well represented in this study. Each participant belonged to a different school and had a different level of teaching experience. This is a positive attribute of the sample group as it ensures that a diverse range of meaningful data will be collected on the research topic and ensures that a variety of perspectives on the identified issues will be provided.

Table 4-1: Participants' Profiles

	Gender	School	Experience	No. Sessions
T1	Male	Saif Bin Thi Yazan	1	2
T2	Female	Al Batool School	3	2
T3	Male	Shohada Al-Sabeen	2	2
T4	Female	Arwa School	2	2
T5	Female	Al-Zahra School	4	2
T6	Male	Al-Kuwait School	3	2
T7	Male	Abdul Nasir School	5	2
T8	Female	Asma'a School	2	2

Data were collected from May to July 2014. The invitations to participate were sent to teachers upon the agreement of the schools' management board. The invitation letter included the main objective of the study and delineated what was required of the teachers who participated in classroom observations. After the classroom observations had been conducted, the collected data was transcribed and coded for the purpose of data analysis.

The unit of analysis was the writing statements in the curriculum and the transcripts of the classroom observation. According to Campbell et al. (2013) and Berg (2011), for the analysis purposes the transcripts can be different in lengths ranging from a series of words or sentences to full coherent paragraphs. The coding

process was performed using the open coding method. In open coding, each document which is subject to analysis is examined carefully on a line-by-line and word-by-word basis so that the researcher can highlight the concepts or categories that best represent or reflect the research data (Strauss, 1987).

During the analysis, observation sheets were used to identify the writing tasks, teacher roles, and learner roles. The reliability issues were addressed by (1) the coding performed in line with the coding scheme proposed in analytical framework, and (2) the coded statements were presented to specialists in the field in order to elicit their opinions or feedback. Following this, the inter-coder reliability level was measured through the application of the PA (Neuendorf, 2002; Ryan & Bernard, 2003; Gwet, 2014). The outcome of this inter-coder reliability test indicated an inter-coder reliability of 0.91, which reflects a high reliability coefficient (Ellis, 1994; Neuendorf, 2002; Gwet, 2014). During this process, any criticisms on the coded statements were taken on board and any issues that persisted were discussed at length until a suitable resolution was reached.

The results of the study were organised into two parts. The first part consists of the analysis of the alignment of Second Language Acquisition (SLA), second language writing approaches with their related instructional approaches, the learner roles, and the teacher roles with CLT. The first part comprises research questions one through to four. The second part of this study analyses how well the curriculum prepares students for English academic writing at the university level. The second part comprises research questions five through to seven.

4.3 PART I: The alignment of Second Language Acquisition (SLA), Second Language writing theories, learner and teacher roles with the Communicative Language Teaching (CLT)

4.3.1 Analyses of Second Language Acquisition (SLA) theories and related instructional approaches

This section presents the findings on the first research question:

RQ1: What Second Language Acquisition (SLA) theories and instructional approaches are reflected in the grade 12 EFL writing curriculum in Yemeni secondary schools?

To answer this research question, writing tasks from the EFL textbook, the EFL workbook, and classroom observation were assigned into three SLA theories and their corresponding instructional approaches; structuralism (Grammar Translation Method), cognitive information processing, socio-cognitive and socio-cultural (Communicative Instructional Approach such as Content-Based Instruction/Task-Based Instruction).

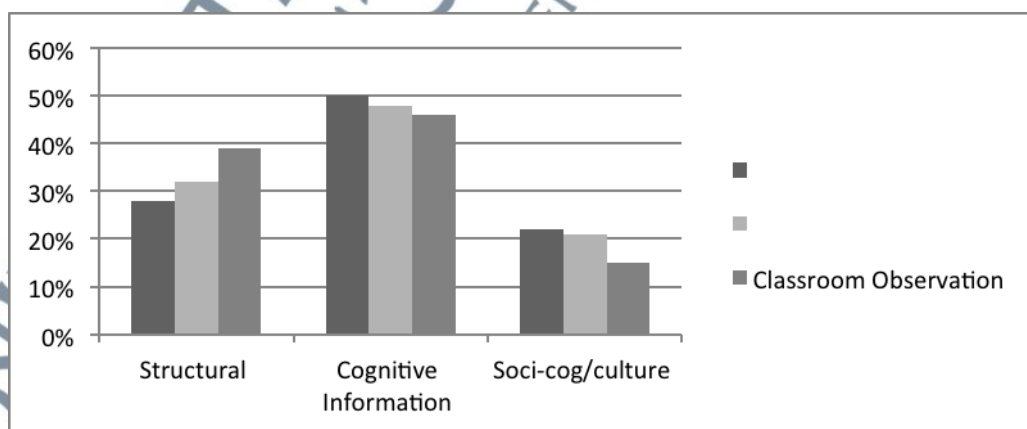
From the results, it can be seen that, from the curriculum and observations from the classroom setting, there is less reflection on socio-cognitive and socio-cultural processes. socio-cognitive and socio-cultural amounted to just 22% of the writing tasks in the EFL Textbook, 20% of the writing tasks in the EFL Workbook, and 15% of the writing tasks elicited from the classroom observation transcripts.

Table 4-2: Analyses of the SLA theories and the Corresponding Instructional Approaches

Documents / SLA Theories & Related Instructional Approaches	Structural linguistics (%) (Grammar Translation Method)	Cognitive Information Processing Theory (Non-interactive whole class instructional approach) (%)	Socio-Cognitive / Socio-Cultural (%) (Communicative Language Teaching–Content-Based Instruction / Task-Based Instruction)
Writing Tasks in the EFL Textbook	28	50	22
Writing Tasks in the EFL workbook	32	48	20
Classroom Observation	39	46	15
Overall Representation	33	48	19*

*The overall representation were calculated based on the average of the representations in EFL Textbook, EFL workbook, and Classroom observation

Figure 4-1: Analyses of the SLA Theories and the Corresponding Instructional Approaches



The findings in Table 4-2, which present an overview of the data collected in relation to the first research question, show that the writing tasks in the Yemeni 12th

grade EFL writing curriculum highly reflect the Cognitive Information Processing Theory of SLA. In the EFL writing textbook and the EFL writing workbook, the Cognitive Information Processing Theory is reflected as the most prominent SLA theory (50% and 48% respectively).

These findings are supported by the results of classroom observation which demonstrated that 46% of the writing tasks reflect the Cognitive Information Processing theory. In contrast, the socio-cognitive and socio-cultural theories and the related communicative instructional approaches are comparatively less reflected as they constitute only 22% in the EFL textbook, 20% in the EFL workbook and 15% in the classroom observation. In addition, the results show that Structuralism and Grammar Translation Method constitutes 28% in the EFL textbook, 32% in EFL workbook, and 39% in classroom observation.

Overall, writing tasks focusing on socio-cognitive and socio-cultural processes amounted to just 19%. This compared to 33% of tasks focused on structuralism and 48% of tasks focused on cognitive information processing. Only 19% of the writing tasks were found to stimulate learning by doing or help in developing learning through real communication. The overall results indicate that the writing tasks in the Yemeni 12th grade EFL writing curriculum highly reflect the Cognitive Information Processing Theory of SLA in the EFL writing curriculum as well as the instructional approaches, followed by Structural linguistics theory and the related Grammar Translation instructional approaches. In contrast, the socio-cognitive/socio-cultural are reflected to a far lesser extent in both the EFL writing curriculum and classroom observation, as indicated by the lower percentages achieved by this approach. As an example, the following is a question from PB

P.143 that requires socio-cognitive and socio-cultural writing processes: “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.”

Another examples, of SLA’s cognitive information theory and how being reflected in the classroom settings, is shown is shown in Figure 4-2.

Extract no 1

Teacher: Hi everybody, how are you today? Now open your book Page 49.

What is it about?

Student: It is about an article in a magazine.

Teacher: Good. I want each one of you to think about how to write an article.

Teacher: Ok, before you begin writing it is important to consider:

Where is the article going to appear - in a newspaper or magazine?

Who are the intended readers - a specific group such as students or teenagers, or adults in general?

What is the aim of the article - to advise, suggest, inform, compare and contrast, describe, or etc. Now read the article page 49 and try to answer these three questions

1. where is the article going to appear
2. who are the intended readers
3. what is the aim of the article

Student: Start to read and answer the questions.

Teacher: Now check your answers with your partner. Ahmad come and write the answer in the white board.

Teacher: In order to write a good article you need first to find the theme or topic sentence which summarizes what you are going to write about, and then make a plan. This strategy will enable you to write quickly and clearly, help you think of a

Figure 4-2: Extract 1-Classroom observation

As shown in the Extract 1-Classroom observation, the teacher asked students to “think”, “suggest”, and to “compare”. The teacher also asked the students to address the meaning of their ideas by requesting a summary prior to writing. This is given in the following example from PB book, P.22: “Which explanation do you think is best? Write four sentences to explain why.” This writing activity requires students to explain their own cognitive process by detailing their reasons for choosing the particular explanation. As such, the focus is placed specifically on the meaning of the language and encourages the students to analyse what is being said; therefore, attention is drawn away from language structure. This method matches SLA’s cognitive information theory.

4.3.2 Analyses of L2 Writing Instructional Approaches

This section presents the findings on the second research question:

RQ2: What second language (L2) writing instructional approaches are reflected in the grade 12 EFL writing curriculum in Yemeni secondary schools?

Research question two analyses second language (L2) writing instructional approaches reflected in the Yemeni 12th grade EFL writing curriculum. To answer this research question, writing tasks from the EFL textbook, the EFL workbook, and classroom observation were assigned into three L2 writing approach; product-based approach, process-based approach, and genre-based approach.

Based on the analysis of the writing tasks, the results revealed that most of the writing tasks and statements are related to a product-based L2 writing approach. A few examples of the writing statements that reflect the product-based approach are presented in Table 4.3.

Table 4-3: Examples of writing statements (product-based approach)

No	Example
1	“Join these sentences using the –ing form of the verb”
2	“Join each pair to make single sentences”
3	“Use the adjectives and nouns below to make sentences about other jobs”

It can be seen that the majority of the activities are focused on the form and structure of the language, thereby following the product based L2 writing approach. In terms of frequency of the writing activities in related to the three proposed categories, the results generated by data analysis are presented in Table 3-11 to facilitate a discussion on which second language writing instructional approaches are reflected in the curriculum and classroom observation.

Table 4-4: Analysis of Second Language Writing Approaches and Instructional Approaches

Documents / EFL Writing and Related Instructional Approaches	Product- based (%) approach. (Grammar Translation Method)	Process-based (%) approach	Genre -based (%) approach (CLT INSTRUCTIONAL Approach)
Writing Tasks in the EFL Textbook	44	33	23
Writing Tasks in the EFL workbook	51	30	19
Classroom Observation	45	48	7
Overall Representation	47	37	16

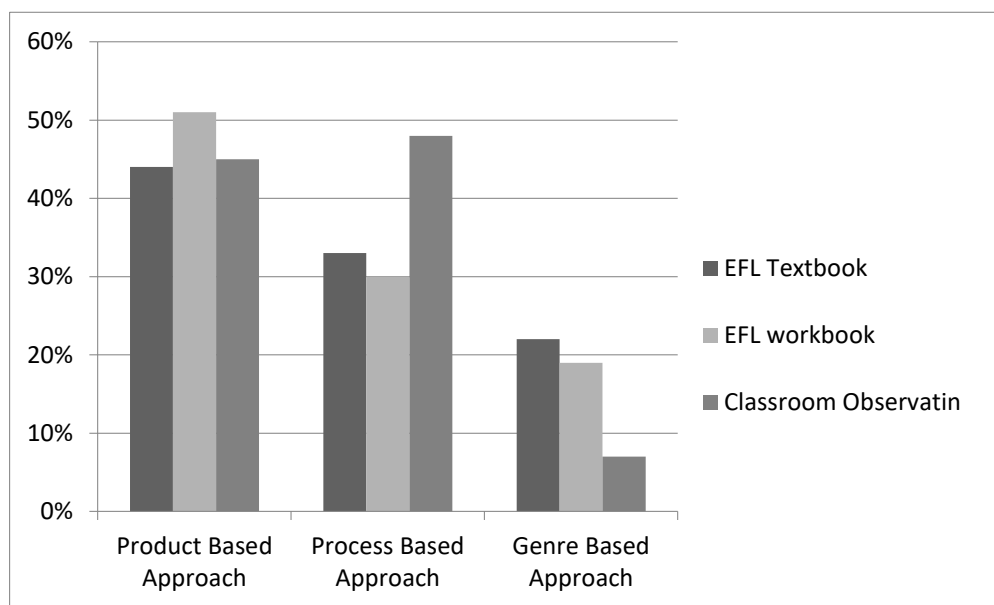
Figure 4-4: Analysis of Second Language Writing approaches and Instructional

Table 4-4 presents an overview of the data collected and analysed in relation to the second research question and the results indicate that the most frequent writing theory reflected in the EFL textbook of the Yemeni EFL secondary curriculum is the product-based approach, which accounts for 44%, followed by the process-based approach, which accounts for 33%. The third approach, the genre-based CLT approach reflects only 23% of the textbook. On the other hand, in the EFL workbook, the product-based approach constitutes 51%, the process-based approach constitutes 30%, and the genre-based approach constitutes 19%. This means that the Yemeni EFL secondary writing curriculum still strongly adopts the product-based approach which is related to the Grammar Translation Method as the alternative two methods, namely the process-based approach and the genre-based approach, are not employed to the same degree.

The findings from classroom observation for English writing instruction indicate that the product-based approach was reflected by 45%, the process-based approach was reflected by 48%, and the genre-based approach was reflected by 7%.

Table 4-4 illustrates that the interactive writing approaches are poorly reflected in the EFL textbook at only 23% in comparison to the process-based approach which is reflected by 33% and the product-based approach which is reflected by 44%. This is also supported by the results of classroom observation which shows that the genre-based approach is significantly less reflected in the writing approach at 7% compared to the product-based approach which is reflected by 45% and the process-based approach which is reflected by 48%.

The product-based approach in writing theory is the most reflected second language writing theory in both the EFL textbook, where it is reflected by 44%, and the EFL workbook where it is reflected by 51%. However, the results of classroom observation showed that the process-based approach is the most frequently used approach as it is reflected by 48%, comparing to the other writing tasks, product-based 45% and genre-based 7%. The results of the analysis indicated that the communicative approach is minimally reflected in the EFL textbook and the EFL workbook as well as the classroom observation. This can also be seen from the classroom observation presented in Extract no 2 Figure 4.4.

Figure 4.4 Extract 2 - Classroom observation**Extract no 2**

Teacher: Now listen, we will write a paragraph about (Rama the Cama) I will give you the information and you will write the paragraph.

- 1- It's an animal (Rama the Camda).
- 2- Dates and place of birth (Dobby ,January 1998)
- 3- Like its father, short ear and long tail.
- 4- Like its mother the wool coat.

Teacher asked student to write a paragraph using the information given and concentrated to the sentence structure.

Teacher:- one student to come and write the paragraph in white board example for student to follow:

Student: write the paragraph in board and read it loudly (Rama the cama is a cross between the.....etc.

Second student. Rama was borne in January in1998 in Dobby.

Third student: It lives in the mountain of South America.

Fourth student: It has short ears and along tail.

Teacher corrected the grammatical mistake in Arabic during the student presenting their writing.

Teacher said: Thank you .another student. Who will write the next sentence on the board,?

Student: The wool goat of Rama.

Teacher: This is a short paragraph of Rama the Cama. Teacher ask student to write a short paragraph following the same example that wrote in the white board

Teacher: Write a paragraph about describing a view .she asked one of student to draw a view and the rest of class write a description for this view .who wants to come and draw on white board any view. I will give you the picture and you draw or draw a pitch some people playing and some swimming .yes who wants to write in the board describing this view from far to near. What can you see from far to near?

Draw and the rest describe this view. Come on student, yes.

Student (A): In the distance the sun live the sky and hid in the sea.

Student (B): A little bit nearer, there are some boats on the sea.

Student (C): Some boats on the sea. In the boats there are a people fishing.

Student (D): In the sky ,the birds are flaying a way. On The left of the sea there are people lying in the sea. And other people playing football.

The end.

Note: while students write on board and make spelling and grammar mistakes, teacher corrected them.

Extract 2 presents the main classroom activities that follow a process related approach. The concept behind these activities is to encourage the students to think about and manage their own writing. For example, the teacher started the class by introducing the topic “Rama the Cama” and asked the students to write a paragraph using the given information. She then selected one student, Student A, to write their paragraph on the white board. This gave the other students a chance to observe Student A’s writing style and encouraged them to help make corrections to any mistakes that Student A had made. By allowing the entire group to get involved, more mistakes were highlighted, therefore encouraging the students to evaluate their own paragraph and correct their own mistakes accordingly. In the second writing activity, the teacher asked students to write a paragraph that described a view. This writing activity was performed through the following process.

1st. One student drawing a view.

2nd. Teacher asking student few questions to raise ideas around the picture.

3rd. Rest of the class think and write a description of the view.

4th. Teachers observing and helping students correct and update the paragraphs.

As seen in the extract, the process-based approach is reflected through encouraging students to see writing in terms of meaning and discovery of ideas rather than in terms of grammatical exercises.

4.3.3 Analysis of Learner Roles

This section presents the findings for research question three:

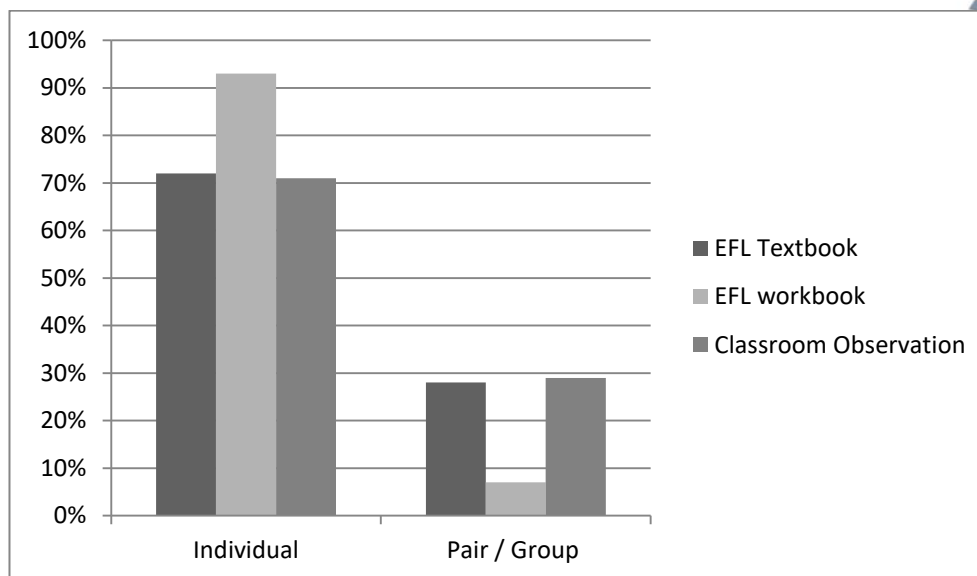
RQ 3: What types of learner roles are reflected in the grade 12 EFL writing curriculum and instruction?

Writing tasks in the 12th grade EFL writing curriculum textbook and EFL writing workbook were elicited and analysed based on Richard and Rodgers' (2001) components of learner roles by observing the patterns of learner grouping reflected in the writing tasks presented in the EFL writing curriculum. In addition, data from classroom observation provided insights into the conformant of EFL writing instruction and the curriculum communicative label as reflected by learner roles. The outcome of this analysis is presented in Table 4-5 in terms of the learner roles that were identified in the 12th grade writing curriculum of the Yemeni Secondary school.

Table 4-5: Learners roles reflected in the Yemeni Secondary 12th grade writing Curriculum

Documents / Types of Learner Grouping	Individual (%)	Pair / Group (%)
Writing Tasks in the EFL Textbook	72	28
Writing Tasks in the EFL workbook	93	7
Classroom Observation	71	29
Overall Representation	79	21

Figure 4-5: Learners roles reflected in the Yemeni Secondary 12th grade writing Curriculum



As shown in Table 4-5, writing tasks in the EFL textbook place the most emphasis on individual writing tasks, which account for 72%. A similar pattern of learner grouping is identified in the EFL workbook with a high percentage given to individual activities, which account for 93%, in comparison to writing tasks in pairs or groups, which comprised only 28% in the EFL textbook and 7% in the EFL workbook. Similar patterns were observed in the classroom observation, of which individual activities, which account for 71%, are more reflected than the pair/group work activities, which account for only 29%. Again, this indicates a preference for individual as opposed to team-based activities as writing tasks were predominantly independent in terms of the EFL textbook, the EFL workbook and the classroom observation.

Thus, it can be concluded on the basis of this evidence that the Yemeni EFL writing curriculum as reflected by the writing tasks in the EFL textbook and EFL workbook reflect more individual tasks in comparison to pair/group tasks. The

results of the analysis of the EFL textbook, EFL workbook and the classroom observations showed that 79% of the writing tasks were carried out as an individual and 21% were completed in a pair or group situation. Individual activities feature more prominently in the curriculum as extracted from the EFL Text book:

- Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.
- Join these sentences using the -ing form of the verb. Re-write your instructions for making coffee in the same way.
- Write these sentences in another way.

Extract 3 is a classroom observation where the teacher uses direct instructions to aide students in a business letter writing task. The extract details just one method of communication that the teacher used for each individual student. However, learner roles in a communicative writing curriculum should contain writing tasks that are designed as pair or group work to reflect the active learner roles in a communicative writing classroom. As it stands, it is clear that there is a lack of focus on pair or group work in terms of writing tasks, which may affect the ability of students to acquire a standard of learning that is necessary for entry into university-level education.

Figure 4-6 Extract 3 Classroom observation

<p><u>Extract no 3</u></p> <p>Teacher: What is a business letter, can anyone tell me?</p> <p>Student: It is a formal letter to apply for a job.</p> <p>Teacher: Good, can it be written in any way?</p> <p>Student: No.</p> <p>Teacher :Ok, look at these examples of letters all of them are examples of business letters so to write a business letter you have to concentrate on ten points, what do you think is the first point?</p> <p>Student: Sender address, date and receiver address.</p> <p>Teacher: Good, and what is the second point?</p> <p>Teacher: Is the date important?</p> <p>Student: Yes, of course.</p> <p>Teacher: What is next?</p> <p>Student: Greeting and then information about yourself.</p> <p>Teacher: When you write a business letter you also include a closing and signature.</p> <p>Teacher: I will give you a writing task and you have to work on it by yourself</p> <p>Student: Can we start writing teacher?</p> <p>Student : Teacher, can two work together?</p> <p>Teacher: No, each student does it by himself.</p> <p>Student : Ok teacher.</p> <p>Teacher: This is an advertisement and you have to write a business letter asking for a job. You have ten minutes to do it. Start writing now.</p>

4.3.4 Analysis of Teacher Roles

This section presents the findings of research question four:

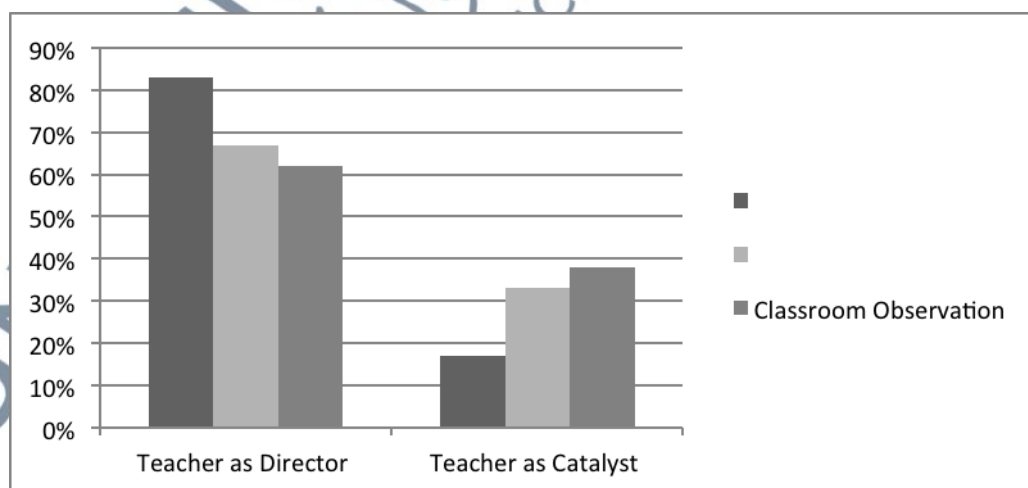
RQ4: What types of teacher roles are reflected in the Yemeni 12th grade EFL writing curriculum and instruction?

Based on a model developed by Richard and Rodgers (2001), teacher roles were examined in terms of the functions they fulfil, the degree of control they have over the learners' learning process, and the interaction that develops between the teacher and the learner in the classroom. Thus, based on Richard and Rodgers' (2001) model, the teacher role was coded as a director and as a catalyst for the purposes of analysis. The outcome of this analysis is presented in Table 4-6, which delineates the findings on teacher roles as identified in the Yemeni Secondary 12th grade writing curriculum.

Table 4-6: Teacher roles reflected in the Yemeni Secondary 12th grade writing Curriculum

Documents / Types of Teacher role	Teacher as Director	Teacher as Catalyst
Writing Tasks in the EFL Textbook	83	17
Writing Tasks in the EFL workbook	67	33
Classroom Observation	62	38
Overall Representation	71	29

Figure 4-7: Teacher roles reflected in the Yemeni Secondary 12th grade writing Curriculum



From Table 4-6, in the EFL textbook, the role of teacher as a director is highly reflected at 83% while the role of catalyst is not reflected to the same extent at only 17%. Similar results are revealed in terms of the EFL workbook as the catalyst is least reflected at 33% in comparison to the role of teacher as a director which accounts for 67%. Out of the 56 writing activities that were recorded during the 16 classroom observations, the activities in which the role of the teacher was as a catalyst constitutes 38%.

Here is an example from the EFL Textbook “A newspaper report (P.16)”, the writing statement as in the book “Now do activities A to E in the Workbook before writing your own report”. The teacher asks the students to work individually to write their report. The teacher book highlighted the instruction for teachers to check each students writing, correcting the mistakes (e.g. grammar, structure, vocabulary ,...etc.) where necessary. Other examples can be seen in this extract from the classroom observation; in the reported writing tasks, the role of the teacher is dominant as the teacher introduced the topic to student and asked the student to write. They are then required to respond to students questions and to correct their answers by elaborating and providing examples. As such, the teacher centred strategy sees the role of the teacher as dominant in the learning environment. These examples clearly show the role of the teacher “as director”; however, the roles could be reversed resulting in a more collaborative teaching / learning experience.

In the majority of the writing activities, in the EFL textbook, the EFL workbook and in classroom observations, it is clear that teachers performed their roles as a director and did not adopt the role of catalyst to the same extent in instructing their students in writing skills.

Figure 4.8 Extract 4 Classroom observation**Extract no 4**

Teacher: Salaam everybody how are you today? Now open your book Page 49, what is it about?

Student: It is about an article in a magazine

Teacher: Good. I want each one of you to think about how to write an article? Who can tell me?

Teacher: Before you begin writing, it is important to consider: where is the article going to appear - in a newspaper or magazine? Who are the intended readers - a specific group such as students or teenagers, or adults in general? what is the aim of the article - to advise, suggest, inform, compare and contrast, describe, etc. Now read the article page 49 individually and try to answer this three question

1. Where is the article going to appear?
2. Who are the intended readers?
3. What is the aim of the article?

Student: Teacher, can you correct my answer?

Teacher: The teacher writes the answer in the white board.

Teacher: In order to write a good article you need first to find the theme or topic sentence, which summarises what you are going to write about, and then make a plan. This strategy will enable you to write quickly and clearly.

Student: Can you give us example teacher to make it clearer.

Teacher: Ok, imagine you have been asked to write the following article: (Have you studied abroad) First think about: • Where is the article going to appear? (In a magazine.) • Who are the intended readers? (Probably a fairly wide age group.) • What is the aim of the article? (To talk about your experiences, good and bad, while studying abroad.) Then you need to decide: • which country have you studied in? • How long were you there for? • What did you study? • What problems did you have while you were there?

4.4 PART II: To examine how well the EFL writing curriculum in Yemeni 12th grade secondary schools prepares students for the EFL writing requirements at the university level.

4.4.1 Types of Writing Tasks

This section provides the results of the fifth research question, which asks:

RQ5: What types of writing tasks are reflected in the grade 12 EFL writing curriculum and instruction?

This research question is answered by eliciting the writing tasks from the selected documents and classroom observation and assigning expository or narrative writing tasks. The data obtained to answer this research question is presented as follows:

Table 4-7 Writing tasks reflected in the Yemeni Secondary 12th grade writing Curriculum and classroom instruction

Documents / Types of WRITING TASK	NARRATIVE TASK (%)	EXPOSITORY TASK (%)
1- Writing Tasks in the EFL_Textbook	61	39
2- Writing Tasks in the EFL workbook	63	37
Observation classroom	80	20
Overall presentation	68	32

Figure 4-9: Writing tasks reflected in the Yemeni Secondary 12th grade writing Curriculum

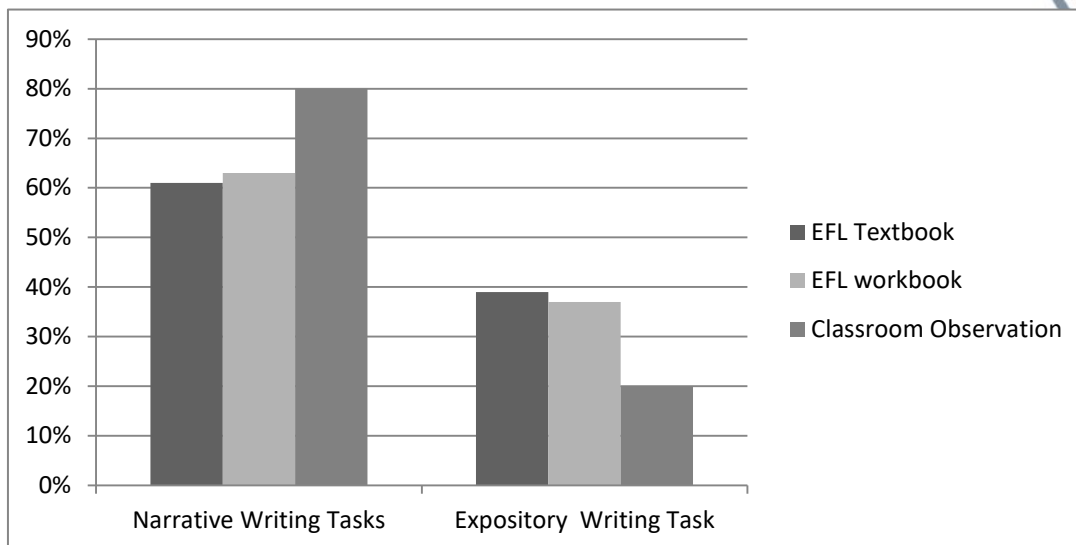


Table 4-7 shows that the types of writing skills are divided into narrative and expository tasks. It can be clearly seen that the narrative task reflected in the writing EFL text book accounts for 61% and in EFL workbook accounts for 63%. However, considerably more emphasis is placed on narrative skills in the classroom observation category, in which narrative skills are reflected by 80%. Less emphasis is placed on expository writing tasks in the EFL textbook, which account for 39%, and EFL workbook, which account for 37%. Conversely, the level of expository writing tasks reflected in classroom observation is only 20% based on the classroom observations conducted as part of this study.

Figure 4-9 and Extract 5 (Figure 4-10) give examples of narrative writing tasks taken from the classroom observation. As shown in the extract, the discussion in the classroom started with the teacher describing an object or “picture”; The teacher then requested the students write a short story about the picture they have seen and then present their story to the class. It is obvious from this that the students are not

required to apply any critical thinking or deeper analysis to the story activities. Other examples from the EFL Textbook and EFL Workbook are shown below:

- Look at the pictures. Try to describe what you can see page 5
- Re-order this paragraph to make a description going from near to far page 10
- Describe a scene you know. It could be the view from your classroom window, from your house, or a favourite place that you are familiar with.
- Remember to write your description in a particular order. You can begin with what is in the distance and finish with what is closest to you, or you can do it the other way around.
- In your copybooks, use your notes from activity D to summarize the advertisements
- Write the ending of the story

These examples show that most of the writing tasks from the curriculum or implemented in the classroom settings are related to describing personal experiences, objects or events, summarising ideas, and narrating events or stories.

Figure 4-10 Extract 5 Classroom observation**Extract no 5**

Teacher: We talked about the Mary seller story yesterday. Today we will talk about tracks in the sand. We have characters Hamam Faysal Tompery and this two boys work for a national oil company, one day in the afternoon, what did they see?

Student: They saw a car.

Teacher: What is the problem with a car, is it the patroller, oil ...etc. so what is the problem from this picture.

Student: From the picture the problem is unclear.

Teacher: Now write in groups a small story talking about this picture. You can write it as a story and try to make it interesting in ten minutes starting with this begging of story.

Hamid Faisal and Tim Brook work for the National Oil Company. They often fly across the desert to the oil-fields. Each group will present the story to class.

4.4.2 Cognitive Level of Writing Tasks

This section presents the findings for the sixth research question, which asks:

RQ 6: What is the level of cognitive demand in the writing tasks of the grade 12 EFL writing curriculum and instruction?

To analyse the cognitive levels of the writing tasks in the 12th grade EFL writing curriculum, and the writing classroom instruction, two steps were conducted. First, the writing exercises and tasks of the curriculum were codified according the six categories of revised Blooms' taxonomy of cognitive domain (Krathwohl, 2002), and the frequencies of occurrence of writing skills used to achieve learning outcomes were calculated. Results of the cognitive demands of writing tasks as reflected in the Yemeni Secondary 12th grade are presented in Table 4-8

Table 4-8 Cognitive demands of writing tasks reflected in the Yemeni secondary 12th grade curriculum and classroom observations.

Documents / Cognitive Demand	Low Cognitive Demand		High Cognitive Demand			
	Remember (%)	Understand (%)	Apply (%)	Analyses (%)	Evaluate (%)	Create (%)
Writing Tasks in EFL Textbook	61	17	22	0	0	0
Writing Tasks in EFL workbook	29	42	23	5	1	0
Classroom observation	32	40	21	7	0	0
Overall percentage	40	33	22	4	1	0

Figure 4-11 Cognitive demands of writing tasks reflected in the Yemeni secondary 12th grade

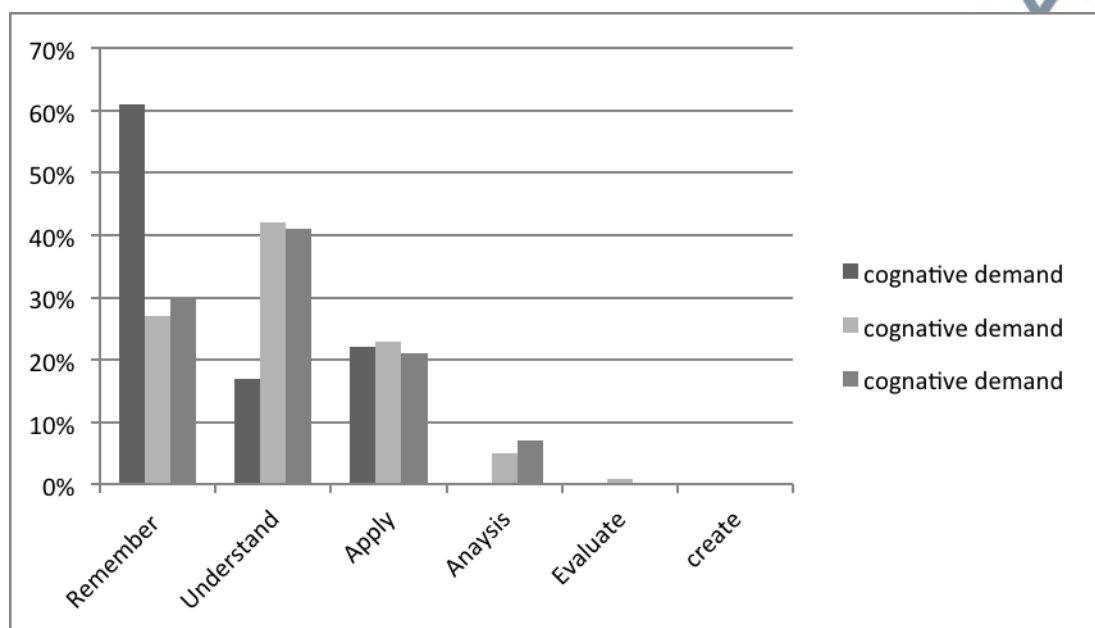


Table 4-8 conveys that that the EFL secondary writing curriculum integrates both low and high cognitive demand in its writing tasks; an approach that is endorsed by Krathwohl (2002). Findings from the EFL textbook and the EFL workbook indicate that 78 % of writing tasks place a greater level of stress on the low cognitive demand, including remembering, which accounts for 61%, and understanding, which accounts for 17%. Meanwhile, in terms of classroom observation, low cognitive demand is reflected by 72%, including 32% for remembering and 40% for understanding.

In contrast, the high cognitive demand reflected in the EFL textbook accounts for 22% while the high cognitive demand for the EFL workbook accounts for 29%, comprising 23% for apply, 5% for analysis and 1% for evaluate. In comparison, in terms of classroom observation, high cognitive demand is reflected by 28%, comprising 21% for apply and 7% for analyses. In the high cognitive demand

category, less emphasis is given to both documents and classroom observation. This is an example from classroom observation showing how the emphasis given to low cognitive demand.

Figure 4-12 Extract 6 Classroom observation

Extract no 6

Teacher: What do you know about Arab science, yes any one?

Student: Ibn Hayan, Al khwarizmi, and so on.

Teacher: The west tern try to forget about great people from Arab, one saying of Nutain said foams Phrases: if I have seen father is by standing in the shoulder of gaunt. What does this mean?

Student: I don't know, teacher what do we mean by gaunt?

Teacher: Great.

Teacher: Explains this phrase: that's mean. He cannot develop without the Arab science. He also says if I develop a new idea is because a presses which mean Arab science. Look at this photo in the board who is he?

Student: Ibn Al-Nafees.

Teacher: Good, today I am going to teach you how to write an easy. Now we will write about each scantest four things, we will focuses in four things about him. About his major, the second his works, the third invention. What do you know about Ibn al-Nafees?

Figure 4-12 Extract 6 Classroom observation (Continued)**Extract no 6**

Student: His major is medicine.

Teacher: Good he is a physician, so what about works?

Student: He discover the blood circulation, how lungs works and he lived in mascot college.

Teacher: Who is the second one?

Student: Al Khwarizmi.

Teacher: What did you know about him?

Student: He was a mathematician.

Teacher: When we come to write about some scientist we concentrated on certain main points e.g., his specialization, works, and so on. Who can come here and write about one of the scientists?

Teacher: Start writing about Ibn al-Nafese.

Teacher: In-group choose one Arab scientist. Write an essay about him while you are writing take care of the sentence structure and spelling.

The extract shows that there are more low cognitive demand writing tasks in the classroom. The teacher asked students direct questions “What do you know about Arab scientists?”. From this, the students are expected to provide answer related to remembering and recalling some information about the scientists. In addition, when the teacher requested essay writing, there were three things mentioned to focus the writing. The teacher proposed a main focus on major works and invention without giving students the opportunity to carry out any critical deep thinking. There was

also no request to link what they know about these popular scientists to their own personal experience of today's revolution and development.

4.4.3 Curriculum Emphasis on EFL Writing Skills

This section presents the findings for research question seven, which asks:

RQ7: How often are writing skills used as the primary means to achieve the listed learning outcomes in the grade 12 EFL secondary curriculum?

This question was investigated in order to determine and investigate the degree of emphasis that is placed on EFL writing skills in the EFL Textbook and in the EFL workbook. The analysis was based on the frequency of each English language tasks (listening, speaking, reading and writing) in the EFL writing textbook and EFL writing workbook. The results of this analysis are presented in Table 4-9 and Figure 4-13, which provide an overview of how often each of the aforementioned tasks is performed.

Table 4-9 English Language secondary skills analysis reflected in the Yemeni secondary 12th grade writing curriculum

Document / Language Skill	Listening (%)	Speaking (%)	Reading (%)	Writing (%)
Writing Tasks in EFL Textbook	7	40	33	20
Writing Tasks in EFL workbook	14	21	21	44
Overall percentage	10.5	30.5	27	32

Figure 4-13 English Language secondary skills analysis reflected in the Yemeni Secondary 12th grade writing curriculum

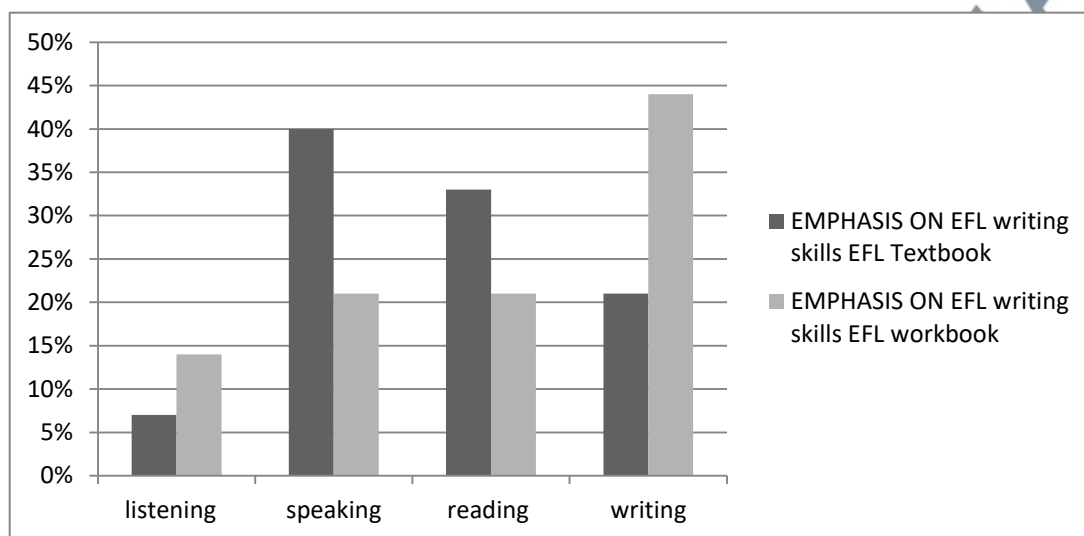


Table 4-9 shows that speaking skills seems to be the most prominent English language skill at 40% and is the most frequently-used skill to achieve the listed learning outcomes as reflected in the EFL textbook document. Reading skills carry a weightage of 33% while writing skills account for 20%. Following these skills, listening represents approximately 7% of the entire Yemeni secondary curriculum. Unlike the emphasis that is placed on speaking in the EFL textbook, writing is most significantly used as a medium through which to achieve the listed learning outcomes in the EFL workbook. Thus, writing skills account for 44% while reading and speaking account for 21%, and listening skills account for only 14%.