

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The chapter describes the methodological approach adopted by this study to achieve the aims and objectives. The chapter details the research design and the rationale behind the choice of this design and presents the analytical framework used to evaluate the findings and to best provide answers to the research questions. In articulating these themes, further discussion is presented on the research settings, research phases, the methods of data collection and data analysis, data validity, and ethical considerations adopted in this study.

3.2 OVERVIEW OF THE RESEARCH PURPOSE AND QUESTIONS

As explained in Chapter 1, the present study investigated the predominant approaches to second language writing instruction reflected in the Yemeni EFL

writing secondary curriculum as well as to determine how well this curriculum prepares students for writing in English at higher educational levels.

The first research purpose pertains to the evaluation of the alignment of the Yemeni EFL writing secondary curriculum with Communicative Language Teaching (CLT). Curriculum is essential in the teaching and learning process (Wallin, 2011). According to Phenix (1962), curriculum is a formal course of study emphasising on content or subject matter. Robertson (1971) asserted that curriculum is a means of evaluating learning experiences for learners through classroom instruction and related programs.

Curriculum evaluation is an essential process in teaching and learning. Through evaluation, the faculty can discover whether a curriculum is fulfilling its purpose and whether students are actually learning (DiFlorio et al., 1989). In the context of this study, the 12th grade curriculum is expected to contribute to holistic development language skills (O'Neill et al., 1991). The curriculum comprises content and skills, with emphasis on the development of basic skills, the acquisition of knowledge, and thinking skills. Since the Yemeni EFL secondary education was developed as a communicative-based curriculum, the EFL writing curriculum should reflect the principles of the communicative approach of the curriculum.

Therefore, a comprehensive analysis of the secondary curricula is required to evaluate the alignment of the curriculum with the Communicative Language Teaching (CLT) by evaluating the Second Language Acquisition (SLA), second language writing theories, learner and teacher roles. Thus, this study examined the underlying theories and instructional approaches of SLA and second language (L2) writing approaches of the 12th grade EFL writing curriculum.

The preparation process for instruction is also essential for improving the EFL skills. A review of existing literature on this theme concludes that the secondary English curriculum has long been a compulsory subject taught for six years before university. Although communicative language teaching is well suited for learning and teaching English, the linguistic performance of students in Yemen is still poor and unsatisfactory (Thabit, 2002; Al Aqeeli, 2007; Al-Mushriquee, 2004). While they are supposed to use the language communicatively, Yemeni students show poor proficiency in the English language particularly in writing. The lack of English writing proficiency reported by researchers in different aspects, such as organising ideas (Al-Khasawneh & Maher, 2010), preparing coherent and well-reasoned writing content, developing extended arguments, and providing supportive evidence for their arguments (Campbell et al., 1998), textual analysis, linguistic difficulties with grammar, vocabulary, and sentence construction (Tang, 2012).

At the university level, research has emphasised that students are facing difficulties acquiring the level of English writing proficiency necessary to compete in an academic environment, which in turns affect their academic performance and achievement. This raises the question regarding the extent to which the preparation process in both the curriculum design principles as well as the instruction strategies and methods are adapted in the secondary level.

The lack of academic writing proficiency in higher education is related to the proficiency achieved in previous levels. This may be due to the absence of a systematic approach in Yemeni schools leading to a gap between the curriculum and the techniques used in teaching the communicative approach. Evaluation the preparation process in the secondary stages, which is the most important stage for

students to move to higher education, will present direct implications on the level of academic writing at the university level.

To achieve the purposes of the study, the following research questions were identified to guide the investigation process:

RQ 1: What Second Language Acquisition (SLA) theories and instructional approaches are reflected in the Yemeni 12th grade EFL writing curriculum and classroom instruction?

The importance of curriculum theory was voiced by Goodlad (1958) who called for a comprehensive and coherent framework for curriculum design. In the language acquisition context, Richards and Rodgers (2001) asserted that the theory serves as a source of principles and practices in language learning as the approaches and methods in language teaching in use today have been directly and indirectly influenced by the theoretical views of language and language learning. In this study, the 12th grade EFL writing curriculum was labelled as CLT curriculum meaning that the principles of the communicative theories and approaches should be reflected in the curriculum. For improving EFL language learning, investigating and understanding the reflected theories of SLA is essential and would bring theoretical and practical implications for EFL curriculum design and development.

According to Richards and Rodgers (2001), three theoretical views of language and language learning influence the approaches of language teaching in use today. To analyse the SLA theories and instructional approaches that are reflected in the 12th grade EFL writing curriculum, statements related to the writing skill were

analysed in relation to the three prominent SLA theories structural/behaviourism, cognitive information processing, and socio-cognitive/socio-cultural.

RQ 2: What second language (L2) writing instructional approaches are reflected in the Yemeni 12th grade EFL writing curriculum and classroom instruction?

There are three popular L2 writing approaches discussed in the literature to guide the writing curriculum development and classroom instructional approaches (Badger, & White, 2000; Tangpermpoon, 2008; Tangkiengsirisin, 2012). These approaches include the product-based approach, process-based approach and genre-based approach.

The product-based writing approach might be the most common and traditional approach used by EFL teachers. In this approach, the learner is persuaded to mirror a section of a sample text, often given to them in the nascent stages of learning the language. It is a teacher-centred approach as the learners are given an ordinary example of writing, which they are then required to follow and adapt in order to re-create a section of original text (Nunan, 1999; Tangpermpoon, 2008; Gabrielatos, 2002).

The process-approach is adopted and used by teachers in English language writing education as it offers advantages to improve writing tasks (Tangpermpoon, 2008; Sun & Feng, 2009). Instead of focusing on a sample of writing that the learner could replicate, the process approach invests particular importance on the process that the writer undergoes when devising and creating a text.

The genre approach is a relatively more recent writing approach. Swales (1993) defined the genre approach as, “a class of communicative events, the members of which share some set of communicative purposes” (p.58). According to Knapp and Watkins (2005), within the genre approach, text is seen as a social process and writing as a collaborative act. These principles are in line with CLT by sharing the core principle of guiding classroom practices toward learning to develop the learners’ communicative competence (Richards et al., 1986). Furthermore, Richards (2005) asserted that in CLT, the tasks and exercises used to encourage meaningful communication and interaction among students and teachers in a both formal and informal learning environment. Given that the 12th grade Yemeni EFL curriculum was labelled as a CLT curriculum, the L2 writing instructional approaches should thus represent CLT features and principles.

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

It is essential to examine learner roles for investigating the alignment of the curriculum with CLT. As posited by Richards and Rodgers (2001), “the instructional system will be influenced by how learners are regarded” (p. 27). The approach of CLT to learning language emphasises a learner-centred classroom that promotes learning through active participation as individuals, or in pairs or small groups (Richards and Rodgers, 2001). In this study, learner roles were elicited from curriculum documents and classroom observations and analysed based on the model developed by Richards and Rodgers (2001), which suggests that learner roles can be examined in terms conducting learning tasks individually or in pairs/groups.

RQ 4: What types of teacher roles are reflected in the Yemeni 12th grade EFL writing curriculum and classroom instruction?

In language teaching and learning, teacher role is essential. Choudhury (2011) asserted that the teacher must be clear about their actual practices in the classroom as the role they play while in the classroom affects the learners. In regards to the CLT approach, teachers act as a catalyst or facilitator to create a learning environment that promotes student interaction (Richards & Rodgers, 2001). In this approach, the role of the teacher is to provide activities that stimulate the acquisition of skills and knowledge through communication (Klapper, 2003), facilitate the communicative process between participants in the classroom, and encourage activities among participants (Breen & Candlin, 1980; Richards, 2006; Cook, 2013). On the other hand, in other traditional teaching and learning approaches, the major role of the teacher is to control the learning activities and tasks (Harmer, 2007).

In order to help students equip themselves with the academic writing skills required at a university level, the secondary curriculum should emphasise more on the role of the teacher as a facilitator/catalyst rather than as a director (Sidek, 2010). Promoting a learner-centred environment will create an opportunity for students to improve their language skills through self-reflection and peer-reflection. This will result in students being more capable when working independently on various writing tasks, as well as being better equipped to meet the challenges they may face at a university level. This present study examined teacher roles as suggested by Richards and Rodgers based on the criteria mentioned above and the data for these variables were gathered through classroom observation which is within this scope of this study.

RQ 5: What types of writing tasks are reflected in the Yemeni 12th grade EFL writing curriculum and classroom instruction?

To prepare students for university courses, it is important to have information about the types of writing tasks required and the instructors' purposes in assigning these tasks (Shih, 1986). The writing tasks assigned in university courses seem diverse (Pugh, Pawan, & Antommarchi, 2000) and might vary from one academic level to the next, e.g. undergraduate versus graduate, and from one academic field to another. Generally, students use writing as a way of demonstrating knowledge such as in essay exams and summaries, and it is used by teachers as a mode of prompting independent thinking, research, and learning (e.g., in critiques and research papers) (Shih, 1986). Thus, by examining the types of writing tasks reflected in the curriculum as well as the classroom instruction will provide clear understanding of the dominant writing tasks being used in the secondary level and will provide evidence in preparing EFL students for the demands of writing at a university level.

In general, the two major text types of writing tasks and narrative and exposition (Avalos, Plasencia, Chavez, & Rascón, 2007; Derewianka, 1990). Rose (1983) sought to determine the writing tasks at the University of California. In the study, 445 essays, home examination, and paper topics from 17 departments at the university were collected and analysed. The results revealed that most questions and topics at the university required, "(a) exposition and academic argument, (b) synthesis of information from lectures and readings (rather than ideas from personal experiences, or observations of immediate objects or events) and thoughtful reflection on material, and (c) writing which fits the philosophical and methodological assumptions of specific academic disciplines." Pugh et al. (2000)

reported that the most frequently assigned writing tasks include: (a) analysing information or arguments, (b) synthesising information from several sources, (c) providing short-answer responses, (d) providing factual descriptions, (e) narrating events or report facts, (f) summarising ideas and/or information contained in a text, (g) and critically analysing the ideas or arguments of others.

In summary, exposition writing tasks focus on academic arguments (Rose, 1983; Seyler, 2010), critical analysis, and synthesising information from several sources (Pugh et al., 2000; Avalos et al., 2007). In contrast, narrative writing tasks focus on describing personal experiences or observations of immediate objects or events, providing factual descriptions, summarising ideas and/or information contained in a text, and narrating events or reporting facts. In brief, the expository writing task focuses on critically analysing the ideas and arguments of others and the narrative on the description of personal experiences or observations of immediate objects or events, providing factual descriptions, summarising ideas and/or information contained in a text, and narrating events or report facts.

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

This question focuses on analysing the levels of cognitive demand of the writing tasks in the secondary EFL writing curriculum. This is required in order to acquire data on the types of writing tasks for which secondary school students are prepared.

Blooms' taxonomy of cognitive domain (Anderson, Krathwohl, & Bloom, 2001) is a scaffold for determining the class of statements of what it would predict the

particular learner to be able to learn under instruction (Anderson et al., 2001; Bloom, 2013).

The writing exercises and tasks of the curriculum have to be aligned and codified based on Bloom's definitions at different levels of the cognitive domain, as shown in Table 2-6. These taxonomies describe the cognitive skills that students are required to possess at various levels of cognitive demand. One of the foremost aims of the EFL secondary curriculum is to prepare students for higher education. Therefore, learners are required to be aware of lower cognitive requirements such as remembering facts and arguments, but also higher-level skills such as the means to assess and employ new information learned.

The framework of Bloom's taxonomy was used to analyse the cognitive levels of the writing tasks in the 12th grade EFL writing curriculum. The results of this question will provide evidence of the extent to which the course content and activities in the selected documents as well as the classroom writing instruction are aligned with the higher cognitive domains. This is essential for improving English academic writing skills in the secondary level as well as for the academic performance for higher educational levels.

RQ 7: How frequently is writing skill used as the primary means to achieve the listed learning outcomes in the Yemeni 12th grade EFL writing curriculum and classroom instruction?

In order to analyse the extent to which EFL writing is used as the means to achieve learning outcomes in the 12th grade EFL writing curriculum, an analysis conducted on the frequency of each EFL language skill's appearance in the

curriculum including the course book and workbook. The frequency of writing skills provides evidence of the degree of emphasis on writing in the 12th grade EFL writing curriculum (i.e. listening, speaking, reading, and writing). The purpose was to analyse how frequent each EFL language skill (listening, speaking, reading and writing) appeared in the selected books including, course book, and workbook. The results of the analysis provided insights into the extent to which FL writing skills were emphasised in the 12th grade EFL curriculum comparing to other English language skills (listening, speaking, and reading).

To summarise, in order to achieve the research purpose and objectives, research questions one to four seek to determine the alignment of Second Language Acquisition (SLA), L2 writing instructional approaches, the learner roles, and the teacher roles with Communicative Language Teaching (CLT). Research questions from five to seven seek to analyse how well the curriculum prepares students for English academic writing at the university level. The results from these research questions are reported in Chapters 4 and 5.

3.3 RESEARCH SETTINGS

The research context for this study is the Yemeni public secondary educational system. In this respect, this study seeks to analyse the 12th grade writing curriculum and how EFL writing approaches are incorporated. Then an investigation on the classroom instruction strategies was applied. Yemeni public secondary schools comprise the 10th to 12th grades. The 12th grade EFL curriculum is selected for analysis because it is the final year in secondary school thus representing the

continuity in education between secondary and the higher education. Therefore, students' English proficiency in the 12th grade reflects the degree of secondary school EFL preparation.

In the Yemeni educational system, EFL formal instruction extends from grade 7 to grade 12, and is taught as a compulsory subject. At the conclusion of primary school in grade 9, students have to sit for a national test passing which is required to continue through to the secondary level. At the end of secondary school in grade 12, students are required to sit for a national test in which they have to pass English to be awarded the certificate. At present, students' English performance is not a determinant for university enrolment. Instead, secondary school graduates who seek to continue their undergraduate studies in public universities and colleges have to achieve a minimum required EFL proficiency level on an EFL test known as an English Placement Test. The placement test has become a mandatory requirement. Students wishing to pursue their studies at public universities sit for this examination prior to admission into public universities.

At the university level, especially in scientific programs, students are required to take English language preparatory courses as part of their academic literacy programs. The number of English language courses that students have to attend at university is determined by their placement test results. The preparatory course papers may have different names based on the study plans in the universities, but they have the similar objective of equipping students with the required skills at university level. In brief, the English language requirements aim to prepare students with the necessary language skills to enable them to function effectively within an academic environment. Furthermore, the majority of academic references available at

university libraries and selected textbooks at Yemeni universities are in English. A summary of EFL requirements in the Yemeni public educational system is shown in Figure 3-1.

In terms of the curriculum development, the syllabus and the curriculum specifications for all subjects taught in school (including the English language) are designed and developed by the Ministry of Education in Yemen. There are two English language syllabuses, namely the primary school English language syllabus and the secondary school English language syllabus. The Ministry of Education in Yemen develops English language curriculum specifications for each grade in both primary and secondary schools. At the school level, the English language panel in each school develops the English language plan for each semester for each grade in the school. At the lower level, teachers are responsible for developing weekly and monthly lesson plans.

Primary level	• English is a required course for the grads 7-9
Technical and Vocational (Grade 10-12)	• English is a required course
Secondary (Grade 10-12)	• English is a required course
University- Social and Humanties	• English is a required course
University - Applied Science	• Required subjects & Medium of Instruction

Figure 3-1: English requirements in Yemeni public educational system

Due to the nature of the research, case study research approach was deployed to study the EFL writing approaches reflected in the curriculum and to determine the extent to which they are reflected in a real situation with students in the classroom. In the curriculum analysis, the course book, workbook, and the teacher's book from the EFL Secondary Curriculum were selected.

To observe the writing classroom instructions, the data were collected based on a purposeful sampling strategy. In a purposeful sampling, a researcher specifies the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2008). Eight writing EFL teachers at 12th grade public secondary school level were selected, and data were collected from 16 classroom observations in seven schools in two governorates. The researcher selected writing classrooms from both sexes based on a set of criteria and procedures to facilitate the data collection process. The Yemeni setting was chosen due to the ongoing efforts towards greater internationalisation, which naturally underscores the importance of English as a global medium of communication. At the secondary school level, there is greater public awareness as to the importance of teaching EFL and as such, English is taught as a compulsory subject in all Yemeni schools. At the university level, there is a growing awareness of using English as a medium of instruction, which requires a high level of EFL writing proficiency.

Using multiple sources of evidence from a combination of several research methodologies help to better understand the phenomenon, avoid the limitations of one specific method (Yin, 2009; Bogdan and Biklen, 2007), and to allow for better assessment of the validity (Maxwell, 1998). Therefore, having a systematic comprehensive analytical process using multi-methods in this study is likely to

improve the evaluation and development of the English writing curriculum in secondary level to be aligned with relevant SLA theories and L2 instructional approach and to prepare students for subsequent levels of higher educational studies. Furthermore, due to the similarities between the status of EFL learning in Yemen and other EFL countries, the proposed analytical and evaluation process and the results of this study will have implications for other EFL contexts.

3.4 RESEARCH DESIGN

According to Green, Tull, and Albaum (1999), research design refers to the specification of methods and procedures for acquiring the required information, which involves research methods for collecting and analysing data in relation to the research objectives. This study adopts an exploratory case study research design with manifest analysis methods. Due to the nature of the research problem, curriculum evaluation and classroom observations were used to study different aspects related to the communicative approach of the curriculum and the preparation characteristics for higher educational levels.

The present study is adopting manifest analysis methods. In order to understand the efficacy of the Yemeni EFL writing curriculum toward preparing students with the skills required for higher education, an interpretive orientation for an in depth exploration of the EFL writing in the EFL writing curriculum and instruction program was adopted. The purpose is to study the alignment of the curriculum with the respective theories and approaches and to explore classroom instruction in depth. Content analysis provided insights into the EFL writing approaches reflected in the 12th grade-writing curriculum, whilst observation

methods used to indicate the types of instructional strategies and approaches currently in use in the EFL classroom.

The results of the study will offer suggestions on how the Yemeni education system can prepare secondary school students for the English writing demands they will encounter at university. As for the significance of a case study approach to the research, Yin (2009) asserted that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context. Two methods are typically used for this purposes to develop better understanding of a phenomenon (Creswell, 2008; Teddlie & Tashakkori, 2009).

In this research, case study is more appropriate to address the research problem and to achieve the research objectives. The concern is to examine the theoretical grounding alignment of the curriculum with regards to its communicative label as well as investigating how the writing curriculum prepares students to meet the academic demands in higher education learning. Figure 3-2 illustrates the overall research stages and related methodologies and procedures. As seen in Figure 3-2, the current study consists of four main stages. In the first stage, the aim is to identify the research problem based on the available literature, which suggests that (a) there is a lack of proficiency in writing skills at the secondary as well as the university level, (b) the lack of proficiency in English writing skills at the university is negatively affected by the EFL writing curriculum in secondary schools. The output of this stage is to identify the problem statement, research question, and research objective. The second stage seeks to provide a comprehensive review for the popular EFL writing approaches to be used as a theoretical lens for the analysing and evaluation

process. The output of this stage is identifying the analytical framework, which includes seven proposed evaluation steps.

In the third stage, the focus is concentrated on the analysis and evaluation processes for the Grade 12 Yemeni EFL writing curriculum in secondary schools. Two main aspects have been considered in the analysis stage. These consist of, first, analysing the curriculum by identifying EFL writing approaches, writing tasks, learners' roles, and teachers' roles that are reflected in the curriculum. Second, it is necessary to observe how teachers consider these issues in a classroom situation. In the first stage, the aim is to investigate the communicative theories reflected in the Yemeni EFL secondary writing curriculum can be addressed in four research questions (1 to 4) and whether the curriculum prepares student to writing skills at the university level by answering research questions (5-7). The last stage presents the overall discussions for the curriculum analysis and classroom observation.

3.5 RESEARCH PHASES, TASKS, AND OUTCOMES

This research was conducted in three main sequential stages in order to study the alignment of the Yemeni 12th grade secondary writing curriculum with the perspective SLA theories and instructional approaches and the preparation for higher educational levels. The research stages of this study and the corresponding research tasks and outcomes are graphically represented in Figure 3-2. In the first stage, the purpose was to generate a foundational understanding of the area of study. This involved two main steps, namely, defining the research problem/focus and reviewing of relevant literature. A review of the literature on EFL writing and associated

aspects was conducted across the education literature and ESL and EFL research domains. The following outputs were derived from this first stage: (1) the research problem was formulated and the research questions and objective were identified, and (2) the research scope and setting were defined. In the second stage, further and deeper investigation of the curriculum analysis was carried out using the literature of SLA theories and L2 writing approaches. The framework was developed in order to guide the analysis process of this study. The output derived from this stage is the research framework. The framework includes seven proposed criteria supported by theoretical discussions from the literature.

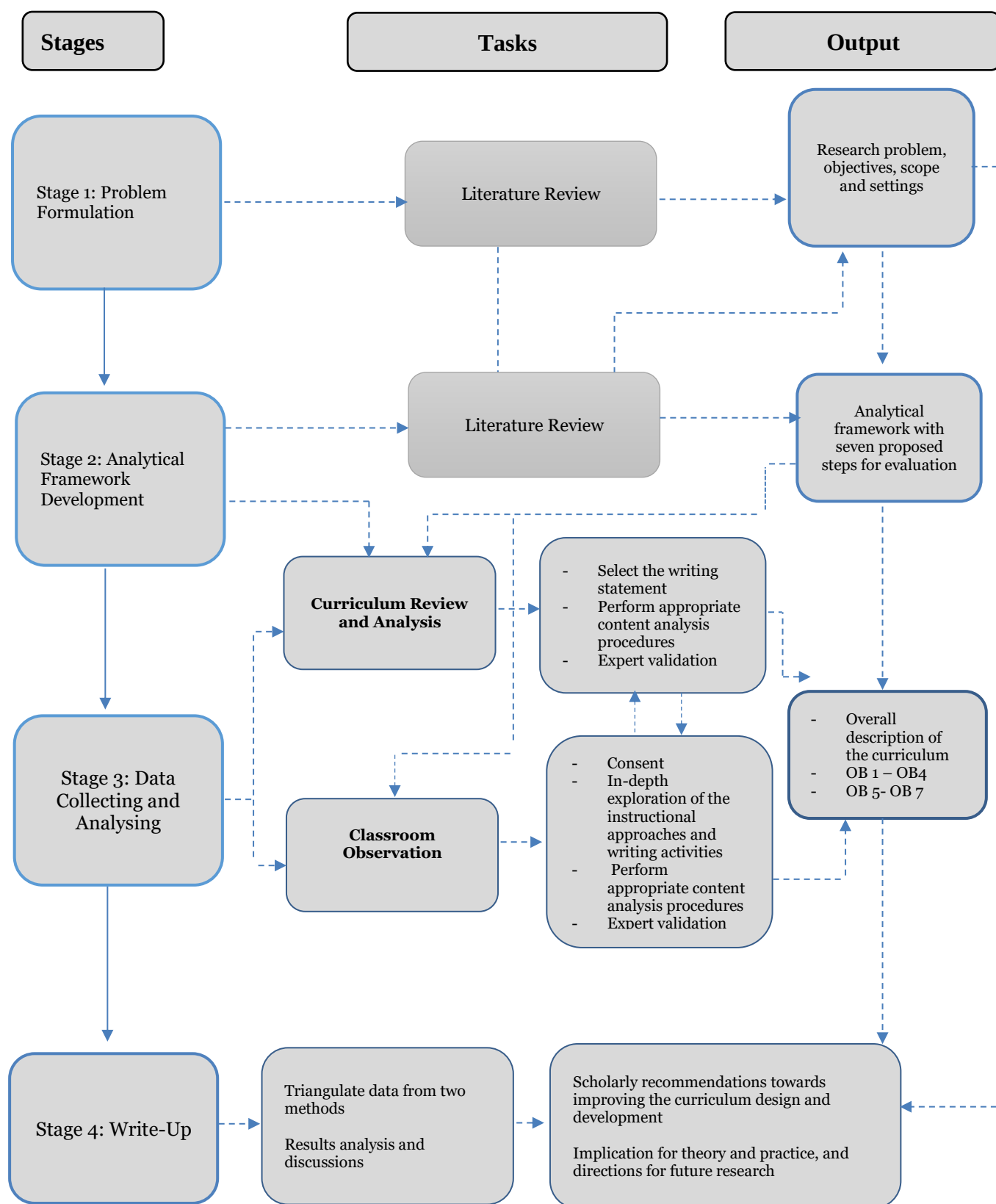


Figure 3-3: Research stages, tasks and outcomes

In the analysis stage, to determine how the EFL writing curriculum equips students in Yemeni secondary schools with the EFL writing skills required to meet academic needs at the higher educational level, the English curriculum teacher book, workbook, and English language textbook, and classroom observations were selected for reviewing and analysing.

Content analysis and classroom observation were employed. The relevant writing statements and activities were selected, coded, validated, and analysed. The data collected from the English curriculum (teacher book, workbook and textbook), data of classroom observation was done in terms of: (1) the SLA and L2 approaches to writing in EFL, (2) types of learner roles, (3) types of teacher roles, (4) types of writing tasks, (5) the cognitive level of writing tasks, and (6) curriculum emphasis on EFL writing skills. Descriptions of the content analysis procedures, validation, and ethical considerations are presented in section, and the results are reported and discussed in Chapters 4 and 5.

3.6 STAGE ONE: PROBLEM FORMULATION

The first stage was guided by the literature review to identify the research problem and setting and to review the relevant literature. The reviewed literature was organised to cover different aspects related to the study including the review of second language acquisition (SLA) theories and L2 writing approaches. In addition, background information on the Yemeni EFL secondary writing curriculum and the problems faced by EFL learners in the study context were presented.

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

The importance of this review is that it depicts the current state of English in Yemen including the history of its introduction into the Yemeni curriculum, overview of the Yemeni educational system, secondary school English curriculum in Yemen, and English academic writing at Yemeni Universities. In addition, the problems and challenges of English writing instruction in the Yemeni EFL context was presented with a general discussion on the overall improvement of the secondary curriculum and the preparation for higher education learning.

3.7 STAGE TWO: ANALYTICAL FRAMEWORK DEVELOPMENT

To guide the evaluation processes of the curriculum, the proposed analytical framework includes seven steps regarding the investigation of the alignment of the secondary curriculum to SLA theories and L2 writing approaches, and how well the EFL writing curriculum prepares students with required academic writing skills for

university. From the literature review, a set of analytical procedures were developed.

A summary of the proposed analysis procedures is presented in Table 3-1.

Table 3-1: Summary of the analytical framework procedures

Analysis Procedures		Description
1	SLA Theories and Instructional Approaches	The SLA theories and instructional approaches analysed in relation to three main SLA theories and their related instructional approaches, namely; structural/behaviourism approach, cognitive information processing approach, and the socio-cognitive/socio-cultural approach
2	L2 Writing Approaches	There are three main approaches regarding writing including, product-based approach, process-based approach and genre-based approach
3	Types of Learner Roles	Based on Richards and Rodgers (2001), learner's role patterns are banded into 'individual', 'pair' or 'group'.
4	Types of Teacher Roles	In this thesis, it has been suggested that for evaluation the teacher roles in the secondary writing curriculum, the roles can be classified and coded under two categories teacher as a director and teacher a catalyst.
5	Types of Writing Tasks	Within this research it is proposed that a writing task in the curriculum that focuses on exposition and academic argument (Rose, 1983), critical analysing, or the synthesis of information from several sources (Pugh et al., 2000) to be labelled as an expository writing task. In contrast to the expository, narrative tasks can be labelled as writing tasks that are assigned for the purpose of describing personalized experiences or perceptions of instant objects or occurrences, and that providing factual descriptions through the summarising of ideas and/or information contained within a text – narrating events or report facts will be labelled as narrative tasks.

Table 3-1: Summary of the analytical framework procedures (continued)

Analysis Procedures		Description
6	Cognitive Demand Levels of Writing Tasks	To determine the cognitive levels of the writing tasks, a coding scheme was developed based on the revised version of Bloom's taxonomy of cognitive domain level (Anderson, Krathwohl, & Bloom, 2001).
7	Frequency of the writing skill being used as the main skill to achieve learning outcomes	Analysing the frequency of writing skills in compared to other skills (listening, speaking, and reading) in order to provide evidence about the emphasis the Yemeni 12 th grade EFL writing curriculum and classroom instruction.

3.8 STAGE THREE: ANALYSIS AND EVALUATION STAGE

This study investigated the predominant approaches to second language writing instruction reflected in the Yemeni EFL writing secondary curriculum and determines how well this curriculum prepares students for writing in English at the higher educational level.

The rational for selecting case study approach was presented, followed by discussion about study protocols, theoretical propositions, design, data collection methods, data analysis and interpretation, the reliability of the results produced through this method. A summary of the study phases, methodology, and outcomes is presented in Table 3-2.

Table 3-2: Summary of research phases, methods, and outcomes

No	Stage		Methods	Outcomes
1	Problem Formulation		Literature review	(1) Formulate the research problem, research questions and objective (2) Define the research scope and setting
2	Analytical Framework Development		Literature review	Derive the analytical research model
3	Analysis and Evaluation	Data Collection	- Document review - Classroom observation	(1) Investigate the predominant approaches to second language writing instruction reflected in the Yemeni EFL writing secondary curriculum. (2) Determine how well this curriculum prepares students for writing in English at the higher education level
		Data Analysis	Content Analysis - Manifest analysis: count the frequencies and calculate the percentages.	
		Data Valuation	- Triangulation - Inter-coder reliability coefficient	

3.8.1 Case Study: Overview

The purpose of this case study is to provide English teachers, curriculum developers, policymakers, and researchers with a richer description and understanding on the research problem. According to Yin (2003), a case study is an empirical inquiry that “investigates a contemporary phenomenon within its real life context.” (p. 2) It is

highly relevant when one expects the context to exert a significant influence of the study. A case study examines a phenomenon in its natural settings, employing multiple methods of data collection to gather information from one or a few entities (people, group, or organisations) (Benbasat, Goldstein, & Mead, 1987; Yin, 2011; Baxter & Jack, 2008; Ary, Jacobs, Sorensen, & Walker, 2013).

A case study strategy is feasible for achieving the research objectives by analysing the alignment of the curriculum to the corresponding language theories and approaches, and the importance of the congruity between EFL writing preparation at the secondary level and the university level. Moreover, a case study can be explanatory, descriptive, and exploratory (Robson, 2002; Yin, 2009; Baxter & Jack, 2008), with no sharp boundaries among these characteristics (Yin, 2009). Explanatory studies are usually guided by an initial hypothesis to explain the cause and effect relationships among variables (Yin, 2009; Bryman, 2012). Descriptive case studies seek to determine and describe the variables of interest in the study (Sekaran, 2003).

The exploratory approach is a useful approach in case study research when the focus is on uncovering elements or relationships (Yin, 2009; Bryman, 2012). According to Saunders, Lewis, and Thornhill (2011, p.133), exploratory studies are, “A valuable means of finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light”.

Yin (2009) explained that numerous interrelated issues must be considered prior and during case studies to enhance the quality and generalisability of the results produced thereof. This includes identifying the research questions, selecting the case

study design, defining the unit of analysis, selecting the site for a site visit, and identifying the validity and reliability procedures.

3.8.2 Case Study Protocol

Reliability is a central concern in case study research. It refers to the ability to repeat data collection procedures to test outcomes. This usually means making operational, and thereby repeatable, the greatest number of steps in the research process (Yin, 2009; Yin, 2013; Kim, Price, & Lau, 2014). These procedures are guided by protocols comprising the rules to conducting research through this method for greater research quality and reliability. Yin (2009) further identified such research protocols as including an overview of the case study, details of its design, clearly identified analytical tools, clearly defined tasks and objectives, and a clearly understood research context, among others.

These protocols are developed prior to commencing the case study research and should be strictly complied with throughout the research process. A copy of the case study protocols was sent to the schools prior to the commencement of the actual data collection, which includes an overview of the case study, the purpose of the case study, data collection procedures, and contact details. Screenshots of the case study protocol can be found in Appendices A, A1, A2, A3, A4.

3.8.3 Case Study Design

This study adopts a single-case study design with multi-methods, as illustrated in Figure 3-3. Using multiple sources of evidence is one effective practice to improve

the case study results (Yin, 2009; Ary et al., 2013; Green, Camilli, & Elmore, 2012; Bryman, 2012).

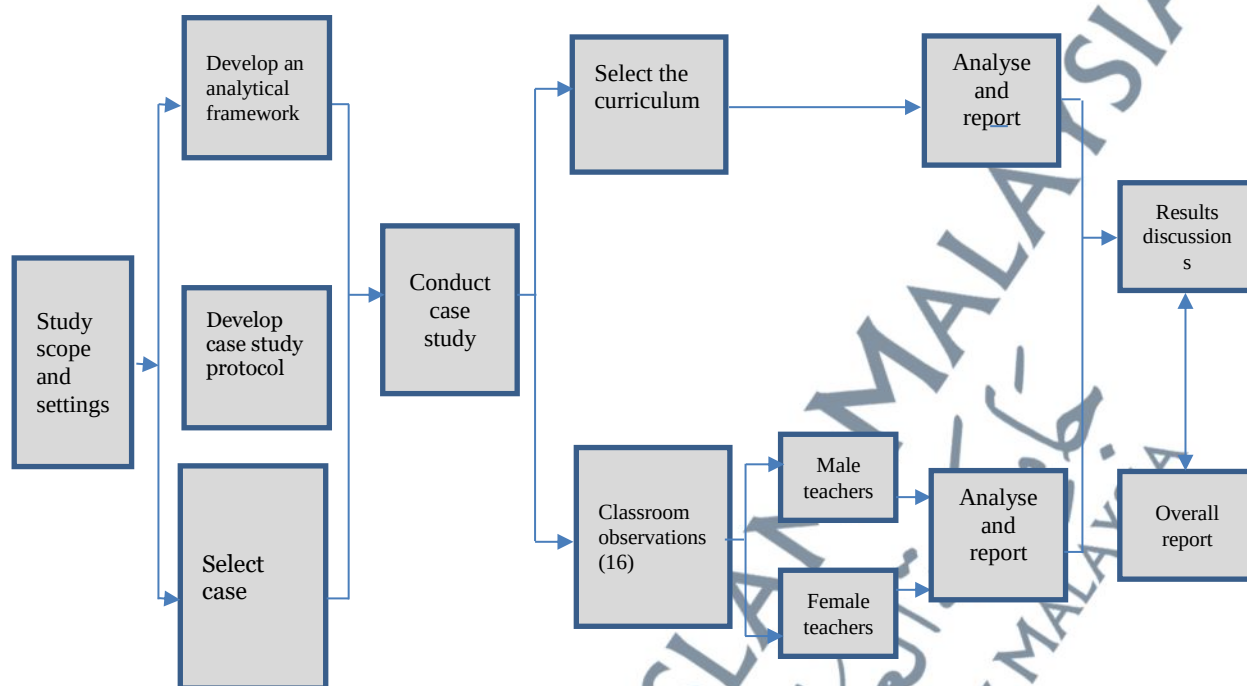


Figure 3-3: Case study design – Single case with multi-methods

3.8.4 Case Study Methods and Procedures for Data Collection

Two main research techniques were used in our evaluation of the 12th grade EFL writing curriculum and the preparation process for secondary students for higher educational level. One of the most important issues to consider in data collection is the utilisation of multiple sources of evidence, which allows for triangulation and improves the validity of the results. Document review and classroom observations were our primary data collection methods. Sets of interrelated tasks and procedures were applied before, during and after the actual data collection processes. The data collection methods and related procedures are discussed in the following sections.

3.8.4.1 Document Review

The reviewing processes started with reviewing documents, which are a useful source of evidence during the data collection process (Creswell, 2012), “Because of overall values, documents play an explicit role in any data collection in doing case studies” (Yin, 2003, p. 87).

Systematic searchers for relevant documents is essential in any data collection plan (Yin, 2009). In relation to the study objectives, the curriculum is the most important document. Curriculum is the backbone of any teaching and learning environment. Without a proper curriculum, it is difficult to gauge where students are heading (Wallin, 2011). Curriculum design fundamentally seeks to improve student learning, but may also have other purposes (Wallin, 2011). Lawrence (2011) asserted, “It has been widely accepted that a textbook is an essential component of the EFL classroom”. A language textbook is a published book specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon, 1988). In addition to being a learning instrument, textbooks are also used as a supporting teaching instrument (O’Neill, 1982; Ur, 1999) by providing directions and specific language-based activities (Mares, 2003). The student’s book usually comes with other materials such as a workbook, a teacher’s book or additional multimodal texts for reference as a textbook package (Masuhara & Tomlinson, 2008; Tomlinson, 2008). According to Mukundan and Ahour (2010), the quality of a textbook is important as it determines the success or failure of an English language course.

As a result, previous studies emphasised the importance of reviewing curriculum materials in EFL and ESL studies (e.g., Sidek, 2010; Lawrence, 2011). In

this study, the document analysis was used to gather information about SLA theories and instructional approaches, and L2 writing instructional approaches, types of learner roles, types of teacher roles, types of writing tasks, level of cognitive demand in writing tasks, and frequency of writing skills as reflected in the 12th grade secondary curriculum.

3.8.4.1.1 Document Review Procedures

The document review was performed through a number of procedures summarised below:

- Determining the research questions to be answered through the curriculum review and analysis
- Selecting the curriculum
- Eliciting the writing statements
- Coding and categorising
- Validating

3.8.4.1.2 Determining the research questions to be answered through the curriculum review and analysis

The research objectives were identified in advance in order to align the investigation process with the research questions and objectives to guide the document review process and ensure that the observation process is purposeful and focused. This step was useful during the data collection, coding, and analyses process. The results of curriculum review and analysis contributed to RQ1-RQ6 of this study.

3.8.4.1.3 Selecting the curriculum

The three books of the 12th grade EFL curriculum were selected for the purpose of data collection and data analysis. The current curriculum of secondary school in Yemen is called the English Course for Yemen (CECY). This curriculum adopted by the Ministry of Education was published in cooperation with Oxford Press. The CECY includes a course book, workbook, and a teacher's book.

The instructional materials for English typically reflect the four language skills of reading, writing, speaking, and listening. The course book consists of six units divided into sub-units. Topics are organised in six core units, with each unit containing texts of different lengths that deal with various topics. Every unit includes tasks related to reading, listening, grammar, and writing. The core units are divided into steps, each corresponding to approximately one lesson. Table 3-3 presents the overall organisation of the 12th grade EFL curriculum.

Table 3-3: Content Organisation of the 12th grade Curriculum. Source: English Course for Yemen, Teacher's Book

Unit	Core topic
1	Describing things
2	Reporting events
3	Looking for a job
4	Tables, flowcharts and diagrams
5	Working things out
6	Looking back

The textbook and the workbook are two separate books. The workbook includes the learning tasks for all the lessons in the course book. The workbook contains further practice activities that help consolidate the work initiated in the course book. The teacher book presents an overview of the curriculum and presents the objectives of units and lessons in relation to each language skill. It provides guidelines for teachers on how to conduct class activities and the answer key of all the tasks in the other books. Only the teacher's book contains writing related statements to help in the analysis process of the research question (e.g., identifying the teacher role, the learners' role, etc.)

3.8.4.1.4 Eliciting writing statements

The instructional materials for English typically reflect the four language skills. In the writing part, students are taught how to write descriptions, instructions, reports, and articles. Each unit in Book 6 ends with two lessons that aim to develop writing skills. These lessons make use of the vocabulary and language studied in the previous ten lessons. The present research conducts a comprehensive investigation of Book 6 to analyse the content and assess the extent to which the EFL writing approaches and strategies are reflected in this curriculum.

3.8.4.1.5 Coding and categorising

After the writing statements were selected, then the statements were coded based on predetermined coding categories. The coding structure was carefully designed in advanced based on Richards and Rodgers (2001). Following that, content analysis was performed.

3.8.4.1.6 Validating

To address validity, coding was performed in line with the coding scheme proposed in the analytical framework, and 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).

3.8.4.2 Classroom Observation

The second data collection technique used in this study was classroom observation. This method was chosen because it provides an in-depth investigation of the issues. It allows the gathering of rich data in order to understand the instructional approaches reflected in the EFL writing classroom (Wragg, 2012).

Observation is one of the popular research methods for data collection (Yin, 2009). In teaching and learning settings, classroom observation has been the foremost method for gathering data regarding teaching and teacher behaviour (Roberson, 1998; Wajnryb, 1992). Classroom observation is considered the most pragmatic procedure for collecting formal data about teacher performance (McGreal, 1983). According to Tsai, Finger, Chen, and Yeh (2008), classroom observation focuses on classroom activities and instructional structure. It focuses on one or a small number of teaching and learning aspects, such as the language used by teachers, the patterns of instruction that emerge in a lesson, and learning styles (Wajnryb, 1992).

Having an observation protocol helps keep the researcher organised, whilst providing a useful way of organising an observation (Creswell, 2011). On this form, an observation protocol was developed to describe the processes, in addition to recording reflective notes and concerns that may arise during the observation. The study approach to this was guided by established methods in language teaching and learning. According to McDonough and McDonough (2014), In the observation method there are at least three key parameters that need to be clarified. These are: (1) the observer, (2) the goals of the observation, and (3) the procedures; in other words who, why and how. These in turn will be determined by the nature of the setting in which the observation has taken place (p.102).

For each of the three headings, McDonough and McDonough (2014) listed a few possible starting points. For example, under ‘observer’ one can find course director, colleague, and trainee. Under the heading ‘goals’ there are personal development and improvement in methodology. Finally, under the heading ‘procedures’, one can find checklists, notes, logs, and audio recordings as examples of courses of action. The authors claim that having these starting points is a way of narrowing down and overlooking one’s observation.

The number of classroom observations varied in the literature on English language teaching and learning. Rahman (2007) used six observations, whilst Dumessa (2002) included 20 classroom observations for five teachers with four sessions each. For Rahim (2014), fourteen classroom observations were conducted from nine teachers. In the present study, the classroom observations were structured in order to focus on teaching writing classes, considering that the classroom observations were conducted for eight teachers; two for each teacher in eight

secondary schools in two governorates. In addition, classroom observation procedures and checklists were prepared to ensure observations remained focused. Preparations required before conducting the observation is essential for finding a pattern and making it easier to interpret what has been observed (McDonough & McDonough, 2014). The classroom observation with prescribed research questions and coding scheme helped focus on the study scope and linking the discussion to the research questions.

3.8.4.3 Classroom Observation Procedures

Classroom observation was adopted to observe the actual practices of the teachers in real life EFL writing classroom instruction. Prior to conducting the classroom observations, a set of steps with related procedures and forms were identified to guide the observation process including getting the permission, developing classroom observation sheets, and carrying out the sampling and data collection. Each of these steps is discussed in this section.

3.8.4.3.1 Develop Case Study Protocol

Case study protocols were developed and sent to the schools in advance to guide the overall data collection and analysis procedures. In addition to the importance of the case study protocols for the reliability and validity purposes, it was also sent to the schools and relevant authorities to show the roadmap of the study and their involvement in the data collection process. Therefore, a summarised version of the

case study protocol was developed and sent to the schools so they were clear of the study objectives, procedures, and relevant tasks.

3.8.4.3.2 Develop Classroom Observation Sheets

The classroom observation sheets were developed to facilitate the classroom observation process and to focus the investigation process on the research scope and objectives. In this step, six classroom observation sheets were developed. The observation sheets used for the purpose of analysing (1) SLA theories and instructional approaches, (2) L2 writing instructional approaches, (3) Teacher roles, (4) Learner roles, (5) Types of writing tasks, and (6) Level of cognitive demands. A copy of the observation sheets is presented in Appendices C, C1, C3, C4, C5, C6, C7, C8, and 9.

3.8.4.3.3 Permission for conducting classroom observation

Letters seeking permission to collect data were sent to different authorities. First, students' status letter was collected from the Universiti Sains Islam Malaysia accompanied with a supporting letter from the Yemeni Cultural Attaché. The third letter was sent to the potential school management attached with the case study protocols. The case study protocols include an introduction to the research, research objectives, data collection procedures, and contact details. (A copy of a letters is presented in Appendices D, D1, and D2. After getting the approval, volunteer teachers at the selected schools were contacted.

3.8.4.3.4 Performing the sampling and data collection

The study employed purposive sampling to target respondents with a good level of experience in TESL for the classroom observations. The teachers were selected with different levels of experience to maximise the opportunities for collecting rich data and to understand what transpires in the reality in the classroom. In purposeful sampling, a researcher specifies the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2008). The following procedures were used in this step:

- i. Identify the criteria for purposeful sampling – Three main criteria were proposed. First, the participant should have experience of at least one year in the field of TESL; second, the participant should be a full-time teacher; and third, the participant should have no objection to record the classroom observation sessions as well as to share the notes and other related materials required for the purpose of the study.
 - ii. Send invitations to the potential teachers – Invitations were sent to the participants based on purposeful sampling linked to specific criteria. Thirteen invitations were sent to potential government schools in order to nominate the teachers based on the proposed criteria. The targeted schools were located in two main governorates in Yemen. Eight out of thirteen schools responded positively to this invitation. A list of teachers was nominated by the schools management based on the proposed criteria and on the teachers' interest in participating with an overall total of eight nominated teachers agreeing to participate in this study.
- In the subsequent data collection process, the eight teachers agreed to participate

in the process and accordingly sixteen classroom observations were conducted, recorded, transcribed, analysed, and validated.

- iii. Introduce the research to the participants – Another important procedure applied prior to the classroom observation sessions was introducing the research purposes to the participants. For those who accepted the invitation to participate in the classroom observation, the overall study objectives, classroom observation guidelines were attached to the invitations and sent to the participants. The aim was to give the participants a clear idea of the research topics and related issues. The classroom observation guide included: (a) invitation statement, (b) introduction to the main discussion topics with some details, (c) criteria for participation, classroom observation rules.
- iv. Teachers' Informed Consent: Informed consent means the participants are informed about and understand what their participation in the research involves (Howe & Moses, 1999). For the purpose of audio recording, the teachers were informed about their roles in the research and the need for recording for analysis purposes.
- v. The discussions were audio-recorded. Details of the focus group participants' profiles are explicated in Chapter 4 (Section 4.3.1).
- vi. Conduct the classroom observation – Classroom observations were scheduled and conducted. In the current study, sixteen classroom observations were conducted. All the classroom observation sessions were recorded. The classroom observations sheets were used during and after the sessions. In addition, participation was voluntarily and privacy issues were maintained during the

research process. All the participants were given the choice on whether or not to provide their personal details based on their preference. A copy of the supporting documents and notes were collected from the participants.

- vii. Transcribe the classroom observations – The classroom observations were audio recorded and transcribed and saved in Word files. After that, data from the observation sheets and data from the transcriptions were used in the sub-sequent analysis process.
- viii. Attach the files to the project database – Each file was given a number attached to the study folder for analysis.

3.8.5 Data analysis and interpretation

In this study, manifest content analysis procedures were applied. The unit of analysis was the writing statements selected from the EFL writing curriculum and classroom observations. The analysis ranged in length from a set of words or sentences to several paragraphs (Campbell, Quincy, Osserman, & Pedersen, 2013; Berg, 2011).

Content analysis research involves the systematic analysis and arrangement of interview transcripts, field notes and related materials from which the findings are derived (Bogdan & Biklen, 2007). The data from EFL writing curriculum and classroom observations were organised, coded, and analysed. Once the transcriptions were completed, coding was undertaken. Researchers suggested steps for developing a coding system. For example, Bogdan and Biklen (2007) suggested that a coding system should include: (i) searching for patterns and for topics in the data, (ii) finding words and phrases to represent these topics and patterns, and (iii) developing

a list of coding categories. Ryan and Bernard (2003) reported that analysing text involves several tasks including: (i) discovering themes and sub-themes, (ii) winnowing themes to a manageable few, (iii) building hierarchies of themes, and (iv) linking themes into theoretical models. In addition, researchers have identified the different sources that themes come from. They further suggested that themes come from data in an inductive approach as well as from the prior theoretical understanding of the study topic. Others suggested that themes can be constructed from the literature review, researchers' values, theoretical orientations, and personal experiences (Strauss, 1987; Ryan & Bernard, 2003; Saldana, 2009).

The purpose of analysing data is to find meaning from the raw data (Burns, 2000; Silverman, 2006). According to Krippendorff (2004), content analysis is a, "Research technique for making replicable and valid inferences from data which can range from simplest form of word count to thematic analysis and conceptualization". Content analysis is an appropriate method to allow researchers to test and extend theoretical frameworks (Elo & Kyngäs, 2008). According to Silverman (2006), performing content analysis by examining the frequency of words is an acceptable method of textual investigation. The development of codes and categories can be obtained from the literature and researcher experience, and the codes and categories can be identified before and during data analysis (Ryan & Bernard, 2003; Hsieh & Shannon, 2005).

In this study, manifest analyses was systematically conducted through a set of iterative processes. The unit of analysis was the writing statements arranged in length from a set of words or sentences to several paragraphs (Campbell et al., 2013; Berg, 2011). Manifest content analysis was performed where writing tasks in the 12th grade

EFL writing curriculum document, and EFL writing classroom instruction were reviewed and analysed.

In the first coding phase, writing statements and activities were elicited from the selected curriculum and included reading, writing, listening, and speaking learning activities. In the second phase, initial coding categories or themes were coded based on the prior literature and the conceptual model of the study, in which the writing statements were coded based on the categories related to each research question. Table 3-4 presents the summary of coding categories used during the analysis process of this study.

Table 3-4: Coding structure and categories

Research question	Coding categories
1. SLA theories and instructional approaches	- Structural theory - Cognitive theory - Socio-cognitive / Socio-cultural theory
2. Writing approaches	- Product-based approach - Process-based approach - Genre-Based approach
Teacher role	- Catalyst - Director
Learner role	- Pair / group - Individual
Types of writing tasks	- Expository - Narrative
The cognitive thinking level	- Low level, such as Recalling skill, and Understanding skills - High level, such as Applying skill, Analysing skill, Synthesizing skill, and Evaluating skill

This is similar to open coding strategy in which the, “Researcher carefully reads the document line by line and word by word to determine the concepts and categories that fit the data” (Strauss, 1987, p. 28). In the third phase, manifest content analysis was performed (Berg, Lune, & Lune, 2004; Berg, 2011; Babbie, 2015). Manifest content analysis refers to those elements that are physically presented and calculated (Berg et al., 2004; Berg, 2011). According to Berg et al. (2004), reporting the frequency for which a given concept appears in the text is more convincing for their argument. The outcome of the data analysis is presented in Chapter 4.

Using the case study approach offers the opportunity to refer to multiple sources of evidence (Yin, 2009). Bogdan and Biklen (2007) explained triangulation as the application of several research methodologies in the study of a single phenomenon. Triangulation is particularly useful when trying to avoid the limitations of adopting a single method (Yin, 2009; Gray, 2013), which allows for more comprehensive assessment of validity (Maxwell, 1998; Yin, 2009).

In this study, triangulation was applied by collecting data using multiple methods including document review and analysis, and classroom observations. The data were then integrated and analysed in a comprehensive way, which resulted in rich data that supports the research objectives. During the analysis process, triangulation was used between the two methods. For example, in order to analyse the content and to assess the extent to which the EFL writing approaches and strategies are reflected in this curriculum, two methods were used documents review and classroom observations. To provide empirical evidence to support each research question, data were collected and analysed using multiple sources of evidence.

3.9 ANALYSIS OF RESEARCH QUESTIONS

To answer the research questions, a set of analysis procedures and forms were developed based on the EFL literature.

RQ1: SLA THEORIES AND INSTRUCTIONAL APPROACHES

The SLA theories and instructional approaches reflected in the EFL secondary writing curriculum were analysed in relation to three main SLA theories and their related instructional approaches, namely structural/behaviourism approach, cognitive information processing approach, and the socio-cognitive/socio-cultural approach.

The structuralism theory approach focuses on language form and structure. For example, the Grammar Translation Method focuses on activities such as translating passages from one language into the other, memorising grammatical rules and memorising vocabulary. Additionally, class work activities are highly structured and all activities are typically controlled by the teacher (Larsen-Freeman, 2000; Willis & Willis, 2007; Chen, 2008; Wang, 2009; Nakatsugawa, 2009). In the case of cognitive information processing, the focus of learning is on linguistic information processing, textual information processing and prior knowledge processing (Koda, 2005). This approach focuses on the process of combining text ideas into coherent sentences in order to assist learners in their analysis the meaning of a section of text beyond the sentence level (Storch, 1998). Direct methods help students extrapolate deeper meaning directly through the target language, and often visual aids are used to help students understand this meaning. Students speak in the target language and communicate as if in a real life situation. Through such an approach, the focus is on writing and reading skills, with the grammar taught deductively. However, socio-cognitive/socio-cultural theories regarding SLA tend to consider language learning as

cognitive and social in nature (Sidek, 2012). According to socio-cognitive theories, learning occurs through the interactive network of cognition, social interaction and the environment (Atkinson, 2002). The communicative approach introduces realistic and normative scenarios into English language education (Xu, 2010), and is similar to the most general learning perspectives, usually referred to as ‘learning by doing’ or ‘the experiential approach’ (Richards & Renandya, 2002). A summary of the SLA theories and examples of coding and categorising writing statements in relation to structuralism, cognitive, and socio-cognitive/socio-cultural are presented in Tables 3-5, 3-6, and 3-7 respectively.

Table 3-5: Analysing SLA theories reflected in EFL Secondary Curriculum (Structuralism)

SLA Theories	Description and examples
Structuralism	This theory focuses on the language structure and forms e.g. the Grammar Translation Method focuses on activities such as translating passages from one language into the other, memorising grammar rules and memorising vocabulary.
Examples	- Join the sentence using –ing form, - Find out other example of the above language (passive voice, punctuation) in the text. - Re-write these sentences with the correct punctuation. - In your copybook, make phrases using the verbs in box 1 and the nouns in box 2. - Use the words in the boxes to complete these sentences. First, choose the correct preposition from Box A. Then choose a suitable phrase from Box B. - Use each phrase once only. Write any verb in the correct form. - Write sentences using have or get. Use the correct tense. - Write the verbs in brackets in the correct form. - Re-write the underlined sentences using suitable modal verbs.

Table 3-6: Analysing SLA theories reflected in EFL Secondary Curriculum (Cognitive information)

SLA Theories	Description and examples
Cognitive information	- The focus of this theory is on linguistic information processing, textual information processing, prior knowledge processing (Koda, 2005). - Combining text ideas into coherent sentences to help learners analyse the meaning beyond the sentence level (Storch, 1998). - Think about the best order for the information before writing your own report.
Cognitive information Examples	- Answer these questions about the letters on PB page 22. Write 'K' for Kate or 'T' for Tim. - Complete the flow chart using the information in the text. - Which explanation do you think is best? Write four sentences to explain why. - Identify everything in the picture, write notes. - Write letters of each picture on PB page 44 in the order you hear them. - From the information in the text, write an explanation for each of these statements.

Table 3-7: Analysing SLA theories reflected in EFL Secondary Curriculum (Socio-cognitive/socio-cultural)

SLA Theories	Description and examples
Socio-cognitive/socio-cultural	- Socio-cognitive theories of SLA view language learning as cognitive and social in nature (Sidek, 2012b) - Learning through the interactive network of cognition, social interaction and the environment (Atkinson, 2002).
(Socio-cognitive/socio-cultural) Examples	- Read the newspaper headlines and write a report. - Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette. - Write the ending of the story - 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. - Write a description in your copybook. Describe a scene you know. It could be the view from your classroom window, from your house, or a favourite place that you are familiar with

RQ2:L2 WRITING APPROACHES

The three main approaches of L2 writing are the product-based approach, process-based approach, and genre-based approach. In an ordinary product approach-centred class, learners are given an ordinary example of writing, which they are then required to follow and adapt in order to re-create a section of original text. In this approach,

there is an over-emphasis on linguistic forms (Robertson, 2008). Successful learning is measured by how well structured and grammatically correct a composition is (Brown, 2002).

A process-approach is adopted in English language writing education, which contrasts with the more traditional product-focused approach in educating learners. Process-focussed writing is seen as the means by which writers can improve their writing tasks from an immediate stage to the stage, which sees their pre-cuts completed. The concept of the process-based approach has been defined by O'Brien (2004) as an activity by which teachers encourage students to see writing, not in terms of grammatical exercises, but in terms of meaning and discovery of ideas. When comparing the process-based approach to the product-based approach, the process approach, however, puts particular importance on the process that the writer undergoes when devising and creating a piece of text. On the other hand, the product-focused method sees a considerable amount of stress placed on writing examples that the learner could replicate (Nunan, 1991; Brown, 2002).

The genre-based approach regarding English writing teaching practices is more of a functionalistic in its method and emphasises the social constructiveness of language (Knapp & Watkins, 2005). Within the genre approach, text is seen as a social process and writing as a collaborative act that is affected by a multifaceted and interconnected social phenomena (Knapp & Watkins, 2005). As reported by Hyland (2004), supporters of the genre approach argue that people write to fulfil a particular goal or to achieve a certain purpose, that people do not only write to practice grammar or learning structures, but also to focus on context and audience. In the genre approach, the focus is not just a matter of training students to produce a certain

form, it also helps the students recognise how texts can be created to relate to a specific purpose, audience, and message (Derewianka, 2003; Hyland, 2004). Examples of analysing L2 writing approaches reflected in EFL secondary writing curriculum, including, product-based-approach, process-based approach, and genre approach as shown in Tables 3-8, 3-9, and 3-10 respectively.

Table 3-8: Analysing L2 writing approaches reflected in EFL Secondary Curriculum (Product-Based Approach)

L2 Writing Approaches	Description and examples
Product Based Approach	- The product-based approach is the most common traditional approach. - In the product approach, successful learning is measured by how well structured and grammatically correct a composition is (Brown, 2002). - It over emphasis on linguistic forms (Robertson, 2008). - Writing is mainly about linguistic knowledge and the appropriate use of vocabulary and syntax (Pincas, 1982). - The writing exercises applied in this approach typically deal with sentence-level writing and paragraph-level organisation.
Examples	- Re-write these sentences to change the information focus. - Join these sentences using the –ing form of the verb. - Write these headlines as complete sentences.

Table 3-8: Analysing L2 writing approaches reflected in EFL Secondary Curriculum (Product-Based Approach) (continued)

L2 Writing Approaches	Description and examples
Product Based Approach Examples	- Look at these sentences. Think about whether the second sentence in each pair gives additional or necessary information. Then join each pair to make single sentences. - Use the adjectives and nouns below to make sentences about other jobs.

Table 3-9: Analysing L2 writing approaches reflected in EFL Secondary Curriculum (Process-Based Approach)

L2 Writing Approaches	Description and examples
Process-based Approach	- The process-based approach has been defined by O'Brien (2004) as an activity in which teachers encourage students to see the writing in terms of meaning and discovering ideas. - The process approach, students manage their own writing by being given a chance to think when they write (Brown, 2002).
Examples	- You are a medical student writing about the process of patient treatment in Casualty. - Re-read the underlined parts on page 45. Then write a paragraph in your copybooks.

Table 3-10: Analysing L2 writing approaches reflected in EFL Secondary Curriculum (Genre Approach)

L2 Writing Approaches	Description and examples
Genre -based	- This approach-model is more of a functionalistic approach and emphasises the social constructiveness of language (Knapp &Watkins, 2005). - Genre adherents argue that people write to achieve certain purposes; people not only write to practice grammar or learning structures, but also to focus on context and audience (Hyland, 2004).
Examples	- Think of somebody you know about who has had a long life in public service. Write a short paragraph about him/her in your copybooks. Use the vocabulary you have collected in this unit. The following questions will guide your writing. - Do heavy things fall faster than light things? Devise an experiment to find out. Write up on the form below.

RQ3: LEARNER ROLES

Based on Richards and Rodgers (2001), learner's role patterns are banded into 'individual', 'pair' or 'group'. Pair and group activities are supported implicitly in the communicative approach as the focus of the communicative approach with regard to social interaction, and the use of language rather than on language structure (Lightbown et al., 2006). To analyse the learner roles as reflected in the EFL secondary writing curriculum as well as EFL writing classroom instruction, in this thesis the learner roles were coded based on the description of Richards and Rodgers (2001) and Johnson and Paulston (1976). The learner roles contain the types of learning tasks set for learners in the form of learning assignments, given to students

in terms of learner groupings, whether they are individual or pair/group. A summary of the coding categories of learner roles and examples of writing statements in relation to these categories are presented in Table 3-11

Table 3-11: Analysing learner roles as reflected in EFL Secondary Curriculum and Instruction

Role	Example
Pair / Group	- Work with your partner. Re-write the description in your copybook. - Work in pairs. Interview your partner about his/her family and note his/her answers on the table. - Give details. If you like music, say which music and why; if you play sport, say which sport and why. - Written descriptions should be organised with the reader in mind. In the text on page 6, the writer started with things at a distance. Another way is to start writing about things that are nearby. Re-order this paragraph to make a description.
Individual	- Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette. - Write your own report. - 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.

RQ4: TEACHER ROLES

Richards and Rodgers (1986) asserted that teacher roles are related to a set of issues including: (a) the kind of job teachers are required to fulfil; (b) the extent of control an educator has over the learning practices adopted; (c) the extent to which the teacher can decide what is to be used as part of the educational process and; (d) the trends of interaction that come about between learners and educators. (Littlewood, 1981) conceptualised the role of the language teacher broadly as the, “facilitator of learning” in the context of Communicative Language Teaching (CLT).

According to Tudor (1993), in the context of the learner-centred classroom, the focus is on the active involvement of the learners in the learning process. The role of the teacher in the learner-centred approach is to provide activities that stimulate the acquisition of skills and knowledge through communication (Klapper, 2003), facilitate communicative process between participants in the classroom, and encourage activities among participants (Breen & Candlin, 1980). The interaction patterns in a communicative language learning is a two way form of communication where the teacher monitors and encourages students to take part actively in the reading process through group discussions, role play presentations and other communicative activities (Richards & Rodgers, 2001). Thus, the teacher’s role as a catalyst is less dominant as students are more in control in their own learning progress (Brown & Principles, 2001).

In the context of this study, the 12th grade EFL curriculum was developed based on the CLT approach. One of the major roles a teacher assumes in the CLT writing classroom is the role as a catalyst whereby the teacher is responsible in creating a learning environment that promotes a communicative learning

environment. As a result, for evaluating teacher roles in the secondary writing curriculum, the roles were classified and coded under teacher as a director and teacher a catalyst. A summary of the coding categories of teacher roles and examples of writing statements in relation to these categories are presented in Tables 3-12 and 3-13.

Table 3-12: Analyse teacher roles as reflected in EFL Secondary Curriculum and Instruction – Catalyst

Role	Examples
Catalyst	- High level of student choice. Student is active. - Teacher as a facilitator (Larsen-freeman, 2000; Littlewood, 1981) - Teacher provides activities that stimulate acquisition through communication (Klapper, 2003) - Teacher facilitates communicative process between participants in classroom; and facilitates activities among participants (Breen & Candlin, 1987)
Catalyst Examples	- Work with your partner. Discuss how you could make your descriptions more like the one you heard. Re-write the description in your copybook. - Written descriptions should be organised with the reader in mind in the text on PB page 6, the writer started with things at a distance. Another way is to start writing about things that are nearby. Re-order this paragraph to make a description going from near to far. - Choose one of the stories and use your answers to write a short report in your copybook. - Write your own report. Choose one of the headlines from activity B before you start. Think about which pictures you would use. Remember to check your report before you write it out neatly. - In your copybooks, use your notes from activity D to summarise the advertisements.

Table 3-13: Analyse teacher roles as reflected in EFL Secondary Curriculum and Instruction – Director

Role	Examples
Director Concept	- Students controlled by the teacher. - Low level of student choice, student passive.
Director Examples	- Re-write your instructions for making coffee in the same way. - Correct the statements that are wrong. - These statements are true. How do you know from the text? Write reasons in your copybook. - Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette. - Follow the instructions in activity 6.12 A in the Workbook to complete the writing activity. - Use the adjectives and nouns below to make sentences about other jobs

RQ5: TYPES OF WRITING TASKS

For preparing the student for university courses, it is essential to have information about types of writing tasks (Shih, 1986). Writing tasks can generally be classified into narrative and expository (Avalos et al., 2007; Derewianka, 1990). In this study, a writing task in the EFL textbook, EFL workbook, and EFL teacher book that focus on exposition and academic argument (Rose, 1983), critical analysing, or synthesising information from several sources (Pugh et al., 2000) were labelled as expository writing tasks. In contrast to the expository, narrative tasks were labelled for the writing tasks assigned for describing personal experiences or observations of

immediate objects or events, providing factual descriptions, summarising ideas and/or information contained in a text, and narrating events or report facts.

At the university level, students need to be prepared to read and write texts that are primarily expository texts (Pugh et al., 2000; Sidek, 2010; McCormick, Hafner, & Saint-Germain, 2013). As a result, if EFL instruction at the secondary level focuses on training students more on narrative writing, than expository writing, students might face difficulty in academic writing at the university level, which is mostly expository in nature. Therefore, to prepare students for EFL writing at the university level, writing instruction that exposes students to expository writing tasks may assist them to equip with the required writing skill at the university level.

Table 3-14: Examples of types writing tasks

Examples	Type
Work with your partner. Discuss how you could make your descriptions more like the one you heard. Re-write the description in your copybook	Narrative
Choose one of the stories and use your answers to write a short report in your copybook.	Narrative
In your copybooks, use your notes from activity D to summarize the advertisements like this: The World Aid Organization has vacancies for ... Applicants must ... Applicants should ..	Narrative
The flow chart below tells you how to plant a small tree. Use the information to write a paragraph in your copybooks. Don't forget to use sequence words like first, next, then, after that ...	Expository
Which explanation do you think is best? Write four sentences to explain why	Expository

RQ6: COGNITIVE DEMAND LEVELS OF WRITING TASKS

Analysing the levels of cognitive demand of the writing skills were conducted through analysing the writing statements in the 12th grade secondary EFL writing curriculum and writing classroom. To determine the cognitive levels of the writing tasks, a coding scheme was developed based on the revised version of Bloom's taxonomy of cognitive domain level (Anderson et al., 2001; Bloom, 2013).

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 Bloom's taxonomy of cognitive domain (Anderson et al., 2001), and the frequencies of writing skills used to achieve learning outcomes were calculated. These categories are remembering, understanding, applying, analysing, evaluating, and creating. Second, the six categories were classified into low and high cognitive domains. Remembering and understanding were assigned into the "Low Level" category, and the categories of comprehension, application, analysis, synthesis, and evaluation were coded under the "High Level".

Examples of the coding categories are shown in Table 3-14. These taxonomies describe the cognitive skills that students are required to have at various levels of cognitive demand. One of the main goals of the EFL Secondary Curriculum is to prepare students for higher education. Hence, students need to be equipped with not only the lower cognitive skills such as recalling and retrieving knowledge, but also higher order cognitive skills such as the ability to analyse and utilise information learned. The analysis of the cognitive demands of the writing tasks at the secondary school level provided insights into the level of EFL writing mastery. If the cognitive

demands of the writing tasks in the EFL secondary writing curriculum are primarily at the knowledge retrieval and comprehension level of the taxonomy, secondary students may not be prepared for the cognitive demands of writing tasks in EFL at the university level.

Table 3-15: Examples of writing tasks based on the revised taxonomy

Examples	Type	Level
Match the boxes with the correct description in the list below the letter, write you answers in	Remembering	Low level
Think about the best order for the information before writing your own report.	Understanding	Low level
- Write a business letter to this job advertisement in Daily News of April 20th. - Write about yourself what you want to do in the future look at the article and find language that will help you.	Applying	High level

RQ7: FREQUENCIES OF WRITING SKILL IN THE YEMENI 12th GRADE EFL WRITING CURRICULUM AND CLASSROOM INSTRUCTION

The frequency of writing skill as the means to achieve the listed learning outcomes offer verification on the emphasis on writing in the 12th grade EFL writing curriculum. To determine the extent to which EFL writing is used as a means to achieve the listed outcomes in the 12th grade EFL writing curriculum, the analysis was conducted on how frequent each EFL language skill (writing, speaking, listening, and reading) appeared in the EFL curriculum documents including course

book and workbook. An example of the EFL skills analysis is presented in Table 3-16.

Table 3-16: An example of the EFL skills analysis

Example	Skill
Listen to the conversation. What does Jim think of Don's dream? Do activities A and B.	Listening
Listen to the story of the Mary Celeste as told by a man called 'Fosdyke', and tick the correct boxes.	Listening
Choose the picture that best matches each description.	Listening
Listen again and look at the map. Answer the questions by marking the positions on the map.	Listening
Ask questions about one of your partner's dreams and answer questions about one of your own.	Speaking
Do you use your own judgment to choose books and videos, or do you wait to hear what other people or critics say? Do you agree that critics do a useful job? Discuss.	Speaking
Discussion: What experiments would you like to carry out? Why are experiments important for progress?	Speaking
Work with your partner. Discuss how you could make your descriptions more like the one you heard	Speaking
Read the article. Then answer these questions. Now do activities A and B in the Workbook	Reading
Read this description. As you read try to imagine the scene as the driver travels through the country side	Reading
Look at the photographs and read the newsflashes and information about the disaster	Reading
Write a short review of a book you have just read, or a film you have just see. Say whether you liked it or not, and why	Writing
Choose one of the stories and use your answers to write a short report in your copybook	Writing
Write the ending of the story	Writing

3.10 TRUSTWORTHINESS OF CASE STUDY FINDINGS

In case study research, addressing reliability and validity is essential to ensure the quality and trustworthiness of the findings (Yin, 2009; Graneheim & Lundman, 2004; Krippendorff, 2004; Perry, 1998). Reliability generally refers to, “The extent to which a measuring procedure yields the same results on repeated trials” (Neuendorf, 2002). The idea of reliability in relation to content analysis is that if the procedures can be conducted only once or only by a particular person, the data will not be valuable and reliable. In case study research, reliability refers to demonstrating the transparency of the study in which, “The emphasis is on doing the same case over again, not on replicating the results of one case by doing another case study” (Yin, 2009).

In this study, the reliability of the case study findings was ensured through two main tactics suggested by Yin (2009), namely, developing a case study protocol and developing a case study database. The case study protocol included developing the set of procedures, designing the supporting forms, introducing and clarifying the research issues to participants in advance, and recoding the classroom observation sessions. In the analysis phase, to address the reliability issue, a case study database was created to gather the different data sources, transcribed files, nodes, queries, and other relevant materials.

As for validity issues, validity refers to the extent to which a measuring procedure represents the intended concept (Neuendorf, 2002). In case study research, Ryan and Bernard (2003) explained that validity is checked to make sure that the identified themes are valid. According to Weber (1990), “To make valid inferences from the text, it is important that the classification procedure be reliable in the sense

of being consistent: Different people should code the same text in the same way”. Further, Ryan and Bernard (2003) argued that, “There is no ultimate demonstration of validity as it depends on the collective opinion of researchers”. Thus, it has been suggested that inter-coder reliability needs to be calculated in order to test the validity, which refers to the degree to which coders agree with each other about themes (Ryan & Bernard, 2003; Neuendorf, 2002). Various rules of thumb have been proposed for the inter-code reliability coefficient. However, the rule of thumb for the correlation coefficient suggested by Ellis (1994) is the most widely accepted one. According to this rule of thumb, any coefficient correlation between 0.075 and 0.80 indicates a high reliability. According to Neuendorf (2002), the following formula is a popular way to calculate the percent agreement (PA):

$$PA = \frac{\text{Total As}}{n}$$

where Total As is the number of agreements among coders, and n is the number of units coded.

Validity was tested in this study by considering a number of tactics including triangulation by collecting data using multiple methods, which is one effective practice to test the construct validity (Yin, 2009), and by calculating the inter-coder reliability coefficients (Ryan & Bernard, 2003; Neuendorf, 2002) using the rule of thumb proposed by Ellis.

3.11 ETHICAL ISSUES

Before starting the data collection processes, a set of procedures was used to comply with ethical requirements in both the school and individual context. At the school

level, a letter indicating permission to collect data from the USIM was provided to schools. Another letter issued by the Ministry of Education was also sent to each selected school. In all visited schools, the researcher obtained formal ethical approval to start the data collection processes. In the student context, the ethical issues were considered including informed consent, anonymity, and confidentiality.

According to Howe and Moses (1999), informed consent is the central ethical principle to consider in doing research. Informed consent means the participants are informed about and understand what their participation in the research involves. Thus, all the participants in classroom observations in the present study were informed in advance and received a copy of the study guidelines. The description of the research purpose and the criteria of participation were included in the guidelines and presented to participants during the data collection process. The participants participated voluntarily in the research phases. All the study data were collected and treated confidentially. The participants were selected based on predetermined criteria and no personal details were required. In addition, the classroom observation sessions were audio-recorded with the participants' consent. All the data related to the study including hard copies of the participants' comments, audio files, and transcripts were accessible only to the researcher and the supervisor.