# CONTENTS

ACKNOWLEDGEMENTS ................................................................. i
TABLE OF CONTENTS ............................................................... ii

**CHAPTER ONE: INTRODUCTION AND BACKGROUND** .................. 1
1.1 Introduction ........................................................................ 1
1.2 English as a Lingua Franca ............................................... 2
1.3 The Status of English in Yemen .......................................... 4
1.4 ELT Situation in Yemen ....................................................... 5
1.4 Statement of the Problem ...................................................... 7
1.5 English Education at Taiz University ................................. 10
1.6 The Aims and Objectives of the Study ............................... 12
1.7 Scope of the Study .............................................................. 14

**CHAPTER TWO: REVIEW OF RELATED LITERATURE** .......... 15
2.1 CA and EA ........................................................................ 15
2.1.1 Error Analysis ............................................................... 17
2.1.2 Contrastive Rhetoric and writing skills of Arab learners writing in English .................................................. 20
2.2 EFL Writing ...................................................................... 24
2.2.1 Krashen’s approach ......................................................... 29
2.2.2 Reading and Writing Skills ............................................ 31
2.2.3 EA Studies conducted on Arab EFL learners .................. 33
2.3 Process Models ................................................................. 37
2.4 The Present Study ............................................................. 39

**CHAPTER THREE: RESEARCH DESIGN AND PROCEDURES** .... 41
3.1 Introduction ....................................................................... 41
3.1.1 The present study .......................................................... 42
3.2 Procedures for the present study ....................................... 43
3.2.1 Elicitation procedures .................................................... 45
3.2.1.1 Language Ability Test (LAT) .................................. 45
3.2.1.2 Composition Writing ............................................. 46
3.2.1.3 Learners’ Questionnaire 47
3.2.1.4 Teachers’ Questionnaire 48
3.2.1.5 Review and assessment of the teaching materials and methods 48
3.2.2 Analytical Procedures: 49
3.2.2.1 Language Ability Test (LAT) 49
3.2.2.2 Composition Writing 50
3.2.2.3 Learners’ questionnaire 51
3.2.2.4 Teachers’ Questionnaire 52
3.2.2.5 Review and assessment of the teaching materials and methods 52

CHAPTER FOUR: DATA ANALYSIS 54
4.1 Introduction 54
4.2 Assessment of Students’ Competence 55
4.2.1 Language Ability Test (LAT) 55
4.2.2 Analysis of Learners’ Compositions 65
4.2.3 Error Analysis 71
4.2.3.1 Statistics of different types of Errors 72
4.2.3.2 Types of Errors 72
4.3 Needs Analysis 78
4.3.1 Learners’ Questionnaires 78
4.3.2 Teachers’ Questionnaires 96
4.4 Review and Assessment of the teaching Materials and Methods 108
4.4.1 Overview 108
4.4.2 Material Selection 111
4.4.2.1 Level-one R&C Materials 113
4.4.2.2 Level-two R&C Materials 114
4.5 Discussion 117
4.5.1 Teacher Questionnaire 117
4.5.2 Students’ Performance in LAT and Composition Writing 118
4.5.3 Needs Analysis: Students’ Questionnaires 131
CHAPTER FIVE: CONCLUSIONS AND FUTURE PROJECTIONS 150
5.1 Summary of the Study 150
5.2 Recommendations and Future Projections 156

5.2.1 For its application in the program, Faculty of Education, Taiz University 156
5.2.2 For Pedagogical theory and further research in the area 162

BIBLIOGRAPHY 165

APPENDICES 179
A Language Ability Test 179
B Learner Questionnaire 183
C Teacher Questionnaire 185
D Syllabus of the English Department 187