ABSTRACT

Teaching writing skill in an English as a foreign language (EFL) classroom usually entails the teaching of surface level dimensions of writing. It depends, for instance, on the teaching of the mechanics of writing such as the use of capitals, spelling, punctuations, and grammatical forms. Therefore, many EFL teachers teach their students writing skills through providing them with a good model through which they practise or analyse its vocabulary and punctuation, and imitate its organisation and grammatical structure. These aspects, however, are important but they are not sufficient by themselves. Today, genre-analysis is pertinent to language teaching, as our learners need to know how texts are organised coherently, and how their organisation is related to the process of composing for various communicative purposes.

Therefore, in the last two decades, a lot of research has been going on seeking to understand the nature of the writing process, which, in turn, has given the teachers of writing valuable insights into the different ways involved in writing and composing (e.g. Flower & Hayes, 1981; Swales, 1990). With the dawn of a new understanding of the writing process, came the crucial question: how should writing be taught? Almost every teacher involved in the teaching of writing as a profession could not ignore the findings of the new research and sought ways and means of incorporating these in the classroom. Accordingly, the stable period of common beliefs had been shaken, and more and more teachers are now growing dissatisfied with the product-centered approach to writing. Thus, most of composition teachers started moving towards the different theories of teaching writing such as the new paradigms that have appeared in the field of teaching writing (i.e. the process and genre paradigms). It is this knowledge and understanding which I gathered to share with all the teachers of
writing in my University so that they, too, will be able to understand the way writing should be taught and this is one of the aims of this study. The aim entails the clarification of issues, at a theoretical level, to help lecturers understand better their role in the teaching of writing at the college level.

The thesis is set also to review L2 literature, which offers extensive discussion of, and guidelines for, the practices and processes of teaching L2 writing as well as the theoretical background to this study. Further, it will explore the use of genre analysis in all the writing coursebooks used in the Colleges of Education at Aden University. The study is concerned with second year B.Ed. students of English at Aden University.

The main research tools used for the study were: 1) classroom observation; 2) teachers' questionnaire; 3) students' questionnaire; 4) teachers' interviews; 5) students' interviews; and 6) think-aloud protocol. The classroom observation investigates the procedures which teachers follow in teaching composition. The teachers' questionnaire tries to provide answers to the following questions:

a) How well-informed are the lecturers about the new ways in teaching composition?

b) What are the practices they follow in the teaching of writing?

c) Are they satisfied with the teaching materials and the way writing has been taught in their colleges?

d) What kind of changes, if any, would they like to bring about to improve their teaching performance and the students' performance in writing?

Teachers' interview was used to gather teachers' views on the materials, syllabus, tasks, and the methodology used in the teaching of writing skill. Students' questionnaire and interview were designed to investigate the process of writing and
their problems in writing English. Besides, think-aloud protocol was intended to examine whether the students use the cognitive strategies involved in carrying out a writing task.

The thesis consists of five chapters. Chapter one is a general introduction to the study under discussion. It states the background to the study, the aims, and the organisation of this thesis. In addition to that, a review of the writing coursebooks used in the B.Ed. programme at Aden University will be given. Chapter two is concerned with reviewing the relevant literature in the area of academic writing and the theoretical background to the study. Chapter three explores the use of genre analysis in all the writing coursebooks used in the Colleges of Education at Aden University and its impact on teaching writing for academic purposes. Chapter four deals with the description of data instruments and the analysis of the data collected by the different means mentioned above as well as the summary of the findings of the data being analysed. Finally, Chapter five provides some theoretical aspects that lay the foundation for the desired improvement. Moreover, it suggests ways that may help students to be able to write effectively.