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Chapter One

General Introduction

I have taught in the College of Education, Saber, at Aden University for eight years and I have also taught in the College of Education, Aden, for three years. I have taught different subjects in these colleges such as selected literary readings, reading, writing, grammar, material production, phonetics, and language testing. However, during the period of teaching, I observed as a lecturer of English that at the end of every lecture the students would beg for notes and answers to important questions from me.

Having pondered over such problems, I felt that I should search for a way in which I can help students learn on their own as well as gain confidence in answering questions for themselves and using their own language to write down these answers which they had thought out for themselves. It is worth bearing that in Yemen, English is considered as a foreign language. It is taught as a school subject in the basic and secondary schools where the mother tongue (L1) is the medium of instruction. It is not even used as a medium of communication within the country or in the governmental offices.

Therefore, this chapter will first spell out the background to the study and its aims. It will then review the overall structure of all the writing coursebooks, which are
intended for use at the pre-intermediate, intermediate, and advanced levels of instruction in the Colleges of Aden University. It will also present an analysis of these books and discuss their strengths and weaknesses for use with university students. The chapter will finally outline the organisation of this thesis.

1.0 Background to the Study

During the period of teaching in the College of Education at Aden University, Yemen, I noticed that lecturers usually, at the end of a lecture, distribute or dictate their notes to the students. It is a widespread phenomenon in all colleges of Aden University and may in most of the universities in Yemen.

Since the students in the Colleges of Aden University usually get ready-made notes from lecturers as soon as they finish their lectures, they depend completely on these notes for tests or examinations. Hence, the students do not have the habit of writing down what they understand for themselves. They are unable to reflect on their own experiences. Instead, they take their lecturers' notes, learn them by heart and reproduce them in the same manner in tests and exams. This activity is very similar to what Macrorie describes about American school education around the sixties:

Traditionally, unwittingly, over the centuries school has become a place where you and I were handed things... we were to hand them back to the teacher in the form of answers to tests or papers (collages of excerpted statements by authorities or summaries of what they had said). That was learning. Teaching was asking people to do that.

This handing back and forth of ideas and experience belonging to school left no room for students' experience, which must enter the transaction somewhere or there can be no relevance in learning. (Macrorie, reported in Lindemann, 1982, p.363)

(Highlighting mine)

In addition, students also usually used bazaar notes. However, there was hardly any effort on the part of the lecturer to help students learn to learn for
themselves. The important point to bear in mind is that if students could write down notes on their own, they would become less dependent on second-hand notes. As a lecturer of English at Aden University, I think that we can use writing as a way out to help students become independent writers. I strongly believe that one of the best ways English lecturers can help their students become competent students would be through the proper teaching of writing. It is worth noting that the general writing class procedure at Aden University is that, a teacher, in a class, would read a text aloud and explain the difficult words and phrases in English and sometimes in Arabic. Then the teacher would test the students’ understanding by asking them questions, both from the text, and from his own. But all the questions cater to develop their reading skills. For example, the Extension task (Hopkins, 1989, p.57) stated “the reports in this unit are written from a neutral point of view – that is, they describe changes without the writer stating any opinions. Now write your report again from the point of view of someone who is angry about what has happened.” But this skill of writing is not developed in the classroom. Writing is never consciously taught, therefore there is no such class which can be identified as a “writing class”.

1.1 Aims of the Study

Our understanding of the nature of writing will surely bring about major changes in the old instructions model or what is better known as the current-traditional paradigm for teaching writing to college students. More than twenty years is enough time for word to spread from research journals to the classroom. Therefore, the empirical part of the present study aims both to find out whether this awareness has really reached the teachers in the colleges of Aden University and explore the learning strategies of the students while they are writing.
The study will also aim to:

a) Clarify issues, at a theoretical level, in order to help lecturers understand their role better in the teaching of writing at the college level.

b) 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.

c) Explore the use of genre analysis in all the writing coursebooks used in the Colleges of Education at Aden University and its impact on the teaching of writing for academic purposes.

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.

In this study, lecturers who were involved in teaching writing and who had already taught writing in the Colleges of Aden University were interviewed and asked to respond to the questionnaire. These lecturers taught students who had been exposed to English for more than 12 years in the formal context but rarely outside school.

The teachers' interview was used to find out about teachers' views on the materials, syllabus, tasks, and methodology used in the teaching of writing skill. The questionnaire that was given to each subject to fill in provided 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?

Students’ were also interviewed, and given a questionnaire to investigate the process of writing and their problems in writing English. They were also observed over a period of time. The classroom observation investigated the procedures which teachers follow in teaching composition. This helped in evaluating the practical side of the methods used in teaching writing. It focused mainly on six teaching and learning principles: collaborative learning, the objectives of writing, time for writing, composing, teacher’s feedback, and context. These principles were used to evaluate teacher’s methods in a writing classroom situation.

Think-aloud protocol was also used in this study for collecting data. The main objective of using such tool was to examine the learning strategies involved in carrying out a writing task.

Thus, the data analysis of this study was done in three phases:

The first phase: **What is happening now?**
The second phase: **Intervention – strategies.**
The third phase: **Evaluation of the intervention.**

Therefore, this study has raised our awareness regarding teaching of writing and has explored new directions in the area of L2 writing instruction both for teachers and their students.

It is worth bearing that this study has been limited in scope to the theoretical and practical issues involved in the teaching of writing at the college level at Aden University. Nevertheless, since the sample population comprised of lecturers and students from some of the best colleges at Aden University, as they were the first to be established in the urban areas, one can take it for granted that the same situation exists in other colleges of the university. Moreover, one might also assume that the
results of this study can be generalisable to the colleges in other universities across the
country since the writing syllabus and materials used are the same.

The focus of this study, however, is in phase II more on including
alternative modes of writing instruction that look at the purposes and
audience for writing and that are represented in the genre approach, and the
cognitive learning strategies used in carrying out a writing task which are
represented in the process approach. Nevertheless, the next section will
present a review of all the writing coursebooks used in the Colleges of
Education at Aden University.

1.2 Reviews of all Writing Coursebooks used at Aden University

As this study is based on investigating the writing skill component at
Aden University, it is crucial to have a brief survey about the writing
coursebooks used in the Colleges of Aden University in order to have an idea
about the activities used in these materials and the experience the students
have in practising writing.

Therefore, this section will present a review of the writing
coursebooks used at the pre-intermediate, intermediate, and advanced levels
of the B.Ed. programme. It will first discuss their general format. It will then
present an analysis of these books. It will next give an assessment of their
strengths and weaknesses. It will finally provide a suggestion of how these
coursebooks could be effective for the undergraduates at Aden University.
The Writing Coursebooks used at the First and Second Levels of the B.Ed. Programme: *Outlines* (Hopkins & Tribble, 1989) and *Perspectives* (Hopkins, 1989)

The two books are intended for use at the first two years of ESL / EFL instruction particularly in Aden University, Yemen. They take for granted a basic language proficiency, in the sense that students have some previous knowledge of English grammar and functions. *Outlines* is intended for the pre-intermediate students, whereas *Perspectives* is for the intermediate students. The aim of the two books is to develop in students the ability to write effectively in English for a range of useful purposes.

These books take into account the cultural backgrounds and experiences of L1 writing, which are different from the Yemeni cultural background and experiences. The orientation of these books, as explained by Hyland (2003), is usually called "current traditional rhetoric" or a "functional approach" (p.6) since they deal with text functions and are effective where L2 students are to be prepared for academic writing at college or university.


The *Perspectives* book also consists of sixteen units which are organised around the following topics: thinking about writing – organising your writing: using
linking words and phrases – improving your writing – writing a letter to a friend –
writing letters of complaint – applying for a course of study – writing a personal
description – taking notes – writing instructions – writing a newspaper report –
writing a biography – writing a report describing change – reporting the results of
a survey – creating a mood: telling a story – writing an essay: patterns of organisation.

According to Hopkins (1989, p.6) and Hopkins & Tribble (1989, p.5), the
choice of the units in the two books, as shown above, is based on their international
usefulness to the students. The topics mentioned in the two books are chosen to help
students who would like to sit for “the major international EFL examinations at
Intermediate and upper-intermediate level”, especially “Cambridge First Certificate,
RSA, CUEFL, and Oxford Delegacy”. They also provide practice for students who
would like to sit for ‘ELTS examination’. The authors of these two books, however,
do not necessitate the users to work through the books in the order presented above.

However, such choice of these text-types in these two books may not fit into
the Yemeni learners’ needs since they were not based on the eventual needs of the
learners. No techniques have been used to investigate or to collect and assess the
Yemeni learners’ needs. Therefore, the two books are lacking the kind of information
needed to accommodate the learners’ needs.

**The General Format of the Two Coursebooks**

The books consist of a four-stage process: 1) familiarisation, (2) controlled
writing, (3) guided writing, and (4) free writing. In the familiarisation stage learners
are taught certain grammar and vocabulary, usually with the help of a text. For
example, in the Outlines, Unit 1, entitled ‘Improving your Writing’, Exercise 1.3, the
learners are asked to work in pairs and to decide the sorts of mistakes made by the
writer in letter ‘B’. And this is the same in the Perspectives, Unit one, Exercise 1.
These exercises raise learners' consciousness to the different kinds of difficulties they might have in writing. That is, they try to enable the learner to make effective use of a good range of grammatical structures, vocabulary, punctuation, and spelling. Such tasks provide support for writing by familiarising and developing the linguistic and rhetorical skills students need to understand and engage them in particular types of writing.

Here are examples of such exercises from these two books:

1. 3 Work with a partner and decide what sorts of mistakes the writer of letter B has made; are they mistakes of:
   - LAYOUT (L)
   - PLANNING (PL)
   - STYLE (ST)
   - GRAMMAR (G)
   - VOCABULARY (V)
   - SPELLING (SP)
   - PUNCTUATION (P)

Some of the places where there are mistakes have been marked with a number. Write the type of mistake in the box at the side of the letter.

Letter B

December, 11th 1988

3 Mr Reeves,

A few weeks ago I've bought a radio-cassette recorder but yesterday it stopped working properly. When I put the tape inside it and pressed the 'play' button it simply didn't move. I tried the other buttons but unsuccessful. I thought it must be the tape, so I put another in but the same thing happened. It was worst than the first time cos when I tried to get it back the tape enrolled itself on a little wheel inside the recorder.

I'm writing to ask if you could do the necessary repairs on it. I enclose a copy of the guarantee and my receipt.

Please fix it.

R.C. Samoes

(Hopkins & Tribbles, 1989, pp. 8-9)
Some common mistakes

1 Look at the short texts below. They contain a number of mistakes to do with spelling, punctuation, grammatical use and organisation. Work with your partner to fill in the grid, then rewrite each correctly.

a) I'm afraid I not can to come
d) Please keep quite in the library
b) He said she would probably
e) Mrs. HE John
   arrive in January
   London NW 1, YNS
c) Are you going home during
   the summer, this year!
   England
   18, Baker Street,

<table>
<thead>
<tr>
<th>TEXT</th>
<th>SPELLING</th>
<th>PUNCTUATION</th>
<th>GRAMMAR</th>
<th>ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
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<td>c)</td>
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</tr>
<tr>
<td>d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the correct answers here.

a) ____________________________
b) ____________________________
c) ____________________________
d) ____________________________
e) ____________________________

(Hopkins, 1989, p.10)

It is clear from the two tasks above that they equally deal with the surface features of writing such as spelling, punctuation, grammar, and organisation. They try to help students in training explicitness and accuracy. They ask students to work in pairs to check the sorts of mistakes people make when writing in English.
It may be crucial and helpful to gain control over such surface features or forms in writing. Students may need an understanding of how to use correct grammar, appropriate vocabulary, good spelling, and clear organisation but writing is clearly not only these things. Students also need training in how to use such features in shaping and expressing the meanings they want to convey.

In the controlled writing, learners are taught to manipulate fixed patterns and do model-based tasks which involve learners in combining, inserting, reordering a complete text-frame, writing parallel texts (rewriting a text). Combining tasks, for instance, require learners to match the first part of a sentence with an appropriate second part. Regardless of the type of the exercise practised, in all cases learners use their knowledge of a model to carry out the exercise. These tasks would help learners develop confidence and fluency and would help them be familiarised with a particular type of genre. Such tasks would also help learners use their knowledge of purpose, structure and language to produce texts in specified contexts with controlled information. Examples of these tasks are done, for example, in Unit six, in the Outlines, Exercises 3.1, and 5, whereas in the Perspectives, are done in Unit 5, in Exercises 3.2 (c) and 3.1.

<table>
<thead>
<tr>
<th>Language focus</th>
<th>3.1 Writing a first sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the first sentence in letter B.</td>
<td></td>
</tr>
<tr>
<td>Thank you very much for the radio / alarm clock you sent me for my eighteen birthday.</td>
<td></td>
</tr>
</tbody>
</table>

Now write sentences for the following situations:

a) You have been sent some money for your twenty-first birthday.

b) You have been given a book for Christmas.

(Hopkins & Tribble, 1989, p. 29)
Writing task 5  Birgit Hansen lives in Denmark and has just got married. Just before her wedding she received a gift of £100 from the English family she lived with while she was studying in London. She is surprised, pleased and very grateful. This is the letter she wrote. What’s wrong with it? Rewrite it to make it more appropriate. Use the model in exercise 4 to help you.

77, Vestergade,
Aarhus
25 March 1988

Dear Mr & Mrs Abbot,
Thank you for your gift. It’s very nice.
yours faithfully,
Birgit Hansen

(Hopkins & Tribble, 1989, p. 31)

The two tasks above give the students some model knowledge to follow. Exercise 3.1, as shown above, provides the students with such knowledge and a practice at the sentence level. It asks the students to look at the given model sentence and then to write separate sentences based on the given situations a) and b).

Task '5' above from the same book Outlines also gives the students some model knowledge to follow but at the discourse level. It provides the students with such knowledge and asks them to practise this type of text at the discourse level.

The two tasks above show that kind of writing that imposes views and suggests responses to topics beforehand. But writing is not so, it is a process of discovering meaning in which tasks should stimulate the students’ views and ideas rather than imposing particular responses or ideas.
Similar tasks can also be found in the Perspectives. Here are some examples of such tasks.

3.2 Giving background information and describing a problem.

(c) Here are some situations and problems. Match them to make complete sentences.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I put on the shirt</td>
<td>I found it was flat</td>
</tr>
<tr>
<td>When I took out the spare tyre</td>
<td>It started to get hot</td>
</tr>
<tr>
<td>As soon as I turned it on</td>
<td>the heel fell off</td>
</tr>
<tr>
<td>The first time I wore them</td>
<td>I discovered it was torn.</td>
</tr>
</tbody>
</table>

(Hopkins, 1989, p. 27)

3.1 Stavros Giorgiou, a student from Cyprus wrote a letter to the university asking for more information. Fill in the missing words in the letter below then rearrange the paragraphs. Write the rearranged letter in full.

Yours ****

Stavros Giorgiou

The ****

University of Gwent

Newtown,

Gwent

South Wales, UK

I am particularly interested in the MA **** in International Studies. I saw your recent **** in an Educational Supplement concerning postgraduate courses for **** students. Could you please send me full **** and an application ****.

September 23 1989

18 Famagusta Street

Nicosia

Cyprus

Dear Sir / Madam,
It can be noted in the two tasks above that model knowledge is also given to the students to follow but with different text-types. Task 3.2 above is given to practise the 'letters of complaint' text-type but at the sentence level. It is a kind of controlled writing; combining tasks, where students are required to match the first parts (i.e. situations) with the appropriate second parts (i.e. problems) to make complete sentences.

Task 3.1, as it is obvious above, is also provided with model knowledge but is practised at the discourse level. It is a practice of a different text-type, 'applying for a course of study'. It is a kind of controlled writing that involves learners in inserting the missing words, reordering a complete text frame and rewriting the rearranged text in full.

Such tasks emphasise writing as knowledge of lexical words and phrases that are combined to produce texts. But writing, after all, is an activity which is the result of contextually social purpose. Therefore, students should be provided with tasks which help them express their social contextual meanings.

In the guided writing, learners imitate model texts. The guided writing tasks entail translating information into text and writing from a given set of words. For example, in Unit 11, in the Outlines, Exercise 5, the learners are given some information which they should translate into two paragraphs, whereas in the Perspectives, for example, in Unit ten, Exercise 4.1 (b), the learners are given a set of words to write two short introductory paragraphs.
Here are the examples:

<table>
<thead>
<tr>
<th>Writing task</th>
<th>5 Now look at these notes about another speaker and write two paragraphs similar to those in exercise 4 above which describe the person’s career and relate it to the topic of the talk.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr John Clark</td>
<td>The role of International lending agencies in funding agricultural projects.</td>
</tr>
</tbody>
</table>

Career details:
- 1973 - Started Career / Bank of England International Section
- 1977 – Became youngest ever director of large merchant bank.
- 1983 – Joined World Bank
- 1987 – Became Vice – President of World Bank

Qualities:
- expert on funding of international projects
- involved in irrigation projects in Sri Lanka, China and Egypt

(Hopkins & Tribble, 1989, pp. 50-51)

<table>
<thead>
<tr>
<th>Writing a report</th>
<th>4.1 Giving general information and supporting details</th>
</tr>
</thead>
</table>

The purpose of a headline is to attract the reader’s attention. The purpose of the first paragraph is to give a general summary of the main points in the report so that readers who are not interested in the detail can stop after the first paragraph.

b) Task 1

Using the information below, write two short introductory paragraphs for a report with the headline SNAKE FOUND ON PLANE. The first paragraph should provide a summary while the second should give some details.

Snake / plane / Heathrow Airport / yesterday. Plane / Thailand / about 6 feet long / not dangerous / found by cleaner

(Hopkins, 1989, p. 47)
It can be noted that task '5' above is a kind of comprehension checks on a model text. It tries to draw the students’ attention to the particular language associated with the text-type, ‘writing a speech’. This text-type uses certain verb forms to express such function. The task asks the students to imitate the patterns given in the model text in their own essay. They are given some model knowledge to help them in doing the task.

However, the given task does not clearly show the context of writing for the students. It is not known who is the audience to whom such speech should be delivered and why?

Task 4.1 above in Hopkins (1989) is also a kind of guided writing where students are required to write a text depending on the given information. The students will write this kind of text-type depending on the practice that has already been experienced on the model text. The two examples of guided writing given above, however, emphasise writing as an activity which can be done without taking into account the importance of creating the context of writing which can produce effective texts.

In the free writing stage, learners use patterns they have developed to write an essay, letter, depending, for example, on notes and summaries they have made in researching a topic. This would develop strategies and skills for writing fluently and independently and would encourage learners to invent ideas for writing and create some sort of discussion which is beneficial.

This type of exercise, for example, is given in Unit fifteen, in the Outlines, Exercise 5.1, where students are asked to choose a book, which is well known and to try to write a blurb for it, and to check it with other people in the group. Similarly, the students, in Unit sixteen, in the Perspectives, Exercise 7, are also given the
opportunity to invent their own ideas where they are given the choice to write on the
topic they prefer.

| Extension activity | 5.1 Choose a book that is well known either in your country or internationally and try to write a blurb for this book. Do not name the book when you write about it. Exchange your writing with other people in your group after you have checked it yourself to make it as good as possible, and see if they can guess the book's title. |

(Hopkins & Tribble, 1989, p. 67)

The task above exemplifies the kind of writing that ensures that the students will draw on the skills that have been taught and therefore it contributes to the unit goal. It asks the students to practise the process of writing through writing a blurb of any book they choose. Such kind of task would help the students free release their views. Nevertheless, extended activities require the students to use different strategies such as planning, organising, drafting, revising, editing, and rewriting the final draft. Such strategies are missing in the writing class in the colleges of Aden University.

Having considered the task, do the Yemeni students need such writing in their contexts? Does the content or the information they are going to write about accessible and fit into their interests? Can it be completed in a given time? Thus, it is possible to find tasks in these books which may not be effective or may not be carefully designed. Moreover, some tasks in these books do not state the context of writing clearly so that the students understand the purpose of such tasks. Such an ambiguity can also be noted in the Perspectives.

| Extension activity | 7 Think of a game you know – perhaps a card game – and write instructions for how to play it. |

(Hopkins, 1989, p. 45)
Task 7 above, which is an extension activity, asks the students to write about any game they know. It is a kind of writing in which the students can write fluently and independently. But this task does not list details for the context of the chosen game.

The task does not indicate a specific audience. It is not clear the kind of audience to whom the writing will be done and therefore the absence of knowledge about the language to be used (i.e. formal or informal). Is this text, for example, to a newspaper or a friend? It is a very important element in writing that the student writer knows the audience so that they can recognise the kind of language needed. Therefore, writing tasks should be well conducted in a way that fits into what can produce an effective writing.

Hence, the tasks in these two books should be considered and revised since they do not allow for multiple approaches. This dissatisfaction of the writing coursebooks was clearly expressed by the teachers’ response in the teachers’ interview regarding the writing syllabus used in the Colleges of Aden University and by the students in their responses to the questionnaire regarding the usefulness of the writing coursebooks used.

By and large, the materials focus on two central areas; (1) the organisational conventions of particular text types, that is, what the ‘product’ is like and (2) the skills a learner needs to approach and see through particular writing tasks; what is involved in the writing ‘process’. Additional comments on the exercises are given at the end of the book which should be checked by the teacher before moving to the next exercise.

Teachers’ and students’ roles are, to a large extent, complementary since students have also a great deal of work to do. Nevertheless, teacher’s role can change from one task to another or from one stage to another; controller, assessor, organiser,
prompter, resource, participant, tutor, and observer. For example, during the modeling and construction stage, the teacher’s role is directive as he introduces activities to practise salient language features, and learners’ attention is drawn to the structure and language of the genre through different stages of language tasks moving from familiarisation or consciousness-raising through model manipulation and controlled writing exercises.

In the free writing stage, the teacher no longer directly intervenes in learning but he has an encouraging and monitoring role, advising, assisting, and providing feedback. Such role is absent in the writing classes in the Colleges of Aden University and this was clearly observed in the writing class during the classroom observation. The modes of assessment used are formative diagnostic tests which measure how well unit objectives are being mastered at different points of time.

**The Analysis of the Two Writing Course Books**

Commercial coursebooks probably represent the most commonly used materials in Yemen, and the *Outlines* and *Perspectives* are examples of such coursebooks used in the writing class in the Colleges of Education at Aden University. This may be due to the lack of coursebooks which are based on investigations of the Yemeni learners’ eventual needs.

Nevertheless, earlier the contents of these course books, which are intended for pre-intermediate and intermediate students at Aden University, had been surveyed along with heir general format. Now, their analysis will be presented to understand more about them bearing in mind their relevance to the Yemeni learners’ and teachers’ needs. The analysis will be based on Breen and Candlin (1987, pp. 14-16), phases one and two (See Appendix 1) but termed as the following:
**Aims and Content** The two coursebooks aim to develop the learners' ability to write effectively in English for a range of useful purposes. These materials focus mainly on two central areas:

- The organisational conventions of particular text-types.
- The skills a writer needs to approach and see through particular writing tasks.

The books consist of different text-types and the language needed to express them. They provide learners with different tasks relevant to the text-type to be practised at the sentence and discourse levels. These text-types were selected according to their value to the learner in terms of their usefulness in the real world. They also provide the learners with tasks concerning the practice of punctuation and spelling. The two coursebooks basically try to familiarise learners with grammatical structures, a range of vocabulary, and the organisational structures needed for these text-types.

Intuitively, the two coursebooks lack the degree of correspondence to the Yemeni students' needs and expectations as well as lacking the relevance to the teachers' philosophies and preferences. This is because they were designed to meet the learners' real world needs not the particular needs of the Yemeni learners. Further, since they were not based on the Yemeni learners' eventual needs they also lack a large degree of authenticity and therefore they lack a large degree of cultural appropriacy.

As it has been explained earlier, many of the tasks were not so carefully designed that they would not help students develop efficient and effective techniques for generating, organising, drafting, and editing written texts. Also they did not usually state the context of writing clearly and therefore the ambiguity of the purpose of the assignment (see page 17 above; extension activity 7 in Hopkins, 1989).
Furthermore, they did not usually indicate a specific audience which yields an effective piece of communication.

**Methodology** Writing can be best learned through the practice of both the metacognitive strategies and the genre pedagogic techniques. That is, exploiting the techniques followed by the process and genre approaches.

It may be difficult for learners to commence drafting at the first place. They may need some prewriting activities to get them started. These prewriting activities can be represented in the form of prompt questions or any form of prompts and this procedure is one of the features followed by the process approach. The approach that does not ignore the skills the learners bring into class. Such an activity would help the students in producing the first draft which will be revised and edited later. For example, if the target text-type is about 'describing a person', the teacher should ask the students to work individually and write a description about someone they know. S/he might hold a discussion about what might be used when describing a person. S/he might give prompt questions to help them write some certain sentences to form a first draft to be revised and refined later.

- Is s/he tall / short?
- What colour is his / her eyes?

Models can then be given and some particular features or any writing skills such as the practice of lexis which underlie them should be discussed with the class. The students, then, should be divided into groups and should be assigned a task representing the target text-type. This task would help the students practise and develop revising skills through the group discussion.
Next, teachers in this stage can intervene for help or feedback. They may in this stage concentrate on a particular writing skill to be practised such as, for example, the practice of particular structures which underpin the target text-type.

The students, however, should be pushed to end this draft. They, then, should compare this draft with the first draft that has been written earlier. They can now revise, edit the first draft and rewrite the final draft.

These procedures have to be followed by the learner in order to help them be successful at the task. The procedures which subsume or embody the techniques used by the process and genre approaches. Tasks, however, should be effective when designed or selected so that students can benefit from.

To ensure the effectiveness of tasks and their ease in learning, they should state, for example, the context very clearly and should be accessible to students' knowledge and abilities. These tasks should also use clear and comprehensible language indicating their audience to whom the act of writing should be done. Such features and procedures discussed above seem to be missing from most, if not all, the tasks contained in the Outlines and Perspectives.

For example, the following task from the Outlines does not indicate a specific audience and therefore the ambiguity of the kind of language to be used (i.e. the style).
Writing task 4. You should now be able to write your own composition. Use the title: 'Television has always had a bad influence on society'. What is your opinion?

4.1 Start your writing by thinking of answers to the following questions.

- When was television invented?
- What percentage of countries in the world have television systems?
- What proportion of families that you know do not have televisions?

4.2 Make a list of all the ideas you have about the effect of TV on modern society. Write down good things and bad things.

<table>
<thead>
<tr>
<th>GOOD THINGS?</th>
<th>BAD THINGS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, entertainment,</td>
<td>Violence, political control,</td>
</tr>
</tbody>
</table>

4.3 Look back at the model text, exercise 2. Using the same writing sections. Write a composition of around 300 words.

(Hopkins & Tribble, 1989, p. 71)

The task above seems to be helpful to the learner. It helps the learner think about the topic by giving prompt questions and by asking them to make a list of ideas about it. This is a good procedure towards planning ideas and therefore organising them. But who is the audience?

The task does not clearly indicate a specific audience to whom the act of writing should be done. Therefore, the task lacks the motive for writing which is the receiver or reader of the text to be written.

The students in this task will not be able to decide the appropriate content and style for the topic which depend basically on a sense of audience. They will not be able to know what to include in the text and what to leave out or how formal or informal to be. Will the student write about the topic the way a journalist will write it
and then publish it in a newspaper (i.e. formal) or will he write it the way he writes it to a friend advising him to stop watching T.V. (i.e. informal)? An example of such task which does not indicate a specific audience can also be found in the Perspectives. This task is about the text-type of telling a story.

**Extension task 7** We have all been frightened at some time by something that has happened to us. Think of an event in your life and write a short essay describing what happened and how you felt.

(Hopkins, 1989, p. 65)

The task above does not clearly specify a context to help or motivate the students to write. The students do not absolutely know the reason for their writing and to whom they should write. Do they have to write the essay more formally in order to, for example, take part in an essay competition or informally to a friend? And yet it is possible to find writing tasks in these teaching materials which do not specify a context to help the students write effectively.

Thus, the tasks of these books should be revised and needs analysis should be done to ensure both the extent to which tasks, exercises, and methods are appropriate to the learners’ proficiencies and goals, and correspondence to teachers’ preferred methods.

**Teacher’s Role** Teachers can best help learners learn to write effectively through their roles as facilitators of learning and as negotiators of topic, content, and process. Teachers should intervene during the process of writing and offer feedback. They should respond to the learners’ needs and should encourage the learners to take responsibility of their own learning as well.

But these two books require the teacher to take the role of explainer or transmitter of knowledge predetermined in advance and corrector of errors. Such
course materials do not give enough freedom to adopt the role of a facilitator which is most helpful for learners to discover meaning as they go on writing.

This prescribed role is imposed on teachers in such materials since the tasks given are designed in a way that do not, for example, allow students to practise the writing skills such as structures and vocabulary within the whole context of the writing process. Structures, vocabulary, and rhetorical tasks in these books are practised separately but not within the framework of the composing processes of planning, organising, composing, revising, and editing. Writing in these books gives the indication that writing is an activity of these things—structures, vocabulary, and rhetorical structures. Therefore, these tasks restrict the teachers’ roles as negotiators since they do not provide a stimulus to the actual processes of writing. Moreover, as it has been observed in the classroom observation, time was not given for writing and extended writing tasks were not also practised but postponed to be done at home.

- Phase Two

Learners’ Needs and Interests The Outlines and Perspectives writing course materials do not basically identify or accommodate the eventual needs of the Yemeni learners since they were designed for international use in the real world. They, therefore, do not fit into the learners’ goals, backgrounds and abilities, the kinds of teaching they prefer, and the situations in which they need to write in. Thus, these course materials will not be effective since their designers neither did they do needs analysis of the Yemeni students nor did they examine what the Yemeni students already know so that they can introduce other new knowledge in the courses linked with the previous knowledge.

That is, the course designers did not investigate the Yemeni learners’ abilities; what they are able to do, and what they want at the beginning of these two writing courses, and the Yemeni learners’ future needs in their target context. Thus, these two
books lack knowledge of the Yemeni learners' immediate language learning needs and the target language learning needs.

The two course materials do highlight basically the skills of gaining control over the use of organisational and grammatical structures, the control of a range of vocabulary and the control over the use of spelling and punctuation. These course materials provide different tasks which deal with each skill separately at the sentence and discourse levels. Most of the tasks are dedicated to the practice of language forms and patterns but not to free or extended writing activities.

Furthermore, the free or extended activities seem not to be carefully designed since they lack, as it has been discussed earlier, the clear knowledge of audience, purpose and language that enable the students to understand and write effectively. They also lack the kind of tasks which require multiple drafts. It has also been observed in the classroom observation that no time or space has been given to writing in class. Most of the time and space in these classes were devoted to the oral not written practice of the writing skills such as sentence structures and vocabulary.

The real process of composing does not actually take place in the writing classes of the colleges of Aden University. Therefore, the students do not practise and develop the strategies of planning, organising, composing, revising, editing, and redrafting. This may be due to the large number of tasks devoted to the practice of the surface knowledge of a language and the lack of teachers' knowledge about the cognitive strategies and this what the analysis of data collected has referred to. Thus, these materials do not accommodate the Yemeni individual learners' desire in enabling them to develop the skill of composing.

The Approach As it has been mentioned previously, the orientation of these two books is a 'functional approach' since they deal with text functions. Their
contents were selected and sequenced according to their usefulness to the learner in the real world. The text-types covered in the units of these books are, as it has been illustrated previously, those that commonly feature in the major international EFL examinations at intermediate and upper-intermediate level, particularly Cambridge First Certificate, RSA CUEFL, and Oxford Delegacy. They also provide some practice for students preparing for the ELTS examination.

Nevertheless, it is clear that these two course materials do not offer continuity. This is due to the lack of objectivity in the way these coursebooks were designed since they were not based on an assessment of what the Yemeni students already know and what they presently want to learn. Therefore, they lack the logical or the clear continuum between their units.

It is worth bearing that the Yemeni learners and teachers did not work on sequencing, dividing up these materials. The contents of the two coursebooks were selected and sequenced according to the subjective judgement of the authors. That is, the authors tried to apply what they knew about how people write and how texts are structured in a way which is helpful to learners. Therefore, the selection and sequence of the units were based on the authors’ own ideas and opinions rather than factual investigations of the Yemeni learners’ eventual needs. Such sequence and grading might not be fair or accommodate the learners’ needs.

Notwithstanding, the students can impose their own sequencing, dividing up, and continuity on the materials to some extent depending on their teachers’ flexibility and tolerance. It is commonly known in my country, Yemen, that teachers must complete all the units in the coursebooks used in the way they are ordered and most of them, if not all, do so. Therefore, the potentiality of students imposing their own sequencing, dividing up and continuity on the materials is difficult to take place but
not impossible. The students, however, can discuss the text-types they would benefit from with their teachers and should try to sequence, divide up and create continuity on the materials used. But such discussion needs time which is restricted in the Yemeni educational institutions and herein lies the difficulty of this imposition. Nevertheless, the following lines will try to explain the strengths and weaknesses of these coursebooks since, as Hyland (2003) recommends, any assessment of a coursebook should be followed by some comments on its strengths and weaknesses.

**The Assessment of Strengths and Weaknesses**

Generally, the content and format of these two books are useful. The familiarisation tasks help learners examine the aspects of the whole text, identify, and practise selected features of grammar and vocabulary. At the text level, for example, learners can have the opportunity to look at the layout of a text, its structure, its use of headings, or the way it is divided into paragraphs. Learners can also compare a formal letter, e.g. letters of complaint and a personal one, e.g. a letter to a friend. They can know the ways in which tenses are most commonly used for addressing readers.

The variety of text examples, however, which are included in the two books, can also encourage deep and careful thought of similarities and differences. They help learners know the strategies writers use to open or close their texts and how paragraphs develop. Learners may benefit from the various activities through the comparison of these activities which would be helpful in raising awareness of features such as politeness markers; how removing or adding these features can change the style or the presentation of the genre. This kind of familiarisation or consciousness-raising is done
through exercises focusing on specific features encouraging an understanding of a text's organisation or features of its construction.

Besides, these given models in these two books encourage learners to reflect on the features of target texts helping them understand how rhetorical and grammatical features are used effectively. Thus, such samples of the target discourse can be analysed, compared, and manipulated and thereby help learners know that writing differs across genres and that they may need to know the particular structures and language features under study so as to achieve their writing goals. These examples give learners clear goals and a sense of how language, context, and genre are connected and relate to their work in the writing class.

The last thing regarding the strengths of these books is the tasks dedicated to spelling and punctuation. Such tasks help learners improve spelling and punctuation accuracy.

(Hopkins & Tribble, 1989, p. 54)
Writing task 5 This task focuses on errors of spelling, punctuation and grammar. Work with your partner and rewrite the text below in a more appropriate way.

My name is Natalie Hirsch. I am twenty years old and I study Graphic Design in my country. One of the things I like most is staying with children. If I don’t study Graphic Design, I would like to be a teacher because I like to much to play with people. I have a lot of patience with children. I will like to get a job in London to look after children. I think that is going to be a very good experience if I find the job I think to stay here about three years.

(Hopkins, 1989, p. 21)

There are, however, some weaknesses in these two books. The first weakness is that the use of models may cause the students to concentrate on the rhetorical form of texts in early stages and prevent them from inventing, and therefore sticking the idea that writing can be done with a particular kind of text. The second and last weakness is related to the cultural schemata. The cultural backgrounds and experiences of these two books differ from the students’ cultural backgrounds and experiences and this may affect the ways they write and the writing they produce since teachers and learners have their own preferred learning styles which are acquired by cultural experiences and which may conflict with each other and prevent learners from learning to write.

Thus, the teacher and the learner, in the Yemeni situation, become servants of the coursebooks, which have been determined in advance outside the particular classroom in which the teaching and learning are to take place. Neither teachers nor learners are considered as individuals with the need to teach and learn in mutually
responsive ways towards ends that they themselves have agreed upon. The teacher’s task is to bring about certain prespecified behavioural changes in all learners in a predetermined manner and for all learners writing becomes separated from their practical and personal experiences. There is no any sign of individually determined outcomes.

But effective L2 writing books should explain and give these cultural differences to the learners through providing patterns of unfamiliar rhetorical forms. Hyland (2003) clarifies that research proposes that “the schemata of L2 students” are not similar to “those of L1 writers in their preferred ways of organising ideas, and these cultural preconceptions” (p. 45) might cause failure of effective communication and that research has found “differing rhetorical patterns and conventions across a number of languages” (p. 47) and gave evidence for their effect on L2 students’ writing in English at different levels of proficiency. He concludes that students’ ideas and practices should not be removed but to put others with theirs so that they can successfully take part in “new situations” (Hyland, 2003, p. 51).

The Writing Course book Used at the Advanced level of the B.Ed. Programme:

Academic Writing Course (Jordan, 1999)

The book is intended for use at the advanced level of ESL/EFL instruction particularly in Aden University, Yemen. It takes for granted a basic language proficiency, in the sense that the learners have previously learned English as a foreign language at school and have probably learned English with the sentence as the grammatical unit. These learners may now need to write in English for general academic purposes. The book is different from other books since it relates structures to meanings, taking language use as a criterion for teaching these meanings. This supports the idea that all language forms perform certain communicative function.
According to Hyland (2003), the orientation of this book is occasionally called “current traditional rhetoric” or a “functional approach” since it deals with text functions and is effective where L2 students are to be prepared for academic writing at college or university (p. 6). “The functionalist tradition”, as explained by Mitchell and Myles (1998), “is well established in second language learning theory” and it states that “language development” is based on “pragmatic communicative needs” and that forms of language are used to convey meanings (p. 117).


It is worth pointing out that Jordan (1999) recommends that the units of the book mentioned above should be worked in the same order since they are linked in their progression through the overall needs of students who have to write in English for an academic purpose. However, he permits the practice of certain units before others on the basis of the requirements of the students.

Like the other two books - the Outlines and Perspectives, the choice of the text-types was not based on the eventual needs of the Yemeni learners. It was generally designed for those who study in an English medium institution. It also provides a practice for the students at Cambridge First Certificate level and above as well as for those who will take the IELTS exam.
The General Format of the Book

The general format of the book is that of three parts in each unit: (1) raising awareness – identification, (2) guided writing- controlled use, modeled writing, and (3) free writing. The text begins with an explanation of the function. For example, in Unit 6, Exemplification is defined and an example is given which defines 'Linguistics' with the phrase ‘for example’ included which explains or supports the definition.

Linguistics may be defined as the science of language, for example, its structure, sound systems and meaning systems. (p.39)

In the second phase, learners’ awareness is raised to highlight the use of examples. In Unit 6, for example, a reading passage is given – the reading passage is about an argument, where many examples are given. It asks the students to read the passage and draw a box around all the expressions which have the same meaning as ‘For example’. It is raising awareness to different ways in which examples in a text can be given. That is, it aims to enable the learner to identify different phrases / clauses / words and to learn their use in a paragraph. A variety of ways of giving examples could help learners break the monotony and add variety to their writing.

Thus, raising awareness allows students to examine and practise particular aspects or features of the whole text and therefore helps to draw students’ attention to how these aspects are used in relevant contexts. But raising awareness tasks focus only on forms and patterns of language not on producing whole texts. Such tasks, however, should be worked later within the whole context of a text production. Students should be first provided with tasks showing how a text is organised at the level of the text in relation to its purpose, audience, and message. Then such parts or aspects of the text should be dealt with to show how they are structured and organised to make an effective written communication.
In the guided writing, for example, in Unit 6, Exercise 2, words and phrases are given to complete the sentences which are based upon the information contained in the passage. This exercise would help learners promote their understanding of how these words are used in different contexts.

2. The following sentences are based upon the information contained in the passage above. Complete the sentences making use of each of the following words (use each one only once).

<table>
<thead>
<tr>
<th>illustration</th>
<th>for example</th>
<th>a case in point</th>
<th>an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>for instance</td>
<td>such as</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) At the approach of danger many birds utter warning calls: this is _______ of animals communicating with each other.

b) Cries, _______ those of anger, fear and pleasure, are uttered by apes.

c) There are important differences between human language and animal communication: ________, animals' cries are not articulate.

d) Animals' cries lack, ________, the kind of structure that enables us to divide a human utterance into words.

e) A good ________ of changing an utterance by substituting one word for another is a soldier who can say 'tanks approaching from the north' or 'tanks approaching from the west'.

f) The number of signals that an animal can make is very limited: the great tit is ________

(Jordan, 1999, p. 40)

As can be noted from the example of guided writing tasks above, the students are provided with model text which underlies the practice of such writing. The model
text which is not only a very important element to guided writing tasks but also to modeled writing tasks. Again, the task above deals with bits of language to be practised and therefore delay the practice of strategies which involve creating whole texts.

In the modelled writing, for example, in the same unit, in stage 2, two models of how this particular function is used are given at the sentence level and learners are then asked to imitate the same models but with other different information given to them. The exercise tries to show how Exemplification can be used in different ways using different words of exemplifying.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the following</td>
<td></td>
</tr>
<tr>
<td>Language Families</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

This information can be expressed in two ways:

- There are a number of languages which are descended from Latin: for example, Portuguese and Italian.
- There are a number of languages, such as Portuguese and Italian, which are descended from Latin.

Write two sentences, as above, about the following information.

| Latin |
| Romansch | Provencal | Catalan | Sardinian | etc |
| Sanskrit |
| Bengali | Hindi | Singalese | etc |

(Jordan, 1999, pp. 40-41)
Like the example of guided writing tasks, the above task uses model texts for practising a language but at the sentence level. It is, however, central to the modeled writing tasks to use models. Students in the modeled writing tasks are provided with model texts which constitute the foundation of modeled writing.

Nonetheless, the task above may give the students an indication that good writing involves an arrangement of words, clauses, and sentences organised according to a system of language rules. Therefore, this task which focuses on forms and patterns of a language may undermine the belief that sees writing as a process of inventing, drafting, and revising.

In the free writing phase, learners' writing is not controlled or limited by various means, such as by providing sentences to be completed or models to be imitated. The learners in this stage write as much as possible about a topic within a given time or period without stopping. In Unit 6, for example, stage 3, Exercise 1, the learners are asked to write a paragraph based on the information in the notes given using the different expressions for the function "Exemplification". This exercise would help learners produce as much writing as possible without worrying about grammar or accuracy, and would develop fluency in writing as well as helping them produce ideas which might be used in a subsequent writing task.
Here are some notes on writing systems. Read them carefully.

**Writing systems**

Writing = method of human intercommunication by means of conventional visible marks.

Two main kinds of writing system:

1) Ideographic (an ideogram or sign = one ideal word e.g., Chinese)

2) Phonetic:
   a) syllabic (one sign = one syllable e.g., Amharic, Japanese Kana)
   b) alphabetic (one sign = one sound e.g., Greek, Arabic)

2. Now write a paragraph on writing system based on the information in the notes. Do not use notes in your writing, only complete sentences. Begin the paragraph with a definition of writing. Then continue with a description of the writing systems, beginning the sentence "There are..." Remember to use sequence markers (connectives); practice using different expressions for e.g.,

(Jordan, 1999, p. 41)

The task seems to aim at developing certain composing techniques since it may allow the students to use the knowledge and skills they have already practised and gained in the previous phases in writing extended text beyond sentence level. This example of free writing tasks would help the students construct a structure for their text and consider the rhetorical patterns they will need to express their ideas effectively.

However, the above task still seems to have the features of guided-modelled writing tasks since it provided the students with some information to depend on when writing and this, therefore, will undermine the activities of discussion and writing planning which are necessary for learning to write effectively.
By and large, each unit has three stages graded according to the help and guidance given. The Units 3, 16, and 19, nevertheless, have two stages. A unit usually begins with an explanation of the particular text functions. It then moves to the next stage which practises the particular function in the form of exercises. Most of the units have a structure and vocabulary Aid at the end which provides assistance with the words and grammatical construction needed in the unit. Additional comments on the exercises are given at the end of the book which should be checked by the teacher before moving to the next exercise.

The role of the teacher, however, in this course is that of an organiser and manager of the learning experiences predetermined in advance, whereas it is expected from the learners the mastery of situationally appropriate language, leading to accurate, appropriate, and fluent use of language. The modes of assessment used are formative diagnostic tests which measure how well unit objectives are being mastered at different points of time.

**The Analysis of the Academic Writing Course**

Like the two coursebooks, *Outlines* and *Perspectives*, this writing course, which is used for the advanced level of ESL/EFL learning in the Colleges of Education at Aden University will be analysed in relevance to the Yemeni learners' and teachers' needs to understand more about it. That is, it will be analysed to see whether it is good for the Yemeni users. Also, the analysis will be based on Breen and Candlin (1987, pp. 14-16), Phases one and two but will be categorised on the following terms:

**Aims and content** The course book aims at developing the non-native learners' ability at the tertiary level to write for themselves effectively. It takes into account that its users have already learned English as a foreign language at the
sentence level. Learners, however, should be able at the end of this course to function in real situations and write in English for academic purposes.

The learners are provided with different tasks relevant to the particular function to practise in writing. These tasks are also provided with models which facilitate the practice of the given function appropriately. But such models do not represent the real situational language and therefore the lack of a practice processing real texts relevant to the Yemeni learners' cultural and eventual context.

In addition, since the model texts used do not embody the Yemeni cultural information, ideas, concepts etc., it will be a heavy burden task for teachers as it will require them to have expertise and time for interpreting or handling these different ideas and concepts contained in these texts which they may lack adequate knowledge about. This, therefore, may affect the proper teaching of writing.

**Methodology** The course recommends the teachers to follow certain procedure when it is used. For example, it gives suggestions for examination practice and provides the teachers with the correcting code for checking students' writing.

Notwithstanding, it is hypothesised in this study that a process-genre approach would help improve the academic writing for the undergraduates at Aden University. The approach recommends the teachers to engage their students in tasks involving different stages such as editing and redrafting.

Besides, teachers in this approach should not ignore the students' existing writing knowledge or abilities. The approach requires the teachers to work as facilitators intervening where necessary to provide a feedback. This feedback would stimulate students to reflect on their writing and therefore would help them in developing their writing.
Like the two coursebooks above, it is also possible to find tasks which do not state the context of the writing task very clearly. The following extended writing task taken from this course is intended for the advanced level student in which the students are not guided or controlled in doing it.

4 Briefly describe the main English language difficulties of students from your country.

(Jordan, 1999, p. 67)

It is obvious from the task above that the reader of such description and the reason for writing it are not known. In short, the style and the sense of audience are not clearly specified and therefore the absence of a motive for writing.

*Teacher’s Role* Teachers’ role with such a course book should not be different from that role explained to the teachers of the two coursebooks analysed above. They should play the roles of facilitators of learning during the process of writing through their intervention from time to time offering their guiding comments where necessary.

But it is possible to find many tasks in this coursebook which may prevent teachers intervening and giving guiding comments. They ask learners to work individually not in groups or pairs. Moreover, they do not involve the students in composing process and thereby ignoring or impeding teachers’ roles as facilitators and interveners in the process of writing. For example, in Unit 2, ‘Description: process and procedure’, in Stage 1, ‘General description’, all the tasks (5 tasks) do not ask students to compose whole texts. Instead, they ask them, for instance, to underline grammatical forms, fill in spaces with grammatical forms, reorder sentences, and so on. The same procedure is followed in Stage 2, ‘Specific procedure’, (5 tasks) and Stage 3, ‘Advice’, (2 tasks).
Most of these tasks concentrate on the grammatical aspects of the given text-type and reordering. Thus, such design prevents such roles as no real process of writing takes place. Here is an example which gives importance to the practice of the grammatical aspect (i.e. verbs, a preposition, and relative pronoun).

3. Some of the sentences from the text have been joined together below to form a paragraph. Spaces have been left in the sentences. In the spaces write an appropriate verb (and sometimes preposition), and, if suitable, a relative pronoun.

First, the logs ______ in the shredder. Then they _____ into small chips ______ water and acid. Next they ______ to a heavy pulp _______. It ______ also chemically ______ to whiten it. After this, it ______ through rollers to flatten it. Then, sheets of wet paper _______. Finally, the water ______ from the sheets ______ until the finished paper _______.

(Jordan, 1999, p. 15)

The task above, however, would help the students to be aware of the particular tense used in describing a process or procedure in general – the present passive verb forms. Nevertheless, this task would not help the students in understanding the actual act of writing since it does not aim to develop the process of drafting and editing. In addition, this aspect of writing (i.e. grammar) is not practised within the whole context of the composing process. Therefore, the teachers’ role in this task as negotiators intervening and offering a feedback on students’ writing will be missing.

Phase Two

Learners’ Needs and Interests Like the two coursebooks discussed above, the Academic Writing Course was not based on an analysis of the Yemeni students’ and teachers’ needs. It was based on the subjective judgments of the course writer. Moreover, having considered the reason for its design, it is intended for those who would like to pursue a course at a tertiary level, i.e. at university or college education,
but not for those who are at the tertiary level of education. Thus, it is more probably intended for the students at the secondary level, and may not fit into the Yemeni university students.

Further, the focus on the practice of the writing elements such as grammar, cohesion, etc. separately would leave no time for the process of writing to happen since classrooms time is limited. This, thus, would leave no room for practising the given communicative text-types in class and this has been actually observed by the researcher in the classroom observation. Thus, such course would not be sufficient to meet the students' writing needs.

The Approach
The orientation of this book, as it has been mentioned above, is a 'functional approach' since it deals with text functions. Its contents were selected and sequenced on the basis of its usefulness to the students who will pursue studies through which the medium of instruction is English and those who are at Cambridge first level and above.

Looked at this course objectively, there is no logical connection between its parts because it was not designed in accordance with an assessment of the Yemeni students' needs. There was no an assessment of the Yemeni previous needs and the recent ones and therefore its materials do not offer the effective continuity.

The Yemeni students, however, can impose their own sequencing, dividing up, and continuity on the materials to some extent, the same way as explained above depending on their teachers' flexibility and tolerance. More specifically, it depends on the teachers who will go against authority's regulations which instruct them to teach a particular syllabus in the order it is presented. These types of teachers are those who are both willing to accept opinions and able to change to suit the students' recent needs.
It is usually known that teachers in my country, Yemen, restrict themselves to the regulations which instruct them to teach the syllabus in the way it is ordered. Therefore, the potentiality of students imposing their own sequencing, dividing up and continuity on the materials is difficult but not impossible. The students can discuss the text-types they see they will benefit from with their teachers and should try to sequence, divide up and create continuity on the materials used. But such discussion, if it is to take place, needs time which is restricted in the Yemeni educational institutions and herein lies the difficulty of this imposition.

Nevertheless, the following lines will try to expose the strengths and weaknesses of this course book since, as Hyland (2003) advises, any assessment of a course book should be followed by some comments on its strengths and weaknesses.

The Assessment of Strengths and Weaknesses

Overall, I have found the content and format of this book very useful. As we know L2 students do need to use the appropriate grammar and vocabulary while writing in English but these aspects of language are not sufficient enough to write effectively. However, this book tries to give reasons, if language structures are supposed to be part of a writing course, for using language structures by relating them to meanings. It helps learners to write effective paragraphs through the formation of topic sentences and their supporting sentences and through writing different types of paragraphs.

The learners are helped in connecting sentences through tasks which deal with different types of connectives at the sentence level. In Unit 1, for example, which is concerned with the general organisation of a piece of academic writing, its structure and particularly the way in which the different parts are linked together, the exercises given would help the learners join linguistic units which are equivalent or of the same
rank through the use of connectives such as 'and', 'or', 'but'. These exercises are preceded by examples which show how similar words to connectives types, 'and', 'or', 'but', are used in a context as in the example below.

2 'Or' type: Connectives of Reformulation (Type B)
Look at the following example:

<table>
<thead>
<tr>
<th>He said that he had kept the library book for several years.</th>
<th>In other words</th>
<th>To put it more simply,</th>
<th>It would be better to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>he had stolen it.</td>
<td></td>
<td>he had stolen it.</td>
<td></td>
</tr>
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Add a second sentence. Use a suitable connective from the list above, and an appropriate reformulation from the list below.

a Maria is rather slow at learning... ______________________
b Helen finds languages quite easy... ______________________
c Anna speaks English like a native-speaker ... ____________

Reformulation:

... She speaks it excellently.
... She speaks slowly.
... She is taking a long time to improve her English.
... She has little difficulty in learning English.
... She speaks it with great difficulty.

(Jordan, 1999, pp. 11-12)

Each unit typically contains exercises which pay attention to the language used to express the target function and that improve the learners' abilities to use them in their writing. These tasks give an overview into an essay to improve the ability to write an essay through imitating the patterns of a parallel text in their own essay as in the following example:
I look carefully at the map of Australia and at the table of information. Then write a description of Australia organised in a similar way to the description of the UK. Check the structure and Vocabulary Aid if necessary. Write four short paragraphs on:

- size and physical background
- climate
- population, language, and religion

Capital: Canberra, in the Australian Capital Territory
Total area: 7,682,300 sq.km.
Land: consists largely on plains and plateaux
7% arable 14% forest
54% grassland 25% other land: desert, mountains, wastelands
Climate: ranges from alpine to tropical
Annual rainfall: two-thirds of the continent is arid or semi-arid (having little or no rain) - over 80cm. rain in the north and eastern and southeastern highlands.
Population (1996): 18,423,000 Density:2 per sq.km
States and Territories: % of population:
New South Wales 34% South Australia 8%
Victoria 25% Tasmania 2.5%
Queensland 18% Australian Capital Territory 1.5%
Western Australia 10% Northern Territory 1%
Language: English (+ some others)
Religion: mainly Christian

(Jordan, 1999, p. 23)
The major weaknesses of this book can be explained through its advantages. The most important is that this book is influenced by the structural value as paragraphs are looked at as grammatical units like sentences in which learners can fill particular functional units into slots. And this can lead to the application of the same principle to all essays. Texts in this way are regarded as consisting of structural entities such as introduction, body, and conclusion which may restrict learners’ freedom to express their ideas since learners may have a lot of ideas which may not only be expressed in full in these three sections. Another weakness is that though meaning is included in these tasks they constitute patterns rather than writing activities which are useful for learners. In addition, guided tasks or compositions give the indication that texts can be taught separately of particular contexts, writers or readers and that certain rules should be followed which can represent the writers’ intended meaning.

Besides what has been said above, like the other two books, the teacher and the learner, in the Yemeni situation, however, act as servants of the course book, which has been determined in advance outside the particular classroom in which the teaching and learning are to take place. Neither teachers nor learners are considered as individuals with the need to teach and learn in mutually responsive ways towards ends that they themselves have agreed upon. The teachers’ task is to bring about certain prespecified behavioural changes in all learners in a predetermined manner and for learners writing becomes separated from their practical and personal experiences. There is no any sign of individually determined outcomes.

**How these Coursebooks could be Effective?**

So how can we produce effective coursebooks which help learners use language skillfully in communication? Writing is, overall, an "international and
social” activity which conveys “a culturally recognized purpose” (Hyland, 2003, p. 27). It requires “knowledge about language” as represented in both the product approach of which the goals are the grammatical accuracy and building vocabulary, and the genre approach which tries to enable learners to have a control of rhetorical structure of specific text-types. It also requires “knowledge of the context” in which writing takes place and especially the purpose for the writing as represented in the genre approaches which emphasise text and context, and “skills in using language” as represented in the process approaches which try to enable learners to have a control over techniques (Badger & White, 2000, pp. 157-158).

Thus, FL/L2 writing coursebooks used in the Colleges of Aden University should include the following orientations so that they can be effective:

- The social purposes behind forms, which should be related to the social context of the country the book is intended for, should be added to the formal and functional orientation.
- The mental writing activities should be related to the social context of the country.
- The book should encourage a process approach to writing.
- The expected errors of non-native learners should be anticipated and help should be given to remove them.
- The genre pedagogic techniques such as the activity of modeling —discussion —reconstructing or creating a text from ideas, opinion and knowledge and rhetorical awareness as well as the strategies of planning, drafting, and reviewing should also be encouraged.
1.3 Organisation of the Thesis

This thesis consists of five chapters. The First Chapter includes the background to the study and its aims. It also discusses the overall structure of all the writing coursebooks used in the B.Ed. Programme in the Colleges of Aden University. It then presents an analysis of these books and discusses their strengths and weaknesses for use with university students and suggests how these books can be effective. The chapter ends with the organisation of the thesis and a conclusion.

The Second Chapter reviews the related literature in the area of writing. It mainly reviews 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 the study. It also discusses the major different approaches to the teaching of writing. More specifically, it contains brief definitions about English for Academic Purposes (EAP), its history of development and some specific earlier studies in EAP as well as the teaching of EAP. It provides us with information about needs analysis and assessment in EAP and three specific studies related to the process approach. Besides, it provides us with discussions about academic genres with studies related to these genres. Moreover, it presents a brief discussion of genre awareness and analysis. This will be followed by a brief discussion of topics and issues in writing research.

Furthermore, the chapter presents the basic theoretical background to the study. It discusses the relationship between language proficiency and academic performance. In addition, it discusses the history of the composing process and the importance of learning strategies in improving the writing skills. Moreover, it presents an explanation about the teachers' role in the composing process and articulates their role in fostering the improvement of writing. The chapter ends with a discussion of
the major different approaches to the teaching of writing – the product, process, and genre showing their strengths and weaknesses and a suggestion of a synthetic approach to writing.

The Third Chapter explores the use of genre analysis in all the writing coursebooks used in the Colleges of Education at Aden University. It also discusses the impact of genre analysis on the teaching of writing for academic purposes and the place of context in semantics and pragmatics as well as its importance. A clarification of the place of context in the writing coursebooks used in the Colleges of Education at Aden University will also be highlighted.

The Fourth Chapter deals with description, analysis, and discussion of instruments – their aims, design, and the findings obtained from the analysis of collected data. The Fifth Chapter clarifies the approach proposed in this study and maps out its idea. It provides some general theoretical principles which underlie the process-genre approach. It also discusses the data of the teachers’ questionnaire. This questionnaire aims to gather the teachers’ opinions towards the proposed writing tasks. It then gives examples of the proposed writing tasks to develop the academic writing in the Colleges of Aden University. The chapter ends with a suggestion for a further research in the area of second language writing.

1.4 Conclusion

Chapter one has focused on the background to the study, the aims, and the organisation of this thesis. It has reviewed all the writing coursebooks used at all levels of the B.Ed. programme at Aden University. It has suggested certain orientations for their effectiveness. The chapter ended with the organisation of this thesis and a conclusion.
The following chapter will be devoted to reviewing the relevant L2 literature, which offers extensive discussion of, and guidelines for, the practices and processes of teaching L2 writing. It will also review the theoretical background to this study.