THE CENTRALITY OF WRITING MATERIALS

IN SAUDI ARABIAN ENGLISH CLASSROOMS:

EVALUATING L2 TEXTBOOKS

FROM AN ECOLOGICAL PERSPECTIVE

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Abstract: A number of studies have evaluated high school English textbooks in recent years. However, three gaps have not been addressed. The first gap is research has evaluated English textbooks by implementing a Likert-scale checklist approach (Aljouei & Alsuhaibani, 2018). Researchers successfully inform educators about weaknesses and strengths of textbooks, but this approach has limitations. It disregards interactions between activities in textbooks, creating a simplified understanding of how activities contribute to language development. Checklists also neglect to show how textbooks can boost language skills, specifically writing, because they contain either general statements (Alharbi, 2015) or no specific statements (Almalki, 2014) about writing. The second issue is research indicates that high school students lack writing skills (Ahmad, 2015); this concern may relate to ineffective materials in language classrooms. The third issue is studies have not identified how textbooks in Saudi Arabia are planned using L2 writing teaching approaches: content, linguistic, process, genre, and audience (Hyland, 2014). To address these gaps, this study investigated the incorporation of writing activities in high school English textbooks in Saudi Arabia from an ecological perspective using a multiphase design (Creswell & Clark, 2011). Van Lier (2004) suggested examining language learning from an ecological perspective to understand the interrelationships between elements in a context and how they may contribute to language learning. The findings have important contributions. Firstly, it records the present fifth stage of the historical development of English textbooks in Saudi Arabia. Secondly, building on recent research commenced by Guerrettaz and Johnston (2013) and Vanha (2017), this study demonstrated an ecological perspective is at the heart of our understanding of how L2 textbooks strengthen writing skills through three relationships: skill-thematic content connections, linguistic-content connections, and skill-linguistic connections. Thirdly, it provides the first comprehensive assessment of English textbooks from an ecological perspective in Saudi Arabia and among earlier studies globally, laying the groundwork for future research by establishing a textbook ecology approach. This dissertation provides deeper insight into how textbooks are mainly designed using the genre approach, supported by content and linguistic approaches. Theoretical, methodological, and practical implications for teachers, textbook developers/researchers, and other professionals are suggested.

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CHAPTER I

INTRODUCTION

**1.1 Overview**

The importance of an English language textbook as an essential component of the

education system in many countries across the globe is widely acknowledged. In the past two

decades (1999-2019), there has been an increasing amount of literature on English language

textbook evaluation in Saudi Arabia (Alamri, 2008; Alenezi, 2019; Al-Hajailan, 1999;

Alhamlan, 2013; Al-harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki,

2014; Alshumaimeri, 2015; Al-Sowat, 2012) due to government mandated development and

use of specialized textbooks for general English instruction. The existing literature in Saudi

Arabia, and also worldwide (e.g., Ahour, Towhidiyan, & Saeidi, 2014; Dweikat, 2011;

Jahangard, 2007), has evaluated second language (L2) textbooks from a macro perspective

by adopting a Likert scale checklist approach. For instance, Saudi students, teachers, and

school supervisors may be asked to agree or disagree with statements such as, "The activities

are adequate" (Al-Alyani, 2017, p. 126). Using this approach, researchers have been able to educate policy makers and textbook developers about the weaknesses and strengths of L2 textbooks. However, this approach has two serious drawbacks.

The Likert scale checklist approach does not take account of two important aspects. First, it mostly neglects the relationships between activities in L2 textbooks. It mainly examines activities in isolation which may result in obtaining an inadequate understanding of language skill development. Van Lier (2004) cautioned against investigating language learning in isolation because it may create an inaccurate image of learning processes. He suggested the concept of an ecological perspective to language learning (Van Lier, 1997, 2004). It considers language learning context as a system containing interconnected elements which play a crucial role in language acquisition. He argued the necessity of examining the relationship between elements to gain a proper understanding of learning processes. Guerrettaz and Johnston (2013) and Vanha (2017) have transferred Van Lier's perspective to L2 teaching material evaluation research, and demonstrated that evaluating materials from an ecological insight promoted an appropriate knowledge of how language learning is undertaken. Similarly, this study examined English textbooks in Saudi Arabia from an ecological perspective to obtain a greater insight into the incorporation of activities in the textbooks. This study hoped to avoid misunderstandings of English textbooks that could be caused by isolated analysis of language activities employed in the checklist approach.

Second, the checklist approach predominantly aims at a broad evaluation of the weaknesses and strengths of a textbook. It fails to fully address how textbooks can be used to improve students' language skills. Studies investigating textbooks in Saudi Arabia have not

clearly informed professionals about the adequacy of the texts for teaching the four skills (listening, reading, speaking, and writing), particularly writing. A leading cause of this problem is that this approach often includes general statements about writing, for example: "Writing activities are suitable for young learners' level" (Alharbi, 2015, p. 26), or has no specific statements about writing activities (e.g., Al-Harbi, 2017; Almalki, 2014). While a detailed investigation of writing practices is not a primary aim of these studies, such an investigation can shed light on how teachers may supplement their classrooms and how textbook developers may improve their materials. Therefore, this dissertation aimed to address this gap by utilizing an ecological perspective towards textbook evaluation.

In addition, this study focused on writing because research indicates writing in English is one of the greatest challenges facing Saudi students, including high school students (Ahmad, 2015; Al-Khairy, 2013; Khan, 2011). Some students graduate from high school without having basic reading and writing skills in English, although they have been learning English in schools for several years (Ahmad, 2015). It is now well established that Saudi students lack effective writing skills. Therefore, there is a need to remedy this concern, which may be caused by the ineffectiveness of L2 writing instruction in English textbooks, since textbooks are a main source of language input in English as a foreign language (EFL) settings, especially in Saudi Arabia (Allehyani, Burnapp, & Wilson, 2017). This research focused on tackling this vital issue.

Research on L2 textbook evaluation in Saudi Arabia has not yet determined how L2 writing teaching approaches have been incorporated in high school English textbooks to enhance the writing skills of students. Previous research on L2 writing instruction shows that

an L2 writing curriculum course is designed based on five major L2 writing teaching

approaches: content, linguistic, writing process, genre, and audience (Hyland, 2014; Raimes

1991), and such approaches complement each other (Ferris & Hedgcock, 2014; Grab &

Kaplan, 1996; Hyland, 2014). L2 textbook developers utilize L2 teaching approaches in the

design of textbooks even though they are not fully aware of them (Byrd & Schuemann,

2014). Since the application of these approaches varies from one program to another, this

study intended to deepen our understanding of how L2 textbooks in Saudi Arabia are created

based on these frameworks.

To address the preceding problems, the overall purpose of the present study was to

examine the integration of writing activities in recent high school English language textbooks

in Saudi Arabia by using a macro- and micro-ecological analyses of language activities with

a specific focus on writing. To achieve this objective, general use Saudi English language

textbooks for 10th grade to 12th grade were collected, and qualitative and quantitative

approaches were employed to investigate the connectedness of writing activities to other

skills and the frequency of types and features of writing strategies. The findings make several

contributions.

First, it documents the historical development of English textbooks in Saudi Arabia,

which is imperative due to the time and financial investment of the local government in

enhancing English education across the country. Second, the study argues that an ecological

perspective is at the heart of our understanding of how L2 textbooks can be used to develop

the writing skills of students, thus building on the new line of research suggested by

Guerrettaz and Johnston (2013) and Vanha (2017) to evaluate L2 textbooks from an

ecological perspective. Furthermore, this research appears to be the first comprehensive investigation of English textbooks from an ecological perspective in Saudi Arabia and among earlier studies worldwide. The textbook ecology approach used for this study may thus be applied to other L2 textbook evaluation studies elsewhere in the world. Also, the study explains how textbooks can be designed based on L2 writing teaching approaches (content, linguistic, writing process, genre, audience). Finally, these findings can be incorporated into Saudi university training programs and Ministry of Education (MoE) workshops to increase teachers' pedagogical knowledge of how the textbooks are designed so that consequently, they can improve the teaching of L2 writing.

**1.2 The Central Role of English Language Textbooks in L2 Classrooms**

As a major source of language input, especially in K-12 EFL settings, it is generally accepted that English language teaching and learning materials are crucial in English language teaching (ELT) classrooms worldwide. Language materials are anything utilized or presented to teach language, for example: a video, a CD-Rom, a textbook, a workbook, or a handout (Tomlinson, 2011). Among these, L2 textbooks are often the main teaching materials utilized in L2 classrooms (Aljouei & Alsuhaibani, 2018; Alshumaimeri & Alzyadi, 2015; Gholami, Noordin, & Rafik-Galea, 2017; Litz, 2005; Tok, 2010; Vanha, 2017), and consequently, millions of textbooks are sold each year to fulfill this need (Hutchinson & Torres, 1994). English textbooks can be fundamental building blocks of ELT programs for both students and teachers (Sheldon, 1988). For teachers, they may serve as a guide for instruction. They also can serve as memory support for students to provide a continuous record of the lessons learned (Awasthi, 2006). In his pioneering book *Choosing your*

*Coursebook*, Cunningsworth (1995, p. 7) states several roles of textbooks:

1. a resource for presentation material (spoken and written)

2. a source of activities for learner practice and communicative interaction

3. a reference source for learners on grammar, vocabulary, pronunciation, etc.

4. a source of stimulation and ideas for classroom language activities

5. a syllabus (where they reflect learning objectives which have already been

 determined)

6. a resource for self-directed learning or self-access work

7. a support for less experienced teachers who have yet to gain in confidence.

In the same vein, other L2 researchers also suggest multiple roles of textbooks in L2 classrooms (see Awasthi, 2006; Tomlinson, 2003; Ur, 1996). Collectively, L2 textbooks have been accepted as an important component in the education system, and they play a key role in L2 classrooms.

Similar to many L2 classrooms worldwide, English textbooks are also fundamental in Saudi Arabian classrooms as a major source of language input (Allehyani et al., 2017). L2 learning courses in schools and universities cannot be held without them. Due to this importance, English textbooks have received critical attention from the MoE in Saudi Arabia. A principal reason for this attention is the fact that textbooks play a pivotal role in determining the learning experience of a large number of students (Cunningsworth, 1995). As a result, the MoE has made consistent attempts over the last 60 years to evaluate and develop English textbooks, as described in the following section.

The importance of English textbooks as a major component of an educational system in many countries has resulted in an extensive body of research on textbook evaluation worldwide (Abraha, 2007; Ahour, Towhidiyan, & Saeidi, 2014; Dweikat, 2011; Jahangard, 2007; Hammad, 2014; Hanifa, 2018; Henriques, 2009; Madjdi & Rokhayani, 2018; Tok, 2010; Zohrabi, Sabouri, & Behroozian, 2012; Omari, 2018). In the Saudi Arabian context, the last two decades have seen a growing trend of research towards textbook evaluation (Al-Alyani, 2017; Alamri, 2008; Albedaiwi, 2014; Alenezi, 2019; Al-Hajailan, 1999; Alhamlan, 2013; Al-Harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Allehyani, Burnapp, & Wilson, 2017; Almalki, 2014; Alshumaimeri & Alzyadi, 2015; Al-Sowat, 2012). However, research to date in the Saudi Arabian context has not yet fully examined the integration of writing activities in current high school English language textbooks in order to develop student writing skills. Particularly, a systematic understanding of how language learning activities in a learning unit of an English textbook are linked or unlinked to writing activities is still lacking. The recent developments of English language textbooks have heightened the need for conducting more textbook evaluation studies to examine their adequacy for developing writing skills. Therefore, this dissertation study aims to contribute to this growing area of research on textbook evaluation by exploring this current gap. The present research explores, for the first time, the integration of writing activities in English language textbooks in Saudi Arabia from an ecological perspective (see Appendix A for a list of abbreviations and operational definitions used in the current study).

**1.3 Contribution of this Dissertation Study into the Historical Development of English Language Textbooks in Saudi Arabia**

The MoE in Saudi Arabia has recognized the importance of teaching and learning materials in L2 classrooms and, as a result, there has been a gradual development of English language textbooks from the 1920s until today. The historical development has passed through five stages (see Figure 1). The first four stages of development were listed in Al-Seghayer (2005). The first stage was from 1927 to 1959. When English was first introduced as a foreign language in Saudi Arabia in the 1920s, there were neither specific learning objectives nor syllabi (Al-Abdulkader,1978; Al-Seghayer, 2005). Similarly, it seems that there were no certain English textbooks at that time. The second stage was from the 1960s to 1980. In this stage, the first English textbook, entitled Living English for the Arab World, was introduced in the 1960s and used until 1980. Al-Seghayer (2005) stated that some critics (e.g., Al-Subahi, 1988) argued that this textbook did not match the needs and interests of students. The third stage was from 1980 to 1995. The MoE and Macmillan Press published a new English textbook in 1980, entitled Saudi Arabian Schools English, for intermediate and secondary schools. This textbook was used for 15 years. The fourth stage started in 1995.

The MoE launched a new textbook entitled English for Saudi Arabia (EFSA) in 1995. For the first time, the new series consisted of a teacher's book, a student's book, and a student's workbook (Al-Otaibi, 2004; Al-Seghayer, 2005; Alrashidi & Phan, 2015). EFSA was designed by King Fahd University of Petroleum and Minerals (KFUPM) and the MoE in Saudi Arabia. A main reason which motivated the MoE to sign a contract with KFUPM is its

excellent reputation in Saudi Arabia. It is generally believed that KFUPM provides an

outstanding language program for its students who ultimately become employees of the

Arabian and American Company of Oil (ARAMCO), which is considered the leading oil

company in Saudi Arabia (Albedawi, 2014). The fifth and current stage officially started in

2014. The MoE, in collaboration with Tatweer (a Saudi local company of educational

services), published several new English language textbooks (e.g., Traveller, Flying High,

and Mega Goal) to be used from 2014. According to Al-Kinani (2008), the Saudi

Government devoted 9 billion Saudi Riyal (about $2,400,030,000 USD) to develop the

education system including English textbooks. Then, the MoE piloted these textbooks in 200

schools in 2008/2009 before the actual use throughout the country. New English textbooks

were designed based on the Common European Framework of Reference for Languages

(CEFR). This discussion shows that textbooks have gone through a variety of changes

throughout the years that are motivated by a profound investment in English language

teaching and learning; thus, systematic evaluation of teaching materials produced is highly

warranted in this context.

| Historical Development of English Textbooks in Saudi Arabia | | |
|---|---|---|
| **Stages** | **Date of publication** | **Names of English language textbooks** |
| 1 | 1927-1959 | No English textbooks |
| 2 | 1960s-1980 | *Living English for the Arab World* was introduced |
| 3 | 1980- 1995 | *Saudi Arabian Schools English* was introduced |
| 4 | 1995-2014 | *English for Saudi Arabia* was introduced |
| 5 | 2014-? | *Flying High, Traveller, and Mega Goal* were introduced |

Current stage

Figure 1. Historical Development of English Language Textbooks in Saudi Arabia

Overall, this section clearly outlines the historical development of English language textbooks in Saudi Arabia from the 1920s until today. A main limitation is that the role of English textbooks in L2 learning and teaching was largely unknown from the 1920s to the late 1990s due to a lack of studies on textbook evaluation. Al-Hajailan's (1999) doctoral dissertation is an example of early research on L2 textbook evaluation in Saudi Arabia. In the past two decades, Saudi textbook researchers have produced journal research articles (e.g., Aljouei & Alsuhaibani, 2018) and master's theses (e.g., Almalki, 2014) on L2 textbook evaluation from a macro perspective. Similarly, the present doctoral dissertation study continues research on this area in hopes of maintaining a constant record of how L2 writing has been taught to high school students in Saudi Arabia in the fifth stage of English language

textbook development. This contribution may make a difference to connect the present stage with future stages so that professionals would have historical data about the teaching of L2 writing in the English textbooks in Saudi Arabia.

**1.4 Current Problems of Writing Materials in L2 Classrooms in Saudi Arabia**

The review of previous research shows that the evaluation of English language textbooks in Saudi Arabia has been conducted from a macro perspective by using a Likert scale checklist approach (Alamri, 2008; Al-Hajailan, 1999; Al-harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki, 2014; Al-Sowat, 2012). The purpose of this approach is to examine the general strengths and weaknesses of L2 school textbooks using views from language teachers, administrators, supervisors, and/or students. A questionnaire survey checklist can contain various categories, for example, language content, learning objectives, layout and design, appearance, appropriateness, teaching methods, language skills, activities, etc. There are several items under each major category, for example, Al-Sowat's study (2012) contained 79 items. Nevertheless, the Likert scale checklist approach has major problems that prevent a proper analysis of writing activities in English textbooks.

The first problem is the checklist approach often disregards the connection between language activities (e.g., reading, listening, speaking, writing, grammar, vocabulary) offered in a learning unit of an English textbook. This approach often examines language activities in isolation which does not provide an accurate understanding of the development of language skills. This idea also contradicts current research that states language skills are often interconnected and developed together. Hyland (2014) stated that L2 writing skills cannot be built in isolation; rather, they should be strengthened through reading. Up to now, far too

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little attention has been paid to the association between writing activities and other language activities in a learning unit of an English textbook from an ecological perspective. Thus, there is a need to study how writing activities in the writing sections of textbooks are interconnected or independent from other activities in a learning unit.

Aljouei and Alsuhaibani (2018) created a Likert scale checklist from previous studies to evaluate Traveller series textbooks. The checklist items addressed writing skills in isolation from reading, listening, and speaking skills. Hence, the findings from the checklist provided no information about the interaction between writing skills and other language skills. Interestingly, they also conducted a content analysis of the textbooks. They briefly stated that many of the speaking activities are incorporated with the writing activities; learners discuss a specific subject and then write about it. However, an expanded description was lacking. Furthermore, although the content analysis examined listening skill activities, speaking skills activities, and reading skill activities, the study did not explain whether writing activities are integrated with these activities. Likewise, it did not consider the possible interrelationships between language activities (listening, reading, and speaking) in a learning unit. It reported the results of these skills in isolation. For instance, the results about listening skills showed problems related to the authenticity of listening. Overall, as many studies, Aljouei and Alsuhaibani (2018) succeeded in achieving their goal by informing us about the strength and weakness of the Traveller series textbooks. Nevertheless, they did not provide information on the interrelationship between language activities in an English textbook, leaving us with a range of unanswered questions and little indication of how teachers may need to supplement their instruction appropriately.

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The second problem is research findings have not educated professionals specifically about writing activities offered in L2 textbooks. In some studies, there is a complete absence of studying writing activities in the textbooks. For example, Al-Harbi (2017) and Almalki (2014) utilized questionnaires to collect data about textbooks, but they did not include any statement about writing activities and questions about specific language skills were limited. Al-Harbi's questionnaire about the textbooks Traveller 3 and Traveller 4 contained thirteen statements about language activities and twelve statements about language skills in general terms. Similarly, Almalki's survey had fifty statements about the textbook series Flying High. None of these studies contained a specific statement about writing skills or activities. Almalki (2014) included only one general statement about the four language skills asking language teachers in Saudi Arabia whether "Essential competencies across the four skills areas (reading, writing, listening and speaking) are identified and given priority in the development of the curriculum" (p. 93). In short, previous studies aimed to evaluate the strength and weakness of L2 textbooks using a Likert scale checklist, but they have not adequately dealt with writing activities offered in English textbooks used in Saudi Arabia.

The third problem is that studies with some data about writing activities have found conflicting results that are difficult to interpret. For example, Alharbi (2015) utilized two checklists to evaluate the Flying High series textbooks. In the first attempt, Alharbi used Keban, Muhtar, and Zen's (2012) checklist to obtain teachers' views about these statements: "All language skills (reading, writing, listening, and speaking) are balanced and integrated within each unit," and "Writing activities are suitable for young learners' level" (p. 26). The results showed that 14 teachers rated them either good (40%) or excellent (30%). Alharbi

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concluded that the teachers had positive opinions about these two statements. However, in the second attempt, Alharbi used William's (1983) checklist which had four statements about writing. The statements included: (1) "It gives practice in controlled and guided composition in the early stages," (2) "It relates written work to the pupils' age, interests, and environment," (3) "It demonstrates techniques for handling aspects of composition teaching," and (4) "It relates written work to structures and vocabulary practiced orally" (p. 12). The results indicated that the vast majority of teachers disagreed with the first three statements. The teachers' opinions about writing skills offered in the Flying High series were negative. But, most of them agreed with the final statement, and it would be interesting to investigate how the texts make these connections to not only structures and vocabulary but also other skills. In a nutshell, Alharbi's study demonstrated that checklists, which include vague statements about writing activities, might not provide an accurate picture about the representation of writing activities in textbooks.

The fourth and last problem is the checklist approach implemented in the Saudi Arabian context often relies on quantitative investigation. Saudi textbook researchers often used percentages and numbers to show their results. Yet, there is much less information about the qualitative examination of English textbooks in Saudi Arabia that could help us understand how the textbooks offer writing strategies to prepare students to become skilled writers. This issue implies that there is a need for qualitative research. Consequently, this study explored this need.

## 1.5 Purpose of the Current Study

To address the aforementioned gaps, this dissertation aimed to investigate current high

school English language textbooks in Saudi Arabia in order to understand how writing activities are integrated into the textbook ecology. To achieve this main aim, the study conducted both macro- and micro-ecological analyses using qualitative and quantitative measures of data analysis and interpretation in order to answer the following research questions:

RQ 1. Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?

RQ 2. Have the Traveller series textbooks offered multiple types of writing strategies? If so, what is the frequency of writing activities that relate to each type of writing strategy?

RQ 3. Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?

To answer RQ1, a macroecological analysis using a qualitative approach (Creswell & Creswell, 2018) was conducted. All language activities in a learning unit were analyzed to show how they are connected or disconnected to writing activities in the same learning unit. To answer RQ2, the study performed a microecological analysis. A combination of qualitative and quantitative approaches was used in the data analysis (Creswell & Clark, 2011). Writing activities from English textbooks were collected and classified based on a taxonomy of common L2 writing strategies. The qualitative analysis initially emerges to identify the types of writing strategies, while the quantitative analysis subsequently appears to illustrate the frequency of such strategies. Lastly, a microecological analysis was administered to address the third research question. Writing activities in the textbooks were

qualitatively analyzed (Creswell & Creswell, 2018) to understand how writing sub-strategies in high school English textbooks can enhance multiple writing skills of students.

**1.6 Importance and Implications of the Study**

In answering the above questions, the implications from this research contribute to the current literature in several respects. First, the theoretical implication of this study was to support Van Lier's (1997, 2004) notion of an ecological approach to language learning to be of tremendous value. As stated earlier, Van Lier argued that the language learning context is a system including multiple interrelated elements. Thus, researchers should examine all elements and their interrelationships to obtain a solid understanding of the learning process. Taking this into consideration, the present study avoided examining language activities in the textbook in isolation. Instead, it explored the interrelationships between language activities and writing activities in the textbook ecology that can enrich students' writing skills. The findings of this study validated that the ecological approach is indeed valuable in broadening our knowledge of how learning opportunities afforded in the textbooks can boost writing skills of learners. The second theoretical contribution was related to the implementation of L2 writing teaching approaches in classrooms in Saudi Arabia. Research suggests that a language course is mostly developed around five common approaches to writing in L2: content, linguistic, writing process, genre, and audience (Hyland, 2014; Raimes, 1991). The findings of this study add to the increasingly growing field of L2 writing by revealing how a language course in Saudi Arabia is built primarily based on the genre approach and aided by content and linguistic approaches.

Second, this study has one primary methodological implication. As explained

previously, there is a global trend to apply a macro perspective and a Likert scale checklist approach in L2 textbook evaluation research. The main limitation of this approach, however, is that it does not take the interrelationships between language activities into account. This study contributes to existing knowledge of L2 textbook evaluation research by suggesting a new, complementary approach to the evaluation of textbooks, which is coined the textbook ecology approach. This approach is shown to be advantageous in widening our understanding of three kinds of interrelationships of language activities in the textbook that play a key role in enhancing student writing skills.

Third, this study also reveals important practical implications for textbook developers and teacher training programs. From a macroecological perspective, this study provided a deeper insight into how learning opportunities emerging from the interaction of language activities in a learning unit can enhance students' writing skills. University teacher training programs and workshop sessions in Saudi Arabia, and elsewhere, may incorporate this valuable information into their programs. This will ensure that English language teachers have pedagogical knowledge that enables them to effectively teach L2 writing from an ecological perspective. Likewise, results may raise textbook and material designers' awareness of how they integrate writing activities into the broader ecology of the textbook. Specifically, they demonstrated the success of textbook developers in connecting activities in a learning unit to strengthen student linguistic and content knowledge to write properly. Furthermore, from a microecological perspective, this study has raised an important question about the absence of vital writing strategies in the textbooks. Research shows that feedback and revision strategies are essential in writing (Ferris & Hedgcock, 2014; Hyland, 2014), yet

they are not offered in the textbooks in Saudi Arabia which may hinder student writing ability. It is argued that a successful English textbook offers students multiple activities to enhance language skills (Al-Sowat, 2012). In addition, results can help to suggest further actions for textbook development, providing insight into what additional activities and materials are needed to supplement students' knowledge in order to provide better learning opportunities for developing their writing ability.

Lastly, there is much less information about English textbooks in some stages of the textbook development in Saudi Arabia due to lack of research. Thus, this dissertation hopes to make a major contribution to research on L2 textbook evaluation from an ecological perspective and become a main reference for MoE, textbook and material researchers, and textbook developers in Saudi Arabia.

**1.7 Dissertation Outline**

This dissertation study is composed of six chapters. The first chapter, Introduction, gives a brief overview of the study, such as research problems, purpose of the study, and the implications of study. Chapter Two begins by laying out the concept of ecology, current problems related to L2 textbook evaluation, and primary L2 writing teaching approaches and activities utilized in the last few decades. The third chapter is concerned with the methodology employed for this study. The fourth chapter presents the findings of the research based on an ecological perspective. It has two parts. The first part focuses on a macroecological perspective, and the second part focuses on a microecological perspective. Chapter Five deals with interpretation and discussion of the findings. Finally, Chapter Six focuses on drawing a conclusion of this study.

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CHAPTER II

LITERATURE REVIEW

**2.1 Overview**

This chapter discusses four considerable aspects involved in preparing students to write effectively in an L2. The first section discusses the concept of ecology and how it has been transferred to L2 teaching material evaluation research. The second section reviews previous research on L2 textbook evaluation from a macro and micro perspective. The third section demonstrates how vital L2 writing strategies have been implemented in L2 writing classrooms to prepare students to write effectively. The last section discusses five L2 writing teaching approaches that involve in the design of L2 textbooks.

**2.2 An Ecological Approach to L2 Learning, Teaching, and Research**

The present research draws on early studies investigating the language classroom as a system of interconnected variables contributing to language teaching and learning (Van Lier, 1997, 2004) and the view that language materials play a large role within the system (Guerrettaz & Johnston, 2013). Specifically, this research argues that similar to

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the classroom, textbooks are also complex systems. Thus, textbook evaluation should consider whether and how individual components of a textbook (i.e., units, lessons, and activities) are interconnected and in what ways these components interact to better understand the adequacy and appropriateness of a text for a specific language learning context.

### 2.2.1 Defining the Concept of Ecology

In the mid-19th century, ecology was initiated as a scientific area. According to Van Lier (2004, p. 3), a German biologist, Ernst Haeckel, created this term to mean "the totality of relationships of an organism with all other organisms which it comes into contact." Similar to the biological field, researchers in the field of education also perceive a learning experience from an ecological viewpoint. Besides biology, the concept of ecology has also flourished in several scientific disciplines in the 1970s, such as anthropology (Bateson, 1979), human development (Bronfenbrenner, 1979), and linguistics (Haugen, 1972). More recently, the classroom context has been envisioned as a system, suggesting that research should concentrate on the interactions between multiple factors involved in the classroom environment (Guerrettaz & Johnston, 2013). In the field of L2 learning and teaching, the concept of ecology has been influenced by Van Lier's (1997, 2004) works. Research on the concept of ecology for language learning seeks to study the context where language use and language learning are built. In particular, it emphasizes the analysis of a learning system utilized in a classroom based on the interactions of several elements in that classroom (Van Lier, 1997). Van Lier (2004) stated that:

The ecological approach looks at the entire situation and asks, what is it in

this environment that makes things happen the way they do? How does

learning come about? Ecology therefore involves the study of context …

In addition, things are happening all the time, in schools, classrooms, at

desks and around computers. So, ecology is the study of movement,

process, and action. (p. 11)

The above statement argues that the ecology of language learning considers the learning

context as a system consisting of multiple interconnected variables (e.g., schools, process,

actions), which play a major role in influencing a person's learning of language.

Regarding research, Van Lier (1997, 2004) classified ecological studies into two

major approaches: macroanalytical (or macroecological, the interconnectedness of

subsystems to a larger system) and microanalytical (or microecological, the emphasis on

learning processes). Bronfenbrenner (1979) perceives macroecology as a group of

interconnected ecosystems, understanding of which would require an explanation of the

environment. In language learning, this may involve understanding how the home

environment impacts learning in the classroom (Van Lier, 2004).

The microecological perspective examines learning processes with an emphasis

on perceptions and (inter)action (Van Lier, 1997). It also explores the notions of

affordance and emergence (Van Lier, 1997, 2004). Van Lier (2004) defines affordance as

"possibilities for action that yield opportunities for engagement and participation" (p. 81).

For instance, Van Lier notes that the interactions of a student with the physical (e.g.,

arrangement of desks in a classroom) and social context (e.g., relationships with

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classmates) through the use of linguistic and non-linguistic practice illustrate that several

variables of this engagement are interconnected. According to Van Lier (2004),

emergence is "a reorganization of simple elements into a more complex system" (p. 81),

such as the emergence of new word forms or phrases into the English language system.

The current dissertation research draws from this ecological view to understand how an

ecosystem (i.e., units, lessons, and activities in language textbooks) can better connect to

a larger ecology (i.e., language learning in the classroom environment) by evaluating the

interactions and affordances of individual components and how they may contribute to

the emergence of language abilities (e.g., writing skills). The following section provides

additional support for transferring the notions of ecology to the study of classroom

materials.

## 2.2.2 Transferring the Concept of Ecology to Research on L2 Teaching and Learning Materials

In the past eight years, research on L2 teaching and learning materials has been

carried out based on an ecological perspective. Specifically, two studies have explicitly

utilized this approach (Guerrettaz & Johnston, 2013; Vanha, 2017). Guerrettaz and

Johnston (2013) stated that most of the previous research in L2 teaching and learning has

not examined teaching materials, particularly textbooks, within the classroom ecology.

They argued that the analysis of teaching materials in isolation from a learning

environment provides us with an inadequate understanding of their intended and

potentially unintended affordances. Intended affordances are determined by textbook

designers. For example, the grammar textbook presents this sentence "If I don't get some

film, I won't be able to take pictures when Ann and Rob get here" and a student rewrote it using the word "unless" as follows: "Unless I get some film, I won't be able to take pictures when Ann and Rob get here" (p. 789). The student's answer and the textbook designer's answer matched. Thus, it can be said that this activity achieved an intended goal set up by the textbook designer.

However, unintended affordances can also emerge. For instance, in Guerrettaz and Johnston's (2013) study, the grammar textbook presented a classroom conversation activity between a teacher and students where a conversation about the gerund *being faithful* let to the learning of a new word, *flirting*. The classroom interactions suggest that learning is not constrained by the textbook designer. Instead, it shows that the materials "opened the possibility for interaction and discourse that was shaped in an emergent way by the individual participants. Their unique identities and previous experiences inside and outside the classroom were central to this process" (p. 791). These emergent learning experiences can be difficult for some nonnative teachers (Sonsaat, 2017), especially inexperienced teachers in EFL settings.

In the present study, the focus is on analyzing the intended affordances of English textbooks in Saudi Arabia, suggesting that this heightening understanding of what textbook designers overtly and perhaps covertly intend can potentially help teachers prepare for unintended learning experiences (although study of this connection is beyond the current scope). However, the interrelatedness between teaching materials and the classroom ecology seems to be underexplored in research, especially from an ecological perspective. This present research argues that English language textbooks have their own

ecology, and there is a need to evaluate the interconnected between variables provided in this ecology in order to better support language teaching and learning. Specifically, much uncertainty still exists about the interrelationships between language activities offered in the textbook ecology that can enhance students' writing skills. Therefore, this dissertation aimed to address this urgent necessity. The notion of the textbook ecology developed in this study is discussed in the following section.

**2.2.3 The Concept of Textbook Ecology in the Current Study**

The central thesis of this dissertation is to investigate language learning activities in English language textbooks in Saudi Arabia from an ecological point of view. Specifically, the main interest is in the integration of writing activities in an English textbook form macroecological and microecological perspectives. Van Lier (2004) stated that "ecological research is contextualized research, and the complexities of context as a research notion need to be brought into some sort of coherent framework. Such a framework must not only categorize or classify the context into components, but more crucially show how different aspects of context relate to each other and to the subject under investigation" (p. 204).

Following Van Lier's recommendations, the present study introduces the idea of textbook ecology. This notion suggests a framework for ecological research on L2 textbook evaluation, which consists of three major scales. First, an entire learning unit of an English language textbook is seen as a central scale. Second, the above (macroecological) scale examines the incorporation of writing activities into an English textbook learning unit. Particularly, it shows how learning activities in one learning unit

are interconnected or disconnected to other writing activities in the same unit. Third, the

below (microecological) scale explores the incorporation of writing activities into a

writing section that is placed in an English textbook learning unit. Specifically, it

demonstrates how different writing activities are tied together to form a writing lesson

plan for learning. In other words, the principal factor of this ecological research is the

examination of the interconnections between several textbook components (units,

lessons, and activities) and their relation to writing. Examination of connections between

intended affordances offered through textbook activities and the broader classroom

learning context will be the subject of future research. This study also suggests that

investigating a textbook's ecology can provide expanded information about its potential

use in the language classroom, and L2 textbook evaluation research could benefit from

entertaining this point of view.

## 2.3 Current Approaches to L2 Textbook Evaluation Research and Major Limitations

Research on L2 textbook evaluation was established in the 1970s (Bruder, 1978;

Cowles, 1976; Stevick, 1972). This section discusses two primary types of research. The

first type of research aims to evaluate an English textbook from a macro perspective,

whereas the second type seeks to evaluate an English textbook from a micro perspective.

I also discuss the major limitations of these two types of research. Before proceeding, it is

important to mention that there are a large number of studies on textbook evaluation

targeting different groups, such as college textbooks, English for specific purposes

textbooks, etc. Yet, since this study primarily focuses on secondary school education, the

following discussion was narrowed down to cover research from the first grade to the twelfth grade.

## 2.3.1 Evaluation of L2 Textbooks from a Macro Perspective

Textbook investigators in the first type of research have examined L2 textbooks from a macro perspective which is shown through the broad analysis of the strengths and weaknesses of a whole English textbook. As explained in the introductory chapter of this study, several textbook evaluation studies in the Saudi Arabian context employed a Likert scale checklist approach to evaluate the weaknesses and strengths of an entire English language textbook (Alamri, 2008; Alenezi, 2019; Al-Hajailan, 1999; Alhamlan, 2013; Al-Harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki, 2014; Al-Sowat, 2012). This type of research on L2 textbook evaluation is also performed in multiple L2 contexts around the globe (Ahour, Towhidiyan, & Saeidi, 2014; Dweikat, 2011; Jahangard, 2007; Hammad, 2014; Hanifa, 2018; Henriques, 2009; Zohrabi, Sabouri, & Behroozian, 2012).

This evaluation type is now well established and has features commonly employed. First, an L2 textbook is often evaluated based on a standard checklist criteria proposed by L2 teaching material scholars. A number of checklists have been used over the years, such as the following: Cowles (1976), Cunningsworth (1995), Harmer (2007), Keban (2012), Littlejohn (1998), Litz (2005), Rivers (1981), Sheldon (1988), Ur (1996), and Williams (1983). The checklist criteria address common points, for example: learning objectives, learning goals, teaching methods, teaching procedures, activities, skills, content, layout and design, appropriateness, flexibility, and accessibility. Many

researchers often explicitly state that they adapt a checklist from a certain resource, but a few researchers developed a checklist criteria and utilized it without mentioning how they developed it.

Second, L2 material researchers largely rely on L2 teachers' perspectives to evaluate the value of L2 textbooks. This fact matches Tomlinson's (2013) view of the main reasons for conducting research on material evaluation. Researchers may sometimes obtain additional perceptions from students (e.g., Zohrabi, Sabouri, & Behroozian, 2012) or supervisors or both (e.g., Al-Yousef, 2007) on evaluating the pros and cons of school textbooks.

Third, beside the use of the Likert scale, L2 textbook researchers themselves sometimes implement content analysis of textbooks. For example, Aljouei and Alsuhaibani (2018) conducted a deductive content qualitative analysis of Traveller series textbooks. They used a Likert checklist survey which was adapted from various studies to guide the content analysis. Yet, this study did not give an in-depth explanation of how the content analysis was performed, and furthermore, they seemed to only provide general description of learning activities and no information about how checklist items relate to each other. In general, researchers have not treated writing activities in English textbooks in much detail.

Therefore, this study took these limitations into account. From a macroecological perspective and utilizing a qualitative approach, the current study provides a much more systematic approach to textbook evaluation to demonstrate how writing activities interact with other language activities that are presented in the textbook ecology to advance Saudi

students' writing skills.

## 2.3.2 Evaluation of L2 Textbooks from a Micro Perspective

The second type of research on L2 textbook evaluation concentrates on addressing a single aspect of L2 teaching and learning from a micro perspective. These aspects are: listening (Ahmed, Yaqoob, & Yaqoob, 2015), reading (Al-Ghazo & M.Smadi, 2013; Althewini, 2016), speaking (Alkhateeb & Almujaiwel, 2018), writing (Al-Qadi & Al-Qadi, 2015; Chang, 2004; Kobayakawa, 2011), vocabulary (Manasrah, Al-Sobh, & Al-Jabali, 2013; Mashrah, 2013), culture (Allehyani, Burnapp, Wilson, 2017; Dweikat & Shbeitah, 2013), and pragmatics (Vellenga, 2004). Similar to the above studies, the present dissertation focuses on examining one single aspect of L2 teaching and learning, which is L2 writing, but does so in relation to its positioning within the broader textbook ecology. Thus, the upcoming discussion is centered on reviewing and evaluating previous research on the incorporation of writing strategies in L2 textbooks.

It is necessary to define two important concepts (writing activity and writing strategy) which often appear in this current study before I continue discussing the integration of writing activities in L2 textbooks. According to Brown (2007), a language activity applies to everything in the classroom that students are asked to perform. The teachers give students a set of performances that are time-limited and have certain objectives. For example, activities involve games, role plays, and information gaps. Hyland (2014) mentions several writing activities. For example, students are asked to "Read and discuss a short biographical text," and to "Write a one-page biography of each other" (p. 117). Nunan (1989) provides other examples of writing activities, such as

"Study the letter and rearrange the sentences so they are in the correct order," and "Read the letter and write a similar one based on the information in the dialogue" (p. 76). On the other hand, the concept language strategy/technique applies to several activities carried out in the classroom, either by instructors or by students. They are continuously planned. The teachers make a selection of certain strategies to implement in the classroom. They also refer to pedagogical components that a lesson consists of multiple language learning strategies. For example, a language strategy is a "warm-up" that has the learner becomes motivated, comfortable, engaged and ready for the learning process. It may not require the utilization of the target language (Brown, 2007). Raimes (1983) states that "choosing classroom techniques is the day-to-day business of every writing teacher. Any decision we make –such as whether to provide students with a first sentence or not, or whether to mark all errors or only a selected few- is a decision about a teaching technique" (p. 12). Raimes mentions several writing techniques, for example, brainstorming, guided discussion, outlines, written comments, examining cohesive links in reading, and examining sentence arrangement in reading. Serravallo (2017) suggests more than 100 writing strategies which can be used in writing teaching. The present study utilizes the above definitions to differentiate between writing activity and writing strategy.

Foundational work on the study of L2 writing strategies investigated ESL textbooks for use in the USA context (Raimes, 1986). Later work has investigated the proportion of writing strategies in EFL textbooks across the globe, such as in Japan (Kobayakawa, 2011), Jordan (Al-Qadi & Al-Qadi, 2015), Pakistan (Habib & Umar, 2017), and Indonesia (Cahyati, Srijono, & Hum, 2018). A summary of these studies can

be found in Table 1, which shows that these textbooks do not focus on addressing the

writing strategies equally. Prewriting tended to be the most neglected. Focusing on

certain strategies and neglecting others will not provide learning opportunities for

students to improve all writing strategies because previous research shows that successful

student writers utilize several writing strategies throughout the writing process (Brown,

2007; Nunan, 1989).

Table 1. Summary of Studies Examining Writing Strategies in L2 Textbooks

| Articles | Textbook type | # of texts | Key results |
|---|---|---|---|
| Raimes (1986) | ESL global textbooks | 10 | – Five textbooks excluded prewriting strategies.<br>– Six textbooks excluded revision strategy. |
| Johnston (1996) | ESL global textbooks | 7 | – Only one textbook provided students with a checklist for feedback sessions. |
| Kobayakawa (2011) | EFL high school textbooks, Japan | 3 | – Guided writing and free writing were not frequently offered in the textbooks. |
| Al-Qadi & Al-Qadi (2015) | 10th grade EFL textbook, Jordan | 1 | – Offered one prewriting strategy; collecting information from print and electronic sources. |
| Habib & Umar (2017) | 9th &10th grades EFL textbooks, Pakistan | 2 | – Absence of prewriting sub-strategies: outlining, clustering, and brainstorming.<br>– Controlled, guided and free writing were neglected.<br>– Opportunities were not provided to write for different purposes.<br>– Guidelines were not provided on how to organize texts and consider rhetorical text patterns. |

| Cahyati, Srijono,& Hum (2018) | 7th grade EFL textbook, Indonesia | 1 | – | Offered limited prewriting strategies (listing and collecting information). |

Awareness of what writing strategies may be the focus of certain L2 textbooks could help teachers supplement their classroom with strategy instruction that enables students with a more balanced set of tools for enhancing their writing proficiency. Thus, the following sections detail what these writing strategies entail.

*2.3.2.1 Writing Strategies Implemented in the Prewriting Stage*

Prewriting strategies are essential in teaching L2 writing because they provide opportunities for students to plan their texts, including generating ideas, organizing ideas, and setting goals (Flower & Hayes, 1981). Research on the inclusion of prewriting strategies in textbooks addresses two main aspects. First, studies examine the types of prewriting strategies offered in textbooks, such as: freewriting, brainstorming, instructions to pose questions about a topic, journal writing (Raimes, 1986), discussion to generate ideas and make notes/listing (Johnston, 1996), and collecting information (Al-Qadi & Al-Qadi, 2015; Cahyati, Srijono, Hum, 2018). Second, research investigates the frequency of prewriting strategies in textbooks. The results revealed that the inclusion of prewriting strategies varies greatly from one textbook to another. For example, Raimes (1986) evaluated ten global ESL textbooks and found that five textbooks include prewriting activities, while the other five rarely offered prewriting strategies. Johnston (1996) found that two out of seven global L2 textbooks include a discussion strategy.

Some textbooks focus on offering one or two prewriting strategies. For instance, Al-Qadi and Al-Qadi (2015) analyzed one 10th grade L2 textbook which had 12 units and found that the collecting information strategy was offered in 7 units (14.3%). Cahyati et al. (2018) examined one 7th grade L2 textbook in Indonesia, and the findings mentioned two types of prewriting strategies: listing and collecting information.

Overall, when a textbook excludes all prewriting strategies or offers only one or two types of strategies in the entire textbook, this contradicts past research which indicates competent student writers need to employ several strategies in producing excellent texts. Similar to the previous research, the current study addresses the type and frequency of prewriting strategies offered in new high school English language textbooks in Saudi Arabia that may result in developing student knowledge of prewriting strategies. The question still remains whether theory and research have been taken into consideration on writing these textbooks. If so, we might expect new textbooks to include several types of prewriting strategies and offer frequent learning opportunities for students to practice those strategies.

*2.3.2.2 Writing Strategies Implemented in the During-Writing Stage*

Most L2 textbooks provide a writing prompt in the lesson that students should write about. Previous studies show that writing prompts in textbooks focus on providing opportunities for students to practice two levels of writing: sentence-level and discourse-level writing. Cahyati et al (2018) stated that sentence-level activities instruct students to write short sentences, such as write about their daily life and complete conversations. The discourse-level activities ask students to write essays, for example, write an essay report

about the locations of some public facilities in town. In their study, Cahyati et al (2018) examined one 7th grade L2 textbook in Indonesia. They found the majority of writing activities focused on sentence-level writing; little attention was given for discourse-level writing. In contrast, a study on textbook evaluation in Jordan found that discourse-level writing is provided frequently in the writing activities (Al-Qadi & Al-Qadi, 2015).

Similarly, Aljouei and Alsuhaibani (2018) generally evaluated Traveller series textbooks in Saudi Arabia and briefly stated that writing activities directed students to express their ideas and opinions in writing. However, they did not address how frequent these activities were found in the text. Instead, their work evaluated several general aspects of the textbooks, such as layout, accessibility, and appropriateness. The present study closely examines the types and frequency of prewriting, during, and post writing activities offered in the Traveller series in an attempt to closely scrutinize the texts for use in the Saudi context.

Feedback and revision are necessary during writing. Competent writers do not produce a final version from the first attempt; rather, writing can be a long process in which the final draft appears through successive drafts (Nunan, 2000) where constant feedback and revising are involved. Error feedback assists students to successfully revise their drafts and produce accurate revisions (Ferris, 2014). Research on textbooks shows that response and revision strategies are not consistently offered in textbooks. Raimes (1986) stated that revision strategy is commonly presented in four textbooks but is rarely offered in the other six textbooks. Johnston found revision strategy appears only twice in a textbook. In contrast, Al-Qadi and Al-Qadi (2015) found 9 units (18.3%) out of 12 units

include revision activities. According to them, the presentation of this strategy in the textbook is sufficient to provide opportunities for students to be familiar with this strategy. However, little is known about whether high school L2 textbooks in Saudi Arabia provide sufficient opportunities for students to receive peer/teacher feedback and then revise their drafts to produce final drafts.

Furthermore, research on textbooks reported two significant issues regarding feedback and revision. The first is whether feedback focuses on form, content, or both. Johnston (1996) found that revision on content received more consideration than revision on form. Students are instructed to exchange drafts to find clear and unclear ideas. Al-Qadi and Al-Qadi (2015) mentioned that peer response focuses on addressing clarity, correctness, and coherence.

The second issue includes methods of feedback. Raimes (1986) reported that L2 textbooks used a very comprehensive guideline which can be used with any piece of student writing. She also found one textbook gives students a composition profile sheet to be used with any assignment for the entire semester. Johnston (1996) found textbooks do not provide information on what and how students should correct their writing. Al-Qadi and Al-Qadi (2015) provided examples of peer response activities, such as "Exchange instructions with a partner" and "Now check your article and exchange it with a partner" (p.293). Although it seems these two activities did not provide enough information for students to perform the activities, the researchers believed these activities are acceptable and sufficient. Berry (2008) reviewed a beginning level global L2 textbook and found that this textbook contained several revising checklists, but this researcher did not

provide further information which may educate L2 teachers about the use of these checklists. The present study will evaluate whether feedback activities in Saudi textbooks focus on form and/or content and the methods of feedback.

*2.3.2.3 Writing Strategies Implemented in the Post-Writing Stage*

Publishing final drafts is key for developing student writing. Johnson (1996) states that publishing students' final written drafts assists them to develop their awareness of readers. He found that some textbooks instruct students to publish their final products in the classroom wall or collect all papers to make a class newspaper. Johnson argued that the lack of the publishing strategy in several textbooks may prevent the development of students' awareness of their readers. The current study examines whether high school L2 textbooks in Saudi Arabia provide the opportunity for students to publish their drafts that may rise their audience awareness.

Overall, considering the second type of research on L2 textbook evaluation from a micro perspective, it can be argued that the following points seem to remain unsolved. First, several textbooks exclude all prewriting strategies or provide one or two types of prewriting strategies. This may indicate that the research does not take into account pre-existing studies which emphasize the importance of all strategies to produce effective texts. Second, reading passages do not pay attention to purpose and audience (Raimes, 1986). Third, some textbooks do not offer equal opportunities for students to practice both sentence-level and discourse-level writing. Fourth, although feedback and revising strategies are key for improving student writing skills, several textbooks failed to offer them for students. Fifth, Raimes (1986) indicates that two textbooks present a revision

activity in each chapter, but this activity has serious issues. One textbook contains the same questions in each chapter. Another textbook utilizes the same language (wording) all over the textbook. Also, the revising instructions in the two textbooks are very broad.

The concept of textbook ecology employed in this present study is relevant to the second type of research on textbook evaluation. The above studies have dealt with writing activities in the textbooks from a micro perspective. Yet, it is still unknown whether writing activities are linked or unrelated to other language activities in the textbooks, and if so how they are connected. This study addressed this gap to broaden our understanding of how other language activities in the textbooks can strengthen writing skills of students. Additionally, there has been no detailed investigation of writing activities in English textbooks in the Saudi Arabian context, especially new ones. This indicates a need to understand the various types and frequencies of writing strategies that exist in English textbooks to advance Saudi students' writing skills. The insights gained from this study may be of assistance to enhance our understanding of how L2 writing instruction research has been transferred to textbooks, and what is lacking. Thus, the present study seeks to address this gap by developing a taxonomy of writing strategies that can be used to advance understanding of how L2 writing are integrated into Saudi Arabian textbooks.

## 2.4 A Taxonomy of L2 Writing Strategies

Numerous L2 writing scholars and researchers suggest more than 100 writing strategies that can be implemented in the classroom to assist students to write effectively in an L2 (Brookes & Grundy, 1998; Harmer, 2004; Hedge, 1988; Raimes, 1983). It is

nearly impossible to include this huge number of writing strategies in one study. For this vital reason, I relied on certain criteria to develop a list of common L2 writing strategies as shown in Table 2. This taxonomy is effective because of its criteria, which was developed particularly for this type of analysis. It includes the following. First, the vast majority of L2 writing scholars, researchers, and practitioners chiefly agree that a writing lesson consists of three main stages, namely pre-writing, during-writing, and post-writing (Abrams, 2010; Akinwamide, 2012; Brown, 2007; Hedge, 1988; Weigle, 2014). Zemelman and Daniels (1993) state that "students' writing improves when their teachers break the work into stages, instead of simply assigning topics and then grading the eventual products" (p. 346). Therefore, these strategies are organized based on these three stages of the writing process.

Second, the current literature repeatedly classifies several writing strategies to one of the three writing stages based on their purposes. For example, publishing a final draft strategy always occurs in the post-writing stage to provide an opportunity for students to share their writing with others. Third, I developed a main strategy that can be an umbrella to several sub-strategies which share one major goal. For example, similar to Serravallo (2017) and Brown, Cohen, and O'Day (1991), the first category in the taxonomy is called "generating and organizing ideas." Under this category, L2 writing scholars and researchers suggest several sub-strategies (e.g., discussing a topic) which can be used in the prewriting stage to assist students in generating and/or organizing ideas on a certain topic before they start writing a first draft. In short, this taxonomy compiles the most effective L2 writing strategies that can be implemented in the three stages of the writing

lesson for high school classrooms. The following sections will describe each in detail.

Table 2. Taxonomy of Common L2 Writing Strategies

| Main Strategy | Description of Instructional Aims with Examples | Examples sub-strategies |
|---|---|---|
| **Writing Strategies in the Prewriting Stage** | | |
| Generating and organizing ideas | to assist students in generating and/or organizing ideas on a topic via engaging with one or more sub-prewriting strategies before writing a first draft. | choosing a topic, discussing a topic, listing/making notes, brainstorming/thinking, clustering, researching and collecting information, freewriting, and looping. |
| Listening to write: improving listening comprehension | to involve students in bottom-up or top-down processing to develop their linguistic/non-linguistic knowledge of certain aspects of a topic. Students often use these aspects to write about a same/similar topic in the post writing stage. | listening to details, listening for main ideas, listening and inferring, and listening and predicting. |
| Reading to write: examining features of a reading passage | to assist students in being aware of several features of reading passages. Consequently, students take into account those text features when they write their own texts. | developing comprehension, teaching vocabulary and/or grammar, considering readers of a text, considering a purpose, analyzing a text genre, and organizing a text. |
| Considering readers of text | to assist students in determining the formality of text, the text structure, and the proper tone. | considering readers' expectations (e.g., what readers want to know from a text) and identifying readers of a text. |
| Considering purpose | to assist students in determining the content of writing, language use, and the text type and organization. | when a student writes a report, the student seeks to be persuasive because other readers can make a decision and take action. |
| Making/following an outline/plan | to assist students in making a writing plan and setting out a structure for a text. They group ideas together in a logical order before they start writing. | developing an outline and following it to write a text. Or, finding a text and identifying the outline the writer uses to write his/her text. |
| Teaching grammar and/or vocabulary | to provide linguistic information that students need in writing a certain piece of writing. | sentence combining, text formatting, tenses, punctuation, and set of phrases. |

**Writing Strategies in the During-Writing Stage**

| | | |
|---|---|---|
| Responding to a writing prompt: writing a first draft | to instruct students to put ideas on paper in order to write a first draft. | practicing text types/forms (e.g., letters, resumes), rhetorical patterns/functions (e.g., description, argument), certain vocabulary or grammar points; writing for purposes, different readers, about a certain topic; and practicing a type of writing (e.g., parallel writing). |
| Giving and receiving feedback on a first draft | to instruct students to give and receive oral/written feedback from a teacher or peers to revise content and edit grammatical mistakes. Feedback has several forms (e.g., written comments, checklist, peer reviewing, read aloud, and symbols of errors). | receiving feedback on grammatical mistakes, content ideas, and text organization. |
| Revising a draft | to instruct students to use feedback to revise content and organization of the paper. Then, they produce a second (final) draft. | rearranging and providing statements to aid arguments. |
| Editing a draft | to instruct students to use feedback to edit grammatical mistakes of the paper. Then, they produce a second (final) draft. | proofreading activities. |

**Writing Strategies in the Post-Writing Stage**

| | | |
|---|---|---|
| Publishing a final draft | to provide an opportunity for students to share their writing with others for a specific purpose (e.g., achieve a sense of accomplishment). | class circulation, presentation, noticeboards, and website. |
| Assessing/Evaluating a final draft (Grading) | to judge the quality of a paper or assess a student's progress over time. It has five main purposes: placement, diagnostic, achievement, performance, or proficiency. | scores on papers (e.g., A or B), portfolios, and conferences. |

**2.4.1 Writing Strategies Implemented in the Prewriting Stage**

Flower and Hayes's (1981) cognitive writing process model mentions two important processes that must be taken into consideration in the prewriting stage: generating ideas and organizing ideas. These processes are correlated to the content (ideas) approach of writing. As a result, as Hyland (2014) states, students need to develop their background knowledge about the intended topic of writing.

*2.4.1.1 Generating and/or Organizing Ideas*

L2 writing scholars suggest various content writing strategies to be implemented in the prewriting stage in order to assist students in generating ideas before they start writing a first draft (Brown, 2007; Hedge, 1988; Hyland, 2014; Stanley, 2003; Raimes, 1983). Table 3 includes a brief description of common writing strategies used in the prewriting stage to assist students to generate and/or organize ideas.

Table 3. Substrategies of Generating and/or Organizing Ideas

| Substrategies | A Brief Description |
|---|---|
| Discussion of a topic | Students discuss a topic before they write about it. It involves group or pair discussion work (Brown, 2007; Harmer, 2004; Hedge, 1988; Hyland, 2014; Nunan, 1989; Raimes, 1983). It provides an opportunity to use specific vocabulary and grammar related to that topic (Raimes, 1983). There are ways to discuss a topic, such as a picture-based discussion (Raimes, 1983), a for-against diagram-based discussion (Hedge, 1988). |
| Listing | Students generate word lists (e.g., people, places, etc.) on an intended topic of writing (Hyland, 2014). |
| Clustering (mind map) | Students draw a circle shape and write inside it the main topic. Then, they add branches and sub-branches to the main circle. At the end, students have a map which includes several branches and sub-branches which represent several ideas related to the main |

| | |
|---|---|
| | topic (Hedge, 1988). |
| Researching and collecting information | Students do research before writing (Brown, 2007; Hedge, 1988; Hyland, 2014; Nunan, 1988; Raimes, 1983). Hedge proposes ways to collect information: forming a survey, interviewing people, and using a questionnaire. |
| Freewriting (speedwriting or quickwriting) | Instructs students to write down any ideas that come to mind about a given topic for five to ten minutes. They do not have to worry about grammar, spelling, or punctuation. Instead, they should focus on content (Brown, 2007; Hedge, 1988; Hyland, 2014; Stanley, 2003). |

*2.4.1.2 Listening to Write (Listening Comprehension)*

Listening is another strategy that may help students to be familiar with the content of a topic (Brown, 2007; Hyland, 2014; Nunan, 1988). Students may be instructed to listen to: songs, rap lyrics, music, lectures, recorded conversations, and radio plays (Hyland, 2014). The instruction of listening-writing activities may include listening to cloze selection tasks (Brown, 2007), listening and note-taking (Nunan, 1988), or watching movies (Weigle, 2014).

*2.4.1.3 Reading to Write*

Reading is a vital component of L2 writing instruction (Ferris & Hedgcock, 2014; Harmer, 2004; Hyland, 2014; Raimes, 1983). Students engage with various text types: poems, stories, articles, letters, autobiographies, and professional texts (Hyland, 2014). The primary purpose of integrating reading in L2 writing instruction is that L2 students need to read passages or written models to be aware of their features. Consequently, students will be able to take into consideration those written features while they are writing their own text (Ferris & Hedgcock, 2014). The written features are associated

with various writing strategies which come from different writing teaching approaches.

Table 4 contains a brief discussion of how reading is integrated in teaching L2 writing.

Table 4. Substrategies of Reading to Write

| Substrategies | A Brief Description |
| --- | --- |
| Developing reading comprehension | Focuses on particular aspects:<br>-Use various strategies to improve reading comprehension, such as identify major ideas (Ferris & Hedgcock, 2014).<br>-Use reading comprehension questions to check student understanding of texts: pronominal questions (who, what, etc.), true/false questions, multiple-choice sentences (Nation, 2009). |
| Teaching vocabulary and/or grammar through reading | Writing scholars suggest teaching certain vocabulary and grammar related to an intended writing topic (Raimes, 1983). While reading, students may guess the meaning of a word from a given context (Ferris & Hedgcock, 2014; Nation, 2009; Nunan,1988), identify synonyms and antonyms (Ferris & Hedgcock, 2014), and past tense endings (Raimes, 1983). |
| Analyzing a text genre through reading | It is key in teaching L2 writing (Brown, 2007; Hyland, 2014; Nation, 2009; Raimes, 1983) and has different methods:<br>-Examine text organization (e.g., topic sentences) (Raimes, 1983)<br>-Identify the purpose of a written text (Hyland, 2014).<br>-Examine cohesive devices in a text (Raimes,1983; Nation, 2009).<br>-Arrange sentences in a text (Hyland, 2014; Raimes, 1983). |

*2.4.1.4 Teaching Grammar and/or Vocabulary (Sentence Combining)*

Research in the linguistic system approach emphasizes the importance of

syntactic patterns in teaching L2 writing (Hyland, 2014; Silva, 1990). To develop student

ability of syntactic patterns, writing scholars propose a sentence combining strategy

(Hyland, 2014; Raimes,1983). Students are instructed to combine two or three sentences

to form a compound or complex sentence. The primary aims are to introduce syntactic structures to L2 students and give them the opportunity to practice common syntactic structures in writing. As a result, students will be able to select their own syntactic structures when they write in L2. Research has also shown that this strategy increases students' writing ability in developing three vital linguistic aspects: sentence structures, various types of structures, and sentence length. An example of this strategy is that students should accurately combine these two sentences into one (1. "She did not see the beginning of the play" and 2. "The train was late") through using the word "because" (Raimes, 1983, p. 108). A possible answer is: She did not see the beginning of the play because the train was late.

*2.4.1.5 Making an Outline/Plan*

Making an outline or plan before starting to write a text in L2 has become a significant strategy in teaching L2 writing. An outline is often provided for students after they engage with several prewriting activities, such as: discussion, brainstorming, and reading (Harmer, 2004; Hedge, 1988; Hyland, 2014; Stanley, 2003; Raimes, 1983). It gives students a guideline on what to write (Raimes, 1983), and students may have the opportunity to add and develop their writing plans (Hedge, 1988).

The main purpose of making a writing plan is to help students group ideas together before they start writing (Harmer, 2004; Hedge, 1988; Raimes, 1983). It also helps to set out a structure for their text and to consider the rhetorical patterns they will need to effectively express their ideas (Hyland, 2014). Text structure/organization of an outline should take into account two vital aspects: the order of ideas in a text and the

proper way to present these ideas (Harmer, 2004). For example, text organization of an outline might include a topic sentence, support, and examples (Raimes, 1983). Although the primary emphasis here is on the text organization, Harmer (2004) suggests that students should also consider the audience of their text while writing the outline because this aspect will have a strong influence on the text organization.

There are two types of an outline. The first type requires that students create an outline for themselves and then follow that outline while they are writing a first draft. The second type suggests that students look at a published written text and identify the outline that the writer follows in order to write his/her text (Harmer, 2004; Raimes, 1983).

*2.4.1.6 Considering Audience/Readers of Text*

L2 writing teaching instruction pays close attention to readers of text. By way of illustration, Stanley (2003) proposes a strategy that can be implemented in L2 writing classrooms in order to consider readers' expectations. Students are directed to anticipate what readers want to know from their texts. So, they work in groups and generate some questions about an intended topic of writing that their readers will seek to know. As a result, those questions may guide students while they are writing a first draft.

Furthermore, identifying who will be the readers of a text is crucial. A competent writer often considers their readers because this step assists them in determining the formality of text, the text structure, and the proper tone (Harmer, 2004; Hedge, 1988). This discussion illustrates the interaction between the content approach, genre approach, and the context approach in which the information presented in a text is determined by the reader's need. All these should be taken into consideration in the prewriting stage of

the writing process.

*2.4.1.7 Considering Communicative Purpose*

The communicative purpose of writing is a fundamental component of the genre approach as described earlier. Thus, writing instruction in the prewriting stage asks students to consider the purpose of their writing. By doing so, this consideration has a substantial influence in determining the content of writing, language use, and the text type and organization (Harmer, 2004; Hedge, 1988). Hedge (1988) mentions several purposes of writing which demonstrate the considerable relationship between the genre approach and context approach. For example, if a student writes a report, then the student seeks to be persuasive because other readers can make a decision and take action.

**2.4.2 Writing Strategies Implemented in the During-Writing Stage**

Since students have been involved with various writing strategies in the prewriting stage of the writing process, now they are ready to put their ideas on paper in order to write a first draft (Flower & Hayes, 1981; Hyland, 2014; Raimes, 1983; Weigle, 2014). Much of the current literature on the during writing stage pays particular attention to several aspects. First, collaborative writing is suggested in the process of writing a first draft where students share their ideas with each other through working in groups (Stanley, 2003). Second, the context of writing plays a vital role in the drafting stage. When there is a lack of context, then "appropriateness becomes impossible" (Hedge, 1988, p. 63). A written message will be delivered to a certain audience. So, when students are instructed to write for an unknown audience, this creates a serious problem and that the writing activity will be artificial. Particularly, teenage writers and a lot of adults might

not gain this strategy from their L1 writing education and, consequently, they might not be able to transfer this strategy to L2 writing (Hedge, 1988). Therefore, writing instruction should provide a clear context of writing. As shown in Figure 2, Harmer's (2004) example of writing prompts demonstrates that writing different e-mails requires different features due to the impact of their readers. The e-mail written for a friend in activity A is anticipated to have a less formal tone than the e-mail written for an employer in activity B.

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**Directions:** Students read a newspaper article about a terrible snowstorm happened in London. Then, answer the following four questions.

A. Write an e-mail from a truck driver who has only just got home after being stranded for 24 hours. He is e-mailling his friend.

B. Write an e-mail from the same driver to his employer explaining why he has not been able to make a scheduled delivery.

C. Write a text message from a driver to his girlfriend/wife when he became stuck in the storm.

D. Write a report by the transport authority about the extent of the problem and what needs to be done to prevent it happening in the future.

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Figure 2. An Example Activity Adopted from Harmer (2004, p. 96)

Third, writing prompts offer opportunities for the students to practice various types of texts. Research has shown that text type is a significant contributory factor in teaching L2 writing (Brown, 2007; Hyland, 2014; Hedge, 1988; Raimes, 1983). Due to its importance, Raimes (1983) devoted an entire chapter called "Techniques in Teaching Practical Writing" to suggest five kinds of text types that students need to practice in L2 writing classrooms. This includes: forms (e.g., job forms), letters (e.g., invitation, apology), lists (e.g., a shopping list), daily notes (e.g., notebooks, journals), and

instructions (e.g., a recipe).

Fourth, writing prompts focuses on giving students the opportunity to practice specific rhetorical patterns. It includes: narration, description, argument, process, etc. (Brown, 2007; Hyland, 2014). For instance, an activity directs students to write directions or instructions from school to home (Raimes, 1983).

Fifth, there are several types of the controlled composition assigned in L2 writing classrooms. Below are two common examples. The first kind is question-and-answer composition. It provides students with a series of questions to answer while they write a draft. As a result, these questions form the content of that writing. The second type is parallel writing, which links reading to writing. In the prewriting stage, students examine reading passages, such as a job application letter. Then, when students write their own application letter, the text should be similar to the model text that they just examined (Raimes, 1983).

Lastly, responding to student writing strategy has received considerable attention in teaching and learning L2 writing (Brown, 2007; Ferris & Hedgcock, 2014; Harmer, 2004; Hedge, 1988; Hyland, 2014; Raimes, 1983; Weigle, 2014). The instruction of this strategy seeks to address two key ideas: what to respond to and how to respond (Hedge, 1988). The idea of what to respond to can be divided into two main categories: feedback on grammar and feedback on content and organization (Hamer, 2004). The notion of how to respond to student writing is also important. These two main concepts are discussed next.

Regarding the former notion, the literature indicates that feedback may have a

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major emphasis on correcting lexical and grammatical mistakes in student writing. This includes: selective correction (Hamer, 2004), editing a draft for grammar (Brown, 2007; Hyland, 2014; Weigle, 2014), subject-verb agreement, verb forms, articles, spelling, and omitted words (Raimes, 1983). On the other hand, responding feedback may mainly focus on addressing the content and organization of a text (Hamer, 2004). After students finish writing a first draft, they need to revise the content of their papers to improve ideas (Hyland, 2014; Weigle, 2014). Rethinking about the content of writing may include reorganizing and adding ideas, details or examples to strengthen an argument (Weigle, 2014). Revising may also be extended to include rhetorical organization patterns and audience (Hyland, 2014).

With respect to the latter notion, the how to respond, the literature states several ways to provide feedback to student first drafts. This includes: written comments (Raimes, 1983), one-on-one conference (Brookes & Grundy, 1998; Ferris & Hedgcock, 2014; Hedge, 1988; Raimes, 1983), checklists (Brookes & Grundy, 1998; Raimes, 1983; Weigle, 2014), self-editing (Raimes, 1983), peer reviewing (Hedge, 1988; Hyland, 2014; Brookes & Grundy, 1998), reformulating (Hedge, 1988), read-aloud a final draft (Brown, 2007), and symbols of errors (e.g., Sp: spelling error) (Raimes, 1983). Good writers must learn how to evaluate their own language in order to improve through checking their own text. This way will help students become better writers (Stanley, 2003).

### 2.4.3 Writing Strategies Implemented in the Post-Writing Stage

In the during-writing stage of the writing process, L2 students have the opportunity to write, revise, and edit their writing. Since they have finished writing a

final draft, now they move to the post-writing stage of the writing process. The primary

focus here is to publish final drafts. Publishing includes class circulation, presentation,

noticeboards, website, etc. (Hyland, 2014).

**2.5 L2 Writing Teaching Approaches Involved in the Design of Teaching Materials**

Developers of L2 textbooks use several theories and approaches when planning

L2 textbooks despite not being completely conscious of them. Since one theory does not

guide the teaching of L2 in classrooms, L2 teaching material often involves aspects from

several theories (Byrd & Schuemann, 2014). This study therefore seeks to explain how

L2 teaching approaches are utilized to develop the English textbooks in Saudi Arabia.

The following discussion aims to help us understand main tenets of L2 writing teaching

approaches. Specifically, this section is important because it assists educators in

understanding how approaches have been utilized in creating L2 textbooks in Saudi

Arabia to prepare students to write effectively from an ecological perspective, as can be

seen later in the results and discussion chapters of this study.

Raimes' (1991) article has been widely cited by numerous L2 writing scholars

and researchers (e.g., Grabe & Kaplan, 1996; Hyland, 2014; Ferris & Hedgcock, 2014) as

a main reference of the history of L2 writing teaching approaches. In her influential

article, Raimes showed four approaches that have been used to teach L2 writing from

1966 to 1991: focus on form (1966), focus on the writer (1976), focus on content (1986),

and focus on the reader (1986). Although Raimes' (1991) foundational article was

published about 30 years ago, current literature still considers these writing teaching

approaches as the foundation of teaching L2 writing. In his book, *Second Language*

*Writing*, Hyland (2014) states that:

> Writers need to gain control of five areas of writing knowledge to create
>
> effective texts: knowledge of the ideas and topics to be addressed
>
> (content), knowledge of the appropriate language forms to create the text
>
> (system), knowledge of drafting and revising (process), knowledge of
>
> communicative purpose and rhetorical structure (genre), and knowledge of
>
> readers' expectations and beliefs (context) (p. 113).

Hyland's statement includes five writing teaching approaches: content, linguistic system, writing process, genre, and context. Although Raimes combines grammatical form and rhetorical form into one category called form, Hyland has two separate categories: linguistic system and genre.

First, the grammatical form approach/linguistic system approach perceives "writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts" (Hyland, 2014, p. 4). This approach also requires an understanding of several linguistic elements (e.g., word choices, cohesive devices, etc.) which are necessary in writing a text (Hyland, 2014). The accurate use of L2 grammatical rules is a principal determining factor of student ability to write well in L2 (Hyland, 2014; Raimes, 1991). Thus, to develop students' ability to write an effective text, writing instruction focuses on providing learning opportunities for students to engage with grammar writing activities, such as substituting a verb from the present tense to the past tense in a text (Raimes, 1991), imitating writing models, and correcting grammatical errors in responding to students'

writing (Hyland, 2014).

The second approach, rhetorical forms, was initiated in the 1960s and 1970s by Kaplan (1966). He introduced the concept of "contrastive rhetoric" which studies the differences of thought/paragraph patterns of various languages and cultures. Following this breakthrough, research on rhetorical forms has been extended to include several aspects, such as: textual features, cohesion and coherence, and form of essays (Raimes, 1991). In the 1980s, the genre was first introduced to the field of L2 writing and then to the field of English for Specific Purpose (ESP) by John Swales who is considered the father of genre (Paltridge, 2014).

Genre commonly refers to text types, such as letters of notifications, newspaper advertisements, science fiction, application letters, holiday postcards, etc. In addition, a genre may include different sub-genres. For example, a letter is a main genre, and it has sub-genres as an application letter and a newspaper letter. Also, each genre and sub-genre have their own characteristics. The features of literary fiction are different from science fiction. Similarly, application letters, notification letters, and newspaper letters, which belong to one genre, have varied characteristics (Harmer, 2004).

The purpose of writing is a fundamental aspect of the genre approach (Hyland, 2014). In real life, people do not write purposelessly; instead, they compose a piece of writing to achieve a certain goal, such as to describe technical procedures, tell a story, or write a love letter. To achieve certain goals, people select specific social conventions to deliver their message because they want their readers to understand the goal of their messages (Hyland, 2014). Therefore, in the prewriting stage of the writing process, it is

highly suggested that writers think about the purpose of their writing because the purpose has an influence on the chosen language of a message and how that message is delivered and organized (Hedge, 1988). For example, if a writer composes a report, the writer may aim to convince and encourage others to take action. Invitation letters will have different purposes from application letters. Therefore, it is believed that "understanding how different purposes are commonly expressed within a discourse community" (p. 17) demonstrates that both the writer and reader have good knowledge of genre. This knowledge may increase the possibility of successful communication between the two (Harmer, 2004).

Another important aspect of this approach is the belief that "a genre constrains writers, imposing construction patterns that help them to express their purpose" (Harmer, 2004, p.18). This is also called rhetorical patterns. A good example is the holiday postcards genre written by many people. Postcard writers are familiar with the construction patterns of postcard. The patterns are: description of a place, exhortation to the reader, and signature. Text construction restrictions that are put on writers are not only related to an entire text as shown in the postcard examples; they are also extended to include a single paragraph within a text (Harmer, 2004).

Furthermore, cohesion and coherence are key components of the genre approach (Hinkel, 2004). Cohesion and coherence often come together, but they refer to different concepts. Cohesion refers to "the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way. In addition, in textbooks on writing and composition, cohesion can also refer to the ways of connecting

sentences and paragraphs into a unified whole" (Hinkel, 2004, p. 279). The text cohesion includes lexical cohesion (e.g., repetition of content words) and grammatical cohesion (e.g., pronoun references, article (the) reference, tense agreement, linking words). On the other hand, coherence refers to "the organization of discourse with all elements present and fitting together logically" (Hinkel, 2004, p. 280). The text coherence involves readers' ability to recognize the intent of the author (e.g., express a view, propose a plan of action), and to follow a line of thinking, such as they can pursue a narrative tale.

L2 writing scholars emphasize the notion that there is a significant relationship between reading and writing (Harmer, 2004; Ferris & Hedgcock, 2014). According to Harmer (2004), "it would be impossible to explain different genre constructions or to demonstrate text cohesion devices without letting students see examples of the kind of writing we wish them to aim for. Writing within genres in the language classroom implies, therefore, a significant attention to reading" (p. 28). The primary idea here is that students need to read and examine some examples of reading texts before they write in the same genre. For example, if we ask students to write an advertisement, we should give them a similar advertisement to examine and analyze its structure and the language that has been used. It is anticipated that students will be able to write their own advertisements, which will be similar to the one they just worked on (Hamer, 2004).

Third, L2 writing researchers and teachers introduced a new writing teaching approach called writing process in the 1970s. This approach originally came from research on L1 writing by scholars such as Emig (1971) and Zamel (1976). Still in use today, the process approach focuses on "what L2 writers actually do as they write," (p.

409) so that the word "process" is the key for this approach. Therefore, the main attention is given for creating meaning and new ideas, writing multiple drafts, peer collaboration, and revision (Raimes, 1991).

According to Ferris and Hedgcock (2014), the writing process is often classified into two main approaches: expressivist and cognitivist. Expressivism views writing as a process centered in the discovery of one's self. The main aim is to assist students to convey meaning in written texts. Writing instruction in the classroom is often personalized and seeks to encourage self-discovery, personal voice, and fluency. To do so, personal essays and journal writing activities are utilized in the classroom to provide many learning opportunities for students to write freely. On the other hand, the cognitivism approach views writing as a process of problem solving. It has been strongly influenced by Flower and Hayes' work in the 1980s, who studied the writing process implemented by good English native writers. They found that excellent writers utilize nonlinear mental process strategies while writing a text. Those processes are categorized into three main stages: planning (generating ideas), translating (putting ideas on paper), and reviewing (evaluating). The present study examined writing activities in Saudi Arabian English language textbooks to illustrate how the cycle of a writing lesson plan is presented in the textbooks.

In the 1980s, scholars such as Horowitz (1986) introduced the content approach to L2 writing, which stressed the value of writing content to academic demands and educational readers. This approach mainly concentrates on the proper selection of academic content because language learning activities of a learning unit or course will

build on it (Raimes, 1991). A writing course consists of a set of topics and themes that are interesting to students or related to students' subject matter. L2 writing courses and textbooks often include common topics which students have personal knowledge about and can write meaningfully about (Hyland, 2014). Due to these aspects, this approach has a strong impact on the learning curriculum of an ESL course (Raimes, 1991).

The existing literature shows that there is a considerable relationship between the writing process approach and the content approach, and consequently this vital relationship has a big impact on writing instruction (Hyland, 2014; Raimes, 1991). Hyland believes that "themes and topics frequently form the basis of process courses, where writing activities are often organized around social issues such as pollution, relationships, stress, juvenile crime, smoking, and so on" (p. 15). Grabe and Kaplan (1996) also suggested an example list of academic writing topics used in L2 classrooms, such as topics related to family, community, personal stories, natural science, social science, professional disciplines, etc.

Furthermore, the content approach and linguistic system approach are connected. Hyland (2014) recommends that L2 writing instructors teach vocabulary and grammar in order to familiarize students with the writing content. Vocabulary and grammar activities assist students in generating and developing ideas related to that topic. Also, this content approach is linked to the genre approach where a main attention is given to the examination of rhetorical organization of a text.

The content approach largely emphasizes the notion that reading and writing are substantially connected, where reading is essential to improve L2 writing skills. As a

result, this idea has some aspects which should be taken into consideration. First, research shows that L2 writing skills cannot be developed in isolation; instead, they can be developed through engaging in extensive reading. Second, the skills of reading and writing "involve the individual in constructing meaning through the application of complex cognitive and linguistic abilities that draw on problem-solving skills and the activation of existing knowledge of both structure and content" (p. 17). Third, reading gives students the skills and confidence they need to produce their own text content. Fourth, student implicit knowledge of written text features, such as vocabulary, grammar, organizational patterns, and interactional devices, can be developed through employing extensive reading. Accordingly, these aspects of reading texts that students engage with are very crucial (Hyland, 2014).

The reader approach/context approach, which simultaneously appeared with the content approach in 1986 (Raimes 1991), is the last writing teaching approach that will be discussed. This approach mainly focuses on reader's expectations inside and outside of the classroom (Raimes, 1991). It views writing is a dialogic interaction between writers and their audience (Harvey, 1997; Hyland, 2001; Mangelsdorf, Roen, & Taylor, 1990; Many & Henderson, 2005; Shaw & Weir, 2007); thus, audience plays a significant role in helping writers decide on language use, content of writing, and text formality (Harmer, 2004; Hedge, 1988; Raimes, 1983). For example, Hyland (2001) examined 240 published articles from nine various disciplines and found that writers frequently used the pronoun "we" in order to build a close relationship with audiences and maintain peer solidarity. Hyland commented, using the pronoun "we" is "a strategy that stresses the

involvement of the writer and reader in a shared journey of exploration, although it is always clear who is leading the expedition" (p. 560). Hyland's study illustrates that writers applied a certain language to address audiences because they have an awareness of "parameters of audience influence" (Grabe & Kaplan, 1996, p. 207). One of the parameters is social closeness between writers and audiences which plays a crucial role in shaping a text. Ramanathan and Kaplan (1996) state when L2 students know who their readers will be, this knowledge helps them to develop a sense of audience to present their voices clearly. Similarly, writers need to consider an audience's attitudes, beliefs, and expectations to be effective writers (Ede & Lunsford, 1984; Midgette, Haria, & MacArthur, 2007). The discussion above reflects the significance of a sense of audience in L2 writing. The question remains whether textbooks take a sense of audience into consideration because the lack of learning opportunities in L2 textbooks to develop a sense of audience can restrain student writing ability.

L2 writing scholars and researchers generally agree that L2 writing teaching approaches are complementary (Ferris & Hedgcock, 2014; Grab & Kaplan, 1996; Hyland, 2014; Raimes,1983). L2 writing courses seldom rely on one writing teaching approach to develop student writing skills in L2. Instead, it is common in the classroom that a writing course includes several writing approaches which have several ideas and practice (Hyland, 2014; Raimes, 1983). As the prominent L2 writing scholars Ferris and Hedgcock (2014) note, "no single theory or paradigm should be seen as autonomous or self-contained. In fact, we should expect to encounter numerous common features and overlapping presuppositions, even among competing theories" (p. 63). In the same line,

Hyland's (2014) notion agrees with the previous statement saying that:

> They [teaching approaches] are more accurately seen as complementary
> and overlapping perspectives, representing potentially compatible means
> of understanding the complex reality of writing. It is helpful therefore to
> understand these theories as curriculum options, each organizing L2
> writing teaching around a different focus (p. 2).

Brown (2007) and Nunan (1989) present what competent L2 writers do when they write a text, calling it "characteristics of successful student writers." The characteristics can be divided into one of the five writing teaching approaches which were mentioned previously. For instance, Nunan (1989) includes a statement from the linguistic system approach (e.g., "mastering the mechanics of letter formation" p. 37) and another statement from the context approach (e.g., "selecting an appropriate style for one's audience" p. 37). Similarly, Brown (2007) contains a statement from the genre approach (e.g., "focus on a goal or main idea in writing" p. 403) and another one from the context approach (e.g., "perceptively gauge their audience" p. 403). These two examples illustrate that excellent L2 writers have several characteristics that come from various aspects of L2 writing teaching approaches.

To conclude this section, the above discussion described prominent L2 writing teaching approaches involved in the design of a language program. The existing literature on L2 writing instruction has highlighted the notion that L2 writing teaching approaches are interconnected. In support of this idea, previous research has established the characteristics of excellent student writers, indicating that they master several skills from

various approaches. There is still uncertainty, however, how an English language curriculum in Saudi Arabia was designed based on these approaches, specifically high school English textbooks. Therefore, this study aimed to address this gap.

**2.6 Conclusion: Current Gaps and Aims of Study**

Collectively, this chapter addresses four significant concepts addressed in the current study. The first part deals with the notion of ecology and how this concept has been utilized in research of L2 teaching and learning materials. The second part critiques two primary kinds of research on an evaluation of L2 textbooks. Careful attention has been given to exploring these studies from macroecological and microecological perspectives. The third part explores how writing strategies have been incorporated in classrooms to assist students in becoming competent writers. The last part provides a concise summary of the key tenets of five L2 writing teaching approaches that have a strong influence in designing L2 teaching materials.

Two important themes emerge from the previous discussion of two types of research on L2 textbook evaluation so far. The first type of research was explored using a macro perspective. Extensive research has shown that the major objective of this research is to determine the strengths and weaknesses of textbooks using a Likert scale checklist approach. However, this approach fails to address the interrelationships between several elements of a checklist, such as the connection or disconnection between reading and writing activities in one learning unit. Consequently, as Guerrettaz and Johnston (2013) have said, the investigation of teaching material in isolation from its practical use in language classrooms offers us an incorrect understanding. Likewise, it can be argued that

examining various items of a checklist without considering their interrelationships provides an inaccurate interpretation of textbook effectiveness. The second type of research, from a micro perspective, has begun to examine writing activities in L2 textbooks worldwide. Specifically, researchers attempted to evaluate the types, features, and frequencies of writing strategies presented in L2 textbooks to improve students' writing skills. Up to now, far too little attention has been paid to exploring the incorporation of writing activities in the current high school English language textbooks in Saudi Arabia. This clearly suggests that there is a need to investigate writing strategies that occur in English textbooks to improve writing skills for Saudi students.

To resolve the two preceding gaps, the current research has three primary aims to fulfill. The first goal from a macroecological point of view is to examine the interrelationships between language learning activities and writing activities in a learning unit of an English language textbook. The second goal from a microecological perspective is to identify the frequency of L2 writing activities that are related to various types of writing strategies offered in Saudi Arabian textbooks. The third goal, also from a microecological perspective, is to explore how writing sub-strategies have been incorporated into textbooks. Therefore, this study addresses the following research questions (RQs):

RQ 1. Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?

RQ 2. Have the Traveller series textbooks offered multiple types of writing strategies? If so, what is the frequency of writing activities that relate to each type of writing

strategy?

RQ 3. Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?

CHAPTER III

METHODOLOGY

**3.1 Overview**

This chapter presents the methodology of the current study. The first section

highlights the research design with a figure to show the step-by-step sequence for

conducting this study. The second section discusses the study context. The third section

describes the collected data. Specifically, it explains the features of high school English

language textbooks currently used in Saudi Arabia. The fourth section explores how the

Traveller series textbooks were qualitatively and quantitatively analyzed to address the

study's research questions.

**3.2 Study Design**

The overall objective of this study was to evaluate the integration of writing

activities in high school English language textbooks in Saudi Arabia from

macroecological and microecoglical perspectives. In order to achieve this goal, this study

adapted a multiphase design that offers an effective way of understanding the evaluation

of a certain program where quantitative and qualitative methods are employed to assist

the evaluation process over time. It has two paradigm worldviews. The qualitative portion

relates to constructivism, while the quantitative portion associates with the

postpositivisim (Creswell & Clark, 2011). Constructivism focuses on understanding

phenomena from participants' perspectives that are shaped by their experiences.

Researchers use open-ended questions to gain more information from the participants

about a certain situation. Postpositivisim (also called a scientific method) maintains a

deterministic ideology that effects are determined by causes. Thus, researchers examine

variables of a problem impacting results, such as experimental studies (Creswell &

Creswell, 2018). This research has three phases as shown in Figure 3.



| Overall Objective of the Study: The evaluation of the integration of writing activities in high school English language textbooks in Saudi Arabia from macroecological and microecological perspectives. | | |
|---|---|---|
| Stage 1 | Stage 2 | Stage 3 |
| **RQ 1:** Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?<br><br>**Data:** 3 units of the textbooks.<br><br>**Analysis:** inductive qualitative. | **RQ 2:** Have the Traveller series textbooks offered multiple types of writing strategies? If so, what is the frequency of writing activities that relate to each type of writing strategy?<br><br>**Data:** all writing activities in the textbooks.<br><br>**Analysis:** mixed methods. | **RQ 3:** Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?<br><br>**Data:** all writing activities in the textbooks.<br><br>**Analysis:** inductive qualitative. |

Figure 3. Main Procedures Applied in a Multiphase Design of the Current Study

The first phase utilized an inductive qualitative approach (Creswell & Creswell,

2018) to answer the first research question. Three units from the textbooks were explored. This approach provides a means of understanding the incorporation of writing activities in a learning unit of an English textbook from a macroecological perspective. Particularly, this qualitative method can be more useful for identifying the general and specific interactions of language activities in a learning unit. The general interaction shows the interrelationship between language activities, while the specific interaction shows the interaction between language activities and writing activities. The analysis of these types of relationships can enhance our understanding of how language activities in one unit can assist students to write effectively.

The second phase employed an exploratory sequential mixed methods design (Creswell & Clark, 2011) to examine frequencies of writing activities presented in the English language textbooks that are related to several types of writing strategies from a microecological perspective. In this design "an individual researcher or team of investigators examines a problem or topic through an iteration of connected quantitative and qualitative studies that are sequentially aligned, with each new approach building on what was learned previously to address a central program objective" (p.100). This phase consisted of two parts. The first was a qualitative exploration of writing activities offered in textbooks to identify their types based on a taxonomy of L2 writing strategies (see Section 2.4: literature review). In the second phase, the same taxonomy was used to analyze the same writing activities quantitatively to determine the frequency of those writing activities in the textbooks. Mixing of methods occurs in the results and interpretation of results. This design is appropriate because the value of determining the quantitative frequencies of writing activities in textbooks is best determined through a

qualitative lens. This process is useful in deciphering the types of writing strategies for informing textbook developers and practitioners.

In the third phase, an inductive qualitative approach (Creswell & Creswell, 2018) was again performed to gain further insights into how writing sub-strategies are merged into the textbook ecology in order to strengthen student writing skills from a microecological perspective. To do so, all writing activities were examined. This phase certainly complements the findings of writing activities in the first and second phases in enhancing our understanding of how L2 textbooks in Saudi Arabia are designed based on multiple L2 writing teaching approaches described by Hyland (2014) and Raimes (1991).

**3.3 Study Context**

Although investigating the connection between the textbooks and the learning contexts are beyond the scope of this study, it is still important to situated textbook use within the social cultural context in order to acknowledge its place in the broader ecosystem. In Saudi Arabia, the heightened interest in textbook development and use is due to the increasing importance of English as a lingua franca, a global language, in the current era. As a result, the Saudi government has integrated the language into its national educational system. Teaching English as a foreign language (TEFL) has been introduced gradually. TEFL was first introduced to high school education in the 1920s (Al-Abdulkader, 1978; Al-Seghayer, 2011). Then, the Ministry of Education established middle school education in 1959 and then introduced TEFL to the middle school courses (Albedaiwi, 2014). After that, English was introduced to the sixth grade in 2005 (Al-Seghayer, 2011), to the fifth grade in 2008 (Almalihi, 2015), to the fourth grade in 2013 (Alasmi, 2016), and recently to the first grade in 2018. So, TEFL is a required course

now, and it is taught in the three levels of education: elementary school (grades 1-6), middle school (grades 7-9), and high school (grades 10-12) (Al Harbi, 2017).

Since the new English textbooks were officially introduced in 2014, thousands of women and men have learned English through the new curriculum. This information indicates that these textbooks can potentially impact the learning of thousands of Saudi students. The elementary, middle, and high school education systems record high enrollment in private and public schools. In 2018, an electronic newspaper called "Sabq" published a brief report conducted by the Ministry of Education about the recent enrollment of students in public and private schools in Saudi Arabia. The report shows the total number of students enrolled in private schools is as follows: elementary school (100, 519 girls and 164, 064 boys), middle school (38, 729 girls and 73, 459 boys), and high school (44, 207 girls and 96, 294 boys). Regarding public schools, the number of enrollments is: elementary school (1, 331, 013 girls and 1, 263, 546 boys), middle school (675, 896 girls and 622, 528 boys) and high school (532, 500 girls and 524,705 boys). Obviously, this report illustrates that millions of students attend schools in Saudi Arabia, and consequently, they learn English through the new textbooks. Thus, this dissertation examines the way in which the writing activities in the textbook can enable students to succeed in learning how to write effectively.

English language instruction across all schools in the country is held two hours a week (approximately 65 hours) from the fourth grade to the sixth grade. The instruction is increased to four hours a week (approximately 130 hours) from the seventh grade to the twelfth grade (Ministry of Education, 2014-2020). The general instruction of English language seeks to assist Saudi students in accomplishing four purposes. The first is a

religious purpose. Thousands of Muslims from all over the world, including pilgrims, frequently visit the two holy cities, Mecca and Madina, for ritual purposes. This has created a need for Saudi citizens to learn English to be able to communicate effectively with visitors (Albedaiwi, 2014; Al-Hijlan, 1999; Alsharif, 2011). The second purpose concerns job opportunities (Alsharif, 2011; Elyas, 2008; Al-Sagheer, 2011; Al-Jarf, 2008; Albedaiwi, 2014). Jobs create the necessity for Saudis and foreigners to communicate in English in order to engage in business transactions and negotiations (Alhawsawi, 2013; Al-Sagheer, 2011). Job advertisements for local and international companies in Saudi Arabia prefer applicants who can communicate well in English. Students who have a good control of English can obtain jobs in many companies (Al-Sagheer, 2011). The third is the need of English as a means of daily communication (Alsharif, 2011). In everyday communication, English is used in hotels, airports, restaurants, cafes, libraries, banks, road signs, shop names, etc. (Al-Sagheer, 2011; Al-Jarf, 2008). According to the General Authority for Statistics in the Kingdom of Saudi Arabia (2018), there are 12, 645, 033 foreigners in the country (Maaal Electronic Newspaper, 2018). Some speak Arabic as a native language, and they communicate with Saudi citizens using Arabic. Nevertheless, many foreigners need to communicate with each other in English. The last purpose is continuing education, where English is used as the medium of instruction in Saudi Arabia or abroad. These four important factors have led the MoE to devote great efforts to developing English curriculum as a main subject in the education system of Saudi Arabia. As part of this educational reform, the MoE recently gave much attention to English textbooks, which are considered the main language input in schools.

It is unreasonable to discuss the instruction of English education in Saudi Arabia

without discussing who teaches it. TEFL courses, from elementary to secondary school, are taught by Saudi English language teachers. In order to be eligible to teach English, all instructors must have a bachelor's degree in English education from one of the private or state universities in Saudi Arabia. A university program for prospective English language teachers consists of four main components: TEFL, English linguistics, translation, and English literature (Al-Seghayer, 2011). In addition to this pre-service training, the Ministry of Education provides several in-service teacher training programs for English language teachers, including workshops about the new English textbooks (Al Harbi, 2017). Interestingly, the review of the existing literature indicates that English language textbooks in Saudi Arabia were not previously examined from an ecological perspective. This may imply that teachers lack pedagogical knowledge on how writing activities are integrated into the textbook ecology to strengthen the writing skills of students. Thus, this study seeks to remedy this gap, and hopes that the findings can be applied in training programs at Saudi universities and also in MoE workshops to expand pedagogical skills of teachers so that they can effectively complement the textbook affordances.

### 3.4 Data Collection: English Textbook Selection and Description

The following section is a description of the data collected (Traveller series textbooks) for this research. This section consists of three parts. The first attempts to explain the essential components of the textbooks. The second concentrates on the structure of an English textbook learning unit. It intends to assert how writing activities are integrated in the broader ecology of the textbook. The third set out to describe various critical features of the writing sections in the Traveller series textbooks. Appendix B contains an example of a full learning unit from the Traveller series.

**3.4.1 General Description of High School English Language Textbook Series**

The MoE in Saudi Arabia has officially instructed high schools to use one of the three new series of English textbooks in 2014: Traveller, Mega Goal, or Flying High. These series follow the guidelines of the MoE. The guidelines indicate there is no preference for one series in the educational system and each series should have an equal number of textbooks. The MoE allows each province in Saudi Arabia to select one of these series and anticipates that all students will have an advanced level in English when they graduate from high school, regardless of the selected series of textbooks. This dissertation selected the Traveller series textbooks for evaluation because it is used in the capital of Saudi Arabia, the Province of Riyadh, and other big provinces, such as Dammam (the capital of the Eastern Province of Saudi Arabia), Makkah (the capital of the Western Province of Saudi Arabia, it includes Jeddah the second-biggest city in Saudi Arabia), and Al-Qassim. Millions of Saudi citizens and foreigners stay in Riyadh, Dammam, Makkah, Jeddah, and Al-Qassim because of political and economic values that have resulted in numerous job opportunities for citizens and foreigners. This indicates that the majority of students learn English through the Traveller series. Furthermore, recent textbook evaluation research investigated this same series (Aljouei & Alsuhaibani, 2018), so comparisons can be drawn across studies.

From the 10th grade to 12th grade, there are four English language textbooks used each semester: student's book, workbook (student edition), workbook (teacher edition), and teacher's manual. The student's book and teacher's manual have similar units and activities, but the teacher's manual provides English instructors with additional information, such as aims of each activity, procedure guidelines for implementation of

activities, answer keys for some activities, and suggested answers for other activities. The student and teacher edition of the workbook are exactly the same, except that the teacher edition includes answer keys and suggested responses for all language activities.

This present study aims to analyze the student's book because it is considered the main teaching material used in the classroom. The student's book has six levels (Figure 4). Traveller 1 Student's Book is the lowest level, whereas Traveller 6 Student's Book is the highest level. In addition to the student's book, this dissertation studied six teacher's manuals to shed light on this topic. However, this study excluded the workbook because it is designed to be an additional resource of learning and is used by students at home rather than by the teacher. Since the focus here is on supporting the teacher's ability to complement textbook activities, future study may consider examining at-home materials.
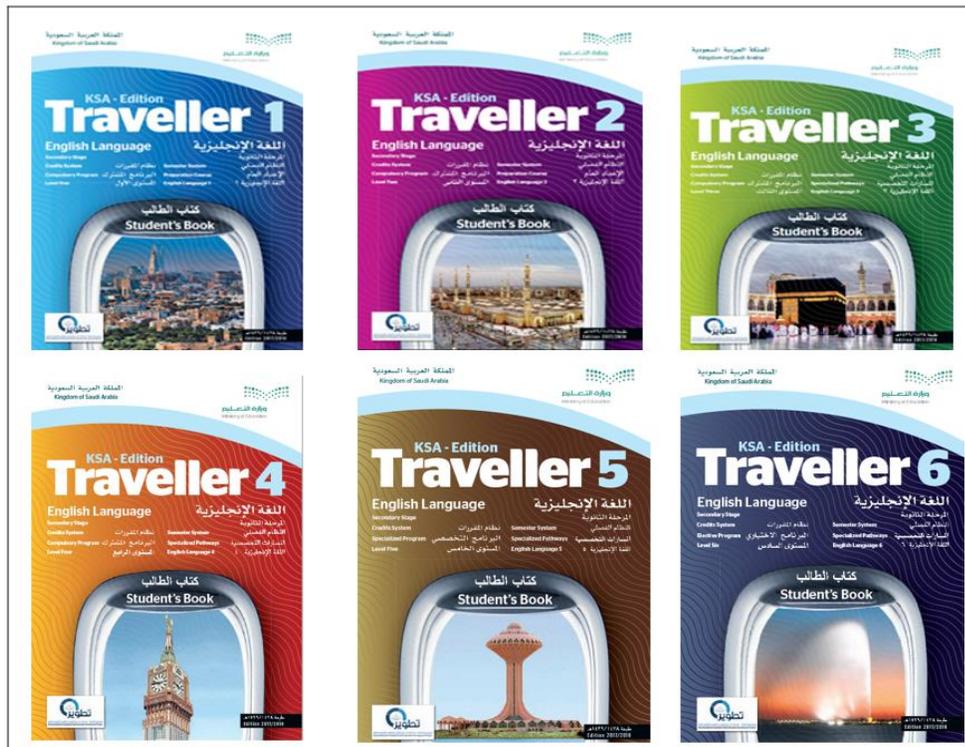
Figure 4. Traveller Student's Book Series

In addition to these textbooks, there are digital materials which include: a student's CD, a class CD, tests, model lessons, and interactive whiteboard materials, none of which were examined in this study since they are highly connected to the components already in the textbooks. Future research should explore how teachers utilize these additional materials in the classroom, since this examination is beyond the scope of the current study.

Since 2014, these high school English language textbooks series have been officially used in the Saudi Arabian classroom. Each student's book consists of several subcategories: vocabulary, pronunciation, grammar, reading, listening, speaking, writing, and practice. The edition of these textbooks is the academic year 2017/2018. The Traveller series was published by MM Publications and Tatweer Company for Educational Services. Table 5 below summarizes the main information of the L2 textbooks.

Table 5. Summary of High School English Language Textbooks Series

| Textbooks | School Grade | Language Proficiency Level A on CEFR[a] | # of Pages | # of Units |
|---|---|---|---|---|
| Traveller 1 | 10th | A2 | 95 | 4 |
| Traveller 2 | 10th | A2 & B1 | 83 | 4 |
| Traveller 3 | 11th | B1 | 93 | 4 |
| Traveller 4 | 11th | B1 & B2 | 87 | 4 |
| Traveller 5 | 12th | B2 | 99 | 6 |
| Traveller 6 | 12th | B2 & C1 | 145 | 10 |

[a]Language proficiency level is categorized based on Common European Framework of Reference for languages (CEFR)

### 3.4.2 The Structure of a Whole Learning Unit

The Traveller series textbooks are designed based on an integrated approach that mainly focuses on teaching the four language skills (listening, reading, speaking, and writing). Also, the textbooks include sections about grammar and vocabulary in each unit. Each textbook contains four to ten learning units. Each unit is built around one general topic. There are several lessons in each unit and all of them are thematically connected to the general topic. At the end of each unit, there is sometimes a round-up (review) section and a cross-curricular/culture section for extra reading. For example, Figure 5 shows five lessons offered in Traveller 1-Unit 1. The theme of this Unit is "Youth culture." The length of each lesson is two pages. The lesson consists of several sub-sections: vocabulary, grammar, reading, listening, speaking, and writing. The circles in this figure show that a writing section often appears at the end of each lesson. It also demonstrates how writing activities are placed within the broader ecology of a learning unit. Therefore, from a macroecological perspective, careful consideration is placed on how these activities are integrated into the textbook unit. Findings are presented in relation to the possible interconnectedness between writing activities and other activities that students are asked to complete. From a microecological perspective, this study focuses on examining writing activities which appear within the writing section.

**Unit 1: Youth culture**

**Lesson 1A What's up?**

| Section 1: Listening & Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice | Section 5: Speaking |
|---|---|---|---|---|
| 3 Activities | 1 Activity | 2 Activities | 2 Activities | 1 Activity |

**Lesson 1B Keep in touch**

| Section 1: Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice | Section 5: Speaking |
|---|---|---|---|---|
| 5 Activities | 1 Activity | 3 Activities | 2 Activities | 1 Activity |

**Lesson 1C That's me**

| Section 1: Vocabulary | Section 2: Grammar | Section 3: Practice | Section 4: Intonation | Section 5: Speaking | Section 6: Listening | Section 7: Writing |
|---|---|---|---|---|---|---|
| 1 Activity | 1 Activity | 1 Activity | 2 Activities | 1 Activity | 3 Activities | 3 Activities |

**Lesson 1D Good role models**

| Section 1: Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice |
|---|---|---|---|
| 5 Activities | 1 Activity | 3 Activities | 2 Activities |

**Lesson 1E Friendly faces**

| Section 1: Vocabulary | Section 2: Listening | Section 3: Speaking | Section 4: Writing |
|---|---|---|---|
| 1 Activity | 2 Activities | 1 Activity | 4 Activities |

Figure 5. Example Unit Structure with Lessons, Sections, and Activities in Traveller 1 Student's Book

### 3.4.3 Description of the Writing Section in the Student's Book

The introduction of the teacher's manual of the Traveller series textbooks includes a description of writing activities offered in the student's book. The manual explains that there is a writing section at the end of each learning unit. In this section, students engage with different types of writing activities and are provided with learning tips in each unit to assist them in producing a good piece of writing. In addition, the level of writing activities differs according to the students' language proficiency level. For example, students in grade 12 who use the Traveller 6 Student's Book are instructed to engage with certain writing concepts and tasks, such as cohesion and coherence, text analysis, text organization, style, and register.

Regarding L2 writing pedagogical approaches, the teacher's manual indicates that

writing is seen as a cooperative learning activity, which is highly encouraged in the classroom. Students can work cooperatively by doing research, discussing a topic, and engaging in peer evaluation. Also, the manual states that L2 writers should pay attention to several aspects related to writing, such as spelling, punctuation, purpose, audience, and syntax. In addition, the student's book provides writing samples of several genres, such as emails, cover letters, and resumes. The teacher's manual explains that these samples assist students in completing their own writing in these genres. Additionally, topics are thematically linked to the main unit in order to assist students in building their writing skills through engagement in reading, listening, grammar, and vocabulary activities. For example, the main topic of unit 1 in Traveller 1 Student's Book is "Youth Culture." As shown previously in Figure 5, this topic is divided into five subtopics: "1a. What's up," "1b. Keep in touch," "1c. That's me," "1d. Good role models," and "1e. Friendly faces." The above information suggests that the Traveller series textbooks are developed based on a variety of L2 writing pedagogical approaches. This study seeks to broaden our understanding of how the English language curriculum, particularly textbooks, is designed using these approaches and whether there seems to be an overarching approach informing the textbook design.

The teacher's manual argues that L2 writing teachers should provide clear instructions for students on how to do their writing activities. Also, they should correct students' papers outside the classroom and return graded papers to students within a certain time frame. An alternative method is to implement peer feedback in the classroom and then submit all papers for the teacher. To do so, students should be trained on using a coding correction system to guide their performance, where they can first identify a

mistake and then correct it. For example, students can use "WW" to point out wrong word problems or "S" for spelling mistakes.

In the appendix section of the student's book, as the teacher's manual explains, there is a writing section which includes linguistic phrases and expressions provided as language tools for students. The purpose of this section is to increase student knowledge about a certain topic and encourage students to review the language aspects they have learned in some units. For example, the appendix section at the end of Traveller 1 Student's Book gives students phrases utilized to open emails (e.g., How are things?) and close emails (e.g., Well, that's all for now). Also, the appendix section of the student's book provides writing tips for students, such as "Make sure you understand what you are asked to write" (Traveller 1 Student's Book, p.91).

## 3.5 Data Analysis/Coding

Data analysis for each research question is described in the following sections. Analysis was based on six students' books and accompanying teacher's manuals from the Traveller series. Analysis was conducted with the primary aim to evaluate the integration of writing activities in the Traveller series textbooks from macroecological and microecological perspectives. The analysis of the first research question was informed by the macroecological perspective, while the microecological perspective guided the analysis of the second and third research questions.

### 3.5.1 Analysis of RQ1

RQ 1. Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?

To address the first research question, this dissertation applied a macroecological

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perspective to examine the first unit from three student's books. An ecological research perspective requires the study of several variables in a context that can affect language learning (Van Lier, 2004). Thus, this section had two purposes. The first purpose was to explore the relationship between language activities contained in one unit that can help learners to build writing skills. The second purpose was to understand whether writing activities are connected to or disconnected from other language activities provided in the same learning unit, and if they are connected, how they are linked.

*3.5.1.1 Utilizing a grounded theory approach*

This dissertation performed a qualitative inquiry to address the first research question. Qualitative research is appropriate when analyzing descriptive features of text data (Creswell & Creswell, 2018), which is consistent with the data obtained for this study. There are five common approaches of qualitative research: narrative, phenomenology, grounded theory, ethnography, and case studies. Among these, the present study adopted a grounded theory approach. Grounded theory is a research design in which "the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information" (Creswell & Creswell, 2018, p. 13). Instead of participants, the present study focused on interactions between textbook activities, which tend to be grounded in the views of textbook developers. Grounded theory is appropriate for this study because it allows for themes to emerge from the data, which is important since there is no preconceived notion of how the textbook activities are integrated into the textbook ecology.

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The primary objective of the qualitative data analysis was to investigate the textbook ecology in order to discover whether activities in a learning unit are associated and then specifically how the writing activities are integrated into each unit. The qualitative analysis passed through two major steps. The first step was to identify the placement of writing activities within the broader ecology of an English textbook learning unit. The integration of writing activities varies from unit to unit, and from one lesson to another. For example, unit one in the Traveller 1 Student's Book includes five lessons: two lessons have writing sections, whereas the remaining three lessons do not have writing sections. Another example is the Traveller 3 Student's Book containing one unit with two lessons, and there is a writing section within each lesson. Therefore, this step aimed at identifying the placement of writing activities within a unit's structure using a concept map, as shown in the results chapter.

The second step aimed to study two major kinds of interactions from a macroecological perspective. The first kind is a general interaction between all language activities in a learning unit. For example, if vocabulary at the beginning of a unit was reintroduced in the speaking portion, a connection was counted. The second kind is a specific interaction between individual language activities and the writing activities in a unit. For instance, if a reading activity provided an example of the task students were asked to complete in the writing section, the connection was counted.

The qualitative analysis of general and specific interactions was prepared according to the procedures described by Creswell and Creswell (2018) for conducting inductive and deductive analysis of data. The first round involved inductive analysis of

the two kinds of interactions in the Traveller textbooks. The textbooks were examined to create categories from a bottom up process that involved classifying the obtained data (activities) into categories (types of relationships). This inductive analysis involved frequent examination of the categories created and the data collected until a comprehensive system of categories was formed. Subsequently, a deductive analysis was conducted several times using the categories developed to closely examine the data gathered and to identify whether there is other information reinforcing the categories. The inductive and deductive analysis of general interactions and specific interactions resulted in a textbook ecology framework that contains three categories of relationships: skill-thematic-content connection, linguistic-content connection, and skill-linguistic connection. By way of illustration, "Lesson 1C" presented in unit one in Traveller 1 Student's Book contains several sections. The main theme of this lesson is to describe things people like and dislike. A speaking activity asks students to discuss things they like and dislike. Then, students listen to a short conversation about participants presenting themselves to the audience before the contest starts. Lastly, the writing section directs students to write one paragraph presenting themselves. Thus, the inductive analysis clearly demonstrates that these speaking, listening, and writing activities are created based on the same theme. From this inductive analysis, one category was developed and named "skill-thematic-content connection." This category also has a certain criterion, as seen in the following description. Then deductively, all activities that have this similar criterion are classified under this category.

Before I describe how the textbook ecology framework was created from the inductive and deductive analysis, it is important to explain how some information from

the current literature assisted me to create this framework. Ur (1991) stated that linguistic scholars classify language into three key components: phonology (sound system), lexis (words and phrases), and structure (words or parts of words forming a phrase or a sentence). These three elements are referred to by language instructors as: pronunciation, vocabulary, and grammar. Ur also mentioned that the term "four skills" refers to listening, reading, speaking, and writing. Likewise, these categorizations are also utilized in this study to differentiate between language skills and linguistic knowledge. In addition to this, Byrd and Schuemann (2014) suggested a textbook application guideline for L2 teachers. This guideline contains an analysis of linguistic content and an analysis of thematic content. The former indicates language areas learned in the textbook, while the latter applies to the topics or subjects offered in a learning unit. This current study utilized these names and definitions to help describe the types of relationships provided in the textbook ecology. These relationships are summarized in Table 6 and defined in depth below.

Table 6. Framework of Relationships Between Learning Activities in the Textbook Ecology

| Types of Relationships | Definitions of General Interaction | Examples | Definitions of Specific Interaction (Focus on Writing) | Examples |
|---|---|---|---|---|
| (1) Skill-thematic-content Connection | The four language skills (listening, reading, speaking, and writing) have the same content/topic in a lesson. | Listening and speaking activities in a learning unit are about holidays (Traveller 5 Student's Book). | Writing is linked to listening, reading, or speaking in a lesson that has the same topic/content. | Students discuss holidays in the speaking section of a unit. Again, they discuss the same topic in the writing section (Traveller 5 Student's Book). |
| (2) Linguistic-content Connection | A. The three linguistic elements (grammar, pronunciation, and vocabulary) in one lesson have the same theme. B. These elements are incorporated with each other. | A. Grammar and vocabulary are about holidays (Traveller 5 Student's Book). B. Grammar and pronunciation in a lesson are about prepositions of time (Traveller 1 Student's Book). | None. | None. |
| (3) Skill-linguistic connection | A. A linguistic element (e.g., vocabulary) is incorporated in a skill section (e.g., speaking) in one lesson. B. The linguistics and the skills are about the same theme or subject. | A. A vocabulary section teaches phrases/words related to like & dislike. The speaking section has same phrases/words to describe likes & dislikes (Traveller 1 Student's Book). B. Grammar and vocabulary activities are about holidays (Traveller 5 Student's Book). | A. Linguistic element (e.g., vocabulary) is integrated with the writing skill in a lesson. B. The linguistics and the writing are about the same theme or subject. | A. The vocabulary section includes adjectives describing a person. Again, the writing section contains adjectives characterizing a person (Traveller 1 Student's Book). B. Vocabulary and writing are about holidays (Traveller 5 Student's Book). |

*3.5.1.2.1 Skill-thematic-content Connection*

The term "skill-thematic-content connection" consists of three aspects. The word "skill" refers to the four language skills: listening, reading, speaking, and writing. The word "connection" means that two or more language skills interact in some way. An example of the general interaction would be the interrelationship between listening and speaking activities in Lesson 1A in the Traveller 3 Student's Book. Students first answer seven true or false statements about learning English as a world language and then listen to an interview with a linguist to check if their answers are correct. Afterward, the students practice their speaking skills by discussing the topic of learning a foreign language. These activities are interrelated in a manner that focuses on the theme of learning a foreign language. An example of the specific interaction is the association between the speaking section and the writing section in the Traveller 5 Student's Book. An activity directs students to discuss the topic of holidays in the speaking section of unit one. Again, students explore the same topic in a discussion activity in the writing section. This example demonstrates that these two activities are developed according to the subject of a holiday. Thus, this analysis implies that the discussion activity in the speaking section and the discussion activity in the writing section have a skill-thematic-content connection. Overall, this relationship enables students to improve content knowledge of learning a foreign language and holidays. As a consequence, they are anticipated to write effectively about these two topics.

*3.5.1.2.2 Linguistic-content Connection*

The concept "linguistic-content connection" has four aspects. First, the word "linguistic" refers to grammar, pronunciation, or vocabulary. Second, the word

"connection" suggests that two linguistic elements or more in one lesson are interconnected. Third, the criterion of a linguistic-content connection is the reuse of vocabulary, pronunciation, or grammar in a lesson. For instance, a grammar activity and an intonation (pronunciation) activity in Lesson 1C of the Traveller 1 Student's Book are linked. The grammar activity teaches students prepositions of time (e.g., on, in, at) using a short conversation. A sentence example is "Let's meet tomorrow at 6:00" (Traveller 1 Student's Book, p. 18). Likewise, the intonation activity teaches students the stress and unstress of prepositions of time. Students listen and repeat seven statements about prepositions. An example is "Jack called at noon" (Traveller 1 Student's Book, p. 18). This example indicates that prepositions of time were used first in the grammar section, and then used again in the intonation section. Therefore, these two activities have a linguistic-content connection as both concentrate on teaching time prepositions. Fourth, another criterion of linguistic content connection is that vocabulary, pronunciation or grammar is formed on the basis of the same topic or subject in a single lesson. Traveller 5 Student's Book contains an example of interconnection between a grammar activity and a vocabulary activity that both have the same content topic about spending holidays abroad.

### 3.5.1.2.3 Skill-linguistic Connection

The term "skill-linguistic connection" contains three aspects. The word "skill" applies to listening, reading, speaking, and writing. The word "linguistic" corresponds to grammar, pronunciation, and vocabulary. The word "connection" indicates the interconnectedness between language skills and linguistic knowledge. This section has two criteria. The first criterion of connection is that if the words that are explicitly taught

in the vocabulary section are used in reading, listening, speaking, or writing, they are connected. Similarly, if a grammar rule which is explicitly taught in a grammar section is used in reading, listening, speaking, and writing, they are considered linked in this study. An example of the general interaction is the link between grammar and speaking in lesson 1C in the Traveller 1 Student's Book. A grammar activity teaches students prepositions of time using a conversation between Andy and Keith about going out to eat. Then, a speaking activity requires using prepositions of time when students discuss things they like and dislike. A student may ask, "When do you find the time to go?" and another replies "I usually go in the morning before I go to work" (Traveller 1 Student's Book, p. 18). This example shows that both activities increase a student's linguistic knowledge of time prepositions. This example therefore demonstrates the skill-linguistic connection between the grammar and the speaking.

An example of the specific interaction is from unit one in the Traveller 1 Student's Book. Students learn adjectives (e.g., confident and outgoing) describing people's appearance and personality in the vocabulary section of a lesson. They then move to the writing activities in the writing section and find a reading passage containing the same learned adjectives to characterize an individual's personality. Obviously, the adjective words introduced in the vocabulary section are included again in the writing section. This example indicates the skill-linguistic connection between the vocabulary section and the reading passage in the writing section. The skill-linguistic connection assists students in developing their linguistic knowledge of adjectives describing a person's personality and appearance. High school students may therefore use these adjectives to write an essay describing a person.

The second criterion of skill-linguistic connection is that when a skill section and a linguistic section in one lesson are about the same theme or subject, they are considered connected. An example of a general interaction is that unit one in the Traveller 5 Student's Book is designed based on the topic of holidays. The listening section included six short conversations about spending holidays in several countries. The vocabulary section subsequently teaches students multiple vocabulary words about travel and tourism, such as geographical features (waterfall and rainforest) and facilitates in a hotel (spa and lounge). Likewise, an example of a specific interaction is that the vocabulary and writing are about holidays (Traveller 5 Student's Book).

*3.5.1.3 Analyzing Relationships between Activities in the Textbooks Using NodeXL*

Each interaction in the textbooks was tallied using a matrix table in a computer software program called NodeXL (https://nodexl.com/). NodeXL is frequently used for social network and content analysis. It helps to visualize connections between variables (i.e., the relationships between language activities. Figure 6 illustrates two examples of this analysis from the Traveller 5 Student's Book. Column 1-Vertex 1 represents sections within each unit. This example shows the reading section (rows 3-10) and one of two vocabulary sections (rows 11-17). Column B-Vertex 2 represents all possible connections between sections of the same unit. For example, the reading section was connected in some way to the sections of Vocabulary 1, Grammar 1, Listening, Vocabulary 2, Grammar 2, Speaking, Examination, and Writing. The third column "color" in the figure shows the three types of relationships identified in the proceeding step: orange refers to skill-thematic-content connections, green indicates linguistic-content connections, blue relates to skill-linguistic connections, and red applies to a review practice. Additional

data can be added to the other columns, but this was not relevant to the current study. The

data were then run through NodeXL to visualize the connections between activities in a

network diagram, as shown in the results section.

| | | Visual Properties | | | | | Labels | | |
| | | | | | | | | Label Text | Label Font |
| Vertex 1 | Vertex 2 | Color | Width | Style | Opacity | Visibility | Label | Color | Size |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | Vocabulary 1 | blue | | | | | | | |
| Reading | Grammar 1 | blue | | | | | | | |
| Reading | Listening | orange | | | | | | | |
| Reading | Vocabulary 2 | blue | | | | | | | |
| Reading | Grammar 2 | blue | | | | | | | |
| Reading | Speaking | orange | | | | | | | |
| Reading | Examination | red | | | | | | | |
| Reading | Writing | orange | | | | | | | |
| Vocabulary 1 | Grammar 1 | green | | | | | | | |
| Vocabulary 1 | Listening | blue | | | | | | | |
| Vocabulary 1 | Vocabulary 2 | green | | | | | | | |
| Vocabulary 1 | Grammar 2 | green | | | | | | | |
| Vocabulary 1 | Speaking | blue | | | | | | | |
| Vocabulary 1 | Examination | red | | | | | | | |
| Vocabulary 1 | Writing | blue | | | | | | | |

Figure 6. Analyzing Relationships between Activities in the Textbooks Using NodeXL

*3.5.1.4 Trustworthiness*

Trustworthiness of a study in qualitative research is necessary (Glesne, 2016). It

"is about alertness to the quality and rigor of a study, about what sorts of criteria can be

used to assess how well the research was carried out" (p. 53). There are a number of

strategies which can be utilized to achieve trustworthiness, such as triangulation and peer

review/debriefing (Glesne, 2016). This study employed these two strategies to reduce

bias and increase the reliability of measures. Firstly, this research employed triangulation,

meaning the use of several data collection sources (Glesne, 2016). The first unit of the

three student's books from grades 10,11, and 12 was analyzed in order to create an

accurate measure. Secondly, this research applied peer review, described as obtaining

additional feedback and insight on research from others (Glesne, 2016). The first unit of

Traveller 1 Student's Book (14 pages), Traveller 3 Student's Book (16 pages), and Traveller 5 Student's Book (11 pages) were analyzed by another coder. He is a doctoral student with a specialization in applied linguistics at a university in the USA. He serves in a linguistic lab, teaches undergraduate second language writing courses, and publishes research articles. This information indicates that this coder holds an excellent background knowledge in research and L2 writing.

In the peer reviewing sessions, the first step was to provide the coder with general information about the English language textbooks currently used in Saudi Arabia, and the purpose of this research. Afterwards, the framework of the textbook ecology in Table 6 was clearly explained with examples. The coder was then asked to code the first learning unit in Traveller 1 Student's Book. Once he completed this analysis, it was necessary to discuss it. Since this learning unit was already analyzed by the researcher of this study, the coder and the researcher explored their agreements and disagreements. They shared the reasons behind their coding decisions using the framework. The agreements confirmed the clarity of the framework items. On the other hand, the disagreements assisted in identifying weaknesses and suggested remedial solutions. For example, the third category in Table 6 is skill-linguistic connection. Before the researcher met with the second coder, the researcher had developed only one criterion for this category. The criterion was "a linguistic element (e.g., vocabulary) is incorporated in a skill section (e.g., speaking) in one lesson." However, the second coder did not agree with the researcher during the coding sessions, and said there was a second criterion of skill-linguistic connection that was not included in the framework. The coder observed that some linguistic activities and skill activities had the same theme as in Traveller 5

Student's Book where those activities are planned around holidays. For this reason, the coder suggested incorporating another criterion which was "when a skill section and a linguistic section in one lesson are about the same theme or subject, they are considered connected." Consequently, the third category in Table 6 had two criteria; the researcher developed the first, while the coder established the second. Such procedures were carried out with the three student's books until a consensus was derived across all items.

### 3.5.2 Analysis of RQ2

RQ 2. What is the frequency of writing activities offered in the Traveller series textbooks that relate to multiple types of writing strategies?

Using a microecological perspective, a mixed methods data analysis program called MAXQDA (2018) was used to conduct a content analysis of writing activities in the textbooks in order to determine the types of writing stratgies offered in high school English language textbooks. Simultaneously, this program automatically counts the frequency of writing activities across all textbooks and within each textbook. The study also examined the teacher's manuals of the Traveller series because it plays a vital role in identifying the purpose of each activity and what the activity instructions direct students to perform. To do so, Brown's (2007) method of classification was used. Brown classifies several activities offered in a language lesson in an English textbook based on a general taxonomy of language teaching strategies developed by Crookes and Chaudron (1991) (see Appendix C). Similarly, in the present study, every writing activity in the textbooks was classified into a writing strategy based on the taxonomy of L2 writing strategies (see Section 2.4: literature review). The taxonomy used by Brown has very broad categories. For example, category number 4 "content explanation" refers to "grammatical,

phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of

language" (Brown, 2007, p.185). But the taxonomy used in this study mainly focuses on

writing skills. To illustrate the analysis, one example writing lesson from Traveller 3

Student's Book is shown in Table 7 (see the full lesson in Appendix D).

Table 7. Example Coding of a Writing Lesson (A Letter of Application) from Traveller 3

Student's Book

| Writing Activities | Classification to Writing Strategies |
|---|---|
| "A. Discuss." | Prewriting: generating and organizing ideas |
| "B. Read the advertisement and the letter of application below. Do you think that David is suitable for the job? Why / Why not?" | Prewriting: examining features of a reading passage |
| "C. Read the following sentences. Tick the sentences that apply to the letter above." | Prewriting: examining features of a reading passage |
| "D. Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below." | Prewriting: examining features of a reading passage |
| "E. Look at the set phrases and expressions you can use in letters of application. Now rewrite the sentences below in a more formal manner using set phrases and expressions from the box." | Prewriting: teaching grammar and/or vocabulary |
| "F. When you are writing a letter of application, follow the outline below." | Prewriting: following a given outline |
| "Writing Task You have seen the following advertisement and have decided to apply for the job. Write your letter of application (100-150 words). Go to the Workbook, p. 43." | During-writing: responding to a writing prompt |

Then, a second coder joined the main researcher for coding training. The second

coder is a Ph.D. candidate in Linguistics. He has a strong background in second language writing, teaches writing courses for undergraduate and graduate students, works in a linguistic lab where coding skills are essential, and edits for a linguistics journal. The two coders discussed the taxonomy of L2 writing strategies during training sessions, which included: (1) an explanation of the research topic, purpose, research questions, and components of the taxonomy; (2) initial coding of a random selection of the data; (3) peer debriefing to discuss disagreements, clarity definitions, and modify the taxonomy; (4) a second round of coding of data to ensure inter-rater reliability; (5) a second round of peer debriefing; and (6) a third and final round of coding 19.36% (55 writing activities out of 284) of data to ensure consistency. The inter-rater reliability of the second research question was 90.90%.

### 3.5.3 Analysis of RQ3

RQ 3. Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?

The use of data analysis software program MAXQDA (2018) in the previous section (3.5.2) has resulted in identifying four major writing strategies offered in the textbooks: generating/organizing ideas, examining features of reading passages, following a given outline, and responding to a writing prompt. However, the previous analysis is unsatisfactory because it does not provide information on how these four instructional writing strategies have been integrated into the textbooks. Accordingly, the specific objective of the third research question was to address this urgent need from a microecological perspective.

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To answer the third question, this study employed qualitative research. As previously mentioned by Creswell and Creswell (2018), inductive analysis assists in creating themes, patterns, and categories from the collected data. This section of the study employed inductive content analysis of student's books and teacher's manuals for the same purpose. The teacher's manuals and the student's books classify writing activities into themes and categories by specifying each activity's purpose and instruction. For example, generating ideas is a major pre-writing strategy in the Traveller series textbooks, as mentioned earlier. Under this general strategy, multiple sub-strategies are provided in the textbooks to help students produce ideas prior to writing. One of these sub-strategies is the discussion of a topic based on the personal experiences of the students, as can be seen in Figure 7. This Figure shows Traveller 1 Student's Book contains a discussion activity in which students are instructed to narrate an exceptional story that happened to them. Traveller 1 Teacher's Manual provides English language teachers with the aim and procedures for this activity. Therefore, this study coded this activity as discussion-based on personal experience. Similarly, all prewriting activities in the textbooks with the same aim and procedures were coded under this sub-strategy.
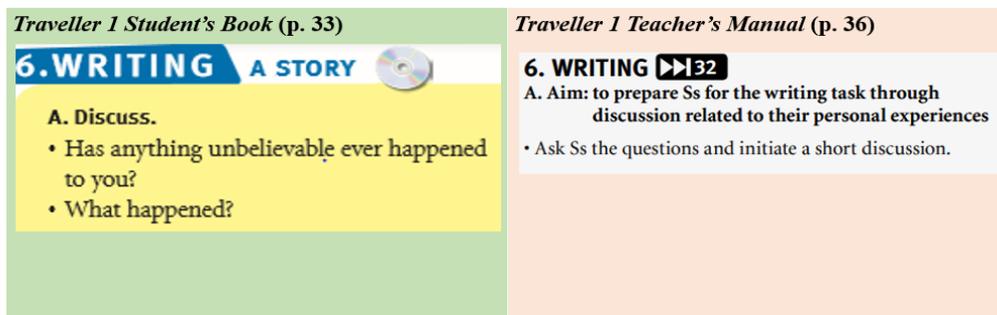


Figure 7. Example of Writing Instruction of Generating Ideas Using Discussion-Based on Students' Personal Experience.

CHAPTER IV


RESULTS


**4.1 Overview**

       This chapter reports results related to the evaluation of the Traveller series

textbooks. It comprises three sections that are devoted to answering the research

questions of this study. The first section reveals two kinds of connections offered in the

textbooks from a macroecological perspective. The first kind highlights the connections

between language activities in a learning unit. The second kind demonstrates the

connections in a learning unit between language activities and writing activities. The

second and third sections demonstrate the evaluation of writing activities in the textbooks

from a microecological perspective. The second section presents the frequency of writing

activities offered in the Traveller series that are related to different types pf writing

strategies, while the third section explains how writing sub-strategies have been

integrated into the textbook to boost the writing skills of high school students in Saudi

Arabia.

**4.2 Integration of Writing Activities in Textbooks from a Macroecological Perspective**

RQ 1. Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?

To answer the first research question, this study examined the first learning unit from three high school textbooks (Traveller 1 Student's Book from the 10th grade, Traveller 3 Student's Book from the 11th grade, and Traveller 5 Student's Book from the 12th grade). The purpose is to better understand from a macroecological perspective the interactions of language activities in a learning unit that could prepare students to write properly at the end of a language lesson. Thus, inductive content analysis was performed, and results are presented by first illustrating the placement of writing activities within the learning units and then focusing on how these activities interact with regard to both general and specific interactions of activities in a textbook unit. These findings will shed light on how the activities are situated, which can then contribute to the interpretation of results in RQ 2 and 3 that focus on the microecological perspective.

**4.2.1 The Placement of Writing Activities in the Broader Ecology of a Learning Unit**

This section illustrates the placement of writing activities to situate these activities within the textbook ecology and also to provide context for further results that are from a microecological perspective (RQs 2 and 3). Figures 8, 9, and 10 display the structure of unit one provided in the Traveller 1 Student's Book used in the 10th grade, Traveller 3 Student's Book employed in the 11th grade, and Traveller 5 Student's Book utilized in the 12th grade (see an example unit in Appendix B). The areas shaded in gray highlight the placement of the writing sections in each unit. For example, Figure 8 shows that unit

one in the Traveller 1 Student's Book has five short lessons, and each lesson consists of

several sections; one writing section is in Lesson 1C, while the other is in Lesson 1E.

| Unit 1: Youth culture | | | | |
|---|---|---|---|---|
| **Lesson 1A What's up?** | | | | |
| Section 1: Listening & Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice | Section 5: Speaking |
| 3 Activities | 1 Activity | 2 Activities | 2 Activities | 1 Activity |
| **Lesson 1B Keep in touch** | | | | |
| Section 1: Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice | Section 5: Speaking |
| 5 Activities | 1 Activity | 3 Activities | 2 Activities | 1 Activity |

**Lesson 1C That's me**

| Section 1: Vocabulary | Section 2: Grammar | Section 3: Practice | Section 4: Intonation | Section 5: Speaking | Section 6: Listening | Section 7: Writing |
|---|---|---|---|---|---|---|
| 1 Activity | 1 Activity | 1 Activity | 2 Activities | 1 Activity | 3 Activities | 3 Activities |

**Lesson 1D Good role models**

| Section 1: Reading | Section 2: Vocabulary | Section 3: Grammar | Section 4: Practice |
|---|---|---|---|
| 5 Activities | 1 Activity | 3 Activities | 2 Activities |

**Lesson 1E Friendly faces**

| Section 1: Vocabulary | Section 2: Listening | Section 3: Speaking | Section 4: Writing |
|---|---|---|---|
| 1 Activity | 2 Activities | 1 Activity | 4 Activities |

Figure 8. Example Unit Structure with Lessons, Sections, and Activities from Unit 1 of

*Traveller 1 Student's Book*

| Unit 1: Window on the world | | |
|---|---|---|
| **Lesson 1A** | | |
| Section 1: Reading | Section 2: Vocabulary & Grammar | Section 3: Listening & Reading |
| 5 activities | 5 activities | 4 activities |
| Section 4: Vocabulary & Grammar | Section 5: Listening & Speaking | Section 6: Writing |
| 6 activities | 5 activities | 4 activities |
| **Lesson 1 B** | | |
| Section 1: Reading | Section 2: Vocabulary & Grammar | Section 3: Listening & Speaking |
| 5 activities | 10 activities | 2 activities |
| Section 4: Writing | Section 5: Round-up | |
| 6 activities | | |

| Section 1: Vocabulary & Grammar | Section 2: Listening | Section 3: Self-Assessment |
|---|---|---|
| 5 activities | 1 activity | 1 activity |

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Figure 9. Example Unit Structure with Lessons, Sections, and Activities from Unit 1 of *Traveller 3 Student's Book*

| Unit 1: On holiday | | |
|---|---|---|
| Section 1: Reading | Section 2: Vocabulary & Grammar | Section 3: Listening |
| 4 activities | 9 activities | 1 activity |
| Section 4: Vocabulary & Grammar | Section 5: Speaking | Section 6: Examination practice |
| 3 activities | 3 activities | 3 activities |
| Section 7: Writing | | |
| 6 activities | | |
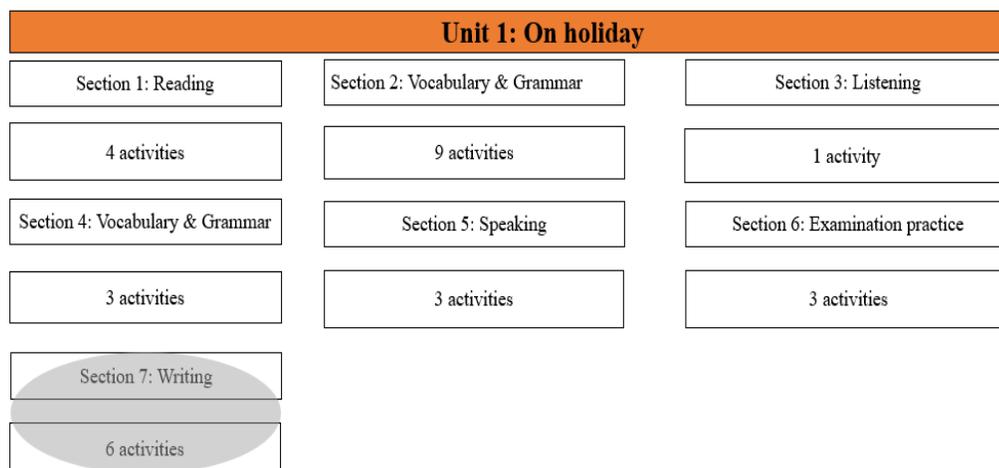
Figure 10. Example Unit Structure with Sections and Activities from Unit 1 of *Traveller 5 Student's Book*

For all example units illustrated in the figures, the writing activities appear at the end of learning lessons; this suggests that language activities from earlier in each unit would feed into the writing activities. However, further analysis is needed to determine whether and in what ways activities are connected. The next two sections intend to find out two kinds of interactions in a learning unit of a textbook. The first section focuses on the general interaction between language activities, while the second section addresses the specific interaction between language activities and writing activities.

**4.2.2 General Interaction of Activities in English Textbook Learning Units**

The purpose of this section was to examine the general interaction between language activities. To illustrate these interactions, each activity within the three learning units displayed above were analyzed for skill-thematic-content connections, linguistic-content connections, and skill-linguistic connections. Connections were tallied within a

matrix table, and NodeXL was used to visualize the results in network diagrams. Figure

11 shows diagrams from lessons containing writing activities. The lines represent

connections between activities. Orange lines represent skill-thematic content connections;

green lines represent linguistic-content connections, and blue lines represent skill-

linguistic connections.
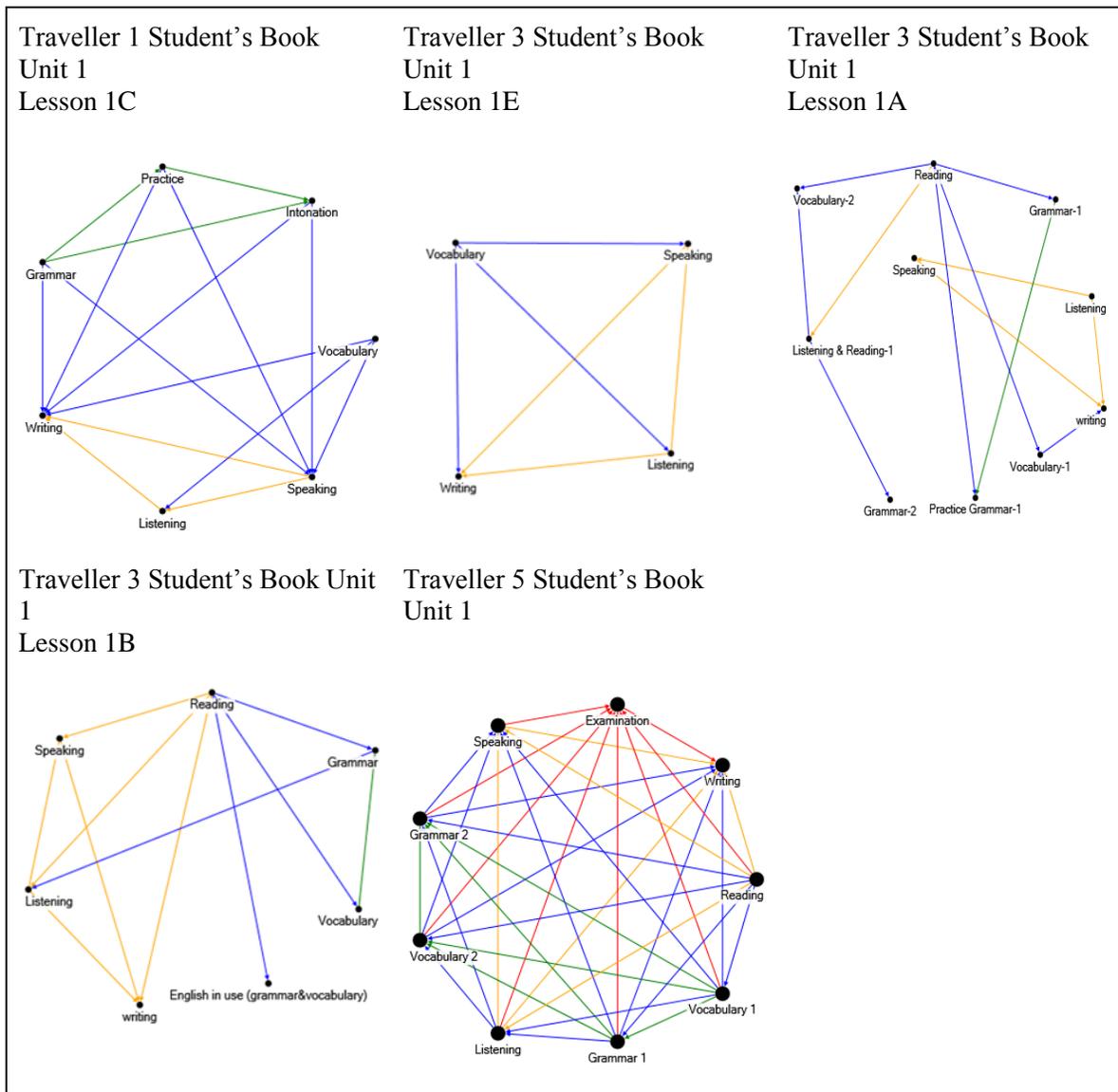


Figure 11. Connections between learning activities within lessons containing writing.

Orange lines represent skill thematic content connections; green lines represent linguistic

content connections, blue lines represent skill-linguistic connections, and red lines represent a review section.

The diagrams show that there is never a case where an activity is isolated from other activities, suggesting that all activities are integrated in some way to the broader ecology of the lesson. When analyzing activities from a micro perspective (RQs 2 and 3), this interaction is important to note so that results are always placed within the broader ecological context. The figure also seems to illustrate that there are very few linguistic connections; the following sections explore the nature of these connections in general before exploring the writing activities in particular.

### 4.2.2.1 Skill-thematic-content Connection

The orange color in the above figures represents skill-thematic-content connections. The orange arrows show the link between listening, reading, speaking, and writing. For example, the analysis of Lesson 1E presented in Unit 1 in the Traveller 1 Student's Book indicates a connection between the listening section and speaking section. Students listen to conversations about people describing the personality and physical appearance of three teachers. Students answer two questions: (A) match pictures with the correct description, and (B) choose true or false statements. Afterwards, students take part in a small talk with four discussion questions about describing a friend's personality and appearance. This example suggests that the listening and speaking activities are developed on the basis of the same theme that describes a person. Therefore, it can be said that this example illustrates the skill-thematic-content connection between listening and speaking. Consequently, students seem to be able to accurately describe a person because they have obtained content knowledge of how to describe an individual.

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Another example of the skill thematic content connection is presented in Unit 1 in the Traveller 5 Student's Book. As shown in Figure 11, an orange arrow displays the association between listening and speaking. Students listen to six conversations about holidays spent in a number of countries (Spain, Switzerland, Belize, Greece, etc.) and answer multiple-choice questions. For example, two men in the first conversation were talking about a trip to Belize. One describes this trip saying, "I went scuba diving in the coral reefs, I went sightseeing in the area, and I even slept in the National Zoo on a special over-night tour!" (Traveller 5 Teacher's Manual, p.86). The speaking section contains three discussion activities about vacations. For example, one activity is a picture-based discussion of holiday destinations. Picture A1 is about a holiday at the sea, while Picture A2 is a holiday in the mountains. Students discuss which holiday they prefer. This example demonstrates that the listening section and speaking section were created using the topic of spending holiday abroad. Thus, it can be stated that there is a skill-thematic-content connection between listening and speaking in this learning unit. As a result, these learning opportunities can enhance students' content knowledge to describe enjoying holidays abroad.

Taken together, these results clearly confirm the skill-thematic-content connections between listening and speaking activities in a learning unit. The textbooks offer learning opportunities for high school students in Saudi Arabia to enhance their content knowledge of describing a person and spending holidays abroad. Interestingly, this content enhancement may not cease here. Instead, it can also be extended to writing if various writing activities are also created on similar topics. It is likely that such connections exist. If so, the skill-thematic-content connections between listening and

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speaking may certainly feed the content knowledge of students' writing. Since they have

previously attained a good amount of content knowledge on characterizing a person and

experiencing holidays overseas, these processes should enable them to produce a good

piece of writing. This will likely create a holistic understanding of verbal and written

language. Indeed, this hypothesis is dealt with in the section below on the specific

interaction between writing activities and language activities.

*4.2.2.2 Linguistic Content Connection*

The green color in the figures refers to linguistic-content connections. The green

arrows show the link between vocabulary, grammar, and/or pronunciation. For example,

Lesson 1C presented in the Traveller 1 Student's Book contains a connection between the

grammar section and the practice grammar section as demonstrated in Figure 11.

Students first learn grammar rules of time prepositions. They read a short conversation

between Andy and Keith discussing a meeting at an Italian restaurant, and then underline

prepositions in the conversation. Students then move to practice time prepositions

through the completion of sentences with prepositions. This example shows that the two

activities focus on teaching time prepositions. Therefore, a linguistic-content connection

exists between grammar and grammar practice. Yet, this example shows that these

sections have different content. The grammar activity includes a conversation between

Andy and Keith about going out to eat, while the practice activity has seven statements

about various topics. For example, the second statement is: "Paul always reads

newspapers _____ Sunday afternoon" (Traveller 1 Student's Book, p. 18). On one

hand, these results seem to suggest that using different themes may not build content

knowledge of the unit theme. On the other hand, it is possible that creating multiple

scenarios for students to practice the target language is an effective method.

Another example of linguistic-content connections is provided in Traveller 5 Student's Book (see Figure 11). A green arrow links vocabulary 2 to grammar 2. Students study four kinds of vocabulary: geographical features (e.g., waterfall), facilities in a hotel (e.g., spa), tourism-related occupations (e.g., flight attendant), and sights (e.g., castle). Building on vocabulary, one grammar activity teaches students how to use countable and uncountable nouns and quantifiers (e.g., much, little) with holiday vocabulary, such as a few islets. This example revealed how vocabulary 2 and grammar 2 relate. However, this example has a limitation. Not all grammar sentences are related to the previously learned vocabulary. For instance, an activity advises students to select the right answer in a sentence: "I am looking for some information/informations on endangered species for a project I have to do" (Traveller 5 Student's Book, p.11). The word "information" in this example is not related to the acquired vocabulary in this unit.

Unlike the strength of skill-thematic-content connections, the linguistic-content connections seem weak between activities. It is possible to hypothesize that these connections are less likely to reinforce students' writing skills. When only a few grammatical sentences are interrelated with previously learned vocabulary words as shown in this study, this connection may not effectively help students build their linguistic knowledge. It can thus be argued that more grammar sentences should be integrated to approach tourism-related vocabulary, including waterfall, spa, and flight attendant. For instance, a student learns how to employ a quantifier with the phrase "flight attendant," such as "the airport has many flight attendants." Incorporating grammar with vocabulary can be a major factor guiding teachers and students to

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recognize the relations and gain a more holistic understanding of vocabulary and grammar. As a result, these processes could feed writing practices later.

*4.2.2.3 Skill-Linguistic Connection*

Skill-linguistic connections are exhibited by the blue color in the figures above. The emphasis here is on the association between language skills (listening, reading, speaking, and writing) and linguistic knowledge (grammar, vocabulary, and pronunciation) in one unit. The following findings explain how high school students in Saudi Arabian classrooms would certainly benefit from the connections between skills and linguistic knowledge in building a holistic understanding of the English language. Yet, some activities are limited by the absence of connections.

Figure 11 demonstrated a skill-linguistic connection between a vocabulary activity and a speaking activity in Lesson 1C presented in the Traveller 1 Student's Book. The vocabulary activity directs students to engage with seven statements to learn adjectives which characterize things people like and dislike. For example, the first statement is: "Tom is a big fan of Manchester United. He never misses a match" (Traveller 1 Student's Book, p. 18). The speaking activity guides students to reuse previous learned vocabulary (e.g., I'm fond of) to discuss things they like and dislike. One student, for instance, might say, "I'm fond of jogging" (Traveller 1 Student's Book, p. 18). The skill-linguistic connection between vocabulary and speaking is apparent from this example.

In addition, as specified in Figure 11, the analysis of Lesson 1E presented in the Traveller 1 Student's Book indicates a skill-linguistic connection between vocabulary and listening. The vocabulary section provides eight adjectives used to describe a personality

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(e.g., quick-tempered, outgoing, lazy, shy, confident, etc.). These adjectives are employed again in the listening section where students listen to conversations about people describing the personality and physical appearance of teachers. This example illustrates the skill-linguistic connection between vocabulary and listening.

Another example of skill-linguistic connection comes from Traveller 5 Student's Book. An arrow in Figure 11 goes from reading to vocabulary 1. In this relationship, students read various advertisements for recreational activities practiced during vacations, such as car racing, diving, and water rafting. Students then answered five learning activities associated with these advertisements, such as reading for main ideas. Then, students expand their understanding of the holiday theme through learning 20 vocabulary words about tourism (e.g., suite, cabin) and noun endings (e.g., attract-attraction). A vocabulary activity guides students to return to the advertisements and look up the formation of some nouns. Clearly, this example highlights the link between reading and vocabulary 1 in unit one.

Furthermore, the Traveler 3 Student's Book also incorporated examples of skill-linguistic connection relationships. Figure 11 presents a connection between the reading section and the grammar-1 section in Lesson 1A in unit one. The reading contains an article entitled "It's a Small World!" This article is about a theme park in China that has various natural and artificial places in the world, such as the Eiffel Tower. It incorporates five activities, such as a reading comprehension task. The following grammar-1 section includes questions related to the previous article. A grammar activity teaches students the proper use of present simple and present progressive in the article. An example is: "Which tense is commonly used with adverbs of frequency (e.g., often, sometimes)?"

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(Traveller 3 Student's Book, p.7). This example illustrates the grammar activity is built on the basis of the article. In this example, the skill-linguistic connection between reading and grammar is evidence.

However, it can be argued that some activities are not linked because either the themes differ or there is no reuse of linguistic elements. For instance, Lesson 1C presented in the Traveller 1 Student's Book shows no relationship between grammar and listening because of two reasons. Firstly, the grammar activity emphasizes teaching time prepositions, but they are not included in the dialogues in the listening section. Secondly, the theme of grammar involves a brief conversation between two people who go out to eat at an Italian restaurant, while the theme of listening comprises three participants who introduce themselves to a competition. This example illustrates the disconnection between the grammar and listening activities. Therefore, a major weakness of the textbook is the failure to establish a skill-linguistic connection between some activities. This limitation does not help teachers recognize the link between language skills and linguistic knowledge which could contribute to ineffective instruction.

The principle purpose of the first research question in this study was to discover the potential interrelationships between language activities in learning units of the textbooks. The preceding examples bring answers to this research question. Despite the drawback of the textbooks mentioned earlier which indeed necessitate remedies, the other examples confirm the skill-linguistic interrelationships between language activities in the textbooks. These results contribute to our understanding of how language skills and linguistic knowledge are combined to boost the language skills and linguistic knowledge of students. More importantly, this research intends to explore whether these skill-

linguistic connections are also extended to writing. If so, this knowledge helps us understand how other activities in a learning unit fuel the advancement of students' writing skills. A more detailed account of this notion is given in the following section.

**4.2.3 Specific Interaction between Writing Activities and Other Language Activities in English Textbook Learning Units**

The purpose of this section was to study the specific interaction between language activities and writing activities offered in a learning unit of an English textbook from a macroecological perspective. The first part reports the skill-thematic-content connections, while the second part records the skill-linguistic connections. Prior to presenting findings, it is important to mention that one or two examples were selected from the textbooks to illustrate the connections. In other words, the examples selected are not the only connections found in a lesson. There are others, but this section is intended to present some examples to demonstrate how other language activities are linked to writing activities.

*4.2.3.1 Skill-thematic-content connections*

The present study found multiple examples of skill-thematic-content connections in the textbooks. The orange lines in Figure 12 shows skill connections between speaking, listening, and writing activities in Lesson 1C provided in the Traveller 1 Student's Book. These three sections revolve around one central theme, which is a person's description. For example, in the speaking section, students are asked to discuss likes and dislikes. One student might say, "I'm fond of jogging" (Traveller 1 Student's Book, p. 18). Then, in the listening section, students listen to a short conversation between three participants who share their likes and dislikes. Afterwards, the writing

section aims to give students the opportunity to write one paragraph presenting themselves by including information about their preferences. Without any doubt, these results indicate speaking, listening, and writing activities in unit one are thematically linked.



Figure 12. Skill-thematic-content connections between writing activities (bottom) and other language activities (top) in Lesson 1C in Traveller 1 Student's Book

The macroecological analysis of Lesson 1E in the Traveller 1 Student's Book suggests a relationship between the speaking section and a discussion activity in the writing section (See Figure 13). The speaking section directs students to discuss an individual's personality and appearance. Likewise, activity A in the writing section is a picture-based discussion where students are asked to describe a boy's personality and appearance. Certainly, this result reflects the skill connection between the discussion activity in the speaking section and the discussion activity in the writing section in a manner that both of them direct students to discuss an individual's personality and

appearance.



Figure 13. Skill-thematic-content connections between writing activities (bottom) and other language activities (top) in Lesson 1E in Traveller 1 Student's Book

In addition, the analysis of Lesson 1A in the Traveller 3 Student's Book illustrates the interrelationship between the listening-speaking section and the writing section (see Figure 14). The listening-speaking section engages students with multiple activities about learning a foreign language. Students listen to an interview about learning English as an international language, and then discuss this topic. As students move to the writing section, Activity C concentrates on the content and organization of one paragraph about learning a foreign language. Likewise, Activity D is a prompt: "Write a paragraph explaining why you want to learn English to complete Section B in the questionnaire in A" (p.11). These activities are thematically connected, and consequently, this could increase students' content knowledge of learning a foreign language. Thus, these learning processes seem to have made it simpler for students to generate ideas, identify a text's

content and organization, and finally compose five to seven sentences about why they should learn English.
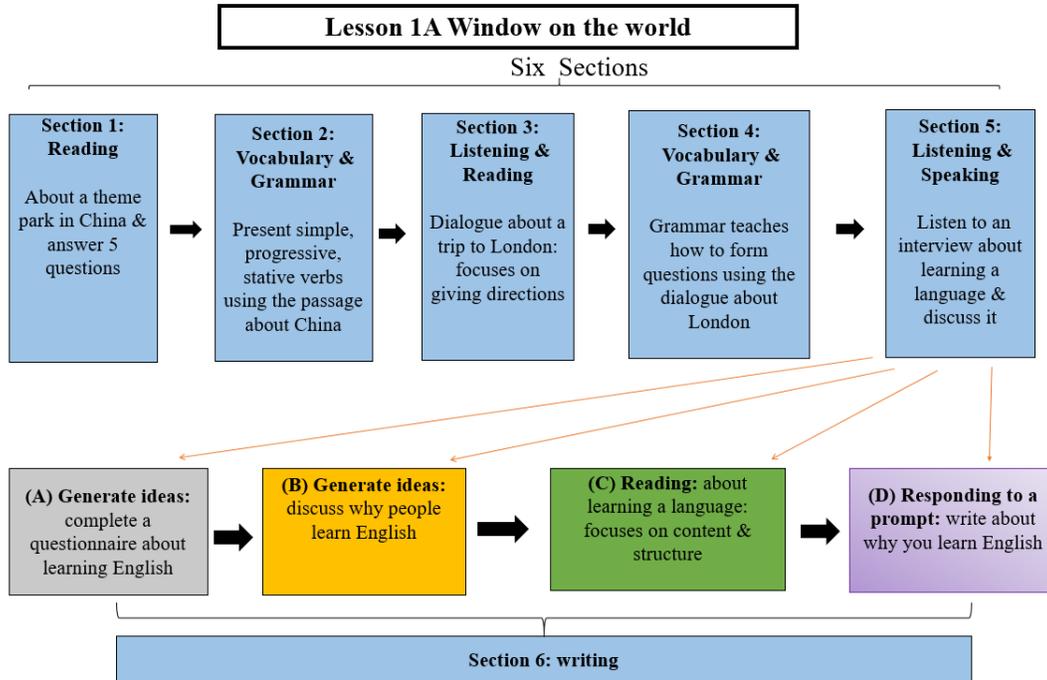


Figure 14. Skill-thematic-content connections between writing activities (bottom) and other language activities (top) of Lesson 1A in Traveller 3 Student's Book

The results also demonstrated a solid relationship between language activities and writing activities in the Traveller 5 Student's Book (see Figure 15). For example, the speaking section concentrates on discussing the holiday theme. The Traveller 5 Teacher's Manual states that the purpose of the second speaking activity is to give students practice in elaborating on the holiday theme. Equally, the writing section starts with a discussion about spending a holiday in an English-speaking country. Such findings reveal the skill-thematic-content connection between the speaking section's discussion activities and the writing section's discussion activity. All enhance students' content knowledge of holidays. It is therefore believed that students will be able to write about holidays abroad

because they have acquired a considerable amount of content knowledge on this theme.

**Unit 1: On holiday**

Seven Sections

| Section 1: Reading | Section 2: Vocabulary &Grammar | Section 3: Listening | Section 4: Vocabulary & Grammar | Section 5: Speaking | Section 6: Examination Practice |
|---|---|---|---|---|---|
| advertisements for activities practiced during vacations | learning words about tourism, noun endings, & rules of present simple, progressive, stative | conversations about holidays spent in various countries | learn a variety of tourist words used in the past conversation & count/non-count nouns | discussion activities about vacations | review the vocabulary and grammar |

**(A) Discuss:** spending a holiday abroad → **(B) Reading:** Peter's email from Manchester welcoming Saleh to visit him → **(C) Reading:** Saleh's reply to Peter and accept his suggestions

**(D) Focus on communication function:** (e.g., accept or decline invitation ) → **(E) Reading:** a friend's email from Australia, offering things to do during your visit there → **(F) Responding to a prompt:** write an email to your friend in Australia
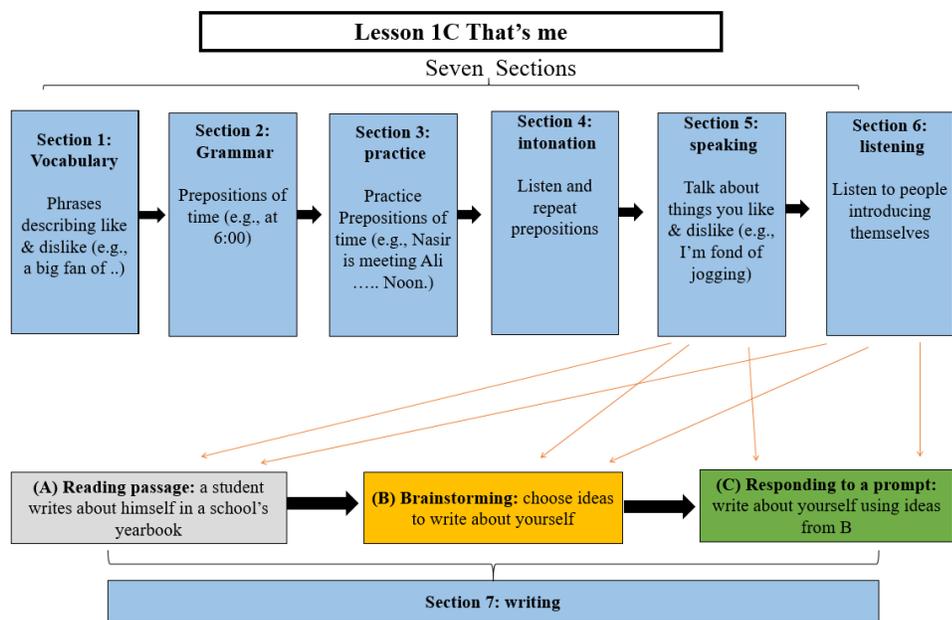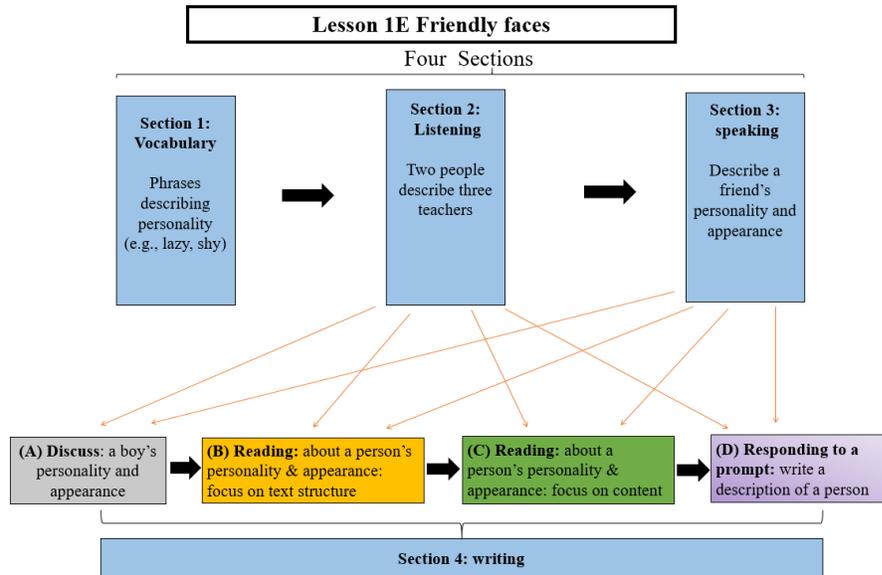
**Section 7: writing**

Figure 15. Skill-thematic-content connections between writing activities (bottom) and other language activities (top) in Unit 1 of Traveller 5 Student's Book

Nevertheless, the findings revealed disconnections within a learning unit between language activities and writing activities. The analysis of Lesson 1A in the Traveller 3 Student's Book illustrates this point clearly. The primary theme of this unit is travelling abroad. The reading section's content is different from the writing section's content. The reading section is about a theme park in China, while the writing section is about learning a foreign language. At the end of this unit, students write about why they learn English as a foreign language. A main question may arise: How does travelling abroad relate to learning a foreign language? There might be a relationship that people learn a language to use it when traveling abroad, but not everyone has this reason to learn a language. Therefore, it can be argued that these two sections might not have a relationship because

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the topics seem different.

The evidence from the skill-thematic-content connections suggests activities are integrated in a way that can contribute to students' content knowledge of an intended writing topic; it is considered one of the primary types of writing knowledge that students should master to produce successful texts (Hyland, 2014). The results support the statement made by the Traveller 5 Teacher's Manual that "students build up their writing skills in an integrated manner as the writing activities are thematically linked to the unit" (p. 5).

*4.2.3.2 Skill-Linguistic Connection*

The findings of this study highlighted examples of skill-linguistic connection relationships between language activities and writing activities in a learning unit. For example, the vocabulary section is linked to the writing section in Lesson 1C in the Traveller 1 Student's Book (see Figure 16). The vocabulary section introduces various phrases to describe things that a person likes or dislikes. The first phrase in the first sentence of this activity is: "Tom is a big fan of Manchester United. He never misses a match" (p.18). The same phrase is utilized in the reading passage in the writing section that a student writes about himself in a school's yearbook: "I am a big fan of sports, especially football" (p.19). This example illustrates the skill-linguistic connection between the vocabulary and the reading activity within the writing section. In particular, the passage, written by a student (Abdullah), demonstrates for high school students how Abdullah uses the above phrase to write about himself. Consequently, when students write about themselves by the end of this lesson, they are prepared to imitate Abdullah's passage.

**Lesson 1C That's me**

Seven Sections

| Section 1: Vocabulary | Section 2: Grammar | Section 3: practice | Section 4: intonation | Section 5: speaking | Section 6: listening |
|---|---|---|---|---|---|
| Phrases describing like & dislike (e.g., a big fan of ..) | Prepositions of time (e.g., at 6:00) | Practice Prepositions of time (e.g., Nasir is meeting Ali ….. Noon.) | Listen and repeat prepositions | Talk about things you like & dislike (e.g., I'm fond of jogging) | Listen to people introducing themselves |

**(A) Reading passage:** a student writes about himself in a school's yearbook → **(B) Brainstorming:** choose ideas to write about yourself → **(C) Responding to a prompt:** write about yourself using ideas from B
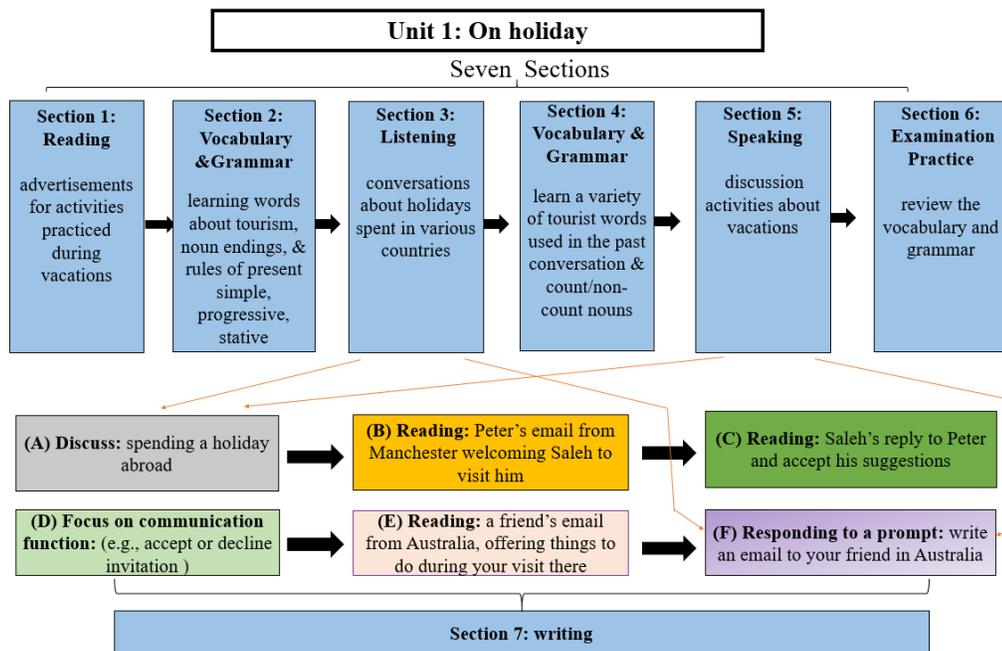
**Section 7: writing**

Figure 16. Skill-linguistic connections between writing activities (bottom) and other language activities (top) in Lesson 1C in Traveller 1 Student's Book

Another important finding is the tie between the vocabulary activity and a brainstorming speaking activity in the writing section. The brainstorming enables students to select ideas to think about (e.g., their interests and dislikes) and incorporate them later in writing about themselves. Additionally, the vocabulary section may be connected to a writing prompt in the writing section. As mentioned in the discussion above, students learned vocabulary phrases to describe themselves, and consequently, phrases can be transferred to their essays. At the end of this lesson, students respond to this prompt: "Now write an entry for your school's yearbook and say a few things about yourself. Expand on the ideas you have ticked in activity B. Your reply should be between 80-100 words" (p. 19). It is highly anticipated that students employ learned phrases while writing an entry about themselves for a school's yearbook. For example, a student may write "I hate math. I never study," and another writes "I am a big fan of Real

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Madrid. I often watch the games." Thus, the observed interrelation between the vocabulary activity and the writing prompt in the writing section might be explained in this way: vocabulary attributed to likes and dislikes can assist students in writing about themselves for a school's yearbook.

Furthermore, the analysis of Lesson 1E in the Traveller 1 Student's Book presents a vocabulary and writing relationship. Activities B and C in the writing section include a reading passage about a description of a person. Students read the passage and answer questions about the text organization and content. The passage contains adjectives from the vocabulary section, such as confident and outgoing. It could be said that the reading passage illustrates how a student utilizes the learned adjectives to describe a person's personality and appearance. This result clearly provides evidence that there is a skill-linguistic connection between the vocabulary activity and the reading activity in the writing section. In addition, the findings reveal that the vocabulary activity and a writing prompt in the writing section are affiliated. As mentioned previously, the vocabulary section presents students with adjectives to describe a person's personality. Consequently, these adjectives can be utilized in writing when students respond to this prompt: "Write a description of a person you have recently met. Your description should be between 100-120 words" (p. 23). A student may use these adjectives to describe an individual, for example, "Ali is outgoing and loves meeting people, but he is so lazy." Undoubtedly, the acquired vocabulary could help students write descriptive essays at the end of this lesson.

The findings also indicate skill-linguistic connections between the vocabulary section and the writing prompt in the writing section of unit one in the Traveller 5 Student's Book (Figure 17). Students acquire a variety of vocabulary related to tourism. At the end of unit one, students write an email about a visit to Australia to learn English. Students are likely to utilize acquired vocabulary words in writing emails. A student might appreciate nature and write, "I want to see a waterfall." Another student may have an interest in history and write, "I am very interested in visiting archaeological sites." It can therefore be argued that the vocabulary portion supplies students with linguistic knowledge that enables them to express their thoughts effectively in writing emails about a holiday abroad.

**Unit 1: On holiday**

Seven Sections

| Section 1: Reading | Section 2: Vocabulary &Grammar | Section 3: Listening | Section 4: Vocabulary & Grammar | Section 5: Speaking | Section 6: Examination Practice |
|---|---|---|---|---|---|
| advertisements for activities practiced during vacations | learning words about tourism, noun endings, & rules of present simple, progressive, stative | conversations about holidays spent in various countries | learn a variety of tourist words used in the past conversation & count/non-count nouns | discussion activities about vacations | review the vocabulary and grammar |

**(A) Discuss:** spending a holiday abroad

**(B) Reading:** Peter's email from Manchester welcoming Saleh to visit him

**(C) Reading:** Saleh's reply to Peter and accept his suggestions

**(D) Focus on communication function:** (e.g., accept or decline invitation )

**(E) Reading:** a friend's email from Australia, offering things to do during your visit there

**(F) Responding to a prompt:** write an email to your friend in Australia
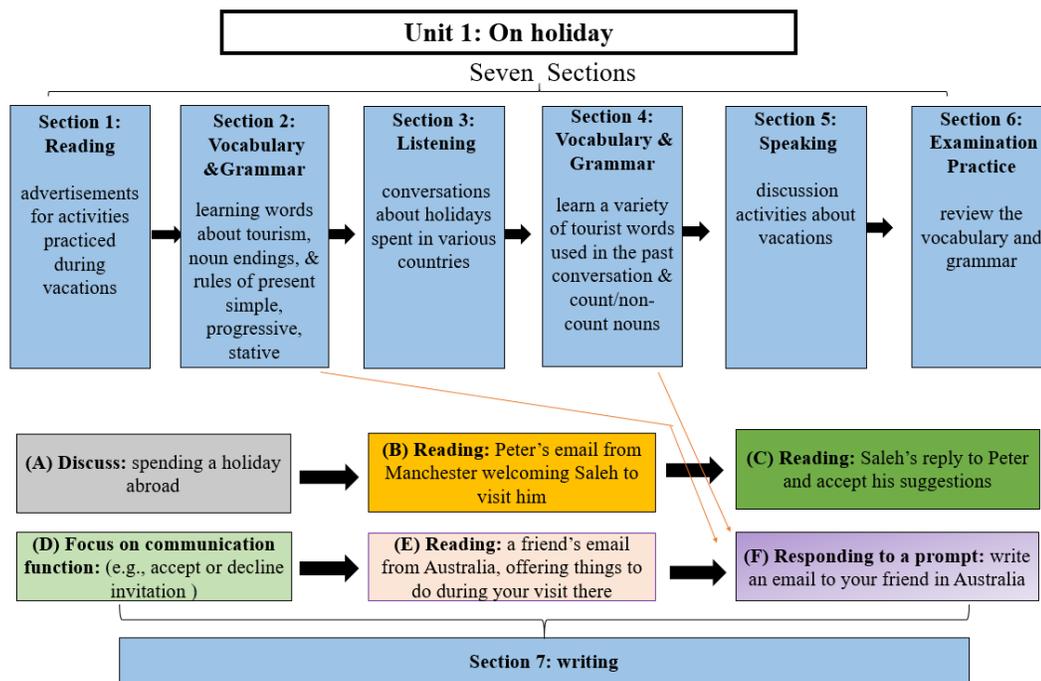
**Section 7: writing**

Figure 17. Skill-linguistic connections between writing activities (bottom) and other language activities (top) in Unit 1 of Traveller 5 Student's Book

In conclusion, the macroanalysis illustrates the various skill-linguistic connections between the vocabulary sections and the writing activities in the textbooks. Some connections are straightforward, and students as well as teachers should be able to perceive these connections quite easily. This would potentially enhance the pedagogical knowledge of teachers to provide successful guidance to students. However, other connections seem less obvious, which could make it harder for students to form mental maps for how activities are connected to expected learning outcomes. Surprisingly, the examination of Traveller 1 Teacher's Manual reveals that no emphasis is placed on this interrelation. The Manual presents instructions for teachers on teaching like and dislike phrases, but writing is not emphasized in the Manual. For example, it says, "explain to Ss [students] that these phrases are ways of expressing like and dislike" (p. 21). Also, the Manual's instructions do not inform teachers at the end of the lesson to draw students' attention to use like and dislike expressions when writing an entry for a school's yearbook. As a consequence, the present study raises the possibility that the teacher and students may not recognize this interrelationship since it is not explicitly stated. This is an important issue for future research.

### 4.2.4 Research Question 1: Executive Summary

The first research question in this study investigates two aspects from a macroecological perspective. The first was the general interaction between language activities. The second was the specific interaction between writing activities and other language activities. To do so, inductive content analysis of the textbooks was conducted using a NodeXL software program. The study identified three kinds of relationships between activities: skill-thematic-content connection, linguistic-content connection, and

skill-linguistic connection. First, the skill-thematic-content connections seems to enhance the content knowledge of an intended writing topic among students. This finding is consistent with that of Hyland (2014) and Raimes (1991) who argued that students should have content knowledge of a topic to write adequately. It also advocates the premise that language skills are not developed in isolation; instead, reading should certainly advance writing (Hyland, 2014). Second, the linguistic-content connection attaches grammar to vocabulary and vise-versa. This connection assists students in building their linguistic knowledge; a main type of knowledge that students need to gain to be effective writers (Hyland, 2014; Raimes, 1991). Students may transfer grammatical rules and vocabulary to their writing. Thus, it can be argued that linguistic-content connections have an implicit impact on widening students' writing skills. Third, the skill-linguistic connection integrates linguistic elements (e.g., vocabulary) into language skills (e.g., writing). Students now have linguistic tools to communicate things they like and dislike. Certainly, the insight gained from this finding may be of assistance in deepening our understanding of how language skills and linguistic knowledge are integrated to enhance students' language skills and language knowledge. More importantly, this finding empowers us to understand how other activities in a learning unit can enhance writing skills for students. Taken together, these findings broadly support the work of other studies in this area linking research on L2 textbook evaluation with an ecological perspective (Guerrettaz & Johnston, 2013; Vanha, 2017). These researchers demonstrated that evaluating L2 textbooks from an ecological perspective provides an accurate understanding of L2 materials that could impact learning. Similarly, this research found that the macroecological analysis of language activities presented in the textbook ecology

contributes to our understanding of how three kinds of connections play a key role in promoting writing skills.

**4.3 Frequency of Writing Activities Related to Several Types of Writing Strategies from a Microecological Perspective**

RQ 2. Have the Traveller series textbooks offered multiple types of writing strategies? If so, what is the frequency of writing activities that relate to each type of writing strategy?

To answer the second research question, this study examined all textbooks from the Traveller series in order to identify the frequency of writing activities related to different types of writing strategies in the textbooks. Deductive analysis using a mixed methods approach was conducted. The qualitative analysis was conducted first to explore the types of strategies the textbook affords, followed by a quantitative analysis to measure frequencies of activities. The following findings describe in greater detail three aspects. The first reveals the frequencies of writing activities that are related to several types of strategies in all textbooks. The second presents the frequencies of writing activities that are associated with various kinds of writing strategies within each textbook of the Traveller series. The third demonstrates the cycle of writing lesson plans in the Traveller series textbooks. Findings are interpreted with the understanding that each activity has larger connections within the macroecological structure of each unit.

**4.3.1 The Frequency of Writing Activities That Relate to Various Types of Writing Strategies in Traveller Series**

As shown in Table 8, the overall results of the incorporation of writing strategies in the Traveller series textbooks demonstrate two key findings. The first is that the most common writing strategies offered for high school students in all textbooks to develop

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their writing skills in the prewriting stage of the writing process are "examining features of a reading passage" (48.6%) and "generating and organizing ideas" (21.5%). Furthermore, "responding to a writing prompt" strategy (17.6%) is also commonly offered in the during stage of the writing process. This key finding indicates that the Traveller series textbooks 1-6 provide many learning writing opportunities for high school students to examine various text features of a reading passage in the prewriting stage. The high number and percentage of this strategy is due to the fact that each writing lesson has two to five writing activities related to a reading passage. In contrast, there is often one writing activity in each writing lesson related to generating and organizing ideas, following a given outline, and responding to a writing prompt. The second key findings are lesser known writing strategies. They are never addressed in the Traveller series, such as listening to write, responding to student writing, publishing a final draft, and assessing a final draft. These results indicate that the Traveller series textbooks 1-6 do not provide opportunities for high school students to develop their knowledge of critical writing strategies, such as giving and receiving feedback on content and grammar, revising content and editing grammatical mistakes based on a checklist, and publishing final drafts. The above results are the overall picture of the incorporation of writing strategies in six high school English language textbooks. To provide an in-depth description of each textbook in order to understand which one addresses writing strategies most effectively, the next sections provide more details about the results for each textbook.

Table 8. The Number and Percentage of Writing Activities in Traveller Series 1-6 That Relate to Multiple Types of Writing Strategies

| Types of Writing Strategies | Writing Activities | |
| --- | --- | --- |
| | N | % |
| Generating/Organizing ideas | 61 | 21.5 |
| Examining a reading passage | 138 | 48.6 |
| Following a given outline | 24 | 8.5 |
| Teaching Grammar/ Vocabulary | 11 | 3.9 |
| Responding to a writing prompt | 50 | 17.6 |
| Total | 284 | 100 |

**4.3.2 The Frequency of Writing Activities That Relate to Various Types of Writing Strategies in Each Textbook**

Table 9 shows the representation of writing strategies in each textbook, from Traveller 1 used in the tenth grade to Traveller 6 used in the twelfth grade. The table illustrates that each textbook heavily concentrates on one main strategy in the prewriting stage of the writing process, which is "examining features of a reading passage." The incorporation of this strategy in the Traveller series ranges from 38.8% of a textbook as in Traveller 3 to 56.8% of a textbook as in Traveller 5. It can be said that the higher the English language proficiency level of a textbook, the more writing learning opportunities offer for students to practice examining various reading passages. Another strategy commonly offered in the prewriting stage is generating and organizing ideas. The incorporation of this strategy ranges from 15.9% of a textbook as in Traveller 5 to 25.8%

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of a textbook as in Traveller 1.

Table 9. The Number and Percentage of Writing Activities in Each Textbook of *Traveller*

Series That Relate to Multiple Types of Writing Strategies

| Types of Strategies | Writing Activities in Traveller Series Textbooks *1-6* | | | | | | | | | | | |
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Generating/ Organizing ideas | 8 | 25 | 8 | 25.8 | 12 | 24.5 | 10 | 20 | 7 | 15.9 | 16 | 20.5 |
| Examining a reading passage | 15 | 46.9 | 14 | 45.2 | 19 | 38.8 | 23 | 46 | 25 | 56.8 | 42 | 53.8 |
| Following a given outline | 0 | 0 | 0 | 0 | 6 | 12.2 | 7 | 14 | 4 | 9.1 | 7 | 9 |
| Teaching Grammar/ Vocabulary | 1 | 3.1 | 1 | 3.2 | 4 | 8.2 | 2 | 4 | 2 | 4.5 | 1 | 1.3 |
| Responding to a writing prompt | 8 | 25 | 8 | 25.8 | 8 | 16.3 | 8 | 16 | 6 | 13.6 | 12 | 15.4 |
| Total | 32 | 100 | 31 | 100 | 49 | 100 | 50 | 100 | 44 | 100 | 78 | 100 |

The two prewriting strategies (examining features of a reading passage and

generating ideas) often appear jointly in each textbook. This indicates that all English

textbooks provide constant opportunities for students to generate ideas and examine

features of a passage before they start writing their first draft about a topic. The main

difference between these two strategies is that each writing lesson plan in an English

textbook generally has from two to five writing activities about a reading passage, but

one activity about generating ideas.

Another important point is that Traveller 3 and Traveller 4 introduce a new

strategy, which is "following a given outline." This strategy appears in 12.2% (6 times) of Traveller 3 Student's Book, in 14% (7 times) of Traveller 4 Student's Book, in 9.1% (4 times) of Traveller 5 Student's Book, and in 9% (7 times) of Traveller 6 Student's Book. So, it can be said that the representation of this strategy in the Traveller series fluctuated from one textbook to another. Also, since this strategy was first introduced in Traveller 3, this means that Traveller 1 Student's Book and Traveller 2 Student's Book do not offer this strategy for the tenth-grade classes. This shows that students will not have learning opportunities to practice this strategy from an earlier level which may delay their writing progress.

Furthermore, in the during stage of the writing process, the findings demonstrate that responding to a writing prompt strategy always appears at the end of each writing lesson in each textbook. For instance, it appears 8 times in Traveller 1 Student's Book, Traveller 2 Student's Book, Traveller 3 Student's Book, and Traveller 4 Student's Book. It also appears 6 times in Traveller 5 Student's Book, and 12 times in Traveller 6 Student's Book.

Other writing strategies (e.g., listening to write, responding to a student writing, and publishing) are never offered in any textbook of the Traveller series. Similarly, other strategies are rarely offered. For instance, learning vocabulary and grammar appears only one time in each textbook, such as Traveller 1 Student's Book and Traveller 2 Student's Book. The infrequent observed representation of this strategy in the writing sections of each textbook could be attributed to three reasons. The first is the fact that the Traveller series is designed based on an integrated approach. This concept indicates that an L2 textbook includes a section of each language skill (listening, reading, speaking, and

writing) and language practice (vocabulary, grammar, culture). This means the textbooks

in the vocabulary section and the grammar section teach new vocabulary and

grammatical rules. This is a primary reason why a few practices in grammar and

vocabulary activities appear in the writing section. The second reason is that the strategy

"examining features of a reading passage" contains several activities that can be used to

develop students' knowledge of grammar and vocabulary. The third and final reason is a

lot of information about grammar and vocabulary is offered in a tip box which is

presented at the end of almost every writing lesson plan. Textbook developers may think

this is satisfactory in educating students about grammatical aspects related to their

intended topic of writing. Due to these reasons, this study is cautious about drawing

conclusions about this strategy. Yet, based on the information we have now, it can be said

that there is a tendency to offer a few grammar and vocabulary activities in the writing

sections in each textbook of the Traveller series.

**4.3.3 The Cycle of Writing Lesson Plans in the Traveller Series Textbooks**

Generally, the analysis of each textbook provides evidence that a writing lesson

plan for an English language classroom in Saudi Arabia from the tenth grade to the

twelfth grade has the following sequence (see Figure 18). First, students engage in a

discussion activity which has one or two general questions related to an intended topic of

writing. Second, students read a passage and examine its various textual features. Third,

students follow a given outline that may guide them in writing a first draft. Fourth, they

respond to a writing prompt by producing a first draft based on the prewriting strategies

which they have engaged with. Therefore, it can be concluded that there is a systematic

incorporation of certain types of writing strategies in the six English language textbooks.

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It seems that these textbooks provide many learning opportunities for students to develop their knowledge of these four writing strategies, however, the textbooks do not offer opportunities for students to develop other writing strategies.
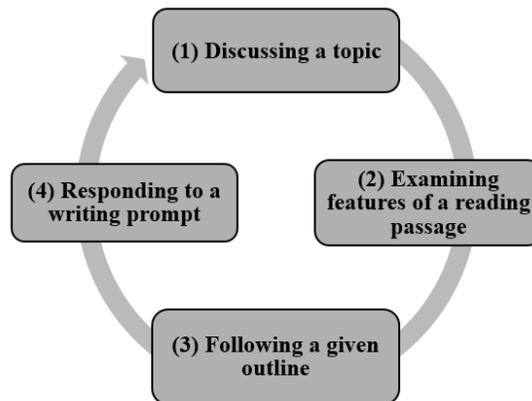


Figure 18. The Cycle of Writing Lesson Plans in the Traveller Series Textbooks

**4.3.4 Research Question 2: Executive Summary**

The purpose of the second research question in this dissertation was to identify the frequency of writing activities that are related to various types of writing strategies presented in the Traveller series textbooks from a microecological perspective. The first part of this section reported the incorporation of writing activities in all six Traveller series textbooks, while the second part stated the inclusion of writing activities in each Traveller series textbook. The results suggest that the textbooks concentrate on the systematic use of certain writing strategies in order to form a writing lesson cycle as reflected in Figure 18. This cycle comprises four principal strategies: generating/organizing ideas, examining features of a reading passage, following a given outline, and responding to a writing prompt. There are important aspects related to this cycle. First, every textbook places an emphasis on the strategy of "examining features of

a reading section" in the prewriting stage of the writing process. Each writing lesson has two to five writing activities related to a reading passage. Second, the strategy of "following a given outline" is first implemented in the Traveller 3 Student's Book and the Traveller 4 Student's Book. This means that the Traveller 1 Student's Book and the Traveller 2 Student's Book do not provide this strategy for the 10th grade students. Third, this cycle lacks important writing strategies. These include, for example: listening to write, giving and receiving feedback on content and grammar, revising content and editing grammatical mistakes based on a checklist, learning vocabulary and grammar, and publishing final drafts. In summary, these results indicate that the textbooks supply learners with many learning opportunities to develop their expertise of these four writing strategies, but the textbooks do not grant them opportunities to improve other writing strategies. A more extensive explanation of this critical finding is given in the discussion chapter.

## 4.4 Integration of Writing Sub-Strategies in English Textbooks from a Microecological Perspective

RQ 3. Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?

This study examined the writing sections in the Traveller series textbooks in order to answer the third research question from a microecological perspective. An inductive qualitative analysis was undertaken to understand how writing sub-strategies from various L2 writing teaching approaches have been incorporated in the writing section. Several writing sub-strategies related to four key strategies will be explained in this

section: generating and/organizing ideas, examining features of reading passages, making an outline, responding to a writing promote. These findings complement the results obtained from the past two research questions to build a greater understanding of how writing activities are integrated in the textbooks to boost students' writing skills.

**4.4.1 Generating, Collecting, and/or Organizing Ideas**

The results of this study suggest that the strategy of "generating and/or organizing ideas" is crucial in high school English language textbooks in Saudi Arabia. As its name suggests, this strategy guides students to produce and/or coordinate ideas before they begin writing about a particular topic. The Traveller series textbooks primarily concentrate on a discussion of a topic that usually occurs at the beginning of each writing lesson. It has two essential goals according to the teacher's manuals. The first aim is to prepare students for the writing stage (Traveller 1 Teacher's Manual, pp. 26, 36, 40, 54, 64, & 68). The second aim is to trigger background knowledge of an intended topic for students (Traveller 3 Teacher's Manual, pp 30, 35, 44, 49, 58, & 63). Moreover, the analysis of the teacher's manuals and student's book reveal three kinds of writing sub-strategies associated with the discussion of a topic, as shown in Figure 19: discussion-based on a picture, discussion-based on personal experience, and discussion-based on a quote. For example, the first type in the figure depicts a boy's picture and two discussion questions about the picture. Students generate ideas about the personality and physical appearance of this boy. A student might say: "he seems friendly and outgoing because he smiles."
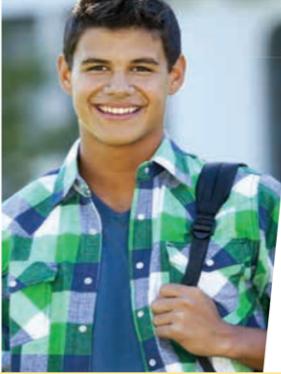
| A. Discussion-questions based on a picture<br><br>Example<br><br>A. Discuss.<br>• What does the boy below look like?<br>• What do you think he's like? | B. Discussion-questions based on personal experiences<br><br>Example:<br>A. Discuss.<br>• Have you ever done anything very embarrassing?<br>• What was it? (*Traveller 2,* ) | C. Discussion-questions based on a quote<br><br>Example:<br>Discuss the following quotation from a successful entrepreneur. How far do you agree with it?<br>"Business opportunities are like buses, there's always another one coming. (Richard Branson, founder of Virgin Enterprise)" (*Traveller 6*, p. 98). |

Figure 19. Example Activities of Discussing a Topic from the Traveller Series Textbooks

However, the strategy of "generating/organizing ideas" fails to recognize other writing sub-strategies that can be performed to create ideas. The analysis shows that writing sub-strategies, such as clustering and analyzing a writing prompt, rarely come up. Other sub-strategies are never offered in the textbook, such as researching and collecting information. Obviously, this is a big drawback of current English language textbooks in Saudi Arabia.

**4.4.2 Examining Features of Reading Passages**

As revealed earlier, the Traveller series textbooks rely heavily on reading passages to teach L2 writing. This section reports multiple reading strategies integrated into the writing sections of the textbooks. Four broad sub-strategies emerged from the analysis: identifying stylistic features of texts, purpose of text, organization of text, and learning vocabulary and grammar through reading. The primary purpose of these strategies is to draw high school students' attention to different features of the texts. It is

hoped that acquired reading strategies are thus successfully translated to the composition of various texts. The following discussion explains how that was approached.

*4.4.2.1 Identifying Stylistic Features of Texts*

The results obtained from the preliminary analysis of the Traveller series textbooks suggests that the strategy of recognizing stylistic features of texts is widely presented in the textbooks. The strategy comes with several types of texts including emails, short messages/notes, informal and formal letters, articles, and reports. Additionally, the results revealed that several elements are correlated with this strategy. According to the teacher's manuals, the textbooks instruct students to identify the following: purpose of a text, tense use, adjective use, number and kind of questions, use of exclamations, formal language, contractions (haven't), make suggestions, passive voice, use of adverbs in a text, and a formal style. Figure 20 presents an example activity. In this lesson, high school students learn how to write an article in an international magazine about the environment on earth after 100 years. Before starting writing, students read an article called "Waiting For a Raindrop in the Drought," published in an international magazine in the issue of "Earth Matters." Students then do the activity in Figure 20, example A. This activity aims "to give SS [students] practice in identifying the stylistic features of an article" (Traveller 3 Teacher's Manual, p. 64). It lists five statements about stylistic features of a report that should be identified by students upon reading the article. The first statement, for instance, instructs students to determine whether "[the writer] asks questions to attract the reader's attention" (Traveller 3 Student's Book, p. 65). The activity in example B has a similar purpose for learning, but it is not an activity of multiple choices. Instead, students should come up with the

answers. Based on this information, students are anticipated to achieve the above purpose of this activity. Furthermore, there is a clear relationship: identifying stylistic features of an article can be transferred to a writing prompt by the end of this lesson, but this expected relationship is not emphasized in the teacher's manual. Thus, this is a major drawback of Traveller series textbooks.



**Example A:**(*Traveller 3 Student's Book*, p.65)

2. Read the following statements and decide which of them apply to the article. Find examples in the article.
The writer:
a. asks questions to attract the reader's attention.
b. uses exclamations to make his/her article more vivid.
c. uses formal language.
d. uses short forms (haven't, won't, etc.).
e. uses linking words and phrases to make his/her writing flow.

**Activity aim:** "to give Ss practice in identifying the stylistic features of an article" (*Traveller 3 Teacher's Manual*, p.64)

**Example B: :**(*Traveller 6 Student's Book*, p.75)

E. Read the report again and identify the features that are characteristic of a formal style of writing.

**Activity aim:** "to help Ss understand the stylistic features of a report" (*Traveller 6 Teacher's Manual*, p. 73)

Figure 20. Example Activities of Identifying Stylistic Features of Texts from Traveller Textbooks

*4.4.2.2 Identifying Purpose of Texts*

In this study, it was found that reading to understand the purpose of a text is fundamental in high school English language textbooks in Saudi Arabia. A number of writing activities encourage students to identify the purpose of writing. Figure 21 includes two examples of writing practices that demonstrate how the textbooks seek to develop this writing skill. The textbooks first direct students to read a passage. Students then answer one question about the purpose of that passage. For instance, the activity in example A in Figure 21 asks students, why the writer "Fred" is writing to his reader

"Abdul-Rahman." Students speculate the intent of Fred's writing. The writing activity in example B interrogates students about the purpose of writing, but this activity provides multiple choices for students to choose the correct answer. Students read a letter from Adam to his friend Ameer, and then students select one from three possible answers on why Adam wrote the letter to Ameer. Similarly, another writing activity asks learners to read Ali's letter to his friend Jabir and to pick the true answer from responses to Ali's text purpose (Traveller 3 Student's Book). Overall, these activities aim to raise high school student awareness about the importance of knowing a writer's purpose of a text. As a result, students are anticipated to develop a sense of purpose awareness while writing a text. This will enable them to concentrate their writing on achieving their written communication intent effectively.

| **Example A:** (*Traveller 1 Student's Textbook*, p. 37) | **Example B:** (*Traveller 3 Student's Textbook*, p. 32) |
|---|---|
| "Read the e-mail below. Why is Fred writing to Abdul-Rahman?"<br><br>**Activity aim:** "to have Ss identify the purpose of an e-mail giving news" (*Traveller 1 Teacher's Manual*, p. 40) | "Read the letter that Adam wrote to his friend Ameer, and answer the question below.<br>Why is Adam writing to Ameer?<br>a. to give him information about an event<br>b. to describe an accident<br>c. to tell him about something that happened to him"<br><br>**Activity aim:** "to give Ss practice in identifying the purpose of a letter" (*Traveller 3 Teacher's Manual*, p. 35) |

Figure 21 Example Activities of Identifying Purpose of Texts from Traveller Textbooks

*4.4.2.3 Focusing on Text Organization and/or Content*

Text organization/structure strategy receives considerable attention in Saudi Arabian textbooks. Figure 22 incorporates two example activities of text organization. In

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the first activity, students read a short essay consisting of four paragraphs. The essay is written by a student describing the personality and physical appearance of a person. After that, students engage with four questions about the structure of the text as shown in example A in Figure 22. This activity attempts "to familiarise Ss [students] with the structure of a description of a person" (Traveller 1 Teacher's Manual, p. 26). For instance, the first statement asks students to determine the paragraph in which the writer discusses the personality. At the end of this lesson, students write an essay (100-150 words) describing an individual. Another activity for teaching text organization is example B displayed in Figure 22. Students read a review of the book Green Sands: My five Years in the Saudi Desert. Bill Chesterton writes this book review, and it is published in a college business. The review is composed of three short paragraphs. After reading it, students are required to recognize the principal idea/topic of each paragraph. They match three key ideas with three paragraphs. For example, the first paragraph (Introduction) matches the second option (general information about the book) (Traveller 2 Teacher's Manual). Students at the end of this lesson compose a book review. According to the above discussion, the implicit argument seems to be: giving students the opportunity to engage with text organization activities (a person's description and a book review) will assist them in properly structuring their texts.

| Example A:(*Traveller 1 Student's Book*, p.23) | Example B: :(*Traveller 2 Student's Book*, p.29) |
|---|---|
| **B. Read the description of the boy below and compare your answers in activity A. In which paragraph does the writer:** <br> • describe the person's personality? <br> • introduce the person? <br> • describe how he feels about this person? <br> • describe the person's appearance? | **C. What is the topic of each paragraph? Read the review again and match.** <br> 1ˢᵗ para. Introduction:  book critic's opinion <br> 2ⁿᵈ para. Main Part:  general information about the book <br> 3ʳᵈ para. Conclusion:  setting and plot |
| **Activity aim:** "to familiarise Ss with the structure of a description of a person" (*Traveller 1 Teacher's Manual*, p. 26). | **Activity aim:** "to present the structure of a book review by helping Ss identify the main topic of each paragraph through a matching activity" (*Traveller 2 Teacher's Manual*, p. 32) |

Figure 22. Example Activities of Identifying Text Organization from Traveller Textbooks

The present study also reveals that writing practices in the textbooks emphasize helping students to understand the content of reading passages. There are two example activities in Figure 23. Example A aims "to give Ss practice in identifying paragraph content in an article" (Traveller 3 Teacher's Manual, p. 64). This activity thus enables students to find out content information of an article about "Waiting For a Raindrop in The Drought" through engaging with a matching activity. For instance, question b is to find a paragraph that: "introduce the topic and make a comment" (Traveller 3 Student's Textbook, p. 65). Question b corresponds to the introduction paragraph of the article (Traveller 3 Teacher's Manual) as presented below:

Have you ever seen what happens to a flower or plant when it suffers from

lack of water? Now think about what could happen to an entire country!

Because water is so important for our survival, its shortage, drought, is a

threat to all living things (Traveller 3 Student's Book, p. 64).

Students draft an article at the end of this lesson. The second activity in Figure 23 (Example B) is also a matching activity. Before doing this activity, students read a report

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from Michael, a student, to the head teacher of the high school. Michael suggests a camp

that may be visited by the school during the next summer vacation. After reading the

report, students are given nine statements to select the ones incorporated in Michael's

report. The statements (a, c, d, I) can only be selected because they are mentioned in the

report, according to the answer key in Traveller 6 Teacher's manual. Students have the

opportunity to practice writing a report by the end of this lesson. A positive thing about

this activity is the teacher's manual at the end of this lesson instructs teachers to "refer Ss

to the report on p. 74, the outline on p. 75 as well as Appendix I for set phrases they can

use when writing their report" (Traveller 6 Teacher's Manual, p. 74). This suggests that

the previous activities assist students in building their skills.



Figure 23. Example Activities of Identifying Text Content from Traveller Textbooks

The first part of the above results concentrates on the strategy of text organization,

whereas the second part focuses on the strategy of text content. These strategies can be

simultaneously developed since they overlap frequently. For this reason, the textbooks

sometimes include activities that attempt to develop these strategies together. Figure 24

presents two activities aiming to develop students' knowledge of the content and

structure of texts.



**Example A:**(*Traveller 4 Student's Book*, p.64)

**C. Read the review again and answer the questions below.**

In which paragraph does the writer:

a. tell us where the story takes place? ☐
b. give an overall impression of the novel? ☐
c. tell us who the author of the novel is? ☐
d. refer to a certain character's flaws? ☐
e. refer to important themes in the book? ☐
f. comment on what makes the novel so popular? ☐

**Activity aim:** "to help Ss identify the paragraph content and organisation in a book review" (*Traveller 4 Teacher's Manual*, p. 63).

**Example B:** :(*Traveller 6 Student's Book*, p.50)

**B. Read the essay again and answer the questions that follow.**

1. What is the topic sentence of each paragraph?
2. In which paragraph does the writer give an example that develops the idea in the topic sentence?
3. In which paragraph does the writer develop the topic sentence by explaining the consequences of something?

**Activity aim:** "to help Ss identify the content and organization of an essay" (*Traveller 6 Teacher's Manual*, p. 51)

Figure 24. Example Activities of Teaching Content and Organization of Texts through Reading from Traveller Textbooks

*4.4.2.4 Learning Vocabulary Through Reading Passages*

The findings demonstrate that reading passage activities in the Traveller series textbooks often teach students new vocabulary words related to an intended topic of writing. It seems that these activities are aimed at achieving two principal purposes. The first purpose is to know the meanings of words. The writing practice, as attested in Figure 25, guides students to find synonyms of words from a reading passage. In example A, students read a book review about "20, 000 Leagues Under the Sea." After that, the activity includes short explanations of six words. Students discover the word meanings from the passage context. According to Traveller 4 Teacher's Manual, the answers of this activity are the following words: "timeless" for blank 1, "quest" for blank 2, "overboard" for blank 3, "mankind" for blank 4, "thirst" for blank 5, and "shipwreck" for blank 6. A

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similar activity is done in example B.



| Example A:(*Traveller 4 Student's Book*, p.64) | Example B:(*Traveller 3 Student's Book*, p.27) |
|---|---|
| **D. Read the review again and find words/phrases which mean the following:** | **E. Find words in the text which mean:** |
| 1. not affected by the passing of time (para. 1) _____ | a. not allowing many things (para. 2) _____ |
| 2. a search for something (para. 2) _____ | b. eagerness to do something you enjoy (para. 2) _____ |
| 3. over a ship's side and into the water (para.2) _____ | c. make someone want to do something (para. 2) _____ |
| 4. the human race (para. 3) _____ | d. sure that something will happen (para. 3) _____ |
| 5. a desire for sth (para. 3) _____ | e. do what you hope to do (para. 3) _____ |
| 6. the remains of a destroyed ship (para. 4) _____ | f. like something or somebody because you recognise their good qualities (para. 4) _____ |
| **Activity aim:** "to help Ss identify word meaning through context" "to familiarise Ss with descriptive language used in book reviews" (*Traveller 4 Teacher's Manual*, p. 63) | **Activity aim:** "to raise Ss' awareness of descriptive vocabulary" (*Traveller 3 Teacher's Manual*, p. 30) |

Figure 25. Example Activities of Teaching Vocabulary by Reading from Traveller Textbooks

The second purpose of learning vocabulary through reading is understanding the formality and informality of words or phrases. The writing activity in Figure 26 guides students to discover the meanings of formal and informal words from a written text. Students read an application letter written by David Ainsley to a restaurant manager. David finds an advertisement in the news and applies to work as a waiter. Students read David's letter and then learn the meanings of eight words. At the end of this lesson, students read a hairdresser's advertisement and write an application letter to this job. A similar activity is done in example B. Hence, the taught words from the reading passage are believed to facilitate the students in writing their letters of application.

| Example A:(*Traveller 3 Student's Book*, p.48) | Example B: :(*Traveller 4 Student's Book*, p.64) |
|---|---|
| **D. Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.**<br><br>a. job (para 1) _____<br>b. the right person (para 2) _____<br>c. I think I am (para 3) _____<br>d. on time (para 3) _____<br>e. free (para 3) _____<br>f. I have included (para 4) _____<br>g. for you to examine (para 4) _____<br>h. will be thought about (para 4) _____ | **D. Find examples of formal language in the letter that correspond to the more informal words/phrases below.**<br><br>a. worried (para 1) _____<br>b. fatness (para 2) _____<br>c. serve (para 3) _____<br>d. healthy (para 3) _____<br>e. suggest (para 4) _____<br>f. do something about this problem (para 4) _____ |
| **Activity aim:** "to familiarise Ss with formal expressions used in a letter of application" (*Traveller 3 Teacher's Manual*, p. 49) | **Activity aim:** "to familiarise Ss with formal expressions used in a letter to the editor" (*Traveller 4 Teacher's Manual*, p. 44) |

Figure 26. Example Activities of Teaching Vocabulary Through Reading from Traveller Textbooks

### 4.4.3 Following a Given Outline

Writing activities in the Traveller series textbooks almost always instruct students to "follow a given outline." According to the teacher's manuals, the primary aim of this strategy is "to provide Ss [students] with a concise plan for writing" (Traveller 3 Teacher's Manual, pp. 30, 36, 44, 50, 58, & 64). The outline provides students with written guidelines on the content, organization, and language that can be applied with multiple types of texts. These include, for instance: a description of a person, informal narrative letters, application letters, or articles. It is apparent that the outlining activities in the student's textbook vary from one lesson to another. Figure 27 depicts two outlining activities belonging to two different genres. The first outline in Example A is aimed at setting up a plan to write an informal letter to give news, while the second outline in Example B is aimed at developing a plan to write a letter for a job application. The various purposes of these two outlines lead to content variations. The first outline, for

instance, calls students to provide their news in the body paragraphs. In comparison, the second outline instructs students to include five pieces of information in the body paragraphs: age, qualifications and experiences, current and past employment, interests, and arguing why you are qualified for this position. Thus, these results indicate that outline activities in the textbooks of the Traveller series vary by the genre intended.

**Example A:** (*Traveller 3 Student's Book*, p.43)

D. When writing an informal letter giving news, follow the outline below.

GREETING
• Use an appropriate greeting (*Dear…, Hello….*).

OPENING PARAGRAPH
• Use set phrases to begin your letter and say why you're writing (*I hope you are fine., It was nice to hear from you.*, etc).

MAIN PART (1 or 2 paragraphs)
• Give your main news.
• Continue with more news.

CLOSING PARAGRAPH
• Give a reason for ending your letter.
• Use set phrases to end your letter (*Well, that's all for now., Waiting for your letter.*, etc.).

SIGNING OFF
• Use a signature ending (*Yours, Take care*, etc.) and write your first name below that.

**Example B:** (*Traveller 3 Student's Book*, p.49)

F. When you are writing a letter of application, follow the outline below.

GREETING
• Use a formal greeting, not first names (Dear Sir/ Madam, Dear Mr, Ms, Mrs, Miss + surname).

OPENING PARAGRAPH
Use set phrases to:
• state the position you are applying for.
• say where/when you saw the job advertised.

MAIN PART (2-3 PARAGRAPHS)
• State your age.
• Describe your qualifications and experience.
• State your present/previous job.
• List any interests/hobbies you have that are relevant to the job advertised.
• Explain why you think you are suitable for the job advertised.

CLOSING PARAGRAPH
Use set phrases to:
• say whether you have enclosed a CV or a reference.
• say that you hope your application will be taken into consideration.

SIGNING OFF
• Use a formal signature ending (*Yours faithfully* – when you don't know the name of the person you are writing to. *Yours sincerely* – when you know the name of the person you are writing to.) Sign underneath and print your full name below your signature.

Figure 27. Example Outline Activities from Traveller Textbooks

However, while the findings above illustrate that outline activities differ according to the target genre, the teacher's manuals constantly deliver the same instructions for teachers in each learning unit regarding the genre students engage with. For example, Traveller 3 Teacher's Manual informs teachers to "Have Ss read through the outline and make sure they understand what each paragraph should include when writing a letter of application. Read out and explain the TIP [additional information]" (p. 50). These instructions are applied to each genre. Since the content of outlines change

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from one genre to another as shown earlier, the instructions should also change in order to accommodate the differences in outlines.

### 4.4.4 Responding to a Writing Prompt

High school Saudi students are required to respond to a writing prompt at the end of each writing lesson. According to the teacher's manuals, responding to a writing prompt strategy aims to provide recurrent learning opportunities for students to practice writing in English. For instance, Traveller 1 Teacher's Manual states that a writing prompt aims "to give Ss practice in writing a description of a person" (p. 26), and "to give Ss practice in writing a story" (p. 36). Similarly, Traveller 2 Teacher's Manual expresses that a writing prompt seeks "to give Ss practice in writing a book review" (p. 32), and "to give Ss practice in writing a CV" (p. 42). Definitely, the findings described above suggest that the specific objective of this strategy is to practice writing in English. Furthermore, Table 10 displays features that can be associated with the writing prompts. These include text types/forms, text rhetorical patterns, topic, purpose, and audience. Nevertheless, those features are not included in every writing prompt. For example, this writing prompt, "Write a recipe for one of your favourite dishes" (Traveller 2 Student's Book, p. 53) contains two features. The first is a text type, which is a recipe. The second is the topic of writing, which is favourite dishes. The other features (e.g., purpose and audience) are absent in this prompt.

Table 10. Features of Writing Prompts in Traveller Textbooks

| No. | Writing Prompts | Main Features |
|---|---|---|
| 1 | "Now write an entry for your school's yearbook and say a few things about yourself. Expand on the ideas you have ticked in activity B. Your reply should be between 80-100 words." (Traveller 1, p. 19) | – Text type: an entry<br>– Topic: presenting yourself<br>– Audience: school's yearbook |
| 2 | "Write a description of the person you admire most. Say why you admire this person and how he/she has influenced you (100-150 words)." (Traveller 3, p. 27) | – Rhetorical pattern: description<br>– Topic: description of a person<br>– Purpose: "why you admire this person and how he/she has influenced you" |
| 3 | "Read the rubric below and write a paragraph expressing your opinion (70-100 words). Go to the Workbook, p. 25. Travelling by car is no longer a luxury but a necessity. Do you agree?" (Traveller 4, p. 27). | – Text type: a paragraph<br>– Topic: travelling by car<br>– Purpose: expressing opinion |
| 4 | "Write your letter to the editor using the outline you completed in exercise 6 (words 120-150)." (Traveller 5, p. 41) | – Text type: a letter<br>– Audience: an editor |
| 5 | "Write a letter to your friend, based on the outline you have made and using some of the ideas from the brainstorming activity in exercise 4B (120-150 words)." (Traveller 6, p. 17) | – Text type: a letter<br>– Audience: a friend |

## 4.4.5 Research Question 3: Executive Summary

While L2 well-known writing scholars have proposed several writing strategies to improve the writing skills of students in L2 classrooms (Brookes & Grundy, 1998; Hamer, 2004; Hedge, 1988; Raimes, 1983), the inclusion of writing strategies in current high school English language textbooks in Saudi Arabia has not been fully investigated.

Specifically, there is a lack of qualitative research in the use of writing activities in the English language textbooks. Therefore, the third research question in this study attempted to show how research in L2 writing instruction has been transferred to English textbooks in the context of Saudi Arabia via conducting qualitative analysis. The results revealed that a considerable amount of L2 writing instruction research has been effectively implemented on the Traveller series textbooks. Research on L2 writing instruction, for example, has shown that reading and writing are interrelated, and the use of reading in writing lessons improves writing skills (Ferris & Hedgcock, 2014). This study provides evidence that the Traveller series textbooks engage students with numerous reading activities in order to assist them in understanding various features of reading passages, such as purpose of texts, organizations of texts, content of texts, and stylistic features of texts. As a result, learned reading strategies are anticipated to be effectively embedded throughout their composition of various texts. In addition to reading, the textbooks provide other strategies for learning. An example would be the discussion of a subject in order to generate ideas before starting to write. Three kinds of sub-strategies were found: discussion-based on a picture, discussion-based on students' personal experiences, and discussion-based on a quote. Another example is utilizing an outline strategy to help students organize their text and then practice English writing by responding to a prompt.

However, there are major drawbacks to these English textbooks. Firstly, the strategy of generating/organizing ideas neglects sub-strategies which can be implemented to produce ideas, such as researching and collecting information. Similarly, the strategy of following a given outline contains only one form of outlining strategy. Secondly, the teacher's manuals do not explicitly instruct teachers how reading strategies can be

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transferred to writing. Ultimately, although textbook developers in Saudi Arabia have designed a large amount of English textbooks based on L2 writing instruction research, some major limitations may reduce their effectiveness.

CHAPTER V


DISCUSSION


**5.1 Overview**

This chapter begins by describing the general and specific interaction of language activities in the Traveller series textbooks, arguing that a macroecological perspective to textbook evaluation can contribute to a more accurate understanding of learning opportunities that can enhance writing skills. From a microecological perspective, the second section describes the frequency of writing activities that are related to various types of writing strategies offered in the Traveller series. The third section broadens our understanding of how a language textbook in Saudi Arabia is designed based on multiple approaches of L2 writing to boost student writing skills. The findings of this research also provide insights for theoretical, methodological, and practical implications of L2 writing teaching and textbook development. The last section points out limitations of this study for future research.

**5.2 Macroecological Perspective: General and Specific Interaction of Textbook Activities**

An ecological perspective to language learning has been utilized to understand language learning processes in a whole context (e.g., Van Lier, 1997; 2004) and the connection between the learning context and L2 teaching materials (Guerrettaz & Johnston, 2013; Vanha, 2017). These studies argue for the importance of understanding relationships between sources of language input. However, to the best of my knowledge, the concept of ecology has not been utilized in L2 textbook evaluation research to focus on the interrelationships between language learning activities where input, especially in many L2 settings, is most widely available to students. By integrating an ecological perspective to textbook evaluation, the present study is able to contribute to a more accurate understanding of learning opportunities that can build writing skills in the broader learning context of Saudi Arabia.

The initial objective of the first research question was to investigate the integration of writing activities in learning units of English textbooks from a macroecological perspective. There are two methods to address this research question appropriately. The first method was to study the general interaction of language activities in a learning unit. The second method was to study the specific interaction in a learning unit between language activities and writing activities. The purpose of these two methods was to explore possible learning opportunities offered in the whole context of the textbook ecology. By doing so, this would help us to fully understand how language activities are linked to writing activities in an English textbook learning unit to support several language skills. Accordingly, interconnected activities in the unit would lead to rising high school student writing skills in Saudi Arabia. The most obvious finding to emerge from the analysis was that there are three potential affordances of relationships in

the textbook ecology: skill-thematic-content connection, linguistic-content connection, and skill-linguistic connection. The following is a description of these three forms of connections.

The content approach to L2 writing plays a key role in increasing student schema or knowledge of a topic (Hyland, 2014; Raimes, 1991). It also has a heavy influence on L2 learning curriculum (Hyland, 2014; Raimes, 1991) that learning activities are established on a certain content (Raimes, 1991). L2 writing courses and textbooks constitute a collection of common topics that learners can write meaningfully about (Hyland, 2014). For example, topics include: pollution, crime, smoking (Hyland, 2014), family, community, personal stories, natural science, and social science (Grabe & Kaplan, 1996). The findings of this study are in accordance with earlier research suggesting that the content approach is necessary in L2 curriculum to boost student writing skills. Specifically, this study contributes to our understanding of how using skill-thematic content connections can build students' content knowledge of a writing intended topic. For example, the Traveller 1 Student's Book suggests a link between listening, speaking, and writing. High school students have several learning opportunities to describe an individual's personality and physical appearance. They are likely to adequately write a short description of themselves at the end of the lesson because language activities in this lesson have fed their content knowledge of this subject. This discussion explains how the skill-thematic content connections in the textbooks can potentially expand the students' content knowledge to write effectively.

Prior research has noted the importance of linguistic approach to the teaching and learning of L2 writing (Hyland, 2014; Raimes, 1991). This approach considers writing as

"combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts" (Hyland, 2014, p. 4). Grammar knowledge and vocabulary knowledge are fundamental aspects of this approach. This implies that writing instructions involve students with multiple learning opportunities to develop these two types of linguistic abilities (Hyland, 2014; Raimes, 1991). The analysis of linguistic-content connections undertaken in this study has extended our knowledge of two important aspects. On one hand, it can be argued that there is an explicit relationship between the linguistic-content connections in the textbooks. One example is found indicating the interconnection between vocabulary and grammar in the Traveller 5 Student's Book. The vocabulary section comprises tourism-related vocabulary words (e.g., islet). The textbook teaches learners using quantifiers with tourism vocabulary, such as *a few islets*. Although writing is not presented here in this example, these results raise the possibility that students may employ the learned vocabulary and grammar about travelling while writing at the end of this learning unit about travelling abroad. On the other hand, there is also an implicit relationship. Grammar sentences do not integrate vocabulary about travelling with quantifiers. This finding may suggest that the primary focus is to practice quantifiers so that students are required to master the rules of quantifiers. Students still receive language input, but it is not related to vocabulary. This finding raises uncertainty whether this implicit grammar teaching would be transferred to writing because these activities do not assist students in obtaining certain linguistic tools related to an intended writing topic.

Byrd and Schuemann (2014) argued that L2 textbook developers utilize multiple L2 approaches while preparing L2 textbooks. Similarly, L2 writing scholars mainly

acknowledge that teaching approaches to L2 writing are interrelated (Ferris & Hedgcock, 2014; Grab & Kaplan, 1996; Hyland, 2014; Raimes,1983). L2 writing programs rarely depend on one writing teaching approach to build student writing abilities in L2. Rather, a writing curriculum involves multiple approaches of writing (Hyland, 2014; Raimes, 1983). Ferris and Hedgcock (2014) argue, "no single theory or paradigm should be seen as autonomous or self-contained. In fact, we should expect to encounter numerous common features and overlapping presuppositions, even among competing theories" (p. 63). This study confirms that L2 writing teaching approaches are interrelated. Specifically, the findings of skill-linguistic connections contribute to our understanding of how the textbooks integrate content approach with linguistic approach to strengthen the writing skills of students. For example, Traveller 1 Student's Book builds the students' linguistic knowledge of like and dislike-related vocabulary words so that they can utilize them in writing. This interpretation is consistent with that of Hyland (2014) who advises L2 writing teachers to familiarize learners with vocabulary and grammar related to the writing content. Vocabulary and grammar activities enable learners to produce ideas relevant to that topic. This discussion provides an insight into how language activities are integrated in Saudi Arabia's English textbooks through the combination of content and linguistic approaches to promote the writing ability of high school students. Section 5.4. demonstrates how the genre approach to L2 writing interrelates with these two approaches.

**5.3 Microecological Perspective: Frequency of Writing Activities That Relate to Various Types of Writing Strategies**

From a macroecological perspective, the previous section focused on broadening

our understanding of how other language activities are linked to writing activities in an English textbook learning unit to feed a student's content and linguistic knowledge. From a microecological perspective, the second research question was aimed at identifying the frequency of the writing activities that are related to various types of writing strategies in the textbooks. The results of this question certainly add to our understanding of how a writing lesson plan in the textbooks enables students to progressively improve from the use of supportive skills to use independent skills. However, some essential writing strategies are lacking in the textbooks which may hinder the writing skills of students.

### 5.3.1 Systematic Incorporation of Writing Strategies

The key findings of this study indicate that there is a systematic incorporation of writing strategies in the six Traveller series textbooks. A pattern primarily of strategy integration concentrates on four main strategies which occur in a sequence as follows: discussing a topic, examining features of a reading passage, following a given outline, and writing a first draft. Almost every writing lesson from the tenth grade to the twelfth grade has these four strategies. Research shows that providing opportunities for students to gain insight from several sources, such as class discussion and reading passages, gradually lead them to write freely and creatively (Brown, Cohen, & O'Day, 1990). Most importantly, the sequence of writing strategies in the textbooks matches the developmental stages of L2 acquisition, particularly L2 writing skills. Hyland (2014) places writing activities in three categories of writing knowledge. The first, second, and third levels are as follows: (1) graphology, (2) scaffolding, and (3) composing. These three categories are organized on a scale ranging from the lowest level "most support" to the highest level "most independence." Graphology includes basic writing mechanics

(e.g., punctuation). Scaffolding contains four types: language familiarization, model analysis and manipulation, controlled composition, and guided composition. Composing focuses on extended writing. By comparing Hyland's notion to the textbooks in this study, it can be said that they both contain the same sequence of writing strategies. First, the strategy frequently offered in the textbooks, "examining features of a reading passage," matches the above two types of scaffolding (language familiarization and model analysis). For example, students should identify the main idea of a text. Second, the strategy "following a given outline" is one form of guided writing as proposed by Raimes (1983). Third, the strategy "responding to a writing prompt" matches the extended writing. Therefore, the evidence from this study suggests that the systematic incorporation of writing strategies in the textbooks accords with Hyland's (2014) research on L2 writing teaching. These findings have significant implications for the understanding of how a writing lesson in L2 classrooms in Saudi Arabia guides students to gradually develop from supporting skills to independent skills.

### 5.3.2 Absence of Other Writing Strategies

Previous research has shown that competent student writers apply multiple L2 writing strategies in producing excellent texts (Brown, 2007; Nunan 1989). However, the absence of vital writing strategies in high school English language textbooks in Saudi Arabia may have a negative impact on student writing. For example, the present study found that the Traveller series textbooks do not give students chances to research and collect information from several sources in the prewriting stage of the lesson. This result contradicts with Ali and Ahmed Al-Qadi's (2015) study that found a 10th grade L2 textbook provided constant learning opportunities for students to research and collect

information about a topic before they start writing a draft. Therefore, it seems that the absence of research strategy in Saudi Arabian textbooks may result in hindering student content knowledge of various aspects related to an intended writing topic.

Similar to Johnston (1996) and Raimes (1986), this present study found that the Traveller series does not offer feedback and revising activities for students to practice these skills. However, other studies indicate feedback and revision are offered in the textbooks (e.g., Al-Qadi & Al-Qadi, 2015; Berry, 2008). Also, the current literature indicates feedback and revision are fundamental writing techniques in the writing process (Ferris & Hedgcock, 2014; Hyland, 2014). It is well known that competent writers do not produce a final draft from the first attempt, but that writing is a long and sometimes painful process, in which the final draft appears through successive drafts (Nunan, 2000). Skilled writers often implement feedback and revision strategies to produce effective texts (Brown, 2007; Nunan, 1989). It seems that the Traveller textbook developers did not pay close attention to these two important strategies. Thus, this study suggests three recommendations. First, the textbooks should offer constant feedback and revising activities for students to develop these skills. Second, the textbooks should provide information on what aspects (grammatical corrections, text organization corrections, or content corrections) students should focus on when correcting their writing. Third, the textbooks should provide feedback guidelines or checklists for students to use in feedback or revising sessions.

Furthermore, the findings revealed that the Traveller series textbooks neglect publishing strategy. This finding is contrary to earlier research which suggested the importance of publishing final drafts in the writing process (Ferris & Hedgcock, 2014;

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Hyland, 2014). It raises students' awareness of readers. Textbooks should direct teachers to publish their students' works using various forms, such as: putting students' final works on a bulletin board in the classroom or creating a class book (Johnston, 1996).

Overall, the above discussion indicates that textbook developers and program designers and assessors in Saudi Arabia should pay more attention to the absence of many writing strategies in high school English language textbooks. Furthermore, teachers may bring additional materials to compensate for the absent strategies in the textbooks. By implementing these changes, excellent learning opportunities can be created for students to develop all writing strategies.

## 5.4 Genre as a Central Writing Teaching Approach

A key purpose of this study was to provide understanding on how instructional writing sub-strategies have been integrated into high school English language textbooks in Saudi Arabia. This notion is important since no data were found in the review of the literature on this subject in the Saudi Arabian context, specifically the new English textbooks published in the last few years. The third question in this investigation, therefore, was approaching this objective. Qualitative inductive analysis proposed by Creswell and Creswell (2018) was carried out to explore writing sub-strategies offered in the Traveller series textbooks. The findings showed that textbook developers in Saudi Arabia have successfully transferred existing research on L2 writing instruction, particularly from a genre approach, into English language textbooks currently used in high school. Content and linguistic approaches seemed to be secondary.

### 5.4.1 A Primary Emphasis on Genre Knowledge

It is widely believed that reading and writing are interconnected (Ferris &

Hedgcock, 2014; Shen, 2009). Harmer (2004) argued that "it would be impossible to explain different genre constructions or to demonstrate text cohesion devices without letting students see examples of the kind of writing we wish them to aim for. Writing within genres in the language classroom implies, therefore, a significant attention to reading" (p. 28). This statement shows the genre approach primarily concentrates on reading. The findings of this study broadly support the work of other research in this area linking reading with writing. The present study's analysis indicated that writing sections in the textbooks heavily rely on developing reading skills.

Genre generally applies to text types, including but not limited to: notification letters, newspaper ads, science fiction, letters of application, and holiday postcards. One genre could contain multiple subgenres (Harmer, 2004). Results of the present study corroborate the ideas of Harmer (2004) and Hyland (2014), who suggested that students should obtain opportunities to engage with several text types. Findings showed that the writing sections in the Traveller series textbooks include several text types, for example: articles, letters, a curriculum vita, a book review, a report, a recipe of a favorite dish, notes, messages, and emails. Students are asked to examine textual features of each genre, and then they write a similar genre at the end of the lesson.

The purpose of writing is essential of the genre approach. It is widely known that people in real life compose a piece of writing to accomplish a certain objective, such as explaining technical processes and writing a love letter (Hyland, 2014). The purpose of writing a letter of an application varies greatly from writing a letter of invitation. Report writing seeks to persuade readers to take actions. It is believed that "understanding how different purposes are commonly expressed within a discourse community" (p. 17)

indicates the writer and reader have good genre knowledge, which may enhance the potentiality of effective communication between them (Harmer, 2004). It seems that Saudi Arabia's textbook developers are well aware of this fact that Cheng, Hyland, and Harmer have stated. Several writing activities instruct students to read various texts and discover the text rhetorical purpose, as indicated in the chapter on results. An activity asks students about the purpose of a text: "Read the e-mail below. Why is Fred writing to Abdul-Rahman?" Students should predict Fred's purpose to compose (Traveller 1 Student's Book, p. 37). Another writing activity directs learners to read Adam's letter to his friend Ameer and then choose one out of three possible responses about why Adam wrote Ameer's letter (Traveller 3 Student's Book). In the last example of writing activity, Ali moved to Dammam because he had a new job. He wrote a letter to his friend Jabir describing his new life in Dammam. Students are asked to read this letter and choose the correct answer of the purpose of Ali's text (Traveller 3 Student's Book). A possible explanation for this result might be that textbook developers tend to create awareness among high school students of the value of understanding the intent of a writer's text. This explanation could be supported by a statement in the teacher's manual about this activity aim: "to have Ss [students] identify the purpose of an e-mail giving news" (Traveller 1 Teacher's Manual, p. 40). It is possible that considering the intent of a reading text would result in developing students' awareness of the text purpose. Consequently, high school students could transfer this strategy to writing. However, the ability to transfer strategies to writing is speculative because the teacher's manuals do not explicitly provide the connection. So, connections may not be made. It may be the case that English language teachers in Saudi Arabia do not recognize the implicit aim of this

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strategy. Thus, there is a need to provide more explicit instruction in the teacher's manuals on how students can transfer their knowledge of the text purpose to their writing. Hedge (1988) recommended another solution that would be afforded in the prewriting stage of the lesson. Hedge suggested designing exercises that would lead students to think about the purpose of their own writing. This solution could help students in identifying the relationship between understanding the purpose of a reading text and the purpose of their own writing.

It is generally acknowledged that text organization is a core feature of the genre approach. In her pioneering book in L2 writing instruction which was published in 1983 and is still frequently cited today, Raimes suggested a number of activities to teach text organization. Raimes (1991) also published another article mentioning similar ideas. More recent books and articles also discussed text organization (e.g., Hyland, 2014). Fortunately, textbook developers in Saudi Arabia have incorporated their suggestions into the Traveler series textbooks. Raimes (1991) suggested engaging students with an activity to identify a topic sentence in a text. This study found that the textbooks include multiple activities to teach the main idea of a text. Also, students should have opportunities to analyze model texts written by professional writers. Instruction should be explicit about the language use in a text in order to develop student awareness (Hyland, 2014, Raimes, 1983). The qualitative analysis in this study showed the textbooks provide model texts and guide students to analyze them. One activity requires students to read a short essay that describes a person's personality and physical appearance. Students then respond to statements about the text structure. The first statement guides students to decide in which paragraph the writer addresses personality. The teacher's manual

explains that this activity intends "to familiarise Ss [students] with the structure of a description of a person" (Traveller 1 Teacher's Manual, p. 26). Additionally, Raimes (1983) advocated using an outlining strategy for teaching text organization. The present research revealed that the Traveller series textbooks used in the 11th and 12th grades contained multiple outlining activities. The findings demonstrated how outlining activities would boost the understanding of text structure for the students. These examples are quite encouraging, as they imply that the teaching of text organization in the Traveller series textbooks closely fits the suggestions of well-known L2 writing scholars.

Overall, these findings bring a deeper insight into how the genre approach has been integrated in the Traveller series textbooks. Based on this information, this study came to the conclusion that Saudi Arabia's textbook developers successfully design multiple learning activities to enhance the understanding of text types, text models, text purposes, and text organizations among high school students. It can therefore be speculated that students should effectively write various texts after graduating from high school. However, it is important to note that other factors, such as teaching methods, play a key role in achieving this goal. A further study with more focus on teaching methods as they relate to textbook use is therefore suggested.

**5.4.2 A Secondary Emphasis on Linguistic and Content Knowledge**

Two important aspects were explained in the literature review to this dissertation. The first aspect is that five primary teaching approaches are involved in the teaching and learning of L2 writing: content, writing process, linguistic, genre, and audience (Hyland, 2014; Raimes, 1991). The second aspect is these teaching approaches are interrelated

(Ferris & Hedgcock, 2014; Grab & Kaplan, 1996; Hyland, 2014; Raimes,1983). Hyland (2014) argues that teaching approaches "are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing. It is helpful therefore to understand these theories as curriculum options, each organizing L2 writing teaching around a different focus" (p. 2). The evaluation of Traveller series textbooks from macroecological and microecological perspectives enable us to understand how these L2 writing teaching approaches are used to design the textbooks in Saudi Arabia.

On the one hand, the evaluation of high school English language textbooks from a macroecological viewpoint, as can be seen in Section 5.2, demonstrates that content approach and linguistic approach are incorporated into the textbook's entire language learning unit. On the other hand, examining textbooks from a microecological viewpoint explains how the genre approach is integrated into the writing sections of the Traveller series textbooks. Taken together, this research broadens our understanding of how the Traveller series textbooks are planned primarily based on the genre approach to strengthen the writing skills of high school students and is supported by content and linguistic approaches to build other essential writing abilities. Indeed, a greater focus on L2 textbook evaluation research from macroecological and microeological perspectives could produce interesting findings that account more for our understanding of how textbooks are designed to build multiple vital writing skills.

## 5.5 Overall Implications

This section describes in greater detail the overall implications of this study. The first part begins with the theoretical implication. It emphasizes the value of evaluating L2

textbooks from an ecological perspective to bring a better understanding of language learning. The second part focuses on the methodological implication. A review of the checklist approach used in previous L2 textbook evaluation research is presented along with the ecological approach utilized in the current research. The third part deals with the practical implications related to the teaching of L2 writing and textbook development.

*5.5.1 Theoretical Implications*

Van Lier's (1997, 2004) theory of an ecological approach emphasized the importance of the whole context in language learning. He stated that the ecology of language learning views the learning context as a system made up of multiple interrelated factors (e.g., processes and actions) that perform a key part in affecting language learning for individuals. He argues a learning context affords opportunities for learners to learn, and there are possibilities of interrelationships between opportunities offered in a learning context. Based on this, he has consistently stressed the value of examining relationships between elements to better understand language learning.

Guerrettaz and Johnston (2013) and Vanha (2017) transferred Van Lier's (2004) notion of an ecological perspective into L2 teaching materials evaluation research. Yet, there are two crucial aspects here. First, there are few studies that examine L2 textbooks from an ecological perspective. Second, these studies utilize the concept of ecology differently. Guerrettaz and Johnston (2013) studied the relationships between teaching materials and variables (e.g., learning process) presented in the classroom. They interviewed a teacher and conducted a classroom observation. Yet, they did not study variables outside the classroom that may also play a key role in language learning. Vanha (2017) performed a different method. Through conducting interviews with L2 teachers,

Vanha investigated the roles of textbooks in the teaching and learning of English inside

and outside the classroom. Vanha neither held interviews with students nor observed the

classroom. Since this area of research is relatively new, ecological researchers of L2

textbooks are in the process of building multiple methods of conducting ecological

studies. Therefore, there are still several ecological frameworks which are unknown.

Building on L2 textbook evaluation research from an ecological perspective as

initiated by Guerrettaz and Johnston (2013) and Vanha (2017), this study argued that

textbooks have their own ecology that warrants clear understanding of L2 writing

learning. This research utilized the concept of the textbook ecology that has a place in

textbook evaluation as a means of exploring the interrelationships between language

learning activities in an English textbook. This study had an emphasis placed on writing

activities. The value of this textbook ecology resulted in identifying three important kinds

of relationships: skill-thematic content connection, linguistic-content connection, and

skill-linguistic connection. Such interrelated relationships can certainly build multiple

types of L2 writing knowledge that students need to write effectively. While Guerrettaz

and Johnston (2013) and Vanha (2017) focused on general learning of language, this

current study focused on L2 writing learning.

Ecological research of L2 textbook evaluation, including this study, agrees on one

main conclusion: accurate understanding of language learning is obtained through

examining L2 teaching materials, particularly textbooks, from an ecological perspective.

Specifically, this research revealed that the examination of the Traveller series textbooks

from macroecological and microecological perspectives provide a proper understanding

of the integration of writing activities into the textbook ecology to boost the writing skills

of high school students. In general, language learning research may apply Van Lier's (1997, 2004) notion of the ecological approach to better understand a certain problem. In particular, the combination of findings (from Guerrettaz & Johnston, 2013; Vanha, 2017; and the current study) provides much support for the theoretical premise that adopting an ecological approach in L2 textbook studies would bring about an appropriate understanding of potential learning opportunities offered in the learning context for maximizing language acquisition. Further research can expand on the current findings to investigate how the details of the textbook ecology impact learning activities in the classroom more broadly.

*5.5.2 Methodological Implication*

The present research has one important methodological implication, but let us consider the current dominant method employed in research of L2 textbooks before suggesting it. As mentioned in the literature review, the Likert scale checklist approach has been widely utilized in L2 textbook evaluation research in Saudi Arabia and worldwide (Al-Hajailan, 1999; Alhamlan, 2013; Al-Harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki, 2014; Al-Sowat, 2012; Ahour, Towhidiyan, & Saeidi, 2014; Dweikat, 2011; Jahangard, 2007; Hammad, 2014; Hanifa, 2018; Henriques, 2009; Zohrabi, Sabouri, & Behroozian, 2012). The checklist approach aims to determine the weaknesses and strengths of an English language textbook. It contains multiple categories, including skills, activities, layout and design, content, etc. This approach is useful in educating professionals on the general picture of textbooks through obtaining data from teachers, students, and/or supervisors. However, a major drawback of this approach is that it examines multiple elements in isolation. Specifically, previous studies

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of L2 textbook evaluation have not dealt with the integration of writing activities in English language textbooks from an ecological perspective. What is not yet clear is the impact of various language activities on writing skills. For this reason, the findings of this study have one major methodological implication for the importance of exploring relationships between language activities in the textbook ecology.

In order to recognize various learning opportunities afforded in the textbook ecology to enhance student writing skills, this study applied qualitative inductive analysis (Creswell & Creswell, 2018) of the first learning units of three English textbooks. As a result of this analysis, a framework of the textbook ecology was devised. This framework has two methods. The first method is to study the general interaction of language activities in a learning unit of the textbook. The second method is to examine the specific interaction in a learning unit between language activities and writing activities. It is important to mention here that other studies may have a different focus to build on this established research. For example, one study may primarily focus on addressing the relationship between speaking skills and other language skills in a learning unit. In this case, the specific relationship will be on whether language activities and speaking activities are linked, and if so how they are connected. In addition, the framework has three kinds of relationships in the textbook ecology: skill-thematic-content connection, linguistic-content connection, and skill-linguistic connection.

The framework of the textbook ecology developed in this study works effectively with L2 textbooks that are designed using an integrated-skill approach. This approach suggests that L2 courses simultaneously develop the four language skills because they are interconnected as a system. This approach obviously opposes the notion of teaching

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language skills in isolation, such as paying attention to reading while neglecting listening.
Consequently, the match between the framework of the textbook ecology and the
integrated-skill textbook can be interpreted in a way that both perceive language skills as
a connected system. This alignment would certainly encourage L2 textbook researchers
to apply this framework to better understand interrelationships between language
activities in the textbook ecology. Therefore, future research in this field would be of
great help in further exploring these relationships.

*5.5.3 Practical Implication*

The findings of this study have a number of important practical implications for
future practice. Specifically, the implications are aimed at addressing L2 instructors,
teaching material/textbook developers, and professionals in the MoE in Saudi Arabia.
Although this study focuses on the Saudi Arabian context, the findings may apply in
other contexts. Also, the checklist approach has not addressed writing in detail. This
study therefore complements it through offering more practical insights on the teaching
of L2 writing.

An important implication of this study is the possibility of broadening L2 teacher
pedagogical knowledge in Saudi Arabia, and worldwide, of learning opportunities
presented in an integrated skill textbook from a macroecological perspective. In
particular, the current data explains for teachers the importance of the general and
specific interaction between language activities in a learning unit of an English textbook.
Furthermore, it may educate teachers of using three kinds of interrelationships between
language activities in the textbook ecology: skill-thematic-content connection, linguistic-
content connection, and skill-linguistic connection. Accordingly, the analysis of English

textbooks undertaken here may extend teacher pedagogical knowledge to avoid teaching

the four language skills in isolation. Instead, they would start thinking about how to

enhance the four language skills of students (listening, reading, speaking, and writing)

simultaneously. This dissertation has also provided a deeper insight into how activities of

content knowledge and linguistic knowledge are interrelated. Ultimately, this study

strengthens the idea that teachers should be aware of learning opportunities to improve

the four language skills offered in a learning unit. By recognizing this, they are

anticipated to teach L2 writing more successfully.

The findings also have a particular pedagogical implication for enhancing

teachers' understanding of how other language activities can enhance writing skills in a

learning unit. These results suggest a key role for reading, listening, and speaking

activities in promoting content knowledge of a specific subject, such as spending

holidays abroad. Similarly, these findings also promote connecting linguistic knowledge

of vocabulary and grammar with writing. As a logical consequence, high school students

can effectively apply this information when writing about holidays, for example. Though,

greater efforts are needed to ensure that teachers would apply these findings. Thus, there

is a definite need for the incorporation of this information in regular educational

workshops organized by the MoE in Saudi Arabia to educate high school teachers. By

doing so, it can be ensured the teachers are aware of how multiple learning activities can

enhance students' writing skills.

Furthermore, the insights gained from this study may be of assistance to identify

four major shortcomings in the Traveller series textbooks and suggest important changes

which need to be made. All textbooks depend largely on one substrategy to generate

ideas (discussion of a topic), while neglecting other critical strategies, such as researching and collecting information. There is also a lack of feedback and revision exercises in the textbooks. Research has shown that feedback and revision are essential in the writing process (Ferris & Hedgcock, 2014; Hyland, 2014). Additionally, the textbooks do not offer students the opportunity to publish their final drafts. For example, bringing supplementary material containing feedback and revision practices by teachers may be a reasonable approach to resolving these issues. For a future potential plan, textbook developers in Saudi Arabia should incorporate the preceding missing strategies when modifying English textbooks. This step will ensure more strategies will be made available to students. Alasmi (2016) advised the MoE in Saudi Arabia to evaluate the English curriculum every year, and to make improvement if needed. If this occurs, incorporation of these four strategies into the English language textbooks would be a significant change.

One of the more valuable findings to emerge from this study is that Saudi Arabia's textbook developers have accomplished an excellent work of designing the Traveller series textbooks. This study clearly illustrated the inclusion of many learning opportunities emerging from general and specific interaction of language activities in English textbook learning units. It also demonstrated the successful transfer of the genre approach of L2 writing into the Traveller series textbooks, aided by content and linguistic approaches. As a consequence, other L2 teaching material/textbook developers worldwide may gain benefits from this successful experience of designing textbooks using research on L2 writing pedagogical teaching. From a historical point of view, knowledge of how L2 writing teaching approaches are integrated to the textbooks in the

Saudi Arabian English textbooks has been surprisingly neglected for many years. Now, much more information has become accessible for L2 textbook developers, researchers, and teachers. It is hoped that this dissertation becomes a significant guide for L2 professionals in Saudi Arabia regarding this matter.

**5.6 Limitations and Future Research**

As was pointed out in the methodology chapter, this study only examined the integration of writing activities in the Traveller series textbooks. The study did not evaluate the other two series currently used in high school: Flying High and Mega Goal. A further study could assess writing activities in these two textbook series to enable the MoE in Saudi Arabia to have a complete picture about all three series. Furthermore, the concept of textbook ecology developed in this study may be used to examine elementary and intermediate school textbooks in Saudi Arabia. Although investigating the connection between the textbooks and the learning contexts are beyond the scope of this study, it is still important to situated textbook use within the social cultural context in order to acknowledge its place in the broader ecosystem. Future research should explore how teachers utilize these additional materials in the classroom, since this examination is beyond the scope of the current study. In spite of this limitation, the present research certainly adds to our understanding of how students can reinforce several writing skills from an ecological perspective. Indeed, more information on the use of the textbook ecology would help us to establish a greater degree of accuracy.

CHAPTER VI

CONCLUSION

**6.1 Motivation of This Dissertation Study**

The development of English language textbooks by the Ministry of Education in

the Kingdom of Saudi Arabia has progressed through five stages, as was pointed out in

the introduction to this dissertation study. Saudi textbook researchers have addressed this

development of English textbooks with a number of studies attempting to assess English

textbooks. Early examples of research into the evaluation of English textbooks include a

doctoral dissertation by Al-Hajailan (1999). Over the past two decades, 1999-2019, there

has been an increasing amount of literature on English language textbook evaluation in

Saudi Arabia. Building on previous research, the present doctoral dissertation study

contributes to the present fifth stage of the English language textbook development in

Saudi Arabia. This research is the first comprehensive investigation of English textbooks

from an ecological perspective in Saudi Arabia, and among earlier studies worldwide.

Before continuing to describe the current study and its contributions, let us take a

closer look at the previous research on L2 textbook evaluation. L2 textbooks have been

studied by many researchers in Saudi Arabia and worldwide using a Likert scale checklist

approach (Al-Hajailan, 1999; Alhamlan, 2013; Al-Harbi, 2017; Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki, 2014; Al-Sowat, 2012). This approach aims to evaluate the strengths and weaknesses of an English textbook from a macro perspective. Learners, instructors, supervisors, and/or policy makers fill a Likert scale survey providing opinions on multiple categories. For instance, they might agree or disagree with this statement: the design and layout of an English textbook is suitable. Now, much more information about the strengths and weaknesses of English textbooks has become available in many countries. However, a major problem with the Likert scale checklist approach is examining several elements in isolation. Research has consistently shown the number and percentage of various categories in the checklist without showing the relationship between these categories. There is little published data on L2 textbook evaluation from an ecological perspective (e.g., Guerrettaz & Johnston, 2013; Vanha, 2017). Therefore, the aim of the present research was to explore writing activities in English textbooks from macroecological and microecological perspectives. This dissertation study sought to answer three main research questions as shown below.

**6.2 Summary of Main Information about the Traveller Series Textbooks**

The present research examined 12 Traveller series textbooks currently used in high school (10-12 grades) in Saudi Arabia. Six textbooks are student's books, and the other six textbooks are teacher's manuals. The lowest English language level is Traveller 1 Student's Book, while the highest level is Traveller 6 Student's Book. The methodology section of this study shows the structure of a whole learning unit. The structure indicates that the Traveller textbook series is developed using an integrated approach that concentrates principally on teaching the four language skills (listening,

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reading, speaking, and writing) and linguistic knowledge (vocabulary, grammar, and pronunciation). Every textbook includes from four to ten units of learning. Every unit is constructed around a particular theme, such as holiday in unit one of the Traveller 5 Student's Book. Also, a unit may consist of several short lessons as in the Traveller 1 Student's Book.

**6.3 Summary of the First Research Question (Method, Finding, Discussion)**

RQ 1. Have writing activities in the Traveller series been integrated into the textbook ecology? If so, how are they integrated?

To address the first research question, the study used a macroecological perspective in order to gain insights into the integration of writing activities in English textbook learning units. Two kinds of relationships that may have potential impact in the development of writing skills were addressed. The first kind was the general interaction. It sought to explore the link between language activities in a learning unit. The second kind was the specific interaction. It examined the connection between writing activities and language activities in a unit. To do so, the study employed inductive analysis that assists in developing themes and categories from the data collected (Creswell & Creswell, 2018). A NodeXL software program was also utilized to show the connections between activities as demonstrated in the figures in the results section.

This study has found three types of interactions between language activities in a learning unit of the textbook ecology: skill-thematic content connection, linguistic-content connection, and skill-linguistic connection. Firstly, the skill-thematic content connection aims to boost learners' content knowledge of an anticipated writing subject. The findings revealed that students discuss the theme of holidays in the speaking portion,

and address the same subject in the writing portion (Traveller 5 Student's Book). This illustration demonstrates the discussion activities in the speaking and writing sections are designed predominantly to expand high school students' content knowledge of spending holidays abroad. Secondly, the linguistic-content connection ties grammar to vocabulary and vise-versa. While writing in this relation is not addressed explicitly, grammar and vocabulary activities can still contribute to building student linguistic knowledge of certain vocabulary and grammatical rules that may be utilized in writing. For example, students in the vocabulary section are found to learn words related to holidays, and then they are required to write about holidays by the end of the lesson. Thirdly, the skill-linguistic connection sought to link language skills (e.g., listening) to linguistic knowledge (e.g., vocabulary). The research has shown that a vocabulary section includes adjectives expressing things people like and dislike. Likewise, the writing section contains adjectives which describe the personality and physical appearance of an individual (Traveller 1 Student's Book). So, this result indicates adjectives describing likes and dislikes have been taught in the vocabulary section, and then incorporated into the writing section. This discussion displayed the association between language skills and linguistic knowledge. This evidence could expand our understanding of how textbook developers successfully design interrelated language activities by linking content knowledge and linguistic knowledge together.

The three kinds of connections that have been identified in this study can assist in our understanding of the role of multiple learning opportunities offered in the textbooks to enhance student language skills. More specifically, this new understanding should help to improve predictions of the impact of reading, listening, speaking, grammar, and

vocabulary activities in student writing skills. For instance, it can be predicted that listening, reading, and speaking activities about holidays feed high school student content knowledge of writing about holidays. Indeed, the macroecological analysis of the full learning unit of an English language textbook has resulted in extending our knowledge of learning opportunities provided for high school students to improve writing skills. Accordingly, the present study confirmed the findings of Guerrettaz and Johnston (2013) and Vanha (2017) which suggest that examining L2 textbooks from an ecological perspective provides a better understanding of the role of L2 teaching materials in language learning.

## 6.4 Summary of the Second Research Question (Method, Finding, Discussion)

RQ 2. Have the Traveller series textbooks offered multiple types of writing strategies? If so, what is the frequency of writing activities that relate to each type of writing strategy?

The second research question of this study was addressed from a microecological perspective. A mixed methods approach was followed in this investigation to allow for a deeper insight into the frequency of writing activities that are related to several types of writing strategies contained in the Traveller series textbooks. MAXQDA (2018) software program was utilized to carry out a content analysis of the textbook writing activities. In addition, a classification method has been used in the past to classify language activities in an English language textbook into several strategies using a specific taxonomy (Brown, 2007). Likewise, each writing activity of the Traveller series textbooks was categorized into one strategy based on a taxonomy of L2 writing strategies evolved from prior research. The methodology section included an illustration for this analysis and procedures of interrater reliability.

The investigation of writing activities in the Traveller series textbooks has shown three major aspects. The first aspect is the type of writing strategies. The findings indicate four major types of writing strategies offered in the textbooks: discussion of a topic, examining features of reading passages, following a given outline, and responding to a writing prompt. In contrast, other writing strategies were neglected. These include: giving and receiving feedback on content and grammar, revising content and editing grammatical issues, and publishing final drafts. This study raised a critical question about the impact of the excluded strategies on student writing. This is an important issue for future research.

The second aspect is the frequency of writing activities in the textbooks. This study has found that writing activities related to examining features of reading passages strategy frequently appeared in the textbooks, specifically in the prewriting stage of the writing lesson. Each reading passage in the writing lesson has two to five tasks involving students with the passage. Most notably, the strategy of "following a given outline" does not appear in the Traveller 1 Student's Book and the Traveller 2 Student's book. In other words, it is not offered to students in the tenth grade. Yet, it is provided in the remaining textbook series.

Third, the most obvious finding to emerge from this analysis is that the compilation of the preceding four strategies reflects the writing lesson cycle utilized in the Traveller series textbooks. This sequence of writing strategies reflects Hyland's (2014) notion of the developmental stages of L2 writing learning. Hyland mentioned three kinds of writing knowledge from the basic level to the most advanced level: (1) graphology (e.g., punctuation), (2) scaffolding (e.g., model analysis and guided writing),

and (3) composing (e.g., extended writing). In this study, several activities of scaffolding were found. The strategy of "examining features of a reading passage" requires an analysis of model passages. Students, for instance, are instructed to recognize the primary thought of a text. Guided writing can be taught by an outlining strategy, as suggested by Raimes (1983). The strategy "responding to a writing prompt" suits the extended writing. These findings provide clear evidence that the writing lesson cycle in the Traveller series textbook is formed based on L2 writing teaching research; emphasizing the gradual development of writing skills from supporting skills to independent skills.

Taken together, these results suggest one major takeaway. The information about the cycle of writing lessons in the textbooks can be used to develop pedagogical knowledge of English language teachers in Saudi Arabia. The Ministry of Education needs to continue its efforts to make this knowledge more usable through conducting workshops about the teaching of L2 writing. Similarly, teacher training programs in Saudi universities may incorporate this information in their curriculum. This step will ensure English language teachers receive a considerable amount of instruction about the teaching of L2 writing in teaching materials.

**6.5 Summary of the Third Research Question (Method, Finding, Discussion)**

RQ 3. Have writing sub-strategies been integrated into the Traveller series textbooks? If so, what kinds of writing sub-strategies can be extrapolated from writing activities offered in the Traveller series textbooks?

The literature on L2 writing teaching has highlighted several important writing strategies to improve L2 writing skills (Brookes & Grundy, 1998; Hamer, 2004; Hedge, 1988; Raimes, 1983). Yet, the past studies evaluating English language textbooks

neglected to specify whether previous research on L2 writing instruction has been transferred to English textbooks in Saudi Arabia. A primary reason may be due to the fact that much of the research up to now has been quantitative in nature. As was pointed out in the introduction chapter to this study, qualitative research is limited in the English language textbooks in Saudi Arabia. Thus, a qualitative approach was chosen to obtain further in-depth information on the instructional writing strategies presented in the Traveller series textbooks. The objective of the third research question was to explore sub-strategies related to four types of writing strategies from a microecological perspective. These included: generating/organizing ideas, examining features of reading passages, following a given outline, and responding to a written prompt. Inductive analysis suggested by Creswell and Creswell (2018) was also performed in this section to create themes and categories from the student's books and the teacher's manuals.

The results of this study obviously provide evidence that textbook developers in Saudi Arabia have successfully transferred L2 writing instruction research, specifically on genre approach, into the Traveller series textbooks. The results are in line with previous research. For evidence, a great deal of previous research has shown that reading and writing are interconnected, and the practice of reading could strengthen the writing skills (Harmer, 2004; Ferris & Hedgcock, 2014). Through this study, it was found that the sections of writing in the textbooks provide students with various language learning activities centered on reading various passages. These activities include, for example: the purpose of a text, the organization of a text, the content of a text, and stylistic features of a text. As were explained in depth in the chapters of findings and discussion, these activities seek to raise student understanding of textual features through reading.

Consequently, it is anticipated that students would be able to transfer knowledge of textual features into their own writing texts. However, a serious weakness is that the teacher's manuals do not explicitly explain how reading strategies can be transferred into writing strategies. Thus, one question that needs to be asked is whether English language teachers in Saudi Arabia are aware of this process since they have not been explicitly informed. This question could be explored in further research.

Ultimately, the preceding conclusion drawn from the present study that the textbook developers in Saudi Arabia largely utilized the genre approach to develop high school student writing skills is still incomplete. There is another important piece of information to acknowledge. The findings of the first research question indicate three kinds of relationships in the textbook ecology: skill-thematic content connection, linguistic-content connection, and skill-linguistic connection. As demonstrated in the result section, these relationships would enhance content knowledge and linguistic knowledge of high school students. Hyland (2014) stated that L2 writers need to acquire five kinds of knowledge to write effectively: content, writing process, linguistic, genre, and audience. Thus, an accurate conclusion can be that the textbook developers in Saudi Arabia mainly employed the genre approach to increase student writing skills, supported by content and linguistic approaches.

## 6.6 Summary of Theoretical, Methodological, and Practical Implications

The findings of this research suggest multiple implications. The principal theoretical implication of this study highlights the importance of an ecological approach to language learning proposed by Van Lier (2004). He stated that applying an ecological approach to language learning requires taking a look at the overall image of a learning

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context. It also involves studying how various elements interlink within the context. The

contribution of this study has been to confirm Van Lier's (2004) notion. This study

revealed that exploring the integration of writing activities in the Traveller series

textbook from an ecological perspective provided a deeper insight into how the textbooks

can strengthen student writing skills in Saudi Arabia. In particular, this study did not

examine writing activities offered in the textbook in isolation. Instead, it analyzed how

reading, listening, speaking, grammar, and vocabulary activities are linked to writing

activities in a learning unit. Thus, this ecological approach proves useful in expanding

our understanding of how the interactions between language activities in the textbooks

can boost writing skills of students.

The findings of this current study have one crucial methodological implication.

This study contributes to existing knowledge of L2 textbook evaluation research by

shedding new light on the method used to evaluate textbooks. In addition to using the

Likert scale checklist approach in L2 textbook evaluation research (e.g., Al-Harbi, 2017;

Alharbi, 2015; Aljouei & Alsuhaibani, 2018; Almalki, 2014; Ahour, Towhidiyan, &

Saeidi, 2014; Hammad, 2014; Hanifa, 2018; Zohrabi, Sabouri, & Behroozian, 2012), this

study also suggested the use of the textbook ecology approach. The primary notion here

is to evaluate how multiple language activities in a learning unit are related, and if so how

they are linked. The textbook ecology approach used for this dissertation study may be

applied to other L2 textbook evaluation studies elsewhere in the world. This would be a

fruitful area for further work.

This research also indicates vital practical implications for L2 practitioners,

textbook developers, and English educational specialists in the Ministry of Education in

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Saudi Arabia. From a macroecological perspective, the results contribute to our understanding of learning opportunities presented in an integrated skills textbook to develop writing skills. Another implication is that more essential writing strategies, such as feedback and revision, should be made available for students in the English textbooks. Research shows effective writers apply feedback and revision strategies to write effective texts (Brown, 2007; Nunan, 1988). This is a key policy priority that should be addressed by textbook developers in Saudi Arabia. Moreover, the results from interaction of language activities in units demonstrated that the Traveller textbooks were developed based on L2 writing pedagogical teaching. Other L2 teaching materials and textbook developers in the world may adapt this excellent experience of textbook development.

## 6.7 Final Thoughts

Prior to this study, it was difficult to make predictions about how writing activities designed in the Traveller series textbooks would improve English writing skills of high school students in the Kingdom of Saudi Arabia. The present study has gone some way towards enhancing our understanding of the integration of writing activities in the Traveller series textbooks from macroecological and microecological perspectives. It lays the groundwork for future research into L2 textbook evaluation in Saudi Arabia and worldwide using the textbook ecology approach emerged from this investigation. In addition to this, this study can be added to the increasing amount of literature on L2 textbook evaluation in Saudi Arabia in recent years to address the development of English textbooks. To the best of my knowledge, this dissertation research provides the first comprehensive assessment of writing activities afforded in the Traveller series textbooks that are used in the current fifth stage of the historical development of English

language textbooks in Saudi Arabia (see the introduction chapter for detailed description of all stages). Indeed, history matters. Understanding the current status of teaching L2 writing in the textbooks in Saudi Arabia will certainly help link the present fifth stage with the upcoming sixth stage, and more stages in the future.

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APPENDICES

Appendix A: A List of Abbreviations and Definitions Used in the Current Study

| No. | Abbreviations | Descriptions |
|-----|---------------|--------------|
| 1 | MoE | Ministry of Education in Saudi Arabia |
| 2 | EFL | English as a Foreign Language |
| 3 | ESL | English as a Second Language |
| 4 | L2 | Second Language |
| 5 | TEFL | Teaching English as a Foreign Language |
| No. | Terms | Brief Definitions |
| 1 | Ecological Perspective to Language Learning | Views the language learning context as a system made up of multiple interconnected variables contributing to language teaching and learning. |
| 2 | Textbook Ecology | A framework for ecological research on L2 textbook evaluation. It focuses on interactions between language activities in an English textbook learning unit, which feeds the development of writing skills of students. |
| 3 | Macroecological Perspective | Indicates the interrelationships between language learning activities and writing activities in a learning unit of an English language textbook. |

| 4 | Microecological Perspective | Indicates the integration of writing activities in a writing section of an English textbook learning unit. It demonstrates how different writing activities are tied together to form a writing lesson plan for learning. |
|---|---|---|
| 5 | Linguistic Knowledge | Refers to knowledge of vocabulary, grammar, and pronunciation. |
| 6 | Language Skills | Relates to listening, reading, speaking, and writing. |
| 7 | Skill-Thematic-Content Connection | The four language skills (listening, reading, speaking, and writing) have the same content/topic in a lesson. |
| 8 | Linguistic-Content Connection | A. The three linguistic elements (grammar, pronunciation, and vocabulary) in one lesson have the same theme.<br>B. These linguistic elements are incorporated with each other. |
| 9 | Skill-Linguistic Connection | A. A linguistic element (e.g., grammar) and a language skill (e.g., speaking) are about the same theme or subject.<br>B. A linguistic element (e.g., vocabulary) is incorporated in a skill section (e.g., listening) in one lesson. |

# 1 Youth culture

**Discuss:**
- What are popular activities for young people in your country?
- How do young people today keep in touch with friends and family?

**Flick through the module and find...**
- a page from a school yearbook
- information about two role models for young people
- conversations between young people on the phone
- an article about a popular way to communicate nowadays
- a description of a new student at college

**In this module you will...**
- learn to talk about the present and past
- learn to talk about past habits
- discuss different ways of communicating
- talk about what you and other people you know like and dislike
- learn to use quantifiers
- talk about friends and friendship
- describe people (physical appearance, personality)
- learn to write a description of a person
- learn to present yourself
- learn to link your ideas with *and, but, so, because* and *or*

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# 1a What's up?

## 1. LISTENING & READING

**A. Discuss.**

- Do you talk with your friends on the phone a lot?
- What do you usually talk about?

**B. Listen and number the pictures.**

**1**
**Ed** Hey, are you watching telly?
**Paul** Yeah, why?
**Ed** Switch over to *SportPlus* channel.
**Paul** No, thanks. I don't want to watch sports right now.
**Ed** Just do it.
**Paul** OK, hold on... Wow! Isn't that your brother? He's quite good. I didn't know he could play football.

**2**
**Steve** ...and what about *Race Craze*, the computer game? I'm thinking of buying it.
**Bob** You can't be serious! That game is about ten years old!
**Steve** So what? It's very popular.
**Bob** Well, why don't you get *Race Rage*? It's new and it's not very expensive.
**Steve** Good idea. I heard it's pretty cool.
**Bob** At least we agree on something.

**3**
**Saleh** Hi, mate. What are you up to?
**Mahmud** Not much. I'm just sending a few e-mails.
**Saleh** You never send e-mails to me.
**Mahmud** That's because we talk on the phone all the time.
**Saleh** I suppose so. Do you fancy watching TV later?
**Mahmud** Sorry, I have other plans.
**Saleh** No problem.

**4**
**Tom** Hi, Ken, how's it going?
**Ken** Not bad. Are you calling from work?
**Tom** No, I'm on the train home.
**Ken** But you usually finish late on Tuesdays.
**Tom** Yes, but I'm not working this week.
**Ken** Nice one! Do you want to go for coffee later?
**Tom** Sure, why not? Got to go! We're going into a tunnel.
**Ken** So?
**Tom** Mobiles don't work in tunnels.
**Ken** Of course... Tom? ...Tom?

**C. Read the dialogues and answer the questions.**

1. What can you see on *SportPlus* channel now?
2. What does Steve think is cool?
3. What doesn't Bob like about *Race Craze*?
4. Why doesn't Mahmud send e-mails to Saleh?
5. Where is Tom calling from?
6. Why can't Tom speak to Ken any longer?

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## 2.VOCABULARY

### CONVERSATIONAL ENGLISH

**Match the phrases 1-5 from the dialogues with their synonyms a-e.**

1. Hold on. ☐
2. You can't be serious! ☐
3. What are you up to? ☐
4. How's it going? ☐
5. Nice one! ☐

a. Great!
b. How are you?
c. I don't agree with you.
d. What are you doing at the moment?
e. Wait.

## 3.GRAMMAR

### PRESENT SIMPLE vs PRESENT PROGRESSIVE

**Read the examples and match them with the phrases a-d.**

**Present Simple**

1. We **talk** on the phone all the time.
2. Mobiles **don't work** in tunnels.

**Present Progressive**

3. I'm just **sending** a few e-mails.
4. I'm **not working** this week.

a. right now ☐
b. usually or repeatedly ☐
c. as a general rule ☐
d. this period of time ☐

### STATIVE VERBS

**Read the examples and answer the question that follows.**

- I **don't want** to watch sports right now.
- I **like** it.

Want and like are stative verbs. Which tense do we usually use with stative verbs, the Present Simple or the Present Progressive?

**Grammar Reference p. 84**

## 4.PRACTICE

**Complete with the Present Simple or the Present Progressive of the verbs in brackets.**

**1.**

A: What (1) _____ (you / do) here, Dave?
B: I (2) _____ (wait) for the underground, just like you.
A: I (3) _____ (know) that. I (4) _____ (mean), where (5) _____ (you / go)? You (6) _____ (usually / not use) the underground. You (7) _____ (have) a motorbike, right?
B: Yeah, but I (8) _____ (want) to go to the city centre and the underground is the best way. No traffic!
A: Yeah, I (9) _____ (hate) driving in traffic, too.

**2.**

A: Where's Gordon today?
B: He (10) _____ (not work) in the office this week.
A: I (11) _____ (not understand).
B: Every year, Mr O'Brien (12) _____ (send) people to London for seminars.
A: That sounds interesting.
B: (13) _____ (you / want) to go next year? I can talk to Mr O'Brien for you.
A: Thanks.

## 5.SPEAKING

**Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use some of the phrases in the boxes and the ideas given.**

museum
sports
festival
dinner

Sure, why not?
Of course. I'd love to.
Sounds brilliant!
Nice one!
That would be great.
How could I say no?

Hi, how's it going?
Not bad.
What are you doing...?
Nothing much.
Do you want to...?
...

Sorry, I have other plans.
I'm afraid I'm busy.
Maybe some other time.
No, thanks.
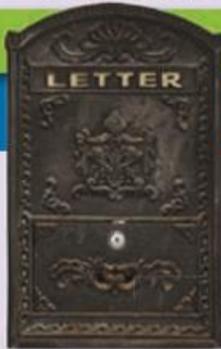I'd like to come, but...
I'm afraid I can't make it because...

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# 1b Keep in touch

**A. Discuss.**

- Do you use the Internet to keep in touch with friends and family?
- How did people use to communicate in the past?

**B. Read the text and compare the information in it with your answers.**

## From the letter box to the inbox

**In the good old days, friends used to visit you when you were unwell. These days, you'll probably just receive a virtual 'Get well' card!**

A few decades ago, people wrote letters, visited or called each other regularly to keep in touch. Then the Internet appeared, and communication was never the same again. With e-mails, Net users can communicate with each other by sending and receiving e-mails instantly, while online phone calls are another option.

Whether you live next door or on the other side of the world, it doesn't take time to contact your friends or family; it just takes a few clicks of the mouse.

Also, until very recently, people had to print their holiday pictures and display them in albums. Now, you can attach the pictures to an e-mail and send them.

It's easy to keep in touch with friends online, but when it comes to receiving gifts, real ones are better than virtual ones!

**C. Read again and answer the questions.**

1. What changed communication in recent years?
2. How can Net users communicate with each other?
3. Is it slow to contact friends who live far away online?
4. Where did people use to keep their photos?

**D. Look at the highlighted words in the text and choose the correct meaning a or b.**

1. regularly
   a. usually
   b. suddenly

2. instantly
   a. soon
   b. immediately

3. online
   a. on the phone
   b. on the Internet

4. display
   a. take
   b. show

**E. Discuss.**

- What do you think are the advantages and disadvantages of technology?

## 2.VOCABULARY

### PHRASES RELATED TO COMMUNICATION

**Read the sentences below and match the phrases in bold with the definitions a-g.**

1. I left university last year, but I try to **keep in touch** with people through e-mail.
2. **Give me a call** when you get home, OK?
3. I left a message for Dave, but he hasn't **returned my call**.
4. I'm not sure what my cousin is up to. We've **lost touch**.
5. I'm sorry I haven't written to you. I promise to **drop you a line** soon.
6. Can I **have a word with** you before the meeting starts?
7. I sent a letter to Joe, but I didn't **receive a reply**.

a. phone someone because they phoned you
b. get an answer
c. continue to communicate
d. speak to someone for a short time
e. send a short letter or note
f. stop communicating
g. phone someone

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## 3. GRAMMAR

### PAST SIMPLE

**A. Read the examples and match them with the uses of the Past Simple.**

1. ... the Internet **appeared** and communication **was** never the same again.
2. A few decades ago, people **wrote** letters.

a. a habitual or repeated action in the past ☐
b. an action that happened at a specific time in the past ☐

**B. Look at the text on page 8 and find the Past Simple of the verbs below.**

| call → _____ | have → _____ |
| write → _____ | be → _____ |

### USED TO

**Read the example below and choose the correct meaning a or b.**

*Friends **used to visit** you when you were unwell.*

a. Friends visited you when you were unwell in the past and still do so today.
b. Friends visited you when you were unwell in the past but they don't any more.

| Affirmative | Negative | Question |
|---|---|---|
| used to | didn't use to | Did ... use to? |

**Grammar Reference pp. 84, 85**

## 4. PRACTICE

**A. Complete with the Past Simple of the verbs in brackets.**

A: (1) _____ you _____ (call) Faisal about tomorrow?

B: What's happening tomorrow?

A: We (2) _____ (talk) about this yesterday.

B: When?

A: When we (3) _____ (be) on the bus. I (4) _____ (tell) you all about it.

B: Sorry, I (5) _____ (not can) hear you very well on the bus. It (6) _____ (be) quite noisy.

A: But you (7) _____ (not say) anything!

B: Look, I'm sorry, OK?

A: Let's talk about it again.

**B. Complete with the correct form of *used to* and the verbs in the box.**

| be    not drink    play    sleep    call    send |

1. I _____ computer games when I was a teenager, but I'm bored of them now.
2. _____ you _____ a lot of e-mails when you were at university?
3. I _____ water at all, but now I try to have eight glasses a day.
4. Harry _____ for ten hours a night, but now he doesn't.
5. The baby's hair _____ dark brown, but now it's fair.
6. My teacher _____ me Smithie at school.

## 5. SPEAKING

Think of a few people that you know well (friends, parents, grandparents, etc.). Look at the different ways of communication below and discuss the following questions with the class or talk in small groups.

- How do they usually keep in touch with others?
- How did they use to communicate in the past? Why?

mobile phone    e-mail    note

letter    face-to-face communication

Communication

*My parents used to communicate by sending letters.*
*Mine too, but now my mother sends e-mails.*

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# 1c That's me

## 1.VOCABULARY

### PHRASES DESCRIBING LIKE AND DISLIKE

**Read the sentences. Which of the phrases in bold mean *like* and which *dislike*?**

1. Tom **is a big fan of** Manchester United. He never misses a match.
2. Hamid **can't stand** reading late at night.
3. Alice **is interested in** art. She has twenty paintings in her house.
4. Huda **is fond of** children. She wants to become a teacher.
5. Henry **finds** science-fiction books **boring**. He rarely reads them.
6. Linda **hates** Geography. She never studies.
7. My brother and I **are** really **into** rock climbing. We go rock climbing every year.

## 2.GRAMMAR

### PREPOSITIONS OF TIME

**Read the dialogue and underline the prepositions of time. Then complete the table below with *on*, *in* or *at*.**

**Andy**  *Let's meet tomorrow at 6:00.*
**Keith**  *I'm afraid I can't. On Wednesdays I work from 10:30 till 6:30.*
**Andy**  *OK, then. Do you want to meet in the evening, at around 8:00?*
**Keith**  *Sure, and we can go to the new Italian restaurant. I went there two weeks ago and the food was delicious.*

| |
|---|
| nine o'clock / the weekend<br>noon / night / midday / midnight<br>the age of five |
| the morning / the afternoon / the evening<br>August / autumn / 2008 / the 21st century |
| Tuesday / 4 July<br>a winter's night / a cold morning<br>a Sunday afternoon |

**Other prepositions of time:**

during   from ... to / till / until   before   after   ago

**Grammar Reference p. 85**

## 3.PRACTICE

**Complete the sentences with prepositions of time.**

1. Nasir is meeting Ali _____ noon.
2. Paul always reads newspapers _____ Sunday afternoon.
3. I usually drink a warm cup of milk _____ the morning.
4. Hashim takes lots of photos _____ his holiday.
5. Susan's graduation is _____ June.
6. I was in Spain _____ 29 January.
7. My brother left ten minutes _____ .

## 4.INTONATION

**A. Listen and repeat. What do you notice about the stressing of *in* and *at* in the two sentences?**

I sometimes read books in the evenings.
Let's visit Salman at the weekend.

**B. Listen and repeat.**

1. Saud worked from eight to seven last year.
2. There were no mobile phones in the 19th century.
3. I usually do housework on Mondays.
4. Jack called at noon.

## 5.SPEAKING

**Talk in pairs about the things you like and don't like. Use some of the ideas in the box.**

*I'm fond of jogging.*
   *How often do you go jogging?*
*About four times a week.*
   *When do you find the time to go?*
*I usually go in the morning before I go to work.*
*What about you?*
   *Oh, I hate jogging. I find it boring.*

| | |
|---|---|
| football | table tennis |
| jogging | swimming |
| Maths | History |

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## 6.LISTENING

**A. Discuss.**

- Have you ever taken part in a competition?
- What kind of competition was it?
- Do you have any special skills or talents?

**B. Listen to three people introducing themselves and decide what kind of competition they are taking part in. Choose *a, b* or *c*.**

    **a.** general knowledge competition

    **b.** poetry competition

    **c.** spelling competition

**C. Listen again and write T for True or F for False.**

1. Sunil is studying at a university in Bangalore, India.
2. Sunil thinks poetry is boring.
3. James works part-time at a barber's shop.
4. James can't stand art galleries.
5. The man didn't know Julian's name.
6. Julian is a Mathematics teacher.

## 7.WRITING  A SHORT TEXT PRESENTING YOURSELF

**A. Read a student's entry in his school's yearbook and answer the questions.**

My name is Abdullah and I'm an 18-year-old Saudi student. I can't believe school is over! Now it's time to get ready for university and I can't wait! I will study Engineering at the University of Bristol, in England. My Greek friend, John, will also study in Bristol, so he is going to be my flatmate, because I don't like being alone. We are both looking for someone to share the expenses with. I am a big fan of sports, especially football. So, my friends and I practise three times a week. I am into reading and going for walks in my free time. Another thing I am interested in is poetry, so I recently joined a poetry group. I think my poems are nice and I'm improving. I usually study for my classes in the afternoon or late at night, but I always get up early.

1. Who is writing this entry?
2. Who is going to read it?
3. What words does the writer use to link his ideas?

**B. Imagine that you've decided to write something similar. Tick which of the following you would include.**

    name        interests

        age        what you did last week

    your life story        things you don't like

        what you're studying

            where you're going on holiday

    where your parents live

### WRITING TASK

**C. Now write an entry for your school's yearbook and say a few things about yourself. Expand on the ideas you have ticked in activity B. Your reply should be between 80-100 words.**

**TIP**

When writing a paragraph presenting yourself:
- include only relevant information.
- use the appropriate tenses. Use the **Present Simple** for routines, the **Present Progressive** for temporary situations and the **Past Simple** for past events.
- link your ideas. Use - *and* to join similar ideas.
                - *but* to join two opposite ideas.
                - *so* to express result / consequence.
                - *because* to show reason.
                - *or* to show alternative.

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# 1d Good role models

**A. Discuss.**

- What's a role model?
- Which of the famous people you know are good role models?
  Why?

**B. Read the texts and find out why the two people are good role models.**

## ABDULAZIZ AL-FAISAL

Saudi Prince Abdulaziz Al-Faisal is the rising star of the GT3 racing scene. With the Al-Faisal racing team and the Prince behind the wheel, the sport has become more popular, especially with people in Saudi Arabia and other Middle-Eastern countries.

Prince Abdulaziz began racing in 2005 in Formula BMW as a hobby. One thing was clear. He was very talented and he soon won races and championships.

Today, the Prince doesn't have much free time on his hands because he spends many hours racing every day. Few people know that race car drivers need to train hard and be very fit. They need to have strong, muscular bodies and very little body fat.

In 2011 he became the first Saudi driver to win the FIA GT3 European championship in Portugal and in 2012 he won a Porsche GT3 Cup Challenge in Qatar. The future is bright for the Prince.

## ED STAFFORD

Ed Stafford is a well-known English explorer and a former army captain. In August 2010, he became the first man in history to walk the entire length of the Amazon River. Ed Stafford has led many expeditions all over the world and he always wanted to try things that seemed impossible to others.

During his expeditions, Ed came across many difficulties since he spent a lot of time in the wild. He also became aware of the environmental problems our planet faces. He realised that he was in a position to use his experience to educate people. In fact, in 2009 he started writing a blog about the Prince's Rainforests Project aiming at children and schools and he intends to do much more.

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**C. Read again and complete with the names Abdulaziz or Ed.**

1. _____

   has made people of his
   country love what he does.

2. _____

   achieved something that
   nobody else from his country
   has ever done.

3. _____

   tries to make people aware
   of environmental issues.

4. _____

   turned a hobby into a career.

5. _____

   needs to be very fit for his job.

6. _____

   used to be in the army.

**D. Look at the highlighted words/phrases in the texts and choose the correct meaning a or b.**

1. behind the wheel
   a. driving a car
   b. training at the gym

2. well-known
   a. famous
   b. clever

3. became aware of
   a. realised
   b. got bored with

4. was in a position to
   a. could
   b. was at the right place

**E. Discuss.**

- Do you know of any other famous people who are good role models for young people?
- Why do you consider them role models?

## 2.VOCABULARY

**WORDS EASILY CONFUSED**

**Circle the correct words.**

1. Did your team **win / beat** the match today?
2. I **won / beat** my brother at tennis yesterday.
3. It's not **clear / clean** why he left the company.
4. Make sure your hands are **clear / clean** before you eat.
5. Skiing isn't very **popular / well-known** in my country.
6. He became internationally **popular / well-known** after winning the award.
7. I don't speak French, so I couldn't really **understand / realise** her.
8. I didn't **understand / realise** you worked at home.

## 3.GRAMMAR

**QUANTIFIERS: some, any, no, much, many, a lot of, lots of, (a) few, (a) little**

**A. Read the dialogue below and complete the rules.**

A: Is there **any** coffee left?
B: Yeah, there is. Have **some**.
A: Can I have **some** milk?
B: I'm sorry, there's **no** milk left.
A: How about biscuits?
B: Sorry, we don't have **any**.

Use _____ in affirmative sentences, offers and requests.
Use _____ in questions and negative sentences.
Use _____ in affirmative sentences to give a negative meaning.

**B. Read the extract from the text about Prince Abdulaziz Al-Faisal and complete the rules with much, many, (a) few and (a) little. Which of the words in bold can we replace with a lot of / lots of?**

*Today, the Prince doesn't have **much** free time on his hands because he spends **many** hours racing every day. **Few** people know that race car drivers need to train hard and be very fit. They need to have strong, muscular bodies and very **little** body fat.*

Use _____ and _____ before plural countable nouns.
Use _____ and _____ before uncountable nouns.
Use **a lot of / lots of** before uncountable or plural countable nouns.

**C. Read the examples and notice the words in bold. Which of them means enough and which means not enough?**

- *I have **a little** money on me; perhaps we can buy a sandwich.*
- *I don't think we can buy it; I have very **little** money on me.*

**Grammar Reference p. 85**

## 4.PRACTICE

**Read and circle the correct words.**

1.

Tom  Hey, Joe. Are you going to the gym again?
Joe   Yep. I have (1) **lots of / much** time on my
      hands these days, so I go to the gym every
      day now.
Tom  Wow! I do very (2) **a little / little** exercise.
      I have (3) **no / any** free time.

2.

Tony James has played in (4) **many / much**
football matches. (5) **Few / A few** players train so
hard before playing. That's why he doesn't see his
friends (6) **much / a lot of**. He is a very good player
but he doesn't have (7) **any / some** free time.

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# 1e  Friendly faces

## 1. VOCABULARY

### ADJECTIVES DESCRIBING PERSONALITY

Read the sentences below and match the words in bold with the definitions a-h.

1. I can't talk to Bill about anything. He's so **quick-tempered!**
2. One of Mark's bad qualities is that he's **bossy**. He keeps telling us what to do and what not to do!
3. Jake is so **lazy**. He just sits there all day doing nothing.
4. Don't be **shy**. Come and say hello to my family.
5. Bander is an **outgoing** person and loves meeting people.
6. My sister's an **honest** person. She never lies.
7. A very **kind** young man helped me carry my shopping bags up the stairs.
8. Ibrahim is a **confident** man, so job interviews are very easy for him.

a. not wanting to work / not very active
b. believing in yourself and your abilities
c. fond of telling people what to do
d. friendly, enjoying meeting other people
e. always telling the truth
f. afraid to meet or talk to other people
g. becoming angry quickly
h. helpful and friendly

> **TIP**
> Learn new words in context (in sentences describing situations). This way, it is easier to remember them.

## 3. SPEAKING

Talk in groups and discuss the following. Use the prompts in the box.

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- How can you describe the ideal friend?

> - My friends are...
> - We usually get along fine, but we sometimes argue about...
> - I think/believe I am / am not a good friend because...
> - The ideal friend should be...

## 2. LISTENING

A. Listen to two people talking about three teachers. Match the people with the pictures.



a. Mr Smith     b. Mr Green     c. Mr Khaled

B. Listen again and write T for True or F for False.

1. The two speakers are classmates.
2. Mr Smith teaches Mathematics.
3. Mr Green is not quick-tempered.
4. One of the speakers threw a bottle outside the window.
5. Both speakers hate Mathematics.

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## 4. WRITING   A DESCRIPTION OF A PERSON

**A. Discuss.**

- What does the boy below look like?
- What do you think he's like?
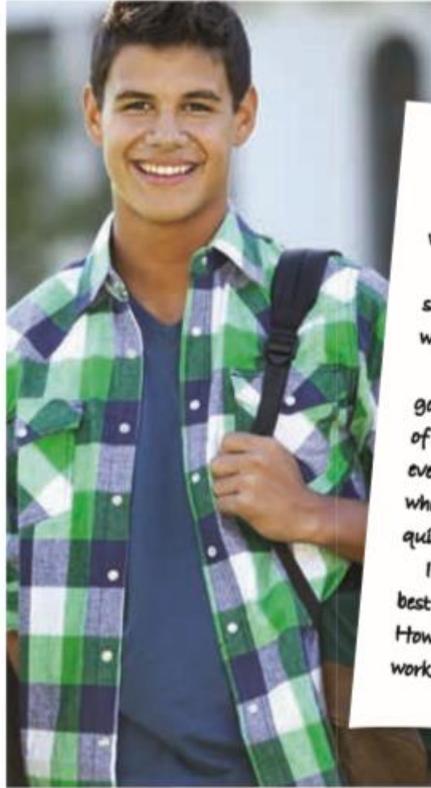
**B. Read the description of the boy below and compare your answers in activity A. In which paragraph does the writer:**

- describe the person's personality? ☐
- introduce the person? ☐
- describe how he feels about this person? ☐
- describe the person's appearance? ☐

### A person I've recently met

Hamid is a new boy at college. He started a few weeks ago, but he already seems to have many friends.

He's tall and slim and he's very popular. He has short dark brown hair and brown eyes. He usually wears really nice clothes and he always looks good.

Hamid is clever, confident and he always gets good marks. He is also outgoing and has a good sense of humour. Of course, he tries to be friendly with everyone, but I'm not so sure he is very honest. Also when I work with him on assignments, he can be very quick-tempered. He often gets angry for silly reasons.

I don't think Hamid and I are going to become best friends because we don't always get along well. However, he is good fun to be with, and whenever we work together, we get good marks, so that's something.

**C. Read the following statements and tick the ones that apply to the description above.**

The writer:

1. uses a variety of adjectives ☐
2. gives details about how they met ☐
3. uses the past tense only ☐
4. suggests how this person can change personality ☐
5. groups related ideas together ☐
6. gives his general opinion about the person ☐
7. gives some examples to explain what he means ☐

### WRITING TASK

**D. Write a description of a person you have recently met. Your description should be between 100-120 words.**
**Go to the Workbook, p. 18.**

**TIP**

When writing a description of a person:
- group related ideas together. Organise your description into paragraphs as shown above.
- use a variety of adjectives to describe the person's appearance and personality.
- use examples to explain what you mean.
- give your general opinion about this person in the last paragraph.

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# 1 Round-up

## VOCABULARY

### A. Choose *a*, *b* or *c*.

1. I want to have a _____ with you tonight.
   a. talk      b. word      c. reply
2. Ryan doesn't get _____ with his brother. They always argue.
   a. over      b. up      c. along
3. Ted is _____ in modern art.
   a. interested   b. fond      c. a fan
4. The athletes _____ really hard weeks before the race.
   a. allowed   b. beat      c. trained
5. Do you want to keep in _____ ?
   a. note      b. message   c. touch
6. I get very _____ when people lie to me.
   a. angry     b. honest    c. confident

## GRAMMAR

### B. Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets.

1.
A: Where _____ James _____ (go)?
B: To the sports centre. He _____ (want) to play table tennis with Ryan.
A: But today it's Friday. The sports centre _____ (not open) at the weekend.
B: Oh! James _____ (not know) that! Give him a call.

2.
A: What a mess!
B: Yeah. Tom and I _____ (paint) the house this week.
A: _____ you _____ (need) any help? I'm free.
B: No, thanks. Tom's brother _____ (come) later today.
A: OK, then. So, what colour _____ you _____ (paint) the kitchen?
B: I'm not sure. I _____ (want) light yellow walls, but Tom _____ (not like) yellow.

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### C. Complete with the Past Simple of the verbs in brackets.

1.
A: Why _____ (be) Ken angry at Jim yesterday?
B: Because Jim _____ (break) his mobile phone and he _____ (not want) to buy him a new one.

2.
A: _____ your mum _____ (tell) you that I _____ (call) last night?
B: Yes, she _____ (tell) me, but I _____ (not can) return your call. Sorry.
A: Where _____ (you / be)?
B: At home, but my little brother _____ (have) an assignment for school and he _____ (need) my help.

### D. Circle the correct words.

1. Is your graduation **in / on** 11 February?
2. Every year, **from / during** March **in / till** September, my grandfather lives on the island. **In / At** the winter, he comes to the city.
3. I began reading newspapers **at / in** the age of ten.
4. Abdulaziz usually goes to bed **during / at** midnight.
5. I lost touch with my classmates years **before / ago.**

### E. Complete with the correct form of *used to* and the verbs in the box.

| visit | drive | work | not eat | live |
|-------|-------|------|---------|------|

1. Huda _____ strawberries and cherries, but now she loves them.
2. Saud _____ his friends every weekend, but now he doesn't have time.
3. I _____ to university, but now I take the bus.
4. A: _____ you _____ in London?
   B: Yes, I _____ in a bank there.

### F. Circle the correct words.

1.
A: There are very **little / few / no** chairs in the living room. Where is everyone going to sit?
B: Don't worry. There are **some / lots / few** chairs in the kitchen, too.
2.
A: Would you like **much / some / any** milk in your coffee?
B: Yes, please and **little / a little / a few** sugar.
3.
A: I receive **a lot of / much / no** e-mails every day.
B: Really? Some days I don't receive **some / no / any.**

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Read the questions in the questionnaire and answer them for your partner. Then ask your partner and see how many answers you got right.

| HOW WELL DO YOU KNOW YOUR FRIEND? | YOUR ANSWERS ABOUT YOUR FRIEND | YOUR FRIEND'S ANSWERS | RIGHT OR WRONG? |
|---|---|---|---|
| Does he/she like talking on the phone? | | | |
| Does he/she send e-mails? | | | |
| What are his/her interests? | | | |
| How often does he/she meet his/her friends? | | | |
| What's his/her favourite book? | | | |
| What did he/she do last weekend? | | | |
| What did he/she use to do, but doesn't any more? | | | |
| What's his/her best quality? | | | |

*So, do you like talking on the phone?*
*Yes.../No...*
*Oh, my answer is right/wrong!*

## COMMUNICATION

Complete the dialogue with the phrases a-e. There is one extra phrase which you do not need to use.

a. You can't be serious!
b. He's good fun to be with.
c. Sounds brilliant!
d. What does he look like?
e. I have other plans.

**Tom** Do you remember Pete from the computer course?

**Len** I'm not sure. (1) _____

**Tom** He has dark hair and brown eyes.

**Len** Oh! I remember him. What's he like?

**Tom** (2) _____ We're even going bungee jumping together next week.

**Len** (3) _____

**Tom** I am! He's really into extreme sports. Hey, do you fancy coming with us?

**Len** No, thanks. (4) _____

## LISTENING

Listen to four short dialogues and choose *a* or *b*.

1. Why didn't Andy go to the museum?
   a. Because he didn't receive a message.
   b. Because he was busy.

2. What's Sam a fan of?
   a. Football.
   b. Formula 1 races.

3. What's true about Ann's friend?
   a. She's helpful, but bossy.
   b. She's quick-tempered and rude.

4. What did Mike use to be?
   a. A waiter.
   b. A chef.

## SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

**Now I can...**
> talk about the present and past ☐
> talk about past habits ☐
> use quantifiers ☐
> talk about people's likes and dislikes ☐
> describe people and write a description of a person ☐
> use *and, but, so, because, or* ☐

Task 1 p. 69

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# Culture page

## KING ABDULAZIZ UNIVERSITY (KAU)



King Abdulaziz University is one of the most distinguished higher education institutions in the Kingdom of Saudi Arabia. King Faisal was the head of the committee that established this university in Jeddah, in 1967. At first, it was a private university, but in 1971 it became a state university. During the first year the university started its educational programmes with 68 male and 30 female students, but the government's support soon turned KAU into a modern institution. Now the staff consists of more than 2000 people and the male and female students who currently attend amount to about 80,000.

The success of KAU is obvious both in terms of the number of students and the number of scientific and theoretical fields it offers.

Since both male and female students study at KAU, there are two separate campuses, according to Islamic Law. Both of them have all the cultural, recreational and athletic facilities students need, including a library with the most up-to-date equipment available for both students and teaching staff.



The aim of the institution is to offer higher education to all students in western Saudi Arabia. This is why, apart from the regular students' programme, KAU has an external programme. It also established the Deanship of Distant Teaching to keep up with the continuous development in learning and teaching technology.

**B. Read and answer the questions.**

1. Where is King Abdulaziz University?
2. When did KAU become a state university?
3. How many students study at KAU now?
4. Why are there two different campuses at KAU?
5. Can KAU students do any sports on the campus?
6. How does the university try to help all students get a higher education?

Appendix C: Brown's (2007) Method of Classification, pp. 185-190

Taxonomy of Language Teaching Techniques Used to Code Exercises in an English Language Textbook

Table 11.1. Taxonomy of language-teaching techniques (adapted from Crookes & Chaudron, 1991, pp. 52–54)

CONTROLLED TECHNIQUES

1. **Warm-up:** Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.
2. **Setting:** Focusing in on lesson topic. Teacher directs attention to the topic by verbal or nonverbal evocation of the context relevant to the lesson by questioning or miming or picture presentation, possibly by tape recording of situations and people.
3. **Organizational:** Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, etc.
4. **Content explanation:** Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.
5. **Role-play demonstration:** Selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.
6. **Dialogue/Narrative presentation:** Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to "understand").
7. **Dialogue/Narrative recitation:** Reciting a previously known or prepared text, either in unison or individually.
8. **Reading aloud:** Reading directly from a given text.
9. **Checking:** Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity.
10. **Question-answer, display:** Activity involving prompting of student responses by means of display questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by the likelihood of the questioner's knowledge of the response and the speaker's awareness of that fact.
11. **Drill:** Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.
12. **Translation:** Student or teacher provision of L1 or L2 translations of given text.
13. **Dictation:** Student writing down orally presented text.
14. **Copying:** Student writing down text presented visually.
15. **Identification:** Student picking out and producing/labeling or otherwise identifying a specific target form, function, definition, or other lesson-related item.
16. **Recognition:** Student identifying forms, as in **Identification** (i.e., checking off items, drawing symbols, rearranging pictures), but without a verbal response.
17. **Review:** Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance.
18. **Testing:** Formal testing procedures to evaluate student progress.
19. **Meaningful drill:** Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from **Information exchange** by the regulated sequence and general form of responses.                                    (Continued)

20. **Brainstorming:** A form of preparation for the lesson, like **Setting**, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.

21. **Storytelling (especially when student-generated):** Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with **Warm-up** or **Narrative recitation**). May be used to maintain attention, motivate, or as lengthy practice.

22. **Question-answer, referential:** Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). Distinguished from **Question-answer, display**.

23. **Cued narrative/Dialogue:** Student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialogue (e.g., metalanguage requesting functional acts).

24. **Information transfer:** Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). Distinguished from **Identification** in that the student is expected to transform and reinterpret the language or information.

25. **Information exchange:** Task involving two-way communication as in information-gap exercises, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from **Question-answer, referential** in that sharing of information is critical for the task.

26. **Wrap-up:** Brief teacher- or student-produced summary of point and/or items that have been practiced or learned.

27. **Narration/Exposition:** Presentation of a story or explanation derived from prior stimuli. Distinguished from **Cued narrative** because of lack of immediate stimulus.

28. **Preparation:** Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

29. **Role play:** Relatively free acting out of specified roles and functions. Distinguished from **Cued dialogues** by the fact that cueing is provided only minimally at the beginning, and not during the activity.

30. **Games:** Various kinds of language game activity not like other previously defined activities (e.g., board and dice games making words).

31. **Report:** Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to **Composition** in writing mode.

32. **Problem solving:** Activity involving specified problem and limitations of means to resolve it; requires cooperation on part of participants in small or large group.

33. **Drama:** Planned dramatic rendition of play, skit, story, etc.

34. **Simulation:** Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.

35. **Interview:** A student is directed to get information from another student or students.

36. **Discussion:** Debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged.

37. **Composition:** As in **Report** (verbal), written development of ideas, story, or other exposition.

38. **A propos:** Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

A language Lesson from an English Language Textbook

Lesson A

# How sweet it is!

Vocabulary  Food
Grammar  Count and non-count nouns; *How much/How many;*
Quantifiers: *much, many, a lot of*
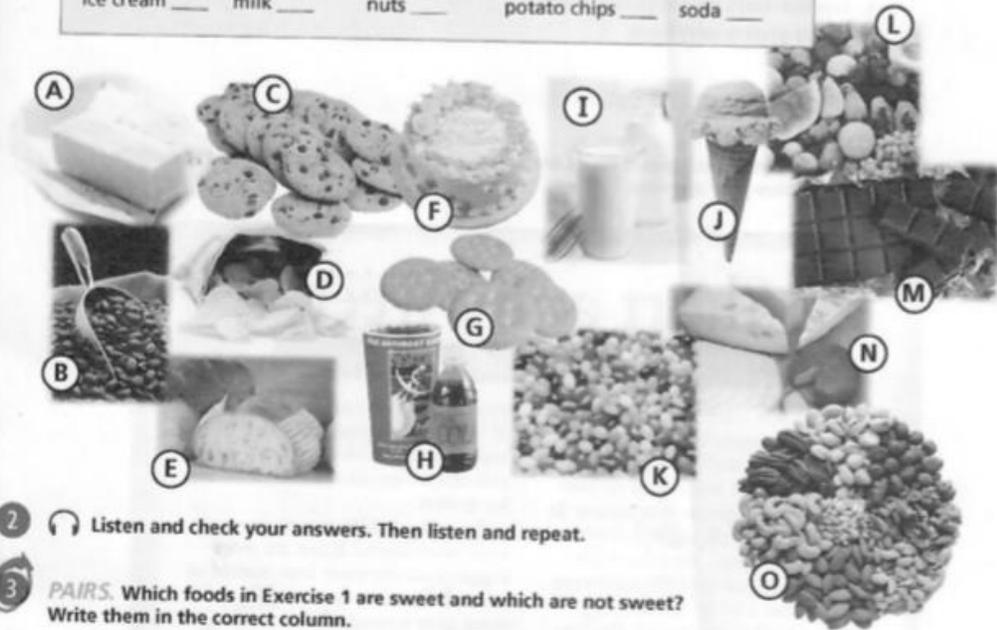Speaking  Talking about foods you like

## Getting started

1  PAIRS. **Match the photos with the words in the box.**

| | | | | |
|---|---|---|---|---|
| bread ____ | butter _A_ | cake ____ | candy ____ | cheese ____ |
| chocolate ____ | coffee ____ | cookies ____ | crackers ____ | fruit ____ |
| ice cream ____ | milk ____ | nuts ____ | potato chips ____ | soda ____ |

2  🎧  **Listen and check your answers. Then listen and repeat.**

3  PAIRS. **Which foods in Exercise 1 are sweet and which are not sweet?**
**Write them in the correct column.**

| Sweet | Not sweet |
|---|---|
| soda | cheese |
| | |

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## Listening

**4** *PAIRS.* Do you know what the following word and phrase mean: *chocoholic* and *to have a sweet tooth*?

**5** 🎧 Listen to the interview and check (✓) the words from Exercise 1 that you hear.

**6** 🎧 Listen again. Are the sentences true or false? Write *T* or *F* next to each one.

1. Lorraine eats some chocolate almost every day. T
2. Tae-Soon eats a lot of sweet things.
3. Gustavo eats a lot of cookies.
4. Gustavo buys a lot of potato chips.
5. Janice prefers salty food.

## Reading

**7** *PAIRS.* Do you think sweet foods are healthy or unhealthy for you? Read the article and compare your answers.

# Short and Sweet
## The Truth about Sweets

Are you crazy about sweets? How many cookies do you eat in a day? How much chocolate? How much soda do you drink? A lot of people love sweets. In fact, a lot of people eat and drink too many sweet things. And that's not good. It can lead to health problems.

If you eat a lot of cookies, ice cream, or cake—be careful. Doctors say that too many sweets are bad for your health. They say to eat a variety of foods: lots of fruits and vegetables, and smaller portions of bread, meat, and dairy. Then have a cookie or two for dessert.

Are two cookies enough to satisfy your sweet tooth? If not, try these suggestions: eat some fruit instead of a lot of chocolate or ice cream, drink some juice instead of soda, or eat a few nuts instead of some candy.

**8** Read the article again. Underline the word that makes each sentence true.

1. A lot of people love **sweets / butter**.
2. Too many **cookies / vegetables** are bad for your health.
3. It's OK to eat one or two **cookies / cakes** for dessert.
4. It's good to eat some **fruit / chocolate** instead of ice cream.

Classification of 8 Exercises in an English language Textbook Using the Taxonomy

| Exercise Numbers in the Textbook | Technique Numbers in the Taxonomy |
|---|---|
| 1 | (1) Warm-up; (2) Setting; (10) Question-answer, display; (16) Recognition; (9) Checking |
| 2 | (15) Identification; (11) Drill |
| 3 | (10) Question-answer, display; (24) Information transfer; (25) Information exchange; (14) Copying |
| 4 | (4) question-answer, referential; (25) Information exchange |
| 5 | (15) Identification |
| 6 | (24) Information transfer |
| 7 | (6) Narrative presentation; (22) question-answer, referential; (25) Information exchange; (9) Checking |
| 8 | (15) Identification; (10) Question-answer, display |

# 3b writing

## WRITING — A LETTER OF APPLICATION

**A. Discuss.**

· Have you ever had a job before? If yes, how did you get it?
· How do people apply for jobs they see advertised in newspapers?

**B. Read the advertisement and the letter of application below. Do you think that David is suitable for the job? Why / Why not?**

### PART-TIME WAITER REQUIRED FOR RESTAURANT

**Applicants must:**
· have experience working in a restaurant
· have knowledge of either French, Spanish or German
· be available from June till end of August
· have a friendly personality

**We offer:**
· pleasant working conditions
· a competitive salary
· a uniform
· training

Apply in writing to:
The Manager
The Plum Restaurant
4 Parkway Street, Torquay TQ3 5RQ

David Ainsley
26 Barbara Street
Torquay TQ2 6PQ

22 April 2011

The Manager
The Plum Restaurant
4 Parkway Street
Torquay TQ3 5RQ

Dear Sir/Madam,

I am writing to apply for the position of waiter as advertised in the 'Evening News' on the 20th of April.

I am an eighteen-year-old student in my final year of school. I believe I am suitable for this position because I have previous experience of working in a busy restaurant. Last summer I worked at Vincent's Italian restaurant and, before that, I worked as a cashier at a fast food restaurant.

In addition, I am fluent in French and I have a good knowledge of German. I consider myself to be a reliable person. I am always punctual and I realise the importance of being friendly and polite to customers. As I finish school in May and I will not start university until the beginning of October, I am available for the months you require.

I have enclosed a copy of my curriculum vitae for your review. I hope my application will be taken into consideration. I look forward to hearing from you.

Yours faithfully,
David Ainsley
David Ainsley

**C. Read the following sentences. Tick the sentences that apply to the letter above.**

The writer:

a. begins his letter with a set phrase. ☐
b. uses informal language. ☐
c. explains why he is suitable for the job. ☐
d. gives examples of what he does at the weekends. ☐
e. describes his qualifications and experience. ☐
f. states his age. ☐
g. explains what his drawbacks are. ☐
h. uses set phrases to end his letter. ☐

**D. Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.**

a. job (para 1) _____
b. the right person (para 2) _____
c. I think I am (para 3) _____
d. on time (para 3) _____
e. free (para 3) _____
f. I have included (para 4) _____
g. for you to examine (para 4) _____
h. will be thought about (para 4) _____

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**E. Look at the set phrases and expressions you can use in letters of application.**

| | |
|---|---|
| **Set phrases for opening paragraph** | I am writing with regard to your advertisement in … (where). |
| | I am writing to apply for the position of … (job) as advertised in … (where) on … (date). |
| | I am interested in applying for the job of … |
| **Expressions for main part** | I am currently working for/at … |
| | I am familiar with / experienced in / fluent in … |
| | At present I am … |
| | I believe I am suitable for the position of … |
| **Set phrases for closing paragraph** | I look forward to hearing from you. |
| | I hope my application will be taken into consideration. |
| | I am available for an interview at your convenience. |
| | I have enclosed a copy of my curriculum vitae describing my qualifications and experience. |

**Now rewrite the sentences below in a more formal manner using set phrases and expressions from the box.**

1. I'm writing to you because I want to ask about the ad I saw in the paper.

   _____

   _____

2. Right now I've got a job at the local baker's.

   _____

   _____

3. I can speak Chinese really well, too.

   _____

   _____

4. I hope you will think about hiring me.

   _____

   _____

5. Write back soon.

   _____

   _____

6. If you want to talk to me, I can come and see you any time you like.

   _____

   _____

**F. When you are writing a letter of application, follow the outline below.**

**GREETING**
• Use a formal greeting, not first names (Dear Sir/Madam, Dear Mr, Ms, Mrs, Miss + surname).

**OPENING PARAGRAPH**
Use set phrases to:
• state the position you are applying for.
• say where/when you saw the job advertised.

**MAIN PART (2-3 PARAGRAPHS)**
• State your age.
• Describe your qualifications and experience.
• State your present/previous job.
• List any interests/hobbies you have that are relevant to the job advertised.
• Explain why you think you are suitable for the job advertised.

**CLOSING PARAGRAPH**
Use set phrases to:
• say whether you have enclosed a CV or a reference.
• say that you hope your application will be taken into consideration.

**SIGNING OFF**
• Use a formal signature ending (*Yours faithfully* – when you don't know the name of the person you are writing to. *Yours sincerely* – when you know the name of the person you are writing to.) Sign underneath and print your full name below your signature.

**TIP**

When you are writing a letter of application:
➤ begin and end your letter with appropriate expressions.
➤ use formal language and write in a confident manner.
➤ do not use short forms or abbreviations.
➤ identify the qualities required for the job (as stated in the advertisement) and explain why you consider yourself suitable for the job.
➤ don't state drawbacks.

**WRITING TASK**

You have seen the following advertisement and have decided to apply for the job. Write your letter of application (100-150 words).
Go to the Workbook, p. 43.

| PART-TIME HAIRDRESSER REQUIRED | |
|---|---|
| • Applicants must have previous experience<br>• Minimum age 18<br>• Good customer service skills essential<br>• Enthusiastic and friendly manner | If you meet these requirements, then please apply in writing to:<br>The Manager<br>Good Hair Day<br>Oxford Road<br>London |

For the layout of formal letters see Appendix I.

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VITA

Thamer Kalfut

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE CENTRALITY OF WRITING MATERIALS IN SAUDI ARABIAN
ENGLISH CLASSROOMS: EVALUATING L2 TEXTBOOKS FROM AN
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Major Field: ENGLISH: TESOL & Applied Linguistics

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in TESOL and Applied
Linguistics at Oklahoma State University, Stillwater, Oklahoma, United States, in 2020

Completed the requirements for the Master of Arts in TESL/Linguistics at Indiana State
University, Terre Haute, Indiana, United States, in 2014

Completed the requirements for the Bachelor of Arts in English Language and Literature
at Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, Saudi Arabia, in 2010

Experience:

University of Tabuk, English instructor, Jan-Aug 2015

Imam Mohammed Ibn Saud Islamic University, English instructor, Sep-Dec 2015

Dar Al-Uloom University, English instructor, Sep-Dec 2015

Saudi Student Association, Oklahoma State University, president, 2018

The 3rd Spring Forum in TESL & Applied Linguistics, Oklahoma State
University, conference chair, 2017/2018

TESLing Student Association, Oklahoma State University, academic chair, 2017/2018

Education Committee of Islamic Society of Stillwater, co-coordinator, 2018

Islamic Sunday School in Stillwater, Oklahoma, principal, 2018

Saudi Student Association, Indiana State University, academic chair, 2014

International Student Research Conference, Indiana State University, founder &
chair, 2014