



Investigating Teaching and Learning Practices of Second Language ESP Writing at Tertiary Level in Yemen

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Abstract

The teaching and learning of writing in L2 contexts is a complicated process that needs to be carefully investigated in order to obtain better outcomes. This study examines the teaching and learning in a writing course for students in the Yemeni context. In particular, the study deals with a writing course intended for preparing ESP students for writing final project reports at the tertiary level. Using three qualitative techniques of observations, interviews, and document analysis, the study investigated the current practices of the major participants involved in the writing course. The sample included students attending the writing course, course instructors and administrators. For trustworthiness of the data gathered, two techniques were employed: triangulation and member checking. The findings of the study unfolded a number of practices which were classified into three categories namely: administrative practices, instructional practices and student writing practices. The study concluded by proposing useful suggestions for improving the teaching and learning of writing in the ESP tertiary level in Yemen based on the findings of the present study.

Keywords: Second language (L2) writing, Foreign language (FL) writing, English for Specific Purposes (ESP) Writing, Writing instruction, English at the tertiary level