

**AN ANALYSIS OF THE GRADE TWELFTH READING
CURRICULUM IN THE SULTANATE OF OMAN:
CURRICULUM ALIGNMENT AND PREPARATION FOR
ACADEMIC READING AT THE UNIVERSITY LEVEL**

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AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own excluding the quotations and summaries, which have been appropriately acknowledged.

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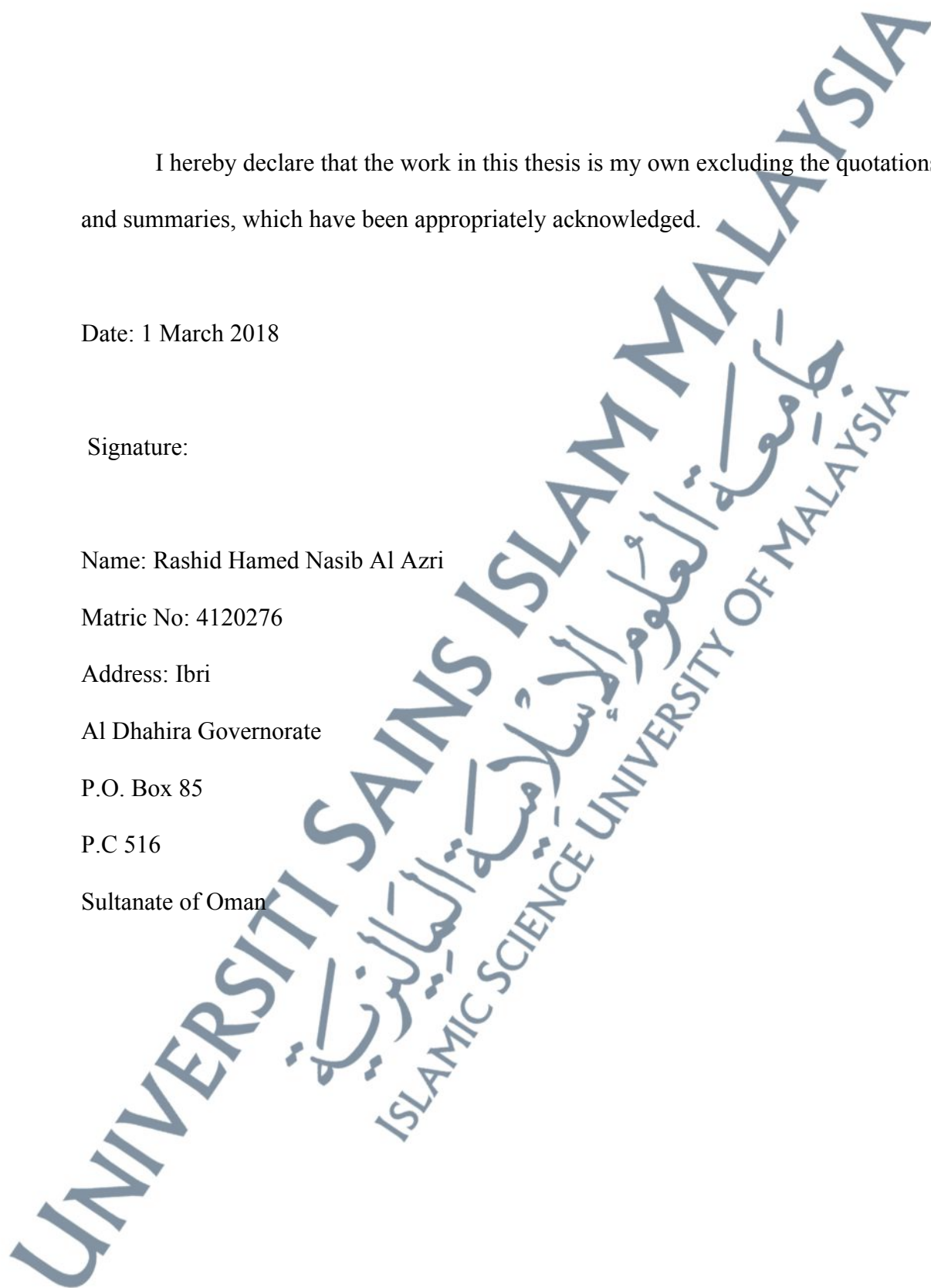
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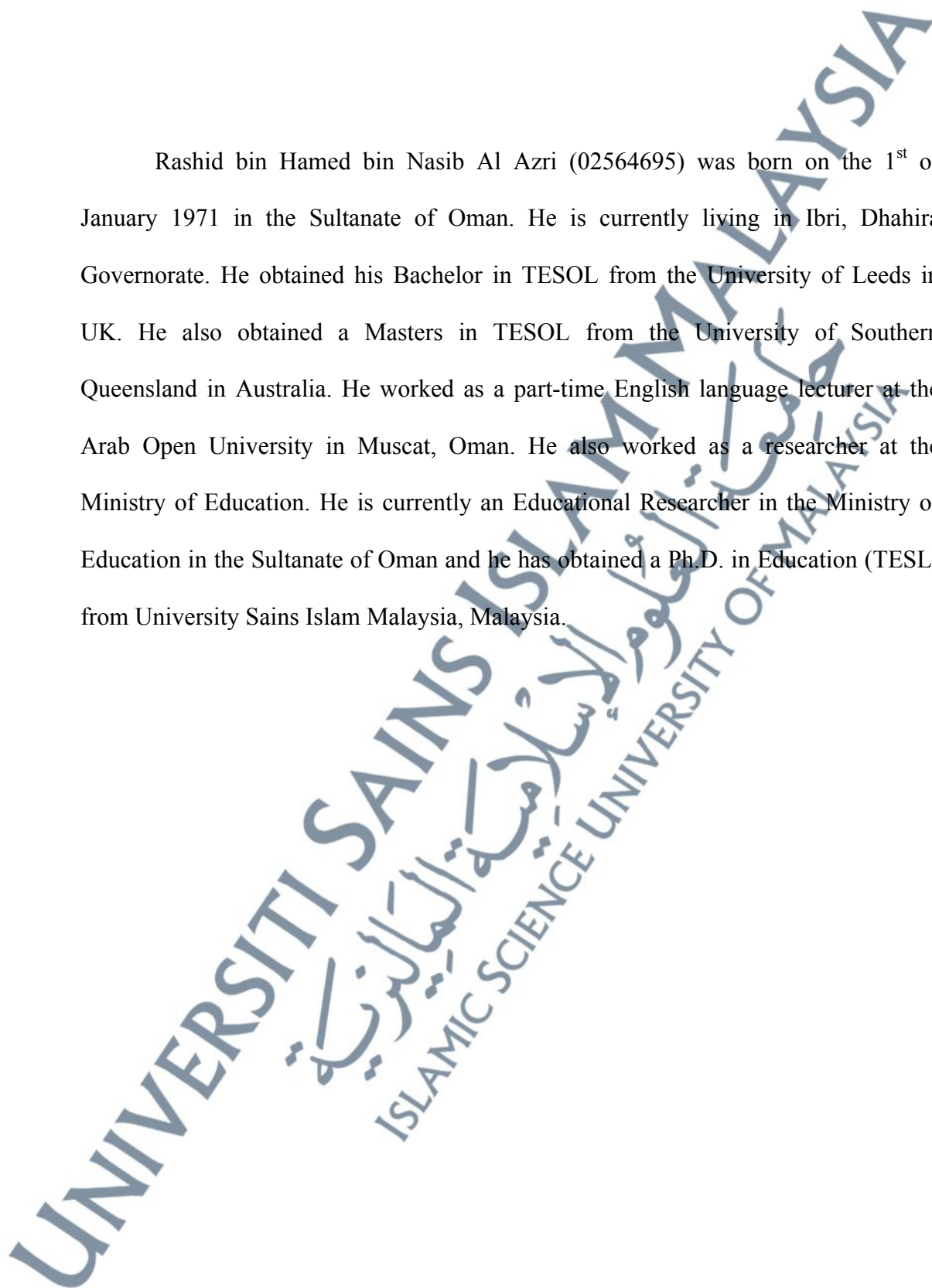
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ABSTRAK

Menyedari kepentingan Bahasa Inggeris di dalam semua bidang professional dan merupakan bahasa global, sistem pendidikan di Oman telah memperkukuhkan penguasaan membaca di dalam Bahasa Inggeris sebagai salah satu objektif pendidikannya. Namun begitu, pembacaan di dalam Bahasa Inggeris merupakan salah satu masalah pendidikan yang membimbangkan terutama sekali dalam kalangan penuntut universiti di Oman. Justeru, penyelidikan ini mengkaji kurikulum pembacaan Bahasa Inggeris sebagai Bahasa Asing untuk Gred Duabelas di Oman dalam aspek kesinambungan kurikulum tersebut dengan pendekatan “Komunikatif”. Kajian ini turut mengkaji bagaimana kurikulum ini menyediakan pelajar dalam kemahiran pembacaan akademik yang diperlukan di universiti. Data yang dikumpul adalah melalui proses penilaian tugas pembacaan yang diekstrak dari buku-buku Gred Duabelas “*Engage With English*” (EWE), buku aktiviti EWE (A+B), buku rujukan guru EWE (A+B) dan melalui pencerapan pemahaman pembacaan dalam bilik darjah di sekolah-sekolah terpilih. Kajian ini akan berfokus kepada faktor-faktor seperti teori-teori pengajaran dan pembelajaran bahasa kedua, teori pembacaan dalam bahasa kedua, peranan murid dan guru, penekanan pembacaan sebagai strategi untuk mencapai objektif pembelajaran di dalam Kurikulum Pembacaan Gred Duabelas di Oman, jenis-jenis petikan, tahap keperluan kognitif dan tahap kepelbagaian leksikal di dalam petikan pembacaan buku kursus Bahasa Inggeris sebagai Bahasa Asing Gred Duabelas. Pengkaji akan mengaplikasikan analisa kandungan manifestasi dalam proses menganalisa data. Dapatan tentang teori pengajaran dan pembelajaran Bahasa kedua mendapati wujudnya ketidaksinambungan dari segi label “Komunikatif” di antara kurikulum pembacaan Bahasa Inggeris sebagai Bahasa Asing Gred Duabelas dan teori asas yang berkaitan. Tambahan pula, dapatan tentang peranan guru mendapati bahawa guru bertindak sebagai pengarah berbanding pencetus dan peranan murid adalah menjurus kepada individu berbanding kumpulan atau pasangan. Dari segi penyediaan murid-murid Gred Duabelas dalam pembacaan akademik dalam Bahasa Inggeris ke peringkat universiti, kurikulum Gred Duabelas ini tidak melatih murid-murid untuk tiga tugas pembacaan yang utama. Dari aspek permintaan kognitif, Kurikulum Pembacaan Gred Duabelas tidak melatih murid-murid dengan tugas pembacaan yang memerlukan permintaan kognitif yang tinggi. Dalam aspek jenis-jenis petikan, latihan dalam memproses petikan berbentuk ekspositori adalah mencukupi dan terdapat petikan berbentuk naratif ke dalam Kurikulum Pembacaan Gred Duabelas. Dapatan kajian juga menunjukkan bahawa Kurikulum Pembacaan Gred Duabelas melatih murid-murid memproses petikan berdasarkan tahap gred yang sepatutnya kerana panjang petikan adalah bersesuaian dengan tahap gred. Kurikulum Pembacaan Gred Duabelas secara tersiratnya menggunakan kemahiran membaca sebagai medium untuk mencapai objektif pembelajaran seperti yang tersenarai dalam Kurikulum Bahasa Inggeris sebagai Bahasa Asin di Oman. Dapatan daripada kajian ini adalah penting tidak hanya untuk penulis kurikulum di Oman tetapi turut boleh digunapakai oleh negara lain di mana Bahasa Inggeris adalah sebagai Bahasa Kedua / Asing.

ABSTRACT

Given the importance of English in all professions and as a global language, enhancing reading proficiency in English is one of the key objectives in the Omani education system. However, reading in English has been one of the major problems in the Omani setting especially among university students. Hence, the current study examined the Omani Grade Twelve EFL reading curriculum in terms of its alignment with the communicative approach as well as how the Omani Grade Twelve EFL reading curriculum prepares students for the academic reading skills required by universities. Data were collected via reviewing the reading tasks extracted from the Grade Twelve Engage With English (EWE) book, EWE course books (A+B), EWE Teacher's Books (A+B) and through classroom observations in the selected schools. This study factored in numerous dynamics such as Second Language Acquisition (SLA) theories and second language reading theories and their corresponding instructional approaches, types of learners' role, types of teachers' role, the emphasis on reading as the means to achieve the learning outcomes specified in the Omani Grade Twelve (EWE) EFL reading curriculum, types of passages and length, level of cognitive demands and level of lexical diversity in the reading passages in the EFL Grade Twelve Course book. The researcher utilised manifested content analysis for analysing the data of the current study. The findings regarding the SLA theories indicate that there is a misalignment between the communicative label of the Omani EFL Grade Twelve reading curriculum and its grounding theories. In addition, In addition, the findings on teachers' role indicate that the teacher primarily acts as a director rather than catalyst while the learners' role is designed to be primarily as an individual task rather than pair/group task. Regarding the preparation of grade twelfth students for academic reading in English at the university level, the grade twelfth curriculum does not fully train the learners on three types of major reading tasks. As for the cognitive demands, the grade twelfth reading curriculum trains students with reading tasks that require a high level of cognitive demands. The findings show that the grade twelfth reading curriculum trains the students to process texts in English at a grade level as the majority of reading passages are up to the grade level in terms of length of the passage, however, with the majority of passages being expository in nature with some narrative passages. The findings of the current study are important not only to the curriculum designers in Oman but also to other countries where the English language is a foreign language.

MULAKHKHAS AL-BAHTH

بالنظر الى كون اللغة الانجليزية لغة عالمية وتعتبر لغة المال والأعمال على مستوى العالم فقد حرص النظام التعليمي في سلطنة عمان على عملية تطوير مهارات الطلبة في اللغة الانجليزية بشكل عام والقراءة بشكل خاص وجعلها من أهم الاهداف التي يسعى لتحقيقها. وبما أن مهارة القراءة باللغة الانجليزية كما تشكل تحديا للطلاب بشكل عام ولطلاب الجامعات على وجه الخصوص في سلطنة عمان فقد هدفت الدراسة الحالية الى تحديد طرق تدريس القراءة في مناهج الثاني عشر في سلطنة عمان. إضافة الى البحث حول إذا كان المنهاج الخاضع للدراسة يعد الطلاب للقراءة الأكاديمية باللغة الانجليزية في المرحلة الجامعية. وقام الباحث بجمع بيانات الدراسة عبر تحليل مكونات المنهاج الدراسي المحدد، إضافة الى المشاهدات الصفية المباشرة في المدارس المختارة. حيث قام الباحث بدراسة الآتي: طرق التدريس المستخدمة لتدريس مهارة القراءة، أنواع نصوص القراءة والتدريبات المصاحبة لها، دور كل من المعلم والطالب، المستويات العقلية المطلوبة للتعامل مع التدريبات المصاحبة لدروس القراءة، علاوة على دراسة دور القراءة في تحقيق مخرجات التعلم الواردة في مناهج اللغة الانجليزية للصف الثاني عشر. ومن أجل تحليل البيانات الخاصة لهذه الدراسة، انتهج الباحث وسيلة تحليل المحتوى.

فيما يتعلق بنظريات اكتساب اللغة الثانية واتجاهات التعلم المرتبطة بها اظهرت نتائج الدراسة ان هناك عدم توافق بينها وبين طبيعة المنهاج قيد الدراسة والنظريات التي بني عليها. بالنسبة لدور الطلبة اشارت النتائج الى غالبية تدريبات القراءة صممت للتعامل الفردي من قبل الطلبة. أما دور المعلم فقد اظهر التحليل ان دوره يقتصر على دور الوسيط وموجه للطلبة. بخصوص اعداد المنهاج للطلبة للقراءة الأكاديمية في المرحلة الجامعية اظهرت نتائج الدراسة أن مهارة القراءة هي المهارة السائدة التي نالت نصيب الاسد في المناهج. أما بخصوص الاعتماد على مهارة القراءة في تحقيق اهداف المنهاج فقد اظهرت النتائج ان هناك اعتماد كلي عليها. اشارت الدراسة الى نوع التدريبات الخاصة بالقراءة، بين ان تحديد التفاصيل هو السائد في المنهاج كما بينت الدراسة ان المناهج يعرض الطلاب لكلى النوعين من انواع القراءة، التفسيري والقصصي، إلا ان التفسيري هو السائد. وجدت الدراسة مستوى عال من التنوع في المفردات في مناهج القراءة بالصف الثاني عشر. كما يتطلب المنهاج قدرات عقلية عليا للتعامل معه. وختاماً فإن هذه الدراسة قد تكون بمثابة خارطة طريق للقائمين على اعداد المناهج في سلطنة عمان و الدول الاخرى التي يتم تدريس اللغة الانجليزية فيها على اعتبار انها اللغة الثانية.

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