

**AN ANALYSIS OF THE EST SECONDARY SCHOOL
READING CURRICULUM IN YEMEN: APPROACHES
AND PREPARATION FOR ACADEMIC READING AT
THE UNIVERSITY LEVEL**

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AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that this thesis is based on my own independent work, except for quotation and summaries which have been dully acknowledged. I also declare that no part of this work has been submitted for any degree to this or any other university.

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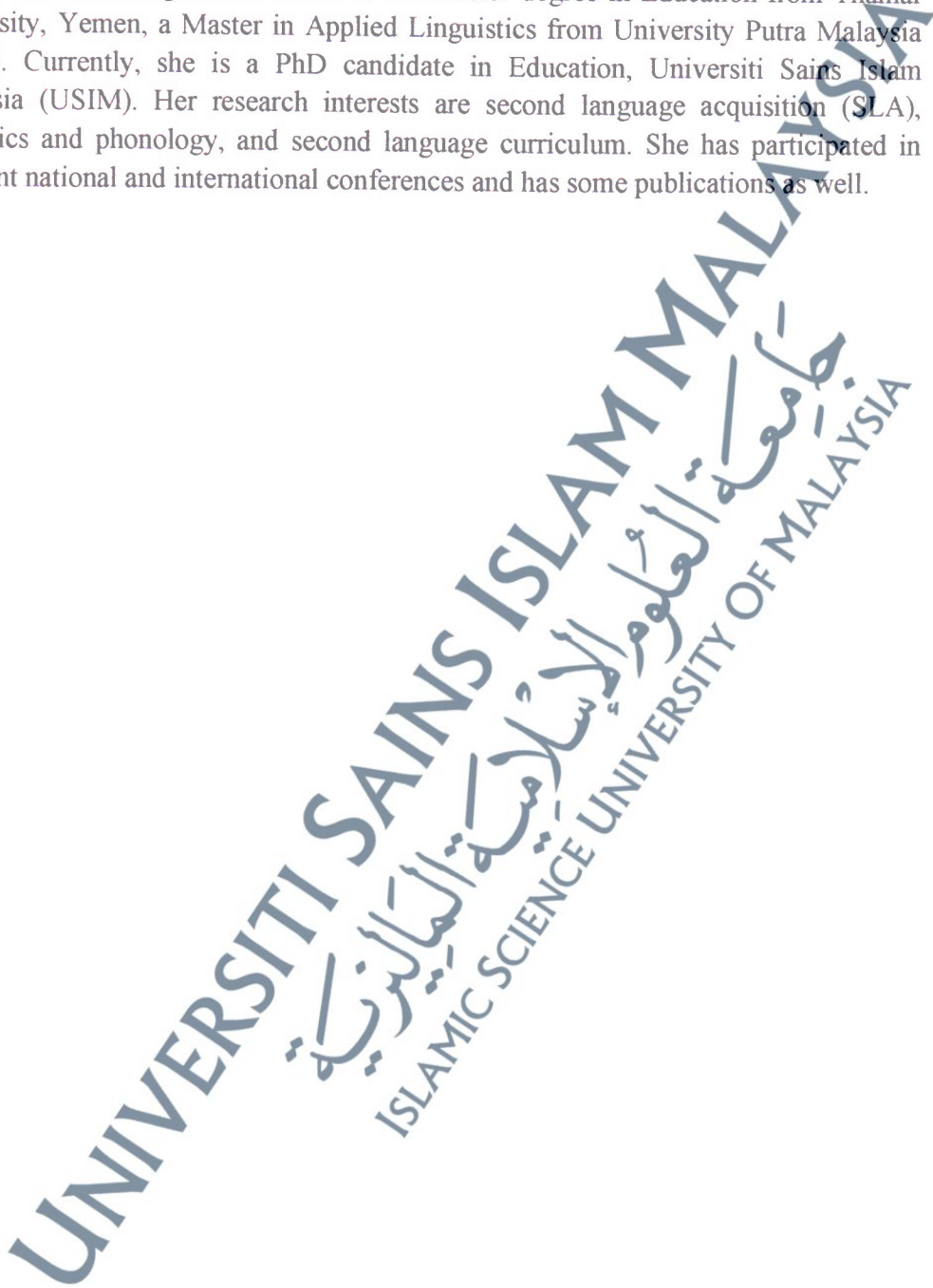
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ABSTRACT

There are two main purposes of the current present study: 1) To determine the overarching approaches to second language (L2) reading instruction reflected in the Yemeni EST 3rd grade secondary school reading curriculum and 2) To determine if the curriculum prepares students for the reading skills that they are required to have for reading in English at the tertiary level. The data for the study were collected via curriculum documents reviews as well as from classroom observations in the participating schools. The study examined the types of SLA and L2 reading instructional approaches, types of reading tasks and texts, learner and teacher roles, the level of cognitive demands required for the reading tasks as well as the emphasis on reading as the means to achieve the learning outcomes listed in the selected curriculum. The data for this study were analysed using content analysis. The findings on the SLA theories, second language reading theories, learner roles and teacher roles indicate that there are misalignments between the communicative label of the selected curriculum and its actual theoretical grounding. In contrast to its communicative label, the findings indicate that the Yemeni EST 3rd grade secondary school reading curriculum is highly grounded in the cognitive information processing theory rather than the communicative language teaching theory. In addition, the finding on teachers' role shows that the teachers primarily act as a director rather than a catalyst while the learner's role are designed to be primarily as individual tasks rather than pair/group tasks. In terms of preparing students for academic reading in English at the University level, the types of reading tasks in the selected curriculum does train the students on three types of major reading tasks. Nonetheless EST learners are more frequently trained with reading tasks that require low level of cognitive demands rather than reading tasks that require higher level of cognitive demands. In terms of type of reading passages, the training on the processing of expository texts is highly inadequate due to a significant inclusion of the narrative texts in the EST curriculum. The findings of the study also demonstrates that that the Yemeni EST 3rd grade learners are not trained to process texts in English at a grade level as the majority of reading texts are below the grade level in terms of readability and length. The Yemeni EST 3rd grade reading curriculum explicitly emphasises on the use of reading skill as a means to achieve the listed learning outcomes in the EST curriculum. The findings of the study have implications not only to the Yemeni settings but also to other sittings which English is not the first language. The findings of current study are discussed in terms of the alignment of the EST 3rd grade secondary school reading curriculum with its Communicative label as well as in terms of how the curriculum EST learners for English language in the content areas at the tertiary level.

ABSTRAK

Terdapat dua tujuan utama kajian semasa ini: 1) Untuk menentukan cara keseluruhan kepada arahan bahasa arahan membaca dicerminkan dalam bahasa Inggeris Yaman untuk Kurikulum Sekolah Menengah Sains dan Teknologi Gred Ketiga Membaca dan 2) Untuk menentukan sama ada kurikulum ini menyediakan pelajar untuk mencapai kemahiran yang mereka perlu mempunyai untuk membaca dalam bahasa Inggeris di peringkat pengajian tinggi. Data untuk kajian ini dikumpulkan melalui dokumen kurikulum ulasan dan juga dari pemerhatian bilik darjah di sekolah-sekolah yang mengambil bahagian. Kajian ini mengkaji jenis bahasa kedua yang diperoleh dan pengajaran bahasa dalam bahasa kedua, beberapa jenis tugas membaca dan teks, peranan pelajar dan guru, tahap permintaan kognitif yang diperlukan untuk tugas-tugas membaca dan juga penekanan kepada peranan membaca sebagai cara untuk mencapai hasil pembelajaran yang disenaraikan dalam kurikulum yang dipilih. Data untuk kajian ini telah dianalisis menggunakan analisis kandungan. Penemuan tentang teori-teori pemerolehan bahasa kedua, teori pembacaan dalam bahasa kedua, peranan pelajar dan peranan guru menunjukkan bahawa terdapat ketidaksamaan antara label komunikasi kurikulum yang dipilih dan asas sebenar teori. Berbeza dengan label komunikasi, keputusan kajian yang dijalankan menunjukkan bahawa Kurikulum Membaca dalam Bahasa Inggeris Yaman untuk Sains dan Teknologi gred ketiga di sekolah menengah berasaskan teori pemrosesan maklumat kognitif dan bukan teori pengajaran bahasa komunikasi. Di samping itu, pendapat mengenai peranan guru menunjukkan bahawa guru-guru terutamanya bertindak sebagai pengarah dan bukan pemangkin, manakala peranan pelajar itu direka untuk tugas-tugas sebagai individu dan bukannya tugas pasangan / kumpulan. Dari segi menyediakan pelajar untuk pembacaan akademik dalam bahasa Inggeris dalam peringkat Universiti, jenis tugas bacaan dalam kurikulum yang dipilih tidak melatih pelajar-pelajar dalam tiga jenis tugas bacaan utama. Walau bagaimanapun, pelajar Bahasa Inggeris untuk Sains dan Teknologi lebih kerap berlatih dengan tugas membaca yang memerlukan tahap rendah permintaan kognitif dan bukannya membaca tugas-tugas yang memerlukan tahap yang lebih tinggi daripada permintaan kognitif. Dari segi jenis rencana, latihan mengenai pemrosesan penjelasan teks kurang mencukupi kerana kemasukan teks-teks naratif dalam Kurikulum Bahasa Inggeris untuk Sains dan Teknologi. Hasil kajian ini juga menunjukkan bahawa bahasa Inggeris Yaman untuk Sains dan Teknologi untuk pelajar gred tiga tidak dilatih untuk memproses teks Bahasa Inggeris pada peringkat gred yang ditentukan. Ini adalah kerana majoriti daripada teks bacaan ini terdapat di bawah paras gred dari segi pembacaan dan kepanjangan. Kurikulum membaca dalam Inggeris Yaman untuk Sains dan Teknologi untuk gred ketiga telah jelas memberi penekanan kepada penggunaan kemahiran membaca sebagai satu cara untuk mencapai hasil pembelajaran yang disenaraikan dalam kurikulum Bahasa Inggeris untuk Sains dan Teknologi. Hasil kajian ini mempengaruhi bukan sahaja untuk pelajar Yaman tetapi juga untuk tempat lain yang Bahasa Inggeris bukan bahasa pertama. Keputusan Hasil kajian Kurikulum membaca dalam Bahasa Inggeris untuk Sains dan Teknologi untuk gred ketiga di sekolah menengah telah dibincangkan dari segi pengukuhan dengan label Komunikasi serta dari segi bagaimana kurikulum Bahasa Inggeris untuk Sains dan Teknologi pelajar untuk bahasa Inggeris boleh digunakan dalam kawasan kandungan di peringkat pengajian tinggi.

MULAKHKHAS AL-BAHTH

للدراية الحالية هدفان رئيسان. أولاً: تحديد طرق تريس اللغة الثانية وطرق تدريس مهاره القراء المنعكسة في منهج اللغة الانجليزية لمرحلة الصف الثالث الثانوي (القسم العلمي) في اليمن. ثانياً: تحديد ما إذا كان منهج القراءه للمرحله المختاره في اليمن تسهم في إعداء الطلاب للقراءة الاكاديميه باللغة الإنجليزية في مرحلة التعليم الجامعي. تم جمع البيانات لهذه الدراسة من خلال استعراض المناهج الدراسية المختاره ومن خلال الملاحظات الصفيه المباشرة لعملية التدريس في المدارس المشاركة. وبحثت الدراسة طرق التدريس المستخدمه في تدريس مهارة القراءة للغة الانجليزية، أنواع تدريبات ونصوص القراءه، ادوار المعلم والطالب، مستوى المتطلبات العقلية المطلوبة لتدريبات القراءه بلاضافه الى دراسه مهارة القراءة كوسيلة لتحقيق مخرجات التعلم المنصوصه في المناهج التعليمية المختاره مقارنة بمهارات اللغة الاربعة. وقد تم تحليل بيانات هذه الدراسة باستخدام وسيلة تحليل المحتوي. فيما يتعلق بنظريات اللغة الثانية ونظريات مهاره القراءه، اظهرت النتائج بان هناك اختلافات بين التسمية التواصلية للمناهج الدراسية المختارة و اساسها النظري الفعلي، حيث ان النتائج تشير إلى أن منهج القراءة لمرحلة الثالث الثانوي (القسم العلمي) يركز إلى حد كبير على نظرية معالجة المعلومات الإدراكية بدلاً من نظرية تدريس اللغة التواصلية. بالإضافة إلى ذلك، فان دور المعلم قد صمم ليحتل حق التصرف في المقام الأول وليس كمحفز فقط، ودور الطالب صمم لاتيتمام تدريبات القراءه بشكل فردي على عكس ما هو عليه في النظرية التواصلية. فيما يتعلق بإعداد الطلاب للقراءة الأكاديمية باللغة الإنجليزية في المستوى الجامعي ، فان أنواع تدريبات القراءة في المناهج المختاره لا تقوم على تدريب الطلاب على تدريبات القراءة الرئيسية الثلاثة. بلاضافه الى ذلك، فان طلاب الثالث الثانوي في اليمن يمارسو بشكل واسع تدريبات قراءه تتطلب مستوى منخفض من المهارات العقلية المعرفية بدلاً من ممارسه تدريبات قراءه تتطلب مهارات عقلية ذات مستوى عالي. من حيث نوعية نصوص القراءه، فان منهج القراء للمستوى الثالث الثانوي باليمن لا يدرّب الطلاب بشكل كافي على للتصووص المعلوماتيه كم هي عليه نصوص القراءه في المرحله الجامعيه بسبب إدراج عدد كبير من النصوص السردية في المناهج المختاره، علاوة على ذلك، فان طلاب الثالث الثانوي في اليمن ليسوا مدربين على معالجة نصوص القراءه باللغة الانجليزية بما يتناسب مع المستوى الصفي من حيث صعوبه وطول النصوص. على الرغم من ذلك، فان النتائج اظهرت بان المنهج المختار يؤكد صراحة على استخدام مهارة القراءة كوسيلة لتحقيق نواتج التعلم المدرجة في المناهج. لنتائج هذه الدراسة اثار ليس فقط على المستوى اليمني ولكن على جميع المستويات حيث اللغة الانجليزية ليست اللغة الاولى. نتائج الدراسة الحالية نوقشت من حيث موائمه منهج القراء للثالث الثانوي مع تسميته الاتصالية وكذلك من حيث كيفية اسهام هذا المناهج في اعداد المتعلمين للقراءه باللغة الانجليزية في المرحله الجامعيه.

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LIST OF ABBREVIATIONS

Abbreviations	Meaning
EST	English for Science and Technology
ESP	English for Specific Purposes
EFL	English as Foreign Language
ESL	English as Second Language
ELT	English Language Teaching
SLA	Second Language Acquisition
FL	Foreign Language
L1	First Language
L2	Second Language
MoE	Ministry of Education
EGP	English for General Purposes
YAR	Yemen Arab Republic
RoY	Republic of Yemen
CECY	Crescent English Course for Yemen
GTM	Grammar Translation Method
ALM	Audio Lingual Method
CBA	Content Based Approach
TPR	Total Physical Response
NA	Natural Approach

OA	Oral Approach
CLT	Communicative Language Teaching
SWM	Silent Way Method
SCT	Socio-Cultural Method
TBI	Task Based Instruction
CBI	Content Based Instruction
SLE	Second Language Education
CLL	Cooperative Language Learning
GBIA	Genre-Based Instructional Approach
SSA	Structural Situational Approach
FFI	Form-Focused Instruction
DM	Direct Method
WLA	Whole Language Approach
CRI	Communicative Reading Instruction
GPA	Grade Point Average
CETS	College Entrance Test Scores
MoHE	Ministry of Higher Education
IRE	Initiation-Response-Evaluation
CO	Classroom Observation

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