

CHAPTER FOUR

FINDINGS

The purpose of this study was to examine the overarching approaches to second language (L2) reading instruction, which was reflected in the Yemeni EST 3rd grade secondary school reading curriculum as well as to find out how well this curriculum prepares the Yemeni students for reading in English at the university level. This Chapter presents the findings of the current study. The data were collected from three documents in addition to EST Reading Classroom Observation; the CECY pupil's course book, the CECY workbook, CECY teachers' guide book, which referred to in this study as the EST Course Book, EST Workbook and EST Teachers' Book respectively. In terms of analysing the seven research questions, the data for each research question were collected from some or all of the four curriculum documents.

The data were analysed separately in terms of frequency counts and percentages. The findings of the present study are presented in two sections. Part One: presents the findings in terms of the alignment of the curriculum with the communicative language teaching approach as it was labelled via examining the theories of and instructional approaches to Second Language Acquisition (SLA) and Second Language (L2) reading, learner roles as well as teacher roles. Part Two: presents the findings of analysing the extent to which the EST reading curriculum prepares the Yemeni students for reading in English at the university level.

4.1 PART ONE: THE ALIGNMENT OF THE YEMENI EST 3RD GRADE SECONDARY READING CURRICULUM WITH THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

This section presents the findings of analysing research questions 1, 2, and 3.

4.1.1. Theories of and Instructional Approaches to Secondary Language Acquisition (SLA) and Second Language (L2) Reading

This section presents the findings of the first research question of present study:

RQ1: *What second language acquisition (SLA) and second language (L2) reading theories and instructional approaches are reflected in the Yemeni EST 3rd grade secondary school reading curriculum documents and classroom instruction?*

In analysing the theories and instructional approaches of SLA and L2 reading reflected in the EST secondary reading curriculum, the elicited reading tasks were assigned into three SLA theories and their related instructional approaches. They are:

- Behaviourism/Structuralism Theory (such as Grammar Translation Method, Audio-Lingual Method, Total Physical Response & Oral Approach).
- Cognitive Information Processing Theory.
- Socio-Cognitive and Socio-Cultural Theory (such as Communicative Instructional Approach such as Content-Based Instruction & Task-Based Instruction).

Due to the overlap found between the socio-cognitive and socio-cultural theories in terms of their theoretical underpinnings such as the interactive role of learning (Sidek, 2010), the findings from these two theories were combined as supporting the communicative category of SLA theories.

Moreover, the elicited reading tasks were assigned into three major L2 reading theories and their related instructional approaches. They are:

- Bottom-Up Theories (such as Grammar Translation Reading Instruction).
- Top-Down Theories (such as Non-Interactive Whole Language Instruction).
- Interactive Theories (such as Content-Based Instruction & Task-Based Instruction).

In fact, analysing this question presents an alignment between the findings of SLA theories and related instructional approaches and the findings of L2 reading theories and instructional approaches. Table 4.1 below shows the finding of SLA

theories and L2 reading theories and instructional approaches as reflected in the course book, workbook and classroom observation.

TABLE 4.1: Second Language Acquisition Theory / Second Language Reading Theory and Instructional Approaches as Reflected in the Selected Documents.

SLA Theories / L2 Reading & Related Instructional Approaches Documents		Structuralism Theory (GTM & ALM)/ Bottom-Up Theory (GTRI)	Cognitive Theory Top-Down Theory (NIWLI)	Socio-Cognitive & Socio-Cultural Theory (CBI & TBI)/ Interactive Theory (CBI & TBI)
EST Course Book (82Statements)	Frequency	16 Statements	50 Statements	16 Statements
	Percentages	19.5 %	61%	19.5%
EST Workbook (311Statements)	Frequency	71 Statements	180 Statements	60 Statements
	Percentages	23%	58%	19%
EST Classroom Observation (263Statements)	Frequency	95 Statements	142 Statements	26 Statements
	Percentages	36%	54%	10%
Overall (656Statements)	Frequency	182 Statements	372 Statements	102 Statements
	Percentages	28%	57%	15%

Key: GTM=Grammar Translation Method, ALM=Audio-Lingual Method, TPR=Total Physical Response, OA=Oral Approach, CBI= Content Based Instruction, TBI=Task Based Instruction, GTRI= Grammar Translation Reading Instruction, NIWLI= Non-Interactive Whole Language Instruction

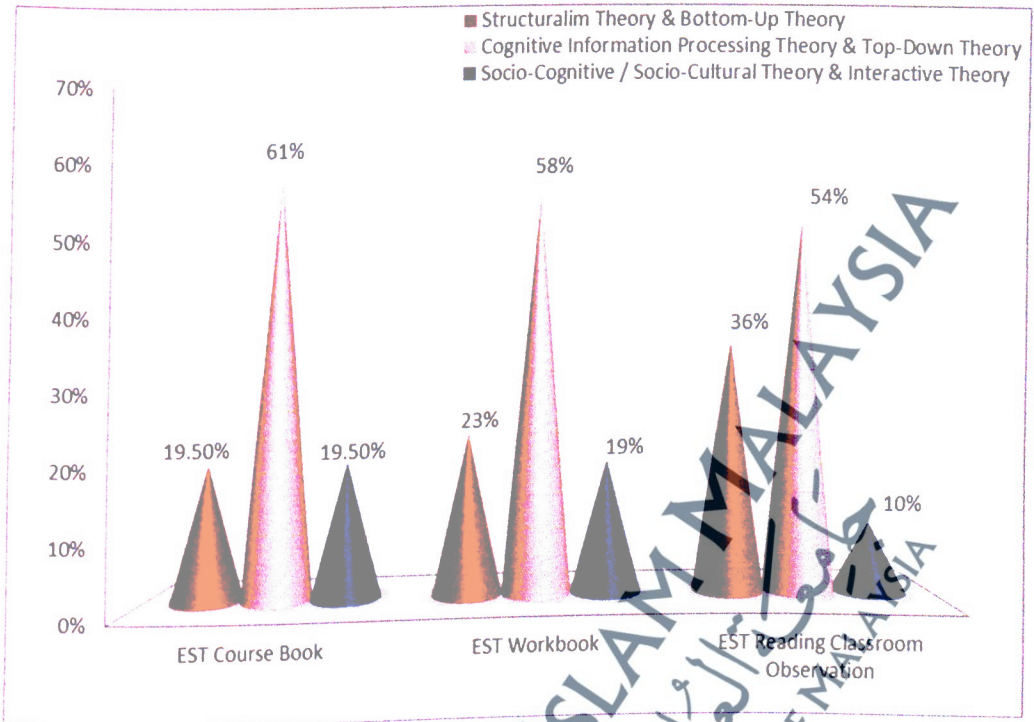
The findings from the EST 3rd grade secondary school reading curriculum and classroom observation in Table 4.1 shows that the cognitive theory and L2 top-down theory was the most frequently reflected theory in the EST 3rd grade reading

curriculum (57%) followed by the structuralism theory and L2 bottom-up theory (28%) and the socio-cognitive/socio-cultural theory and L2 interactive reading theory (15%).

However, the majority of the reading-related statements in the EST course book, workbook and reading classroom observation were reflected in the socio-cognitive/socio-cultural theory and L2 interactive theory with the least percentages (19.5%, 19%, and 10% respectively). The least percentages of socio-cognitive/socio-cultural and L2 interactive theory (10%) were found in the reading classroom instruction compared to the cognitive processing and L2 top-down theory (54%) and the structuralism and L2 bottom-up theory (36%).

On the other hand, findings from EST workbook and EST reading classroom observation showed that the structuralism theory and the L2 bottom-up theory were the most frequently reflected in reading-related statements (23% and 36% respectively) after the socio-cognitive / socio-cultural theory and L2 interactive theory (19% and 10% respectively). However, in the EST course book, the structuralism theory / the L2 bottom-up reading theory and the socio-cognitive/socio-cultural theory and L2 interactive reading theory were presented equally (19.5% each). Figure 4.1 presents the results discussed above in the graphical form.

FIGURE 4.1: Second Language Acquisition Theory / Second Language Reading Theory and Related Instructional Approaches as Reflected in the Selected Documents



The L2 reading theories and instructional approaches shared an equivalent percentages with the SLA theories because the bottom-up reading theories are grounded in a similar principles as the behaviourism/structuralism theories, the top-down reading theories are grounded in a similar principles as the cognitive theory and the interactive theories are grounded in a similar principles as the socio-cognitive and socio-cultural theory.

4.1.2 Learner Role

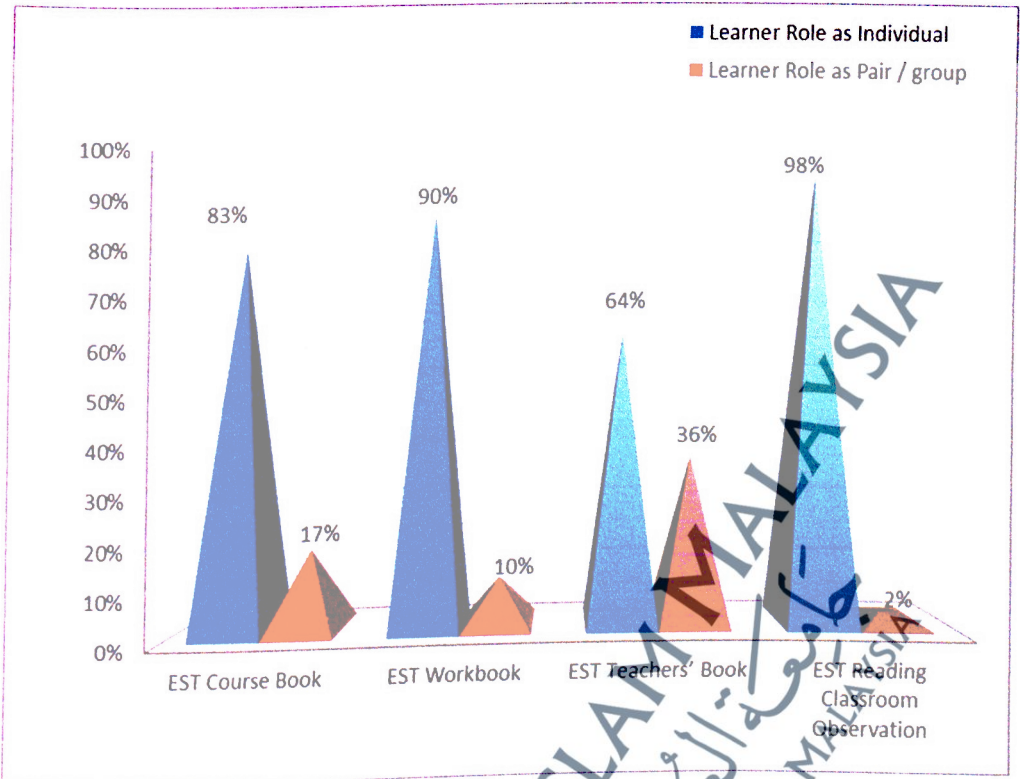
This section presents the findings for research question two:

RQ2: *What learner roles are reflected in the Yemeni EST 3rd grade secondary school reading curriculum documents and classroom instruction?*

This research question was analysed based on Richards and Rodgers model (2001). Richards and Rodgers (2001) classifies the learner role based on the patterns of learner grouping in terms of whether the reading tasks are carried out individually or in pair/groups. As the Yemeni secondary reading curriculum was designed based on the communicative approach, the major part of the reading tasks should have been designed to be conducted in pair/groups. To analyse the learner roles in the Yemeni EST 3rd grade secondary school reading curriculum, the elicited data were coded into two categories: individual and pair/group. Table 4.2 presents the results of the learner role and Figure 4.2 presents the results graphically.

TABLE 4.2: Learner Role as Reflected in the Selected Documents

Documents	Learner Role/	Individual	Pair / Group
EST Course Book (82 Statements)	<i>Frequency</i>	68 Statements	14 Statements
	<i>Percentages</i>	83%	17%
EST Workbook (311 Statements)	<i>Frequency</i>	280 Statements	31 Statements
	<i>Percentages</i>	90%	10%
EST Teacher's Book (144 Statements)	<i>Frequency</i>	92 Statements	52 Statements
	<i>Percentages</i>	64%	36%
EST Reading Classroom Observation (263 Statements)	<i>Frequency</i>	258 Statements	5 Statements
	<i>Percentages</i>	98%	2%
Overall (800 Statements)	<i>Frequency</i>	698 Statements	102 Statements
	<i>Percentages</i>	87%	13%

FIGURE 4.2: Learner Roles as reflected in the Selected Documents

The overall result, which is presented in Table 4.2, shows that the majority of the reading-related activities in EST reading curriculum documents were designed as individual tasks (87%) more than as pair/group tasks (13%). Specifically, Table 4.2 presents the findings of the learner roles as reflected in four curriculum documents; EST course book, workbook, teacher's book as well as EST reading classroom observation. The learner role as individual pattern was reflected in the classroom instruction with high percentages (98%), while 90% was emerged from the EST workbook, 83% from the EST course book and 64% from the reading related statements in the teacher's book. However, the learner role as pair or group pattern was significantly poorly expressed in those documents as the highest percentage of this pattern was emerged from the teacher's book (36%).

In addition, contradicting results were found in terms of the emphasis of the pair/groups pattern in the teacher's book and classroom observation. Although this pattern was highly reflected in the teacher's book (36%), it was almost neglected in the actual reading instruction (2%) as evidenced from classroom observation.

4.1.3 Teacher Role

This section presents the findings for research question three:

RQ3: *What teacher roles are reflected in EST 3rd grade secondary school reading curriculum and classroom implementations?*

The teacher role was analysed based on Richards and Rodgers's (2001) categories either as a facilitator/catalyst or director/instructor. As the Yemeni secondary curriculum was labelled as communicative, the major part of the teacher role should have been designed to be catalyst in which the teacher acts as consultant, classroom manager, advisor, observer, and co-communicator with the learners.

The data of this research question was elicited from curriculum documents used by the teachers; they are the EST course book, which is used daily both by the teachers and learners, the EST teacher's book, which involves reading related statements stated specifically for the teachers as guidelines to moderate reading classes, as well as the EST reading classroom observation. The findings are presented in Table 4.3 below as well as in Figure 4.3.

As shown in Table 4.3, in terms of the patterns of the teacher role, the reading-related statements in the EST teachers' book (64%) were designed for the teacher to be a moderator and instructor in nature such as *"Have the pupils read the short text. Then ask a few comprehension questions. For example, "How old is Aisha? How many sisters does she have? Then have the pupils completed the paragraph"*. While 36% of the reading-related statements were designed for the teacher to be a catalyst such as *"Have pupils read the text again and answer the questions in work book -page 23). The emphasis is on reading and understanding, so they should write short answers. Have them compare their answers with a partner's and discuss any disagreements"*.

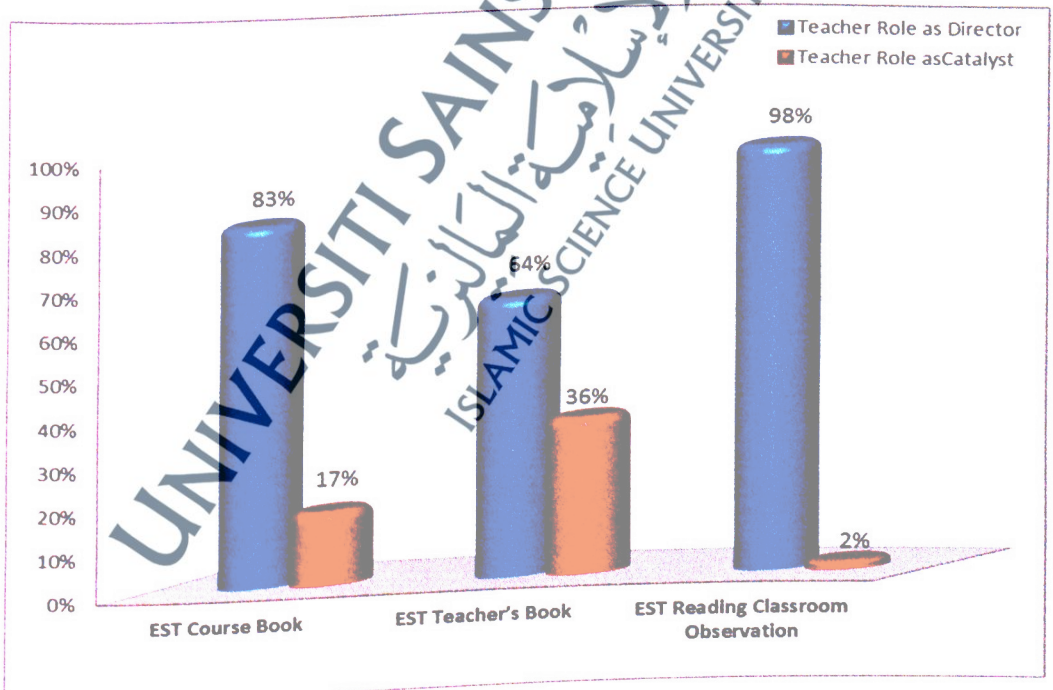
In fact, the same patterns were emerged from the EST course book and the EST reading classroom observation with different percentages. In the classroom observation, the reading-related statements highly presented the teacher as an instructor (98%) compared to the teacher role as a director (2%) while 83% and 17% were respectively emerged from the course book. Thus, the highest percentage of the teacher as catalyst and the lowest percentage of the teacher as director were emerged from the reading classroom observation. The overall percentage indicates that, in general, the teacher role as a director was the primary pattern (86%), which was reflected in the EST Yemeni 3rd grade curriculum, compared to the teacher role as a catalyst in the classroom implementation (14%).

Thus the findings for Part one shows that the EST reading curriculum is not a communicative reading curriculum in nature as the cognitive theory and top-down reading theory are reflected in the curriculum more than the communicative theory. In

TABLE 4.3: Teacher Roles as Reflected in the Selected Documents

Documents	Teacher Role /	Director	Catalyst
EST Course Book (82 Statements)	<i>Frequency</i>	68 Statements	14 Statements
	<i>Percentages</i>	83%	17%
EST Teacher's Book (311 Statements)	<i>Frequency</i>	92 Statements	52 Statements
	<i>Percentages</i>	64%	36%
EST Reading Classroom Observation (263 Statements)	<i>Frequency</i>	258 Statements	5 Statements
	<i>Percentages</i>	98%	2%
Overall (656 statements)	<i>Frequency</i>	418 Statements	71 Statements
	<i>Percentages</i>	86%	14%

FIGURE 4.3: Teacher Roles as Reflected in the Selected Documents



addition classroom instructions also reflected the reading classroom instruction as Initiation-Response-Evaluation (IRE) pattern which supports the structural and cognitive theories. Extracts 1 and 2 from classroom observation provide evidence for IRE pattern of classroom context..

FIGURE 4.4: Extract (1) from Classroom Observation Data

Extract 1

Teacher: Ok, go to the next paragraph and read silently:

Detecting and measuring acidity and alkalinity.
The litmus test:
Litmus is a vegetable dye that is used to test the acidity of solutions. Litmus paper is soaked in this dye. It is green, but when put in an acid solution, it turns red. If the solution is alkaline, it turns blue.

Students are reading silently the above paragraph while the teacher is writing some points, multiple choices and fill in the blanks questions on the board to elicit the answers from the students

E.g.

- Litmus is a vegetable (plant, dye, dress)
- It is used to (change, balance, test) the acidity of solution
- It is green, blacks, white

Teacher: OK, now let us start: Litmus is a vegetable.....

Student: Dye

Teacher: Yes, correct "dye", second it is used to

Student: Test the acidity.

Teacher: Yes, correct, then it ha what is its colour

Student: Green, teacher green

Teacher: Yes, correct "green". Its original colour is green. But when we put in an acid solution, its colour turns to

Student: Red

Teachers: Yes, red. And it turns to blue colour, if a solution is What, if acid turns to red and if it is..... turns to blue

Student: Alkalis

Teachers: Alkalis. Yes, correct.

Teacher revises the questions with students while the answers still on the board and the books are opened in front of the students.

FIGUR 4.5: Extract (2) from Classroom Observation Data**Extract 2**

Teacher: Ok. Look at these six animals in the pictures (seta in Arabic)/ Ok now do you think these animals are the same? No. they are not the same. Today we're going to talk about animals. Unusual animals, which are more different than these. These animals are usual animals. What does unusual animals means?

Student: different.

Teacher: Yes, strange animals. Today we're going to know how these animals are different from unusual animals in different ways. Open your book. We have the title 'Rama – the Cama'. Now we are going to know about Rama – the Cama. We are going to know who is Rama. Rama here is a name like Khadega, Swsan, Ahalam and Suad. Now, we're going to know who is Rama then we say it is Cama. Cama, is it like these animals?

All Students: No, no, no

Teacher: No, we are going to know why it is different. Look at the pictures here. We have the cat family and the dog family and here some pictures. Read only the first paragraph to say who is Rama? Who is Rama? Read only the first paragraph.

Students are reading silently while the teacher is writing some multiple choices and fill in the blanks questions on the board (see appendix 29).

Teacher: The scientists divided animals into what(families or classes)

Student: Families

Teacher: Lions, tigers, and (cats, monkeys, dogs) are the same family. Who is from the same family?

Student: Cats.

Teacher: It is the first family, the cat family. Now who is in the part in the same family of wolf and jackal: snacks, bees, or dogs? Look at the pictures to know the answer.

Student: The dogs family.

Teacher: The dogs family. This is the second family. Now, is it possible or impossible to crossbreed between animals from the same family? For example here I have lion and tiger, ok, is it possible or impossible to crossbreed between them?

Many students: Yes.

Teacher: Yes, it is possible to crossbreed between animals from the same family. When I crossbreed between animals from the same family, they are usual or unusual animal?

Student: Usual animal

Teacher: Ok usual animals and the result of the crossbreed is usual or unusual??

Student: unusual

Teacher: Ok. So, liger here is usual or unusual animal

Student: unusual animals

Teacher: Liger is a crossbreed between lion and which animal? From the name liger, is it tiger or camel?

Student: Tiger.

Teacher: Cama the new type of animals, Cama, this lady what is it called, usual or unusual animals? Rama. So here Rama is the name but Cama is the kind.

4.2 PART TWO: THE PREPARATION OF THE YEMENI EST 3RD GRADE SECONDARY LEARNERS FOR READING IN ENGLISH AT THE TERTIARY LEVEL

This section presents the findings of analysing research questions 4, 5, 6 and 7.

4.2.1 The Emphasis of EST Reading Skill In The EST 3rd Grade Secondary School Curriculum

This section presents the findings for research question four:

RQ4: *How explicitly is the reading skill used to achieve the learning outcomes in the Yemeni EST 3rd grade secondary school curriculum documents?*

For the purpose of finding out the emphasis on reading skill in the 3rd grade EST secondary school curriculum documents, two phases of analyses were conducted. Firstly, the analysis of the frequency of primary language skills (Reading, Writing, Listening, and Speaking) in the EST 3rd grade secondary course book and workbook were conducted. Then, the EST reading-related statements in the Yemeni EST 3rd grade secondary school course book and workbook were coded as either explicit or implicit tasks.

The frequency of each EST language skills was analysed in order to obtain the emphasis on reading skill in comparison to other language skills. The frequencies of explicit and implicit reading skill in the EST 3rd grade secondary school pupil's course and work book were analysed to find out the extent to which EST reading skill has been emphasized explicitly to achieve the listed learning outcomes in the EST curriculum.

4.2.1.1 The Emphasis of Each EST Language Skill (Reading, Writing, Listening And Speaking)

Table 4.4 summarises the result of the analysis of each EST language skill in EST 3rd grade secondary school curriculum.

TABLE 4.4: The Frequency of each EST Language Skill in the Yemeni EST Curriculum

Documents		Skills /	Reading	Writing	Listening	Speaking
EST Course Book (165 Statements)	<i>Frequency</i>		82 <i>Statements</i>	22 <i>Statements</i>	9 <i>Statements</i>	52 <i>Statements</i>
	<i>Percentages</i>		50%	13%	5%	32%
EST Workbook (579 Statements)	<i>Frequency</i>		311 <i>Statements</i>	94 <i>Statements</i>	137 <i>Statements</i>	37 <i>Statements</i>
	<i>Percentages</i>		54%	16%	24%	6%
Overall (744 Statements)	<i>Frequency</i>		393 <i>Statements</i>	116 <i>Statements</i>	146 <i>Statements</i>	89 <i>Statements</i>
	<i>Percentages</i>		53%	15%	20%	12%

Table 4.4 shows that the reading skill was the most frequently reflected skill (53%) in the EST 3rd grade curriculum, while speaking skill was the less frequently used skill with a percentage of 12% followed by the writing skill (15%) and then the listening skill (20%).

In terms of the EST course book, the reading skill was highly presented (50%) compared to other skills. Similarly, the reading skill was frequently emerged in the EST workbook (54%). The percentage of each EST language skills in the EST curriculum is presented in Figures 4.6 and 4.7.

FIGURE 4.6: Frequency of each EST Language Skill in the Yemeni EST Curriculum

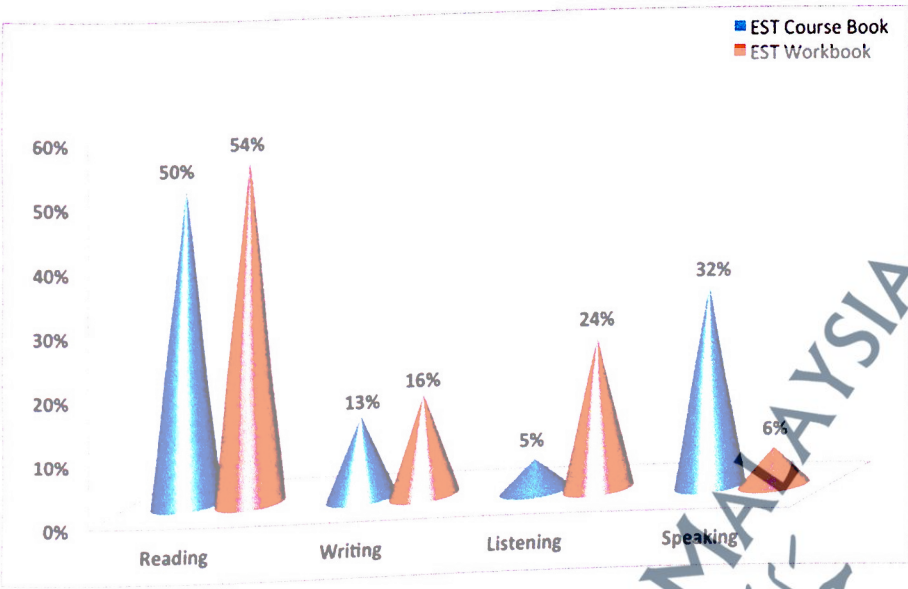
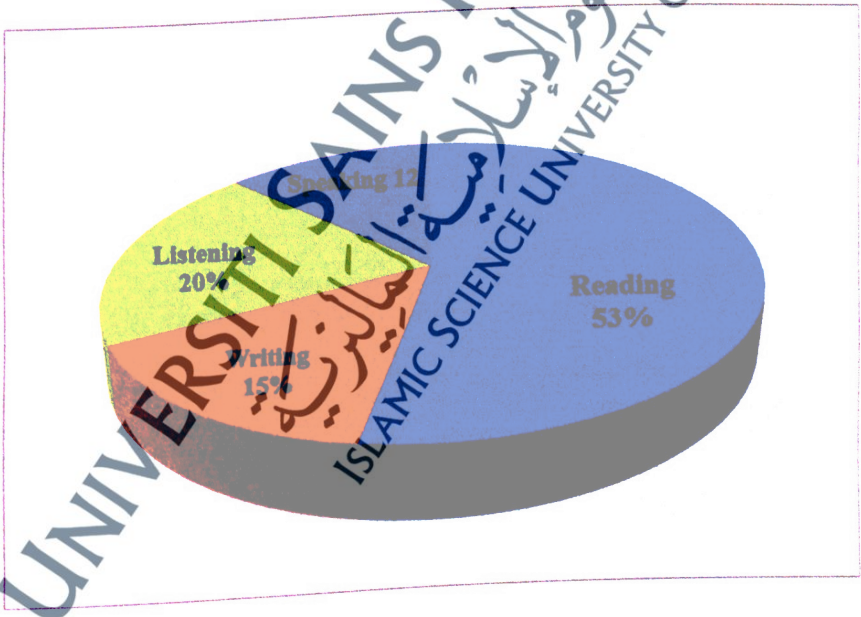


FIGURE 4.7: Overall Frequency of each EST Language Skill in the Yemeni EST Curriculum



4.2.1.2 Explicit/Implicit Analysis of the Reading Skills in the EST Secondary Reading Curriculum

This section presents the findings of analysing the coding of the related reading statements in the EST course book and work book as explicit or implicit. The findings for this section are displayed in Table 4.5.

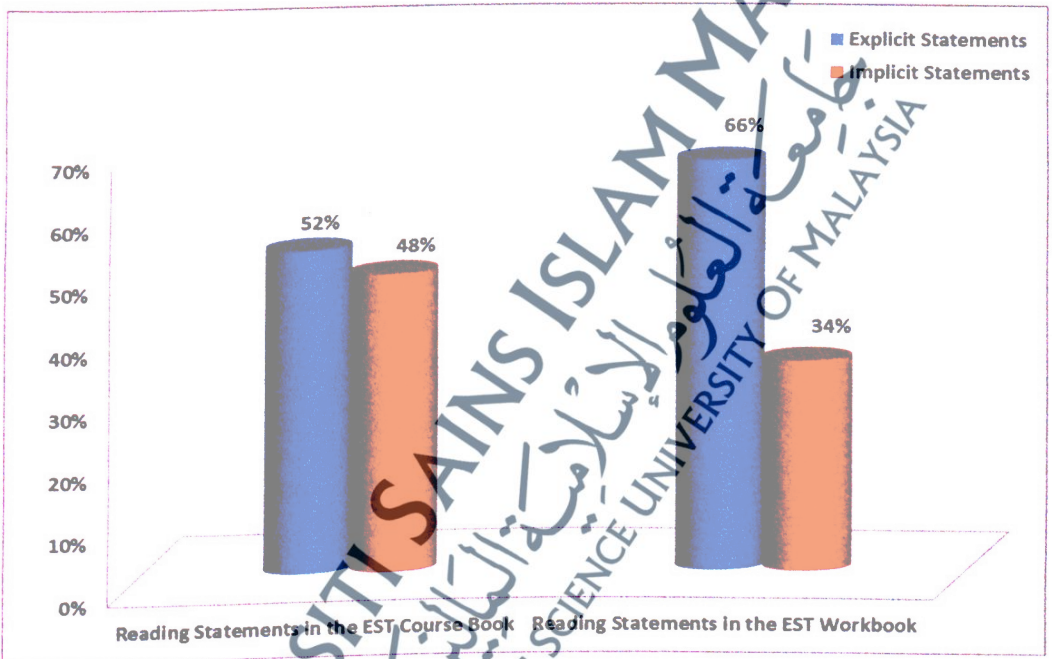
TABLE 4.5: The Emphasis on Reading Skill as Explicit/Implicit Skill in the EST Reading Curriculum

Documents		Explicit Statements	Implicit Statement
EST Course Book (82 Statements)	<i>Frequency</i>	43 Statements	39 Statements
	<i>Percentages</i>	52	48
EST Workbook (311 Statements)	<i>Frequency</i>	205 Statements	106 Statements
	<i>Percentages</i>	66	34
Overall (393 Statements)	<i>Frequency</i>	248 Statements	145 Statements
	<i>Percentages</i>	63	37

Table 4.5 demonstrates that reading skill was used explicitly as the main and primarily skill of EST curriculum to achieve the listed learning outcomes in the EST course book and workbook. Reading skill of EST was frequently used as an explicit language skill in the EST course book (66%) and workbook (52%). In fact, in both books, reading skill was frequently used explicitly than implicitly in the tasks that involve reading. However, reading skill was more frequently used implicitly in the course book (48%) than it was in the workbook (34%).

In addition, the findings show a slight difference between the explicit and implicit use of the reading skill in the course book (52%, 48% respectively), while a clear gap was found in the workbook (66%, 34% respectively). However, in general, reading skill was frequently used as an explicit means in the EST curriculum (63%) to achieve the listed learning outcomes. Figure 4.8 represents the findings graphically.

FIGURE 4.8: The Emphasis on Reading Skill as Explicit/Implicit Skill in the EST Reading Curriculum



4.2.2 Types of Reading Tasks

This section presents the findings of the fifth research question:

RQ5: *What types of reading tasks are reflected in the Yemeni EST 3rd grade of secondary school?*

To answer this research question, the data were elicited from the EST course book, EST workbook, and EST classroom observation. The elicited data were coded for analysis purposes into four categories: *identifying main ideas*, *identifying details*, *making inferences*, and *other categories* such as *vocabulary*, *grammar*, *writing*, and *fluency*. The findings of analysing the types of reading tasks are presented in Table 4.6 and Figure 4.9.

TABLE 4.6: Types of Reading Tasks as Reflected in the Selected Documents

Reading Tasks / EST Documents		Identifying Main Ideas	Identifying Details	Drawing Inferences	Others			
Course Book (82 Statements)	Frequency	16 Statements	14 Statements	34 Statements	18 Statements			
	Percentages	20%	17%	41%	22%			
					V	G	W	F
					9	8	5	0
Workbook (311 Statements)	Frequency	40 Statements	128 Statements	53 Statements	90 Statements			
	Percentages	13%	41%	17%	29%			
					V	G	W	F
					1	5	6	3
					5			
Classroom Observation (263 Statements)	Frequency	29 Statements	103 Statements	47 Statements	84 Statements			
	Percentages	11%	39%	18%	32%			
					V	G	W	F
					22	9	1	0
Overall (656 Statements)	Frequency	85 Statements	245 Statements	134 Statements	192 Statements			
	Percentages	14%	37%	20%	29%			

Key: V=Vocabulary, G= Grammar, W=Writing, F= Fluency

FIGURE 4.9: Types of Reading Tasks as Reflected in the Selected Documents

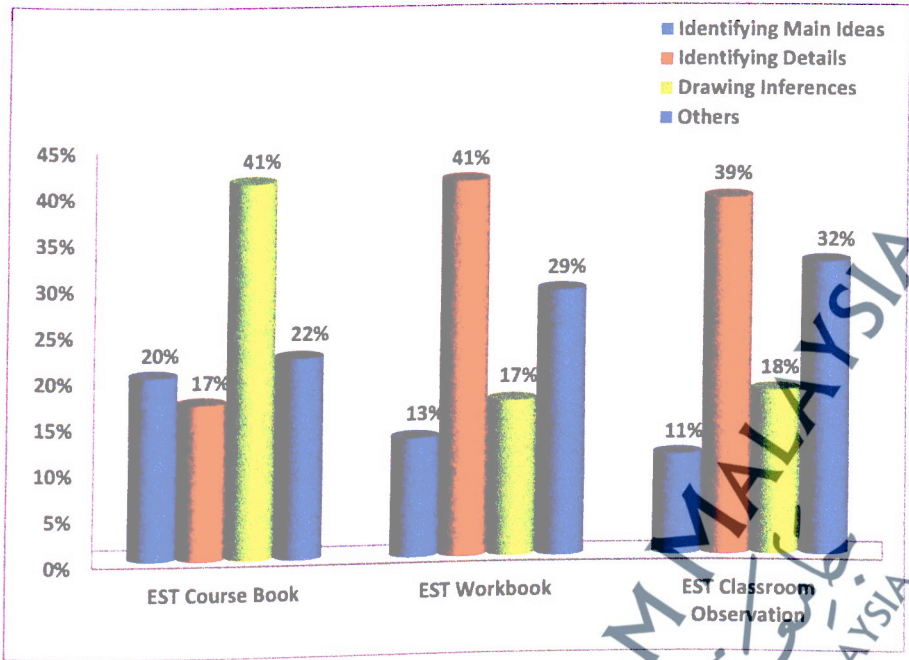
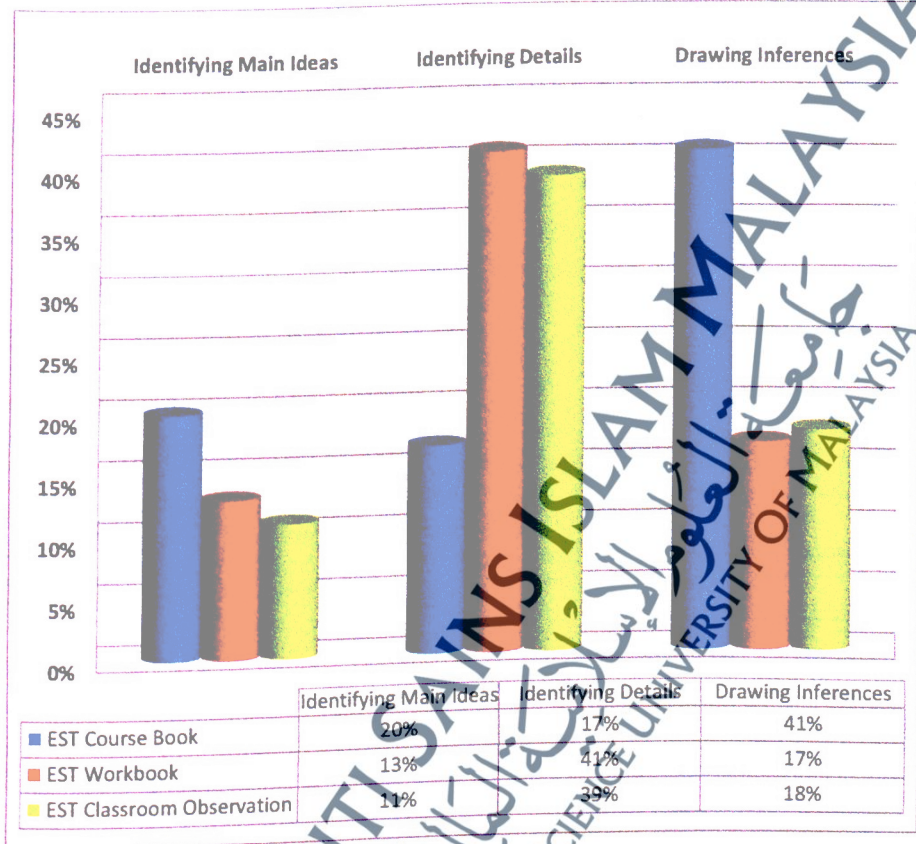


Table 4.6 shows different percentages regarding the types of reading tasks. In the EST course book, making inferences was frequently emerged (41%) followed by identifying main ideas (20%) and other reading tasks (22%). While identifying details was represented with the lowest percentages (17%). However, in both the EST workbook and EST classroom observation, identifying details was the most frequent task compared to other reading tasks.

In terms of the types of reading tasks in EST Workbook, identifying details was the most frequent type of reading tasks (41%) followed by other categories (29%), drawing inferences (17%) and identifying main ideas (13%). The findings, which were obtained from classroom observation shows that the teachers in reading classrooms tended to train the students with the identifying details task (39%) and other types of

reading tasks (32%) followed by drawing inferences (18%) and identifying main ideas (11%). Figure 4.10 presents the distribution of the three major types of reading tasks in EST course book, EST work book and classroom observation.

FIGURE 4.10: Distributions of Major Types of Reading Tasks in EST Reading Curriculum



In general, the results show that the other types of reading tasks such as grammar, vocabulary, writing and fluency were reflected more frequently (22%) than identifying details (17%) and identifying main ideas (20%) in the course book. On the other hand, other types of reading tasks in the workbook (29%) and the teachers' instructional practices in the classroom (32%) were reflected higher than identifying

the main ideas and drawing inferences. Extracts from classroom observations support this finding are presented in Figures 4.11 and 4.12.

FIGURE 4.11: Extract (3) from Classroom Observation Data

Extract 3

The teacher is reading aloud.

“A little bit nearer was the wood that Jane loved, she often waked home through that wood after school...”

Teacher: Ha! What are the difficult words here?

Student: No difficult words teacher, all are clear.

Teacher: Ok then, tense verbs in this paragraph...

Student 1: Loved, walked

Student 2: Stood, could

Student 3: Knew

The teacher is writing the verbs on the board and asks about their present forms.

The teacher is reading the next paragraph loudly...

“Jane looked to her left. In a nearby field there were more than twenty cows ...”

Teacher: Ha , what are the difficult words here?

Student 1: Chewing

Student 2: Suckle

Student 3: Cud

The teacher explains and writes the meaning of the difficult new words on the board.

Teacher: Give the past tense verbs in this paragraph...

Student 1: Suckled

Student 2: Looked, were

Student 3: Thought

The teacher is writing the verbs on the board and asks about their present forms.

FIGURE 4.12: Extract (4 from Classroom Observation Data**Extract 4**

Teacher: Alright. So our lesson today entitled “A view from the window”. What does the “a” in the title refer to?

Student: Noun

Teacher: Yes, a view is a noun and a window also is noun. But view only refers to a verb. Read the text silently.

Students are reading the text...

Teacher: Ha, finished... who finished?

All students: Finished teacher.

Teacher: Which tense was used by the writer, present, past or future?

Student: Past; story.

Teacher: Yes, past because he tells us a story. When we tell a story we use the past tense because we talk about events took place in the past. What is the main idea of the text? The main idea is “Describing things from the window”.

Teacher started reading the first paragraph loudly...

“It was six o’clock in the morning. Jane opened the curtains of her bedroom window and looked out...”

Teacher: Ha, what are the difficult words here?

Student: Mist

Student: Curtain

Teacher explains the meaning of the difficult new words and writes them on the white board.

Teacher: Give the past tense verbs in this paragraph...

Student 1: Was, liked

Student 2: Opened, did

Student 3: Knew

The teacher is writing the verbs on the board and asks about their present forms.

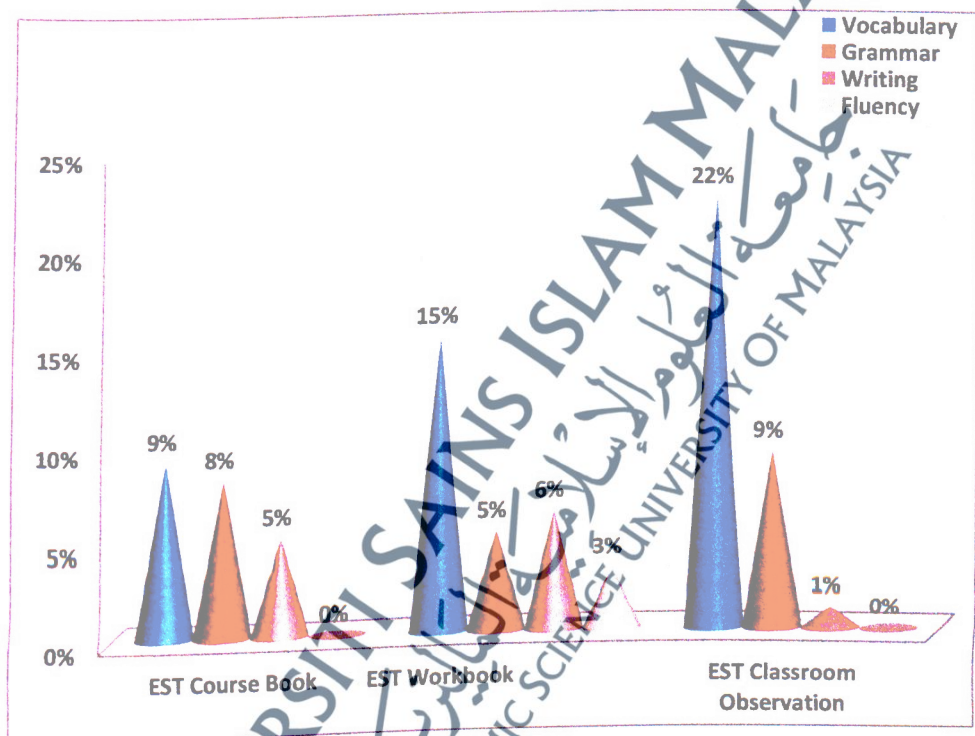
Teacher: The phrase “far away” refers to what. Ha, means what?

Student: Far means not near.

Teacher: Yes, it tells us about a place a bit far from us. Or we can say tell us about the distance of things from our places.

In terms of other reading tasks, vocabulary was the most frequent task in the workbook, course book and classroom observation followed by grammar tasks in the course book and classroom observation. Fluency tasks were not provided in the course book and classroom observation, while 3% of fluency tasks was reflected in the workbook. Nevertheless, all other types of tasks were presented in the EST reading curriculum with diverse percentages (See Figure 4.13).

FIGURE 4.13: Other Types of Tasks as Reflected in the EST Reading Curriculum



4.2.3 Readability Level, Types and Length of Reading Passages

This section presents the findings of the sixth research question:

RQ6: *What readability level, types and length of reading passages are reflected in the Yemeni EST 3rd grade of secondary school textbook?*

To answer this research question, the data were elicited from the EST course book only because the EST reading passages are provided only in the 3rd grade secondary school course book. 22 EST reading passages as reflected in the course book were analysed. Reading passages that were not for the purpose of reading comprehension such as reading passages for writing practices, listening practices, grammar proficiency and vocabulary were excluded. In this research question three variables in the reading passages were examined. They are: the readability level of the reading passages, the types of the reading passages and the length of the reading passages.

The readability level of the EST reading passages were analysed in terms of two variables, the reading ease and the grade level by using Flesch Reading Ease Index and the Flesch-Kincaid Grade Level (GL) Score. Flesch Reading Ease Score index ranges between 0 and 100, where, a higher score indicates easier readability; from 0-30 (Very Difficult, graduate level), 30-45 (Difficult, 12th grade), 45-60 (Fairly Difficult, 11th grade), 60-70 (Fairly Easy, 10th grade), 70-80 (Easy, 9th grade), 80-90 (Very Easy, 8th grade), 90-100 (Very Easy/5th grade). Subsequently, a Flesch Reading Ease score in the current study should be in the range of 45-60 as the EST 3rd grade secondary school represents the senior level of secondary school. The Flesch-Kincaid Grade Level Index gives the years of education required to comprehend a text. Therefore, for grade-level examined in this study, the reading passages should show the 12th Grade Level score.

The types of the reading passages in the course book were analysed in two categories; narrative and expository as the majority of the reading passages for EST secondary school students should be expository. The length of the selected passages was measured using Microsoft Word 2010, and then was analysed based on Leslie and Caldwell's Qualitative Reading Inventory (QRI 3 & 4), which states that passages designed for upper secondary school should be between 470 and 550 words in length. The results of the analyses for this question are presented below in Tables 4.7 and 4.8 and in Figures 4.14, 4.15, 4.16 and 4.17.

TABLE 4.7: Readability Level, Types and Length of Reading Passages in the EST Course book

Unit	Title of Reading Texts		Types		Readability		Length (In Words)
			N	E	Reading Ease	Grade Level	
1	1	<i>A Drive in the Country side</i>	✓		92 (Very easy to read)	3.3 (G 3)	325
	2	<i>A View from the Window</i>	✓		89 (Easy to read)	4.4 (G 4)	259
2	3	<i>Today's News: In the Daily Post Today</i>			67.2 (Standard)	8.1 (G 8)	237
	4	<i>Hurricane Hits Central America. Thousands Dead</i>			72.1 (Fairly easy to read)	6.4 (G 6)	258
3	5	<i>Thinking about the Future</i>	✓		69 (Standard)	5.9 (G 6)	390
	6	<i>Applying for a Job</i>	✓		69 (Standard)	6.8 (G 7)	335
4	7	<i>Agriculture in Yemen</i>		✓	73 (Fairly easy to read)	6.7 (G 7)	323
	8	<i>Frozen Peas</i>		✓	80 (Easy to read)	5.7 (G 6)	217

5	9	<i>Puzzles and Riddles</i>	√	91 (Very easy to read)	2.7 (G 3)	360
	10	<i>The Mystery of the Mary Celeste</i>	√	74.4 (Fairly easy to read)	6.3 (G 6)	517
6	11	<i>Emergencies in the News</i>	√	66.1 (Standard)	7.9 (G 8)	204
	12	<i>A Long Life in Medicine</i>	√	67.8 (Standard)	6.9 (G 7)	354
S c i e n c e R e a d e r	1	<i>Acids and alkalis</i>	√	70.3 (Fairly easy to read)	6.4 (G 6)	307
	2	<i>State of Matter</i>	√	77.8 (Fairly easy to read)	5.9 (G 6)	293
	3	<i>Light</i>	√	81.2 (Easy to read)	5 (G 5)	274
	4	<i>Sound</i>	√	79.4 (Easy to read)	6.1 (G 6)	397
	5	<i>Arabic Scientists</i>	√	64.9 (Standard)	7.8 (G 8)	391
	6	<i>Vaccination</i>	√	61.7 (Standard)	8.4 (G 8)	328
	7	<i>Experimental Procedures</i>	√	46.6 (difficult to read)	11 (G 11)	252
	8	<i>Internal Combustion Engine</i>	√	68.6 (Standard)	6.9 (G 7)	207
	9	<i>The Moon</i>	√	79.9 (Easy to read)	6.4 (G 6)	416
	10	<i>Radio Activity</i>	√	52.4 (Fairly difficult to read)	9.5 (G 10)	385

Key: N= Narrative, V=Expository,

TABLE 4.8: Overall Percentages of Readability Level, Types and Length of Reading Passages in the EST Course book

Types		Readability		Length (In Words)
Narrative	Expository	Reading Ease	Grade Level	
10	12	Mean = 72.4 (Fairly easy to read)	Mean = 6.5 (G 6-7)	Overall Mean of N & E=318 Mean N = 324 Mean E = 317
45%	55%	VER = 9% ER = 23% FER = 23% AV = 36% DR = 4.5% FDR = 4.5% Grad level=0 Below grade level=100%	G3=9.1% G4=4.6% G5=4.6% G6=36.3% G7=18.1% G8=18.1% G10=4.6% G11=4.6%	Grad level=5% Below grade level = 95%

Key: VER= Very Easy to Read, ER= Easy to read, FER= Fairly Easy to Read, AV= Average, DR = Difficult to Read, FDR = Fairly Difficult to Read, G= Grade

4.2.3.1 Readability Level of Reading Passages

In terms of the readability level of reading texts in EST 3rd grade secondary school curriculum, Table 4.8 and Figures 4.14 and 4.15 demonstrate the result of both reading ease and the grade level regarding the easiness and the difficulty level of the texts. The mean score of overall texts' readability in terms of reading ease was 72.4 (*fairly easy to read*) while the mean level of the reading texts in terms of grade level was 6.5 (*grade level 6-7*).

According to Flesch Reading Ease score, reading texts at the university level, which are designed for native speakers of English, are at the difficult category. The reading ease score at tertiary level range from 30 – 40 (difficult); therefore, for EST 3rd students to be able to comprehend and access English authentic texts in content-based areas at the university level they need to be trained to process fairly difficult reading passages with reading ease score between 45-60 at secondary level. Nevertheless, as shown in Table 4.7, only two passages with 9% of the overall texts were designed with slight difficulties at 46.6 and 52.4 'fairly difficult to read' with grade level 11 and 10 respectively (See Appendices 30 & 31). Moreover, 9% of the passages were very easy to read, 23% were easy to read, 23% were fairly easy to read, and 36% were average which refers to grades level 6, 7 and 8.

FIGURE 4.14: Readability level (Reading Ease) of Reading Passages in EST Course book

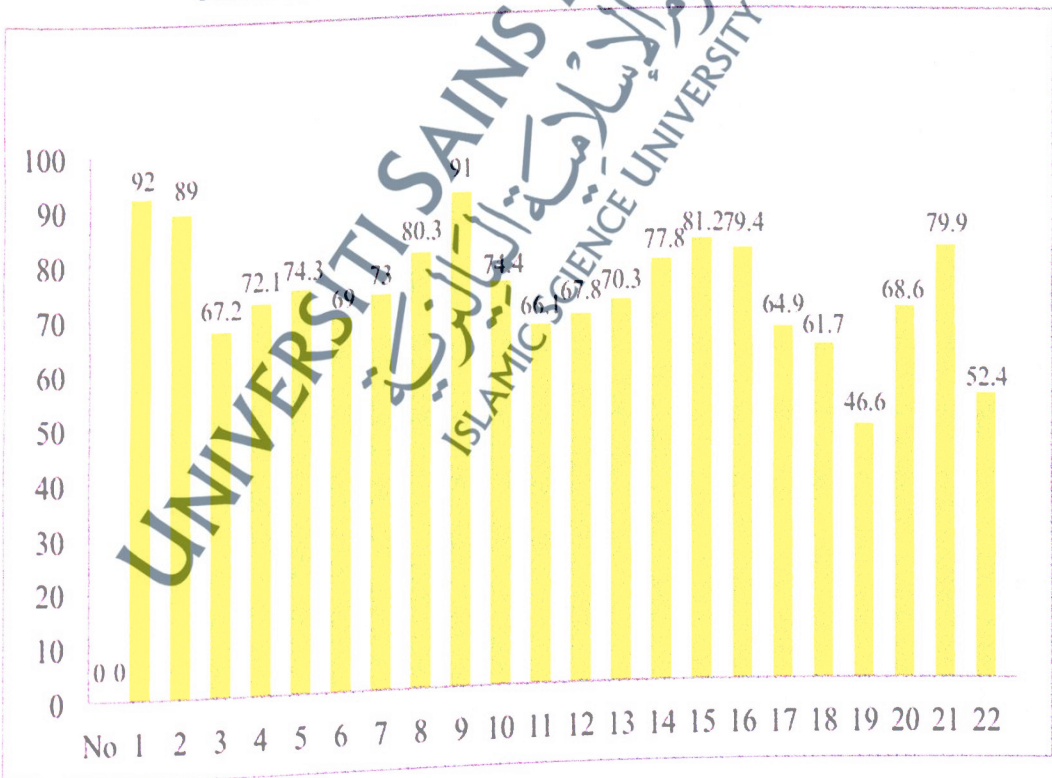
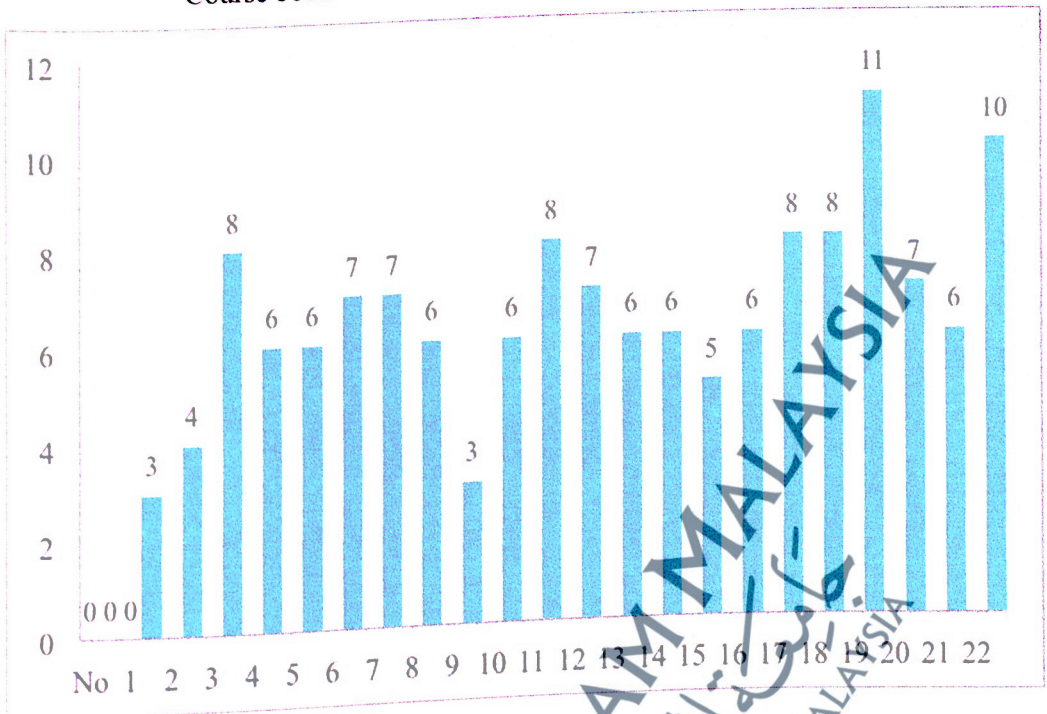


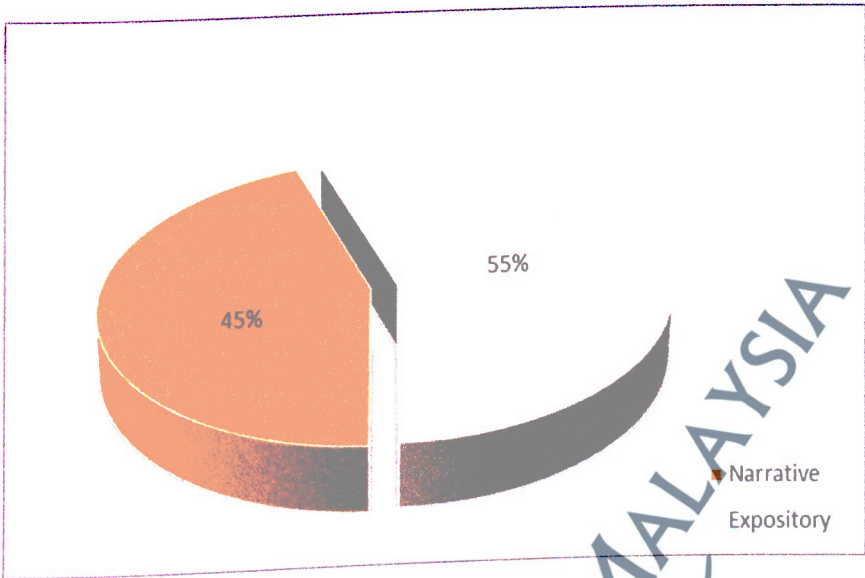
FIGURE 4.15: Readability Level (Grade Level) of Reading Passages in EST Course book



4.2.3.2 Types of Reading Passages

Regarding the types of reading passage in the EST course book, Tables 4.7 and 4.8 show that EST 3rd grade secondary school reading curriculum exposes the students to both types of texts, narrative and expository genres. The total of the passages in the EST secondary school curriculum that were designed only for reading comprehension were 22 passages, 10 of them were narrative passages (45%) and the rest 12 passages were expository (55%). Hence, there was no significant difference in the percentages of the two genres, 10% only for the expository genre more than the narrative (See Figure 4.16).

FIGURE 4.16: Types of Reading Passages in EST Course book



4.2.3.3 Length of Reading Passages

Leslie and Caldwell's Qualitative Reading Inventory 3 and 4 (2004; 2006) was used to analyse the grade level texts in terms of their length. Based on these inventories, the grade-level of length of passages for Yemeni upper secondary school should be more than 470 words. As shown in Table 4.8, the mean length of overall reading passages was 318 words. In terms of the two genres of reading texts in EST course book, the mean length for the narrative passages was 324 words, while 317 words was the mean length for the expository passages. There was not clear gap between the length of Narrative and Expository texts, instead of, they were almost in an equal length.

Thus, neither the mean length of the Expository texts nor the mean length of the Narrative texts conformed to the grade level suggested in Leslie and Caldwell's Qualitative Reading Inventory 3 and 4. Only one single narrative text (Appendix 32)

met the grade level word range (517 words); however, it was very easy in terms the readability level while the other 21 passages were far below the grade level with the longest text with 416 words. The result of the length of reading passages is presented in Figure 4.1.7.

FIGURE 4.17: Length of Reading Passages in EST Course book



4.2.4 Cognitive Level of Reading Task

This section presents the findings of analysing the seventh research question:

RQ7: *What level of cognitive demand of reading tasks is reflected in the Yemeni EST 3rd grade secondary school curriculum documents and classroom instruction?*

To answer this research question, the elicited reading-related statements were coded into two categories based on the combination of Marzano et al. (1988) and

Marzano cognitive demands. The result of analysing this research question is presented below in Table 4.9 and Figure 4.18.

TABLE 4.9: The Cognitive Demands of EST Reading Tasks as Reflected in the EST Reading Curriculum

Level of Cognitive Demands Documents		Low Level			High Level						
		FO	RC	I-G	O R	A P	A N	S Y	G E	I N	E V
Reading Tasks in EST Course Book (82 ST)	F	16	15	3	5	11	12	8	9	2	6
	%	20	18	4	6	13	15	4	11	2	7
Reading Tasks in EST Workbook (311 ST)	F	50	95	33	33	3	62	2	17	8	8
	%	16	30	11	11	1	20	0	5	3	3
Reading Tasks from CO (263 ST)	F	63	97	24	3	5	57	3	5	3	3
	%	24	37	9	1	2	22	1	2	1	1
Overall of Individual Categories in EST Curriculum %		20	32	9	6	3	20	1	5	2	2
Overall of Low and High Level in EST Course Book	F	34 Statements			48 Statements						
	%	41			59						
Overall of Low and High Level in EST Workbook	F	180 Statements			131 Statements						
	%	58			42						
Overall of Low and High Level in CO	F	184 Statements			79 Statements						
	%	70			30						
Overall of Low and High Cognitive demands in EST Curriculum		(398 Statements) 61%			(258 Statements) %39						

Key: %=- Percentages of Levels of Cognitive Demands, F= Frequency, ST=Statements, CO=Classroom Observation, FO=Focusing RC= Recalling, I-R= Information Gathering, OR= Organising, AP=Applying, AN= Analysing, SY= Synthesizing, GE= Generating, IN= Integrating, EV= Evaluating.

FIGURE 4.18: The Cognitive Demands of EST Reading Tasks as Reflected in the EST Reading Curriculum

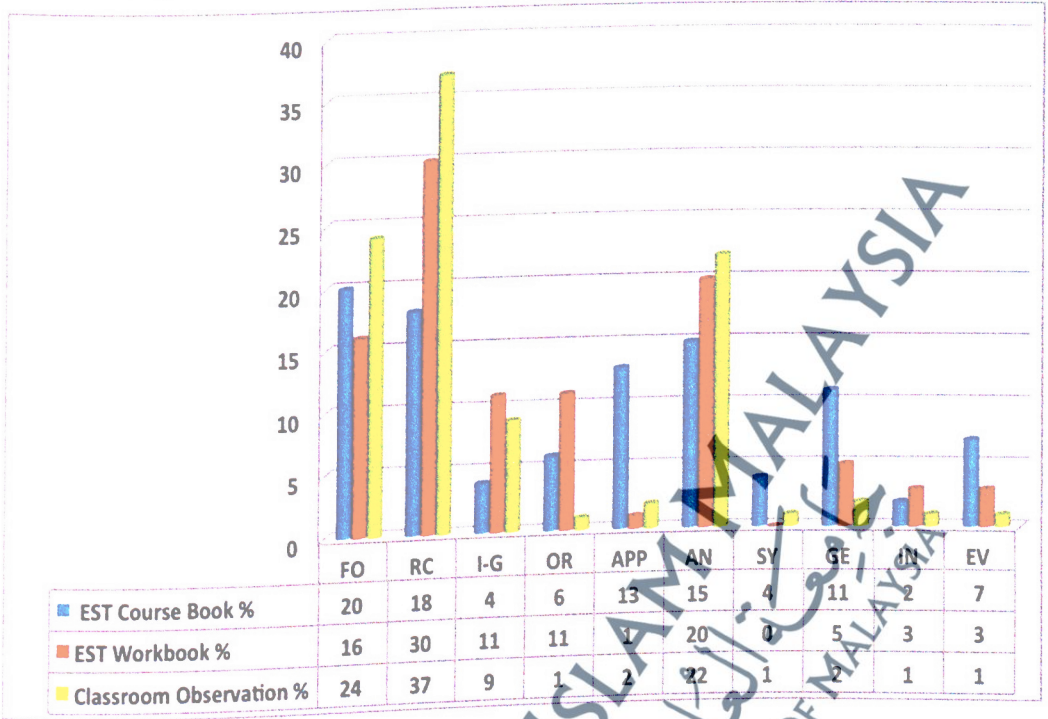


Table 4.9 and Figure 4.18 present the overall results of the two levels of cognitive demands as well as the result of each individual category in each level from all documents. In EST course book, the reading tasks required higher level of cognitive demand (59%) more than the lower level (41%). The highest percentages were allocated on reading tasks that require low level cognitive demands such as focusing (20%) and recalling (18%) while reading tasks that require high level cognitive demand carried lower percentages such as analysis (15%) and application (13%).

In contrast, in terms of the reading tasks in the EST workbook, reading tasks that require lower level cognitive demand (58%) were more than those that require higher

level cognitive demand (42%). The highest percentages were allocated for reading tasks that require low cognitive demand such as recalling (30%) and focusing (16%) while fewer reading tasks that require high cognitive demand such as analysis (20%) were provided in the EST workbook.

Along with the results of the analysis of the reading-related statements in the EST workbook, Table 4.9 shows the analysis of the reading tasks that were elicited from reading classroom practices. Most of the reading tasks highly require lower level of cognitive demand (70%) rather than higher level of cognitive demand (30%). The majority of the reading tasks required low level of cognitive demands such as recalling (37%) and focusing (24%) rather than high level of cognitive demands such as analysis (22%) (See Figures 4.19 & 4.20). The results presented graphically in Figure 4.18 above.

FIGURE 4.19: Extract (5) from Classroom Observation Data**Extract 5**

Teacher: Yesterday, we described.

Students: The countryside.

Teacher: What did we describe in the countryside? So, what we have explained yesterday we are going to repeat it today. So now, as usual before reading the text I want you to discuss with me the picture. Discuss the picture, so, now describe anything you can see, not necessary in order (in Arabic). Any thing you can see

Student 1: Cow.

Student 2: Tractor.

Student 3: Some ducks and some cows.

Teacher: Cows, what are they doing?

Student: Grassing.

Teacher: Yes, grassing. We took yesterday. What....(she said in Arabic) Aha tractor that we call in Arabic. What else?

Student: Trees

Teacher: Trees, yes describe the trees...

Student: Green trees

Teacher: What else, we have farms, mountains and r...

Student: River

Teacher: Now describe the weather. How is the weather, how is the weather? How is the weather? (we just took it yesterday in Arabic) Hot? Cloudy!?

All Students: Sunny, sunny

Teacher: Countryside, usually in the countryside how is the weather. It is usually, cloudy, rainy or misty. So, now, read these description, as you read try to imagine the scene, what does it mean by scene?

Student: View

Teacher: Yes, view, that means yesterday we described the weather but today w're going to describe the view. How to describe the scene, what can you see

Student 1: River.

Student 2: Cows

Student 3: Sea

Student 4: Fisherman

Teacher: Yes (what else tell me before reading. Anything you will say means you find it in the text, this text doesn't need any thing just describe the picture (all in Arabic). So the texts will describe what, remember the words we took (in Arabic)

Student: Will describe the river, mountains, trees

Teacher: Yes. Look at paragraph NO 1. Now you will read paragraph 1. Try to focus on the main thing. Just focus on the main thing. Ok. So now I will read the first two lines and then you will continue.

FIGUR 4.20: Extract (6) from Classroom Observation Data**Extract 6**

Teacher: Tell me about the diseases you know?

Student: Flue

Student: Malaria

Student: Cancer

Teacher: Yes, these are some examples. In our lesson today we have other types of diseases. Our lesson today is from the science reader. Open your book page 70. Ok now read the first paragraph.

Students are reading ...

Student: Teacher what is the meaning of Vascination? "as he pronounced it".

Teacher: Tataeem (in Arabic). Finished reading the first paragraph. Which diseases are mentioned here?

Student: Typhoid and cholera.

Student: Smallpox

Teacher: Yes. Ok now go to the next paragraph. Read it and focus on the scientist's name?

Students are reading...

Teacher: Ha what? Who is this paragraph about?

Students are silent

Teacher: What is the name of the scientist who created a vaccine in this paragraph? It is in the first line

Student: Dr. Edward Jenner

Teacher: Yes, dr. Edward Jenner. Which vaccine did he create?

Student 1: Teacher not clear

Student 2: Yes teacher many difficult words.

Teacher: Ok no problem I will explain everything later. When dr. Edward Jenner first used the vaccine? When... when, year. The answer is year in the text

Student: On May 14th 1796.

Teacher: Now next paragraph, read it and tell me the name of the scientist.

Students are reading...

Student: Dr. Lotuis Pasteur

Teacher: Yes, he is from...?

Student: French

Teacher: From France. He is French. Ok the last paragraph what it is about. Read it and tell me what is it about?

Students are reading...

Student: Teacher about the Aids.

Teacher: Ok, now I will read and explain everything, you pay attention. Ok!

In general, the findings of analysing the cognitive demand show that the EST 3rd grade secondary reading curriculum incorporates reading tasks that require both high and low levels of cognitive demand. In fact, 39% of reading tasks in the EST curriculum required high level of cognitive demands while 61% of the reading tasks in the EST curriculum required low level of cognitive demands (See Figures 4.21 and 4.22).

FIGURE 4.21: High and Low level of Cognitive Demands as Reflected in the EST Reading Curriculum

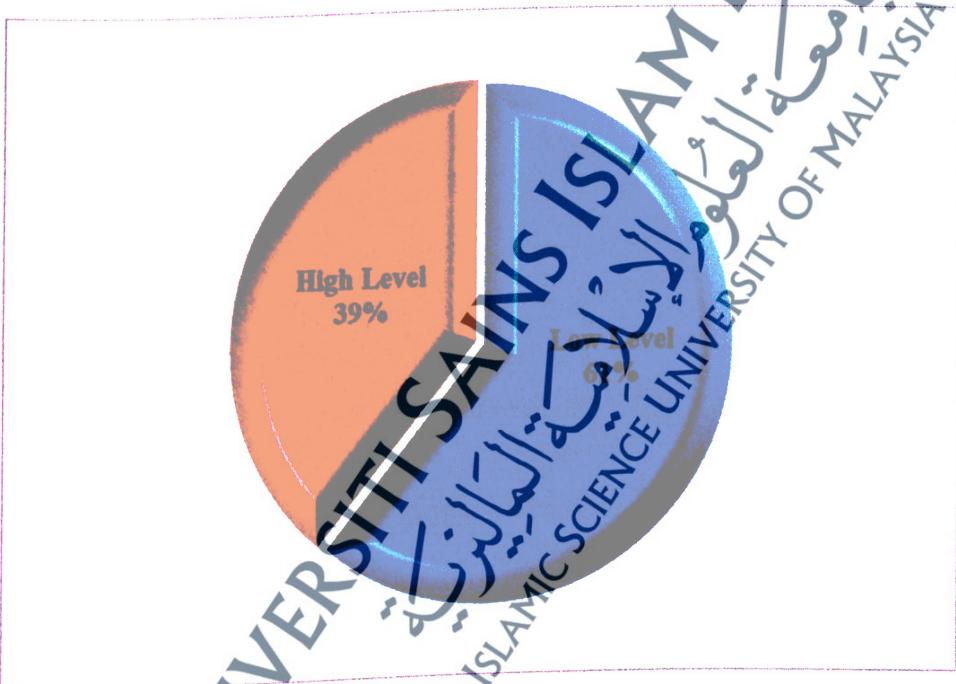
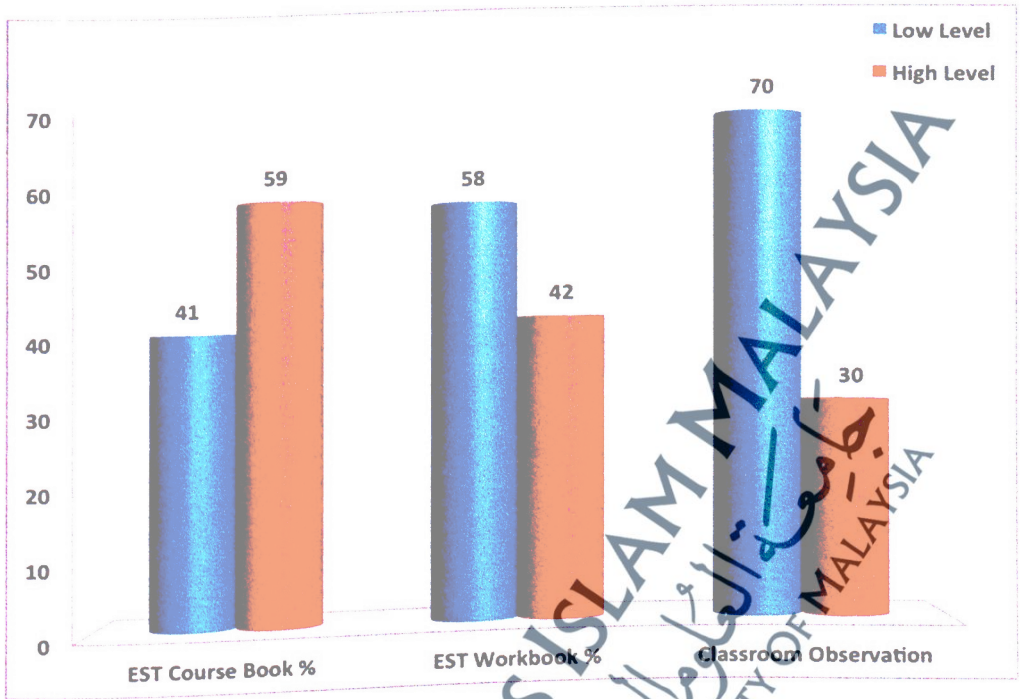


FIGURE 4.22: High and Low level of Cognitive Demands as Reflected in the EST Reading Curriculum.



4.3 SUMMARY OF THE FINDINGS OF STUDY

This section presents the findings of present study. Figure 4.23 summarises the overall findings obtained from analysing the EST 3rd grade reading curriculum documents and EST 3rd grade reading classroom observation.

FIGURE 4.19: Overall Findings of Current Study

