

CHAPTER IV: FINDINGS

This study aimed to determine the instructional approaches reflected in the Omani EFL grade twelve reading curriculum for second language (L2) reading and investigate how this curriculum prepares students for academic reading skills in English, as required by a university. This chapter presents the findings of this study. The data were collected from three documents (besides EFL reading classroom observation): 1) the *Engage with English* workbook, 2) *Engage with English* coursebook and 3) *Engage with English* teachers' book, which are referred to in this study as the EFL workbook (12A, 12B), EFL coursebook (12A, 12B), and EFL teachers' book, respectively. Regarding analysing the eight research questions, the data for each research question was collected from some or all of the five curriculum documents and classroom observation. The data were analysed individually in terms of frequency counts and percentages. The findings of the current study are presented in two parts.

- Part one shows the findings regarding the alignment of the curriculum with the communicative approach via examining the 1) theories of SLA , 2) instructional approaches for theories of second language reading,3) learner's roles, and4) teacher's role.
- Part two shows the extent to which the EFL reading curriculum prepares Omani students for reading in English at the higher education level.

4.1 Part One: The Alignment of the Omani EFL Grade Twelve Reading Curriculum with the Communicative Approach

This section shows the findings related to research questions 1, 2, and 3.

4.1.1 Theories and Instructional Approaches to Second Language Acquisition (SLA) and Second Language Reading Theories

This section shows the finding of the first research question of the current study:

RQ1: *What theories of, and instructional approaches to, second language acquisition (SLA) and second language reading theories are implemented in the Omani EFL grade twelve reading curriculum?*

In analysing the theories and instructional approaches of SAL and second language reading reflected in the EFL grade twelve reading curriculum, the elicited reading tasks are deduced into three SLA theories and their associated instructional approaches. These are:

- Socio-cognitive/sociocultural, such as communicative instructional approach
- Cognitive information processing
- Structural/behaviourism (such as the deductive grammar approach).

The findings from the sociocultural and socio-cognitive theories of SLA are mixed to represent the communicative instructional approach theory as both theories overlap in their approach to cognitive and social styles of learning (Sidek 2010).

The elicited reading tasks are inscribed into three major second reading theories and their associated instructional approach. These are:

- Bottom-up (such as the grammar translation method to L2 reading).
- Top-down (such as non-interactive whole language instructional approach).
- Interactive theories (such as TBI and CBI).

The analysis of this question shows misalignment between the findings of SLA theories and their associated instructional approaches, as well as the conclusions of the second language and instructional approaches. Table 10 demonstrates the results of SAL theories, second reading theories, and instructional approaches as reflected in Coursebooks (12A, 12B), workbooks (12A, 12B) and classroom observation.

Table 10: Analyses of Second Language Acquisition Theory, Second Language Reading Theories, and Instructional Approaches

SAL Theories, Second Reading Theories and Instructional Approaches. Documents		Structural Theory (GTM, ALM). Bottom-Up Theory (GTRI)	Cognitive Information Processing Top-Down Theory (NIWLI)	Socio-Cognitive/Sociocultural Theory (CBI and TBI) Interactive Theory (CBI and TBI)
EFL Coursebook 12A (468 statements)	Frequency	323 statements	98 statements	47 statements
	Percentage	69%	20.9%	10%
EFL Coursebook 12B (461 statements)	Frequency	296 statements	98 statements	67 statements
	Percentage	64.2%	21.2%	14.5%
EFL Workbook 12A (765 statements)	Frequency	488 statements	167 statements	110 statements
	Percentage	63.7%	21.8%	14.4%
EFL Workbook 12B (750 statements)	Frequency	455 statements	170 statements	125 statements
	Percentage	60.6%	22.6%	16.6%
EFL Classroom observation (608 Statements)	Frequency	280 statements	100 statements	228 statements
	Percentage	46.1%	16.4%	37.5%
Overall statement (3052)	Frequency	1842 statements	633 statements	577 statements
	Percentage	60.3%	20.7%	18.9%

KEY: GTM: Grammar Translation Method. ALM: Audio-Lingual Methods. 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 finding from the EFL grade twelve reading curriculum and class observation in Table 10 demonstrates that the structural theory is the most frequently reflected theory (60.4%) followed by the cognitive information processing theory

(20.7%) and the socio-cognitive/sociocultural theory (18.9%). The majority of the reading-related statements in the EFL coursebook (A, B), workbook (A, B) and classroom observation are reflected in the socio-cognitive/sociocultural theory and L2 interactive theory with the least percentages (10%, 14.4%, 14.3%, 16.7%, and 37.5% respectively). The least percentage of socio-cognitive/sociocultural theory and L2 interactive theory are found in EFL coursebook 12A (10%) compared to the structural theory (69%) and cognitive information processing (21%). Figure 6 graphically presents the results discussed above.

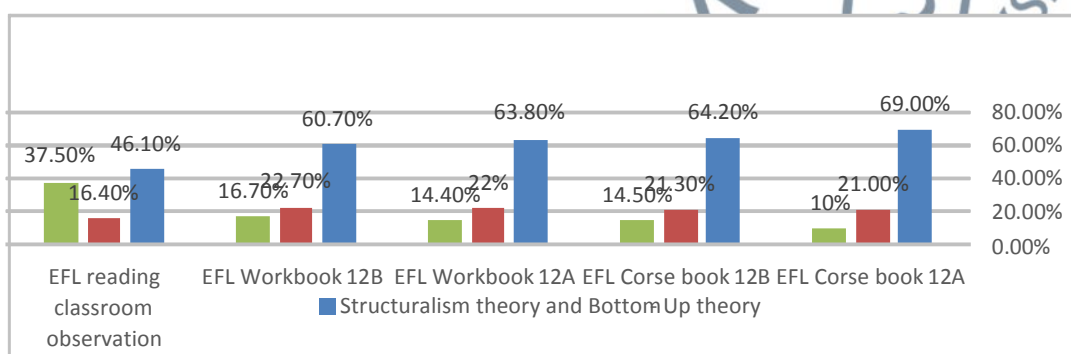


Figure 6: Second Language Acquisition Theory, Second Language Reading Theories, and Instructional Approaches, as Reflected in Selected Documents

The second language reading theories and instructional approaches shared equivalent percentages with the SLA theories because the bottom-up reading theories are grounded in similar principles, such as the structural/behaviourist theories. The top-down reading theories are rooted in similar principles, as the cognitive theory and the interactive theories are based on similar principles, like socio-cognitive/sociocultural theory.

Extract 1

Objectives: students will be able to

* Identify new vocabulary

* Read for specific information

Teacher: Good morning, students. Nice to see you today.

Students: Good morning, teacher. Nice to see you, too.
 Teacher: My dear students, open your WB to page 3. Can you tell me what we have in act 3?
 Students: Reading text.
 Teacher: And how many paragraphs does it have?
 Students: Four paragraphs.
 Teacher: And have a quick look at the pictures. Can you guess from the pictures what the text is about?
 A student: Is it about jewellery?
 Another student: Is it about silver?
 Teacher: Excellent guesses both of you. Now read the given four choices and choose the appropriate title. But first remind the rest of the class...in order to choose the best title, we do skimming or scanning?
 A student: Skimming.
 Teacher: Good! And what does it mean?
 Another student: Reading quickly for general information.
 Teacher: Great! Now go ahead. skim the text and choose the best title.
 Three minutes later:
 Teacher: Now who can tell me the answer?
 A student: Working in the Omani Silver Trade
 Teacher: Girls, do you agree with your friend?
 Students: Yes.
 Teacher: Ok who can justify this answer?
 A student: Because all four paragraphs talk about this point.
 Teacher: Nice! Now let's play a vocabulary game. It'll be oral. I am going to say the meaning and you try to find the word and say it out loud. I call it 'who is the fastest'? Ready?
 Students: Yes.
 Teacher: A person who works with silver (p.1)
 Students: Ailversmith
 Teacher: Buy (p.2)
 Students: Purchase
 Teacher: Present/ show (p.3)
 Students: Showcase
 (Teacher chooses the winner according to who answers fastest)
 Teacher: Have you enjoyed the game?
 Students: Sure!
 Teacher: Do you like the "Reading Race" game?
 Students: Yes!
 Teacher: Can you explain its rules?
 A student: In each group, there is a writer and the rest, one by one, read the question first then run to the board, get the answer, and come back to the group.
 Teacher: Great! One more thing! The group which finishes first, says 'Bingo!'
 Teacher gets students to close their books. Then T distributes the question sheets among the groups and then sticks the text on the board.
 Teacher: Ready for the fun? 1, 2, 3, Go!
 Students do the reading race (10 minutes)
 One group: Bingo!
 Teacher: All the groups stop. We have a winner here!

Figure 7: Extract (1) from classroom observation data

Extract 1

Lesson: A short history of Branding

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Open your book page (4) task (2). Read the title and look at the pictures. Tell me what it is about.

Students: It is about the history of branding.

Teacher: What does branding mean?

Students: It means the name of a product that is given by the company that makes it.

Teacher: Can you give me example of brand names?

Students: Oman Mobile, iPhone, Toyota, ...

Teacher: Read paragraph one and complete the sheet in groups.

Read definitions and find words with similar meanings to the words or phrases.

Teacher: What is the meaning of the word 'ownership'?

Student: It means the state of owning something.

Teacher: What about the 'consumer' in paragraph one?

Student: Someone who buys or uses a product or a service.

Teacher: In the previous lesson, we have studied two different words with similar meanings to the word 'consumer', ok; students who can tell me what are they?

Students: Customer and client.

Teacher: Read paragraph (2) and find words that have a similar meaning to the words and phrases.

Teacher: Tell me a word that means 'affecting the whole world.'

Student1: Global

Teacher: What does 'global' mean?

Student2: International

Teacher: What is the opposite?

Student3: Local

Teacher: Read paragraph (3) and find words that have similar meaning to 'a person who found and set up something' and 'sign'.

Student (1): Founder

Student (2): Symbol

Teacher: Yes, correct.

Teacher: Now read the text again and write short answer to the questions below.

Teacher: Group one, read paragraph one and answer question (1).

Group two, read paragraph two and answer question (2).

Group three, read paragraph three and answer question (3).

Group four, read paragraph four and answer question (4).

Teacher: Group one, can you answer this question?

When was branding in business developed?

Student: The early nineteenth century.

Teacher: Well done.

Teacher: Group two, what does 'nova' mean in Latin?

Student: It means 'new.'

Teacher: Great.

Teacher: Group three, what do the first three letters of "Adidas" mean?

Student: 'Adi' is the nickname of 'Adolf Dassler.'

Teacher: Excellent!

Teacher: Group four, why does the Oman Air logo show frankincense?

Student: Because frankincense is a symbol of Oman's traditional heritage and is still part of Omani life today.

Teacher: Well done; convincing answer!

Class ends

Teacher: Use five new vocabulary words in sentences in your exercise book.

And next lesson I will check your answers.

Figure 8: Extract (2) from classroom observation data

Extract 3

Objectives:

To skim a text about starting university.

To find the appropriate title for the text and meanings of some words.

T. Wonderful say, students.

Ss. Great day, teacher.

T. today we are going to be in a different place, in a place where all of you will be after a year, a place where you are going to start a new learning journey. Do you know it?

All students. Sure, university or college.

T. Great students. Let us open P. 18 class book. Have a look on T. 1. Group 1+2 work on Q.a, group 3+4 work on Q.b and Group 5 work on Q.C.

Ss. Ok teacher. Student from Group 1; teacher can I work with group 5, I would like to work on that question.

T. Sure dear you can move. Group 5, welcome a new member with you. 5 minutes to work with you groups and then I need one student from each group to be in front of the class to discuss the answer with the whole class.

Ss. Ok, teacher.

(Teacher is moving among groups, discussing answers and giving and taking some notes, students are working actively and discussing with each other in a cooperative way.)

T. Let's listen to your answers. (Students all getting attention) speakers of groups, please write on the board.

Group 1+2 students, our question is (how do you feel about leaving school?) excited, sad) First of all let's tell you the difference between excited and sad. Excited means to be happy and surprised at the same time, sad is to be worry and not be happy. Our answer is all of us will be excited to leave school and start university because it is a new experience for us and it is time to depend on ourselves. (Speaker is very excited and showing the feeling of that)

T. Excellent, well done. Group 3+4 waiting for you. Thank you speaker 1+2.

Group 3+4 speaker. Hi dears. Our question is (what are you planning to do after you leave?) Actually we are still thinking and not sure what to do. It is all about where are we going to be and then we will plan.

T. You have to plan and it will become it more clear.

Speaker 3+4 yes teacher.

T. Ok thank you very much. Group 5 speaker tell us what you have.

Group 5 speaker. Our questions asks if we have anyone in university or college and what are they studying. I think most of us have our sisters, brothers, relatives and friends in these places and they are studying different things in business, law, medicine, IT, designing, media, and education. Teacher, can I ask you, from where did you graduate? What did you study?

T. Great information and way to present your ideas. Thank you. I graduated from SQU and I was studying in the Education College English major.

All students. Excellent, teacher!

T. Thank you, dears. From the picture on P.18, tell me what do you think the text is about. And find the appropriate title from the given group. 2 minutes.

(Students are discussing with each other)

Ss. They were confused with A or D after discussion, they agreed on D (How to cope with starting university?) the appropriate and correct answer.

T. Good, students, thank you. Now can we talk for 5 minutes: how do you manage and prepare yourself for new experience in university or college?

Student 1: Yes, teacher, it is something scary and we are worried. It is our first time leaving family and being away from them.

Student 2: It is a very nice experience and we will face a lot of challenges. We need to know tips for new students before being there.

Students 3. Any place has good and bad things, the main thing is that we accept everything around us and be strong for any obstacles.

(Other students are participating with their ideas as well and the teacher is rewarding them and encouraging everyone to talk and share ideas.)

(During the discussion, the teacher wrote some words on the board, including, exciting, worries, apprehensive, scary, homesickness, tutors, and anxiety)

T. It was a wonderful discussion and your ideas are very good. I am happy that you are ready to prepare yourselves.

Now, time for fun. Can you work on these words and put them in sentences from your own? The winner will have chocolate and two marks. Remember sentences should be well organised with correct spelling and structure.

All students. Teacher we need five marks. We are ready.

T. Next time five marks now only two. 1...2...3 start.

Student 1. Teacher! Finished!

Students 2. Teacher! Done!

Other students. Teacher, teacher wait, teacher one minute, etc.

T. We have a winner here. Can you read your sentence loudly?

Ss. My pleasure. (She reads)

T. Clap for her and come to take your chocolate. Here is your mark in my file.

Ok students thank you very much for this wonderful class. Think about how you are feeling while leaving school; start making your plan and preparing yourself for new journey.

Your homework is t.3+4P.19. Any questions that I can answer?

Ss. Thank you, teacher. Have a good day.

T. You, too, dears.

Figure 9: Extract (3) from classroom observation data

Extracts 1, 2 and 3 of classroom observation provide evidence of the grammar translation method and non-interactive structural method. The teachers instructed the students to express the meaning of new vocabulary directly in a non-interactive context. The teacher in GTM plays the role of a director and leads the learners to extract specific information from the reading text; the teachers only tell the learners the meanings of new vocabulary explicitly isolated from the context (Pignot-Shahov, 2012). Thus, rather a clear reflection of the structural theory and cognitive information processing theory of SLA and their corresponding L2 reading theories were observed in almost all of L2 reading comprehension classes. Some examples of the observed data that were found to be in line with structural theory and cognitive information processing theory can be mentioned regarding utilising L1 as the only means of clarifying the meaning of vocabulary and sentences in the reading texts.

4.1.2 Learner Role

This section shows the findings for research question two:

RQ2: *What types of learner roles are implemented in the Omani EFL Grade twelve reading curriculum?*

This research question was analysed based on Richards and Rodgers' (2001) model. Richards and Rodgers (2001) classified the learner role based on the patterns of the learner groupings regarding whether the reading tasks are carried out individually or in a pair/group. As Omani post-basic reading curriculum designed based on the communicative approach, the major part of reading tasks should have been designed to be conducted in pairs/groups to analyse the learner roles in Omani EFL third grade post-basic school reading individual and pair/group. Table 11 shows the findings of the learner role, and Figure 7 presents the findings graphically.

Table 11: Learners' Role as Reflected in Selected Documents

Learner Role Documents		Individual	Pair/Group
EFL Coursebook 12A (468 statements)	Frequency	378 statements	90 statements
	Percentage	80.8%	19.2%
EFL Coursebook 12B (461 statements)	Frequency	251 statements	210 statements
	Percentage	54.4%	45.5%
EFL Workbook 12A (765 statements)	Frequency	641 statements	124 statements
	Percentage	83.7%	16.2%
EFL Workbook 12B (750 statements)	Frequency	618 statements	132 statements
	Percentage	82.4%	17.6%
EFL Teacher's Book 12B (829 statements)	Frequency	635 statements	194 statements
	Percentage	76.5%	23.4%
EFL Teacher's Book 12A (1197 statements)	Frequency	821 statements	376 statements
	Percentage	68.5%	31.4%

EFL Classroom Observation (608 statements)	Frequency	208 statements	400 statements
	Percentage	34.2%	65.7%
Overall Statement (5078)	Frequency	3552 statements	1526 statements
	Percentage	69.9%	30.0%

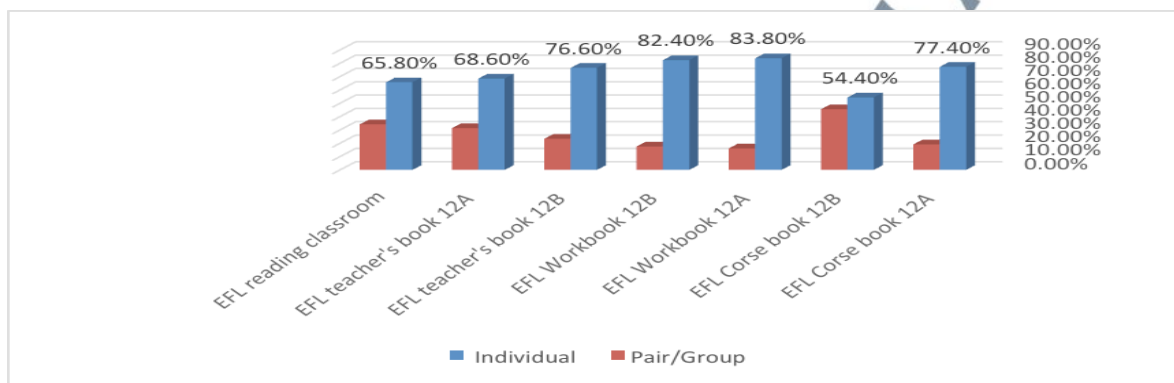


Figure 10: Learners' Role as Reflected in the Selected Documents

The overall result demonstrated in Table 11 confirms that the majority of the reading-related activities in the EFL grade twelve reading curriculum documents planned as individual tasks (69.9%) more than as pair/group tasks (30.0%). Specifically, Table (11) presents the findings of the learners' role as reflected in four curriculum documents: EFL course book, workbook, teacher's book as well as EFL reading classroom observation. The learner's role as an individual pattern is reflected in the EFL workbook 12B with high percentage (82.4%), followed by workbook 12A (83.7%), while 80.8% from EFL coursebook 12A, 76.5% is emerged from EFL teacher's book 12B, 68.6% from the reading related statements in the teacher's book and 67.5 % EFL coursebook 12B. Moreover, contradicting results are found regarding the emphasis on the pair/groups pattern in the workbook (12A, 12B) and classroom observation. Although this pattern is highly reflected in the classroom observation (65.7%), it is almost negligent in the workbook (12A, 12B) reading instruction (16.2%

and 117.6% respectively). Nevertheless, the learners' role as pair/group pattern is poorly expressed in those documents, as the highest percentage of this pattern that emerged from the classroom observation is 69.9%.

4.1.3 Teacher Role

This section shows the findings for research question three:

RQ3: *What types of teacher roles are reflected in the Omani EFL grade twelve reading curriculum?*

The teacher role is analysed based on Richards and Rodgers' (2001) categories as either a director/instructor or a facilitator/catalyst. As the Omani grade twelve reading curriculum is marked as communicative, the proportion of teachers took on the role of classroom manager, consultant, adviser, co-communicator with the learners and observer.

The data of this research question were gathered from curriculum documents utilised by the teachers, which are the EFL teacher's book (involving reading related statements stated specifically for the teachers, as guidelines to moderate reading classes), the EFL coursebook (used daily both by the teachers and learners), and the EFL reading classroom observation. The findings are presented in Table 12 and Figure 8.

Table 12: Teacher’s Role as Reflected in Selected Documents

Teacher Role Documents		Director	Catalyst
EFL Coursebook 12A (468 statements)	Frequency	378 statements	90 statements
	Percentage	80.7%	19.2%
EFL Coursebook 12B (461 statements)	Frequency	251 statements	210 statements
	Percentage	54.4%	45.5%
EFL Teacher’s Book 12A (1197 statements)	Frequency	635 statements	194 statements
	Percentage	76.5%	23.4%
EFL Classroom Observation (608 statements)	Frequency	208 statements	400 statements
	Percentage	34.2%	65.7%
Overall Statement (3563)	Frequency	2293 statements	1270 statements
	Percentage	64.4%	35.5%

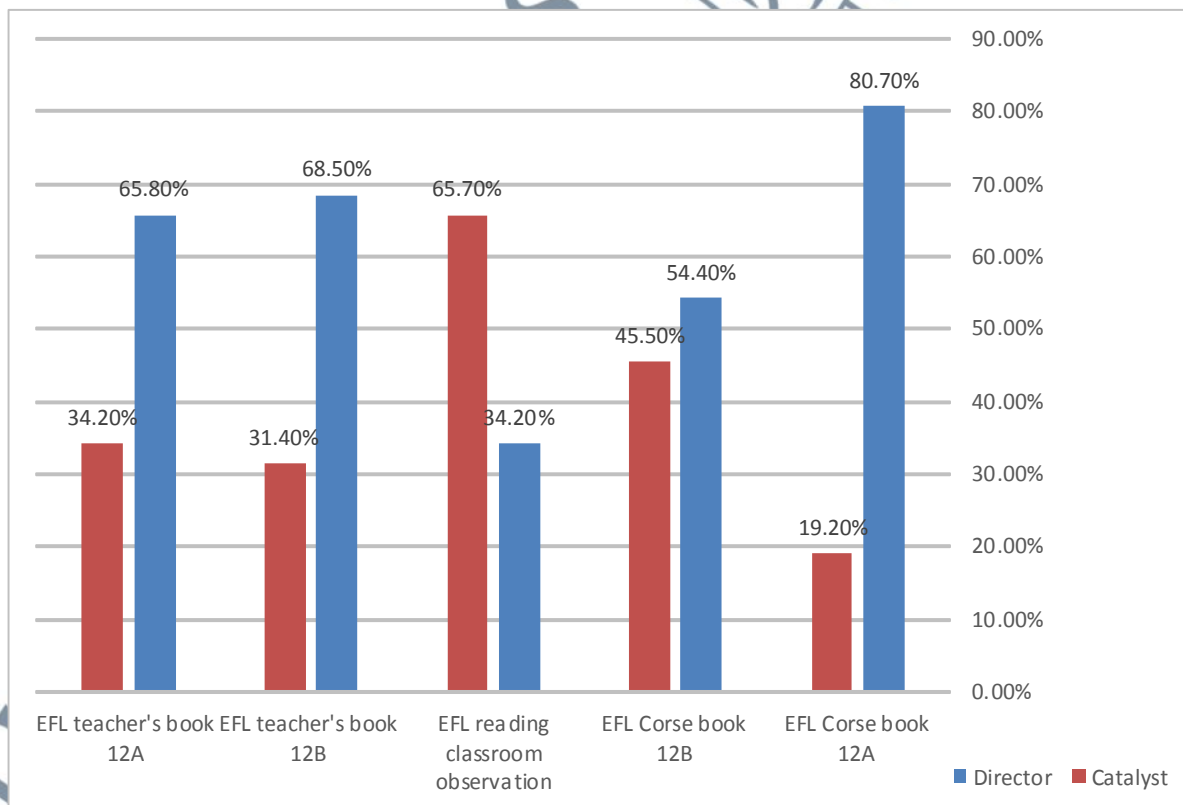


Figure 11: Teacher’s Role as Reflected in Selected Documents

As shown in Table 12, regarding the pattern of the teacher role, the reading related statements in the EFL grade twelve teachers' book (12A and 12B) (68.6% and 76.6% respectively) are planned as moderator and director in nature, like *"Ask students some general questions about news. Do they think the news is an interesting subject? What kind of news do they enjoy reading or hearing about most?"* While 34.2% and 23.4% of the reading-related statements in the EFL teachers' book (12A and 12B respectively) are planned to be a catalyst such as *"In groups, students read the six quotations and discuss them. Do they find them interesting and/or amusing? Do they have a favourite view?"* The emphasis is on reading and understanding, so they should write short answers: *"Put students into groups and ask them to consider the quotation by Fred Allen. Do they find it amusing and/or ironic?"*

The same patterns emerged from the EFL grade twelve coursebook and the classroom observation with different percentages. In the classroom observation, the reading related statements highly demonstrate the teachers as catalysts (34.2%) compared to the teacher role as a director (65.7%); while 80.7% and 54.5%, respectively, emerged as a director from the coursebook (12A and 12B). Therefore, the lowest percentage of the teacher as a director and the highest percentage of the teacher as a catalyst emerged from the reading EFL coursebook 12B. The total percentage indicates that, in general, the teacher's role as a director is the primary pattern (64.4%), which is reflected in the EFL Omani grade twelve reading curriculum, compared to the teacher role as a catalyst in the classroom implementation (35.5%).

The findings for part one show that the EFL grade twelve 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. Also, classroom-reading instruction reflected an initiation-response-evaluation (IRE) pattern, which supports the structural and cognitive theories. Extracts 1 and 2 from classroom observation provide evidence for IRE response of classroom context.

Extract 1

Objectives: students will be able to

* Identify new vocabulary

* Read for specific information

Teacher: Good morning, students. Nice to see you today.

Students: Good morning, teacher. Nice to see you, too.

Teacher: My dear students, open your WB to page three. Can you tell me what we have in activity three?

Students: A reading text.

Teacher: And how many paragraphs does it have?

Students: Four paragraphs.

Teacher: And have a quick look at the pictures. Can you guess from the pictures what the text is about?

A student: Is it about jewellery?

Another student: Is it about silver?

Teacher: Excellent guesses, both of you. Now read the given four choices and choose the appropriate title. But first, who would like to remind the rest of the class? In order to choose the best title, we do skimming or scanning?

A student: skimming.

Teacher: Good! And what does it mean?

Another student: Reading quickly for general information.

Teacher: Great! Now go ahead, skim the text and choose the best title.

Three minutes later:

Teacher: Now who can tell me the answer?

A student: Working in the Omani Silver Trade.

Teacher: Girls, do you agree with your friend?

Students: Yes.

Teacher: Ok. Who can justify this answer?

A student: Because all four paragraphs talk about this point.

Teacher: Nice! Now let's play a vocabulary game. It'll be oral. I am going to say the meaning and you try to find out the word and say it out loud. I call it 'who is the fastest'? Ready?

Students: Yes!

Teacher: A person who works with silver (p.1).

Students: Silversmith.

Teacher: Buy (p.2).

Students: Purchase.

Teacher: Present/show (p.3).

Students: Showcase

(Teacher chooses the winner according to who answers fastest)

Teacher: Have you enjoyed the game?

Students: Sure!

Teacher: Do you like the "Reading Race" game?

Students: Yes!

Teacher: Can you explain its rules?

A student: In each group, there is a writer and the rest, one by one, read the question first then run to the board, get the answer, and come back to the group.

Teacher: Great! One more thing: the group that finishes first says "Bingo!"

Teacher asks students to close their books. Then the teacher distributes the question sheets among the groups and sticks the text on the board.

Teacher: Ready for the fun? 1, 2, 3...Go!
 Students do the reading race (10 minutes)
 One group: "Bingo!"
 Teacher: Stop! We have a winner here!

Figure 12: Extract (1) from Classroom Observation Data

Extract 1

Lesson: A short history of branding

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Open your book to page four, task two. Read the title and look at the pictures. Tell me what it is about.

Students: It is about the history of branding.

Teacher: What does branding mean?

Students: It means the name of a product that is given by the company that makes it.

Teacher: Can you give me example of brand names?

Students: Oman Mobile, iPhone, Toyota...

Teacher: Read paragraph one and complete the sheet in groups.

Read definition and find words with similar meaning to the words or phrases.

Teacher: What is the meaning of the word 'ownership'?

Student: It means the state of owning something.

Teacher: What about the 'consumer' in paragraph one?

Student: Someone who buys or uses a product or a service.

Teacher: In the previous lesson we studied two different words with similar meanings to the word 'consumer', who can tell me what are they?

Students: Customer and client.

Teacher: Read paragraph (2) and find words that have a similar meaning to the words and phrases.

Teacher: Tell me a word that means 'affecting the whole world'.

Student1: Global.

Teacher: What does 'global' mean?

Student2: International

Teacher: What is the opposite?

Student3: Local.

Teacher: Read paragraph (3) and find words that have similar meaning to 'a person who found and set up something' and 'sign'.

Student (1): Founder

Student (2): Symbol

Teacher: Yes, correct.

Teacher: Now read the text again and write short answer to the questions below.

Teacher: Group one, read paragraph one and answer question (1).

Group two, read paragraph two and answer question (2).

Group three, read paragraph three and answer question (3).

Group four, read paragraph four and answer question (4).

Teacher: Group one, can you answer this question?

When was branding in business developed?

Student: The early nineteenth century.

Teacher: Well done.

Teacher: Group two, what does 'nova' mean in Latin?

Student: It means 'new'.

Teacher: Great.

Teacher: Group three, what do the first three letters of "Adidas" mean?

Student: 'Adi' is the nickname of 'Adolf Dassler'

Teacher: Excellent

Teacher: Group four, 'Why does the Oman Air logo show frankincense?
 Student: Because frankincense is a symbol of Oman's traditional heritage and it is still part of Omani life today.
 Teacher: Well done, convincing answer.

Class ends
 Teacher: Use five new vocabulary words in sentences in your exercise book.
 And next lesson I will check your answers.

Figure 13: Extract (2) from Classroom Observation Data

4.2 Part Two: The Preparation of the Omani EFL Grade Twelve Students for Reading in English at the Higher Education Level

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

4.2.1 The Emphasis of EFL Reading Skill in the EFL Grade Twelve Curriculum

This section shows the findings for research question four:

RQ4: *How frequently are reading skills mentioned explicitly as a vital means for the achievement of the Omani EFL grade twelve curriculum outcomes?*

To determine the emphasis on reading skills in the EFL grade twelve-curriculum documents, two phases of analysis of the frequency of primary language proficiency (reading, writing, listening and speaking) in the EFL grade twelve coursebook and workbook were conducted. Then related reading statements were coded as either implicit or explicit tasks.

4.2.1.1 The Emphasis of each EFL Language Skill (Reading, Writing, Listening and Speaking)

Table 13 summarises the outcome of the analysis of each EFL language skill in EFL grade twelve reading curriculum.

Table 13: Frequency of Each EFL Language Skill in the Omani EFL Curriculum

Skills/ Documents		Reading	Writing	Listening	Speaking
EFL Coursebook 12A (739 statements)	Frequency	468	111	47	113
	Percentage	63.3%	15%	6.3%	15.2%
EFL Coursebook 12B (624 statements)	Frequency	461	92	25	46
	Percentage	73.8%	14.7	4.0%	7.3%
EFL Workbook 12A (928 statements)	Frequency	765	76	82	5
	Percentage	82.4%	8.1%	8.82%	0.5%
EFL Workbook 12B (1077 statements)	Frequency	750	207	35	85
	Percentage	69.6%	19.2%	3.2%	7.8%
Overall statement (3368)	Frequency	2444	486	189	249
	Percentage	72.4%	14.4%	5.6%	7.3%

Table 13 supports that reading skills are the most frequently reflected skill (72.6%) in the EFL grade twelve curriculum, while the writing skill is the next frequently-applied skill with a percentage of (14.4%), followed by speaking skills (7.3%) and then the listening skills (5.6%).

Regarding the EFL course book (12A and 12B), reading skills are highly presented (63.3% and 73.8% respectively) compared to other skills. Similarly, reading skills are frequently represented in the EFL workbook (12A and 12B) (82.4% and 69.6%) respectively. The percentage of each EFL language skill in EFL curriculum is shown in Figures 14 and 15.

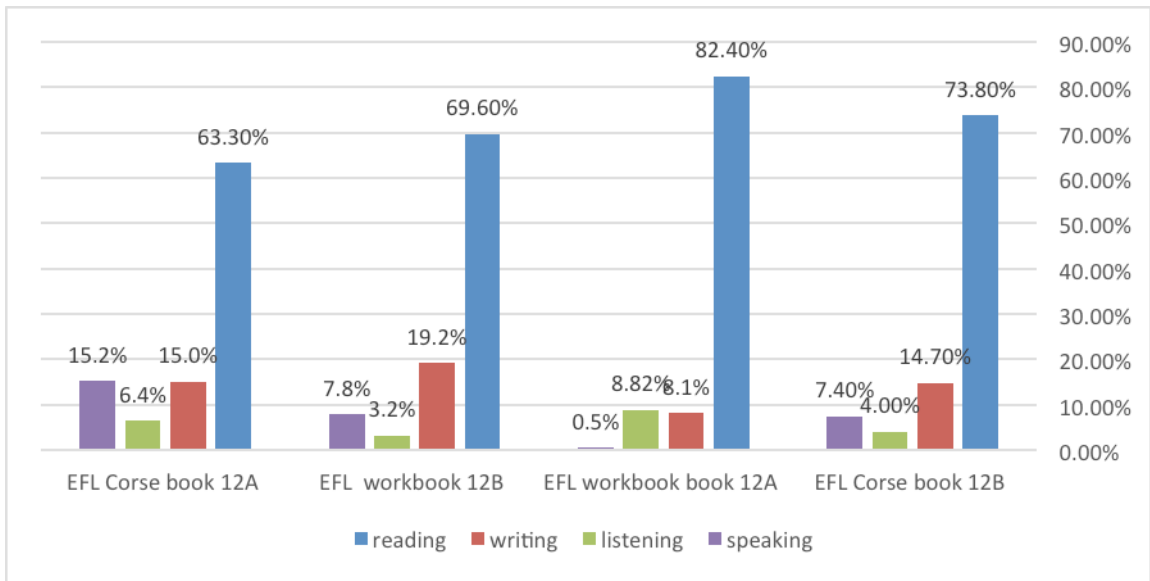


Figure 14: Frequency of Each EFL Language Skill in the Omani EFL Curriculum

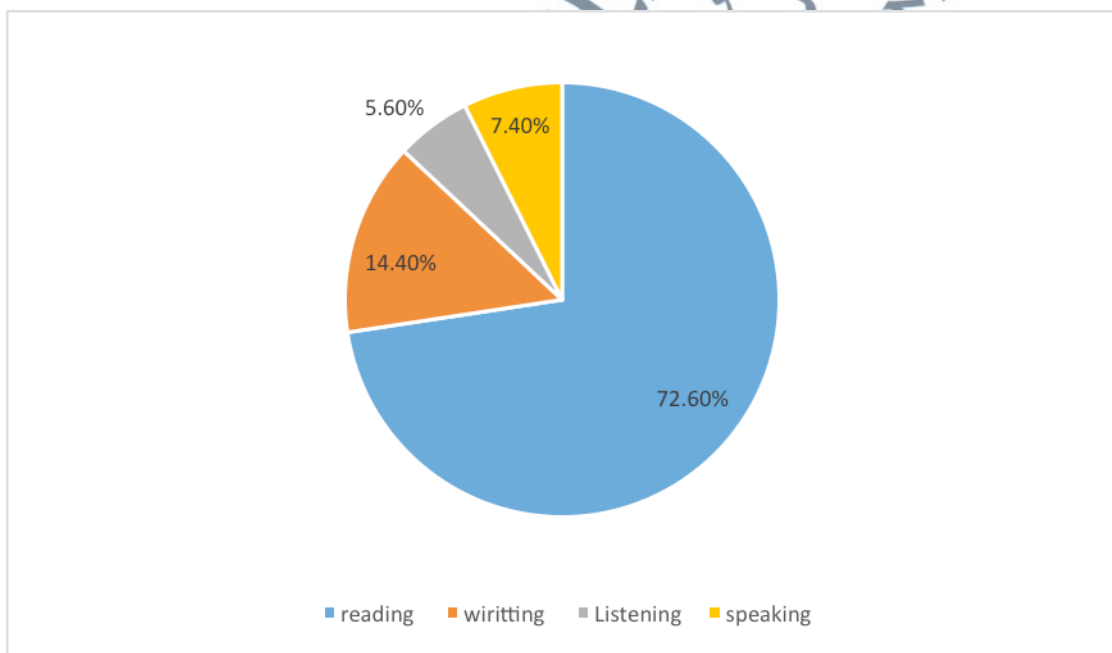


Figure 15: Overall Frequency of each EFL Language Skill in the Omani EFL Curriculum

4.2.1.2 Explicit/Implicit Analysis of the Reading Skills in the EFL Grade Twelve Reading Curriculum

This section presents the findings of the related reading statements in the EFL course book and workbook as explicit or implicit. The findings are displayed in Table 14.

Table 14: Emphasis on Reading Skills as Explicit/Implicit Skills in the EFL Grade Twelve Reading Curriculum

Documents		Explicit Statements	Implicit Statements
EFL Coursebook 12A (468 statements)	Frequency	65	403
	Percentage	13.8%	86.1%
EFL Coursebook 12B (461 statements)	Frequency	180	281
	Percentage	39%	60.9%
EFL Workbook 12A (765 statements)	Frequency	73	692
	Percentage	9.5%	90.5%
EFL Workbook 12B (750 statements)	Frequency	68	682
	Percentage	9.0%	90.9%
Overall Statement (2444)	Frequency	386	2058
	Percentage	15.7%	84.2%

Table 14 demonstrates that reading skills are mentioned implicitly as the main and primary skill of the EFL curriculum to achieve the listed learning outcomes in the EFL course book and workbook. Reading skills are frequently mentioned as an implicit language skill in the EFL workbook 12A (90.5%) and workbook 12B (90.9%) followed by EFL course book 12A (86.1%), and then the EFL course book 12B (60.9%). In fact, in both books, reading skills are more often used implicitly than explicitly in the reading tasks. However, reading skills are more frequently used

implicitly in the workbook (12A and 12B) (93.8%, 88% respectively), than in workbook (12A and 12B) (84.9% and 67% respectively).

The findings present significant differences between the explicit and implicit use of reading skills in coursebook 12A (13.8%, 86.1% respectively), coursebook 12B (39%, 70% respectively), coursebook 12A (9.0%, 90.5% respectively), and workbook 12B (9.1%, 90.9% respectively). In general, reading skills used as an implicit means in the EFL curriculum (84.2%) to accomplish the listed learning results. Figure 16 presents the findings graphically.

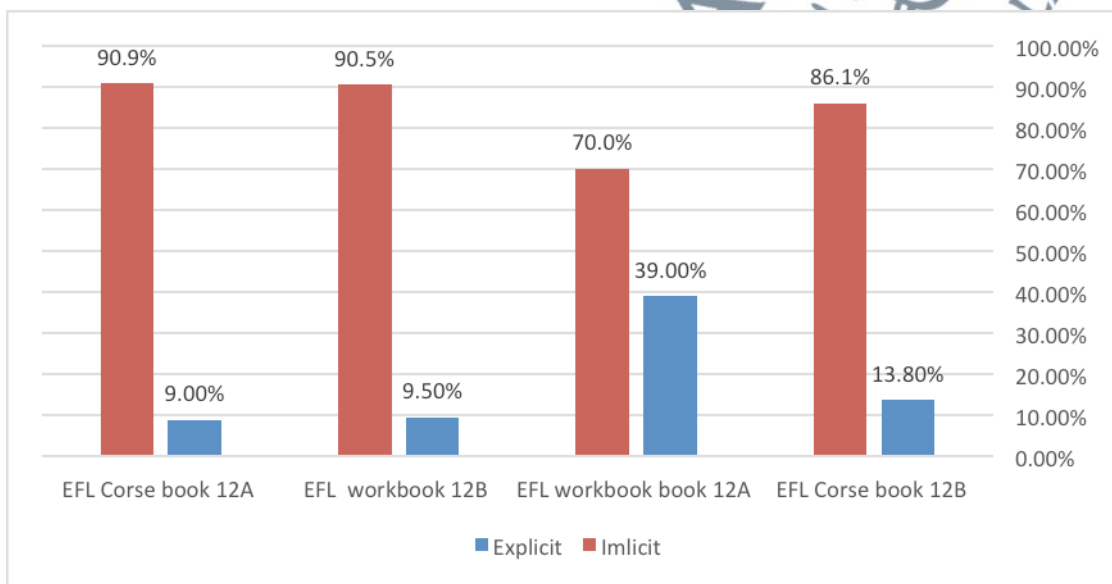


Figure 16: Emphasis on Reading Skills as Explicit/Implicit Skills in the EFL Reading Curriculum

4.2.2 Types of Readings Tasks

This section presents the findings of the fifth research question:

RQ5: *What types of reading tasks are used in the Omani EFL grade twelve reading curriculum?*

Answering this research question required collecting data from the EFL coursebook, EFL workbook, and classroom observation. The collected data were coded for analysis purposes into four categories: 1) identifying main ideas, 2) identification of details, 3) making inferences, and 4) other categories such as vocabulary, grammar, writing, and fluency. The findings of the types of reading tasks are presented in Table 15 and Figure 17.

Table 15: Types of Reading Tasks as Reflected in Selected Documents

Documents		Identifying Main Ideas	Identifying Details	Making Inferences	Other Categories			
EFL Coursebook 12A (468 statements)	Frequency	29	235	40	164			
	Percentage	6.1%	50.2%	8.5%	35%			
					V	G	W	F
					89	57	14	4
EFL Coursebook 12B (461 statements)	Frequency	11	226	21	203			
	Percentage	2.3%	49%	4.5%	44%			
					V	G	W	F
					72	74	49	8
EFL Workbook 12A (765 statements)	Frequency	11	315	51	388			
	Percentage	1.4%	41.1%	6.6%	50.7%			
					V	G	W	F
					150	59	125	54
EFL Workbook 12B (750 statements)	Frequency	71	230	94	355			
	Percentage	9.4%	30.6%	12.5%	47.3%			
					V	G	W	F
					218	95	32	10
Classroom observation (608 statements)	Frequency	96	112	52	348			
	Percentage	15.7%	18.4%	8.5%	57.2%			
					V	G	W	F
					100	28	40	180
Overall Statement (3052)	Frequency	218	1118	258	1458			
	Percentage	7.1%	36.6%	8.4%	47.7%			

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

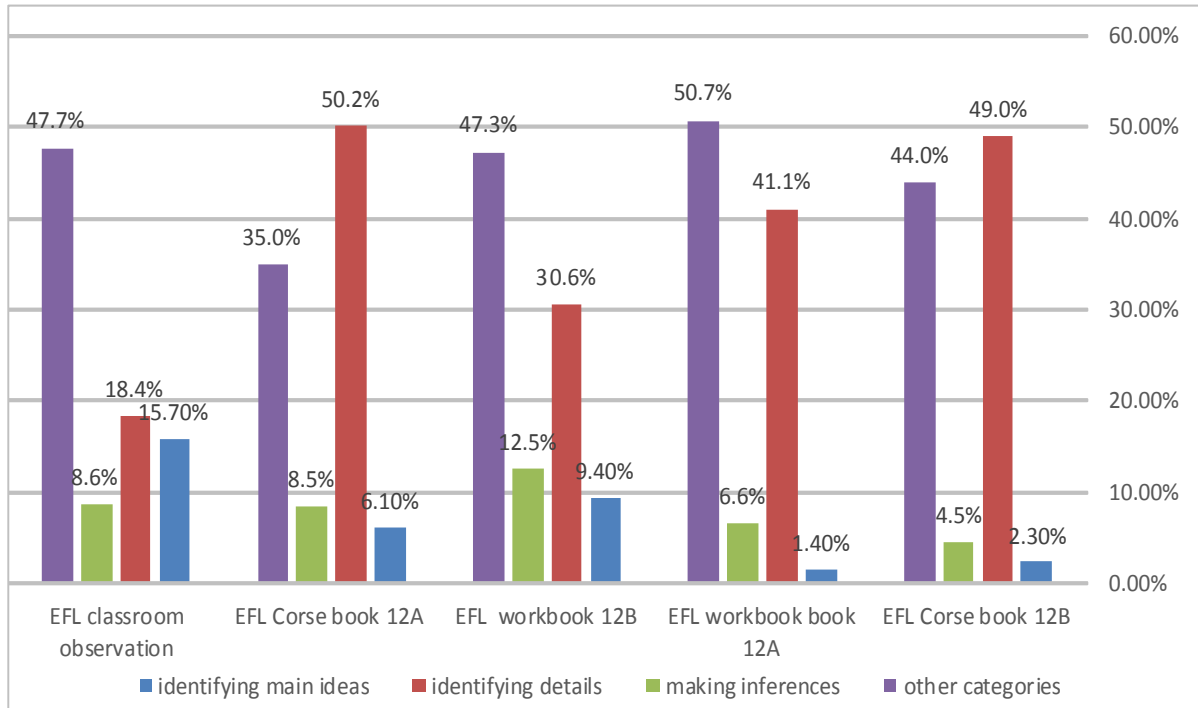


Figure 17: Types of Reading Tasks as Reflected in Selected Documents

Table 15 presents various percentages related to the kind of reading tasks. In the EFL grade twelve coursebook 12A, identifying details frequently emerges (50.2%), followed by other reading tasks (35%), and making inferences (8.4%). Identifying main ideas has the lowest frequency (6.1%). In the EFL coursebook 12B, identifying details frequently emerges (49%) followed by other reading tasks (44%), and making inferences (4.5%). Identifying main ideas is presented within the lowest percentage (2.3%). Nevertheless, in both the EFL workbook (12A, 12B) and classroom observation, other categories, including vocabulary, grammar, writing and fluency, are the most frequent tasks compared to other reading tasks.

Regarding types of reading tasks in the EFL workbook 12A, other reading tasks frequently emerge (50.7%), followed by identifying details (41.4%), and making inferences (6.6%). Identifying main ideas is presented with the lowest percentage

(1.4%). Additionally, in the EFL coursebook 12B, identifying details frequently emerged (47.3%), followed by other reading tasks (30.6%), and making inferences (12.5%). Identifying main ideas has the lowest percentage (9.4%). In addition, the findings extracted from classroom observation, indicate that the reading teacher is inclined to train the students with the other categories, including vocabulary, grammar, writing and fluency (57.2%), and identifying details tasks (18.4%), followed by identifying main ideas (15.7%), and making inferences (8.5%).

Regarding other reading tasks, vocabulary is the most frequent task in the coursebook 12A, workbook (12A, 12B), while grammar is the most common task in the course 12B, and fluency is the most frequent task in the classroom observation.

The Coursebook is divided into four themes, which are divided into five units. Each unit focuses on one particular language skill: reading (unit 1), grammar (unit 2), vocabulary (unit 3), listening and speaking (unit 4), and writing (unit 5). However, this main skill is not practised in isolation, as the activities are designed to relate to other skills.

Figure 18: Extract (5) from EFL teacher book

The above extract shows that EFL reading teachers are allowed to use either narrative or expository texts. Thus, it is clear that EFL teachers are restricted to use the reading texts that were provided only by the Omani Ministry of Education in the EFL grade twelve-course book.

4.2.3 Cognitive Demand for Reading Tasks

This section showed the findings of the sixth research question:

RQ6: *What levels of cognitive demand for reading tasks are reflected in the Omani EFL grade twelve reading curriculum?*

To answer this question, the elicited reading related statements were coded into two categories based on the combination of Marzano et al. (1988) and Marzano's cognitive demands (Sidek 2010). The outcome of analysing this research question is showed below in Table 16 and Figure 15.



Table 16: Cognitive Demands of EFL Reading Tasks as Reflected in the EFL Grade Twelve Reading Curriculum

Documents		Low Level			High Level							
		FO	RC	IG	OR	AP	AN	SY	GE	IN	EV	RE
Reading tasks in EFL Coursebook 12A (468 statements)	Frequency	13	14	5	127	4	238	4	40	3	1	19
	Percentage	2.7%	2.9%	1%	27.1%	0.9%	50.8%	0.9%	8.5%	0.64%	0.21%	4.0%
Reading tasks in EFL Coursebook 12B (461 statements)	Frequency	47	3	2	136	10	211	7	21	12	2	10
	Percentage	1.01%	0.6%	0.43%	29.5%	2.1%	47.9%	1.5%	4.5%	2.6%	0.43%	2.1%
Reading tasks in EFL Workbook 12A (765 statements)	Frequency	122	23	11	181	54	251	31	51	10	3	28
	Percentage	15.9%	3%	1.4%	23.6%	7.0%	32.8%	4.0%	6.6%	1.3%	0.39%	3.6%
Reading tasks in EFL Workbook 12B (750 statements)	Frequency	18	20	71	310	10	173	6	94	31	14	3
	Percentage	2.4%	2.6%	9.4%	41.3%	1.3%	23.0%	0.8%	12.5%	4.1%	1.8%	0.4%
Reading tasks from Classroom observation (608 statements)	Frequency	37	1	4	125	180	196	5	52	2	3	3
	Percentage	6.1%	0.16%	0.65%	20.5%	29.6%	32.2%	0.82%	8.5%	0.32%	0.49%	0.49%
Overall individual categories in EFL curriculum (3052)	Frequency	237	61	93	879	258	1069	53	258	58	23	63
	Percentage	7.7%	1.9%	3%	28.8%	8.4%	35%	1.7%	8.4%	1.9%	0.75%	2.0%
Overall low and high levels in EFL Coursebook 12B (468)	F	32			436							
	%	6.8%			93.1%							
Overall low and high levels in EFL Workbook 12A (765)	F	156			609							
	%	20.3%			79.6%							
Overall low and high levels in EFL workbook 12B (750)	F	109			641							
	%	14.5%			85.4%							
Overall low and high levels in EFL Coursebook 12A (461)	F	52			409							
	%	11.2%			88.7%							

Overall low and high levels in Classroom Observation (608)	F	42	566
	%	6.9%	93.0%
Overall low and high levels in EFL curriculum (3052)	F	391	2661
	%	12.8%	87.1%

Key: %: Percentages of levels of cognitive demand, F: Frequency, ST: Statements, RC: recalling, IG: Information Gathering, RE: Representation, OR: Organisation, AP: Applying, AN:Analysing, SY:synthesising, GE: Generating, IN: integrating, and EV: Evaluating.

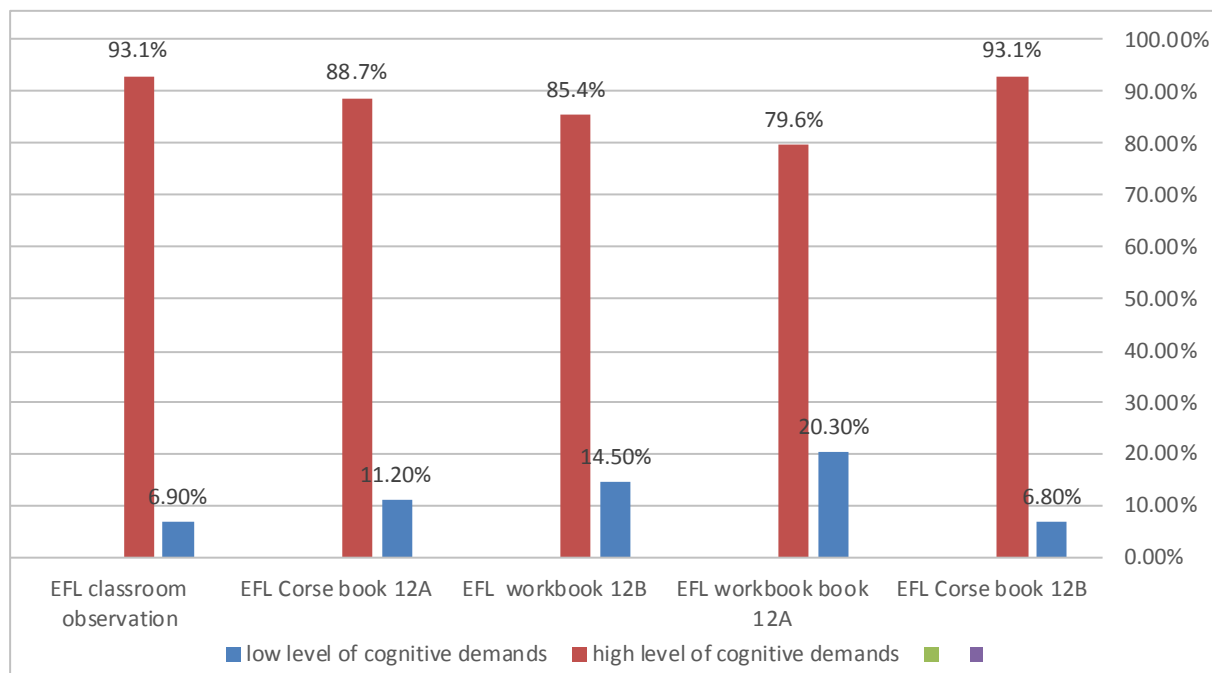


Figure 19: Cognitive Demands of EFL Reading Tasks as Reflected in the EFL Grade Twelve Reading Curriculum

Table 16 and Figure 19 show the overall outcomes of the two levels of cognitive demand, as well as the results of each category in each level from all documents. In the EFL coursebook (A and B), the reading tasks require higher levels of cognitive demand (93.1%, 88.7% respectively) than the lower-level (6.8%, 11.2% respectively). In the EFL workbook (A and B), the reading tasks require higher levels of cognitive demand (79.6%, 85.4% respectively) than the lower levels (20.3%, 14.5% respectively).

In contrast, regarding the reading tasks in classroom observation, reading tasks requiring lower levels of cognitive demand (6.9%) are less than those requiring higher levels of cognitive demand (93.0%). The highest percentages are allocated for reading tasks requiring low cognitive demand, such as recalling (0.16%) and integrating (0.65%). Reading tasks require high cognitive demand, such as applying (29.6%) are shown in the classroom observation.

Along with the outcomes of the reading-related statements in the classroom, Table 16 presents the analysis of the reading tasks that were elicited from reading classroom practices. Most of the reading tasks significantly require higher levels of cognitive demand (93.0%), rather than lower levels of cognitive demand (6.9%). The majority of the reading tasks need high levels of cognitive demand, such as applying (29.6%), rather than low levels of cognitive demand, such as recalling (0.16%%) and focusing (0.65%). The outcomes are presented graphically in Figure 15.

4.2.4 Types and Lengths of Reading Passages

This section presents the findings of the sixth research question:

RQ7: *What types and lengths of reading passages are included in the grade twelve reading curriculum (Engage with English)?*

The data related to this question is based on information from the EFL coursebook, as the reading passages are only available in the coursebook. To see how the EFL reading instruction at grade twelve is applied in university academic contexts, the text types regarding grade level and genre were analysed to offer another view of the EFL preparing process. Thus, in this research question, the length of the reading passage and the types of the reading passage were examined. The outcome of analysing this research question is presented in Table 17 and Figure 16.

The types of reading passages in the EFL grade twelve coursebook were analysed in two classes: narrative and expository, as the majority of the reading passages for EFL grade twelve students must be expository (Sidek, 2010). D_tools

calculated the length of the selected passages. The results of this question are presented below in Tables 17 and 18 and Figures 17 and 18.



Table 17: Types and Length of Reading Passages as Reflected in the Selected Documents

Documents	Theme	Unit	Title of Reading Texts	Types		Length (In Words)
				N	E	
Coursebook 12A	1	1	Retail Therapy	√		152
		2	A Fair Exchange		√	544
			A Short History of Branding	√		381
		3	Shop Till You Drop		√	388
		Cross culture	Egypt		√	629
		Pleasure to read	Advertising: Are Billboards Out of Control?		√	798
			Is It Really That Bad		√	159
	2	1	A Learning Experience		√	263
		2	Learning in an Electronic Era		√	142
		3	Universities of Oxford and Cambridge		√	381
		5	Ways of Studying for English Exams		√	231
		Cross culture	France		√	699
		Pleasure to read	Nicholas Nickleby	√		1201
	3	1	On the Move	√		123
			Plane		√	418
		2	Traffic	√		211
		4	A rewarding career		√	114
		5	The Worst Flight of My Life	√		371
		Cross culture	Canada		√	690
		Pleasure to read	The Trans rapid Shanghai Maglev		√	757
	4	1	Energy		√	131
			Energy: Forms, Types, Sources and Uses		√	511
		2	Eco-cities of the Future		√	217
		3	When Things Go Wrong: The Chernobyl Nuclear Power Plant Disaster		√	171
		4	Renewable Energy Sources		√	222
		5	Comparing Coal and Nuclear Energy		√	413
		Cross culture	Spain		√	607
	5	Pleasure to read	The Energy of the Past and the Future		√	783
		1	A Warm Welcome		√	145

					√	467	
			Space Tourism: The World's Most Expensive Travel		√	408	
		3	The World's Ten Most Visited Countries		√	481	
		4	A Nightmare Meal	√		248	
		Cross culture	Tunisia		√	688	
		Pleasure to read	Out of this World		√	945	
Coursebook 12B	1	1	In the News		√	228	
			The Power of the Paparazzi		√	225	
		3	SAVE THE NEWSPAPER!!!		√	257	
			Putting the Paper to Bed		√	243	
		5	Summaries	√		192	
		Cross culture	Jordan		√	754	
		Pleasure to read	Princess Diana - The Early Years		√	1135	
	2	1	Work and Careers		√	√	132
			Which career				186
			An Interesting Career			√	431
		2	Why English			√	261
		3	Applying for a Job			√	514
			CURRICULUM VITAE			√	140
		Cross culture	Pakistan			√	721
		Pleasure to read	Lou's First Job	√			842
	3	1	Citizenship			√	170
			Citizenship			√	454
		2	NGOs: Non-Governmental Organisations			√	388
		3	The International Criminal Court			√	451
		4	Wangari Muta Maathai: The Tree Woman	√			234
			Rigoberta Menchú Tum: A Figure for Human Rights	√			238
		5	Intellectual Property			√	694
			Cross culture	Morocco			√
	Pleasure to read	Tales of Nasreddin	√			983	
4	1	Global Issues			√	180	

			Deserts and Desertification		√	434
		2	Health and disease		√	252
		3	Child Labour		√	428
		4	Cloning and Genetic Modification		√	557
		5	Global Trading		√	465
		Cross culture	Germany		√	694
		Pleasure to read	The Four Travelling Musicians	√		942
	5	1	Our Blue Planet		√	148
			The Aral Sea	√		484
		2	Climate Change: Oceans, Glaciers and Deserts	√		300
		3	Polar Opposites Facing Similar Problems		√	362
		4	The United Nations Environmental Programme's (UNEP) Key Water Facts		√	284
		5	Water pollution: Its causes and harmful effects		√	530
		Cross culture	Russia	√		644
		Pleasure to read	Three question		√	945

Key: N: Narrative, E: Expository

Table 18: Overall Percentage of Types and Length of Reading Passages in EFL Coursebook as Reflected in the Selected Documents

Types		Length (In words)
Narrative	Expository	Overall mean of N and E = 432
17	57	Mean N = 426
23%	77%	Mean E = 439

Key:

Mean = $\frac{\text{The sum of a set of numbers}}{\text{The count of numbers in the set}}$

The count of numbers in
the set

Regarding the types of the reading passages in the EFL grade twelve course book, Tables 17 and 18 confirm that EFL grade twelve reading curriculum exposes the students to both types of texts, narrative and expository genres. The total of the passages in the curriculum that are planned just for reading comprehension are (75) passages; 17 of them are narrative passages (23%), and the other 57 passages are expository (77%). Therefore, there is a significant difference between the narrative reading passage and expository reading passage (See Figure. 20).

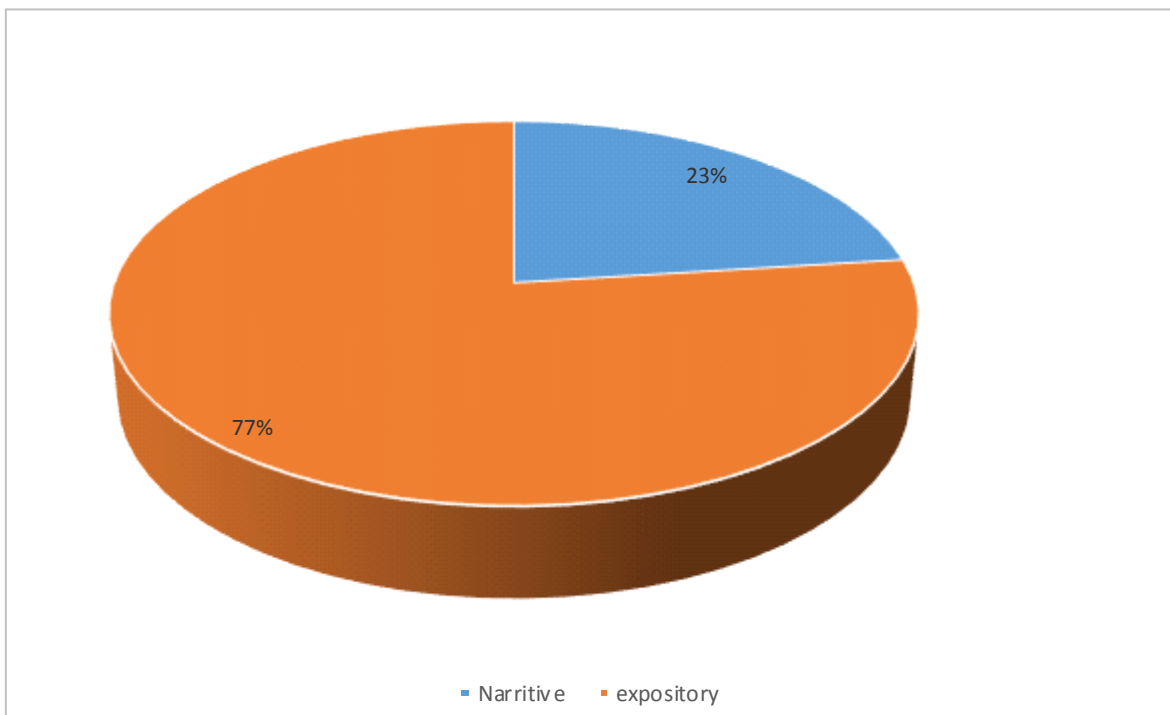


Figure 20: Types of reading passages in EFL Coursebook

As presented in Table 17, the mean length of overall reading passages is 432 words. In terms of the two genres of reading texts in EFL grade twelve coursebook (A and B), the mean length of the narrative passages is 426 words and the average length of the expository type is 439 words. There is a clear gap between the length of the narrative and expository texts, because of expository texts are longer than the narrative texts. The outcomes of varying reading passages are shown in Figure 21.

4.2.5 Level of Lexical Diversity in the Reading Passages

This section shows the findings of the seventh research question:

RQ7: *What is the level of lexical diversity in the reading passages in the EFL grade twelve textbook?*

To answer this question, the data were gathered from the EFL grade twelve coursebook, as the reading passages are only provided in the grade twelve-school coursebook, to indicate the level of lexical diversity in the analysed texts in the grade twelve EFL reading curriculum. The standard of lexical diversity in the reading passages was analysed in terms of lengths of the reading passages and the types of the reading passages by using D_tools'. The outcome from analysing this research question is displayed in Table 19 and Figure 18.

Table 19: Analysis Level of Lexical Diversity in Reading Passages

Documents	Theme	Unit	Title of Reading Texts	Lexical Density (%)	
Coursebook 12A	1	1	Retail Therapy	71.71	
			A Fair Exchange	56.6	
			A Short History of Branding	57.74	
		3	Shop Till You Drop	60.57	
		Cross culture	Egypt	53.26	
		Pleasure to read	Advertising: Are Billboards Out of Control? Is It Really That Bad	50.38 70.44	
	2	1	1	A Learning Experience	67.61
			2	Learning in an Electronic Era	71.32
			3	Universities of Oxford and Cambridge	60.89
			5	Ways of Studying for English Exams	61.47
			Cross culture	France	49.79
			Pleasure to read	Nicholas Nickleby	37.55
	3	1	1	On the Move Plane	73.98 59.81
			2	Traffic	53.55
			4	A rewarding career	72.81
			5	The Worst Flight of My Life	48.79
			Cross culture	Canada	52.17
			Pleasure to read	The Trans rapid Shanghai Maglev	44.52
	4	1	1	Energy Energy: Forms, Types, Sources and Uses	67.18 39.53
			2	Eco-cities of the Future	58.06
			3	When Things Go Wrong: The Chernobyl Nuclear Power Plant Disaster	69.01
			4	Renewable Energy Sources	51.35
			5	Comparing Coal and Nuclear Energy	43.58
			Cross culture	Spain	50.97
			Pleasure to read	The Energy of the Past and the Future	37.04
	5	1	1	A Warm Welcome	63.45
			Space Tourism: The World's Most Expensive Travel	53.53	

		3	The World's Ten Most Visited Countries	46.08
		4	A Nightmare Meal	49.27
		Cross culture	Tunisia	57.26
		Pleasure to read	Out of this World	39.47
Coursebook 12B	1	1	In the News The Power of the Paparazzi	60.53 56.95
		3	SAVE THE NEWSPAPER!!! Putting the Paper to Bed	57.59 55.56
		5	Summaries	62.50
		Cross culture	Jordan	51.06
		Pleasure to read	Princess Diana - The Early Years	35.68
	2	1	Work and Careers	73.48
			Which career	62.37
			An Interesting Career	50.35
		2	Why English	56.70
		3	Applying for a Job CURRICULUM VITAE	53.50 85.09
		Cross culture	Pakistan	49.93
		Pleasure to read	Lou's First Job	39.67
	3	1	Citizenship	65.88
			Citizenship	44.27
		2	NGOs: Non-Governmental Organisations	47.16
		3	The International Criminal Court	39.47
		4	Wangari Muta Maathai: The Tree Woman Rigoberta Menchú Tum: A Figure for Human Rights	60.26 57.98
		5	Intellectual Property	39.34
		Cross culture	Morocco	49.86
		Pleasure to read	Tales of Nasreddin	31.33
	4	1	Global Issues Deserts and Desertification	59.44 54.84
			2	Health and disease
		3	Child Labour	49.53
		4	Cloning and Genetic Modification	39.68
		5	Global Trading	44.73

		Cross culture	Germany	50.86
		Pleasure to read	The Four Travelling Musicians	33.44
5	1		Our Blue Planet	62.84
			The Aral Sea	45.87
	2		Climate Change: Oceans, Glaciers and Deserts	48.00
	3		Polar Opposites Facing Similar Problems	50.55
	4		The United Nations Environmental Programme's (UNEP) Key Water Facts	50.00
	5		Water pollution: Its causes and harmful effects	43.40
		Cross culture	Russia	53.42
		Pleasure to read	Three question	34.81
	Overall level of lexical diversity in the Reading Passages in the EFL coursebook 12			

From the table above, it can be noted that the overall level of lexical diversity in the reading passages in the EFL grade twelve coursebook was 53.5%. It can be concluded that there is a higher level of lexical diversity in the Reading Passages in the EFL grade twelve coursebook (see Table 19 and Figure 22). The highest level of lexical diversity in the reading passages in the EFL grade twelve curriculum was in the curriculum vitae theme (85.09%), while the lowest level of lexical diversity was on the theme titled “Tales of Nasreddin” (31.3%).

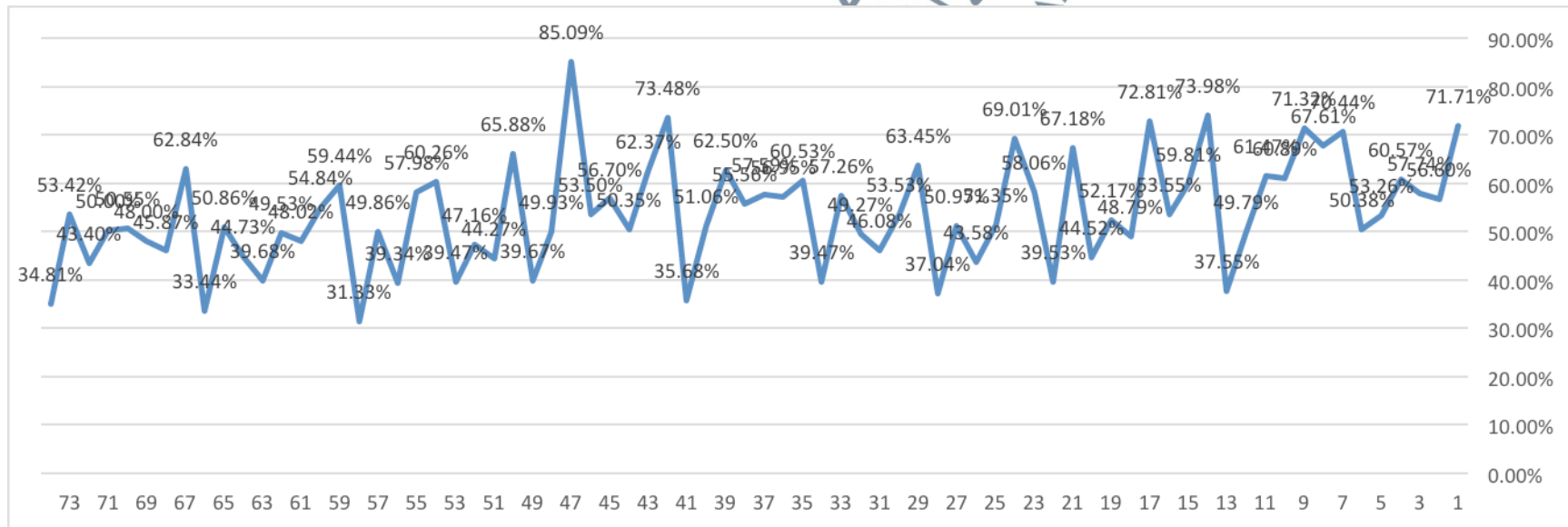
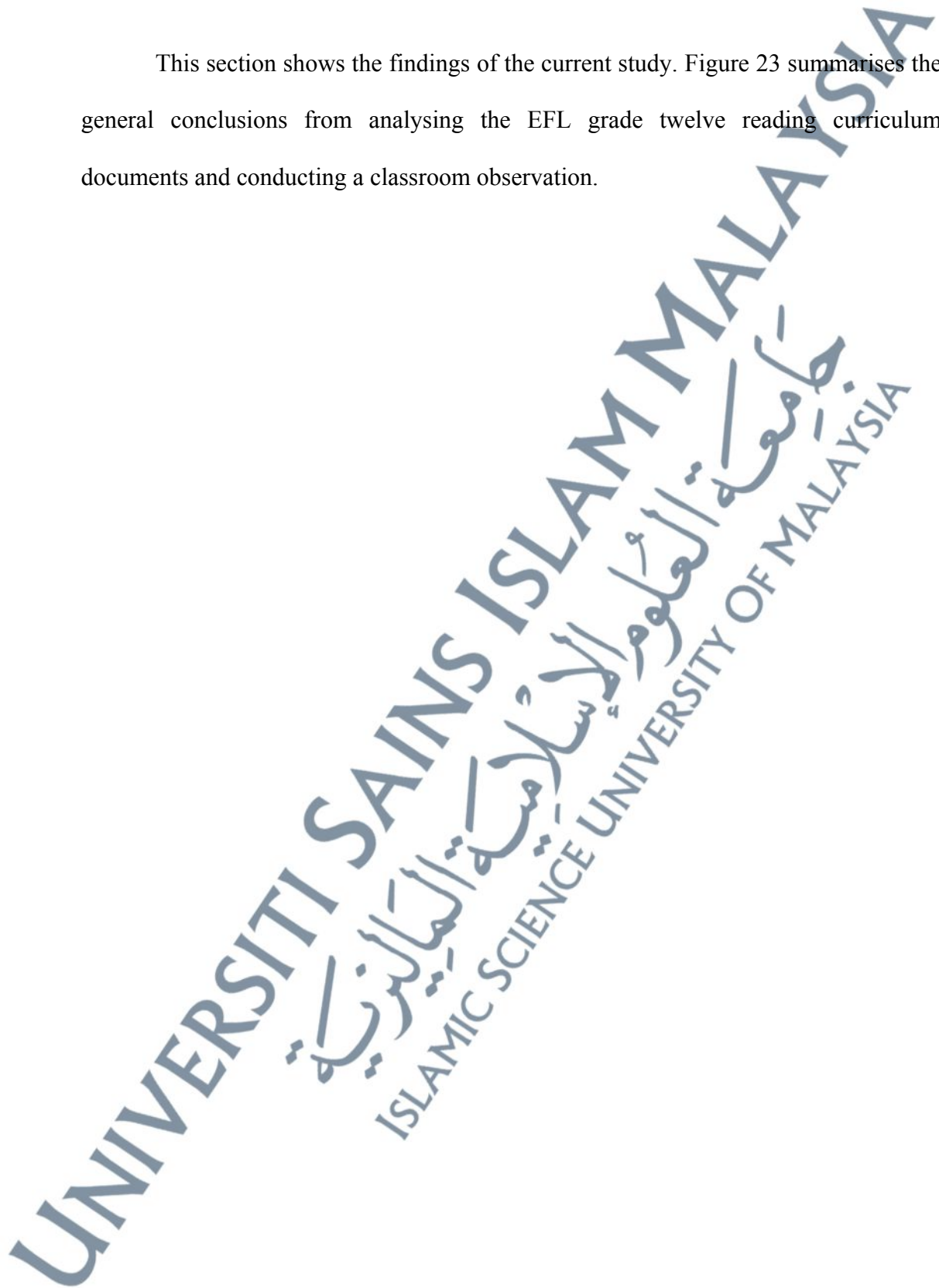


Figure 22: Level of Lexical Diversity in the Reading Passages as Reflected in the Selected Documents

4.3 Summary of the Findings of the Study

This section shows the findings of the current study. Figure 23 summarises the general conclusions from analysing the EFL grade twelve reading curriculum documents and conducting a classroom observation.



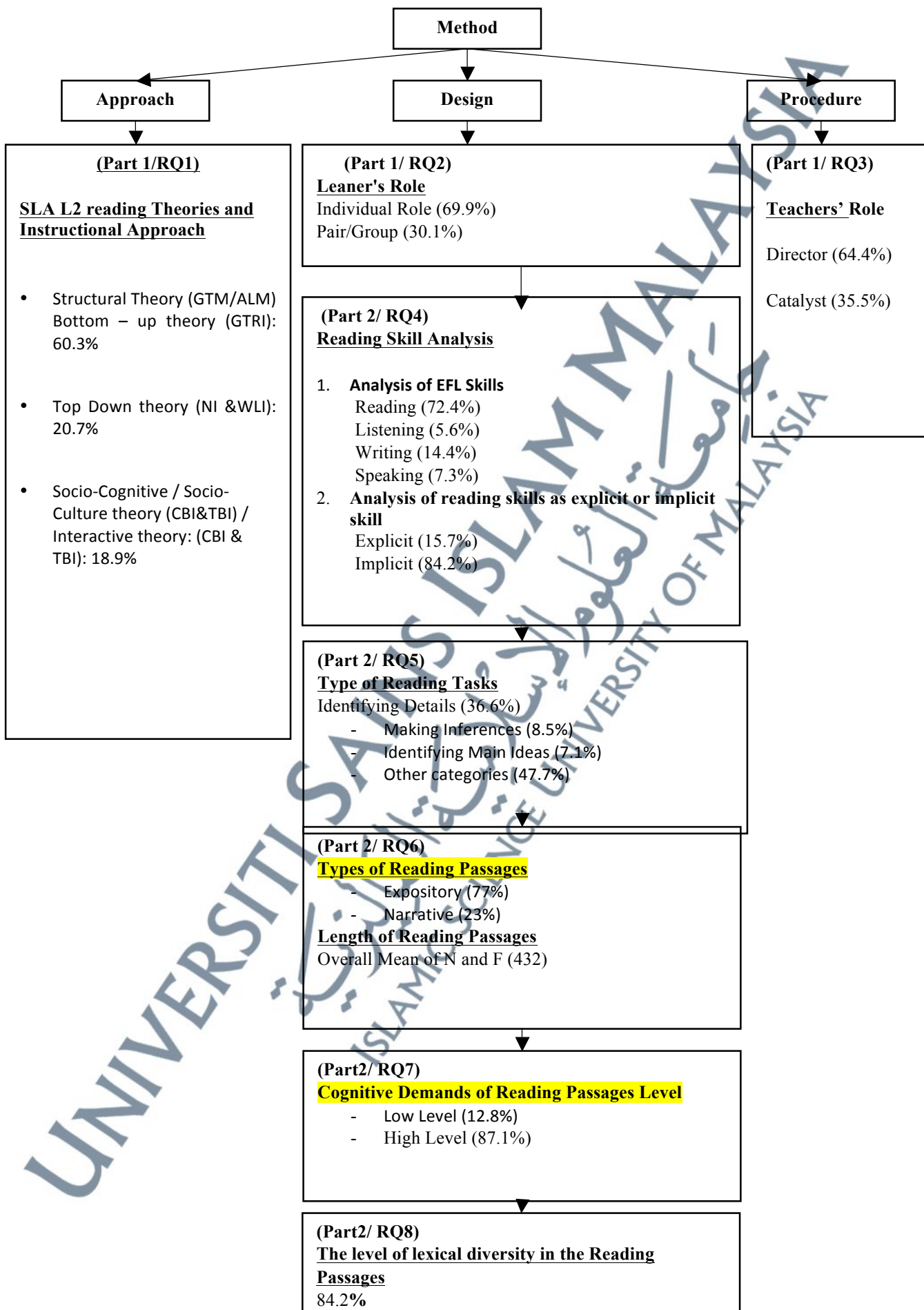


Figure 23: Overall Findings of Current Study