

**AN ANALYSIS OF THE YEMENI EFL SECONDARY WRITING
CURRICULUM: APPROACHES TO WRITING AND PREPARATION
FOR HIGHER EDUCATION**

Fatima Othman Al-Hammadi

(Matric No. 4110046)

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Nilai

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AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

Date: 5th April 2017

Signature:

Name: Fatima Al-Hammadi

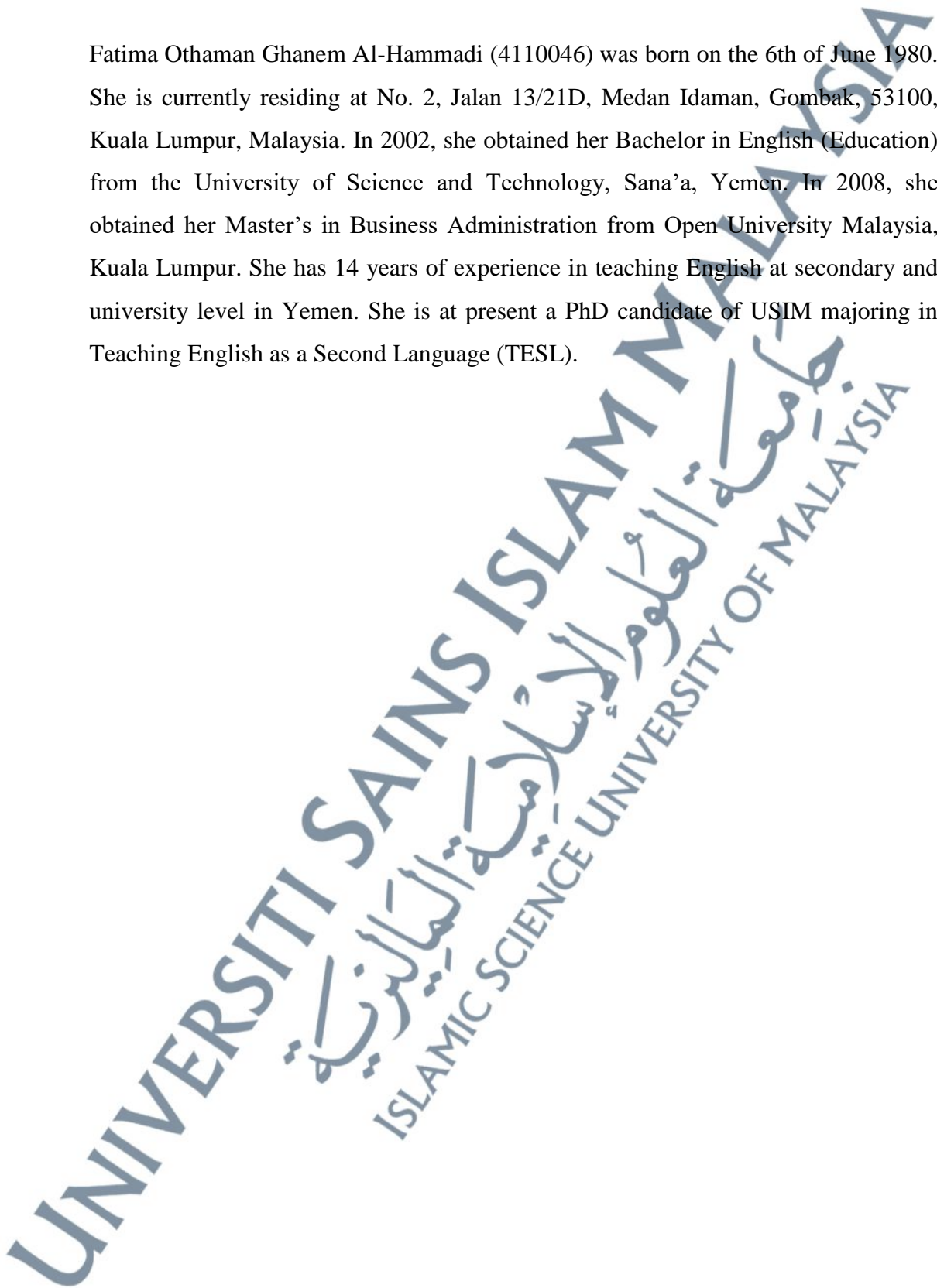
Matric No: 4110046

Address: No. 2, Idaman Sutera Condo,
Jalan 13/21D, Gombak, 53100, Kuala
Lumpur, Malaysia

UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

BIODATA OF AUTHOR

Fatima Othaman Ghanem Al-Hammadi (4110046) was born on the 6th of June 1980. She is currently residing at No. 2, Jalan 13/21D, Medan Idaman, Gombak, 53100, Kuala Lumpur, Malaysia. In 2002, she obtained her Bachelor in English (Education) from the University of Science and Technology, Sana'a, Yemen. In 2008, she obtained her Master's in Business Administration from Open University Malaysia, Kuala Lumpur. She has 14 years of experience in teaching English at secondary and university level in Yemen. She is at present a PhD candidate of USIM majoring in Teaching English as a Second Language (TESL).



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ABSTRAK

Kajian ini mengkaji pendekatan yang menyeluruh untuk pengajaran dan pembelajaran penulisan dalam bahasa kedua (L2) seperti yang telah digariskan dalam Kurikulum Bahasa Inggeris sebagai Bahasa Asing di peringkat sekolah menengah Yemen. Kajian ini juga bertujuan menyelidik sejauh mana kurikulum ini menyediakan pelajar sekolah menengah dalam kemahiran penulisan dalam bidang isi di peringkat universiti. Data kajian diperolehi dengan menganalisa dokumen kurikulum Bahasa Inggeris sebagai Bahasa Asing seperti buku teks bagi sekolah menengah awam Yemen dan buku aktiviti yang telah dimandatkan. Pencerapan pengajaran dan pembelajaran penulisan di beberapa sekolah menengah yang terpilih di Yemen turut dijalankan. Kajian ini akan menganalisa jenis-jenis teori pembelajaran dan pengajaran bahasa kedua serta teori penulisan dalam bahasa kedua, peranan guru, peranan murid serta jenis-jenis tugas penulisan. Kajian ini juga mengkaji penekanan ke atas penulisan sebagai medium untuk mencapai objektif pembelajaran seperti yang termaktub dalam kurikulum yang dikaji. Data kajian dianalisa menggunakan manifestasi analisa kandungan. Dapatan tentang teori pengajaran dan pembelajaran bahasa kedua, teori penulisan dalam bahasa kedua, peranan guru dan peranan murid mendapati wujudnya ketidaksinambungan dari segi label Komunikatif yang menjadi landasan dalam kurikulum yang dikaji. Ketidaksinambungan dari segi teori di dalam kurikulum ini telah dibuktikan melalui analisa tugas penulisan yang digarapkan dalam kedua-dua buku teks dan buku aktiviti Yemen. Dapatan kajian menunjukkan kurikulum penulisan Bahasa Inggeris sebagai Bahasa Asing di Yemen mempunyai tahap kognitif yang terlalu tinggi dan bukannya komunikatif. Dari segi penyediaan murid dalam kemahiran penulisan akademik peringkat universiti, secara amnya, kemahiran menulis lebih diberi penekanan dalam Kurikulum Bahasa Inggeris sebagai Bahasa Asing berbanding kemahiran membaca, mendengar dan bertutur. Namun begitu, dapatan kajian berkenaan jenis-jenis penulisan dan tahap kognitif menunjukkan bahawa pelajar sekolah menengah tidak dilatih untuk menulis karangan berbentuk maklumat di mana karangan ini memerlukan tahap kognitif yang tinggi. Sebaliknya, latihan lebih tertumpu kepada penulisan berbentuk naratif yang memerlukan tahap kognitif yang rendah. Dengan pengetahuan ini, Kementerian Pendidikan di Yaman berserta pereka kurikulum dan guru-guru boleh merancang secara realistik pembangunan kurikulum penulisan EFL sekolah-sekolah menengah dan menggalakkan strategi pengajaran dan pembelajaran yang berkesan bagi melengkapkan pelajar dengan kemahiran penulisan yang diperlukan pada tahap pengajian yang lebih tinggi. Tambahan itu, rangka kerja analisis berserta langkah-langkah teori yang dicadangkan dan juga demonstrasi empirikal mengenai penelitian sejauh mana kurikulum penulisan EFL memperlengkapkan pelajar dengan kemahiran penulisan akademik yang diperlukan untuk pengajian di universiti telah memberikan arah baru bagi melanjutkan pembangunan teori kajian linguistik dalam tetapan EFL yang berbeza.

ABSTRACT

This study examines the overarching approaches to second language (L2) writing instruction as reflected in the Yemeni English as Foreign Language (EFL) secondary curriculum and how well this curriculum prepares students for the university level EFL writing in content areas. The data were collected by reviewing EFL curriculum documents such as the mandated EFL textbook in Yemeni public secondary schools and EFL workbook as well as observing EFL writing lessons at selected Yemeni secondary schools. The study examined the types of SLA theories, L2 writing instructional approaches, learner roles and teacher roles, the types of writing tasks and the emphasis on writing as a means to achieve the learning outcomes stipulated in the selected curriculum. The data for this study were analysed using manifest content analysis. The findings of the SLA theories, second language (L2) writing approaches, learner roles, and teacher roles reveal that there are misalignments in the theoretical grounding with regards to the communicative label of the selected curriculum. The misalignment of its theoretical underpinning in the selected curriculum is evidenced via the analysis of writing tasks in the EFL textbook and workbook. The findings show that the Yemeni EFL writing curriculum is highly cognitive in nature rather than communicative. In terms of preparing students for academic writing skills required for the tertiary level, writing skill is emphasised in the Yemeni EFL secondary curriculum over reading, listening, and speaking skills. However, the findings on the types of writing tasks and the level of cognitive demand of the writing tasks show that the students in the selected secondary level are not highly trained in writing the expository essays which require high cognitive demand. In contrast, more emphasis is given on training students with narrative writing tasks, which require low level cognitive demand. Knowing this, the Ministry of Education in Yemen, curriculum designers and teachers can realistically plan for the development of the secondary schools EFL writing curriculum and promote effective teaching and learning strategies that will equip students with the writing skills they need at the higher education level. Furthermore, the analytical framework with the proposed theoretical steps, and the empirical demonstration regarding the investigation of how well the EFL writing curriculum prepares students with the required academic writing skills for university, provides new directions for further theoretical development of linguistic studies in different EFL settings.

ملخص البحث

تهدف الدراسة الحالية؛ الى تحديد نظريات اكتساب اللغة ومهارة الكتابة باللغة الإنجليزية ومدى انعكاسها في المناهج اليمنية التعليمية للمستوى الأخير في الثانوية العامة، وما مدى إسهام مناهج اللغة الإنجليزية الحالية في إعداد المتعلمين إعداداً يتناسب مع متطلبات الكتابة الأكاديمية الذي ينبغي أن يكون عليه الطالب في مستوى الدراسة الجامعية. لقد درست الباحثة هذه الظاهرة من خلال فحص وثيقة مواصفات المناهج الدراسية والمقرر الدراسي للغة الإنجليزية للمستوى الثالث في الثانوية العامة مع الملاحظة المباشرة لعملية التدريس في الفصول الدراسية. اخترت هذه الدراسة نوعية أساليب تدريس مهارة الكتابة المستخدمة ومقارنتها بنظريات اكتساب اللغة عموماً، ونظريات تعلم مهارات الكتابة على وجه التحديد. كما تم أيضاً اختبار نوعية المهمات التعليمية المقدمة وقراءتها، كما درست أدوار المعلمين والمتعلمين، مع دراسة الى أي مدى تم التركيز على استخدام مهارة القراءة كوسيلة للحصول على مخرجات التعلم في منهج تعليم اللغة الإنجليزية للمستوى المحدد. وقد تم تحليل البيانات باستخدام منهجية تحليل المحتوى. أظهرت نتائج تحليل المحتوى وجود تباين بين الأسس النظرية للمنهج التواصلية، وبين منهج تعليم مهارة الكتابة للصف الثالث الثانوي، وذلك على ضوء تحليل نظريات اكتساب اللغة الإنجليزية، ونظريات تعلم مهارة الكتابة، وتحليل أدوار المعلم والمتعلم. وقد أشار هذه النتائج إلى أنّ مناهج تعليم مهارة الكتابة للصف الثالث الثانوي معرفية أكثر من كونها اتصالية على خلاف ما ذكر في وثيقة مواصفات منهج اللغة الإنجليزية. أما من حيث إعداد المتعلمين لمتطلبات مهارة الكتابة الأكاديمية باللغة الإنجليزية في مستويات الدراسة الجامعية، تظهر نتائج الدراسة أن هناك تركيز على مهارة الكتابة بشكل أكثر نسبياً مقارنة بمهارات اللغة الأخرى، من حيث المحتوى. ولكن عند تحليل المحتوى من حيث نوعية المهام والمستوى المعرفي لها، تظهر النتائج أن المنهج الحالي يركز بشكل أكبر على مهام الكتابة السردية أكثر من المهام التفسيرية. أظهرت النتائج أيضاً أن مهام الكتابة في المنهج المحدد، تركز بشكل كبير على مستويات المعرفة والإدراك الأدنى، مقارنة بجوانب الإدراك العليا، وهذا يظهر مستوى دون المطلوب في إعداد المتعلمين بمهارات الكتابة الأكاديمية المطلوبة لمرحلة الدراسات الجامعية. معرفة هذه النتائج التي أظهرتها الدراسة، تمكن وزارة التربية والتعليم في اليمن، ومصممي المقررات الدراسية لتطوير مقررات اللغة الإنجليزية بشكل منهجي يلي الاحتياج في مراحل الدراسات الجامعية. بالإضافة الى أن منهجية البحث المطبقة في البحث بخطواتها التفصيلية يمكن إن تستخدم كمرجع نظري وعملي، لدراسات أخرى في مجال تعليم مهارات اللغة الإنجليزية للناطقين بغيرها عموماً، ومهارة تعلم الكتابة على وجه الخصوص.

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