

The Communicative Alignment of the Omani EFL Reading Curriculum: Learner's and Teacher's Role Analysis

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Abstract

This paper aims to investigate the alignment of the Omani English language curriculum with the communicative approach as indicated the instructional approaches reflected in the Omani EFL reading curriculum for second language (L2) reading. This is evaluated in this study through determining the types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum, and to determine the types of teacher roles reflected in the Omani EFL Grade Twelfth reading curriculum. Two main questions arise here. Which are “What types of learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?” other question is “What types of teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?” The data for the study have been collected through analyzing the reading task statements extracted from the Engage with English (EWE) Curriculum Specifications Document, the Engage with English textbook, and from classroom observations in selected schools. Then the researcher adopted the method analysis in Richards & Rodgers, and Sidek’s model. The most important result is that the analysis of first question shows that the majority of the reading-related activities in EFL reading curriculum documents were planned as individual tasks (69.9%) more than as pair / group tasks (30.0%). Moreover, in terms of the pattern of the teacher role, the reading-related statements in the EFL teachers' book (68.6% and 76.6% respectively) were planned to be a moderate and director in nature, while (34.2% and 23.4%) of the reading-related statements in the EFL teachers' book were planned to be a catalyst.

Keywords: Communicative Alignment, CLT, Learner and Teacher Role, Omani EFL Reading Curriculum.

1. Introduction

The English language teaching (ELT) has been considered as an important global activity and a large business and industry for the past five decades or so. In addition, it stands as a very important aspect for the politics and economics of English today (Sidek, 2010). Therefore, the English language with its huge functional flexibility represents a lingua franca. Moreover, English is important for participation in the global economy, the main reason behind this expansion has been the role of non-native speakers of English and their acceptance of the language, where the proportion of those speakers is increasing rapidly (House, 2002).

Nowadays, English is the medium of instruction at most universities around the world. Parizeau (2000) claims that English will always be necessary for higher education, technology, and mobility, especially after its regional competitors, which experience their own growth spurts. Furthermore, underdeveloped EFL literacy skills can affect educational and economic development and opportunity among EFL countries in terms of competitiveness in an era of globalization. Considering that education is fundamental to the transition of social, economic, and political success, the impact of English language literacy on academic success deserves further exploration (Sidek, 2010). The ability to read and understand textbooks at university level is a necessary skill for any student. For many university students, reading is regarded the most important among the four skills in second language (SL) or a foreign language (FL) (Hussein, 2012). Sidek (2010) specified that students’ ability to read well becomes imperative for academic success if their reading ability translates to information literacy.

The Sultanate of Oman is one of the developing countries that have highly judged the importance of English as an international language and an achievement tool for various purposes. Add to that the students in Oman, like other EFL students, have difficulties learning English in general and reading in particular. Al-Ajmi (2003) reported 46 reading difficulties faced by Omani students, one of which is related to reading skills. Therefore, the necessity for appropriate teaching and learning materials becomes an important matter for teachers and many other concerned educators to help students to overcome these difficulties. Regarding

the reasons behind reading difficulties faced by Omani students, Al-Salmi (2005) states that the curriculum is the main source of reading difficulties faced by the Omani students.

The majority of public school students enrolled in colleges and universities have a lack of linguistic and communicative skills required for their academic or professional success (Al-Mahrooqi & Asante, 2010), cited in (Al-Mahrooqi, 2012). Therefore, the majority of students entering higher education institutes need an English foundation program (Al-Issa, 2011). According to Al-Issa & Al-Bulushi (2012) reports and observations about ELT in Oman, show that the massive majority of students who enrolled at different higher education institutions suffered from a lack of skills to use language efficiently and suitably for daily living in a given society including social, school, personal, and work situations. Therefore, in 1995 the Ministry of Education in Oman started a huge project to reform the educational system aiming at coping with the new generation needs (Al-Lamki, 2010).

According to Rassekh (2004), the trouble facing Oman, especially the need for self-sufficiency, is the need to diversify the economy and keep pace with technological change, the need for new objectives for preparing Omanis for life and work in the conditions created by the new global economy. In addition, these will need an advanced degree of adaptability and a strong background in mathematics and science for independently applying rapidly changing technologies to Oman's needs. However, the suggested educational repairs were designed for achieving the knowledge and mental skills and attitudes, which young Omanis may need for learning, and adapting to the very different future most of them will face.

1.1 Communicative Language Teaching (CLT)

Since its launch in the 1970s, Communicative Language Teaching (CLT) has served as a major source of manipulation in language teaching practice around the world. Many recommendations raised by a communicative teaching methodology are still applicable today, while teachers who are comparatively new to the career may not be familiar with them (Richards, 2006). Today, when most of the language teachers are asked to determine the strategy they exploit in their classrooms, they mention communicative as the chosen strategy. However, when asked to give more details of what they meant by communicative, their explanations vary widely (Richards, 2006). According to Richards (2006), CLT is defined as a group of rules associated with the purposes of language teaching, the ways of learning a language, the kinds of activities that facilitate learning in the classroom, and the role of teachers and students' in the classroom.

CLT is described as an approach rather than a method (Richards & Rodgers, 1986). Within methodology, there is a difference between methods and approaches; methods referred to fixed teaching systems with certain practices and techniques, while approaches referred to philosophies of language teaching that can be understood and applied in different ways in the classroom (Rodgers, 2001). Richards & Rodgers (2001) considered communicative language teaching (CLT) as an approach to teach language. As such, CLT suggests a specific model, research model, or a theory (Celce-Murcia, 2001). CLT is based on the theory that believes that the most important purpose of language use is communication. Its main goal is for learners to increase communicative competence (Hymes, 1971). In other words, its target is to make use of real-life situations that impose communication.

Richards (2006) states that one goal of CLT is to improve using language fluently. He defines fluency as a natural language taking place when a speaker engages in expressive communication and maintains comprehensible and constant communication regardless of limitations in their communicative proficiency. He categorized the CLT trends into three phases according to their activities in the last 50 years. The phases are: (a) a traditional approach up to the late 1960s; (b) a classic CLT approach from the 1970s to the 1990s; and (c) the current CLT approach from the late 1990s to the present. Traditional approaches to language teaching provide the main concern to grammatical competence as the foundation of language proficiency (Richards, 2006).

According to Nunan (1988); Xia (2010); Mullamaa (2010), a strong point of CLT is that language ability should be developed through stimulating activity toward the target language performance. Nunan (1988) further asserts that teaching and learning should be developed through activities that require learners to act in the classroom as they would outside. Likewise Quinn (1984); Xia (2010); Mullamaa (2010); Chang (2011) suggests that the communicative approach is held on the basis of what language items the learners need to know to apply them in real life situations emphasizing content, meaning, and interest (cited in Nunan, 1988). Current communicative language teaching, according to Richards (2006), can be defined as a set of rules driving language goals. Similarly, how students learn a language, the types of classroom

activities that facilitate learning in the best way, and teachers' roles in the classroom, are also features of communicative language teaching.

Richards (2006) provides an example of current CLT classroom activity: a teacher acts as a facilitator who provides the chances for learners to use and practice the language through collaboration and activities such as problem solving, information sharing, and role-play. Richards (2006) argued that the existence of CLT as a teaching paradigm supports the teacher's ability to assist students achieve communicative competence through the "collaborative nature of negotiating meaning or making meaning" (Savignon, 1991: 261). Sung (2010) indicated that CLT assisted students to apply the learned language to accomplish things.

The interactive theory considered reading as an interactive process executed between the reader and the text, where the reader uses his knowledge base to reform the text information. Reading as an interactive process involved the communication of several skills in coincident operation, where the interaction of these cognitive skills results in fluent reading comprehension. According to Bernhardt (2005), the interactive theory of L2 reading involved a combination of lower-level rapid, automatic identification skills and higher-level interpretation or comprehension skills. In addition, it was argued that readers reconstruct the meaning from text depending on two things: new information existing in the text and what is relevant to prior knowledge, opinions, and feelings of the reader.

Among the other communicative theories of L2 reading instructional approaches, which are based on Interactive theories and SCT, is Content-Based Instruction (CBI). In contrast to the Grammar Translation instructional approach, reading within Content-Based ESL Instruction, which is a communicative approach to L2 instruction, is framed simultaneously to train learners for foreign language skills as well as academic-related subject matter (Hyland & Hamps-Lyon, 2002). It can be concluded that content-based instruction to L2 reading represents an interactive theory, as it concerns with language skills and meaning construction.

Finally, CBI and other communicative instructional approaches to L2 reading that are bottomed in interactive and sociocultural theories, focus on collective and communicative text-based discussion as ways to enhance students' engagement with texts and to support student's understanding. The communicative characteristic of CBI is mirrored in the pattern of learner grouping such as learning tasks that are designed in pairs or groups. Such learner combination enables learners to learn not only from the teacher, but also from peers and teaching resources (Sidek, 2010).

1.2 The Omani EFL Grade Twelfth Reading Curriculum

The English Language Curriculum reflects maturational degrees at each level of studying and students' conceptual development. Thus, there are three stages of the learning English Language Curriculum, the first stage consisting of Grades 1 to 4, the second stage consists of Grades five to seven and the last stage including 8 to 12 (Omani Ministry of Education, 2010).

Furthermore, the English Language Curriculum shows planned and ongoing changes across the social and educational spectrum, which has an undeniable impact on the future of language teaching in Oman. These include changes in educational philosophy; the role of English in society (tourism, business, etc.); students and parents' expectations; and an increased level of student awareness in terms of knowledge of the outside world. In Grades 8 to 12, the curriculum has more advanced linguistic skills and a broader knowledge of the linguistic systems of English. At this stage, the approach of English as a tool for communication and functional use is balanced with a more analytical mode of learning (Omani Ministry of Education, 2010).

For Omani students to be competent users of English, the curriculum must address the four main language skills of listening, speaking, reading, and writing. The curriculum identifies appropriate target levels for each skill and aims to help students gain functional abilities in each area. The emphasis throughout the curriculum is on purposeful and meaningful teaching and learning, leading to the acquisition of skills, which can be transferred and used by learners with different backgrounds and interests in a variety of situations. Teachers and students are encouraged to see the goals of learning beyond the specific activities, texts and content they encounter in school.

In view of the philosophy of the educational reform, the curriculum aims not only to develop and promote students' linguistic knowledge and skills, but also to improve their capacity for effective and independent learning (Omani Ministry of Education, 2012). Where study skills are key feature of the curriculum to help students become more self-directed. Basic study skills such as dictionary skills, library and research skills, and paraphrasing, referencing, and accurate citation of sources are built into class materials. Students learn general planning, organizational skills, and self-monitoring skills in addition to more specific organizational skills. For example, students are encouraged to plan, draft, check, and re-draft pieces of

writing until they are satisfied with a final draft. English is presented as an international language that provides a means of communicating with other users of English, both inside and outside Oman (Omani Ministry of Education, 2010).

EFL learners at universities have many challenges to overcome in their academic study. One such a challenge is using English as the instruction language, particularly at the beginning of the academic study. Research into English for Academic Purposes (EAP) has shown that these students need to be competent in certain language areas and skills, one of which is reading, to be able to deal with academic requirements (Chou, 2009; Stepp, 2008; Nakatani, 2005; Cumming, 1994). Content-based instruction has gained extensive recognition in second and foreign language teaching (Tsiplakides, 2011). The most types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum are to providing the learners with language that matches their requirements and suit their context and familiarity is the goal of TBI (Ellis, 2003). The main objective of the (Task-Based Instruction) TBI teaching and learning activities is to involve learners as the problem solvers who must fulfill a specified real world task in respect to the instructional goals or learning results (Prabhu, 1987; Rahimpour & Magsoudpour, 2011, Serrano & Eugenia, 2014).

When reading required communicative activities for problem-solving process of the text, to get an intellectual representation of the text as required by the author, readers cooperate in reaching the meaning of the text, learners deal with the grammatical forms explained in the tasks as they are monitoring their own learning, and as risk-takers who must experience the target language through creating language innovation like restating, paraphrasing, using paralinguistic signs, and so forth, this happens when learners lack L2 knowledge or control (Richards & Rodgers, 2001; Ionin et al., 2008, ERÇETİN & Alptekin, 2013). The social interaction reflection showed that the types of interaction (in which the members of a particular learning community are involved) supply appropriate scaffolding for the learning of new linguistic forms.

The L2 communicative instructional method seems to assist students in their academic areas and it is called Content-Based Instruction (CBI). However, according to (Koda, 2005), CBI depends on both information processing cognitive theories of SLA and socio-cultural theories. In addition, the information processing theory of SLA uses linguistic information processing, textual information processing, and text information synthesis (Stepp, 2008). Furthermore, textual information processing is related to the comprehension process involving building a mental representation of the propositional content for understanding the author's message. Gathering text information and prior knowledge processing consist of cognitive processes such as inference, reasoning, and remembering. On the other hand, CBI concentrates on developing students' information processing abilities via comprehensible yet challenging content information showed in foreign language (Heo, 2006).

Moreover, CBI adapts CLT by promoting learners to be involved in powerful communicative interaction around cognitive activities or the activities referred to learners' psychological aspects that are the reading processes in the mind of an individual reader (Madrid & García Sánchez, 2001; Jung, 2011). Therefore, reading tasks for CBI are influenced by reflecting information-processing theories of SLA, that textual information processing appears through meaningful communicative interaction, but it is different in the case of reading passages. There have been some researchers suggesting that the content be only expository and referred to academic content as shown by (Tsai & Shang, 2010).

Add to that, the types of teacher roles reflected in the Omani EFL Grade Twelfth reading curriculum which commonly use in language teaching the Task-Based Instruction (TBI) in order to provide a meaningful learning process for learners. Its close association with Communicative Language Teaching (CLT) method provides a production focus in a structural framework in language learning (Choo & Too, 2012). TBI is different from other more traditional strategies of language teaching. Lessons are created depending on the language needed to make certain tasks not depending on language characteristics such as vocabulary and structures (Richards, 2005). To define TBI, two approaches to language teaching should be considered: synthetic and analytical. In the synthetic approach to language teaching, language is divided into basic parts that are moved from teacher to learner (Mullamaa, 2010). Forms of this approach to language learning comprise audio-lingual, grammar-translation, and even communicative language teaching as realized by the ubiquitous PPP (presentation, practice, and produce) routine .

However, the use of cooperative language teaching is one effective instructional way to enhance the cognitive and linguistic growth for those who learn English as a foreign language (Archibald et al., 2008). Cooperative Language Learning (CLL) is a process that allows students with different abilities, nationalities, gender, and different stages of social skills to perform their learning development via operating in small groups and assisting each other. In other words, CLL is the pedagogical use of small

groups that permit students to maximize their own and others' learning (Bolukbas et al., 2011). It was argued that working in small groups is considered as an important principle of CLL, where during small group activities; the learners are involved in a significant and authentic language use (Özsevik, 2010). Moreover, the CLL could be used as a tool to mediate the interaction-oriented language learning development, as it constructs on the socio-cultural view of language (Brandl, 2008). Therefore, the social interaction has a crucial role in CLL that is learner-centered in language instruction. CLL aims to advance communicative functions and to give learners natural L2 acquisition (Richards & Rodgers, 2001). According to Zhang (2010), CLL emphasized the interaction and communication between students themselves and students with the teacher, where the teacher works as guide, negotiator, and facilitator in the classroom .

On the other hand, CLL has some benefits including the following: providing the chances of input and output; creating effective climate; increasing a variety of language functions; and fostering learner responsibility and independence. In addition to that, the researcher found that CLL enhances productivity and achievement and provides more chances for communication. In order to achieve the purpose of CLL, learners should work collaboratively where CLL is used for L2 instruction to help students in L2 reading development (Eljana, 2009). It was shown that CLL is effective in improving L2 development. Since Omani schools have students from different nations (Al-Issa, 2006), the CLL is an effective way to be used, also, Omani students have different cultures, and their cooperating with each other will affect their English language learning. A study conducted by Ghaith & El-Malak (2004) aimed to examine the impact of the cooperative Jigsaw II method on promoting higher order reading comprehension and literacy in (EFL). The results suggested that CLL affected the literal, higher order, and overall L2 reading comprehension. This suggests that CLL could improve the reading comprehension of Omani students.

On the other hand, CLL is another form of CLT, which encourages naturalistic language acquisition and is also a natural approach to L2 instruction. Krashen & Terrell (1983) stated that studying activities in the kind of practices, such as the ones recommended by the Audio-Lingual method, do not present learners with the required skills for communication. Moreover, the natural approach to L2 instruction shows language as communication and hence its objective is to encourage communicative abilities through communicative exchanges. Therefore, the Natural Approach encouraged by Krashen & Terrell (1983) is also called 'the Creative Construction Approach'. The Natural Approach is founded on five interconnected theories, which qualify the learning tasks to include sub-conscious learning, comprehensible input, non-threatening learning environment, and serial language learning that are introduced in levels based on its sequence (Sidek, 2010; Dai & Liu 2013; Haley et al., 2013). The natural approach involved the development of language knowledge implicitly, where this knowledge acquired mainly through communication. Where the researcher's prosecutor was based on that adults use their problem-solving mechanisms when acquire cognitive skills. According to Morales-Jones (2011), the natural approach to L2 instruction focused on providing learners with opportunity to acquire language rather than learning it. This method involved much opportunity for students for speaking and listening. In addition to that, it the natural method required teachers to provide understandable input at all times; such as gestures, visuals (pictures, graphs, objects), and demonstrations.

Many recent studies examined the effect of genre-based approach on many aspects. For instance, Qi & Ruiying (2004) conducted an experimental study to evaluate the effects of genre-based reading instruction on Chinese learners in an EFL context. A comparison of the results revealed that the students in the experimental group improved noticeably in terms of reading speed and their understanding of genre features (the structure, style and communicative purpose of the genres); however, their comprehension of the content was similar to the controlled group. The study assured that genre-based instruction was an effective approach to improve students' reading speed and overall understanding of the discourse. And such outcomes confirm the importance of developing students' information processing capabilities by comprehensible yet challenging content information indicated in foreign language.

2. Methodology

This study aimed to investigate the alignment of the Omani English language curriculum with the communicative approach as indicated the instructional approaches reflected in the Omani EFL reading curriculum for second language (L2) reading. This is evaluated in this study through determining the types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum, and to determine the types of teacher roles reflected in the Omani EFL Grade Twelfth reading curriculum.

Also, the study sought to answer the following research questions:

R Q1) what types of learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?

R Q2) what types of teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?

2.1 Theoretical Framework

Using case studies has become very common in social research, particularly with small-scale research projects. The current research utilized a case study method. Case study research is “simply conducting research on a single individual or situation. This approach has the potentials to deal with simple through complex situations (Baxter & Jack, 2008: 556). Moreover, a case study provides high opportunity to get huge vision into a case for a novice research, where it allows the researcher to collect data from diverse sources and congregate them to clarify the case (Baxter & Jack, 2008). Typically, “when the case has special entities to discover, the single case design is suitable to be utilized, where it forms a starting point for highlighting contextual matters that could be important” (Yu & Ramanathan, 2012: 223).

The focus on a single case permits richer and deeper perspective than a case-based study, which generally concentrates on comparisons between cases, instead of the exhaustive understanding of a special framework (Baxter & Jack, 2008). Since, the aim of a case study is to understand complex social phenomena, and a real life case, such as managerial and organizational processes. As stated by Denscombe (2010), the main feature of the case study approach is that it focuses on just one instance of the thing that is to be investigated. This is exactly what intended in the current study, given the time and resources of the researcher. Choosing a case study strategy has allowed for the use of a variety of methods, each of which provided important data. The feature of a case study is that it allows for deeper penetration into the core of the matter, although, it is often hard to generalize based on one single case and to provide general conclusions.

2.2 Instruments

The present study intended to examine the Omani Grade Twelfth English language curriculum of, through determining the comprehensive approaches to second language reading instructions that are reflected in it, in order to examine how well the assigned curriculum prepares students for university Academic Reading. Thus, the main instrument in this study is observation sheet. The classroom observation is prescribed in the Richards & Rogers Model for Language Teaching. This is essential in assessing Design and both the teachers and students’ roles in the curriculum.

2.3 Data Collection

The researcher will analyze the following: The learner’s role, which includes pattern of groupings, such as individual, pair, or group. This will be done through classroom observation.

The data for this study have been collected through analyzing the reading task statements extracted from the Engage with English (EWE) Curriculum Specifications Document, the Engage with English textbook, and from classroom observations in selected schools.

The method that was used to answer the research questions is the (Classroom observation for the Learners Role & Teachers Role), and the instrument was the (Observation Sheet), the analysis and interpretation were the (Research question whether the curriculum is full alignment, partial alignment or not in alignment with the approach).

Thus, in order to answer all research questions, the Engage with English EFL textbook, and the Omani EFL curriculum specifications document was studied. Where the Omani EFL curriculum Specifications document contains three main parts: the learning outcomes to be accomplished by the learners, the language content, including grammar points and selected word lists, to be integrated into lessons, and the educational emphases, such as moral values.

2.4 Data Analysis

R Q1) what types of learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?

Richards & Rodgers (2001: 27) contended that it is essential to analyze the roles of learners because “the instructional system will be influenced by how learners are regarded.” Based on Richards & Rodgers’s

(2001) model, learner roles were tested about the forms of learner groupings. The current study examined learner roles about learning influencing factors and learners as problem solvers, as Richards & Rodgers did. Depending on the analysis of classroom observation and the Omani EFL Grade Twelfth reading curriculum, the researcher detected that there are three types of learner groupings observed in the curricular materials: pair, group, or individual. Moreover, reading tasks that are designed to be accomplished in pairs or groups reflect communicative instructional approaches to second language reading, due to information processing of text happens by meaningful cooperative effort to making meaning.

Otherwise, individual reading tasks reflect the audio-lingual approach because such tasks determine information processing among individual learner's cognition without the integration of the reading context. Hence, forms of learner grouping in this study analyzed by categorizing the reading tasks into these three classes. Reading tasks encompass pair or group work and both are thought to be communicative in nature, these two classes combined in the data analysis.

R Q2) what types of teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?

According to Richards & Rodgers (2001), teachers might utilize their own teaching procedures, affected by a certain view of language and a certain learning theory. In an attempt to answer this question, teacher roles coded utilizing Richards & Rodgers's (2001) model. In the current study, the coding of teacher roles involves the types of functions teachers are expected to fulfill. The teacher's role reflected in the curriculum will reflect both the objectives of the curriculum and the learning theory that the curriculum predicated on. The success of the curriculum depends on the degree of providing the content or creating conditions by the teacher for successful language learning. To answer this question the present study analyzed the types of teacher roles for the reading tasks reflected in the EFL Grade Twelfth curriculum.

2.5 Validity and Reliability

As this study is involved document analysis, it was necessary that validity procedures be carried out. According to Weber (1990:12), "to make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way."

In this study, reading tasks refer to any statements in the Omani English Language Curriculum Specifications document and the Engage with English EFL textbook that can be thought as being associated to EFL reading skills. Moreover, validity procedures for coding the tasks associated with reading skills were carried on through asking an EFL curriculum experts form Ministry of Education (MOE) in the Sultanate of Oman to show agreement or disagreement about whether the elicited statements chosen by the researcher will be reading tasks, as the arbitrators will be provided with copies of the thesis project plan to show them the variables of the study and its theoretical framework .

The same validity procedure carried on the elicited reading tasks to determine whether those tasks are observed implicitly or explicitly as a means to achieve the listed learning outcomes in the Omani EFL Grade Twelfth Curriculum. Any disagreement about items tested for reliability was decided by discussion.

On other hand, Creswell (2003) gave a general definition of reliability in terms of the consistency and stability of responses. It can also be defined as a measure of the reliability and consistency of the research, as demonstrated by documentation of all procedures used in the study in a way that demonstrates the study is aiming for optimal reliability. Reliability is also a term for a measurement instrument's dependability, the degree to which repeated investigations yield comparable results. Reliability is further concerned with the particular research instrument's consistency.

According to Golafshani (2003), reliability is a measure of how accurately and consistently an instrument can quantify a phenomenon through time and among different populations. It is literally the extent to which the data and its source can be relied on. Data is reliable when it is dependable, unflinching, trustworthy, authentic, sure, reputable and genuine, and it can be measured in terms of consistency and the reputability of the source.

To check the reliability of the research instrument, the researcher use Holsti equation as bellow, and what observed that in general all reliability numbers was very good and reflect good range of consistency.

Holsti formula presented as below:

- $R=2M/N1+N2$
- Where M is the total items agreed upon.

- Where N1 is total items coder 1 selected.
- Where N2 is total items coder 2 selected.

Table 1: The reliability of Learner's role as reflected in the selected documents

Learner role Documents	Individual	Pair/Group
EFL Course book 12A	98%	96%
EFL Course book 12B	97%	97%
EFL Workbook 12A	98%	96%
EFL Workbook 12B	98%	97%
EFL teacher's book 12B	98%	97%
EFL teacher's book 12A	97%	97%
EFL Classroom observation	95%	98%
Overall statement	98%	97%

Table 2: The Validity of Teacher's role as reflected in the selected documents

Teacher role Documents	Director	catalyst
EFL Course book 12A	98%	97%
EFL Course book 12B	97%	96%
EFL teacher's book 12B	98%	97%
EFL teacher's book 12A	97%	97%
EFL Classroom observation	94%	98%
Overall statement	98%	97%

3. Finding and Discussion:

R Q1) what types of learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?

This research question was analyzed based on Richards & Rodgers’s (2001) model. Richards & Rodgers’s (2001) classified the learner role based on the patterns of the learner groupings in terms of whether the reading tasks are carried out individually or in pair/group. As Omani secondary reading curriculum was designed based on the communicative approach, the major part of reading tasks should have been designed to be conducted in pair/group in order to analyze the learner roles in Omani EFL 3rd grade secondary school reading individual and pair/group.

Table (3) shows the findings of the learner role.

Table 3: Learner's Role as Reflected in the Selected Documents

Learner role Documents		Individual	Pair/Group
EFL Course book 12A (468 statements)	Frequency	378 statements	90 statements
	Percentage	80.8%	19.2%
EFL Course book 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%

The overall result, presents that the majority of the reading-related activities in EFL grade twelfth reading curriculum documents were planned as individual tasks (69.9%) more than as pair / group tasks (30.0%). Moreover, contradicting results were found in terms of the emphasis of the pair/groups pattern and classroom observation. Also, this pattern was highly reflected in the classroom observation (65.8%).

R Q2) what types of teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum

The teacher role was analyzed based on Richards & Rodgers's (2001) categories either as a director/instructor or a facilitator/catalyst. As the Omani grade twelfth reading curriculum was marked as communicative, the major portion of the teacher acts as a classroom manager, a consultant, an advisor, a co-communicator with the learners and observer.

The findings are showed in Table (4).

Table 4: Teacher's Role as Reflected in the Selected Documents

Teacher role documents		Director	Catalyst
EFL Course book 12A (468 statements)	Frequency	378 statements	90 statements
	Percentage	80.7%	19.2%
EFL Course book 12B (461 statements)	Frequency	251 statements	210 statements

	Percentage	54.4%	45.5%
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 (3563)	Frequency	2293 statements	1270 statements
	Percentage	64.4%	35.5%

The data of this research question was evoked from curriculum documents utilized by the teachers; which are the EFL teacher's book, which involves reading related statements stated specifically for the teachers as guidelines to moderate reading classes, the EFL course book, which is used daily both by the teachers and learners, and the EFL reading classroom observation. In terms of the pattern of the teacher role, the reading-related statements in the EFL grade twelfth teachers' book (12A and 12B) (68.6% and 76.6% respectively) were planned to be a moderate and director in nature. Therefore, the findings for part one show that the EFL Grade Twelfth 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 addition, classroom instruction reflected the reading classroom instruction as an initiation-response-evaluation (IRE) pattern, which supports the structural and cognitive theories.

4. Conclusion and Recommendations

The current study aimed to investigate the alignment of the Omani English language curriculum with the communicative approach as indicated the instructional approaches reflected in the Omani EFL reading curriculum for second language (L2) reading. This is evaluated in this study through determining the types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum, and to determine the types of teacher roles reflected in the Omani EFL Grade Twelfth reading curriculum.

The CLT is described as an approach rather than a method (Richards & Rodgers, 1986). Within methodology, there is a difference between methods and approaches; methods referred to fixed teaching systems with certain practices and techniques, while approaches referred to philosophies of language teaching that can be understood and applied in different ways in the classroom (Rodgers, 2001). Richards & Rodgers (2001) considered communicative language teaching (CLT) as an approach to teach language. Furthermore, the English Language Curriculum shows planned and ongoing changes across the social and educational spectrums, which have an undeniable impact on the future of language teaching in Oman. These include changes in educational philosophy; the role of English in society (tourism, business, etc.); students and parents' expectations; and an increased level of student awareness in terms of knowledge of the outside world. In Grades 8 to 12, the curriculum has more advanced linguistic skills and a broader knowledge of the linguistic systems of English. At this stage, the approach of English as a tool for communication and functional use is balanced with a more analytical mode of learning (Omani Ministry of Education, 2010).

Besides, the findings of the study demonstrated that the majority of the reading-related activities in EFL reading curriculum documents were planned as individual tasks (69.9%) more than as pair / group tasks (30.0%). Moreover, in terms of the pattern of the teacher role, the reading-related statements in the EFL teachers' book (68.6% and 76.6% respectively) were planned to be a moderate and director in nature, while (34.2% and 23.4%) of the reading-related statements in the EFL teachers' book were planned to be a catalyst.

Based on the findings of the present study, the Omani EFL Grade Twelfth reading curriculum needs to be revised in terms of its label as a communicative-based curriculum as well as in terms of its aim to prepare students for the appropriate level of academic reading skills required by a university. Based on the findings

of analyzing the reading curriculum of EFL Grade Twelfth in Oman, several recommendations were proposed to achieve the following objectives :

- The curriculum designers, who were appointed by the Omani MOE to be responsible for developing the EFL Grade Twelfth reading curriculum, should have a clear understanding of the communicative-grounding and the principles of CLT in terms of its underpinning second language acquisition theories, second language reading theories and the related communicative instructional approaches, learner roles as well as teacher roles. A misconception of these aspects of the CLT may affect the development of the intended curriculum and might create a misalignment in the design of structural approach, which subsequently affects the structural implementation.
- The Omani MOE should organize workshops and conferences for the Omani educators and schools teachers to keep them updated with any new teaching approaches, and to explain any vagueness about English classroom practices, which might take place in the field of the English language teaching. Therefore, the teachers will understand the CLT and its characteristics in ideal way, as well as they will know that grammar and vocabulary should not be taught explicitly in communicative classrooms, also they will know more and more about SLA theories and L2 reading theories.

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