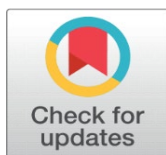


THE ALIGNMENT OF THE OMANI EFL READING CURRICULUM WITH THE COMMUNICATIVE APPROACH: LEARNER'S AND TEACHER'S ROLE ANALYSIS

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ABSTRACT

This paper aims to investigate the alignment of the Omani English language curriculum with the communicative approach as indicated by the instructional approaches reflected in the Omani EFL reading curriculum for the second language (L2) reading. The alignment is examined by determining the types of Learner roles reflected in the Omani EFL Grade Twelfth reading curriculum and 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?" another question is "What types of teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?" This data was gathered by analyzing the reading task statements extracted from the Engage with English (EWE) Curriculum Specifications Document, the Engage with English textbook, and 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 the first question shows that most 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 moderate and director in nature. In comparison (34.2% and 23.4%), the reading-related statements in the EFL teachers' book were designed to be a catalyst.

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

1. INTRODUCTION

English language teaching (ELT) has been a primary business and industry for the past five decades. Additionally, it is an essential aspect of English politics and economics today [Sidek \(2010\)](#). As a result, the English language represents a lingua franca due to its vast functional flexibility. This expansion has been mainly driven by non-native English speakers and their acceptance of the language, where the proportion of these speakers is rapidly increasing [House \(2002\)](#).

Nowadays, English is the medium of instruction at most universities worldwide. Parizeau (2000) claims that English will always be necessary for higher education, technology, and mobility, especially after its regional competitors experience 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). Reading and understanding textbooks at the university level is a necessary skill for any student. For many university students, reading is considered the most important among the four skills in a 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. Sultanate of Oman 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 problems faced by Omani students, one related to reading skills. Therefore, appropriate teaching and learning materials are necessary for teachers and many other concerned educators to help students overcome these difficulties. Regarding the reasons behind reading difficulties faced by Omani students, Al-Salmi (2005) states that the curriculum is the primary source of reading difficulties faced by Omani students.

According to Al-Mahrooqi and Asante (2010), most public-school students in colleges and universities lack the linguistic and communicative skills necessary for success Al-Mahrooqi (2012). As a result, most students entering higher education institutes need an English foundation program Al-Issa (2011). According to Al-Issa and Al-Bulushi (2012) reports and observations about ELT in Oman, most students who enrolled at different higher education institutions were unable to use language effectively and efficiently for daily living, including social, school, personal, and work situations. Therefore, in 1995 the Ministry of Education in Oman started a vast project to reform the educational system to cope with the new generation's 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 up with technological change and new objectives to prepare Omanis for life and work in the conditions created by the new global economy. Furthermore, they will need advanced adaptability and a strong science and mathematics background to independently adapt rapidly changing technologies to Oman's needs. Nevertheless, the suggested educational repairs were intended to give young Omanis the knowledge and mental skills they will need to learn and adapt to their very different future.

1.1. COMMUNICATIVE LANGUAGE TEACHING (CLT)

Since its launch in the 1970s, Communicative Language Teaching (CLT) has been a significant source of manipulation in language teaching practice worldwide. 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 language teachers are asked to determine the strategy they exploit in their classrooms, they mention communication 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 and Rodgers (1986). Within methodology, there is a difference between methods and approaches; methods refer to fixed teaching systems with specific practices and techniques, while approaches refer to philosophies of language teaching that can be understood and applied in different ways in the classroom Rodgers (2001). Richards and Rodgers (2001) considered communicative language teaching (CLT) as an approach to teaching language. CLT suggests a specific model, research model, or theory Celce-Murcia (2001). CLT is based on the theory that communication is the most essential purpose of language use. Its main goal is for learners to increase communicative competence Hymes (1971). In other words, its target is to use 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 when a speaker engages in expressive communication and maintains comprehensible and constant contact 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:

- 1) A traditional approach up to the late 1960s.
- 2) A classic CLT approach from the 1970s to the 1990s.
- 3) The current CLT approach from the late 1990s to the present.

Traditional approaches to language teaching provide the primary concern to grammatical competence as the foundation of language proficiency (Richards, 2006).

According to Nunan (1988), Xia (2010), and 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 based on what language items the learners need to know to apply them in real-life situations emphasizing content, meaning, and interest (cited in Nunan (1988)). According to Richards (2006), current communicative language teaching 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 in achieving communicative competence through the "collaborative nature of negotiating meaning or making meaning" Savignon (1991): 261. Sung (2010) indicated that CLT assisted students in applying the learned language to accomplish things.

The interactive theory considers 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 involves the

communication of several skills in simultaneous 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 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 and academic-related subject matter [Hyland and Hamp-Lyons \(2002\)](#). It can be concluded that content-based instruction in L2 reading represents an interactive theory, as it concerns 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 to enhance students' engagement with texts and support students' understanding. The communicative characteristic of CBI is mirrored in the pattern of learner groupings, such as learning tasks that are designed in pairs or groups. Such learner combination enables learners to learn from the Teacher and peers and teaching resources [Sidek \(2010\)](#).

1.2. THE OMANI EFL GRADE TWELFTH READING CURRICULUM

The English Language Curriculum reflects maturational degrees and students' conceptual development at each study level. Thus, there are three stages of the learning English Language Curriculum, the first stage consists of Grades 1 to 4, the second stage consists of Grades five to seven, and the last step includes 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 undeniably impact 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 regarding knowledge of the outside world. In Grades 8 to 12, the curriculum has more advanced linguistic skills and a broader understanding of the linguistic systems of English. At this stage, the approach of English as a tool for communication and practical 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 primary 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 curriculum emphasizes purposeful and meaningful teaching and learning, acquiring skills that can be transferred and used by learners with different backgrounds and interests in various situations. Teachers and students are encouraged to see the goals of learning beyond the specific activities, texts, and content they encounter in school.

Because of the philosophy of 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 \(2012\)](#). Study skills are a crucial feature of the curriculum to help students to become more self-directed. Essential study skills such as dictionary and library and research skills, paraphrasing, referencing, and accurate citation of sources are built into class materials. Students learn general planning, organizational, and self-monitoring skills, and more specific organizational skills. For example, students are encouraged to plan, draft, check, and re-draft writing pieces 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 inside and outside Oman [Omani Ministry of Education \(2010\)](#).

EFL learners at universities have many challenges to overcome in their academic studies. One such 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 specific 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 \(2011\)](#). Most types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum are to provide the learners with language that matches their requirements and suits their context. 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 concerning the instructional goals or learning results ([Prabhu \(1987\)](#), [Rahimpour and Magsoudpour \(2011\)](#), [Serrano and Eugenia \(2014\)](#)).

When reading requires communicative activities for the 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 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 [Rodgers \(2001\)](#), [Ionin et al. \(2008\)](#), [Erçetin and 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 learning new linguistic forms.

The L2 communicative instructional method seems to assist students in their academic areas called Content-Based Instruction (CBI). However, according to [Koda \(2005\)](#), CBI depends on both information processing cognitive theories of SLA and sociocultural 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 functions such as inference, reasoning, and remembering. On the other hand, CBI concentrates on developing students' information processing abilities via comprehensible yet challenging content information shown in a foreign language [Heo \(2006\)](#).

Moreover, CBI adapts CLT by promoting learners to be involved in solid communicative interaction around cognitive activities or the activities referred to as learners' psychological aspects that are the reading processes in the mind of an individual reader [Madrid and García Sánchez \(2001\)](#), [Jung \(2011\)](#). Therefore,

reading tasks for CBI are influenced by information-processing theories of SLA, that textual information processing appears through meaningful communicative interaction. Still, it is different in the case of reading passages. Some researchers have suggested that the content be only expository and referred to as academic content, as shown by [Tsai and Shang \(2010\)](#).

Add to that the teacher roles reflected in the Omani EFL Grade Twelfth reading curriculum, commonly used in language teaching the Task-Based Instruction (TBI) to provide a meaningful learning process for learners. Its close association with Communicative Language Teaching (CLT) method offers a production focus in a structural framework in language learning [Choo and Too \(2012\)](#). TBI is different from other more traditional strategies of language teaching. Lessons are created depending on the language needed for specific tasks, not language characteristics such as vocabulary and structures [Richards \(2005\)](#). To define TBI, we should consider two approaches to language teaching: synthetic and analytical. In the synthetic approach to language teaching, language is divided into essential 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, collaborative language teaching effectively enhances 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 develop their learning by 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 and others' learning [Bolukbas et al. \(2011\)](#). It was argued that working in small groups is considered an essential principle of CLL, where during small group activities, the learners are involved in significant and authentic language use [Özsevik \(2010\)](#).

Moreover, the CLL could mediate interaction-oriented language learning development as it constructs the sociocultural view of language (Brandl, 2008). Therefore, social interaction is crucial in CLL, which is learner-centered in language instruction. CLL aims to advance communicative functions and to give learners natural L2 acquisition [Richards and Rodgers \(2001\)](#). According to [Zhang \(2010\)](#), CLL emphasizes the interaction and communication between students and the Teacher, where the Teacher works as a 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 an effective climate
- Increasing a variety of language functions
- Fostering learner responsibility and independence

In addition, the researcher found that CLL enhances productivity and achievement and provides more chances for communication. To achieve the purpose of CLL, learners should work collaboratively where CLL is used for L2 instruction to help students in L2 reading development [Eliana \(2009\)](#). 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 cooperation will affect their English language learning. [Ghaith and El-Malak \(2004\)](#) examined the impact of the

cooperative Jigsaw II method on promoting higher order reading comprehension and literacy in (EFL). The results suggested that CLL affected literal, higher order, and L2 reading comprehension. This indicates 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 and 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; hence, its objective is to encourage communicative abilities through communicative exchanges. Therefore, the Natural Approach encouraged by [Krashen and 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, a non-threatening learning environment, and serial language learning that are introduced in levels based on its sequence ([Sidek \(2010\)](#), [Dai and Liu \(2013\)](#), [Haley et al. \(2013\)](#)). The natural approach implicitly involves the development of language knowledge, which is acquired mainly through communication. The researcher's prosecutor was based on the fact that adults use problem-solving mechanisms when developing cognitive skills. According to [Morales-Jones \(2011\)](#), the natural approach to L2 instruction focuses on providing learners with an opportunity to acquire language rather than learning it. This method involved many opportunities for students to speak and listen. In addition, the natural process requires teachers to provide comprehensible input, such as gestures, visuals (pictures, graphs, objects), and demonstrations.

Many recent studies examined the effect of a genre-based approach on many aspects. For instance, [Qi and Rui-Ying \(2004\)](#) conducted an experimental study to evaluate the impacts 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 control group. The study assumed genre-based instruction was a practical approach to improving students' reading speed and understanding of the discourse. Moreover, such outcomes confirm the importance of developing students' information processing capabilities by comprehensible, yet challenging content information indicated in a foreign language.

2. METHODOLOGY

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

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

Q1) What learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?

Q2) What teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?

2.1. THEORETICAL FRAMEWORK

Case studies have become very common in social research, mainly in small-scale projects. The current research utilized a case study method. Case study research is "simply researching a single individual or situation. This approach is the ability to deal with simple situations through complex ones (Baxter and Jack (2008): 556). Moreover, a case study provides a high opportunity to get a huge vision into a case for novice research, allowing 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 and Ramanathan (2012): 223).

Focusing on a single case permits a more prosperous and profound perspective than a case-based study, which generally concentrates on comparing cases instead of the exhaustive understanding of a particular framework (Baxter and Jack (2008). An objective of a case study is to understand complex social phenomena and real-life cases, 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 to be investigated. Given the researcher's time and resources, this is the current study's primary objective. Choosing a case study strategy has allowed various methods, each providing essential data. The feature of a case study is that it allows for deeper penetration into the core of the matter. However, it is often hard to generalize based on one case and provide general conclusions.

2.2. INSTRUMENTS

The present study intended to examine the Omani Grade Twelfth English language curriculum by determining the comprehensive approaches to second language reading instructions to examine how well the assigned curriculum prepares students for university Academic Reading. Thus, the main instrument in this study is the observation sheet. Classroom observation is prescribed in the Richards & Rogers Model for Language Teaching. This is essential in assessing the design and the teachers' and students' roles in the curriculum.

2.3. DATA COLLECTION

The researcher will analyse the following: The Learner's role, which includes a pattern of groupings, such as individual, pair, or group. This will be done through classroom observation.

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

The method that was used to answer the research questions was 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 in a complete alignment, partial alignment or not in alignment with the approach).

Thus, to answer all research questions, the Engage with English EFL textbook and the Omani EFL curriculum specifications document were studied where the Omani EFL curriculum Specifications document contains three main parts: learning outcomes to be achieved 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

Q1) What learner roles are implemented in the Omani EFL Grade Twelfth reading curriculum?

(Richards and 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 and Rodgers (2001) model, learner roles were tested on the forms of learner groupings. The current study examined learner roles in 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 three learner groupings observed in the curricular materials: pair, group, or individual. Moreover, reading tasks designed to be accomplished in pairs or groups reflect communicative instructional approaches to second language reading due to information processing of text by a meaningful cooperative effort to make 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 were analysed by categorizing the reading tasks into these three classes. Reading tasks encompass pair or group work, and both are considered communicative. These two classes are combined in the data analysis.

Q2) What teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?

According to Richards and Rodgers (2001), teachers might utilize their teaching procedures, affected by a particular view of language and a specific learning theory. Teachers' roles were coded using Richards and Rodgers (2001) model to answer this question. In the current study, the coding of teacher roles involves the types of functions teachers are expected to fulfill. The Teacher's role in the curriculum will reflect both the objectives of the curriculum and the learning theory that the curriculum is predicated on. The curriculum success 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 analysed the types of teacher roles for the reading tasks reflected in the EFL Grade Twelfth curriculum.

2.5. VALIDITY AND RELIABILITY

As this study involved document analysis, validity procedures needed to 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 associated with EFL reading skills. Moreover, validity procedures for coding the tasks associated with reading skills were carried on by asking EFL curriculum experts from the 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 was carried out on the elicited reading tasks to determine whether those tasks are observed implicitly or explicitly 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 the 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 reflects the study is aiming for optimal reliability. Reliability is also 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 measures how accurately and consistently an instrument can quantify a phenomenon through time and among different populations. It is the extent to which the data and its source can be relied on. Data is reliable when it is dependable, unfailing, 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 used the Holsti equation as below and observed that, in general, all reliability numbers were excellent and reflected a good range of consistency. [Table 1](#), [Table 2](#)

Holsti formula presented as below:

- $R = \frac{2M}{N1 + N2}$
- Where M is the total items agreed upon.
- Where N1 is the total items coder one selected.
- Where N2 is the total items, coder two is selected.

Table 1

Table 1 The Reliability of Learner's Role as Reflected in the Selected Documents		
Learner Role Documents	Individual	Pair/Group
EFL Coursebook 12A	98%	96%
EFL Coursebook 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

Table 2 The Validity of Teacher's Role as Reflected in the Selected Documents		
Teacher Role Documents	Director	Catalyst
EFL Coursebook 12A	98%	97%

EFL Coursebook 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

Q1) What learner roles are implemented in the Omani EFL Grade Twelfth 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 in terms of whether the reading tasks are carried out individually or in pairs/groups. As the Omani secondary reading curriculum was designed based on the communicative approach, the central part of reading tasks should have been conducted in pairs/groups to analyse 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

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	80.80%	19.20%
EFL Coursebook 12B (461 statements)	Frequency	251 statements	210 statements
	Percentage	54.40%	45.50%
EFL Workbook 12A (765 statements)	Frequency	641 statements	124 statements
	Percentage	83.70%	16.20%
EFL Workbook 12B (750 statements)	Frequency	618 statements	132 statements
	Percentage	82.40%	17.6%
EFL teacher's book 12B (829 statements)	Frequency	635 statements	194 statements
	Percentage	76.50%	23.40%
EFL teacher's book 12A (1197 statements)	Frequency	821 statements	376 statements
	Percentage	68.50%	31.40%
EFL Classroom observation (608 statements)	Frequency	208 statements	400 statements
	Percentage	34.20%	65.70%
Overall statement (5078)	Frequency	3552 statements	1526 statements
	Percentage	69.90%	30.00%

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

Q2) What teacher roles are reflected in the Omani EFL Grade Twelfth reading curriculum?

The teacher role was analysed based on [Richards and Rodgers \(2001\)](#) categories as either director/instructor or facilitator/catalyst. In the Omani grade,

the twelfth reading curriculum was marked as communicative. A significant portion of the Teacher acts as a classroom manager, a consultant, an advisor, a co-communicator with the learners, and an observer.

The findings are indicated in [Table 4](#).

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	80.70%	19.20%
EFL Coursebook 12B (461 statements)	Frequency	251 statements	210 statements
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EFL Teacher's book 12B (829 statements)	Frequency	635 statements	194 statements
	Percentage	76.50%	23.40%
EFL Teacher's book 12A (1197 statements)	Frequency	821 statements	376 statements
	Percentage	68.50%	31.40%
EFL Classroom observation (608 statements)	Frequency	208 statements	400 statements
	Percentage	34.20%	65.70%
Overall statement (3563)	Frequency	2293 statements	1270 statements
	Percentage	64.40%	35.50%

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 explicitly stated for the teachers as guidelines to moderate reading classes, and the EFL Coursebook, 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 moderate and director in nature. Therefore, the findings for part one show that the EFL Grade Twelfth reading curriculum is not communicative 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 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 by the instructional approaches reflected in the Omani EFL reading curriculum for the second language (L2) reading. This study evaluates the types of learner roles reflected in the Omani EFL Grade Twelfth reading curriculum and the types of teacher roles reflected in the curriculum.

The CLT is described as an approach rather than a method [Richards and Rodgers \(1986\)](#). Within methodology, there is a difference between methods and approaches; methods refer to fixed teaching systems with specific practices and techniques, while approaches refer to philosophies of language teaching that can be understood and applied in different ways in the classroom [Rodgers \(2001\)](#). [Richards and Rodgers \(2001\)](#) considered communicative language teaching (CLT) as an approach to teaching language. Furthermore, the English Language Curriculum shows planned and ongoing changes across the social and educational spectrums,

which undeniably impact 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 understanding of the linguistic systems of English. At this stage, the approach of English as a tool for communication and practical use is balanced with a more analytical mode of learning [Omani Ministry of Education \(2010\)](#).

Besides, the study's findings demonstrated that most of the reading-related activities in EFL reading curriculum documents were planned as individual tasks (69.9%) more than 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 moderate and director in nature. In comparison (34.2% and 23.4%), the reading-related statements in the EFL teachers' book were designed to be a catalyst.

Based on the present study's findings, the Omani EFL Grade Twelfth reading curriculum needs to be revised in terms of its label as a communicative-based curriculum and 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 analysing the reading curriculum of EFL Grade Twelfth in Oman, several recommendations were proposed to achieve the following objectives:

- The curriculum designers, who the Omani MOE appointed 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 teaching roles. A misconception of these CLT aspects may affect the intended curriculum's development. It might create a misalignment in the design of the structural approach, which subsequently affects the structural implementation.

- The Omani MOE should organize workshops and conferences for the Omani educators and schoolteachers 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 English language teaching. Therefore, the teachers will understand the CLT and its characteristics in an ideal way and know that grammar and vocabulary should not be taught explicitly in communicative classrooms. Also, they will learn more and more about SLA theories and L2 reading theories.

CONFLICT OF INTERESTS

None.

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