

Reconsideration of the Reading Syllabuses of English BA Programme, Faculty of Education-Aden, Aden University through Implementing Training Reading Strategies.

Noor Hamed Ahmed Abdulla

Department of English, Aden Community College, Aden, Yemen

Email: noor.glow1@gmail.com

Published	Accepted,	Received
24/11/2024	28/04/2024	24/03/2024

Cite: Abdulla, N. H. (2024). Reconsideration of the Reading Syllabuses of English BA Programme, Faculty of Education-Aden, Aden University through Implementing Training Reading Strategies;. *University of Lahej Journal of Applied Sciences and Humanities*, 1(1), 63-73.

Abstract

This is an attempt for reconsidering the reading syllabuses of the first and second levels of the BA programme, English Department at the Faculty of Education-Aden, Aden University. The purpose of this study is to train students at the English department to use reading strategies in reading classes.

The methodology of this study is content based analysis. The analysis showed that there is a gap between the rationale of the selected syllabuses and their content and mode of teaching. The reconsideration of the selected syllabuses is through proposing strategies training programme.

Keywords: reading, reading strategies, training programme, reading syllabuses

© 2024, Abdulla, Noor H., licensee University of Lahej Journal of Applied Sciences and Humanities. This article is published under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0), which permits non-commercial use of the material, appropriate credit, and indication if changes in the material were made. You can copy and redistribute the material in any medium or format as well as remix, transform, and build upon the material, provided the original work is properly cited.

1. Introduction

Reading can be defined simply as a process through which a reader tries to understand a given text. Grabe and Stoller (2002) defined reading as "... the ability to draw meaning from the printed page and interpret this information appropriately" (as cited in Fitriana, 2018, p. 43). Reading is very essential for foreign language learners in general. However, most Yemeni students face difficulty in reading and comprehending English texts. Mohammed and Sidek (2015) suggested "...the standard of English in Yemen has not been at its strong desired foothold. To date there has been little satisfaction on the students' level of proficiency in reading English" (p.121). Therefore, teaching reading strategies for future English teachers must be taken into consideration when

designing reading syllabuses. The purpose of employing reading strategies in reading syllabuses is to help the BA students at the department of English to comprehend English texts as well as to teach them to their students in future. Koch and Sporer (2017) stated according to researchers such as (Dunn, Saville, Baker, & Marek, 2013) "university students' own positive experiences with an evidence-based teaching program might initiate their openness and readiness to use it in their own future classes" (p.199). Teaching students reading strategies may enhance their comprehension and improve their reading.

2. Theoretical background

Research has emphasized the importance of learning and employing reading strategies in reading. Oxford (1990)

stated:

Reading strategies are important for language learning because they are tools for active, self-directed involvement which is essential for developing communicative competence or specific action taken to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation. (as cited in Fitriana, 2018, p. 43)

McNamara (2009) suggested "... strategies are essential, not only to successful comprehension but to overcoming reading problems and becoming a better reader and comprehender" (as cited in Ulker, 2017, 144). Chamot (2005) and Alderson (2000), emphasized the consciousness feature of reading strategies (as cited in Karami, 2008). In other words, foreign language learners use reading strategies consciously to enhance their reading. Thus, teaching students explicitly reading strategies is very important in reading classes to help them to comprehend texts, as Küçüköğlü (2013) stated "Teachers can help improve students' comprehension through instruction of reading strategies" (p.710).

In the same vein, Farel (2001) stated:

Research in second/foreign language (L2) reading suggests that effective reading strategies can be taught and that students benefit from such instruction. Strategy training as it relates to L2 reading means that successful reading mainly depends on appropriate strategy use and that learners can improve their reading comprehension by being trained to use effective strategies (p.631).

There are many kinds of reading strategies such as skimming, scanning, paraphrasing, guessing from context, context clues, chunking, summarizing and predicting. For example, most comprehension reading passages are given with comprehension questions that need skimming and scanning strategies to foster the task of reading and answering those questions.

Skimming and scanning are reading strategies that can assist a reader in getting specific information from the text. Skimming is a reading technique that is used to get a quick "gist" of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information.(paragraph1)www.online-distance-learning-education.com

Another example of reading strategies that foster comprehension is the K-W-L strategy. "KWL, an acronym for know, Want-to-know, and Learned, is an effective way

to read with purpose". (paragraph1) <https://asc.tamu.edu>

K-W-L strategy is an instructional reading strategy in which students begin by brainstorming everything they *know* about a topic and write what they know in the **K** column of a K-W-L chart. Then, they write questions about what they *want* to know about the topic in the **W** column of the chart. They answer the questions for which they have *learned* the new information in the **L** column of the K-W-L chart during or after reading.

There are many studies conducted on the effectiveness of reading strategies to improve reading comprehension such as the one of Teevno and Raisani (2017). Their study aimed to investigate the strategies the students adopt for learning reading English and determine its effect on students' reading comprehension at secondary school level. They used questionnaire, interview and reading comprehension test as tools to collect the data. The findings indicated that learning strategies adopted by learners for reading English were strongly correlated with their performance in reading comprehension. Another study that can be given as a good example is of Koch and Sporer's (2017) study. Their study aimed to investigate the effect of employing reading strategies with peers while reading English texts on the reading skills of students majoring in education. They aimed to help students learn explicitly to apply and teach four reading strategies: clarifying, questioning, summarizing and predicting. They also aimed to analyse the reading skills of the university students before and after the intervention. Their sample consisted of 61 students who were assigned in to control and experimental group. Both groups were pre and post tested. At the post test the experimental group students who taught how to apply and teach reading strategies outperformed the control group students in reading comprehension and reading speed.

3. Statement of the problem

Despite their importance for reading comprehension, reading strategies are not focused on in the selected reading syllabuses. Students at the English department at the Faculty of Education-Aden, Aden-University, need to learn reading strategies not only for the purpose of comprehension but also for the purpose of teaching those strategies to their students later on when becoming teachers. Koch and Sporer (2017) suggested:

One challenging issue in teacher education is, therefore, that future teachers are not sufficiently prepared to teach reading strategies even though elaborated knowledge of how to apply reading strategies is essential for them to deliver high-quality reading instruction lessons. (2017, pp.198-199).

4. Objectives of the Study

The current study aimed to reconsider the reading syllabuses

of the first and second level of the BA programme at the Faculty of Education –Aden, Aden-University. The reconsideration was done in terms of the following:

1. analysing the selected syllabuses to see whether their course rationales match their contents and modes of teaching.
2. suggesting a training programme to train the BA students at the English department to use reading strategies in English classes for the purpose of improving their reading skill; and helping them to teach those strategies to their students later on when become teachers.

5. Research Question

The research question of this study is:

To what extent does each course rationale of the selected reading syllabuses match with its content and mode of teaching?

6. Methodology

The method of this study is content based analysis. The analysis of the selected syllabuses was done to match the rationale - objectives of each course with its content and its mode of teaching. To put it another way, the analysis was carried on to see to what extent that the rationale of each course is revealed in its content and mode of teaching.

7. Procedures and Discussions

Course rationale, course content and course methodology were considered thoroughly. A brief description of each one of the current syllabuses was presented; and followed by criticism. A suggested strategies training programme to be implemented in each one of the syllabuses was presented. The researcher suggested to follow the following five points for strategy training proposed by Winograd and Hare in the mode of teaching the suggested syllabuses.

1. describe the strategy the students are going to learn.
2. explain why the strategy is important and remind students about the benefit of strategy use.
3. demonstrate how to use the strategy effectively, for example by modeling it
4. point out to the students when and where a strategy should be used.
5. teach students how can they evaluate their successful (or unsuccessful) use of the strategy .

Winograd and Hare (1988, as cited in Farel, 2001, p. 633)

Reading I (RI) (General Skills and Strategies) (E111)

Description of the Current Syllabus

The description of RI, that includes course rationale, course content and mode of teaching, was presented in this study according to the description of the syllabus at the English department for the first level at the Faculty of Education-Aden, Aden University.

Course rationale

The rationale of the RI syllabus is to enable students use the appropriate reading skills and strategies in order to enable them to become independent readers through improving their reading comprehension, and raising their awareness of the background knowledge role in understanding various text types.

Course content

This course consists of fourteen units. These units deal with reading skills such as recognizing different text types as in unit1, identifying typographical features and using them as clues to content as in unit 3, recognizing the purpose of texts; classifying texts, topics and purposes as a sub-skill of note-making as in unit 5, the skill of guessing and predicting the general topic of a text; distinguishing between fact and opinion and recognizing the writer's tone as in unit 8, and improving students ability to employ background knowledge in reading texts and making notes while and after reading as in unit 13. Other units deal with handling questions related to texts. Some questions deal with facts rather than inferences like true/ false questions and multiple choice questions, as in unit 2 and unit 4 while others deal with transferring information from one mode to another as in unit 7, distinguishing between questions asking for fact and those asking for opinion as in unit 9, linking answers to discrete questions to construct a paragraph as in unit 14, and filling gaps using direct quotations from a text source as in unit 12. Unit 10 is about the reader's choice of texts for reading why they read what they choose to read. Only two units are for class discussion of self-study assignment; the units are 6 and 11.

Mode of teaching

The mode of teaching of this course is in the way of lectures, in-the classroom discussion, seminar, pair and group work, and self-study assignment.

Criticism of the Current Syllabus

In the rationale of this course, skills and strategies are blended together. We should first distinguish between a skill and a strategy. A strategy is a way through which students

can acquire a certain skill. However, this is not reflected in the rationale or the content of the course. Moreover, though the rationale of the course aims to enable students use appropriate reading skills and strategies to read and understand various texts types, the content of the course focuses mainly on reading skills. It ignores to some extent reading strategies through which learners can acquire the skill of reading and become independent learners. Teaching students some reading strategies explicitly will enable them to acquire reading skill as Kūçukoğlu (2013) stated “researchers have found that teaching reading strategies is a key element in developing student comprehension”. (p.709)

It can be noticed that unit 2 and unit 4 deal with answering true or false questions and multiple choice questions, however, students are not taught skimming and scanning strategies needed for answering such kinds of questions. While skimming strategy helps learners to answer questions that ask for general idea or the topic of the text, scanning strategy helps students to answer questions that ask for details. In unit 5, students are asked to read and understand the purpose of the text without helping them first to read and comprehend the text through skimming it to know its topic and its purpose. For example, a useful strategy is to read the first and last paragraphs and the first and last sentences of each paragraph.

In unit 13, students have to use their background knowledge in reading texts to confirm, contradict or extend their pre-text knowledge, however, the strategy needed for achieving this skill is not mentioned or considered in the content. A useful strategy for employing students' background knowledge in reading is the K-W-L strategy.

Activating background knowledge can also be achieved through a pre-reading activity that can be done in a form of class discussion. In addition, chunking a text in to smaller parts are a useful strategy to comprehend English texts especially difficult ones. According to Anggraeni (2015) experimental study that aimed to improve students' reading comprehension through using chunking strategies, he stated “The findings of this research showed that chunking strategy effective to improve the students reading comprehension” (p.299). Anggraeni (2015) suggested “Context Clues is one of the parts of chunking strategies. These clues can help readers expand vocabulary and grasp the meaning of the word, sentence, or passage.”(p.300). According to Mirawati study (2011, as cited in Anggraeni, 2015), using context clues in reading helps students to improve their reading comprehension. Besides the explicit teaching of reading strategies, students also should be provided with enough opportunities to practise the strategies they have learned through giving them different text types that should be relevant to their level. Homework assignments can be given for extra reading practice since lectures' time is limited. Moreover, pair and group work is mentioned in the mode of teaching but individual work is not mentioned as a classroom activity despite its importance for developing students'

reading skill since reading is a private activity. It can be said that the rationale of this course which is enabling students use the appropriate reading skills and strategies to become independent readers is not revealed in the content and mode of teaching of this course.

The Suggested Syllabus

Course rationale

The rationale of the suggested course is to enable students to read and understand various text types through teaching them explicitly useful reading strategies and providing them with opportunities to practise the strategies.

Course content

The content of this suggested course consists of eleven units. In each unit students learn a strategy explicitly and practise it individually. Students can work in pairs or groups occasionally. In unit 5 and 11, students practise all the previous strategies they have learned; discuss with their teacher about how they feel when applying the strategies; talk about their favourite strategies.

Table (1): The suggested course content (strategy description and purpose)		
Unit	Strategy	Strategy Purpose
Unit 1	Context Clues	Enables students to guess the meaning of unfamiliar words from the known words surrounding it.
Unit 2	Guessing from context	Enables students to use their background knowledge of the subject and the ideas in the text as clues to the meanings of unknown words.
Unit 3	Skimming	Enables students to read and get the gist of a text as well as determine the main idea of it.
Unit 4	Scanning	Enables students to read and look for specific information to answer different types of question. It is used along with skimming for distinguishing main ideas from details.
Unit 5	Practice and Class discussion session	Provides students with opportunities to practise the strategies they have learned and give them a chance to discuss their favorite strategies; the problems they have when applying the strategies.

Unit 6	Distinguish Facts from Opinions	Helps students to distinguish between facts and opinions; recognise that opinions are writers' thoughts or feelings that you may agree or disagree while facts are the things which are known to have or exist.
Unit 7	Chunking the text	Enables students to read and understand a long and difficult text by breaking it down into shorter units. This helps students to identify key words and ideas, develop their ability to paraphrase, and organize information. (paragraph1) www.waunakee.k12.wi.us
Unit 8	DRTA Strategy Directed Reading Thinking activity	It encourages students to be active and thoughtful readers through activating their prior knowledge, monitoring their understanding of the text as they're reading and strengthening reading and critical thinking skills. (paragraph2) www.readingrockets.org
Unit 9	KWL Strategy: what we know, want to know, what we learned	It encourages students to elicits their prior knowledge of the topic of the text, set a purpose for reading, and monitor their comprehension.
Unit 10	Paraphrasing	Enables students to check comprehension of each part of a text by restating the information and ideas in the text.
Unit 11	Practice And Class discussion session	Let students practise the strategies they have learned; give them a chance to discuss their favourite strategies; the problems they have when applying the strategies.

Mode of Teaching:

The mode of teaching of the suggested course is in the way of lectures, in the classroom discussion, individual, pair and group work. The explicit teaching of the strategies includes explaining each strategy in terms of clarifying when, where,

why and how to use it. It also includes modeling a strategy aloud by the teacher through thinking aloud. Teachers should provide opportunities to practise the strategies as well as encourage students to talk about what strategies they have got benefit from in the discussion sessions as a kind of feedback for teachers.

Teachers also encourage students to cooperate with each other in using reading strategies while reading as proposed by Koch and Sporer (2017):

One scientifically based program for promoting the reading skills of students is reciprocal teaching (RT)... The term RT refers to the application of reading strategies while reading a text together with peers. In this peer group, students interact with each other and alternate in leading the group...they read texts together and construct comprehension collaboratively. (p.199)

Reading II (Focus on Processes) (E112)

Description of the Current Syllabus

The description of RII, that includes course rationale, course content and mode of teaching, was presented in this study according to the description of the syllabus at the English department for the first level at the Faculty of Education-Aden, Aden University.

Course rationale

The rationale of the RII syllabus is to enable students to acquire reading comprehension skill through applying the processes of scanning, skimming, predicting, checking and understanding different aspects of text. It aims to help them organize their reading and become independent readers through equipping them with reading strategies.

Course content

It consists of fourteen units. In unit 1, students learn how to recognise and make use of the links between languages used and the writer's intended purpose through scanning. In unit 2 students learn to comprehend the purpose of a question in order to skim effectively to look for answers for questions asked about the topic, idea or purpose. Predicting from knowledge of context and checking prediction is tackled in unit 3. In unit 4, students do gap-filling exercises. Units 5, 10 and 13 are class discussion of the self-study assignment and feedback. In unit 6, students learn how to recognise words; recognise different ways of describing the same thing; use strategies for dealing with unfamiliar words and phrases. In unit 7, students learn to handle who/ what questions, questions about pronominal references and questions about synonyms words and

phrases. In unit 8 and 9, students learn about cohesion and coherence and do exercises about them. Unit 12 helps students to understand explanation through many different ways such as charts and diagrams. It also provides students with models of language associated with describing, explaining, defining, classifying and exemplifying. In unit 14 students learn to understand the attitude and tone of the writer. Unit 11 deals with understanding explanation put across in many different ways through diagrams and charts, through definitions of technical terms, and through comparison and contrast.

Mode of teaching

Lectures, seminar, and group discussion.

Criticism of the Current Syllabus

Though this course focuses on the processes needed for reading comprehension, it lacks the most important metacognitive strategies needed for comprehending English texts. Livingstone (1997) stated:

Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g understanding a text) has been met. The processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities. (p.2)

Livingston (1997) clarified the difference between cognitive and metacognitive strategies. She pointed out that cognitive strategies help a reader to understand a text while metacognitive strategies enable a reader to make sure that he did really understand that text through for example quizzing himself to evaluate his understanding of that text. Dolly (2004) stated that according to researchers such as Baker and Brown (1984); Brown, Palincsar and Armbruster (1984):

a metacognitive approach to reading consistently requires readers to clearly identify reading purposes, identify relevant prior knowledge, identify important components of a message, selectively direct attention to the more important contents of a text rather than the less important information, monitor content for consistency, use self-questioning to monitor comprehension, and take compensatory action when comprehension failure has occurred (p.53).

Teaching students some metacognitive strategies explicitly may develop their ability to read and understand texts. Students should learn how to break down the reading process into the following stages: before reading, during reading and after reading. *In the before reading stage* they should learn

how to get an overview of a text through understanding the title; reading the introduction and conclusion; and through reading the first and last sentence in each paragraph. *In the during reading stage* students learn to follow the development of the ideas in the text through avoiding reading every word in the text, reading actively through writing in margins, highlighting phrases, writing summaries, taking notes and reading critically through asking themselves questions. In the *post-reading stage* students think over what they have read and make a summary of the main ideas and concepts in the text (paragraphs 7-9) [https://: monash.edu](https://monash.edu) . However, pre-reading, during reading and post-reading activities held by a teacher are not included in the mode of teaching of this course.

One of the metacognitive strategies that should be learned is thinking aloud. Tierney and Readance (2000 as cited in Dolly, 2004) suggested:

[think aloud is] an effective mean to engage students in metacognitive reading behaviour, and it allows for "entrance" into the cognitive processes used by readers during the reading process... [it] can also be used to help poor and weak readers monitor their comprehension and apply self-correction strategies to build comprehension. (p.54)

Summarizing, predicting, inferring and visualizing are reading strategies that improve reading comprehension. According to Block and Israel (2005, cited in Küçüköğlü, 2013), good readers use their own experiences and background knowledge to predict and formulate ideas while reading a text the thing that increases their interests and improves their comprehension. Küçüköğlü (2013, p.711) stated "The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words. During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas". Students need to learn visualizing and inferring strategies to ease their comprehension. Harvey and Goudvis (2000) explained these two strategies and how they relate to each other:

Inferring is at the intersection of taking what is known by garnering clues from the text and thinking ahead to make a judgment to discern a theme or speculate about what is to come. Visualizing strengthens our inferential thinking. When we visualize, we are in fact inferring, but with mental images rather than words and thoughts (p. 9).

Although the rationale of the RII syllabus is to enable students to acquire reading comprehension skill and help them to organize their reading through equipping them with reading strategies, it lacks the most important metacognitive

strategies needed for comprehending English texts. Thus, the rationale of this course does not match completely with its content and mode of teaching.

The Suggested Syllabus

Course rationale

The rationale of the RII suggested course is to enable students to acquire reading comprehension skill through applying metacognitive strategies needed for the cognitive process of comprehending English texts. It aims to help them organize their reading and become independent readers through breaking down their reading into three stages.

Course Content

With some adaptation, RII is considered as a good course.

Table (2): The suggested course content including strategies	
Unit	Description
Unit 1	Teaching explicitly stages of reading- pre-reading, during-reading and after reading. Students will learn how to survey a text to get an overview of it, read in details to follow the development of ideas, and make a summary of the main ideas after reading.
Unit 2	Teaching explicitly thinking aloud strategy through explaining its benefit and modeling it by the teacher who provides students with chances to practise thinking aloud strategy in groups.
Unit 3	Class discussion and practice session for the previous two units.
Unit 4	Teaching explicitly visualizing and inferring strategies.
Unit 5	Predicting from knowledge of context, of function and of language structure... (same as in RII plan)
Unit 6	Checking: recognizing words which refer backwards, forwards and across whole texts... (same as in RII plan)
Unit 7	Teaching explicitly summarizing strategy
Unit 8	Class discussion and practice session for the previous units.
Unit 9	Understanding organization: overall text organization and organization across parts. Considering cohesion and coherences of texts.
Unit 10	Learning to handle questions about logical connection of ideas and discrete parts of a text... (same as in RII plan)

Unit 11	Understanding explanation put across in many different ways ... (same as in RII plan)
Unit 12	Learning to handle different kinds of questions that relate to the previous unit
Unit 13	Understanding the writer's attitude and tone ... (same as in RII plan)
Unit 14	Review of the strategies practiced during the course and review for students' progress and achievement.

Mode of teaching

The mode of teaching of this suggested course is in the way of lectures, in-the classroom discussion, individual, pair and group work. The explicit teaching of the strategies includes explaining each strategy in terms of explaining how to use it to achieve comprehension. It also includes modeling a strategy aloud by the teacher through thinking aloud. Duke & Pearson (2005) suggested "It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy" (as cited in Küçükoğlu, 2013, p.710)

Teachers should provide opportunities to practise the strategies as well as encourage students to talk about what strategies they have got benefit from in the discussion sessions as a kind of feedback for teachers. Pre-reading, while reading and after reading activities are held by a teacher when reading texts for handling questions with the whole class.

Reading III (E221)

Description of the Current Syllabus

The description of RIII, that includes course rationale, course content and mode of teaching, was presented in this study according to the description of the syllabus at the English department for the second level at the Faculty of Education- Aden, Aden University.

Course rationale

The rationale of the RIII syllabus is to enable students to read, understand, and analyse various authentic text types in English. The course aims to raise students' awareness of cohesions and coherence through focusing on the cohesive devices used in texts. It also aims to equip students with the skills of relating micro and macro structures of texts through analysing them.

Course content

There are fourteen units in this course: four units for thinking about and discussing questions, two units are reviews one of which for the practiced skills and the other one for students'

progress and achievement, and the rest eight units tackle the reading strategies and skills needed to achieve the aims of the course.

Unit1 explains the purpose of reading supported by illustrative authentic text types from magazine, diaries, etc.... In unit 2 students are asked to read different extracts from authentic texts for facts and inferences. Unit 3 is a discussion session that asks students to think about and discuss the purpose for which foreign language students read English texts, the kind of texts they read and the problems they have in reading. In Unit 4 students are trained to use reading strategies to read different authentic text types. In Unit 5, students analyse texts through identifying the source, subject, idea or opinion of a text; identifying texts parts; identifying words and phrases needed for text understanding. Unit 6 is a discussion session that asks students to think about and discuss the way in which people read in their own language and in English and what strategies students have for reading English texts. Unit 7 and 8 explain and provide exercises to recognise the writers' purpose (explicit and implicit purpose), and recognise words and phrases marking organization of ideas in texts. Unit 9 is a discussion session about students' attitudes to what they read. Unit 10 and unit 11 are about how to use dictionaries through teaching and providing exercises to practise what they have learned about using dictionaries. Unit 12 is a discussion session that asks students to think about and discuss the usefulness of using dictionaries and other references. Unit 13 is a review of the skills practised during the course. Unit 14 is a review of students' progress and achievement.

Mode of teaching

Lectures that will be kept to the minimum, discussion, seminar, group and pair work.

Criticism of the Current Syllabus

The rationale of this course aims to raise students' awareness of cohesive devices in texts that guide readers to a cohesive reading of a given text. However, it does not aim to train them to recognise the logical or coherent flow of ideas in the case of absence of the cohesive devices in an English text.

Unit 1 should be accompanied by tasks in which students read authentic texts and answer questions and not only just illustrating why people read. Also, it should include electronic text types such as e-mails and twitters since most people nowadays use the net for several purposes. Texts analysis in unit 5 should be tackled in two units because of its importance in developing students' skill to relate the micro-and macro-structure of a given text. Moreover, no attention is paid to textstructure through making students recognise the rhetoric of English texts. Learning to use dictionaries in unit 10 and dictionary exercises in unit 11 can be tackled in one unit instead of two because a lecturer can explain to students how to use dictionaries by modeling it and asking them to look up some words. There are four units (3, 6, 9 and 12) for

thinking about and discussion sessions; however, there are no enough time to practice reading skills and strategies. Some examples of the text types should be changed, for example, magazine articles instead of advertisement in unit 8.

The rationale of the RIII syllabus does not match completely with its content and mode of teaching due to the previous short comes mentioned above.

The Suggested Syllabus

Course rationale

The rationale of the suggested course is to enable students to read, understand, and analyse various authentic text types in English. The course aims to raise students' awareness of cohesions and coherence not only through focusing on the cohesive devices used in texts but also on recognizing the coherent flow of ideas. It also aims to equip students with the skills of relating micro and macro structures of texts through making students recognise the rhetoric of English texts.

Course content

Table (3): The suggested course content including strategies	
Unit	Description
Unit 1	Understanding why people read. Illustrative text types: extract from newspaper advertisement; job vacancies; brochures, and e-texts like e-mails and twitters. A task of recognizing different text types is provided.
Unit 2	Reading many different authentic extracts for facts and inferences accompanied by reading tasks that ask students to read and answer different kinds of questions like true /false, multiple choice and WH- questions.
Unit 3	Strategies for reading different kinds of Authentic text types.
Unit 4	Text Analysis. Types of exercise: identify the source, subject, idea or opinion of a text; identify the parts of a text that relate to the purpose for which reading is being pursued; identify the words and phrases that are crucial to understanding the text.
Unit 5	Text Analysis. Types of exercise: identify the source, subject, idea or opinion of a text; identify the parts of a text that relate to the purpose for which reading is being pursued; identify the words and phrases that are crucial to understanding the text; identify the rhetoric of English texts

Unit 6	Thinking about and discussing questions related to the previous units.
Unit 7	Seminar for homework assignment (students in pairs or groups choose an authentic text to read at home; give a summary about it in classroom; answer their peers' and teacher's questions about the kind of skills and strategies they use and the problems they have while reading.
Unit 8	Recognizing the writer's purpose. Illustrative text types: extracts from newspaper and magazine articles.
Unit 9	Doing text based exercises: recognizing the explicit purpose of a text; the implicit purpose of a text; recognizing words and phrases which mark the organization of ideas in a text; recognizing the rhetoric of English texts.
Unit 10	Seminar for homework assignment (students in pairs or groups choose an authentic text to read at home; give a summary about it in classroom; answer their peers' and teacher's questions about the kind of skills and strategies they use and problem they have in reading.
Unit 11	Thinking about and discussing questions related to the previous units.
Unit 12	Seminar for homework assignment (students in pairs or groups choose an authentic text to read at home; give a summary about it in classroom; answer their peers' and teacher's questions about the kind of skills and strategies they use and the problems they have in reading.
Unit 13	Learning to use dictionary and dictionary exercises.
Unit 14	Review of the skills practiced during the course and review for students' progress and achievement

Mode of teaching

Lectures that will be kept to the minimum, discussion, seminar, individual, pair and group work. Pre-reading, during reading and after reading activities must be taken into consideration. Extra reading tasks can be given for homework assignments. Students can read individually at home and work in groups in classroom to discuss with each other and with their teacher what they have already read.

8. Conclusion

It can be concluded that the Reading Syllabuses of the English BA programme at the Faculty of Education Aden, Aden University have weaknesses due to the gap between their course rationale and their content and mode of teaching. This gap refers to the lack of implementing the explicit teaching of reading strategies both in the content and the mode of teaching of the courses. In other words, though the selected syllabuses aimed to improve students' reading skills and strategies, they did not include the explicit teaching of reading strategies. Thus, the suggested strategies training programme was proposed to bridge that gap. The researcher proposed to use different kinds of reading texts that suit the suggested reading strategies in teaching these courses. The researcher also emphasized updating of reading texts to match the changes and developments in the world.

References

- Anggraeni, R. (2015). The effectiveness of using chunking strategy to improve students' reading comprehension at the second year of the SMP Negeri 2 Barombong. *ETERNAL Journal*, 1, (2), 299-312. Retrieved from: <https://pdfs.semanticscholar.org>. Accessed on: May 20, 2023.
- Chunking the text Retrieved from: <http://www.syracusecityschools.com>.: Accessed on: September 20, 2014.
- Directed reading thinking activity (DRTA). Retrieved from: www.readingrockets.org. Accessed on: September 26, 2014.
- Dolly, D. R. (2004). Developing metacognitive reading strategies with college students. *Language Arts Journal of Michigan*, 20 (2), 53-56.
- Efficient reading strategies (Quick study guide 12). (2013). Retrieved from: <https://www.monash.edu>. Accessed on December 13, 202.
- Farel, T. (2001). Teaching reading strategies: 'It takes time!'. *Reading in a Foreign Language*, 13 (2), 631-646.
- Fitriana, M. (2018). Students' reading strategies in comprehending academic reading: a case study in an Indonesian private college. *International Journal of language Education*, 2 (2), 43-51.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work: teaching comprehension to enhance understanding*. Stenhouse Publishers, Portland, Maine. Retrieved

- from: www.stenhouse.com. Accessed on October 6, 2021.
- Karami, H. (2008). Reading strategies: what are they? Retrieved from: <https://files.eric.ed.gov>. Accessed on: May 17, 2023
- Koch, H. & Sporer, N. (2017). Students improve in reading comprehension by learning how to teach reading strategies. An evidence-based approach for teacher education. *Psychology Learning & Teaching* 2017, 16(2), 197–211.
- Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioral Sciences*, 70, 709 – 714.
- Livingston, J. A. (1997). Metacognition: An Overview. *Psychology*, 13. Retrieved from: <https://www.researchgate.net> Accessed on: May 18, 2023.
- Mohammed, L. & Sidek, H. M. (2015). EST:alignment analysis. *Advances in Language and Literary Studies*. ISSN: 2203-4714, 6, (1).
- Reading strategies. Retrieved from: www.online-distance-learning-education.com. Accessed on December 1, 2021.
- Reading strategies: the KWL method. Retrieved from: <https://asc.tamu.edu>. Accessed on March 10, 2022.
- Teevno, R. A. & Raisani, R. B. (2017). English reading strategies and their impact on students' performance in reading comprehension. *Journal of Education and Social Sciences*, 5, (2), 152-166.
- Ulker, U. (2017). Reading comprehension strategies. *International Journal of Social Sciences & Educational Studies*, 4, (3), 140-145.

إعادة النظر في مناهج القراءة لبرنامج البكالوريوس قسم اللغة الإنجليزية لكلية التربية جامعة عدن من خلال تطبيق التدريب على استخدام استراتيجيات القراءة

نور حامد أحمد عبدالله

قسم اللغة الإنجليزية، كلية المجتمع عدن- اليمن.

الايمليل: noon.glow1@gmail.com

تاريخ النشر	تاريخ القبول،	تاريخ الاستلام،
٢٠٢٤/١١/٢٤	٢٠٢٤/٠٤/٢٨	٢٠٢٤/ ٠٣ /٢٤

للاقتباس: عبدالله، نور حامد. (2024). إعادة النظر في مناهج القراءة لبرنامج البكالوريوس قسم اللغة الإنجليزية لكلية التربية جامعة عدن من خلال تطبيق التدريب على استخدام استراتيجيات القراءة. مجلة جامعة لحج للعلوم التطبيقية والإنسانية، ١ (1)، ٦٣-٧٣.

الملخص

هذه الدراسة عبارة عن إعادة النظر في مناهج اللغة الإنجليزية للمستوى الأول والثاني لطلاب البكالوريوس قسم اللغة الإنجليزية في كلية التربية - جامعة عدن. هدفت هذه الدراسة إلى تدريب الطلاب في المستويات المذكورة على استخدام استراتيجيات القراءة في محاضرات القراءة. وإعادة النظر في المناهج المختارة هو بواسطة اقتراح برنامج تدريب على استخدام الإستراتيجيات. طريقة البحث المستخدمة في هذه الدراسة هي تحليل المناهج المختارة ومقارنة أهداف كل منهج مع محتواه وطريقة تدريسه. وقد اتضح بواسطة التحليل أن هناك فجوة بين الأهداف لكل منهج وبين محتواه وطريقة تدريسه، إذ أن الأهداف تشير إلى أهمية تطوير إستراتيجيات القراءة، بينما يفتقر كل من المحتوى وطريقة التدريس إلى استخدام هذه الإستراتيجيات. وقد خلصت الدراسة إلى اقتراح برنامج تدريبي على استخدام بعض إستراتيجيات القراءة في مناهج اللغة الإنجليزية المختارة.

الكلمات المفتاحية: القراءة، إستراتيجيات القراءة، برنامج تدريب، مناهج القراءة.

© ٢٠٢٤، عبدالله، نور حامد، الجهة المرخص لها: مجلة جامعة لحج للعلوم التطبيقية والإنسانية.

نُشرت هذه المقالة البحثية وفقاً لشروط (Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)).
تسمح هذه الرخصة بالاستخدام غير التجاري، وينبغي نسبة العمل إلى صاحبه، مع بيان أي تعديلات عليه. كما يتيح حرية نسخ، وتوزيع، ونقل العمل بأي شكل من الأشكال، أو بأية وسيلة، ومزجه وتحويله والبناء عليه، طالما يُنسب العمل الأصلي إلى المؤلف.

