

**University of Pardubice  
Faculty of Arts and Philosophy**

**Aims in ELT**

**A Comparison Study between Yemen and the Czech Republic**

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**Diploma Thesis**

**2017**

Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2015/2016

## ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Bc. Khadija Ibrahim**  
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Studijní obor: **Učitelství anglického jazyka**  
Název tématu: **Cíle v ELT. Komparativní studie zaměřená na srovnání Jemenu a České republiky.**  
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

### Z á s a d y p r o v y p r a c o v á n í :

In her diploma paper, the student will deal with comparing the school systems in the Czech Republic and Yemen, specifically with teaching English in the context of secondary education. In the first part, the student will discuss the topic theoretically and will compare both school systems on the level of curricular documents. Then a particular aspect will be selected and described. In the practical part, the selected aspect will be surveyed using suitable research tools.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

Al-Sohbani, Y. A. "An Exploration of English Language Teaching Pedagogy in Secondary Yemeni Education." A Case Study. Ibb University, Faculty of Arts, 2013.

AL-NAQEEB, Abdnasser A. "A study of Yemeni English Teachers 'classroom Practices and Approaches with Special Reference to Secondary Schools in Laboos." PhD Thesis. University of Pune, 2012.

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HANÁKOVÁ, Radka. "Material Teaching Aids in Teaching English to Young Learners." diplomová práce, University of Pardubice, Faculty of Arts and Philosophy, 2011.

KYRIACOU, Chris. Effective teaching in schools: theory and practice. 3rd ed. Cheltenham: Nelson Thornes, 2009, 178 p. ISBN 1408504235.

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Datum zadání diplomové práce: **30. dubna 2016**


Termín odevzdání diplomové práce: **31. března 2017**



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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 30.6.2017

Bc. Khadija Ibrahim

## **Acknowledgment**

I would like to express my gratitude and special thanks to my supervisor Mgr. Helena Zítková, Ph.D. for her kind support, guidance, advice, recommendations, patience and nice cooperation.

I would also like to greatly thank Mgr. Irena Reimannová, Ph.D. and PaedDr. Monika Černá, Ph.D. for their precious feedback and constant help.

## **Abstract**

This diploma paper deals mainly with aims of English language teaching. The investigation primarily aims at determining and comparing the aims of ELT specified for the Secondary Education in both countries, Yemen and the Czech Republic. Therefore, it is an attempt to examine if these aims are clearly stated as well as to explore in which curricular document they are exactly stated. Furthermore, it tries to explore and points out the general aims represented in the key competencies. It is worth noting that, the comparison between both countries is to determine the similarities and the differences between them.

## **Key words**

Aims; ELT; curricular documents; Yemen; Czech Republic; Comparative study; Bloom's Revised Taxonomy

## **Abstrakt**

Tato diplomová práce se zabývá především cíli ve výuce anglického jazyka. Výzkum si klade za cíl zjistit a následně porovnat cíle výuky anglického jazyka na středních školách v České republice a Jemenu dle náležitých kurikulárních dokumentů. Práce zkoumá, zda jsou cíle v těchto dokumentech jasně stanoveny. Dále se zabývá i obecnými cíli, respektive klíčovými kompetencemi a hledá rozdíly a podobnosti všech zmíněných cílů.

## **Klíčová slova**

Výukové cíle, kurikulární dokumenty, Jemen, Česká republika, komparativní studie, Bloomova taxonomie cílů

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# Introduction

Without any doubt, English has become an essential language due to the enormous significance and the countless benefits it has in today's world. It is as Crystal (2003, p. 1) claims, "the global language" which plays a vital role in many aspects of our lives and having even simple knowledge of English is considered a great advantage. Therefore, in view of the fact that English language has reached this level of importance, learning has become an inevitable demand. Richards and Rodgers (2001, p. 1) state that English "is the world's most widely studied foreign language" and this underlines the necessity of speaking English language universally. Accordingly, governments of many countries represented by the Ministry of Education exerted great efforts and paid their full attention to English language learning and teaching and identified specific aims for that in their educational policies. Hence, English language became a vital part of the school curriculum and a compulsory subject in order to generate learners who are able to utilize the language efficiently when needed as well as to enhance their chances in their lives (Harmer, 1991, p. 1). Muthanna (2011, p. 2) has asserted, "This significance of English has encouraged the world countries to teach this language at schools and universities." Nevertheless, the way English is taught and learnt differs immensely from country to another depending on the policy of each government or precisely the educational system that government follows and supports. For instance, the European Union countries have a special document for foreign language learning and teaching known as CEFR, which refers to the *Common European Framework of Reference for languages*. According to CEFR, the document aims at providing "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively." (Council of Europe, 2001, p. 1) This assures that learning a foreign language is mandatory in all the European Union states (European Commission, 2008). Since the Czech Republic is one of the member states of the European Union countries, it, therefore, follows the European Commission policy in terms of language learning. Twenty-eight countries are included in the European Union, in which each has a different language. Thus, a united language was needed in order to ease and facilitate the communication between them. The European Parliament (2017, p. 17) states, "Languages not

only play a key role in the everyday life of the European Union, but they are also fundamental in order to respect cultural and linguistic diversity in the EU.” As English is the most common language among these countries, it is made a mandatory subject to be taught in some of the European states. The Key Data on Teaching Languages at School in Europe (2012, p. 11) declared, “English is a mandatory language in 14 countries or regions within countries. It is by far the most taught foreign language in nearly all countries at all educational levels.” (Key Data on Teaching Languages at School in Europe, 2012, p. 11)

Besides English language, European students have also the chance to learn a second foreign language during their enrolment at school such as German, Russian, Spanish, Italian...etc. In this matter, the key data on the Teaching Languages at School in Europe, (2012, p. 10) claimed, “In the majority of European countries, learning two foreign languages for at least one year during compulsory education is an obligation for all pupils.”

In regards to the Czech Republic, it is worth noting that Russian language was the most dominant language due to the communist regime in the past (Foreign language learning statistics, 2016). For that reason, most of the older generations are not able to speak English language.

On the other hand, the system in the Arab world is quite different. Each country has its own program for learning a foreign language. The Republic of Yemen has been selected for this research as an example of an Arab country (for it also represents the researcher’s country of origin) to be compared with the Czech Republic in terms of the aims of English Language Teaching (ELT). Accordingly, this paper mainly aims at determining and comparing the aims of ELT for the Secondary Education<sup>1</sup> in both the Czech Republic and Yemen. It is an attempt to investigate if these aims are clearly stated in the Yemeni and the Czech curricular documents as well as to explore in which curricular documents they are exactly stated.<sup>1</sup> It is worth noting that, the comparison between the both systems of Yemen and the Czech Republic is to point out and determine the similarities and the differences between them. Additionally, in relation to the ELT aims, an investigation of the general aims is also necessary due to the importance of the general aims in developing the other aims specified for each individual educational area that is assigned for the learners at their schools.

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<sup>1</sup> Secondary Education corresponds to the Upper Secondary Education according to the International Standard Classification of Education (ISCED), 2011

The research is trying to answer the following questions:

1. What are the general aims of the Secondary Education in Yemen?
2. What are the general aims of the Secondary Education in the Czech Republic?
3. What are the aims of ELT of the Secondary Education in Yemen?
4. What are the aims of ELT of the Secondary Education in the Czech Republic?
5. Which curricular documents state these aims?
6. Are these aims clearly stated?
7. How similar/ different are these aims in the educational system of both countries (i.e., the Czech Republic and Yemen)?

It is worth mentioning that the official document prepared by the Yemeni Ministry of Education under the name of (the General Learning Base, 2002) presents only the general aims of the Secondary Education without stating the aims for any specific educational area. Therefore, the aims in regards to the English language as one of the educational areas are not stated in this document. What is mentioned in this document is only a general statement, which states that the learners should be able to use and communicate in at least one foreign language (ibid., 2002, p. 23).

On the other hand, the Ministry of Education offers Teachers' Books with the English textbooks that are also assigned and prepared by the Ministry of Education for the Yemeni learners. These Teachers' Books are one the components of the Crescent Course for Yemen. Thus, it is assigned for the English language teachers to help them when preparing their lessons' plans. In addition, it provides them with various methods, techniques, and approaches for each language skill. What is more, it sets the objectives for each aspect of the English language individually, i.e., (speaking, reading, listening, writing, grammar and vocabulary). However, as Ba-Matraf (1997) and Naif (2003) argue, "[t]hese objectives are not being fully achieved in Yemeni schools, reflected in the poor performance of the students at secondary as well as tertiary levels." (As cited in Al-Tamimi, 2006, p. 14) Moreover, the teachers do not follow the various procedures that are presented in these guides to facilitate the teaching and the learning process. Their main focus is directed mostly to grammar rules ignoring by that the learners' need to improve their other language skills (Al-Sohbani, 2016, p. 42; Ezzi, 2012, p. 171).

Regardless of the other terms that are associated with the term 'aim' such as (objectives, goals, outcomes, and standards) and the differences that are provided for each term by some scholars, the aim of this paper is not to investigate the differences between them or to define each of them. What matters this paper is the general stated aims that are mentioned in the official curricular documents of the educational system of both Yemen and the Czech Republic. Therefore, in spite of all these terms and the differences that they might have, aims or objectives are used synonymously throughout this paper, in which, both refer to what is expected from the learner at the end of his/her schooling. Furthermore, the way the documents of the both countries use different terms for illustrating the aims. For instance, the Czech documents, the Framework Education Program (FEPs), present the aims under the so-called the 'expected outcomes' while the Yemeni Teachers' Guides (TGs) utilize the term objectives. For that reason, they are used similarly in this paper and by that, they refer to the aims stated in the curricular documents as part of the educational policy for foreign language learning and teaching.

## I. THEORITICAL PART

# 1. Terms Definitions

### a. Curriculum Document

The term curriculum might have various meanings. For some scholars, it is a program that outlines or states the aims, content, methods, assessment, subject matter and every aspect that directs the educational process. In this sense, it is an official document, which is presented usually by the educational authorities such as the ministers of education in the state. Therefore, it is used as a guide that organizes the educational process in schools, universities in order to facilitate achieving the educational aims or objectives (Brady, 1995) (As cited in Journal of Language Teaching and Research, 2012, p. 154). Similarly, Allen (1984), views curriculum as “[a]very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program.” (As cited in Nunan, 1988, p. 6)

Additionally, the Collin’s dictionary (2003, p. 95) defines the meaning of the curriculum as “A set of written guidelines established at the national, state, and/or local level of government defining what school-aged students should be taught, how they will be taught, and how student achievement will be evaluated in each recognized content area. Curriculum standards specify what students should know at the elementary, middle, and high school levels.”

### b. Textbook

Textbooks are used as materials for both teachers and students and they contain the knowledge that students have to learn during their enrolment at school as well as help the teachers during the teaching process (Harmer, 1991, p. 257), therefore, they are one of the major school components in the educational field. According to the Greenwood Dictionary of Education (2003, p. 354), the textbook is “A book used in a particular branch of study. Textbooks are most often used to assist the teacher in content area subjects, including social studies, science, language arts, and mathematics. Effective textbooks assist students through the use of text organizers, pattern guides, and glossaries.” Graves (2000, p. 175) further clarifies the textbook, “The textbook is a

book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.”

### **c. Second Language and Foreign Language**

The second language is the language that is used in the one’s home country. That means, people are exposed to the language outside schools and use it “for everyday life purposes all around them.” (Cameron, 2011, p. 11) For example, English in India is considered a second language as it is used in the country for many reasons such as education, business and therefore people are exposed to it outside the classroom (Al-Ahdal, 2010, p. 141). While the foreign language as Cameron (2001, p. 11) claims requires “very little experience of the language outside the classroom, and encounters with language, and encounters with the language will be through several hours of teaching in a school week.” For instance, English in Yemen is considered a foreign language, as “Yemen is a monolingual country whose Arabic is its only official language.” (Al-Ahdal, 2010, p. 140)

### **d. Philosophy of Education**

According to Hasser (2009, p. 9), the philosophy of education is characterized by “the thoughts, concepts, and principles which direct the educational work manifested in its objectives, essence, and methods of teachings and approaches of its evaluation, its policies and its tools.”

# **2. Overview of the Republic of Yemen**

## **2.1. The Republic of Yemen – Background**

The Republic of Yemen is an Arab country, which is located in the southwest of Asia. Its population reached 27,189 200 million in the year of 2016. Before 1990, Yemen was two separated countries, the Democratic Republic of Yemen in the south, which was under the British colony and the Yemen Arab Republic in the north until the unification that was held on May 22, 1990.

## **2.2. The System of Education in Yemen**

Generally, three ministries manage the education system in Yemen. The Ministry of Education (MoE) is in charge of the Pre-Primary Education, Basic Education, and Secondary Education. The Ministry of Technical Education and Vocational Training (MoTEVT) manages the vocational and technical schools. The Ministry of Higher Education and Scientific Research (MoHESR) administers the University Education (i.e., Bachelor's, Master's and Doctoral Studies) (Republic of Yemen Education Status Report, 2010, p. 22).

It is worth noting that the Pre-primary Education is optional and so rare, especially in public sectors (ibid., 2010, p. 27). It is three years long, starting from the age of three to six. A specialized administrative department within the framework of the Ministry of Education is in charge of providing this education (MoE, 2004, p. 6). The official system of education consists of nine compulsory stages followed by three years of Secondary Education. The first six years of the Basic Education is known as the Primary School and students' age of this period are seven to twelve years. The last three years of the Basic Education is the Elementary School. Students at this level are between thirteen and fifteen years old after passing the ministerial exam. The ministerial exam is a 'National Examination', in which it is conducted at the end of the final year of the Basic Education (i.e., Ninth Grade) (Al-Tamimi, 2006, p. 7). It qualifies the learners to get the Basic School Certificate (BSC) by the Ministry of Education that proves their ability to move to the Secondary Education (The Education Status Report, 2010, p. 27). The learners move to the Secondary level and their age at this stage is between fifteen and seventeen years. The first



year of it is general, that is, they have scientific and literary subjects altogether. Whereas at the second year, learners get the chance to choose between two tracks, scientific or literary. Each section determines students' possibilities in terms of the field of study s/he is going to choose in the University Education. Moreover, in the final year of the Secondary Education, students are supposed to pass a ministerial final exam (i.e., leaving school exam) in order to get the Secondary School Certificate (SSC), which enables them to join University. In all, students spend twelve years at the school. It is worth mentioning that education at all stages is free according to the general law of education No. 45 (World Data on Education, 2011, p. 2). Besides, English language is the only foreign language taught at schools whilst the language of instruction for all subjects is Arabic, as it is the official language in the country (Al-Aghbary, Al-Khalagi, and AlMekhlafy, 2011, p. 998).

The learners in the Basic Education precisely from (Grade 7) start having English language as a compulsory subject (Al-Tamimi, 2006, p. 7). They get five lessons of English a week and the lessons last for 45 minutes until the Ninth Grade. English lessons in the first year of the Secondary Education are five lessons a week, while in the second and the third years of this stage, they get six lessons of English weekly and lessons last for 45 minutes. Regarding students' assessment, they are assessed during each semester and at the end of each term. All tests and exams are written, there are no oral exams are conducted. The school year in Yemen begins in September and ends in June. The first school day in the week starts on Sunday until Thursday.

### **2.3. The Curricular Documents in Yemen**

The *General Learning Base*<sup>2</sup> (hereinafter referred to as Learning Base) is an official document prepared by the Ministry of Education in 2002. It mainly represents the philosophy and the policy of education in Yemen, which stems from the Arab and the Islamic heritage as well as the state's constitution. The document identifies the aspects, skills, and experiences that the Yemeni Syllabi must be based on according to the nature of each subject, its specific stage and the needs of the learners. It also defines the characteristics of the syllabi, their contents and the main principles and rules for developing them. Moreover, it states the conditions for the use of the

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<sup>2</sup> This document is available on the official website of the Ministry of Education. It contains the general aims of the Secondary Education and the key competencies that could be used for the purpose of this paper. Besides, it is only available in Arabic version.

educational aids, activities and techniques and what should be taken into consideration when using them.

The general aims of education in Yemen, as well as the general aims for the Basic and the Secondary Education, are clarified in this document including the key competencies. However, this document does not contain the aims of each educational area that are assigned for the learners at schools. The aims specified for each subject are only stated in the Teachers' Books that are considered essential documents and one the main components that supplement the Yemeni textbooks, which are prescribed by the Ministry of Education for each educational stage.

For example, the textbooks of the Crescent Course Series for English language teaching are complemented with six parts of the Teachers' Books. Three parts are for the Basic Education (Grades 7-9, as English, begins to be taught from the Seventh Grade as mentioned earlier) and the other three parts for the three levels of the Secondary Education. These Teachers' Books do not focus only on providing the teachers with the teaching methods, techniques, and procedures for the language skills. They also contain other aspects such as, the course content, an overview of the grammatical areas, advice to teachers in terms of (the classrooms, pair and group work, mixed abilities, the use of Arabic, lesson planning, classroom language as well as the assessment procedure) and most importantly the aims of English language teaching. For that reason, this document is very crucial for answering the research question. However, it does not clarify what level of the language proficiency the learners should attain in each educational stage, as it is the case in the Czech Republic, in which the learners' proficiency levels are based on the *Common European Framework of Reference*<sup>3</sup>.

#### **2.4. English Language Teaching and its Role in Yemen**

Since the southern part of Yemen was a British Colony, English language was significantly present in Education and society. Al-Ahdal (2010, p. 141) asserts, "The British set up some schools to educate the people and teach them English. A good number of Yemenis acquired the language and served as interpreters as well as clerks in the British offices opened in Aden then."

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<sup>3</sup> This document is explained in depth in the section of the Czech Republic.

Hassar (2006, p. 6) similarly points out that English was considered a second language during the British colony, as it was used at work and social communication and that “resulted in many English words entering in the vocabulary of Yemeni people.” After the independence on 30 November 1967 and then the unification 22 May 1990, the new government determined and united one Educational System for both parts and English became a foreign language in the country, which Arabic is its official language (Al-Ahdal, 2010, p. 140). Al- Sohmani (2015, p. 33) indicates that “The status of English in Yemen is more favorable today than it has been before because the Yemeni people, in general are now more aware of the fact that English has a crucial role in Yemeni education, politics, multinational companies and various industrial developments.”

English language plays a vital role in higher education as well, specifically in faculties such as medicine, science, engineering and agriculture (Al-Sohmani, 2015, p. 33; Al-Hamzi, 1999, as cited in Al-Tamimi, 2006, p. 13). Moreover, passing an entrance exam of English language is a prerequisite to be accepted in these disciplines. In Yemen, English importance does not only lie in the academic field, but it exceeds that to the practical level. According to Al-Sohmani (2016, p. 41) “English enjoys an important and prestigious state in Yemen. It is used in many contexts like diplomatic affairs, TV news, international banking, exports, imports and oil companies.”

Therefore, it leads to better jobs and opens numerous opportunities in the labor market. In this regard, Al-Tamimi’s (2014, p. 28) study emphasizes that English “is the language basically required for lucrative and powerful jobs, it is much in demand and becomes a must-have language for many individuals.” However, as mentioned earlier, most students who graduate from Secondary Education have a very low level of English language. Accordingly, Al-Tamimi (2006) claims, “In Yemen, the poor language performance of students at Secondary schools as well as at universities indicates that the desired educational goals are not fully achieved. This indicates that the standard of English of the Yemeni learners is still low and it persists as a problem.” (Cited in Tayeb, Aziz & Ismail, 2014, p. 84) For that reason, the majority of students after graduation turn to private language schools in order to improve their English.

English language teaching and learning is compulsory from the Seventh Grade (age 13) upward, that means Yemeni students are exposed to English for six years respectively, in which they spend three of them in the Secondary Education (Al-Tamimi, 2006, p. 7).

## **2.5. The Textbooks of English Language in Yemen**

The *Crescent English Course for Yemen* (CECY) as has been introduced earlier is the textbook that has been assigned by the Ministry of Education to be used as the main textbook for English language teaching and learning, which is essential for all governmental schools in the Republic of Yemen. It consists of Pupils book, Workbook, cassettes and Teacher's book as well.

Al-Tamimi (2006, p. 17) points out "Generally speaking, *CECY* has been adopted to be taught in Yemeni schools in the belief that it focuses on the communicative aspects of the language." It is published by Oxford University press primarily for the Arab world by the British authors, Terry O'Neill and Peter. Al-Naqeeb (2012, p. 11-12) asserts, "[t]he choice of *Crescent English Course* has been taken by the Research Center and Educational Development (RCED) because this course is specially prepared for Arab students and considered to be communicative-oriented one."

It consists of six parts in which the first one is taught from the seventh grade of the Basic Education, until the final stage of the Secondary Education. The *Crescent English Course for Yemen* (CECY) encourages the communicative concept and its use in the classroom. This point is asserted in the Teacher's Book 4 "it pioneered the communicative approach to language learning and teaching" (Teacher's Book 4, 2011, p. 4). Briefly speaking, the *Crescent English Course* as Alawadi (2002, p. 18) sums up:

The *Crescent English Course* represents a type of a communicative syllabus, which focuses on both structure and communication. The course is based on a view language as communication or a means for expressing meaning through using tasks and activities that involve communication. Learning is a process, which requires involving the learner in meaningful tasks through meaningful language used by a learner in relation to his life experience. (Cited in Alnaqeeb (2012, p. 13)

A related point to consider is that the Teacher's Book of the *Crescent English Course* contains the objectives of English language skills individually. It also shows how teachers are supposed to teach each skill and which activities and techniques they have to follow during their lessons. In addition, it emphasizes the importance of pair and group work and giving the learners the opportunity to use and practice the language as much as possible. In this regard, the Teacher's book claims the following:

In general, all the language exchanges, whether new or revised, need to be practiced in simultaneous pairs after class presentation and demonstration (Teacher's Book 4, p. 11)

Furthermore:

Group activities must be well organized to be effective and they need very careful advance planning. The student must be willing to participate fully and they must understand exactly what is required from them. (ibid.)

However, regardless of the objectives and the detailed guidance for teachers that are mentioned in the Teacher's Book, the reality is the opposite. In one hand the Teachers' Books itself are not available for teachers, as Hasser (2009, p. 31) confirms, "As Teacher's Book as one of the components of *Crescent English Course* is not available, that makes textbooks only theoretical rather practical." Therefore, teachers focus on grammar rules. According to Al-Sohbani (2013, p. 41) "[m]ost English teachers seem to use inappropriate methods and techniques of language teaching in general and not implementing CLT, though English textbooks in Yemeni public schools are based on it." Besides, the final Ministerial Exams<sup>4</sup> prepared by the Ministry of Education for the last years of the Basic and Secondary Education concentrates primarily on testing the learners' grammatical knowledge neglecting to test students' abilities in speaking and listening skills. These exams as Al-Sohbani (2015, p. 36) describes are "traditional and

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<sup>4</sup> The Ministerial Exam of the final year of the Basic Education is a national exam to enable the learners to move to the Secondary Education, while the Ministerial Exam at the final year of the Secondary Education is a school-leaving exam.

predictable.” This argument is further asserted by Al-Sohbani (2016, p. 43) who claims that these exams “focus on testing students’ knowledge of vocabulary and grammar rather than assessing their communicative language proficiency.”

# 3. Overview of the Czech Republic

## 3.1. The Czech Republic – Background

The Czech Republic is a European country, which is located in the central Europe. It has a population of 10 572 427 in the year of 2016. The Czech Republic was also united with Slovakia under the name of Czechoslovakia. However, they then split in January 1993 and the Czech Republic became an independent country in January 1993 and later on joined the European Union, precisely in May 2004.

## 3.2. The System of Education in the Czech Republic

The system of Education in the Czech Republic is the responsibility of the Ministry of Education, Youth and Sports (MoEYS). Education in the Czech Republic is compulsory from age (6 to 15 years) and it is free for everyone (Brožová, 2006, p. 20). It consists of two main Educational stages. The first is the Basic Education<sup>5</sup>, which is nine years long (Framework for Basic Education, 2007, p. 10). After the mandatory nine years, students can continue their enrolment in the Secondary Education, which varies in the number of years, type of qualification and in possibility of university studies. As it is illustrated in the document published by the Ministry of Education, Youth and Sport (MoEYS, 2011, p. 23) there is the secondary general school (*gymnázium*) and the technical school (*střední odborná škola - SOŠ*) in which students spend four years and have to pass the leaving school exam (Maturita) that enables them to pursue their higher studies afterwards (MoEYS, 2011, p. 24). There is also the secondary vocational school (*střední odborné učiliště - SOU*) and it is two to three years long. At this level, they acquire skills and knowledge that prepare them for the labor market. There is also the secondary vocational school and it lasts for one to two years

Pre-school Education is an important stage as well. It is available for children from the age of three to six (FEP PE, 2004, p. 5). Although it is not compulsory, the attendance rate is high (MoEYS, 2009, p. 10; Brožová, 2006, p. 18). At this stage, children have lots of fun doing various activities that help in developing their personalities and extending their knowledge and

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<sup>5</sup> Basic Education according to the ISCED, 2011 includes Primary and Lower-Secondary Education.

communication through games and physical activities. Concerning the curriculum at this level, there is a special document represented in the *Framework Program for Pre-Primary Education* (FEP PE), which is assigned by the Ministry of Education “serves as a curriculum for kindergartens/nursery schools” (The report of the Early Childhood Care and Education, 2006, p. 6). However, each school is required to create or design its own *School Education Programme* (SEP) in condition that it corresponds with the aims of the *Framework Education Programme for Pre-Primary Education*. In other words, the *School Education Programme* must be in alignment with the Framework Program (Širhalová, 2008, p. 4).

The school year starts in September and ends in June. The first school day in the week begins on Monday and lasts until Friday. Lessons are 45 minutes long and students’ average number in each class ranges between 22-30. Students are assessed based on written or oral performance and their assessment is summarized in a report at the end of each term.

What is more, meeting students’ parents is a part of the system. It is mainly for discussing their children’s progress.

### **3.3. The Curricular Documents of the Czech Republic**

#### **3.3.1. The Framework Education Programmes (FEPs)**

The state of the Czech Republic develops the curricular documents of the *National Education Program* (NEP) and the *Framework Education Programmes* (FEPs). The former document outputs the principles and requirements of the education as a whole, while the latter programme defines the educational policy for each individual stage, that is, the Framework Education Programmes “define binding educational norms across various stages: Pre-school Education, Basic Education and Secondary Education” (Ministry of Education, Youth and Sports (MoEYS), 2007, p. 6) (As cited in Černa, 2015, p. 166). Therefore, there is a *Framework Education Programme for Pre-School Education* (FEP PE), a *Framework Education Programme for Elementary Education* (FEP EE), and a *Framework Education Programme for the Secondary General Education* (FEP SGE) (MoYES, 2007, p. 5). The *Framework Education Programmes* (FEPs):



1. “Are based on a new educational strategy, which emphasizes key competencies, their interconnectedness with the educational content and application of the acquired knowledge and skills in real life.
2. Build on the concept of lifelong learning.
3. Formulate the expected level of education stipulated for all graduates of the individual stages of education. Support the educational autonomy of schools and professional responsibility of the teachers for the outcomes of the educational process.”

(MoEYS, 2007, P. 6)

Hence, the *Framework Education Programmes* play a significant role in the schools of the Czech Republic. They serve numerous purposes and in turns considered the backbone of the schools’ education. Accordingly, all schools in the state are obliged to have these documents, follow their obligations and work according to their policy. For example, based on the FEPs, the school administrations are responsible for developing their own *School Education Programme* (SEP). The FEPs outline the principles for the SEPs development and provide detail explanation on the way the SEPs should be structured.

The FEPs also state the prerequisite level of education that enables the learners of the previous stage to join the following one. Additionally, they identify the general educational aims as well as the aims of each educational area that students are required to have during their enrollment at the school and one of the main educational areas is *Language and Language Communication*. This in turns helps the teachers in developing the short-term objectives of each lesson. They further provide the teachers with the appropriate methods and ‘various educational approaches’ that respect the learners’ individual needs. Regarding languages, in addition to the students’ mother tongue language, they are offered to have a foreign language as well as a second foreign language. The documents also state clearly the proficiency level of the foreign language that the students should achieve at the end of the school year according to the *Common European Framework of Reference for Languages (CEFR)*. Besides, they present help on how to deal and treat students with ‘special educational needs’ as well as of ‘exceptionally gifted pupils’. Broadly speaking, the FEPs are fundamental tools that organize the educational system in the Czech Republic.

### 3.3.2. The School Education Program (SEP)

As mentioned earlier, each school in the Czech Republic has to prepare its own *School Education Program* (SEP) based on the standards given in the FEPs of each type of education (MoEYS, 2007, pp. 5 and 85). The schools' principles are the ones who are in charge of preparing this document, in which teachers can contribute in its formulation as well. Several factors should be taken in consideration when structuring the program. For instance, the school's education plans, the teacher's experiences, the school's conditions, the students' needs, etc (MoEYS, 2007, p. 85). In terms of the language teaching and learning, the SEP is compelled to "include at least two foreign languages, one of which must be English." (MoEYS, 2007, p. 84)

The following diagram shows the relation between the curricular documents and their role in the Czech Educational System (MoEYS, 2007, p. 5)

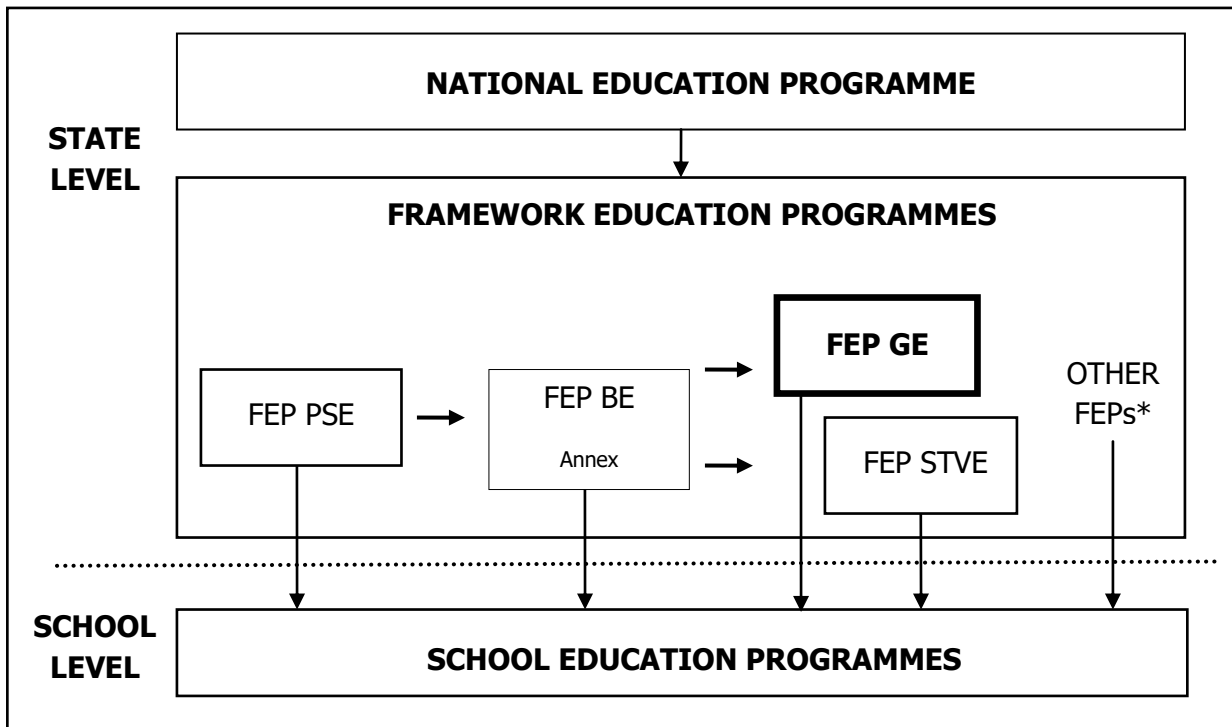


Figure No. (1) The system of curricular documents [adopted from (FEG GSE, 2007, P. 5)].

### **3.4. English Language Teaching and its Role in the Czech Republic**

Unlike Yemen, English language is not the only foreign language that is taught in the Czech schools. Neighboring languages such as German, Polish, Slovak and other languages like French, Russian and Spanish are also foreign languages that are very common for students to learn at their schools. That is, students have options to choose one of these languages besides the first foreign language 'English' (Hnízdo, 2011, p. 16). Learning English language can also begin from Pre-school stage (North, 2007, p. 16) and the teacher creates a suitable syllabus for the children, but this is not the case in all Czech schools as pre-school is not obligatory in the state. Hnízdo (2011, p.17) additionally affirms, “[m]any state schools, especially in Prague, start teaching English from the first grade and the basics of the language are part of the learning programs in many state kindergartens.”

As mentioned earlier, the Czech Republic is a part of the European Union, in which, second language acquisition is considered necessary. English is the most important language to be learnt. The Brussels Declaration on Language Learning states, “English is used as a working language in certain professional, educational, and other social contexts in Europe, and while the practical value of this is acknowledged, it is considered of the utmost importance to maintain, strengthen, and further develop all national/official languages of the European countries in all their functional domains. Nevertheless, European citizens are encouraged to learn other foreign languages as well.” (Brussels Declaration on Language Learning, 2014) From this point, the European Union agreed on having a *Common European Framework of Reference for Languages (CEFR)*. The project CEFR, as Cambridge defined, is an international standard for describing language ability. Undoubtedly, learning another language, especially English, will pave the way for people to get better chances in life and facilitate communication.

### **3.5. The Textbooks of the English Language in the Czech Republic**

In terms of the textbooks for the Czech Republic, unlike Yemen, in which the Yemeni Ministry of Education prescribed the *Crescent English Course* series to be the main textbooks that are used in all Yemeni schools. The textbooks in the Czech education system are considered part of the *Material Conditions* “which make effective teaching and learning possible and stimulate the activity and creativity of the pupils, delight in learning and discovering.”(MoEYS, 2007, p. 93) However, schools are not obliged to use specific textbooks, that is, each school is free to choose the textbook that is suitable for each stage (Brožová,2006, p. 12) in condition that it fulfills the learners ‘needs and help in achieving the stated aims specified for each educational level.

# 4.Aims in Education

## 4.1. The Concept of Education

Education is a familiar term for almost everyone; however, sometimes it “is interpreted by different people in different ways.” (Uppal, 2014, p. 3). For instance, some scholars consider it to be the formal learning that takes place only at school or university. In this sense, it ends once a person finishes his/her enrolment at any educational institution. While others view ‘education’ in a broader way and believe that it is a long-term process, that is, it is a constant learning, which continues even when a person is done with his/her schooling as long as s/he keeps acquiring knowledge and gain various skills throughout his/her life. Uppal (2014, p. 6) further clarifies this point as follows:

Education can also be referred to as a process. In this sense, education is referred to the act of developing the intellect, critical thinking abilities, social and cultural understanding, and understanding of one’s own self. Education is considered as an active and a dynamic process, which takes place continuously during one’s life by way of various experiences through either in a formal or in an informal manner. The individual continuously learns. In this process, he or she learns to utilize one’s experiences in learning new things and also to reconstruct new things in the place of old ones. Thus, the learning takes place throughout life, which is an active, and a dynamic process.

Before proceeding to other definitions of education, it is important to shed the light on its roots. It has been claimed that the word ‘education’ stems from the Latin word ‘educare’, which means ‘to raise’ or ‘to bring up’. Others think that it is derived from the Latin word ‘educatum’ and it means the act of teaching and training (ibid., p. 3).

Additionally, the Collin’s Dictionary of Education (2003, p. 116), defines the term ‘education’ from a more illustrative point of view as follows:

A broadly inclusive term referring to a process of fostering cognitive, physical, social, emotional, or moral growth and development in individuals or groups. It is goal directed, implies a values system, and may proceed informally or formally, as in schooling. Formal education typically aims for some balance between individual needs and societal needs.

Moreover, according to John Dewy (1916), education is “reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences” (Cited in Uppal, 2003, p. 19). This view clarifies that education is a mean that emphasizes the already learned or acquired experiences in one’s life in a way that leads him/her to the right direction.

Additionally, R.S. Peters (1967, 1971), English philosopher and educator, identified the following points that clarify more the concept of education:

1. Education implies transmission of what is worthwhile to those who are committed to it.
2. Education involves not only knowledge and understanding, but also some sort of cognitive perspective, which stresses on interrelating the knowledge with the world around.
3. Education must be carried out through procedures that uphold dignity and autonomy of persons and secure and utilize their willingness, purposiveness and capabilities.
4. Education is concerned with the development of the whole man, and each activity must contribute to it. (Cited in Uppal, 2014, p. 31-32).

In order to understand the general aims of education and their role in education, it is worth illustrating the different perspectives or schools on education. Therefore, the following part explains briefly the theory of each school and its beliefs in terms of education from the psychological standpoint.

#### **4.2. Education from the Psychological Perspective**

In education, there are three schools of psychology, in which each has a different perspective on the educational processes, at the same time complement, and support each other (Petty, 2010, p. 4). Besides, each school focuses on improving and developing specific area of the learning process.

#### **4.2.1. The Cognitive School**

Scholars of this type of school believe in the importance of ‘learning by doing’. For them, the learners should understand the knowledge they acquire and usually their understanding is based on their prior experience they keep in their memory. They also emphasize on the problem solving perception, as it is essential to learning and stimulating the learners’ critical thinking by providing them with challenging tasks that will benefit them in real life (ibid., p. 4).

In relation to the cognitive theory, it is worth noting the Bloom’s Taxonomy<sup>6</sup>, as it presents the same concept in a more practical way. Bloom has divided the educational aims into six categories or skills, in which the degree of their difficulty increases gradually. The six categories are summarized and briefly defined according to Petty (2010, p. 10) in the following points

1. Knowledge: is just the ability to recall something
2. Comprehension: means you understand the knowledge. In practice, this means that you can explain the knowledge in terms of your existing learning and experience.
3. Application: means doing after being shown how.
4. Analysis: is breaking a complex whole into parts, and then looking at the parts in some detail.
5. Synthesis: includes extended writing and problem solving. Synthesis requires the student to decide how to do the task
6. Evaluation: is to give the value of something to state its strengths and weaknesses.

The Bloom’s taxonomy help greatly in forming the aims of education, they simply require that the learners should not only stay at the understating level, but rather reach the top of the taxonomy, as just there, the learners’ abilities of constructing meanings will be developed (ibid., p. 11).

#### **4.2.2. The Behavior School**

The behavior theory in education is briefly based on the idea of praise and reward. In education, the learners need to be motivated somehow in order to perform better. This theory stresses on providing the learners with an educational environment that is free of fear or anxiety, as by this they can learn and acquire knowledge easily and vice versa (ibid., p. 15).

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<sup>6</sup> Bloom’s Taxonomy are clarified in more detail in the following sections.

#### **4.2.3. The Humanistic School**

The humanists' perspective values the emotional needs of the learners. Petty (2010, p. 4) emphasizes, "The humanistic school has an interest in education as a means of meeting the learner's emotional and developmental needs." In addition, they believe that the learners should choose what is best for them to learn according to their interests, that is, they should not be forced to do some tasks that do not match what they want. In terms of assessment, they are encouraged to be able to assess themselves, the thing that will be reflected later in their ability to assess their work in real life (ibid., p. 17-18).



## 5.The Role of Aims in Education

Undoubtedly, setting *Aims*<sup>7</sup> is a vital step towards achieving any desired results. This similarly implies in education and one of its key elements. Anderson and Krathwhol assert (2001, p. 3), “In life, objectives help us to focus our attention and our efforts; they indicate what we want students to accomplish. In education, objectives indicate what we want students to learn.” These objectives are “explicit formulations of the ways in which students are expected to be changed by the educative process.” (Handbook, 1956, in Anderson and Krathwohl, 2001, p. 3)

In their book *Curriculum Instruction*, Kumari and Srivastava (2005, p. 75) clarify in more detail what is meant by aims and their role as follows:

Aims are general statements that provide direction or intent to educational action ... aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programs, subject areas or the district.

In a similar way, *aims* according to Ojala (2004, p. 25) are “[i]deological purposes of education and as long-term goals to be achieved at the end of schooling.” Hence, they gain their importance more likely in teaching, for teaching as Anderson and Krathwohl (2001, p. 3) describe, “[i]s an intentional and reasoned act.” Generally speaking, without clear specified aims, the learning and the teaching process would not lead to satisfactory results.

From the above-mentioned definitions, it can be said that aims reflect the philosophy or the policy of the educational system and therefore emphasize their importance and depict explicitly their role in education.

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<sup>7</sup> Through this paper, the terms aims and objectives are used synonymously.

## **6. General Aims**

The aims of education might differ from country to another; however, there are aims that are general or ‘universal’. That means, these general aims are the same for the learners of all over the world. They mainly concern the development of the basic skills and abilities that each individual has to master to prepare him/her for real life situations. From this perspective, the general aims, therefore, gain their importance in education. Additionally, from these general aims, it can be generated the specified aims of each educational area (Petty, 2004, p. 414).

According to the UNESCO of the International Commission on Education for the Twenty-first Century, the education should aim at providing the learners with the “culture that will enable them, as far as possible, to make sense of the changes taking place. This presupposes that they are capable of sorting the mass of information so as to interpret it more effectively and place events in a historical perspective.” (Learning the Treasure Within Report, 1996, p. 35). In addition, the International Commission for UNESCO sums up the general aims of education in four areas, as it claims, “Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.” (ibid., p. 37) Each pillar is briefly described below as follows:

### **1. Learning to Know**

In order to prepare the learners for real life, they should be taught how to learn by their own. That is to say, education should enable the learners to find the information they need even after they leave school. Learning to know also means the ability to analyze the information, not only accepting any information as unchangeable facts. Therefore, the knowledge the education provides should benefit people throughout their life. (ibid.)

### **2. Learning to Do**

This means that education should aim at providing the learners the skills they need in the labor market as well as enabling them to deal with various situations that might confront them. In other

words, education should develop in the learners some skills such as working in teams and various environments, solving problems, critical thinking, etc. (ibid.)

### **3. Learning to Live Together**

One of the main responsibilities of education is to emphasize on the learners the meaning and the importance of co-existence. Co-existence means the ability to live together with full respect to one another regardless of the differences people have such as race, religion, region, sex, nationality, etc. This type of aims enhances in the learners the ability to live in tolerance, harmony and peace. (ibid.)

### **4. Learning to Be**

Learning to be means that education should aim at developing the learners' personality. That is to say, the learners should be able to work independently and to make their own judgment. "In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills." (ibid.)

These four main general aims of education mentioned above "are in fact individual goals of education, which are universal in nature. The education system in all the countries has to be guided by these goals of individual development and students all over the world must acquire them." (Uppal, 2014, p. 52)

Furthermore, Pasch and other scholars (1998, p. 34-38) have pointed out some of the educational philosophies that may manipulate the general aims in education:

- 1. Progressivism** – education should develop one's thinking rather than push learners to drilling the content of particular subject matters
  - a. Social Progressivism** – education should prepare learners for living in a democratic society
  - b. Individual Progressivism** – education should be adjusted to individual learner needs
- 2. Essentialism** – education should transmit knowledge, skills and attitudes to a learner who is considered to be a fully developed human being
- 3. Reconstructivism** – education should prepare the educated generations to initiate and implement reforms within a given society. (As cited in Jahodová, 2013, p. 15)

## 6.1. Developmental and Mastery Aims

In relation to the general aims, Petty (2009, p. 415) identifies two types of general aims, which are mastery and developmental aims. What he means by the mastery aims is that they represent the knowledge and comprehension level of the cognitive domain. That is, all learners should easily attain them. However, the attainment process depends on the factor of the period spent to master them. He also adds that achieving this type of aims is possible once the learner works very hard and spends enough time for that.

The second type is the developmental objectives, which as Petty (2009, p. 410) claims might not be accomplished completely due to some factors. Firstly, they require great time and effort in order to notice their progress. Secondly, they mainly depend on 'previous learning'. Thirdly, it is difficult to assess them objectively as well as they need 'high-order thinking skills'. Both of these types are necessary in education and they complete one another.

General aims can be listed in the curricular documents, which are important parts of any educational system. For instance, in regards to the Czech Republic, they are presented in the previously mentioned documents called the *Framework Education Programmes* (FEPs), which include the key competencies that should be developed in the learners. The key competencies are "a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual, his/her active participation in society and future success in life."(FEP SGE, 2007, P. 8) Concerning the general educational aims and the key competencies in Yemen, they are also stated in the *General Learning Base* document presented by the Yemeni Ministry of Education, which has been mentioned in the theoretical section of Yemen.

Aims specified for each educational area are based on the general aims and in turns help in the achievement of the general aims, that is, they are interrelated.

Each educational stage provides the learners with educational areas and each educational area includes one or more than subject. The aims specified for each educational area should be achieved at the end of that stage. For example, there are eight educational areas in the *Framework Education Programme for General Secondary Education (FEP GSE)* and each area includes one or more educational fields and they are presented in the document as follows:

- “Language and Language Communication (Czech Language and Literature, Foreign Language, Second Language);
- Man and Nature (Physics, Chemistry, Biology, Geography, Geology);
- Man and the World of Work (Basics of Civic and Social Sciences, History, Geography);
- Arts and Culture (Man and the World of Work)
- Man and Health (Music, Fine Arts);
- Information Science and Information and Communication Technologies (Information Science and Information and Communication Technologies)” (FEP GSE, 2007, p. 11).

The aims of each educational area are presented individually and known as ‘expected outcomes’.

These aims help in developing the key competencies of the learners and obliged to be taken into consideration when formulating the aims in the School Education Programmes (SEPs) (ibid). While in terms of Yemen, the aims specified for each subject are stated in the Teachers’ Books that complement the textbook of that subject, and they are all stated and prescribed by the Ministry of Education.

## **6.2. Specific Objectives**

Specific objectives are more precise statements than the general aims. Some scholars use the term SMART to explain the concept of specific objectives, in which ‘S’ refers to specific, ‘M’ to measurable, ‘A’ to agreed, ‘R’ to realistic, and the last letter ‘T’ to time bound (Petty 2004, p. 411). In this sense, they describe what is intended to be learnt and expected from the learners in details, which in turns make it easier for them to know exactly what to practice. Besides, they help teachers when planning their lessons, and accordingly choosing the appropriate activities, which facilitate in achieving them as well as in determining what to assess the learners (ibid., p. 410-4011). The following points characterized by Petty (2004, p. 411) summarize the specific objectives:

- Specify precisely and in concrete terms what the students should be able to do.
- Be written in such a way that it is possible to determine whether or not the objective has been achieved.
- Usually be short-term

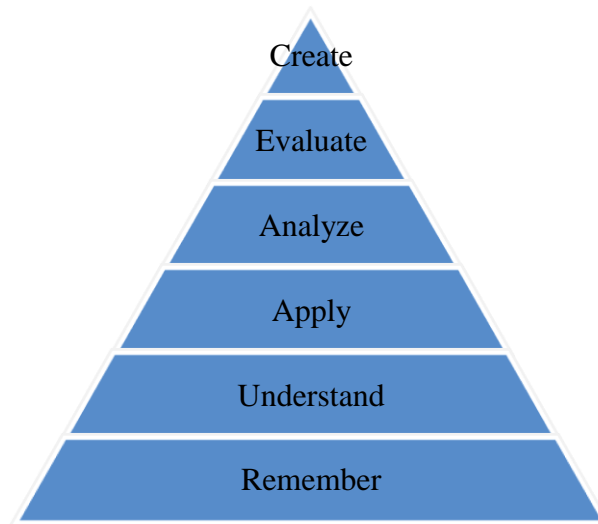
- Be drawn up by the teacher to suit the resources, the teacher and the students.
- Optionally, define the circumstances under which the objective is to be demonstrated and/or what constitutes an achievement, e.g. 'Translate passage 6d in less than five minutes, making fewer than four minor mistakes'.

## 7. The Revised Bloom's Taxonomy: A Classification of the Educational Aims

The Bloom's revised taxonomy is an updated edition, which was conducted by the two authors called *Anderson* and *Krathwohl*. It is a revision of the original version by Benjamin Bloom and other educators, which was firstly published in 1956 under the title of *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 1: Cognitive Domain* (Anderson & Krathwohl, 2001, p. xxi). The Bloom's taxonomy is simply 'a classification system' that is used "for categorizing educational objectives" in order to help the teachers as well as the curriculum makers when forming and planning the educational aims (ibid., p. xxi, 11). The Bloom's Taxonomy consists of three main domains (cognitive domain, affective domain, and psychomotor domain). Each domain contains a number of levels, in which they are organized in a hierarchal framework (an example is shown in *figure No. 2*). The degree of difficulty of each level increases gradually from the bottom to the top of the hierarchy and each level of learning is a prerequisite for learning the following one. These three domains represent the aspects of human learning and they are important for developing the abilities and the learning skills of the learners. Below is a detailed description for each domain individually.

### 7.1. The cognitive domain

This domain is knowledge-based, that is, it concerns the improvement of the learners' intellectual skills. The cognitive domain consists of six levels, each level is interconnected to the previous one. These levels are (*remember, understand, apply, analyze, evaluate, and create*).



*Figure No. (2)The six levels of the Cognitive Domain*

The following paragraphs explain each category in isolation.

### **1. Remember**

At this level, the learners should be able to remember specific information or facts that have been previously learned such as definitions or sequence of events. Hence, it relies greatly on the learners' memory. Anderson and Krathwohl (2001, p. 63) emphasize the importance of what they call 'retention' and 'transfer' in the learning process and both are vital in the educational aims. What is meant by 'retention' is the ability to remember what has been learned in quite similar way at the time it was instructed (ibid). While 'transfer' is, the ability to use what was learned (Mayer and Witthrock, 1996 in Anderson and Krathwohl, 2001, p. 63). This level puts emphasis on 'retention' and the following five levels focus more on the development of 'transfer', although they also play a part in the 'retention' process (Anderson and Krathwohl, 2001, p. 64).

### **2. Understand**

The ability to recall information is definitely not enough for the learners and it would be useless without adding meanings to it. Thus, the learners should have the ability to comprehend the learned knowledge in order to reach the following level. Anderson and Krathwohl (2001, p. 70)



claim that this level is “the largest category of transfer-based educational objectives emphasized in schools and colleges”. When a learner understands, it means s/he can build meaning from ‘instructional messages’. It is also when the learner relates the newly learnt knowledge with the previously learned knowledge (ibid.). This category involves the ability of the learner to *explain, paraphrase, compare, interpret, predict, summarize, etc. connection*.

### **3. Apply**

This level involves applying the knowledge, techniques, methods, rules, laws, principles and all the theoretical concepts the learners have acquired in prior. In other words, the knowledge they have should help them when solving problems in different situations. Anderson and Krathwohl (2001, p. 77) state, “Apply involves using procedures to perform exercises or solve problems”.

### **4. Analyze**

Analyze involves the ability to break down information into component parts and determine the relation between them. At this level, the students gain a high intellectual level than the previous stages. The aims belong to this category require the learners to be able to identify “the relevant or important pieces of a message (*differentiating*), the ways in which the pieces of a message are organized (*organizing*), and the underlying purpose of the message (*attributing*)” (ibid., p. 79).

### **5. Evaluate**

Aims at this category means that the learner can make judgments about ideas, topics, products, etc. The judgments are usually based on criteria and standards such as on quality, effectiveness, efficiency, and consistency, etc (Anderson & Krathwhol, 2001, p. 83).

### **6. Create**

By the experience the learners already acquired, they try to put all what they learned together as a whole to create for example new pattern or structure, which did not exist before. The previous cognitive process categories are needed in this one, however it is not important to use them in order (Anderson & Krathwhol, 2001, p. 84-85).

The following Table summarizes the six categories of the cognitive process dimension and related cognitive processes as illustrated in the revised Bloom's Taxonomy by Anderson and Krathwhol (2001, p. 31).

Process Categories	
<b>1. Remember:</b> Retrieve relevant knowledge from long-term memory.	
6.1. Recognizing	
6.2. Recalling	
<b>7. Understand:</b> Construct meaning from instructional messages, including oral, written, and Graphic communication.	
7.1. Interpreting	
7.2. Exemplifying	
7.3. Classifying	
7.4. Summarizing	
7.5. Inferring	
7.6. Comparing	
7.7. Explaining	
<b>8. Apply:</b> Carry out or use a procedure in a given situation.	
8.1. Executing	
8.2. Implementing	
<b>9. Analyze:</b> Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	
9.1. Differentiating	
9.2. Organizing	
9.3. Attributing	
<b>10. Evaluate:</b> Make judgments based on criteria and standards.	
10.1. Checking	

10.2. Critiquing
11. <b>Create:</b> Put elements together to form a coherent or functional whole, recognize elements into a new pattern or structure.
11.1. Generating
11.2. Planning
11.3. Producing

*Table 1. The six categories of the cognitive process dimension and related cognitive processes [adopted from (Anderson & Krathwohl, 2001, p. 31)]*

The Bloom’s revised taxonomy adds knowledge dimension to the cognitive domain, so it is as Anderson and Krathwohl (2001, p. 5) claim ‘two-dimensional’. The knowledge dimension includes four categories, which are (*Factual, Conceptual, Procedural, and Met cognitive*). The Table below is a brief description of each category.

Major Types and Subtypes
<p><b>A. Factual Knowledge:</b> the basic elements students must know to be acquainted with a discipline or solve problems in it</p> <ul style="list-style-type: none"> <li>e. Knowledge of terminology</li> <li>f. Knowledge of specific details and elements</li> </ul>
<p><b>B. Conceptual Knowledge:</b> the interrelationship among the basic elements within a large structure that enable them to function together</p> <ul style="list-style-type: none"> <li>a. Knowledge of classifications and categories</li> <li>b. Knowledge of principles and generalizations</li> <li>c. Knowledge of theories, models, and structure</li> </ul>
<p><b>C. Procedural Knowledge:</b> how to do something, methods of inquiry, and criteria for using</p>

skills, algorithms, techniques, and methods <b>a.</b> Knowledge of subject-specific skills and algorithms <b>b.</b> Knowledge of subject-specific techniques and methods <b>c.</b> Knowledge of criteria for determining when to use appropriate procedure
<b>D.</b> Met cognitive Knowledge: knowledge of cognition in general as well as awareness and knowledge of one’s own cognition <b>a.</b> Strategic knowledge <b>b.</b> Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge <b>c.</b> Self-knowledge

*Table 2. The Major Types and Subtypes of the Knowledge Dimension [adopted from (Anderson & Krathwhol, 2001, p. 29)]*

The following Table shows how the objectives can be classified according to the two-dimensions (i.e., Cognitive and Knowledge Dimensions)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
<b>A.</b> Factual Knowledge						
<b>B.</b> Conceptual Knowledge						
<b>C.</b> Procedural Knowledge						
<b>D.</b> Meta-cognitive Knowledge						

*Table 3. The Taxonomy Table [adopted from (Anderson & Krathwohl, 2001, p. 28)]*

The structure of the statement of an aim should be clear and precise. That is, an aim should consist of a verb and a noun phrase, in which the verb implies the *cognitive process* and the noun phrase indicates the type of *knowledge* the learners have (Anderson & Krathwhol, 2001, p. 4-5). That means, the statement of an aim should be clearly stated and does not ‘lack the important words or phrases’ or contain ambiguous words that make it difficult to be analyzed or classified (ibid., p. 96-97). It is worth noting that when classifying an aim based on the Taxonomy Table, it might refer to more than one *Cognitive Process* and combine more than one type of *Knowledge* as well.

## 7.2. The Affective domain

One of the significant aspects, which do not have to be ignored throughout the learning process, is the learners’ emotions and feelings and that is the aim of this domain. In other words, the aims of this dimension are directed to concern the learners’ emotions and giving them the opportunity to express their thoughts and feelings freely. It has been asserted, “Aims targeted at this domain are hence stated with the intention to provide learners with opportunities to express their experiences, thoughts, to discuss their standpoints, etc” (Kalhous, Obst et al 2002) (Cited in Jahodová, 2013, p. 21). In addition, the affective domain tries to improve the concept of empathy in the learners, so that they care about others’ feelings as well. Generally speaking, this domain intends to draw the attention and raise the awareness of feelings, attitudes, interests, aesthetic appreciation, values and emotions (Petty, 2009, p. 413). This domain consists of five levels, which are (*receiving, responding, valuing, organizing, and characterizing*). The figure below represents the affective domain categories.

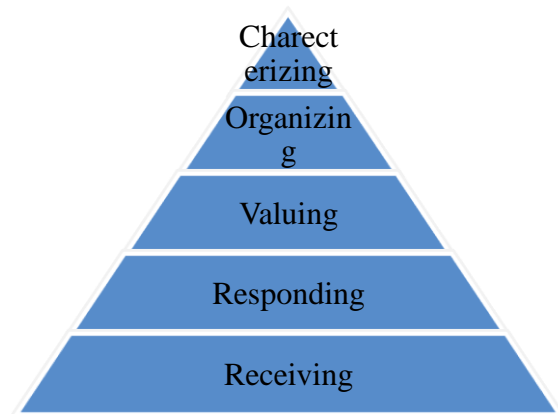


Figure No (3) the Affective Domain Categories

For more understanding of the affective domain categories, the following Table presents definitions of each level separately. The definitions are based on Krathwhol's Affective Domain (1964) that is mentioned in (Bakar, Buckland and Shaarani, 2016, p. 7)

<p><b>1. Receiving</b></p> <p>Refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.</p>
<p><b>2. Responding</b></p> <p>Refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.</p>
<p><b>3. Valuing</b></p> <p>Is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.</p>
<p><b>4. Organization</b></p> <p>Is concerned with bringing together different values, resolving conflicts between them, and</p>

beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.

### **5. Characterization**

The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic “life-style.” Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.

*Table No (4) The Levels of Krathwohl's Affective Domain*

### **7.3. The psychomotor domain**

The aims of the psychomotor domain are action-based. That means, the skills attained at this stage concern the development of the learners' behavior and they need to be practiced a lot in order to master and manipulate them. This domain comprises seven subcategories, which are (*awareness, set, guided response, mechanism, complex overt response, adaptation, and origination*) and they are stated from the simplest to the most complicated behavior.

## 8. Aims in English Language Teaching (ELT)

In the previous section, the discussion concentrated mainly on the general aims in education and as the main aim of this research concerns the aims in English language teaching (ELT), it is vital to explain in more detail some of the theoretical aspects that are related to this topic from various perspectives. Therefore, this section focuses on the aims of the foreign language teaching and learning, specifically English language.

### 8.1. The Significance of Aims in ELT

It has been mentioned previously that setting aims is a very important part for achieving any desired outcomes or results. Therefore, without a doubt, determining them is also crucial in terms of teaching and learning a foreign language in which aims are considered one of its core factors. In his book *Teaching Today*, the educator Petty (2004, p. 410) views *Aims* as “clear and concise statements” which are “usually expressed in a rather broad and generalized way.”

The significance of aims, by no means, requires the teachers to know the aims of the foreign language they teach in order to facilitate the learning process and help their students achieve them. In addition, by means of aims, teachers can decide what methods, techniques, activities and other teaching and learning strategies that are appropriate for their learners, which without a doubt should be in alignment with the stated aims. Aims also help the teachers to formulate the short-term objectives (Petty, 2004, p. 410) as well as in defining the assessment procedure. In her research, Vardanyan (2015) further illuminates the importance of aims in foreign language teaching as follows:

Knowing the aims is the most important thing in teaching any foreign language. Aims are the first and the most important consideration in any teaching. Hence the teacher should know exactly what his/her pupils are expected to achieve in studying his/her subject, what results he can expect from the pupils at the end of the course, at the end of the year, term, month, week or simply each particular lesson. In other words, he should know the aims and objectives of foreign language teaching at schools.



## 8.2. The Common European Framework of Reference for Languages (CEFR)

Aims are usually stated in the educational curricular documents that are essential elements of any educational system. The *Common European Framework of Reference for Languages* (known as CEFR) is an example of such documents. CEFR as mentioned earlier is a document prepared by the European Union. The Council of Europe (2001, p. 1) asserts, “The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.” In this respect, it supports the European Union’s policy of learning foreign languages that require Europeans to be able to speak at least two languages in addition to their own language (European Parliament, 2017, p. 18). For instance, learning and teaching foreign languages in the Czech Republic schools depend primarily on the principles and aims presented in CEFR. This is obvious in the Czech curricular documents (i.e., the *Framework Education Programs* FEGs and the *School Education Programs* SEGs) of the educational policy in the state, as the objectives stated in these documents in terms of language learning and teaching are based on CEFR. The Council of Europe (2001, p. 6) clarifies the uses of the CEFR:

The planning of language learning programs in terms of:

- Their assumptions regarding prior knowledge, and their articulation with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary and higher/further education;
- Their objectives;
- Their content;

The planning of self-directed learning, including:

- Raising the learner’s awareness of his or her present state of knowledge;
- Self-setting of feasible and worthwhile objectives;
- Selection of materials;

- Self-assessment;

Therefore, CEFR plays an important role in language teaching in general and English language in specific and hence the European educational institutions adopt the approach of learning and teaching languages presented in CEFR (Bérešová, 2011, p. 181). The importance of CEFR is implied in the fact that it promotes the communicative competences in teaching and learning “which include co-operation in learning, and the development of reflexive and autonomous learning habits. It also promotes methods of modern language teaching concentrating on the language learner and user both as an individual and as a social agent.” (ibid.) Besides, the document specifies six levels of language proficiency that determine the learners’ level divided into basic user (A1-A2), intermediate user (B1-B2), and advanced user (C1-C2). According to this classification of the language levels, each stage of education in the Czech schools determined specific level of language proficiency, which is mentioned in FEPs as well as the SEPs. Bérešová (2011, p. 182) asserts, “At the heart of the CEFR are the Common Reference Levels (the global scale) with a broad description of what a user of a language can do ranging from basic A1- A2 through independent B1 - B2 to proficient C1 - C2. They function as reference points both for descriptions of levels, and for definitions of objective.”

Additionally, the document of the *Common European Framework of Reference for Languages* includes the competences that should be developed in the learner. Competences according to CEFR (2001, p. 9) “are the sum of knowledge, skills and characteristics that allow a person to perform actions.” The importance of these competences lies in the idea that “All human competences contribute in one way or another to the language user’s ability to communicate and may be regarded as aspects of communicative competence” (Council of Europe, 2001, p. 101). Accordingly, the competences in CEFR are represented in two dimensions (*General Competences* and *Communicative Language Competences*)

### 8.2.1. General Competences

The General Competences as defined by CEFR “are those not specific to language, but which are called upon for actions of all kinds, including language activities” (ibid., p. 11). They consist of four components as the following:

- a) **Declarative knowledge** (Savoir) and it includes (knowledge of the world, sociocultural knowledge, and intercultural awareness).

- b) Skills and know-how** (*savoir-faire*) and it has two parts (Practical skills and know-how and intercultural and know-how). The former concerns the development of four skills (social skills, living skills, vocational skills, and leisure skills). While the latter includes the following points:
- the ability to bring the culture of origin and the foreign culture into relation with each other;
  - cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
  - the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
  - the ability to overcome stereotyped relationships.
- c) Existential' competence** (*savoir-être*) and it is influenced by six factors, which are (the learner's attitudes, motivations, values, beliefs, cognitive styles, and personality factors).
- d) Ability to learn** (*savoir-apprendre*) and it contains language and communication awareness, general phonetic awareness and skills, study skills, heuristic skills. (ibid., p. 101 – 108)

### 8.2.2. Communicative Language Competences

The Council of Europe (2001, p. 9) defines the *Communicative language competences* in CEFR as the competences “which empower a person to act using specifically linguistic means.” According to CEFR, the communicative competence involves three types of competences, which are the *linguistic competences*, the *sociolinguistic competences*, and the *pragmatic competences*. The *linguistic competences* include (lexical, grammatical, semantic, phonological, orthographic, and orthoepic competences). The *sociolinguistic competences* are “concerned with the knowledge and skills required to deal with the social dimension of language use [...]: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent.” (Council of Europe, 2001, p. 118) While the *pragmatic competences* are “concerned with the user/learner's knowledge of the principles according to which messages are:

- a) Organized, structured and arranged ('discourse competence');
- b) Used to perform communicative functions ('functional competence');
- c) Sequenced according to interactional and transactional schemata ('design competence')" (ibid., p. 108-125).

In relation to the concept of the Communicative Competence, Littlewood (1981), points out the following skills that should be developed in the learner:

1. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
2. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions, which they perform.
3. The learner must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situations. He must learn to sue feedback to judge his success, and, if necessary, remedy failure by using different language.
4. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones (Littlewood, 1981, p. 6) (Cited in Nunan, 2004, p. 9)

It can be summarized from what has been mentioned above that the aims of English language teaching should reinforce the development of the four language skills and give the learners the opportunity to use the language they are learning in different situations and to mainly improve their communication skills in the target language. Besides, learning a foreign language gives the learners an insight of how their own language functions and therefore their way of thinking is improved and widened as they try to compare between the languages, which in turns develop their intellectual and imagination skills.

## **II. THE PRACTICAL PART**

### **9. Research**

The practical part of the research is mainly a content analysis of the curricular documents of both countries Yemen and the Czech Republic in terms of the aims stated in these documents for English language teaching as well as the general aims defined for the Secondary Education. The analysis of the documents of both countries is presented separately in two main sections. The first section concerns the analysis of the Yemeni curricular documents and the second section deals with the curricular documents of the Czech Republic. Each section contains analysis of general aims and ELT aims. The aim of the analysis of the general aims is to determine the key competencies that are stated for the development of the Secondary School learners of Yemen and the Czech Republic and define their similarities and differences.

The data analysis and interpretation present qualitative description based on categorizing the intended data from the chosen documents. Categorizing is one of the procedures that help in the qualitative research, which is “associated with description” (Denscombe, 2003, p. 223). Moreover, categorizing data involves “breaking the data down into units for analysis and categorizing the units” (ibid., p. 271). The analysis of the aims of ELT also includes the classification and the distribution of the aims according to the Bloom’s Taxonomy Table identifying aims of the cognitive and the affective domains.

#### **9.1. Research aim**

As mentioned earlier in the introduction of this paper, the research mainly aims at determining and comparing the aims of ELT for the Secondary Education in the Czech Republic and Yemen. It is an attempt to investigate if these aims are clearly stated in the Yemeni and the Czech curricular documents. In addition, it tends to identify the exact curricular documents, in which these aims are stated. The aim also involves an investigation of the general stated aims specified for this stage and identifies the competencies that both educational systems tend to develop in the learners of the Secondary Education.

It is worth noting that, the comparison between both systems of Yemen and the Czech Republic is to point out and determine the similarities and the differences between them and to examine if they share common aims.

The research is trying to answer the following questions:

1. What are the general aims of the Secondary Education in Yemen?
2. What are the general aims of the Secondary Education in the Czech Republic?
3. What are the aims of ELT of the Secondary Education in Yemen?
4. What are the aims of ELT of the Secondary Education in the Czech Republic?
5. Which curricular documents state these aims?
6. Are these aims clearly stated?
7. How similar/ different are these aims in the educational system of both countries (i.e., the Czech Republic and Yemen)?

## **9.2. Data collection instrument**

For the purpose of this research, content analysis of the official curricular documents is used as the main method for the data collection, analysis, and interpretation. Denscombe (2003, p. 221) asserts, "Content analysis is a method which helps the researcher to analyze the content of documents". The curricular document that has been used to carry out the investigation of the stated general and ELT aims in regards to the Czech Republic is:

- The *Framework Education Programme of the Secondary General Education* (FEP GSE), 2007.

This is the only document used for the part of the Czech Republic, as it contains required data for the purpose of the research. FEP GSE is an integrated program, which comprises all the topics that are related to the Secondary General Education such as the general aims and the aims stated for foreign language teaching and learning.

Concerning the curricular documents of the Yemeni part, four documents are used for the data collection, analysis, and interpretation, as there is not one document which includes all the data

required to implement this study. Therefore, it was necessary to use and analyze them all in order to answer the research questions. The four documents are represented in the following points:

- The *General Learning Base, 2002*<sup>8</sup>
- The *Teachers' Book 4, 2011* (for the 1<sup>st</sup> year of the Secondary Education)
- The *Teachers' Book 4, 2011* (for the 2<sup>nd</sup> year of the Secondary Education)
- The *Teachers' Book 4, 2011* (for the 3<sup>rd</sup> year of the Secondary Education)

The first document (i.e., *the General Learning Base*) is used for the investigation of the stated general aims and the key competencies of the Secondary Education and it does not contain any specified aims neither for foreign language teaching nor for any other educational area. Therefore, the other three documents are selected (i.e., the *Teachers' Books*). They are prepared by the Ministry of Education and they contain the aims of ELT for each stage of the Secondary Education individually.

It is also worth noting that the choice of specific educational stage, which is in this research (the Secondary Education) is due to the unavailability of resources in terms of ELT regarding Yemen, hence the Secondary Education has been chosen to be the target group of the research for both countries.

### **9.3. Data analysis and interpretation (Yemen)**

#### **9.3.1. General Aims**

The *Learning Base* document (2002, p. 22) state that the Secondary Education in Yemen should aim at preparing a responsible learner towards his creator 'God', himself, society, country, and nation as well as a productive person in the labor market who is efficiently capable of maintaining his/her university education of his/her choice. Generally, the document lists a number of aims represented in the following points:

The Secondary School learner should be able to:

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<sup>8</sup> Available only in Arabic version.

1. “Understand the Islamic rules and values and act according to them.
2. Have good knowledge about the culture of the Arab Islamic world.
3. Master Arabic language skills, which in turns will increase his/her ability of expressing his/her thoughts clearly as well as extending his/her literary and scientific knowledge.
4. Communicate well in at least one foreign language.
5. Analyze Yemeni issues as well as the issues of other Arab and Islamic nations.
6. Work on the democratic, social, cultural, scientific and economical development of Yemen.
7. Do his/her duties and defend hi/her own rights as well as the rights of others and be able to work in a team.
8. Apply the foundations of democracy responsibly and faithfully.
9. Contribute in solving the problems that might occur in his/her community.
10. Understand the international issues and problems and realize the importance of peace in the world and the cooperation among all nations.
11. Acquire and practice the basic mental, sensory and motor skills required in the modern life.
12. Explore the sources of information by using appropriate methods.
13. Understand the connections of the mathematical conceptions and principles in order to be able to use them in work and the field of science.
14. Develop himself/herslef constantly and use the skill of autonomous learning.
15. Develope himself/herself continuously by self-learning.
16. Protect the surrounding environment, understand and apply the rule of health.
17. Manage time perfectly, develop and practice various hobbies.
18. Understand the economic development.
19. Understand the political system of Yemen and appreciate the Yemeni revolution and the Yemen’s effort towards achieving the unity of Yemen.
20. Deal positively with problems such as poverty, water shortage, traffic, environment, health, illiteracy, etc.
21. Use information and communication technology effectively.” (The Learning Base, 2002, p. 20, my translation)



<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	1, 2	1	1			
Conceptual knoweldge		4,10,13,19 ,18	13,8	5,12		
Procedural knowledge			3,11,12 21			
Meta-cognitive knowledge			14		14,15	

As the Taxonomy Table illustrates, the general stated aims engage various cognitive processes, which entail different types of knowledge. In addition to their involvement in various cognitive processes, they also contain several aims that imply the affective domain. Aims belong to the affective domain are (3, 6, 7, 9, 10, 16, 17, 19, 20) representing various levels of this domain (valuing, organization, responding).

Moreover, the *Learning Base* defines six competencies to be developed in the Yemeni learner of the Secondary Education, these competencies are:

1. “Religious Competency
2. Communication Competency
3. Cognitive Competency
4. Growth Competency, which concerns the growth of five areas
  - a. physical Growth
  - b. Mental Growth
  - c. Emotional and values Growth
  - d. Social Growth
  - e. Psychological Growth
5. Civic Competency
6. Professional and Economical Competency” (ibid, pp. 23-27, my translation).

## 1. Religious Competency

Since Yemen is an Arab country, which considers Islam its official religion, the principles, and the Islamic rules are emphasized in the document for the learners. Thus, the document has stated the following aims for the learners of the Secondary Education in order to achieve this competency. It is expected from the learner to:

1. “Deepen his/her faith in God and believe in the five pillars of faith, which are the belief in (angels, the Holy ‘Qur’an’, messengers of God, hereafter, and fate).
2. Realize that Islam is a moderate religion as well as the religion of peace, which is a path for all aspects of life.
3. Realize that the Holy ‘Qur’an’ and Sunnah<sup>9</sup> are the source of the legislation.
4. Acquire the Islamic ethics and values.
5. Realize the importance of the philosophy of Islam and its benefits for life and hereafter.”  
(ibid., p. 23, my translation)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	4	1, 4				
Conceptual Knowledge		2,3, 5				
Procedural Knowledge						
Meta-cognitive Knowledge						

Aims of the religious competency also indicate the involvement of the affective domain, as they refer to values, attitudes, beliefs, awareness.

## 2. Communication Competency

In order for the learner to be competent in communication, s/he should be able to:

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<sup>9</sup> The Prophet’s Mohammed (Peace be upon him) manner of conduct.

1. “Express his/her ideas, thoughts and feelings in an accurate and clear standard Arabic language, both verbally and non-verbally.
2. Listen, observe and discuss passionately and clearly.
3. Read any complicated literary works in the Arabic language easily and clearly.
4. Realize and comment according to what s/he has read or heard.
5. Write well in a scientific and literary way.
6. Communicate in at least one foreign language.
7. Note down systematically any results and instructions and present them clearly whether verbally, non-verbally or even graphically.
8. Solve any problems that confront him/her.
9. Read and draw shapes, charts, illustrations, tables and maps.
10. Ask and answer accurately and clearly.
11. Use information technologies well.” (ibid.)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		9,10				
Conceptual Knowledge		3,4,7,9,10				7,9
Procedural Knowledge		6				5,
Meta-cognitive Knowledge						

Aim 1,2, and 8 also represent the affective domain.

### **3. Cognitive Competency**

The learner should be able to:

1. “Memorize and interpret the Holy Qur’an.
2. Understand and interpret his local and national environment with its economical, social, historical, geographical and natural dimensions.
3. Recognize the importance of education and its impact on the society.

4. Acquire the values, skills, and knowledge that enable him/her to continue his/her education and help him/her dealing with different situations that might confront his/her whether at house, society or in the labor market.
5. Apply scientific and logical methods when dealing with his/her issues in life.
6. Understand the principles of work.
7. Apply both scientific and logical methods when dealing with his/her personal and practical life.
8. Analyze and explain the composition of the body organs, the function of each organ and the ways of maintaining it.
9. Understand and realize the objectives and the principles of the Yemeni Revolution.
10. Recognize the popular struggle of the Yemeni nation to achieve independence and unity.
11. Exhibit and understand the political system and characteristics of the republican system in Yemen.
12. Recognize the ways of preventing common diseases and apply those ways to him/her, family and society.
13. Realize the history of Yemen and explain its relationship with the history of the Islamic Arab nation as well as other nations.
14. Explain the important role of Yemen in terms of its history, location, and civilization among the Islamic world.
15. Identify the history of the colonialism, its forms and methods.
16. Understand fully the reality of his/her country, the issues of the Arab-Islamic world as well as the international reality and its relations.
17. Ask and read immensely, constantly ask about the things s/he does not understand and search for systematic and realistic answers.
18. Recognize the sources of knowledge and its methods.” (ibid., p. 23-24)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	1	6,8,9,11,12 14		8,15		
Conceptual Knowledge		1,2,3,8,10 11,12,13 16				
Procedural Knowledge	4		5,12			
Meta-cognitive Knowledge	4					

#### **4. Development Competency**

This competency is concerned with the development of the learner's growth in five areas described in the following points:

##### **a. Physical Growth**

The physical growth as the document clarifies, means that the learner should be able to take care of his/her physical and mental health by following healthy, physical, and social habits, therefore s/he should sport regularly realizing that its importance for his/her body. In addition, s/he should carefully choose what to eat, as s/he should realize and understand that there is a strong relationship between body and mind. (ibid., p. 24)

##### **b. Mental Growth**

The learner at this level should understand the steps of the scientific research in order to use them in his/her studies as well as when solving problems. It is also mentioned that the learner should use scientific and logical methods of thinking as well as to be able to analyze, interpret, understand, observe, classify, apply, hypothesize, compare, and make appropriate decisions. In addition, the learner should accept evidence supported by proof of science. S/he should think logically and wisely without the influence of his/her emotions, fanaticism and superstitions. The

learner should be open-minded so that s/he gets benefits, experiences, and sciences from different cultures that do not contradict with his/her own values. (ibid.)

### **c. Emotional and Values Growth**

It is obvious that this type of growth gives emphasis to feelings. Therefore, it is stated that it is important for the learner to feel proud of himself/herself. However, that feeling should not make the learner acts arrogantly and selfishly towards others. Hence, the learner should be able to love one another and avoid hurting people. Besides, the learner at this level should be able to express his/her opinions as well as to admit his/her mistakes and to apologize when needed. The growth of emotions and values also means that the learner should be courageous and willing to take responsibility. In terms of honesty, the learner should always tell the truth and transfer information sincerely. Finally, the learner should enjoy reading and practice various hobbies (ibid., pp. 24-25).

### **d. Social Growth**

The social growth is about enabling the learner to create good relationships with others based on respect, cooperation, understanding and social manners. Thus, the learner should be able to act and behave in a way that makes him/her reliable whether with himself/herself or with others. Moreover, it has been stated that s/he should take initiative to serve and help his/her society. Social growth also gives emphasis on the learner to take care of his/her parents, respect old people and have mercy on children. Besides, it is important for the learner to help people in need and act nicely towards animals. When sharing his/her opinions, s/he should be tolerant and avoid bigotry when expressing his/her views. What is more, s/he should realize the role of women not only in the family but also in the whole society. The learner also should be able to express his/her thoughts, accept criticism and criticize objectively. When advising, s/he should provide meaningful advice. The learner should value relationships taking into account the social etiquette (ibid., p. 25).

### **e. Psychological Growth**

In order for the learner to be developed psychologically, s/he should be able to control his/her emotions and deal with things wisely and positively. The learner should realize the conditions

required for the psychological health and participate in the social life without being shy. S/he should believe in his/her abilities away from vanity or inferiority and accept failure and work hard to overcome its effects (ibid., p. 26).

## 5. Civic Competency

The learner should be able to:

1. “Understand and respect the Constitution, laws and regulations and work according to them.
2. Recognize his/her duties and rights and defend them.
3. Act responsibly towards his-her country and maintain its security, stability, and property.
4. Prioritize the interest of his/her country.
5. Contribute in serving his/her country.
6. Appraise Yemen’s position and importance among the other Arab Islamic countries.
7. Appraise his/her country and its position as the source of the civilizations.
8. Encourage and seek for the Arab and Islamic solidarity.
9. Explain the geographical and historical importance of his/her country.” (ibid.)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		1,9				
Conceptual Knowledge		1,9	1			
Procedural Knowledge						
Meta-cognitive Knowledge						

Aims specified for the civic competency pertain the characteristics of the affective domain, which are connected with the appreciations, attitudes, interests, responsibilities and they are associated with the levels of (Responding, Receiving, valuing, organizing, and characterization). Aims 1 and 9 included in the Taxonomy Table and placed in both categories Understand and Apply. *Understand* both *Conceptual* and *Factual knowledge* and *Apply Conceptual knowledge*.

## 6. Professional and Economical Competency

This is the last competency mentioned in the document. It covers the abilities that enable the learner to be an independent person. The learner should be able to:

1. “Explain the importance of scientific and technical development and its impact on the progression of the society.
2. Acquire the needed professional skills and choose the appropriate profession that matches his/her abilities and interests.
3. Perform his/her duties perfectly and honestly.
4. Practice manual labor without feeling ashamed.
5. Analyze the requirements of various businesses and opportunities.
6. Value the role of production in the progress of society.
7. Value the role of economic institutions in the comprehensive development of society.
8. Realize the importance of time and manage his/her time efficiently.
9. Organize his/her budget and set priorities for spending money.
10. Explain the importance of planning for the right use of resources.
11. Evaluate the national and international economical resources.
12. Analyze and defend natural and industrial resources in Yemen.
13. Use the local and national environment for his/her own benefit and the benefit of society.” (ibid., p. 27)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge		1, 10,12		5, 12		
Procedural Knowledge						
Meta-cognitive Knowledge						



The sixth competency contains aims, which belong to the affective domain like the previous competency, since they also require dealing with attitudes, abilities, willingness, values, appreciation, motivation, etc. Four of these aims (i.e., 1,5,10, and 12) are also added to the Taxonomy Table. Aims 1, 10, and 12 are put in the cognitive process in the *Understand* category based on *Conceptual knowledge*. Aims 12 and 5 engage the category *Analyze* and both exemplifying *Conceptual knowledge*.

### **9.3.2. Aims of ELT**

As it has been mentioned in the theoretical part that the Teachers' Books are prescribed by the Ministry of Education and they supplement the *Crescent English Course series* for English language teaching in Yemeni schools. The analysis and the data interpretation in this part cover the three Teachers' Books for the three levels of the Secondary Education (i.e., 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> stages). The three parts of the Teachers' Books include same introduction. In the introduction, the communicative approach to language learning and teaching is emphasized "it pioneered the communicative approach to language learning and teaching" (Teacher's Book 4, 2011, p. 4).

Aims stated in these documents are illustrated for each language skill individually. They first present the aims of *listening* skill, secondly for *speaking* skill, thirdly the *reading* skill, which is preceded by a separate section for the aims of vocabulary and then the aims of *writing* skill. Aims determined for each skill are followed by general procedures that help enhancing and achieving them. Concerning grammar, the Teachers' Books list the grammatical areas which to be covered throughout this stage in a separate section.

#### **I. Aims of Listening Skill**

The aims of the Listening skill are presented in the Teachers' Books as follows:

1. "For pronunciation/intonation, i.e. imitating a model
2. For gist, i.e. for general meaning of the whole. This can be practiced by letting the pupils listen to any of the recorded texts before any specific task is set.
3. For specific information, i.e. only the information specified by the task.
4. For detailed information." (Teachers' Books 4, 5 and 6, 2011, p. 14)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Meta-cognitive knowledge						

From the statements listed above representing the aims set for the listening skill, it is not possible to distribute them in the Bloom’s Taxonomy Table due to the vagueness of their form or structure as aims. That is, the form of the statements of the aims does not match the criteria of the statements of aims claimed by Anderson and Krathwohl (2001, p. 4-5), which require a verb that refers to the cognitive dimension and a noun phrase which constitute the knowledge dimension. Therefore, the Taxonomy Table for the listening skill is left empty.

## II. Aims of Speaking Skill

*Crescent* 4, 5, and 6 aim:

1. “To provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow.
2. To develop in the pupils the confidence to use the language outside the classroom.
3. To provide practice in essential language patterns and vocabulary.
5. To recycle structures previously introduced and to develop exponents of functions as required in the syllabus.
6. To highlight the importance of pronunciation and intonation in conveying meaning.”  
(*ibid.*, p. 15)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge			1,2,3			
Procedural Knowledge						
Meta-cognitive Knowledge						

Regarding aims set for speaking, the first three aims are the only ones that can be classified in the Taxonomy Table. They are placed in the cognitive process category *Apply* constituting *Conceptual knowledge*. The last two aims are left unclassified, as it is not clear what cognitive process or type of knowledge they tend to develop in the learner.

### III. Aims of Vocabulary

1. “Pupils should have acquired an active vocabulary of approximately 2,500 items.
2. They should be able to use these productively, i.e. understand and use them orally and in writing.
3. Pupils need to learn how to deal with unfamiliar vocabulary. They should know that the meaning of a whole text can be discovered without necessarily understanding every word; that the meaning of words can be sometimes worked out from the text.” (ibid., p. 17)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	1					
Conceptual Knowledge		2	2	3		
Procedural Knowledge				3		
Meta-cognitive Knowledge						

The first aim requires the learners to ‘acquire’ up to 2,500 items throughout the three years of the Secondary Education, therefore, this aim is placed in the category *Remember* based on *Factual knowledge*. They also should ‘understand’ and ‘use’ the acquired vocabulary, the second aim engages the learners in the processes *Understand* and *Apply*, in which both signify *Conceptual knowledge*. The third aim is associated with the cognitive process category *Analyze* based on both *conceptual* and *procedural* types of *knowledge*.

#### 4. Aims of Reading Skill

The aims are to develop the following reading skills and techniques:

1. “Predicting the content of a text
2. Reading for gist (skimming)
3. Reading a text for specific information
4. Reading for detailed understanding (intensive reading)
5. Reading for enjoyment (extensive reading)
6. Using the context to work out the meaning of unknown words.” (ibid., p. 20)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	4					
Conceptual knowledge		1,2,3,4,6				
Procedural knowledge						
Meta-cognitive knowledge						

The first four aims involve the learners in reading to *Understand Conceptual knowledge*. Aim 4 also engages the category *Remember* based on *Factual knowledge*, as it is required from the learner to get specific information, which is a subtype of *Factual knowledge*.

When the learners are encouraged to read for their own enjoyment and interest, in this case, their affective domain is developed, therefore, aim 5 involves the development of the affective domain. Aim 6 is also associated with the cognitive process category *Understand* and *Conceptual knowledge*

## 5. Aims of Writing Skill

The writing activities in Crescent 4, 5, and 6 aim to:

1. “Reinforce pupils’ understanding of sentence syntax.
2. Reinforce work on structure and vocabulary.
3. Develop pupils’ ability to write continuous text” (ibid., p. 22).

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		1				
Procedural knowledge						
Meta-cognitive knowledge						

The first aim indicates the cognitive process category *Understand* representing *Conceptual knowledge*. The second aim is left unclassified, as it is not clear what is the intended cognitive process or knowledge to be developed. It is not clear in terms of what exactly the learner should “work”. Similarly, the verb ‘write’ in aim 3 indicates that the learner is required to *Create*, however, it ‘continuous text’ is not specified enough in order to decide what type of knowledge this aim constitutes. Thus, this aim also left unclassified.

## **9.4. Data analysis and interpretation (The Czech Republic)**

### **9.4.1. General Aims**

Education at this level concerns the development of various key competencies. That is, the general secondary school leavers should be provided with competencies that will prepare them for “university education and other types of tertiary education, professional specialization as well as for civic life” (FEP SGE, 2007, p. 8). Additionally, it has been stated:

“The aim of education at a grammar school is to enable the learners to attain specific knowledge, skills, attitudes, and values in order to use them in their personal and professional life. That is to say, what matters education at this stage is not the amount of the knowledge and data provided, but the knowledge that will make them able to utilize it in their daily life and develop their abilities and skills for the lifelong learning. The prerequisite conditions for the learners to be able to reach these aims are “the use of appropriate methods and approaches that stimulate the learners’ creative thinking, resourcefulness and independence to be employed, differentiated instruction and new organizational forms utilized, integrated subjects incorporated, etc. in education.” (ibid.)

Generally, the education at the grammar school aims at achieving the following objectives:

1. “To provide the pupils with key competencies on the level which is required by the FEP SGE;
2. To provide the pupils with a wide knowledge based on the level described by the FEP SGE;
3. To prepare the pupils for lifelong learning, for their professional, civic as well as personal lives.” (ibid.)

There are five key competencies to be developed in the learners at this stage, which are:

1. Learning Competency
2. Problem-solving Competency
3. Communication Competency
4. Civic Competency
5. Entrepreneurial Competency

## 1. Learning competency

1. “Plans and organizes his/her learning and work activity himself/herself, using them as a means for self-fulfillment and personal development;
2. Effectively employs various learning strategies in order to acquire and process knowledge and information, seeks and develops effective methods in his/her learning, reflects on the process of his/her learning and thinking;
3. Approaches information sources critically, processes the information creatively and employs it in his/her study and practice;
4. Evaluates his/her progress when achieving the objectives of his/her learning and work critically, accepts praise, advice as well as criticism from others, draws lessons from his/her successes as well as mistakes for further work.”(FEP SGE, 2007, p. 9)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	2					
Conceptual Knowledge					3	4
Procedural Knowledge			3	3		
Meta-cognitive Knowledge		1	2	2	4	2

Besides the progression of the cognitive processes, in which these aims demand, aims 1, 2 and 4 are also tend to progress the affective domain entailing categories of (*Responding, Receiving, and Characterization*).

## 2. Problem-solving competency

The learner:

1. “Recognizes a problem, elucidates its nature, divides it into parts;
2. Forms hypotheses, proposes gradual steps, considers the application of various methods when solving problems or verifying a hypothesis;

3. Applies appropriate methods and prior knowledge and skills when solving problems; apart from analytical and critical thinking, the pupil uses also creative thinking while employing imagination and intuition;
4. Interprets critically the acquired knowledge and findings and verifies them, finds arguments and evidence for his/her claims, formulates and defends well-founded conclusions;
5. Is open to using various methods when solving problems, considers a problem from various sides;
6. Considers the possible advantages and disadvantages of the individual solution variants, including the assessment of their risks and consequences.” (ibid.)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		4				
Conceptual Knowledge		1,4	2,3	1,4,6	1,6	2,4
Procedural Knowledge			3,5	1,5		2
Meta-cognitive Knowledge						

### **3. Communication competency**

1. “With respect to the situation and participants in the communication effectively employs available means of communication, both verbal and non-verbal, including expressing information of various types symbolically and graphically;
2. Uses specialized language as well as symbolic and graphic expressions of information of various types with comprehension;
3. Employs modern information technologies effectively;
4. Expresses himself/herself clearly, in spoken as well as written forms, comprehensibly and adequately to what, to whom and how, with what intent and in which situation he/she



wants to communicate; the pupil is sensitive to the degree of experience and knowledge and to possible feelings of his/her partners in communication;

5. Presents his/her work as well as himself/herself in a suitable way before a familiar as well as unfamiliar audience;
6. Understands messages of various types in various communication situations, correctly interprets the messages being received and argues pertinently; helps achieve understanding in unclear or disputable communication situations.” (ibid., p. 10)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		1,6				
Conceptual Knowledge		1,3,4,5,6	1,2	6		6
Procedural Knowledge			1,2			
Meta-cognitive Knowledge						

Aims 4 and 5 also indicate the improvement of the affective domain implying its category *Responding*.

#### **4. Social and Personal Competency**

The learner:

1. Realistically evaluates his/her physical and spiritual possibilities, he/she is capable of introspection;
2. Sets his/her objectives and priorities with respect to his/her personal abilities, interests as well as living conditions;
3. Estimates the consequences of his/her conduct and behavior in various situations and adjusts his/her conduct and behavior accordingly;
4. Adjusts to changing life and professional conditions and influences them actively and creatively according to his/her abilities and possibilities;

5. Actively cooperates when setting and attaining common goals;
6. Contributes to creating and maintaining valuable interpersonal relations based on mutual respect, tolerance and empathy;
7. Exhibits a responsible relation to his/her own health and to the health of others;
8. Decides on the basis of his/her own judgment, resists social and media pressure.” (ibid.)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge					1,3	2

Aims at this type of competency strongly stress on developing the learner’s affective domain stating grounding them in the categories of (*Responding, Organization, and Valuing*). Aims 1, 2 and 3 are also placed in both categories *Create* and *Evaluate* and *Meta-cognitive knowledge*.

## **5. Civic competency**

The learner:

1. Considers relations between his/her personal interests, the interests of a wider group to which he/she belongs and public interests in a knowledgeable way, decides and acts in a balanced manner;
2. Hypothesizes on the development of the society and civilization in terms of life sustainability, makes decisions and acts in such a way as not to endanger or damage nature and the environment or culture;
3. Respects the diversity of values, opinions, attitudes and abilities of other people;

4. Expands his/her knowledge and understanding of cultural and spiritual values, helps create and defends them;
5. Carefully considers connections between his/her rights, duties and responsibility; approaches the fulfillment of his/her duties responsibly and creatively, defends his/her rights as well as the rights of others, acts so as to prevent their suppression and helps create conditions for their fulfillment;
6. Acts knowledgeably and responsibly in crisis situations and situations when life and health are in danger, offers help to others;
7. Reviews the events and development of public life, monitors what happens at his/her place of residence and its surroundings, takes and defends informed stances and acts for the common good as he thinks best.” (ibid., p. 10-11)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge		4		1		2
Procedural Knowledge						
Meta-cognitive Knowledge						

All of the aims listed above, which are related to the civic competency concern the growth of the affective domain as they all concern the learner’s attitudes, awareness, interests, concerns, abilities, duties, responsibilities, etc integrating different levels (*Receiving, Responding, Valuing, Organization, and Characterization*). Additionally, aims 1, 2, and 4 can be also classified in the cognitive processes placed in categories of *Understand, Analyze, and Create* grounded in *Conceptual knowledge*.

## **6. Entrepreneurial Competency**

Entrepreneurial competency is about enabling the learner to set his/her own objectives and work hard for achieving them and accordingly evaluate the results. The learner who has Entrepreneurial competence:

1. "Decides purposefully, responsibly and with respect to his/her needs, personal disposition and possibilities on his/her further education and future professional specialization;
  2. Develops his/her personal as well as professional potential, recognizes opportunities and makes of them for his/her development in personal and professional life;
  3. Applies proactive approach, his/her initiative and creativity, embrace and supports innovations;
  4. Acquires and critically assesses information on educational and work opportunities, utilizes available sources and information when planning and implementing his/ her activities;
  5. Endeavours to attain set objectives, continuously revises and critically evaluates the attained results, adjusts his/her further activity with respect to the set objective; completes activities which he/she has begun, motivates himself/herself to achieving success;
  6. Judges and critically evaluates the risks related to making decisions in real-life situations and is ready to bear these risks if necessary;
  7. Understands the essence and principles of entrepreneurship, weighs it possible risks, seeks and critically evaluates the opportunities for implementing a business plan taking his/her disposition, the reality of the market environment and other factors into account."
- (ibid., p. 11)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	4	7				
Conceptual Knowledge		4,7	4	5,7	4	
Procedural Knowledge						
Meta-cognitive Knowledge						

Similarly to the previous competency, the stated aims for the entrepreneur competency involve the growth of the affective domain of various levels as well as some aims (i.e., 4,5, and 7) are classified according to Bloom's Taxonomy, as it is illustrated in the Table.

#### **9.4.2. Aims of ELT**

The FEP SGE document consists of two main sections, the Educational Content and the Subject Matter. The Educational Content section categorizes the aims of the first foreign language learning into three parts as follows:

- 1. Receptive Language Skills**
- 2. Productive Language Skills**
- 3. Interactive Language Skills**

Each category illustrates the aims in a number of detailed points. While the Subject Matter section is concerned with building the students' knowledge of the language in four main areas. The first area is the 'Language Means and Functions', which mainly deals with the linguistic competence aspects such as (phonetics, orthography, grammar, and lexicology).

The second area is the 'Communicative Function of the Language and Textual Types'. This area concerns the development of the students' (opinions/viewpoints, interaction types, emotions, topics for writing, text types, etc). The third part is the 'Thematic Areas and Communication Situations'. It covers several kinds of topics, such as (public, work, educational, social, personal and personality). The last branch is the Realia of the Countries of the Language Studied, for instance, their political and economic issues, literature and important works as well as their relations with the Czech Republic (FEP GSE, 2007, P.17-18).

The document sorts the development of the four skills (reading, listening, writing, and speaking) into three types of skills (Receptive, Productive and Interactive skills). Each section presents aims in a number of points.

### **I. Receptive Language Skills**

Aims of the receptive language skills are the ones related to the development of the *listening* and *reading* skills. For this part of aims, the FEP GSE asserts several aims to be achieved by the learner at this educational stage.

In regards to the student's ability of understanding for listening and reading skills, the document states that the learner should be able to understand the main points and ideas of authentic written texts as well as authentic oral expressions with even complex contents. In addition, s/he should be able to summarize the main and the secondary information out of the oral language s/he is exposed to. It is also important for the learner at this level to read literary work with complete comprehension. (ibid., P. 16)

Concerning the new vocabulary, he should be able to figure out their meaning according to his knowledge of the words he learnt previously and the way they are formed and alike. (ibid.)

The learner should differentiate between speakers in a conversation, their opinions and attitudes, identify different styles and emotional tones. As for reading texts, they should identify their structure and distinguish between the main and complementary information (ibid).

The learner also should be able to use a variety of dictionaries, informative literature, encyclopedias, and media. They also have to be able to gather information from various texts and work on them by themselves. (ibid.)

## **II. Productive Language Skills**

Productive language skills emphasize on the learner's ability to use accurate grammar and formulate his/her opinions in a spontaneous coherent and understandable way.

The learner should be able to compose clear texts and express his/her opinions and attitudes in a wide variety of topics. S/he also should write about his/her interests, activities s/he prefers and describe in detail their surroundings. It also asserts that the students should be able to write in both formal and informal types of texts. The texts must be logic and clear and using different styles is important. When listening to specific information of complex contents, s/he should convey the meaning in a comprehensible way with accurate grammar.

Furthermore, s/he should master using a range of vocabulary that enables him/her in conveying the meaning without affecting negatively on the content of the communication. When writing specific topic, s/he should be able to use monolingual as well as specialized dictionaries (ibid., p. 17)

### **III. Interactive Language Skills**

This part concerns students' abilities in expressing their own point of views, ideas, and attitudes whether in written or oral forms. It also confirms the use of correct grammar when discussing and commenting on non-fiction and fiction texts. Spontaneous reactions are very important in various situations with the emphasis on using adequate grammar rules as well as appropriate phrases and expressions. Pronunciation and fluent communication in various situations and topics is vital. Besides, the learner should be able to start and end any conversation with native speakers and discuss many topics including specialized interests. (ibid.)

## **Analyzing aims according to the Bloom's Taxonomy Table**

### **Receptive Language Skills**

The pupil shall:

1. "Understand the main points and ideas of an authentic oral expression with a rather complex content on a current topic and express its main as well as complementary information.
2. Distinguish between individual speakers in a discourse; identify different styles, emotional tones, opinions and attitudes of the individual speakers.
3. Understand the main points and ideas when reading an authentic text or written expression with a rather complex content on a current topic.
4. Identify the structure of a text and distinguish between the main and complementary information.

5. Find and accumulate information on a less common, specific topic from various texts and work with the information acquired.
6. Infer the meaning of unknown words based on already acquired vocabulary, context, knowledge of word formation and cognates.
7. Utilize various types of dictionaries, informative literature, encyclopedias and media.
8. Read literature in the language of study with comprehension.
9. Describe the plot and the sequence of events in a film or play.”

(FEP GSE, 2007, P. 16)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		6				
Conceptual Knowledge		1,3, 6, 8	5	2,4,		5
Procedural Knowledge		8,9	7			5
Meta-cognitive Knowledge						

According to the distribution of the aims in the Taxonomy Table, the first and the second aims require the learners to involve the cognitive process of Understand depending on their Conceptual knowledge. While the second and the fourth aims demand the learners to Analyze based on Conceptual knowledge as well, as the ability to distinguish and identifying is associated with the cognitive process category Analyze which necessitates conceptual knowledge in order to achieve it.

Aim 5 has two verbs ‘find and accumulate’, both signify ‘collecting’, and from gathered information, the learners will need to construct new meanings, as the task requires. Thus this aim is placed in the two cells of the Taxonomy Table (i.e., create [based on] conceptual and procedural knowledge) and (apply [based on] conceptual knowledge). Aim 6 requires the learners to ‘infer’ the meaning of unknown words based on already acquired vocabulary. Since ‘inferring’ is a subcategory of the cognitive process Understand that indicates ‘constructing’ meaning from ‘instructional messages’ therefore it is classified in the process category



*Understand*. In terms of the type of knowledge this aim belongs to, it is based on two types of knowledge, Factual knowledge as the learners need to relate the new words to those vocabularies already stored in their memory and Conceptual knowledge, due to the ‘word formation and cognates’. Utilizing entail the ability to apply what the learners have learnt as it is implemented in Aim 7, in which they need to have the skills of using the dictionary. The verb ‘describe’ in Aim 9 imposes the ability of ‘explaining or interpreting’ thus, it is placed in the Understand category based on Conceptual knowledge.

It is clear from the Table that most of the aims require a high degree of comprehension and that is illustrated in the cognitive process of Understand.

## **Productive Language Skills**

The pupil shall:

1. “Formulate his/her opinion in such a way that he/she is understood, using correct grammar, spontaneously and coherently.
2. Reproduce freely and coherently an authentic text with vocabulary and language structures characteristic of a rather demanding text, which he/she has read or listened to.
3. Present a coherent speech on an assigned topic.
4. Create lucid texts on a wide range of topics and express his/her attitudes.
5. Describe in detail his/her surroundings, interests and activities related to them.
6. Structure formal as well as informal written expressions logically and clearly, using different styles.
7. Receive information of a rather complex content with a good degree of comprehension and be able to convey it in such a way that he/she is understood while using grammar correctly.
8. Use a broad general vocabulary to develop argumentation without reducing the content of the communication.
9. Employ monolingual and specialized dictionaries when writing on selected topics.”

(*ibid.*, p. 17)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	7	3,4,6, 7	1,7,8,9			1,2,4,6,7,8
Procedural Knowledge			9,8			2, 4, 6
Meta-cognitive Knowledge						

As it is shown in the Taxonomy Table, the first aim is placed in two cells of the cognitive process representing both categories *Apply* and *Create* and both are based on *Conceptual knowledge* as the verb ‘formulate’ signifies ‘constructing’ which is an alternative term for ‘producing’ and it is a cognitive process in the *Create* category. The second part of the aim requires the learners to ‘use’ ‘correct grammar’ and by that, it represents the category *Apply* that is also based on the *Conceptual knowledge*. Aim 3 contains only one verb ‘reproduce’ therefore, it relates to the category *Create*. The knowledge of an authentic text s/he has read or listened constitutes *Conceptual Knowledge*. In addition, the learners need knowledge of vocabulary and language structures characteristics (i.e., *Factual Knowledge*). Hence, this aim is placed in one cell of the Taxonomy Table representing *Conceptual* and *Factual Knowledge*.

Aim 4 represent the category *Create* indicating both *Conceptual* and *Procedural Knowledge*. The second part of aim 4 has the verb ‘express his/her attitudes’ encompass the affective domain of the category *Responding*. The same is implicated in aim 5 (i.e., affective domain representing the category *Responding*). The third and the fifth aims imply ‘explaining, interpreting and describing’ thus; they are placed in the category *Understand* constituting *Conceptual Knowledge*. The sixth aim requires the learners to ‘structure’ and ‘use’ different styles of written expressions (i.e., formal & informal) therefore it is placed in two cells of Taxonomy Table *Create* and *Apply* and both based on *Conceptual Knowledge*. The seventh aim is classified into two cells of the Taxonomy Table *Understand* and *Apply*, for the first verb ‘receive’ involves the learners to understand, the information based on *Factual knowledge* and the verb ‘convey’ needs the learners to *Understand Conceptual Knowledge*. While the third verb ‘using’ implies the

cognitive process category *Apply* based on *Conceptual Knowledge* as well. The last two aims (i.e., 8 & 9) contain the verbs ‘use and employ’ that place them both in the category *Apply* based on *Conceptual* and *Procedural Knowledge*. In terms of Aim 8, it also contains another verb ‘develop’ that classifies it in the category of *Create* based on *Conceptual knowledge*.

It is obvious from the Taxonomy Table that the aims of the productive language skills require high level of cognitive process, as most of them are put in the categories *Create* and *Apply*.

## Interactive Language Skills

### The pupil shall:

1. “Express and defend his/her ideas, opinions and attitudes using appropriate written as well as oral forms.
2. Comment on and discuss various opinions on non-fiction and fiction texts adequately and using correct grammar.
3. React spontaneously and using correct grammar in more complicated, less common situations while using appropriate phrases and expressions.
4. Communicate fluently on abstract as well as specific topics in less common or specialized situations, respecting the rules of pronunciation.
5. Begin, carry on and end conversations with native speakers and join in active discussions on various topics concerning more specialized interests.” (ibid.)

<i>The knowledge dimension</i>	<i>The cognitive process dimension</i>					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			3			
Conceptual Knowledge		2	1,2,3			
Procedural Knowledge						
Meta-cognitive Knowledge						

Aims for the interactive language skill stress on the learners' attitudes, ideas, opinions, and interests, therefore, they match the characteristics of the affective domain as this domain involves feelings, emotions, attitudes, values, etc. For example, the first aim involves the learners in expressing and defending their own opinions and attitudes, which classifies it in the affective level Responding. In addition, the ability of 'using appropriate written as well as oral forms' ground it the cognitive process of the category Apply based on Conceptual knowledge. While the second aim is classified into two cells of the cognitive process, represented by the verbs 'comment and discuss' the category Understand based on Conceptual knowledge and the category Apply for 'using correct grammar' based on conceptual knowledge as well. The first part of the third aim 'react spontaneously' suggests the affective domain which indicates its second level Responding. The second part of the aim requires the learners to engage in the process Apply based on both Conceptual and Factual knowledge. The last two aims (i.e., 4 & 5) are related to the affective domain and both belong to the second category of the cognitive domain Responding.

## 10. Summarized Research Outcomes

Based on the analysis of the general aims and the aims of ELT of both countries, Yemen and the Czech Republic, it was found that the aims of ELT related to the Secondary Education of Yemen are stated in the *Teachers' Books* that supplement English language textbooks prescribed for the Yemeni learners by the Ministry of Education. The aims are stated for each language skill separately (i.e., *listening, speaking, reading, and writing*) including a separate section for aims of *vocabulary*.

Nevertheless, some of these aims lack clarity and do not provide detailed and precise information that clarify the development of the desired cognitive processes and the intended type of knowledge. Therefore, it was not possible to distribute these aims in the Taxonomy Table. Besides, the structure of aims is not the same in each statement. That is, some aims describe the intended cognitive process and the knowledge the learners are expected to acquire indicated by a verb and a noun phrase. While other aims are unclear to be classified in the Taxonomy Table.

On the other hand, the general aims of the Secondary Education of Yemen that are stated in the official curricular document known as the *General Learning Base* are very detailed, formulated and stated clearly. The document lists numbers of general aims, which are complemented with the identification of six types of competencies:

1. Religious Competency
2. Communication Competency
3. Cognitive Competency
4. Growth Competency. It concerns the growth of five areas
  - a. physical Growth
  - b. Mental Growth
  - c. Emotional and values Growth
  - d. Social Growth
  - e. Psychological Growth
5. Civic Competency
6. Professional and Economical Competency

Each competency contains several numbers of aims, which explain in details the abilities that the learners should acquire at this stage. Interestingly, the Yemeni document gives great emphasis to religion and the importance of understanding detailed religious rules. The analysis indicates that the general aims involve the development of various cognitive processes and different types of knowledge as well as aims that require the progression of the affective domain, which is contrary to the aims of ELT. Therefore, aims of ELT do not help achieving the general aims.

Regarding aims related to the Secondary Education of the Czech Republic, which are stated in the *Framework Education Programme for Secondary General Education FEPSGE*, the outcomes show that the aims of ELT are divided into three main categories presented in the document as (receptive language skills, productive language skills, and interactive language skills). The aims stated in each category are detailed, clear and precise. The structure, in which these aims are formulated, is the same for each individual aim. Therefore, it was possible to distribute and classify them in the Taxonomy Table, as they identify what cognitive processes and types of knowledge to be developed in the learners, from the simplest categories to the most complex ones. For example, aims of the productive language skills require a high degree of cognitive processes, while the receptive language skills entail simple cognitive processes.

Furthermore, they include aims that develop the affective domain in the learners, represented in aims of the interactive language skills, unlike the Yemeni ELT aims, in which there is only one aim that applies affective domain (i.e., reading for enjoyment).

In terms of the general aims, the FEP SGE identifies six key competencies for the Secondary Education in the Czech Republic represented in the following points:

1. Learning competency
2. Problem-solving competency
3. Communication competency
4. Social and Personal Competency
5. Civic competency
6. Entrepreneurial competency

Each competency consists of several aims that concern the development of the learner in various areas. The general aims and the aims of ELT are interconnected, as they all tend to enhance and

improve various cognitive processes and types of knowledge. In addition, aims of ELT and the general aims contain aims for the development of the affective domain in the learners at this stage.

# 11. Conclusion

This research deals mainly with aims of English language teaching. The investigation primarily aims at determining and comparing the aims of ELT specified for the Secondary Education in both countries, Yemen and the Czech Republic. Therefore, it is an attempt to examine if these aims are clearly stated as well as to explore in which curricular documents they are exactly presented. Furthermore, it tends to examine the general aims represented in the key competencies, which are identified within the system of education of both countries for the development of the learners of the Secondary Education and most importantly it explores the interconnection between them (i.e., ELT aims and General aims).

The theoretical part of this paper compares between the system of education of Yemen and the Czech Republic, identifying their educational stages as well as the characteristics of each stage. The comparison includes determination of the curricular documents which are fundamental parts of any educational system as well as the role of English language in both countries.

Furthermore, this part explains the concept of education and the significant role that aims play in this field. Aims in English language teaching and learning are presented in-depth as well, as they represent the main aim of this diploma thesis, indicating their prominent function in ELT. In relation to aims in ELT, this part of the thesis focuses on the Common European Framework of Reference for Languages known as CEFR. This document introduces and promotes the concept of the communicative language competences as the main aim of foreign language teaching and learning.

The theoretical part also suggests the use of the revised Bloom's Taxonomy for Classifying aims and determining the cognitive processes and types of knowledge they tend to develop.

Therefore, the research analyzes the aims of ELT stated and the general aims for the Secondary Education in Yemen and the Czech Republic based on the revised Bloom's Taxonomy.

Outcomes of the research show differences in terms of ELT aims of both countries. Aims of ELT of the Secondary Education of Yemen lack clarity and do not provide detailed information that specifies the cognitive processes and the type of knowledge they tend to develop in the learners. Therefore, they left unclassified in the Taxonomy Table. While aims of ELT for the same



educational stage of the Czech Republic are clear and require the development of various cognitive processes and types of knowledge according to the Bloom's Taxonomy Table.

In regards to the general aims, both countries state similar key competencies for the learners of the Secondary Education. However, the Yemeni document includes the religion competency, which is missing in the Czech part.

General aims and the aims of ELT of the Czech Republic are interconnected and complete each other, while general aims and aims of ELT of the Yemeni part are unrelated.

## 12. Resumé

Předložená diplomová práce obsahuje komparativní studii zabývající se cíli výuky anglického jazyka v České republice a Jemenu. Autorka zkoumá obecné cíle cizojazyčné výuky, které jsou uvedené v kurikulárních dokumentech pro střední školy vytvořených ministerstvem školství v obou zemích, následně je srovnává a hledá rozdíly a podobnosti.

Diplomová práce se skládá ze dvou částí: teoretické a praktické. V úvodu teoretické části se autorka věnuje důležitosti anglického jazyka a zasazuje ho do širšího vzdělávacího kontextu. Dále diplomantka definuje termíny, které jsou v práci použity, a shrnuje výuku v obou zemích. Tento souhrn je prezentován zvláště pro každou zemi, obsahující obecný popis těchto států a jejich edukační systém, společně s představením kurikulárních dokumentů, rolí výuky anglického jazyka a také učebnic, které jsou používány během této výuky.

V teoretické části autorka také podrobně vysvětluje koncepty obecné výuky na středních školách a její cíle, společně se specifickými cíli výuky anglického jazyka. Tato část také obsahuje popis cílů a odlišného pohledu na školní vzdělávání v obou zemích. Následuje klasifikace Bloomovy taxonomie výukových cílů ve všech doménách: kognitivní, afektivní a psychomotorické. Výukové cíle anglického jazyka jsou kategorizovány do dvou hlavních částí. První část se zabývá Společným evropským referenčním rámcem pro jazyky (CEFR) a reflektuje jeho použití v edukačních systémech států Evropské unie. Vzhledem k tomu, že jeden z hlavních cílů výuky anglického jazyka je rozvoj komunikační kompetence, je zde diskutováno i toto pojetí. Kapitulu uzavírá koncept komunikační kompetence podle Littlewooda.

Praktická část obsahuje kvalitativní analýzu a interpretaci nasbíraných dat z kurikulárních dokumentů obou zemí, Jemenu a České republiky. Z Jemenských kurikulárních dokumentů jsou použity následující dokumenty: Obecné výukové okruhy (*The General Learning Base*) společně se třemi díly knih pro učitele středních škol. Všechny tyto dokumenty jsou schváleny ministerstvem školství. Co se týče České republiky, byl zde použit jen jeden kurikulární dokument, a to Rámcový vzdělávací program pro střední odborné vzdělávání.

Analýzu otevírá přehled obecných cílů středoškolského vzdělávání společně se specifikací cílů pro výuku anglického jazyka. Vybraná data jsou analyzována dle Bloomovy taxonomie a řazena

podle kognitivních procesů a dimenze znalostí. Také jsou zde zdůrazněny cíle týkající se afektivní domény.

Srovnání cílů obou zemí je prezentováno odděleně a obě tyto části jsou doplněny závěrem. Výsledky výzkumu jasně ukazují, že ve srovnání s Českou republikou, kde jsou cíle pro výuku anglického jazyka velice podrobně a přímo uvedeny a rozděleny do tří kategorií (receptivní, produktivní a interaktivní řečové dovednosti), jsou Jemenské výukové cíle velice neurčité, nejasně stanovené a uspořádané v izolaci (např. poslech, mluvený projev, čtení či psaní). Kromě toho jemenské dokumenty poskytují přehled cílů jako součást knihy pro učitele, která doplňuje učebnice předepsané pro žáky v Jemenu, zatímco výukové cíle pro střední odborné vzdělávání jsou v České republice dostupné v jednom kurikulárním dokumentu, který je považován za stěžejní pro český edukační systém.

Při klasifikaci cílů dospěla autorka k závěru, že české výukové cíle vyžadují různé typy kognitivních procesů a znalostí a jsou velice přehledně strukturovány od jednodušších ke složitějším. Navíc jsou zde také zahrnuty cíle afektivní domény. Bohužel, kromě několika výjimek, díky neurčitosti a nejasnosti jemenských cílů nebylo možné tyto cíle zařadit do Bloomovy taxonomie. Co se týče obecných výukových cílů, obě země určují klíčové kompetence, které jsou stejné. Můžeme zde nalézt pouze jeden rozdíl a to takový, že jemenské kurikulární dokumenty mají klíčových kompetencí šest, kdežto Česká republika jich má pouze pět. Šestá klíčová kompetence v Jemenu zdůrazňuje rozvoj náboženské kompetence, která v českých kurikulárních dokumentech chybí.

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