

**A STUDY OF THE ENGLISH COURSEBOOK FOR  
DEVELOPING ENGLISH LANGUAGE PROFICIENCY  
IN THE INSTITUTES OF EDUCATION**

**PhD DISSERTATION**

**KHIN KHIN AYE**

**DEPARTMENT OF ENGLISH  
UNIVERSITY OF YANGON  
MYANMAR**

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## ABSTRACT

Developing students' English Language Proficiency is the primary aim of the English courses in the Institutes of Education. This study reports the process in which an English coursebook, *Kernel Lessons Intermediate Students' Book*, which is used as the core ELP coursebook for the ELP classes of the third and fourth academic years of Yangon and Sagaing Institutes of Education, was evaluated to examine the suitability and effectiveness of its teaching materials and to explore whether they can fulfil that goal. This evaluation aims to achieve insights into teachers' and learners' perceptions of the coursebook and to explore whether the coursebook serves the students' expectations in relation to the objectives of the programme which is to develop students' English Language Proficiency in all language skills and to find out the attitudes and views of the teachers on the material in use. In order to conduct the research, two questionnaires were developed, based on the coursebook evaluation criteria by Cunningsworth (1995). The questionnaires had eight categories which cover the evaluation of the overall ELP standards for developing learners' language proficiency. The evaluation phase focuses on the strengths and weaknesses of the coursebook and is examined according to a variety of frameworks and criteria set by Cunningsworth (1995) in his *Quick Reference Checklist*. The extent to which the coursebook in use meets the aims of the programme is also considered. In the evaluation phase, two questionnaires were provided to teachers and students so as to gather the required data about the content of the coursebook. The questionnaires were responded by 21 language teachers at the Departments of English, and also by 639 Third year and Fourth year students—both from Yangon and Sagaing Institutes of Education – who used the coursebook under study as the core ELP teaching/learning material. The results of the study showed that the lack of appropriate materials in the coursebook and its mainstream approach of mere emphasis on reading and grammar, with scanty writing practices bored the students. This led to the need for the more interactive communicative course materials. The results obtained revealed that the coursebook does not completely suit the teachers' and the students' expectations and is not fit for the target group of B.Ed. students, potential teachers of the basic education sector. Adaptation of materials to the needs of learners is apparently inevitable. The study explores the views of English language teachers of both Yangon and Sagaing Institutes of Education, to raise awareness on the role of coursebooks in developing students' English Language Proficiency. Recommendations are also offered on ways to improve the teaching materials of English Language Proficiency courses of the B.Ed. (Third Year and Fourth Year) from YIOE and SIOE, for better use in the future.

Keywords: *coursebook, evaluation, English Language Proficiency (ELP)*