A STUDY OF THE COVERAGE OF COGNITIVE PROCESS LEVELS DEVELOPED AND KNOWLEDGE TYPES DEMANDED IN THE COURSEBOOKS *STRAIGHTFORWARD*

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KHIN KHIN YONE

DEPARTMENT OF ENGLISH
UNIVERSITY OF YANGON
MYANMAR

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ABSTRACT

This study aims to find out the coverage of cognitive process levels and knowledge types in the activities in the coursebooks *Straightforward* – the adapted versions of English for General Purposes for Arts and Science undergraduate students in Myanmar. It also attempts to investigate how the coverage of thinking skill levels and types of knowledge differ throughout the undergraduate years. For these purposes, the instructions in Straightforward'Level 1A to Straightforward Level 4B are collected, studied and analyzed according to revised Bloom's taxonomy – a two-dimensional-matrix – proposed by Anderson and Krathwohl (2001). Then the frequencies and percentages of occurrence of different cognitive levels and types of knowledge are calculated and compared to find out the differences in the coverage. It is expected that most frequent categories are *Interpreting, a sub-thinking skill of Understanding Level, Executing, a sub-thinking skill of Applying Level,* and *Recalling, a sub-thinking skill of Remembering Level,* in the cognitive process dimension while *Knowledge of subject-specific skills, a sub-type of Procedural Knowledge, Knowledge of principles and generalizations, a sub-type of Conceptual Knowledge* and *Strategic Knowledge, a sub-type of Metacognitive Knowledge* in the knowledge dimension. As the *Straightforward series* are meant for 'English for General Purposes', not for developing critical thinking skills and creative skills, *Critiquing, a sub-thinking skill of Evaluating Level,* and *Producing, a sub-thinking skill of Creating Level,* are expected to be the least frequent while *Knowledge of criteria for determining when to use appropriate procedures, a sub-type of Procedural Knowledge* may be absent as learning a foreign language is different from studying some science subjects like Physics and Chemistry. Whatever it is, it would be better if instructions demand higher order thinking skills which can nurture students to be able to cope with the real world after graduation. It is hoped that this study would shed light upon the role of *Straightforward* in developing higher order thinking skills of Myanmar students who are learning English as a foreign language.