

**A STUDY OF GRADE XI ENGLISH TEXTS
FROM 1960 TO 2010**

PhD DISSERTATION

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MAY 2013

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ABSTRACT

At the Basic Education Level in Myanmar, textbooks are the main tool that teachers use in teaching English. Students also need to digest the whole content of the prescribed textbooks. In this aspect, English textbooks are the foundation stones for students' proficiency in English. Of them all, the English Textbook for Grade 11 is regarded as the most important and so it is necessary to analyze this textbook so as to make sure its suitability, quality and conformity with its learning objectives. With this justification, this research studies Grade 11 English Textbooks (from 1960 to 2010) and finds out the representation of cognitive skills in the textbooks in terms of Bloom's Taxonomy (1956). It aims to point out which levels of Bloom's Taxonomy are emphasized more and which are more neglected in these textbooks. One-third of the research materials are the textbooks used more than forty years ago. Thus, in order to identify the complete picture of cognitive skills, the construction of the examination question papers has to be studied. For this purpose, the contents of textbooks and the construction of the examination question papers are codified, based on a coding scheme designed by Riazi and Mosallanejad (2010). The coding scheme is based on Bloom's Taxonomy of cognitive skills. The reliability of the coding scheme is also tested through two kinds of reliability: inter-coder and intra-coder. The data are then analyzed and the frequencies and percentages of the occurrence of cognitive skills are calculated. The results of the study reveal that Lower Order Skills are the most prevalent learning levels in these textbooks. The other result of this study is the absence of the highest cognitive skills, *Evaluation* in most research materials. Moreover, a significant difference is also found among the textbooks in terms of their emphasis on different levels of cognitive skills. Using the Chi-square test, this finding proves that the objectives of teaching English at the Basic Education Level do not keep the same. Depending on the needs of the country and the needs of the textbook users, the weight given to the cognitive skills of the textbook keeps on changing. It is also found that when the objectives of the textbook change, there occurs changes in the test construction. Although the textbook alone cannot make students critical thinkers, teachers can design text-related tasks for the students. So as a final point, some implications for teachers and textbook developers are recommended.

Key words: textbook, Bloom's Taxonomy, Cognitive Skills, learning objectives