

## **Chapter I**

### **Introduction**

#### **Background**

Many countries widely acknowledge English language as the preferable language in international communication, science and education. It is a lingua franca. Therefore, it is chosen as one of the crucial subjects to be taught in schools that is used for communicative purposes, and enlarging the range of the communication especially in the setting where English is used as the foreign language (EFL). It is taught to equip the learners to sustain and compete within the rapid development of the science and technology in the 21<sup>st</sup> century. In fact, understanding theoretical issues and approaches in ELT plays an important role for evaluating the instructional materials in order to obtain the effectiveness for educational purposes which is based on the goals of the current situation which is to develop the creativity of thinking techniques. The theoretical issues

that relate with this study will be more on the theories of coursebook analysis using Bloom's Revised Taxonomy.

As a matter of fact, the rapid changes-as mentioned in the preceding paragraph, challenge the learners to strive against the demand of information, communication and technology. As a result, learners expect to be provided with high standards of instructional materials for the learning objectives, in terms of production, design, and quality, and the content of its activities that reflect education objectives. The instructional materials here are cassette tape, CDs, computerized materials, and course books, etc.

The essential materials for teaching and learning process that play a fundamental role are coursebooks. Coursebooks are considered essential for teaching and learning instructions especially for countries where English is used as a foreign language. There are many ELT coursebooks that consider relevance with the settings but unfortunately some of them are not associated with the learners' background, and expectation/needs (Davidson, 2005; Carol & Kupczyk-Romanczus, 2007; MEYCS,

2007).The background here is where English is used whether as a first language, second language or foreign language in ELT. And expectation is where the coursebook can assist the teachers with clear and comprehensive instructions and also can accommodate the students toward thinking skills that can lead to interaction among learners in order to become proficient in dealing with the English language.

An English coursebook that can assist the learners to be capable in communication should reflect on the syllabus objectives so as in the content of its activities which can equilibrate the learners thinking skills. Hence, to support the educational system, most of the developing countries all over the world including Timor Leste recognize the importance of using the course books as the instructional materials. Tomlinson (1998: 9) states that “a course book is a textbook that provides the basic materials for a course and it serves as the only book used by the learners during a course. It usually covers work on grammar vocabulary, pronunciation, functions and the four skills.” Hutchinson and Torres (1994: 327) describe a textbook as “an important means of satisfying the range

of needs that emerge from the classroom and its wider context”.

Timor Leste distinguishes the significance of English as the preferred language in international communication, and so as for the educational field, and assuming the working language status in the Timorese Constitution. Therefore, the first Constitutional Government of Timor Leste through its Ministry of Education has developed its first curriculum in 2004 after adapting some curriculum as well as coursebooks such as from Indonesia, Portugal, Brazil and Australia,

Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topics and lists of key facts and skills (the “input”). It is a map of how to achieve the “outputs” of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins and McTighe, 2006: 6).

However, these curriculum adaptations had been criticized by the citizens (parents) because the process of learning did not correlate with the cultural reality in Timor Leste. The facts that the students were reluctant to go to school led some of the parents to delay enrolling their children to schools as early as possible. The instructional materials (coursebooks) used were inauthentic with students' needs because the intention was only for the market purposes (global markets) and presented overlapping ideas about the world and failed to represent real issues about the authenticity of relevant phenomena and issues in the setting.

The adapted coursebooks also did not have central core or accommodate students' thinking skills in order to achieve the educational objectives. Therefore, students in different classes did not receive similar content which became a jeopardy for any attempt to set students' standards or benchmarks. Besides, there were no students' manual that could facilitate each learner to get along with the teaching instructions within classroom activities which required more time for teachers to teach instead of providing activities for learners to use the language, so it

was more on teacher-centredness. Meanwhile, there was no process in place to provide resources of coursebooks aligned with the new curriculum to schools within the territory of Timor Leste.

Ritesh Shah, (2009) indicated that, “a technique which continues to be observed in many classroom is teachers copying elements of their curriculum notes onto a blackboard, with students following suit”, “Lack of appropriate resources”(Heyward, 2005; “Teachers rely almost exclusively on Lafaek magazines” Quinn, 2006; Quinn, 2008).

Even after the new curriculum had been established, it was still criticized by “the stakeholders because it still did not correspond with the learning environment that is the books in terms of language and content did not associate with the environment” (Davidson, 2005; Carol & Kupczyk-Romanczus, 2007; MEYCS, 2007). For that reason, some revisions were made by the Fourth Constitutional Government of Timor Leste which then published the new curriculum in 2011. This is the current curriculum that is used in Timor Leste.

The new establishment of the new curriculum especially for the English program in 2011 with the general goals of:

Enabling students to develop the languages included in the curriculum, advanced comprehension skills in oral and written expression and knowledge of linguistics and culture, that allow access of information from a variety of sources and exploring a repertoire of communication channels. They interact and consolidate their capacity orally in a suitable manner in a range of social situations, contexts and culture, and were able to use them for communicative purposes and dialogue in everyday life. (*Ministerio da Educação de Timor Leste PlanoCurricular, 2011, 19*).

And there is also the specific English program goals which are the competence of using English language activities such as understanding and interpretation - listening/reading, and in production activities such as speaking/writing, done by students in the first year of three-year circle, are structured at increasingly complex levels. The ultimate aim is for the learners to use it for

communicative purposes and dialogue in everyday life. (ProgramaIngles 2011, 33).

Yassine (2005: 32) explains that the methodology to develop communicative competence as stated by Perrenoud (1996) “goes through problem solving situations where the learners are actively involved in thinking about the issue”.

And in 2014 the 1<sup>st</sup> edition of the 12<sup>nd</sup> grade English course book for secondary school in Timor Leste was published based on the linguistic theories that a coursebook will reveal the levels of comprehension skills in oral and written expression, and knowledge of linguistic, culture, and explore the range of communication channels that can provide resources for the learners to use English as a tool of communication purposes and dialogue in everyday life. This English coursebook for secondary school is also expected to assist the teachers and students as a tool of teaching and learning instruction related with the setting of where English language is used as the Foreign Language. It is also expected to have a wealth of resources within the content in order to facilitate the learners to be competent in using



English language as a tool of communication in various settings.

Abbs and Freebairn (1990) highlight the students' need to communicate actively: 'Students need to know that the language they are going to learn will enable them to communicate their needs, ideas, and opinions'. (p. 116). In addition, motivation comes from knowing that language activities in the classroom are all the times meaningful and aimed at real-life communication. And *The Cambridge English Course* (Swan and Walter 1990) recommends that 'language practice should resemble real-life communication, with genuine exchange of information and opinions'. (p. 116).

The coursebook as mentioned above should aim to provide as many resources as possible within its content and should be sufficient to meet the learners' needs in order to achieve the learning objectives. So, the course book selection and analysis seems to cover very significant and relevant issues. The aims that have been provided within the content of the course book should assist the students' cognitive capacity to learn what they have to do in order to master the target language for

communication and be conscious of its structures and skills they have to obtain.

As a matter of fact, the content that is going to enhance students thinking skills is from the activities in the course book itself. Hence, the researcher curiously would like to analyze this 12<sup>th</sup> grade English course book that reflects the syllabus objectives with the reading and listening instruction activities which can promote students' cognitive domain. This analysis will determine whether the 12<sup>th</sup> grade English course book only makes students memorize or actually encourages and enhance their ability to analyze, evaluate, and create.

Ibtihal Assaly & Abdul K. I. (2014: 25) cited in Bull and Andre (1973, 1979) who claim that activities direct thinking processes with the following objectives:

- Recalling previously taught material.
- Examining new material using comprehension, application, analysis and synthesis to better organize and benefit from it.

- Evaluation - Drawing a connection between old and new learning material by operating mental processes.

The instruction activities are very crucial to enhance students' creative thinking. Besides, they are also an important tool to assess students' understanding and levels of thinking in the process of learning.

The studies dealing with questions similar to those conducted by Andre, T. (1979), Black R. Thomas (1980), and Robertson, J. (1988), Ibtihal Assaly & Abdul Kareem Igbaria (2014) and Bloom have proposed various taxonomies. These taxonomies clarify the levels of three educational objectives by which activities are categorized: cognitive, psychomotor, and affective. Most of these studies used Bloom's Original Taxonomy to analyze the textbook content of activities. There are merely few studies that used New Bloom's Taxonomy such as Hoepfel (1980), Amin (2004), Mosallanejad (2008) and Gordani (2008), and Gholamreza Zareian, & Mohammad Davoudi, (2015).


Therefore, this study will use New Bloom's Taxonomy to analyze the 12<sup>th</sup> grade English coursebook's learning objectives of reading and listening instructions activities. There are six levels of general description of taxonomy in order to examine the goals of learners' cognitive domain such as knowledge, comprehension, application, analysis, evaluation, and creation.

Bloom's taxonomy has several characteristics that make it the most commonly used taxonomy in the field of education:

1. The taxonomy is educationally oriented and can be used to distinguish between groups of objectives that teachers use for writing curricula, study programs and lesson plans.
2. The levels are clearly and logically defined.
3. The taxonomy describes psychological phenomena.
4. The taxonomy discusses thinking processes ranging from the simple to complex with each level resting upon the previous one.

5. It is continuous, with each objective leading to the one following it.
6. It is comprehensive in that each behavioral objective can be categorized according to the taxonomy.

Bloom's Revised Taxonomy described by Anderson & Krathwohl (2001) define six levels of learning objectives as below:

	<b>Learning Objectives</b>	<b>Definitions</b>
	Create (level 6):	Combining elements together to form a coherent or functional whole: We organize elements into a new pattern or structure.
	Evaluate (level 5):	Making judgments based on criteria or standard.
	Analyze (level 4):	Breaking down material into parts and determine how they relate.
	Apply (level 3):	Knowing when to apply or use a procedure in a given situation, recognizing patterns to transfer to situations that are new.
	Understand (level 2):	Constructing or interpret meaning from instructional message, including oral, written and graphic communication long term memory.

	Remember (level 1):	Identifying or describe relevant knowledge from long-term memory.
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One of the crucial issues in the content of the coursebooks is the questions containing instruction of activities. These questions are studied in this research in order to distinguish the activities in the coursebook which can reflect various thinking skills as stated in Bloom's Revised Taxonomy learning objectives. Because those activities of the instruction questions from the coursebook have powerful influences towards students' cognitive development.

As Edward and Bowman (1996) stated, questions are vital components of the course books as they aim at creating an interest in the subject. Hence, this analysis will justify whether the course book places emphasis upon higher levels of thinking processes, such as, analyzing, evaluating, and creating or whether the activities merely encourage lower levels of understanding, understanding, and applying.

The content of the 12<sup>th</sup> grade English coursebook should correspond with specification of learning objectives. As stated by Aviles (2000) that Bloom's taxonomy of educational objectives is a tool that can be used in the wider context of education to help both new and experienced educators to think more precisely about what it means to teach and test for critical thinking.

"Content analysis is a multipurpose research method developed specifically for investigating thinking levels from the reading and listening sections' activities serves as basis for inference" (Holsti, 1969, p 2). It is a systematic, replicable technique for compressing extensive and large amounts of text into smaller, more manageable content categories based on explicit rules of coding. The resulting inferences can then be collaborated using other methods of data collection (Krippendorff, 1980). The analysis serves as a tool to determine whether the activities should be saved, changed, or modified.

Most of the previous coursebooks adaptation were expected to achieve satisfactory result during their performance in the process of learning English language. On the contrary, the reality of result has negative impact.



In fact, at the end of the semester most of the students did not have positive results of cognitive domain and failed to achieve the communicate competence as expected. It must be the coursebooks that had been used did not provide enough sources such as activities to sharpen the thinking skills and did not relate with the settings in order to achieve learning objectives.

Some of the related literature has revealed that teachers tend to pay more heed on lower order cognitive skills. It means there is a lack of higher level learning objectives and concomitant lower-level cognitive activities in most coursebooks (Houghton, 2004; cited in Forehand, 2005). As the studies conducted by Hoeppel (1980), analyzing the question in the reading skills, Amin (2004), examined the learning domains of General Persian textbook, exams, and college teachers' views. (*cited from [www.ijern.com](http://www.ijern.com)*).

Both analyses were using Bloom Taxonomy, the findings showed that according to Hoeppel (1980), the questions found in reading skills development books were analyzed on the basis of Bloom's original Taxonomy. The

results of the study indicated that about ninety nine percent of the questions were categorized within the two lowest levels of thinking (knowledge and comprehension), whereas very little stimulation of higher levels of thinking was provided through reading comprehension questions.

In another study, Amin (2004) applied Bloom's Taxonomy to scrutinize the learning domains of General Persian and General English language courses by examining the textbooks, exams, and college teachers' views. The findings of this study demonstrated that in general the Persian coursebooks focused more on higher levels of cognitive complexity in contrast to the general English ones which focused on lower levels of cognitive domain.

Therefore, analyzing the 12<sup>nd</sup> grade English coursebook 1<sup>st</sup> edition in Timor Leste is very significant for the future success and sustainability of the program as well. There will be no wasting time and financial difficulties if it has been evaluated for its effectiveness. This 12<sup>th</sup> grade English coursebook "The Students'

Manual English for Twelfth Year of Schooling”, that was published in 2014 by the Ministry of Education of the IV Constitutional government of Timor Leste with its counterparts (Camões-Instituto da Co-operação e da Língua, Fundação Calouste Gulbenkian, e Universidade de Aveiro) has hardly been evaluated because it has just been published recently. So, urgent needs in analyzing it will be worthy in order to identify particular strengths and weaknesses of the coursebook which can provide learning sources (activities) according to the learning objectives. In this study the researcher will use Bloom’s Revised Taxonomy described by Anderson et al. (2001) to analyze the 12<sup>nd</sup> grades English coursebook content of reading and listening instruction activities provided to achieve creative thinking skills.

### **Research Problem**

In accordance with the background above, this study aims to analyze the thinking skills in the 12<sup>th</sup> grade English coursebook that was prepared by the Ministry of Education of Timor Leste with the following questions:

Do the cognitive levels of the activities of reading and listening in the 12<sup>th</sup> grade English coursebook represent all the six levels of remembering, understanding, applying, analyzing, evaluating, and creating of the New Bloom Taxonomy of thinking skills?

### **The Objectives of the Study**

Based on the problems mentioned above, the aims of this study is to analyze the questions in reading and listening activities of the 12<sup>th</sup> grade English coursebook in order to identify whether the coursebook represents all the six levels of cognitive domain such as remembering, understanding, applying, analyzing, evaluating, and

creating in accordance with Bloom's Revised Taxonomy, Anderson et al. (2001).

The analysis will focus on the activities consist of questions such as: A Wh-questions, True/false question, yes/no question, multiple choice question, complete the sentence phrase, a chart, matching questions, statement question, and a key word request question.

### **Theoretical Framework**

The theoretical framework in this study will be coursebook/textbook evaluation of the 12<sup>th</sup> grade English coursebook using Bloom's Taxonomy.

Weir and Roberts (1994: 11) argue that there are two main reasons for evaluating teaching materials. First, textbook evaluation provides evidence "which can inform theoretical disputes about directions to be followed in language teaching or in teacher education". Second, "it is a tool to indicate the suitability of particular approaches or techniques under given conditions and whether they meet the claims made for them".

In the late 1940s, Bloom and other educators worked on a way to classify educational goals and objectives, which resulted in three learning categories or —domains and the taxonomy of categories of thinking. Each of the three categories requires learners to use different sets of mental processing to achieve stated outcomes within a learning situation. Thus, instructional goals and objectives should be designed to support the different ways learners' process information in these domains.

- **Cognitive domain** (knowledge) verbal or visual intellectual capabilities
- **Affective domain** (attitudes) feelings, values, beliefs
- **Psychomotor domain** (skills) physical skill capabilities

The original Bloom's taxonomy, Figure 1, is still widely used as an educational planning tool by all levels of educators today. In 2001 a former student of Bloom and others published a new version the taxonomy to better fit educational practices of the 21st century. At that time, the

six categories were changed from nouns to verbs because verbs describe actions and thinking is an active process. Figure 2 represents the revised Bloom's taxonomy. Both models are portrayed as hierarchical frameworks where each level is subsumed by the higher, more complex level – students who function at one level have also mastered the level or levels below it. Using the revised taxonomy, Figure 2, for example, a student who has reached the highest level —Creating has also learned the material at each of the five lower levels. Thus, a student has achieved a high level of thinking skills.

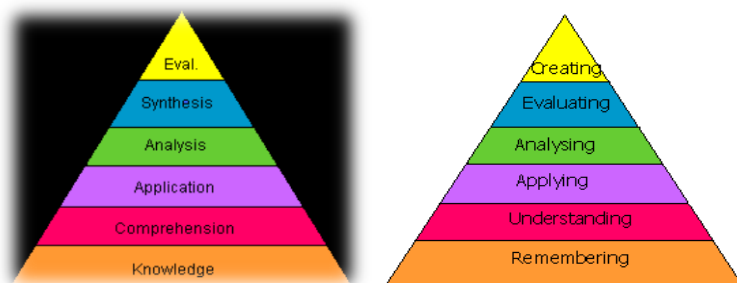


Figure 1 Bloom's Taxonomy 1956 & Figure 2 Bloom's Revised Taxonomy 2001

### **Why Use Bloom's Taxonomy?**

Bloom's Taxonomy can be useful for course design because the different levels can help you move students through the process of learning—from the most fundamental *remembering* and *understanding* to the more complex *evaluating* and *creating* (Forehand, 2010).

The taxonomy can be helpful as you develop assessments by matching course learning objectives at any given level of mastery. When teaching lower division, introductory courses, you might measure mastery of objectives at the lower levels and when teaching more advanced, upper division courses you would most likely be assessing students' abilities at the higher levels of the taxonomy.

Instructional objectives are more effective if they include specific verbs which can tell students what they are expected to do. The verbs listed in Appendix B are linked with each level of thinking, which in turn are tied to activities, products and/or outcomes specific to the objective.



### **Significance of the Study**

It is expected that the results of this study can give contribution to the teachers, students, and the coursebook writers.

- ▶ For teachers, none or very few studies were conducted to analyze this 12<sup>th</sup> grade English coursebook in Timor Leste, this analysis will be worthy to assist the teachers to discover which cognitive levels of thinking skills are represented therefore, teachers can be aware to develop their own learning material by substituting the weakness in the sections of this coursebook.
- ▶ For students, it is hoped to fulfill the learners' needs by providing the learners with thinking levels within the content of the coursebook that can represent all the six levels of cognitive domain.

- For the coursebook writers, The 12<sup>th</sup> grade English coursebook is the one currently recommended and in-used for the learning process, the researcher believes that this study would assist the authors identify which type or level of the activities are represented in this coursebook that develop the learners' thinking order.

### **Scope and Limitation**

This study is to analyze the reading and listening questions of the 12<sup>th</sup> grades English coursebook that were analyzed using the Bloom's Revised Taxonomy Anderson et al. (2001). The questions consist of A Wh-question, True/false question, yes/no question, multiple choice question, complete the sentence phrase, a chart, matching questions, statement question, and a key word request question that were categorized in accordance with the six levels of cognitive domain which are remembering, understanding, applying, and analyzing, evaluating, and creating. This English coursebook (*Manual do Aluno INGLÊS 12.º ano de escolaridade/Students' Manual*

English for 12<sup>th</sup> year of schooling) is recently new and being utilized by students. The selection of this analysis will focus only on the reading and listening questions. And the findings of this study cannot be generalized to other coursebook used in private schools as they are allowed to choose or develop their own teaching materials.

### **Definitions of Key Terms**

The following are the terms that have been used in this study and defined such as:

**Material Evaluation:** refers to judgment of a material in order to discover its strength and weaknesses so that optimum use can be made of their strong points and weaker areas can be strengthened through adaptation.

**Bloom's Taxonomy:** the organization of how people think and learn in the school in order to reach some certain levels.

**Thinking Skills:** the mental processes that people usually seek to sharpen it through activities that people do in their life experience.