Chapter V

Conclusions and Recommendations

Conclusion

The results of this study show that the authors of this coursebook emphasize questions on the lower level of cognitive process which is understanding more than the higher ones. This finding is consistent with the previous findings of Ibtihal Assaly, Abdul K. I., (2014) who conducted a Content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class in Israel. The findings also support the specific English program goals which are the competence of using English language activities such as understanding and interpretation in listening/reading with the variety of sources to sharpen their knowledge. Learners are taught to uunderstand and interpret with critical and reflective way, information conveyed by different media, and produce diversified texts in English as stated in the curriculum objectives.

Conversely, this coursebook distinguishes a bit more density in the higher level of cognitive process compared with the previous findings which are more advanced. The three levels of activities in the higher thinking order appeared almost in all the activities in the nine units of reading and listening sections to challenge and provide creative thinking out of the box in this case especially the cognitive level of analyzing.

This 12th grade English coursebook that was prepared by the Timor Leste's Government and its counterparts for the 12 graders of secondary school contains a wealth of beneficial activities in the nine units of reading and listening. The authors have solved the puzzle by providing the activities for both levels, lower and higher order thinking skills, not only to grasp the meanings but also to strive beyond the knowledge. To conclude, this 12th grade English coursebook is appropriate for the learners to compete in the examination and matriculation in the higher education. Special credit should be given to the authors Gillian Moreira, Paula

Fonseca, Susana Pinto, and Tim Oswald who provide this outstanding English Coursebook.

Recommendations

As this study is limited to only two sections of reading and listening activities of the 12th grade English coursebook based on the thinking skills, the following recommendations are given. The questions of reading and listening sections investigated in this study should be given more attention on both levels-lower order and higher order thinking skills. This research finds that the learning objectives of cognitive levels of lower order thinking were represented in these two sections. However, the higher order of thinking skills are not emphasized in the reading and listening activities.

Therefore, the writers should pay more attention to emphasize the cognitive levels of higher thinking skills. Then, for the teacher can be aware to develop their own learning material by substituting the weaknesses in the sections of this coursebook. The last, the future researcher is recommended to investigate the following part:

1. External and internal (cover of the book, introduction, and the language components and the skills) of this coursebook.
2. The remaining sections of the coursebook, the 12th grade English coursebook
3. The teacher's guide and the workbook.

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