

An Investigation of the Microstructure in Classroom Discourse Unit Plan in Straight forward Course Book Series (Unit 1A, Level 1B)

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Abstract

This study is about the critical discourse analysis for course book evaluation of the “Straightforward Course Book Series” which have been currently used in Higher Education Myanmar for the students of all specializations. Altogether twelve activities from four compartments of students’ developmental area of language skills: grammar, vocabulary, reading and listening, and speaking in Straightforward Level 1B, Unit 1A (CEFR Level, A2) were analyzed by using Discourse Topic Analysis based on the discussion of Teun A. van Dijk in the book of Text and Context. The purpose of this study is to show that lesson plans or the macrostructure of classroom discourse are kinds of complex conceptual semantic structure and are mostly composed of hierarchically organized three stages: initial, intermediate and final stages. These stages are organized by underlying cognitive problem-solving strategies which show great consistency in all unit plans in the course book. All in all, this descriptive-qualitative analysis shows a great uniformity with well- organized framework of the macrostructure of lesson planning in the L2 teaching and learning classroom context.

Key words: course book evaluation, critical discourse analysis, L2 teaching and learning

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