



CONTENT ANALYSIS OF GRADE TWELVE ENGLISH TEXTBOOK THROUGH THE LENS OF TASK-BASED LANGUAGE TEACHING IN MYANMAR

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Abstract

The main aim of this study was to evaluate the Grade Twelve English textbook used in Myanmar through the lens of Task-Based Language Teaching (TBLT). Specifically, this study is to investigate how much the tasks in the Grade Twelve English textbook align with the four criteria of a task proposed by Ellis (2018) and to examine the perceptions of teachers on the Grade Twelve English textbook. In this study, mixed method; qualitative and quantitative, was applied. The content analysis of the textbook activities adopted one coding framework; for evaluating task-likeness (Ellis, 2018). A questionnaire survey for the perception of Grade Twelve teachers in Myanmar was developed based on Jeon and Hahn (2006). A total 82 Grade Twelve teachers were selected as respondents. Results from the content analysis revealed that the activities used in the Grade Twelve English Textbook meet all four task criteria of Ellis (2018). Similarly, the findings from the perceptions of teachers were satisfied through the lens of TBLT framework. Therefore, the results of this study highlight the insightful information for curriculum development and educators who are teaching Grade Twelve English in Myanmar. Moreover, this study's findings also reveal the limitations and strengths of the Grade Twelve English textbook intended for using in Myanmar education context.

Keywords

Textbook, Textbook Evaluation, Content Analysis, Task-Based Language Teaching, etc.

Full Article

Introduction:

Although full attention is paid to the roles of teaching-learning, quality of teachers, and the achievement and performance of students in the education setting, there is significantly less attention paid in textbooks used in the teaching-learning process (Richards, 2001). In order to develop a national education system, upgrading the curriculum, which is a crucial material during the teaching-learning process, is important. Regarding the curriculum development, textbooks are basically necessary for this process. Whether textbooks are written clearly, they need to be evaluated and analysed. A textbook is a valuable knowledge resource for students, offering firm information presented on each page. It also facilitates a connection between students and instructors, enhancing their understanding and expertise. Ideally, the four skills should be integrated and included equally in the textbook. It is widely said that students require the ability to use relevant terms properly in each skill. Because of these requirements, students learn to read without developing the ability to construct well-structured sentences or paragraphs and participate in communicative activities. Concerning this, the text defines evaluation.

The term evaluation refers to the process of making judgments and assessing the quality, significance, or value of something. Therefore, textbook evaluation can be understood as a process of assessing the materials presented in textbooks to learners. This process allows the evaluator to express their opinions and provide feedback on the content. It requires careful consideration and



judgment by the evaluator (Sahyoni, 2019). It is important to note that textbooks are crucial resources that support the teaching and learning process in achieving educational objectives. According to Pamungkas (2010), textbooks are one of several essential instructional materials used in education, typically structured, organized, and condensed. This underscores the inseparable relationship between textbooks and teaching instruction; both are interrelated and mutually influential. Teachers acquire knowledge from books, which they then present to learners in their own unique ways. The books provide the foundational materials, while the lecturers deliver the developed content. Consistent with earlier statements, content analysis involves examining the written or visual content of a document. Furthermore, it serves as a research tool to determine the presence of specific words or concepts within texts or groups of texts.

Significance of the Study:

Some teachers have an opportunity to select the textbook for their classroom in some contexts. On the other hand, some teachers only used the prescribed textbooks from administrators and curriculum developers. Textbook evaluation is a critical process in education systems, especially in centralized contexts like Myanmar, where a single national textbook is used across the country. In Myanmar, the Ministry of Education holds full authority over curriculum standards and textbook development, resulting in a highly centralized and standardized educational system. Textbooks are the primary vehicles for delivering curriculum content and shaping students' learning experiences. Their content, structure, and alignment with curriculum objectives directly influence what is taught and how it is taught in classrooms nationwide. Given this centrality, the quality and appropriateness of textbooks are pivotal for effective teaching and learning. Educational curriculum and school textbooks from basic education level in Myanmar are designed and developed by the Ministry of Education (Htike & Zin, 2020). Textbooks were considered as the key components of the national curriculum in Myanmar's education system.

Textbooks are designed with the content, methods, and procedures for the teaching-learning process in Myanmar schools. Teachers are provided a systematic syllabus to follow in teaching a particular subject. Thus, Myanmar teachers must apply updated teaching techniques, approaches, and methods to suit a certain subject. If textbooks are short of meeting the quality standard to fulfill and address students' learning needs, these types of textbooks should be redesigned and reformed to meet students' requirements. At that time, textbook evaluation is one of the most appropriate solutions for this issue. Therefore, it is vital for teachers to make judgments regarding the suitability of textbook in the teaching-learning process. In Myanmar's centralized education system, textbook evaluation is vital for ensuring curriculum alignment, supporting teachers, and fostering inclusive, high-quality education.

English language learning in Myanmar occupies a critical position within the high school education system, serving as both a subject of linguistic study and a vehicle for accessing global knowledge and communication (Long, 2015). Myanmar's education system has historically emphasized grammar-translation and teacher-centered methods, though recent reforms have advocated communicative competence and learner-centered approaches. How textbooks reflect these reforms is a critical leverage point because, in many contexts, teachers rely heavily on textbooks for lesson content and assessment. Therefore, it is necessary to evaluate the Grade Twelve Textbook for evidence of curriculum reformation. Task-Based Language Teaching (TBLT) is an instructional approach that places authentic language tasks: activities where meaning is primary and language is used as a tool to achieve an outcome at the center of learning (Ellis, 2003). TBLT prioritizes students' engagement with meaningful language use over traditional drill-and-practice approaches, positioning real-world task completion as central to curriculum design and classroom instruction.



In secondary education systems where textbooks serve as the backbone of curriculum delivery, the extent to which textbooks embody TBLT principles has a major influence on classroom practice. In Myanmar, national curriculum reforms and growing interest in communicative competence make it timely to evaluate whether upper-secondary English textbooks facilitate task-based learning. While TBLT principles have gained international recognition and integration into language teaching frameworks, the extent of TBLT implementation in the Grade Twelve English textbook in Myanmar remains insufficiently documented in empirical research (Long, 2015).

Purposes of the Study:

The main purpose of this study was to evaluate the Grade Twelve English textbook used in Myanmar through the lens of Task-Based Language Teaching (TBLT). The specific research objectives of the study were described as follows.

- ✓ To investigate how much the tasks in the Grade Twelve English textbook align with the four criteria of a task proposed by Ellis (2018)
- ✓ To examine the perceptions of teachers on the Grade Twelve English textbook

Definitions of Key Terms:

Textbook: A book that systematically presents knowledge in a subject, used especially in schools and colleges. Functions as both a carrier of educational content and a teaching aid, with structured components like text, illustrations, and exercises (Huang et al., 2022)

Textbook Evaluation: The systematic process of assessing a textbook's quality, relevance, and effectiveness using criteria such as content, structure, pedagogy, and alignment with curriculum. Methods include checklists, surveys, peer review, and framework like TBLT (Williams, 1983)

Content Analysis: A set of qualitative and/or quantitative techniques for systematically analyzing textual, visual, or audio data to identify patterns, themes, or categories (Krippendorff, 2004)

Task: It is an activity in which students use language as a tool to achieve a non-linguistic outcome such as solving a problem, creating a product and making a decision (Ellis, 2003)

Review of Related Literature:

Importance of Textbook Evaluation:

Textbook is an essential part for the success of students; therefore, it should be given a certain attention in analyzing such materials based on valid empirical studies. Although there are various textbook features having impact on students in the teaching-learning process, some features impact positively or negatively on the learning of students. According to Okeeffe (2013), textbook evaluation is a way by which features can be classified, and textbooks' effectiveness can be promoted. Moreover, Cunningsworth (1995) stated that textbook evaluation is useful in the development of teachers, and it can assist educators to get valuable and insightful concepts and knowledge into the nature of materials. In spite of the various techniques of textbook evaluation are utilized in practice, there are two useful techniques of the categories of textbook evaluation, namely quantitative and qualitative approaches. Depending on the goal of the investigation, these techniques can be applied both separately and in combination. In order to assure a higher degree of objectivity in the outcomes, a hybrid strategy that incorporates both qualitative and quantitative data is commonly employed (MusteafD, 2011).

Textbook evaluation is not only about content accuracy but also about fostering competencies such as critical thinking, cultural awareness, and lifelong learning skills. Modern evaluation frameworks emphasize the need for textbooks to promote inclusivity, interdisciplinary learning, and the development of essential life skills (Shevchuk, 2023). In Myanmar, where textbooks are also tools for nation-building and cultural representation, evaluation can address



issues of gender, ethnicity, and historical narratives to ensure balanced and equitable education (Li et al., 2020). Regular evaluation ensures that textbooks accurately reflect and support the intended curriculum (Ulfa et al., 2022). Moreover, textbook evaluation is essential for the identification of strengths and weaknesses of materials. Ulfa et al., (2022) revealed that textbook evaluation helps teachers and policymakers identify areas where textbooks excel or fall short, guiding improvements and revisions to better meet students' needs. Besides, textbook evaluation is useful for adaptation to local and global contexts. Comparative studies show that textbook content, readability, and cultural representation vary across countries. Evaluating Myanmar's textbooks in relation to international standards can reveal gaps and opportunities for enhancement, especially as Myanmar has not participated in international assessments like TIMSS (Uenishi, 2024). Finally, the evaluation of textbooks is support for teachers who are currently using this material in their teaching-learning process. In contexts with limited teacher training, textbooks often serve as the main instructional guide. Evaluation ensures that these resources are accessible, relevant, and supportive of both novice and experienced teachers.

Theoretical Background on English Textbook Evaluation:

This study is grounded in the theoretical framework of task-based language teaching (TBLT) (Ellis, 2018). TBLT framework includes the consideration of learning procedures and implementation of tasks (not exercise) in textbooks. It is a child-centered approach and allows students to communicate language use via tasks in textbooks. According to Nunan (1989), teaching movements have changed from the knowledge to the procedures of learning. Thus, TBLT framework focuses on the process of learning through effective communication and interaction with students. Shehadeh (2005) stated that students received knowledge through interacting with full engagement in tasks and activities. TBLT emphasizes learning through doing: learners complete tasks that resemble real-life language use where meaning and outcomes matter more than explicit focus on form (Long, 2015; Ellis, 2003). Typical TBLT features include a pre-task phase (exposure and orientation), a main task (realistic, outcome-oriented), and a post-task phase (analysis, focus on form, reflection). Tasks also vary in complexity, interactional pattern, and cognitive demands. Textbooks can either enable or constrain TBLT implementation. Studies have found that many traditional textbooks prioritize structural syllabi, controlled practice, and decontextualized exercises—features that conflict with TBLT ideals (Richards & Rodgers, 2014). Conversely, some modern textbooks include task-based units, project work, and integrated skills tasks. Content analysis of textbooks is a common method to examine such alignment (Breen & Candlin, 1987; Tomlinson, 2003).

TBLT positions the task as the fundamental unit of curriculum organization and instruction (Nunan, 2004). According to Long (2015), a task comprises “a piece of work undertaken for oneself or for others, freely or for some reward,” involving authentic language use to achieve real-world objectives rather than language forms in isolation (Grote & Oliver, 2022). Within educational contexts, Nunan (2004) stated that characterizing tasks as communicative activities involving meaningful interaction, goal-oriented communication, problem-solving and learner-centered processes (Willis & Willis, 2007). Based on the TBLT framework, tasks should reflect real-world language use, engaging students with genuine communication purposes rather than artificial, form-focused drills (Widdowson, 1978).

Theoretical Framework:

TBLT framework for textbook evaluation consists of four task criteria proposed by Ellis (2018). According to Ellis (2018), there are four task criteria; (i) the primary focus is on meaning which means to ensure that students are primarily concerned with comprehending and producing



messages for a communicative purpose, (ii) there is some kind of gap which is such a way as to incorporate a gap that will need to be closed when the task is performed and the gap creates a need to convey information, to reason or to express as opinion, (iii) learners rely mainly on their own resources which means any presentation of the language needed to perform the task, although it may supply input that can be borrowed during the performance of the task, need to draw on their existing linguistic resources and their non-linguistic resources for comprehension and production and (iv) there is a clearly defined communicative outcome that specifies the communicative outcome of the task. In this study, four task criteria proposed by Ellis (2018) was used to evaluate the textbook through the lens of TBLT framework.

Previous Research:

A great deal of research has been conducted on textbook analysis using the TBLT framework. Among these, three studies that are closely related to the present study are discussed.

The first research article conducted by Dao and Newton (2021) was “TBLT Perspectives on Teaching from an EFL Textbook at Vietnam”. This research aimed to investigate the relationship between the affordances for task-based teaching in a textbook and teacher awareness of these affordances. Content analysis was conducted for the activities in the textbook series New Cutting Edge, Elementary (Cunningham & Moore, 2005). The activities were collected, listed, and analyzed according to two coding frameworks: one for evaluating communicativeness (Littlewood, 2004) and the other for evaluating task-likeness (Ellis, 2018). For teacher awareness of these affordances, classroom observation and interview methods were used. The analysis of communicativeness revealed that while the textbook has a high proportion of activities with low communicative value, the task analysis showed that many of these activities are, in fact, either tasks or task-like. This study's result of classroom observation showed that the teachers consistently reduced the communicativeness and task-likeness of the textbook activities, and replaced them with teacher-centered, explicit grammar explanation and drill practice. Interview results revealed the teachers' rationales for their practice.

In the research article titled “Textbook Evaluation and Teachers' Perception of Task-Based Language Teaching: A Case Study of Iranian Bilingual Schools”. This study aimed to investigate the extent to which TBLT was incorporated into the textbooks and the extent to which teachers were aware of its concept in the bilingual education setting in Mazandaran province, Iran. Analyzing activities of Science Grade 2; Persian and English include general English, Reading, Mathematics, and Science through a general task framework (Ellis, 2003) and a survey through a questionnaire, conducted by Pirzad et al. in 2021. The study was a mixed-method study containing both qualitative and quantitative phases. Findings related to the textbook analysis indicated that the number of tasks in the textbook was relatively limited for real communication. Regarding the teachers' perceptions of TBLT, this study revealed that the participating teachers agreed with the idea of using tasks in teaching English language.

The last research article, “Research on the Applications of Task-Based Language Teaching in Integrated English Classroom Instruction”, was conducted by Chen (2025). This study aimed to conduct a comprehensive investigation of TBLT framework in Junior High School English Language Teaching, to optimize TBLT's pedagogical advantages in creating an appropriate learning environment. The theoretical framework of this study was grounded by language acquisition theory (Chomsky, 2010), constructivism (Vygotsky, 1960), and input and interaction hypotheses (Krashen, 1985). The study was conducted by using CEFR B2 (Upper-Intermediate) English Course for English major university students in Shanghai. This research design uses a mixed method: quantitative and qualitative methods. The result revealed that TBLT not only



effectively enhances students' comprehensive language skills but also optimizes their learning strategies, increases classroom participation, and significantly improves motivation.

Method:

This study utilized qualitative and quantitative research methods to determine task-based features through content analysis and questionnaires used to evaluate the Grade Twelve English textbook from the perceptions of teachers through the lens of TBLT during the research process.

Participants of the Study:

A simple random sampling method was used in the selection of participants from Basic Education High Schools in Mandalay region and Nay Pyi Taw. A total sample of 82 teachers, male (34) and female (48), from Grade Twelve English, by a simple random sampling technique, was selected. There are different teaching experiences of participants from the range of 5 years to 25 years.

Material:

The Grade Twelve English textbook published by the Ministry of Education, Basic Education Curriculum, Syllabus and Textbook Committee, 2023-2024 Academic Year, was chosen as the subject for this study. The textbook contains 12 units based on various topics, and each unit contains approximately 18 activities or tasks in each section: reading, vocabulary, grammar, listening, speaking, and writing. The textbook designers describe the textbook as giving special emphasis on communication and integrating the elements of a task-based approach (Cunningham et al., 2005). The content analysis of textbook evaluation based on four criteria of a task (Ellis, 2018) through the lens of TBLT was used.

Instruments:

For textbook evaluation, the content analysis of textbook evaluation based on four criteria of a task (Ellis, 2018) through the lens of TBLT was used. The questionnaire with 20 items was developed based on Ellis' four task criteria (2018) and adapted from Jeon and Hahn (2006) to examine the perceptions of teachers on the Grade Twelve English textbook. It is a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree to understand teachers regarding the basic concept of the task.

Procedure:

Firstly, the related literature was studied through intensive reading from a variety of sources such as journals, research papers, and books. Then, a checklist for content analysis of English textbook evaluation was prepared based on the previous literature to collect data. For the instrument validation process, expert reviews were requested and asked for two senior teachers who teach in Grade twelve English. According to the content validation of the experts, pilot testing was carried out. After that, data collection was done, and the researcher analyzed the received data. For data analysis, content analysis was used for qualitative data. For quantitative data, the perceptions of teachers in the Grade twelve textbook were collected in order to get their in-depth information on textbook evaluation.

Data Analysis and Interpretation:

Content Analysis of Grade Twelve English Textbook:

To conduct a content analysis, Ellis's (2018) framework for task-as-workplan was used to evaluate the task-likeness of the Grade Twelve textbook activities. There are four criteria for defining a task-as-workplan according to Ellis (2018). They are (1) the primary focus is on meaning (FoM), (2) there is some kind of gap (Gap), (3) learners rely mainly on their own resources (Ls' R), and (4) there is a clearly defined communicative outcome (CO). The sample data of the following

sentences were taken from the Grade 12 textbook activities, which were analyzed by using the framework of Ellis (2018). The sample analyzed data were interpreted as follows in Table 1.

Table 1: Comparison of Textbook Units based on Task Criteria and Task-likeness by Content Analysis through the Lens of TBLT

Textbook Unit	Number of Activities	Four Task Criteria				Task-likeness		
		FoM	Gap	LS' R	CO	Task	Task-like	Non-task
Unit 1	18	16	9	15	7	7	8	3
Unit 2	20	15	7	14	2	2	12	6
Unit 3	16	12	6	12	2	2	10	4
Unit 4	20	15	5	15	1	1	14	5
Unit 5	25	21	12	21	6	6	15	4
Unit 6	20	18	8	18	4	4	14	2
Unit 7	22	18	7	18	3	3	15	4
Unit 8	26	21	12	20	3	3	17	6
Unit 9	24	20	7	16	2	2	14	8
Unit 10	16	14	7	14	3	3	11	2
Unit 11	18	15	7	15	3	3	12	3
Unit 12	22	18	6	15	2	2	13	7
Review 1,2,3,4	15	14	1	1	0	0	1	14
Poem 1,2,3,4	28	24	23	24	5	5	19	4
Overall	290	241	117	218	43	43	175	72
Percentage						15	60	25

Scoring: Task Criteria (if task meets each criterion, 1 for each), Task-likeness (if task meets 4 criteria, it is a task; if task meets 2 to 3 criteria, it is task-like, and if 0 to 1 criteria, it is non-task)

According to Table 1, 43 (15%) of activities in the Grade Twelve English textbook meet all four task criteria. For example, activity 1 on page 2, in Pre-reading section, focuses on meaning, incorporates a clear opinion gap between partners, draws on learners' own socio-cultural and linguistic resources, and leads to a clear non-linguistic outcome in the form of mutually compared politeness judgments. The majority of activities in the Grade Twelve English textbook satisfy three task criteria. For example, activity (C) on page 5, in Reading section, focuses on meaning, requires learners to contribute their own reasons, and the use of learners' own resources to give reasons. In terms of non-task, some activities in the Grade Twelve English textbook meet none of the four task criteria. For example, activity (A) on page 8, in Grammar section, focuses on form, has no gap, requires learners to apply grammar rules, and does not include a communicative outcome. Overall analysis of the Grade Twelve English textbook, it can be concluded that the textbook is effective and suitable in language education in Myanmar; however, there may still be room for improvement.

Descriptive Statistics of Teachers' Perceptions on Textbooks:

The collected data were analyzed to realize the perceptions of teachers on Grade Twelve English textbook based on the task criteria through the lens of TBLT framework. Based on Table 2, Grade twelve teachers who participated in this study rate the primary focus is on meaning of the textbook with educational goals highly, with a mean score of 3.50 (SD = 0.58), remarking it in the "Excellent" range. For the second task criteria, some kind of gap received a mean rating of 2.95 (SD = 0.62), which qualifies as "Good" range, suggesting that there may still be room for improvement. Own resources of task criteria received a mean of 3.26 (SD = 3.26), falling in the



“Excellent” range. Teachers rate the communicative outcome of task criteria is on meaning of the textbook, with a mean score of 2.41 (SD = 0.74), placing in the “Good” range. This suggests that although textbook meets all four task criteria proposed by Ellis (2018) through the lens of TBLT framework, there may still be room for development.

Table 2: Mean and Standard Deviations of Teachers’ Perceptions on Textbook

Task Criteria	N	Mean	SD	Remark
Primary focus is on meaning	82	3.50	0.58	Excellent
Kind of gap	82	2.95	0.62	Good
Learners’ own resources	82	3.26	0.72	Excellent
Communicative outcome	82	2.51	0.74	Good

Scoring direction: 1.00-1.75 = poor, 1.76-2.50 = average, 2.51-3.25=good, 3.26-4.00= excellent

To further understand variations in perceptions of textbook, the quantitative data were segmented by the teaching experiences of English teachers who are currently teaching Grade twelve. Table 3 presents the mean scores and standard deviations of teachers’ perceptions of textbook across five groups of teaching experiences, ranging from less experiences (1-5 years) to those with above 20 years in this teaching profession. The result indicates that Grade twelve English teachers with 11-15 years of teaching experience rated the textbook highest with mean score of 3.90 (SD = 0.41), receiving an “Excellent” remark. Grade twelve English teachers 1-5 years of teaching experience provided slightly lower ratings, falling into the “Good” category.

Table 3: Mean and Standard Deviations of Teachers’ Perceptions of Textbook by Teaching Experiences

Teaching Experiences	N	Mean	SD	Remark
1-5 Years	9	2.78	0.35	Good
6-10 Years	22	2.76	0.72	Good
11-15 Years	24	3.90	0.41	Excellent
16-20 Years	15	2.83	0.78	Excellent
Above 20	12	2.87	0.68	Good
Overall	82	3.51	0.75	Excellent

Scoring direction: 1.00-1.75 = poor, 1.76-2.50 = average, 2.51-3.25=good, 3.26-4.00= excellent

To get detail information, an ANOVA analysis was conducted to examine whether these differences are statistically significant, thereby contributing insights into whether perceptions are consistent across different levels of teaching experiences.

Table 4 ANOVA Results on Teachers’ Perceptions of Textbook by Teaching Experiences

Task Criteria	Teaching Experiences	N	Mean	SD	F	p
Primary focus is on meaning	1-5 Years	9	2.32	0.55	3.71	0.08
	6-10 Years	22	2.45	0.50		
	11-15 Years	24	2.64	0.45		
	16-20 Years	15	2.60	0.54		
	Above 20	12	2.82	0.56		
Kind of gap	1-5 Years	9	2.30	0.55	2.99	0.17
	6-10 Years	22	2.60	0.53		
	11-15 Years	24	2.54	0.43		

Resources	16-20 Years	15	2.39	0.49	2.87	0.09
	Above 20	12	2.73	0.58		
	1-5 Years	9	2.51	0.61		
	6-10 Years	22	2.66	0.57		
	11-15 Years	24	2.60	0.52		
	16-20 Years	15	2.41	0.63		
Communicative outcome	Above 20	12	2.40	0.56	2.48	0.06
	1-5 Years	9	2.56	0.58		
	6-10 Years	22	2.62	0.65		
	11-15 Years	24	2.55	0.53		
	16-20 Years	15	2.43	0.59		
	Above 20	12	2.95	0.58		
Overall	1-5 Years	9	3.83	0.54	2.96	0.11
	6-10 Years	22	3.65	0.67		
	11-15 Years	24	3.88	0.62		
	16-20 Years	15	3.86	0.59		
	Above 20	12	3.98	0.66		

ANOVA results show that there is no statistically significant difference in the perceptions of textbook across various teaching experiences. Therefore, it can be concluded that the perceptions of teachers on textbook effectiveness are consistent across different teaching experiences.

Findings and Discussion:

The findings of this study highlight valuable insights through content analysis and into the perceptions of teachers through the lens of the TBLT framework in the Grade Twelve English textbook in Myanmar Basic Education Sector. Regarding the content analysis of the Grade Twelve English textbook through the lens of the TBLT framework, activities and tasks asked in the textbook meet all four task criteria proposed by Ellis (2018). It ensures that students are primarily concerned with comprehending and producing messages for a communicative purpose. There is some kind of gap which is such a way as to incorporate a gap that will need to be closed when the task is performed, and the gap creates a need to convey information, to reason, or to express an opinion. Moreover, students rely mainly on their own resources which means any presentation of the language needed to perform the task, although it may supply input that can be borrowed during the performance of the task, need to draw on their existing linguistic resources and their non-linguistic resources for comprehension and production and there is a clearly defined communicative outcome that specifies the communicative outcome of the task. This study's findings shape a growing body of research examining how language teachers engage with tasks in their classroom practice. Such studies seek to understand TBLT in relation to the complex world of the classroom, containing resources and materials, teacher beliefs, preferences of students, and traditional expectations of teaching and learning.

Regarding the perceptions of teachers on textbook, textbook satisfied the expectations of Grade twelve English teachers regarding the task criteria of Ellis (2018) according to the TBLT framework. Moreover, the majority of teachers thought that the textbook meets a high degree of teacher input; however, two task criteria, such as the kind of gap and communicative outcome criteria, still need to be improved. Based on the findings of this study, it is important for the Grade Twelve English textbook to incorporate scaffolded activities that cater to diverse language proficiency levels. Moreover, textbook should include more open-ended tasks encouraging students to express their thoughts and ideas without rigid constraints to foster spontaneous



language use. Besides, it is essential for the textbook to reflect the unique cultural and linguistic context of Myanmar.

There are some limitations to this study. Content analysis of a textbook by a single researcher is not valid to get the right information because of subjective judgments. Thus, a group of experts should be evaluated for further studies. Involving a very limited number of participants to assess the perceptions of teachers is one of the limitations of this study. Therefore, it is necessary to investigate a larger sample of teachers regarding their perceptions of textbook evaluation. Besides, the perceptions of students on textbook evaluation did not take into account. So, further studies should be conducted on students' perceptions of textbook evaluation. Finally, employing questionnaires instead of observations and interviews is another limitation of this study. Further studies should employ textbook evaluation using interview and observation techniques.

Conclusion:

This study's findings highlighted the evaluation of the Grade Twelve English textbook widely used in Myanmar education sector and the perceptions of teachers on this textbook through the lens of TBLT. The findings of this study reveal the effectiveness of the textbook's content for Grade twelve teachers in their English language teaching. It is crucial for curriculum developers to be aware of the perceptions of teachers towards the use of the Grade Twelve English textbook to help Grade Twelve teachers use the textbook more effectively. Moreover, textbook evaluation is helpful in teacher development and also provides powerful insights into the material's nature. The results provide valuable information for curriculum developers, language teachers, and stakeholders to make decisions on the inclusion of task-based learning. Therefore, the findings of this study make several contributions to the Myanmar education sector.

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Article Received:15/12/2025

Article Accepted:23/12/2025

Published Online: 26/12/2025

To Cite the Article: *Theint, Youn.* "Content Analysis of Grade Twelve English Textbook through the Lens of Task-Based Language Teaching in Myanmar." *Literary Cognizance: An International Refereed/Peer Reviewed e-Journal of English Language, Literature and Criticism*, Vol.-VI, Issue-3, December, 2025, 181-191. www.literarycognizance.com

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