

Abstract

This study investigates the connection between the reading section of the CET4 and *College English 1-4 coursebooks* by applying Barrett's Taxonomy to see to what extent the CET4 influences the design of English coursebooks in China.

In order to answer the research questions, this study includes eight CET4 papers from 2005 to 2008, four college English coursebooks entitled *College English 1-4* used at Southwest Jiaotong University for data collection and analysis.

The results of this study show that the CET4 tends to influence the coursebooks in terms of the cognitive and affective dimensions of reading comprehension of the Barrett's Taxonomy (1972 cited in Chapman et al. 1977). The most dominant dimension of the CET4 papers is reorganization questions while reorganization questions and literal comprehension questions co-dominate the four coursebooks of this study.

It is expected that the coursebooks will include inferential comprehension, evaluation and appreciation questions to develop students' high-order thinking skills in English.