Content Evaluation of Iranian EFL Textbook *Vision 1* Based on Bloom's Revised Taxonomy of Cognitive Domain

Maryam Mizbani, English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran
maryam.mizbani@yahoo.com
Hadi Salehi*, Assistant Professor, English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran
hadisalehi1358@yahoo.com
Omid Tabatabaei, Associate Professor, English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran
tabatabaeiomid@yahoo.com

Abstract
Textbooks are considered as the common features of the classrooms and are important means to make contributions to curricula. Therefore, their contents are very essential to develop the adequate curriculum planning. A textbook analysis is a means by which different features of the textbooks can be analyzed and hence their effectiveness is validated. This study set out to evaluate the content of *Vision 1*, the textbook of Senior High School, grade 1, in order to investigate in which six levels of cognition in Bloom's (2001) Revised Taxonomy of Cognitive Domain the activities of the four skills of Listening, Speaking, Reading, and Writing would be graded. Thus, the activities of the textbook were codified based on the coding levels in Bloom's Revised Taxonomy of Cognitive Domain. Then, the data were analyzed and the frequencies and percentages of occurrence of various codes related to the cognition levels in Bloom's Taxonomy were calculated. The results of the study did not detect any evidence for the presence of higher levels of the cognition and thinking process in the textbook activities related to the four skills. In other words, all activities in the domain of Listening, Speaking, Reading, and Writing were classified in low levels of cognition, namely Remembering, Understanding, and Applying and failed to nurture the students for high levels of thinking skills. The findings provided some supports for supplying complementary materials by the teachers in order to train the learners for higher levels of the cognition.

Keywords: Bloom's Revised Taxonomy, Cognitive domain, Content analysis, Textbook, Textbook evaluation, Thinking skills, *Vision 1*

Introduction

Textbooks all over the world are one of the most common resources in the classroom for both the teachers and the students. As Hutchinson and Torres (1994) claim, textbooks are not only the fundamental source of knowledge that teachers rely on to deliver lessons but also are the main basis of language input for learners besides their teachers. A textbook is the aid for the teacher's work and is beneficial for learning and revision. There is a general consensus that a textbook provides teachers and learners with a reliable source for teaching and learning and also a methodological support that gives them opportunities for revision and preparation. According to Rashidi and Bahrami (2012), textbooks are considered to be the framework for any pedagogical curriculum in the EFL setting. A textbook provides learners with a chronological sort of

information. They are a detailed sequence of teaching procedures that tell the teachers what to do and when to do it.

Textbook evaluation is a way to evaluate different perspectives such as the aims and objectives of the textbook, the skills, and their levels, and the topics covered. When the learning goals are determined, content analysis or the analysis of the specific activities, lessons, exercises, and other learning opportunities would be undertaken for the standard teaching materials. According to Tomlinson (2014), in content analysis one can make judgements about the value as well as the effect which that material has on people's lives.

It is intended to revise and change the contents of the textbooks taught at schools from time to time to keep them up-to-date. Alongside the recent changes in educational system, the contents of the textbooks were also changed. Thus, the contents of the English textbooks of high schools were modified to be more communicative and up-to-date based on the modern techniques and methodologies applied in different classrooms all over the world. The new English textbook *Vision 1*, has been taught at high school in grade 10 for 3 years. The textbook consists of the two books of Student Book and Work Book. The new lessons and activities of all four skills are included in Student Book and the activities of reading and writing are included in the Work book. The main intention of using textbooks is to provide learners with appropriate amount of knowledge. Knowledge would be learned at different levels by different individuals based on their cognitive and learning style. Learning the knowledge is classified from the simple and elementary levels of Remembering, Understanding, and Applying to the more complex levels of Analyzing, Evaluating, and Creating (Krathwohl, 2002).

As long as learning the knowledge at the higher levels is concerned, one of the important jobs of the teachers and textbooks is to train and help the students to be intellectually strengthen so that they might be able to think at higher levels of thinking process and cognition. For example, creating new and unique ways of solving problems, analyzing the events, and having critical thinking all are instances of capacities of different thinking process.

One framework used to specify different levels of the cognitive domain in the contents of the textbooks is Blooms' (2001) Revised Taxonomy of Cognitive Domain. Bloom (1956) as an educational psychologist originated a framework in order to enable the exchange of test items among faculties in different universities in the world to design banks of items for measuring the same educational objectives (Krathwohl, 2002). A taxonomy was developed to introduce various levels of cognitive domain. These levels were *Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation*. Later Bloom's students like Anderson and Krathwohl (2001) changed the first framework and proposed the revised taxonomy shown in Figure 1.

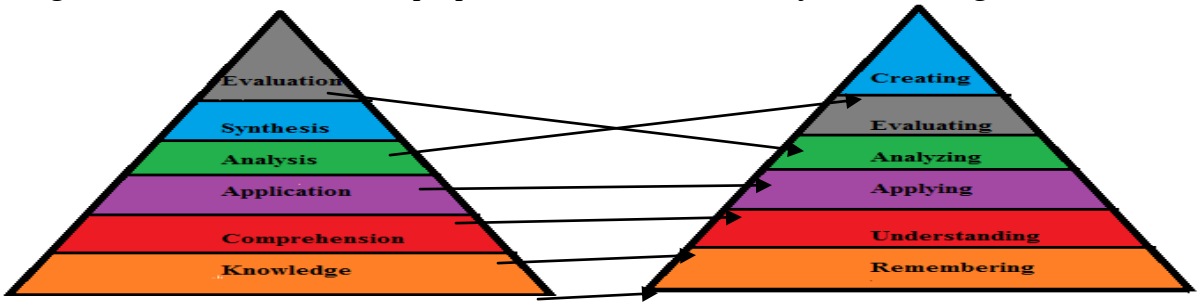

Figure 1. *Bloom's (1956/2001) Original vs. Revised Taxonomy of Cognitive Domain*

According to Krathwohl et al., (2001, p., 216), the revised model was made up of two dimensions of Knowledge and Cognitive Process (see Table 1), and the sequences of the levels

were from the simple to the most complex and each level of the cognition was a prerequisite level for the next succeeding one.

Table 1. *The Codes related to Bloom's (2001) Revised Taxonomy of Cognitive Domain*

Knowledge Dimension	Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	A1	A2	A3	A4	A5	A6
B. Conceptual Knowledge	B1	B2	B3	B4	B5	B6
C. Procedural Knowledge	C1	C2	C3	C4	C5	C6
D. Metacognitive Knowledge	D1	D2	D3	D4	D5	D6

Krathwohl et al. (2001) classified the Knowledge Dimension which includes a) Factual Knowledge which is knowledge of terminology and specific details; b) Conceptual Knowledge which is knowledge about the interrelationship among basic elements in a structure; c) Procedural Knowledge that means knowledge of different process and procedures; and d) Metacognitive Knowledge which means awareness and knowledge about one's own cognition and thinking.

Moreover, as Krathwohl et al., (2001) mentioned the Cognitive Process Dimension includes a) Remember which means recalling and remembering the specific facts and details; b) Understand which means explaining and classifying the information; c) Apply which means executing the information in a new way; d) Analyze which means breaking the information into its main parts; e) Evaluate which means making decision based on in-depth reflection; and f) Create that is creating new information.

The students are expected to attain higher levels of knowledge to be well prepared for their future life as autonomous individuals and critical thinkers who are able to generate new thoughts and outlooks for their future life."

Returning to the significant role of the textbooks in fostering the students to become successful and skillful thinkers to be able to use their knowledge and thoughts at the higher levels of the cognition, this study was designed to investigate in which categories of Bloom's Revised Taxonomy of Cognitive Domain as a reliable and famous framework for determining the levels of the cognition of the content and activities of the textbooks up to now, the activities of the four skills of Listening, Speaking, Reading, and Writing in the textbook *Vision 1* may be categorized. Moreover the study aimed to give an answer to the question that whether the textbook is helpful to prepare the students for higher levels of cognitive complexities and thinking skills as the important objectives and aims in an educational system.

Literature Review

The importance of evaluating the textbooks regarding their contents and activities as well as training and preparing the learners for high levels of thinking and cognition are inevitable in any educational system. Rajendran and Idris (2008), stated that the students may be well suited for solving a complex problem when they are prepared to make a creative capacity for problem solving. In this regard, Bloom's (2001) Revised Taxonomy of Cognitive Domain is one of the prominent framework which has been utilized for many years to explore the contents of different textbooks and determine their domains of cognition and knowledge.

For example, Risner, Nicholson, and Myhan (1991) in a study about the tests of three elementary science textbooks based on levels in Bloom's taxonomy stated that higher levels of the cognition are not observed among the tests. Hence, the objectives claimed for the elementary science textbooks were not accorded with actual published materials. In a study carried out by Razmjoo and Kazempourfard (2012) to analyze *Interchange* series based on levels of cognition in Bloom's Revised Taxonomy, it was shown that in the four books of Interchange textbooks, the lowest level of the taxonomy in Bloom's Revised Taxonomy, was the most repeated code.

Igbaria (2013) in a study about the textbook *Horizons,* evaluated the cognitive levels of WH-questions in the textbook according to Bloom's Taxonomy. Moreover, the study evaluated how much WH-questions of the textbook insisted on higher levels of thinking, and whether the textbook stimulates the students for generating the higher thinking levels that the author has attempted to expand in the students. However, the results suggested that the questions were categorized among the low levels of thinking processes.

Zareian, Davoudi, Heshmatifar, and Rahimi (2015) in their research examined the types and levels of questions in the two university textbooks named *English for the Students of Sciences,* and *English for the Students of Engineering* based on Bloom's Revised Taxonomy of Cognitive Domain. Their findings showed that the most frequent learning objectives found in these textbooks were all, the three lower levels of the cognition including Remembering, Understanding, and Applying.

A study conducted by Rahpeyma and Khoshnood (2015) through evaluating 439 activities in the English textbooks of Junior High School revealed that the most repeated learning objectives in the tasks of English textbooks of Junior High School were lower levels of learning objectives based on Bloom's (2001) Revised Taxonomy including Remember the Factual Knowledge, Apply the Conceptual Knowledge, and Apply the Factual Knowledge. In a study carried out by Sadeghi and Mahdipour (2015) for the three textbooks of *Advanced* Series taught in English institutes, it was argued that the distribution of the lower levels of cognition in Bloom's Revised Taxonomy was more frequent than the higher levels.

The results of a study conducted by Mizbani and Chalak (2017) about reading and writing activities of Junior High School students' textbook *Prospect 3,* indicated that the content and activities of the textbooks in student book and work book were mainly classified in the lower levels of the cognition in Bloom's (2001) Revised Taxonomy. In another study fulfilled by Mizbani and Chalak (2017) about listening and speaking activities of the textbook *Prospect 3,* similar results were obtained. In other words, most of the codes related to the activities of the two skills of listening and speaking showed lower levels of the cognition.

The foregoing studies demonstrated the outcomes for analyzing various EFL textbooks based on Bloom's (2001) revised taxonomy about learning objectives. In accordance with the previous studies, this research aimed to evaluate the textbook *Vision 1* to seek the answers to the following questions:

Q1. What is the level of cognition in Listening activities of the textbook *Vision 1*, the textbook of the first grade of Senior High School based on Bloom's (2001) Revised Taxonomy of Cognitive Domain?
Q2. Which levels of Bloom's Revised Taxonomy of cognitive domain are more frequent in Speaking activities of the textbook *Vision 1*?
Q3. In which level of the cognition in Bloom's Revised Taxonomy may the Reading activities of the textbook *Vision 1* be classified?
Q4. Which levels of cognition in Bloom's Revised Taxonomy are more frequent in Writing activities of the textbook *Vision 1*?
5. Does the content of the textbook *Vision 1,* incorporate satisfactorily the wide range of intellectual skills?

Methodology

Design of the Study

This study was a descriptive and mixed method research. In the qualitative part, the total activities of Listening, Speaking, Reading, and Writing of the textbook *Vision 1,* in both the student book and the work book were evaluated based on 6 levels of Cognitive Domain in Bloom's (2001) Revised Taxonomy to investigate their levels of learning objectives. *Vision 1* which is the English textbook of Iranian first grade of Senior High School, includes both a student book and a work book. The student book includes 4 lessons in which there are main parts of Get Ready, Conversation, New Words, Reading, Grammar, Listening and Speaking, Pronunciation, Writing, and What You Learned and some activities related to each part. The work book consists of reading and writing activities related to four lessons of the student book. The activities are various kinds of true/false sentences, Wh questions, Yes/No questions, completion forms, put the words in order etc. *Vision 1* was published in 1395 for the first time as the new English textbook for the first graders of Senior High School by the Publishing Company of Iranian Textbooks.

In the quantitative part, the frequencies, percentages, and the output of chi-square test for the result related to the significance of distribution of the codes between oral skills and written skills in activities of the textbook were calculated.

Instruments and Materials

Figure 2 suggests that the instruments in the study consisted of six levels of Bloom's (2001) Revised Taxonomy which were used to determine the levels of learning objectives of the activities in the textbook *Vision 1*. Among the six levels presented in the taxonomy, the first three levels, namely Remembering, Understanding, and Applying are regarded as the low levels of the taxonomy while the next three levels which are Analyzing, Evaluating, and Creating are high-level ones.

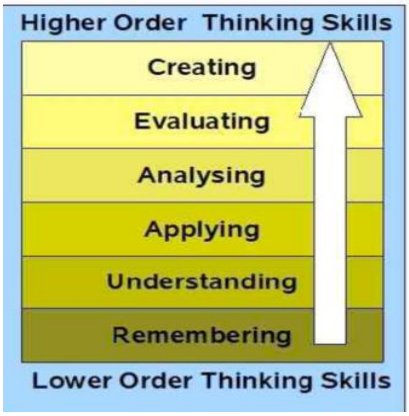

Figure 2. *Bloom's Revised Taxonomy adopted from Churches (2007).*

Data Collection and Data Analysis Procedures

The data were collected in two stages in this study. In the first stage, all of the activities in the student book (SB) and work book (WB) were located on three-column tables. All activities were listed in tables in a serial order including the number of the activity, the activity, and the page number so that the total activities were recorded.

In the next stage, all the activities were codified using the codifications mentioned in Bloom's (2001) Revised Taxonomy. Thereafter, the numbers of the activities listed for each of the categories in the research tool which were the levels of cognition according to Bloom's Revised Taxonomy were calculated, and then the frequencies appeared in each level were calculated.

For analyzing the collected data, as the first step, all the activities were classified, analyzed, and codified according to six levels of Bloom's (2001) Revised Taxonomy to investigate the levels of learning objectives. The codifications revised by Krathwohl et al, (2001), are presented in Table 2.

Table 2. *Codifications of the Revised Taxonomy According to Krathwohl et al, (2001)*

A1 or Remembering the Factual Knowledge
B1 or Remembering the Conceptual Knowledge
C1 or Remembering the Procedural Knowledge
D1 or Remembering the Metacognitive Knowledge
A2 or Understanding the Factual Knowledge
B2 or Understanding the Conceptual Knowledge
C2 or Understanding the Procedural Knowledge
D2 or Understanding the Metacognitive Knowledge
A3 or Applying the Factual Knowledge
B3 or Applying the Conceptual Knowledge
C3 or Applying the Procedural Knowledge
D3 or Applying the Metacognitive Knowledge
A4 or Analyzing the Factual Knowledge
B4 or Analyzing the Conceptual Knowledge
C4 or Analyzing the Procedural Knowledge
D4 or Analyzing the Metacognitive Knowledge

A5 or Evaluating the Factual Knowledge
B5 or Evaluating the Conceptual Knowledge
C5 or Evaluating the Procedural Knowledge
D5 or Evaluating the Metacognitive Knowledge
A6 or Creating the Factual Knowledge
B6 or Creating the Conceptual Knowledge
C6 or Creating the Procedural Knowledge
D6 or Creating the Metacognitive Knowledge

In order to calculate the intra-rater reliability of the analysis, the random samples of the activities with the percentage of 30% of the total number of the analyzed activities were analyzed in an interval of two weeks. Then Scott coefficient between the two analyses was computed. The reliability coefficient between the two stages of the analyses was 0.95 which was high.

To calculate the inter-rater reliability of the analysis, another analyst was asked to carry out the analysis with the same categories and units of the analysis. The procedures were introduced to the second analyst. The two analyses were done separately on the same sample of activities. The inter-rater reliability coefficient was calculated and it was found to be 0.94 that was considered high.

Besides, to determine the result for the significance of distribution of the codes between oral skills and written skills Chi-square test was run. Therefore, this study was a sample of a mixed method research, so that in data analysis both methods of qualitative and quantitative were employed. For the qualitative part, the contents of the textbooks were analyzed and interpreted. For the quantitative part, the frequencies and percentages of the codes obtained for the activities in all four skills were presented and the output of Chi-square test which aimed to indicate the significance of distribution of codes between oral and written skills was described.

Results

In order to evaluate the content of the textbook *Vision 1*, all 127 activities of the textbooks, namely the SB and WB in all four skills of listening, speaking, reading, and writing were analyzed through Bloom's (2001) Revised Taxonomy of Cognitive Domain. The results of the codification of listening activities are shown in Table 3.

Table 3. *Codifications of Listening Activities*

	Cognitive process dimension					
Knowledge Frequency/ Dimension Percent	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A.Factual Knowledge	4 23%	5 64%	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge	0 0.00	2 11.76%	0 0.00	0 0.00	0 0.00	0 0.00
C. Procedural Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
D.Metacognitive Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00

Table 3 shows that the order of codification for listening activities is A2 or Understanding the Factual Knowledge with the frequency of 11 and percentage of 64, A1 or Remembering the Factual Knowledge with the frequency of 4 and percentage of 23, and B2 or Understanding the Conceptual Knowledge with the frequency of 2 and percentage of 11.76.

Figure 3 compares three codifications found for listening activities. This figure shows that A2 has the most frequency then A1 has the next frequency and B2 has the last one.

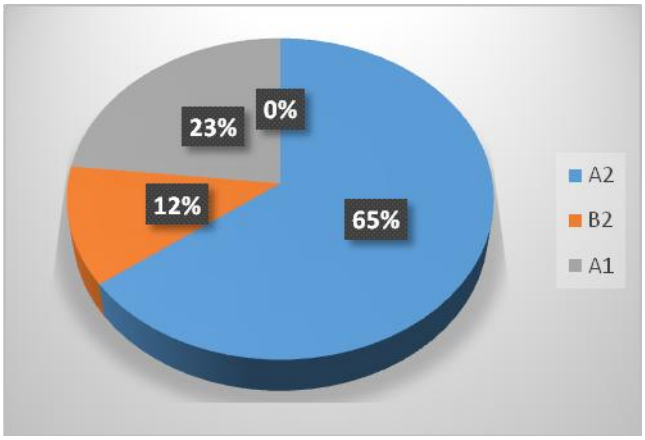

Figure 3. *Learning categories of listening activities*.

The next codification was done for speaking activities. Table 4 shows the frequencies and percentages obtained for speaking activities.

Table 4. *Codifications of Speaking Activities*

Knowledge Frequency/ Dimension Percent	Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	10 32.2%	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge	0 0.00	13 41.9%	8 25.8%	0 0.00	0 0.00	0 0.00
C. Procedural Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
D. Metacognitive Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00

In Table 4, three codes of B2 or Understanding the Conceptual Knowledge with the frequency of 13 and percentage of 41.9, A1 or Remembering the Factual Knowledge with the frequency of 10 and percentage of 32.2, and B3 or Applying the Conceptual Knowledge with the frequency of 8 and percentage of 25.8 were presented respectively. Figure 4 demonstrates that the

first most frequent code is B2, the second most frequent code is A1 and the last most frequent code is B3.

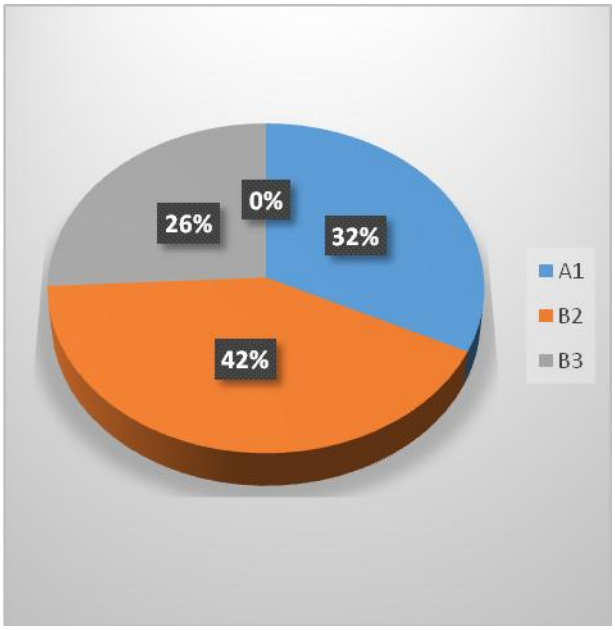

Figure 4. *Learning categories of speaking activities.*

Table 5 shows the codifications for reading activities available in the textbook *Vision1*.

Table 5. *Codifications of Reading Activities*

Knowledge Frequency/ Dimension Percent	Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	17 39.5 %	17 39.5%	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge	0 0.00	9 20.9%	0 0.00	0 0.00	0 0.00	0 0.00
C. Procedural Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
D. Metacognitive Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00

As Table 5 shows the codes found for reading activities in *Vision1* were A1 or Remembering the Factual Knowledge with the frequency of 17 and percentage of 39.5, A2 or Understanding the Factual Knowledge with the frequency of 17 and percentage of 39.5, and B2 or Understanding the Conceptual Knowledge with the frequency of 9 and percentage of 20.9.

Figure 5 represents the percentages of codes found for reading activities. Figure 5 shows that two codes of A1 and A2 are in the same frequency and the third code, namely B2 is the least frequent code.

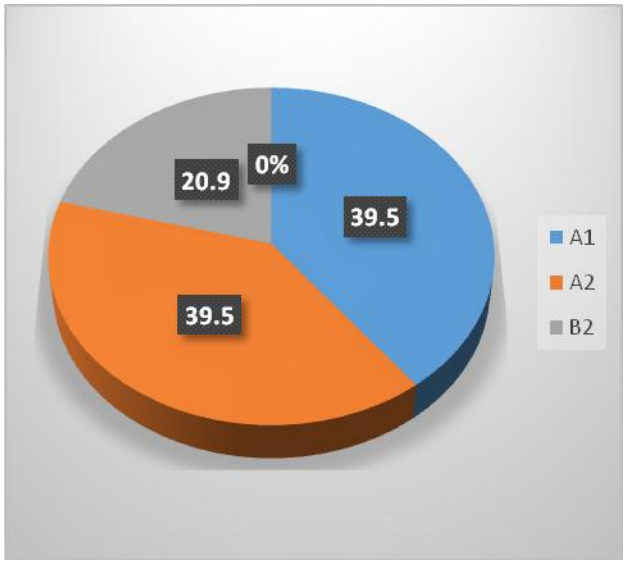

Figure 5. *Learning categories of reading activities*.

Table 6 shows the frequencies and percentages of writing activities of the textbook *Vision1*.

Table 6. *Codifications of Writing Activities*

Knowledge Frequency/ Dimension	Percent	Cognitive Process Dimension 1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6.Create
A. Factual Knowledge	13 36.1%	11 30.5%	0 0.00	0 0.00	0 0.00	0 0.00	
B. Conceptual Knowledge	0 0.00	8 22.2%	4 11.1%	0 0.00	0 0.00	0 0.00	
C. Procedural Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	
D. Metacognitive Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	

Table 6 demonstrates that the codes found for writing activities were ordered as A1 or Remembering the Factual Knowledge with the frequency of 13 and percentage of 36.1, A2 or Understanding the Factual Knowledge with frequency of 11 and percentage of 30.5, B2 or Understanding the Conceptual Knowledge with frequency of 8 and percentage of 22.2 and finally B3 or Applying the Conceptual Knowledge with the frequency of 4 and percentage of 11.1.

Figure 6 represents the codification found in writing activities of the textbook *Vision 1* which are A1, A2, B2, and B3 respectively.

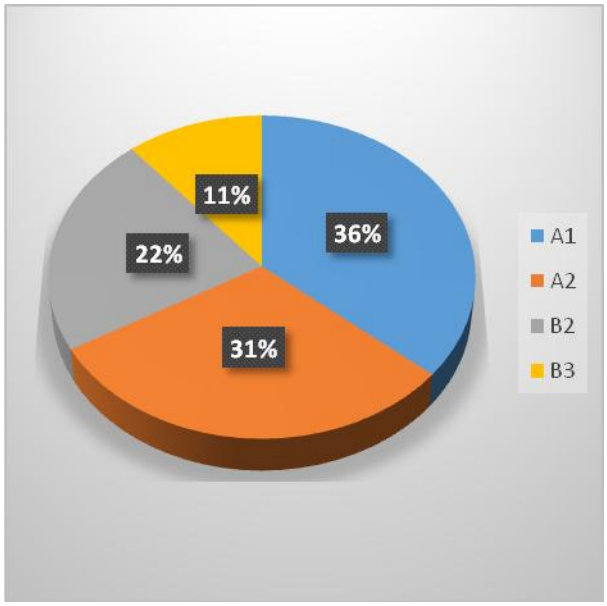

Figure 6. *Learning categories of writing activities.*

Figure 7 compares all four skills of listening, speaking, reading, and writing based on the codes in the taxonomy. This figure shows that the codes available for all the skills in the textbooks are A1, A2, B2, and B3 all of which belong to lower levels of the thinking process.

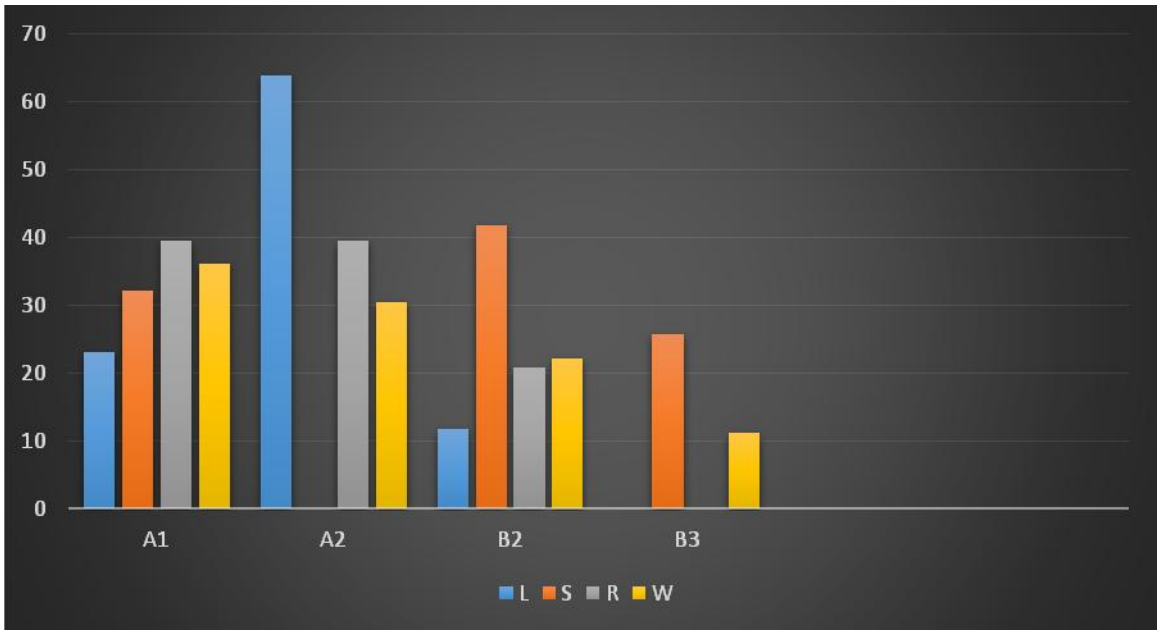

Figure 7. *A comparison of codes' percentages in all four skills.*

The chi-square was run to investigate whether there is a significant difference for the distribution of the codes between oral skills, namely listening and speaking and written skills or reading and writing concerning the activities of the textbook (Table 7). The result showed that there was no significant difference (Asymp.Sig = 0.132 > 0.05) for the distribution of the codification in oral skills and written skills activities in the two textbooks of SB and WB.

Table 7. *Chi-Square Test for Oral and Written Activities*

Chi-Square	*df*
Asymp.Sig	
17.500	12
0 .132	

$p \leq 0.05$

Discussion

Based on the first research question, three codifications of A2 or Understanding the Factual Knowledge, A1 or Remembering the Factual Knowledge, and B2 or Understanding the Conceptual Knowledge are available codes for listening activities in the textbook *Vision 1*, none of which are among the codes of higher levels of the taxonomy. Hence, the listening activities don't engage the students in a deep mental process and thinking.

With referring to the second research question, the codifications obtained for speaking activities were three codes of B2 or Understanding the Conceptual Knowledge, A1 or Remembering the Factual Knowledge, and B3 or Applying the Conceptual Knowledge. In comparison with the codes available in the framework, the activities related to speaking skill with the above mentioned codes are not encouraging high levels of knowledge and thinking skills in the students.

Regarding the third research question related to reading activities of both SB and WB, the codes of A1 or Remembering the Factual Knowledge, A2 or Understanding the Factual Knowledge, and B2 or Understanding the Conceptual Knowledge again are not fostering the students to be trained for the high levels of cognitive complexities in reading skill.

For the fourth research question related to the activities of writing skill, the obtained codes were A1 or Remembering the Factual Knowledge, A2 or Understanding the Factual Knowledge, B2 or Understanding the Conceptual Knowledge, and finally B3 or Applying the Conceptual Knowledge. As it indicates, all of the codes of A1, A2, B2, and B3 are categorized in low levels of the codifications related to Bloom's (2001) Revised Taxonomy of Cognitive Domain and may not be responsible for stimulating the students to be engaged in high levels of reasoning and thinking.

The overall findings for the fifth research question suggest that the content and activities of the textbook *Vision 1* are not devised to highly capture the students' intellectual skills and cognition in the process of fulfilling those activities. Returning to the obtained results, all the available codes, namely A1, A2, B2, and B3 revolve round the low levels of the Taxonomy of Cognitive Domain and are not much capable of boosting high grades of thinking process. As Figure 7 represents, it may be concluded that the activities of the two textbooks aren't encouraging to enrich the students for high rankings of knowledge such as Analyzing, Evaluating, and Creating because these codes are not available for the activities in SB and WB.

Conclusion

If the students are trained for the low proficiency levels, it may impede them to attain the desired levels of cognitive domain. However, the combination of the findings provides some support for the conceptual premise that the students should be trained to get the optimal knowledge related to the content of the books, and achieve the necessary skills to become the autonomous learners who have the responsibility for further learning in future. When there is a

stable amount of the high and low level skills, the education would contribute to accomplish the required objectives and equipping the students with the proficiency needed to upgrade their skills and abilities to think and find the solution to problems.

Taken together, the results of the current study seem to support the findings obtained by some of the researchers about different textbooks taught to Iranian EFL learners. The studies carried in this area were related to the textbooks such as *Interchange* series by Razmjoo and Kazempurfand (2012), *Advanced* series by Sadeghi and Mahdipour (2015), *English for the Students of Sciences,* and *English for the Students of Engineering* by Zareian, Davoudi, Heshmatifar, and Rahimi (2015), English textbooks of Junior High School by Rahpeyma and Khoshnood (2015), and *Prospect 3* by Mizbani and Chalak (2017) in which the lower levels of thinking skills are more prevalent in English textbooks used for Iranian EFL learners in Junior High School. Altogether, the contents of most of the textbooks which are taught at different institutes or schools in Iran are immersed in lower levels of the cognition and it is necessary to integrate some activities so that the English learners might be able to self-evaluate, create, and critique their knowledge in the process of learning to be responsible learners trained well for all of the educational objectives and purposes. It is beyond doubt that the students' lack of ability to evaluate and create the knowledge hinders attaining the optimal stages of cognitive complexity.

Moreover, the results of this study may have some pedagogical implications for Iranian EFL teachers to apply supplementary activities to compensate the lack of higher levels of thinking skills. Iranian EFL teachers should not rely upon the textbooks as the only reference of instructional sources. Instead, it is needed to devise additional assignments to balance the lack of high levels of the cognition. Besides, textbook designers should take it into account that the textbook *vision 1* emphasizes to stimulate memorizing facts and supply students' minds with information without giving them much chance to evaluate and create. Hence, it is recommended to devise activities that go further beyond lower-order cognitive skills and to encompass higher order ones and the efforts should be made to upgrade the contents of the textbooks related to the students' needs and interests.

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