Research Paper

Textbook Evaluation Based on Bloom's Revised Taxonomy: Iranian Senior High School Textbook in Focus

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Abstract

Evaluation of the curriculum textbooks is of vital importance in any English language teaching context. This study aimed at evaluating listening, speaking, reading, and writing activities of Iranian senior high school English textbook, Vision 2, based on Bloom's revised version of the cognitive domain. The study was actually conducted to determine the levels of cognition in Bloom's revised framework concerning the four language skills activities in this textbook. Furthermore, it aimed to investigate the teachers' and students' attitudes towards such activities through researcher-made questioners. For the first purpose, the activities in the textbook and the workbook were located, tabulated, and codified on the basis of the codifications in Bloom's revised version. Then, the frequencies and percentages of the codes were calculated. For the second purpose, 130 users of the textbook, 30 teachers, and 100 male and female high school students were selected through convenient sampling, and a researcher-made questionnaire was distributed among them. They were asked to respond to questionnaires anonymously during the class sessions. The collected data from questionnaires were analyzed manually. The obtained results demonstrated that the identified codes were mainly classified under the lower-level categories in Bloom's taxonomy, indicating that the activities were not beneficial for the students actively involved in the higher levels of the thinking process. Moreover, the result of the Chi-square test showed that the relationship between two groups of low-level and high-level codes was not statistically significant and the obtained codes did not show a regular pattern. As for the responses to questionnaires, the activities, particularly listening and speaking activities, failed to be much responsible for the students' deep learning. Hence, the demand for supplying assignments to engage the learners at higher levels of thinking orders; namely, analyzing, evaluating, and creating knowledge was confirmed..

Keywords: Attitudes, Bloom's revised taxonomy, Cognitive domain, Content Analysis, Vision 2

INTRODUCTION

Content analysis is a procedure to study materials and contents such as texts in various formats, pictures, audio, or videos. "Content evaluation is a multipurpose research method" (Holsti, 1969, p. 2). Holsti stated that content analysis is utilized to look into any problems when the communication materials have basic roles for inference. In the present research, the first objective is to analyze the content of the senior high school English textbook, *Vision 2,* including assignments, tasks, and activities of the four language skills. The second objective is to observe the attitude of teachers and stu-

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dents regarding such content, based on Bloom's revised taxonomy. Holland, Verplanken, and Van Knippenberg (2002) have claimed that attitude can develop strength in peoples' actions. In fact, attitude is one's predisposed state of mind regarding a value. The attitudes rectify the shortcomings of the contents of materials.

Bloom's students like Anderson and Krathwohl (2001) boosted the original framework and defined the revised taxonomy. According to Krathwohl (2001), a cognitive domain that introduces thinking skills has nothing to do with context and discipline. Thinking skill is an ability that relates to deep and high mental thinking and process.

As opposed to other domains of learning, the cognitive domain grants continuous development in the thinking process. This gradual development is individually rather than interpersonally which concentrates on the content, not situation and context, and does not rely on emotions. Revising the taxonomy which was progress from theory to practice was brought to completion about 45 years after originating the first version with the accommodation of new cognitive psychologists, directed by Anderson, et al. (2001) who was one of Bloom's students.

Bloom's original framework includes the nouns which have been revised into verbs illustrating different tasks. The upper levels in the two versions have been changed as well. It should be mentioned that the old version was unidimensional whereas the revised version was altered and introduced a two-dimensional framework. In the process of learning, learners go through learning procedures from the first

stage of learning which is to remember information or knowledge. Then, by practicing they would achieve levels of learning and cognition one after another so that they may finally master the highest level of cognition which is creating new knowledge and information.Krathwohl et al., (2001) classified the knowledge dimension as the following (Table 1):

(a) factual knowledge as the knowledge about particular facts; (b) conceptual knowledge as the knowledge concerning the relation which exists among various items in a whole; (c) procedural knowledge which is the knowledge in terms of several procedures and trends; and (d) metacognitive knowledge as the knowledge concerning attentiveness in terms of high orders of thinking. (p. 214)

Besides, Krathwohl et al., (2001) categorized the cognitive process dimension as the following items:

(a) remember which is retrieving the detailed facts and events; (b) understand that refers to categorizing and explaining the information; (c) apply that means using the learned knowledge in a novel method; (d) analyze that is separating information into the basic components; (e) evaluate that is the decision made in terms of detailed analysis; and (f) create that conveys making new knowledge. (p. 215).

Table 1
Bloom's (2001) Revised Taxonomy

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

Bloom's (2001) revised version of cognitive domain was the framework utilized in the present study, to evaluate the activities in *Vision 2* regarding the four main skills. This study actually set out

to determine the thinking levels and learning process of the assignments and activities of the four main skills included in the student book and workbook of the textbook *Vision 2*.

LITERATURE REVIEW

Content evaluation as an appropriate means helps the teachers to provide information and to plan learning settings for the students. Hence, they may entirely adopt the textbooks or choose to use their own materials as well. According to Rajendran and Idris (2008), the pupils would be suited for problem-solving provided that they are trained to create their capacity. Risner, Nicholson, and Myhan (1991) chose three elementary science textbooks and analyzed 600 test items in terms of orders in Bloom's (1956) taxonomy. They manifested that higher levels of thinking skills were not observed for the tests. Hence, the educational aims claimed for these textbooks were not compatible with the published materials. This study had some limitations to be carried out for the activities of the four language skills and sub-skills.

Alnofal (2018) had an attempt to investigate the thinking orders of Bloom's (2001) revised version in 294 questions asked by EFL instructors in 15 classes from the first-year English department students as well as the mental processes of the comprehension questions practiced in the reading and writing textbooks, *Unlock,* taught to those students. He suggested that most of the teacher-made questions belonged to lower-cognitive levels. Furthermore, it was demonstrated that a predisposition existed towards lower-level thinking skills in both textbooks. This study had some limitations to analyze other textbooks taught to sophomores, juniors, and seniors in this department.

Riazi and Mosallanejad (2010) used Bloom's (2001) revised version of learning objectives in an investigation about different types and levels of cognition represented in the exercises and tasks of English textbooks designed for senior high school as well as pre-university education level in Iran. It was indicated that in all groups, lower-order cognitive skills exceeded higher-order ones. However, the difference between high school and pre-university textbooks in terms of the levels of the taxonomy was significant, insofar as the pre-university textbooks used more degrees of higher-order learning skills. Including junior

high school textbooks in the study was considered as the limitation of this research. In another study, Razmjoo and Kazempourfard (2012) analyzed *Interchange* series textbooks regarding levels of cognition in Bloom's revised version. The results showed in *Interchange* textbooks, the lowest level of the taxonomy in Bloom's revised version was the most repeated code. Therefore, the textbooks could not be reliable to prepare the learners for higher processes of thinking and cognition. The study had limitations to be carried out for other English textbooks like *Top-Notch* or *Advanced* series.

The equality of genders in the textbook *Talk Time series* concerning female and male characters, pictorial representations, titles, activities, firstness in mixed-gender dialogues, gender focus of textbook themes or content, and gender relations, was examined by Tabatabaei and Kazerooni (2017). In order to extract the ideology behind these textbooks, Fairclough's (2001) three-dimensional model was utilized. It was shown that no sexism existed in the textbooks and the common norm of the society was friend-friend relations. Making use of various English textbooks and getting the attitudes of the textbook users, however, had been some limitations in this research.

Evaluating the ESP textbook, *English for Students of Tourism,* taught at the Azad University of Najafabad, was a study carried out by Salehi and Heidari (2017) in terms of content and exercise, topics, skills and strategies, and teaching methodology. Here, three ESP textbook instructors and 30 students took part in the study, and their attitudes towards the textbook were gathered through two researcher-made questionnaires and two interview protocols. The results revealed that the instructors had somewhat positive attitudes towards the content, topics, and exercises of the textbook while the students had a negative impression of the content, topics, and exercises of the textbook. Selecting more participants, using textbooks of different majors, and conducting the study in various contexts were supposed to be the limitations in this analysis.

Salehi and Heidari (2017) fulfilled an investigation to evaluate general English textbook written by Seyed Omid Tabatabaei, Abbass Eslami Rasekh, and Maryam Eslami Rasekh (2011) in terms of objectives, topics, vocabulary items, activities and exercises, grammatical structures, design, and layout, four language skills, and teaching method. In this study, 11 English language lecturers teaching this textbook in the Islamic Azad University of Najafabad were interviewed and the questionnaires were distributed among them to get their opinions about the textbook. Thus, it was manifested that the lecturers were satisfied with topics, grammatical structures, design and layout, and teaching method of the textbook. However, nearly all lecturers were discontent with some characteristics of content like vocabulary load, exercises and activities, objectives of the textbook, and reading passages. As the limitations in this investigation, choosing more participants as well as analyzing other aspects of the textbook-like learning objectives might be referred to.

Another study was also conducted to investigate the students' and teachers' perceptions of the textbook *English for Students of Chemical Engineering* by Salehi and Vahdatnia (2020). In this study, 98 students of chemical engineering and 11 ESP teachers participated and their attitudes towards the textbook were gathered by means of a researcher-made questionnaire. The results suggested that the students had positive attitudes towards the compatibility of book objectives with course objectives, subject matter, skills and strategies, exercises and activities, appropriateness of the content, while they negatively evaluated the textbook's practical concerns, linguistic issues, and layout. The teachers, on the other hand, held positive perspectives towards practical concerns, compatibility of the objectives, subject matter, exercises and activities, and appropriateness of the content, while they had negative attitudes towards the textbook's linguistic issues, skills and strategies, and layout. However, the researchers had some limitations such as selecting English textbooks of other majors as well as making use of various means of collecting the data such as interview protocols or social networks.

Considering the studies conducted in the world and in Iran, the current study attempted to carry out research about the activities in the textbook *Vision 2* to find the answers to the following six research questions:

Q1. How are the listening activities in *Vision 2* classified based on the levels of cognition in Bloom's revised taxonomy?

Q2. How are the speaking activities in *Vision 2* classified based on the levels of cognition in Bloom's revised taxonomy?

Q3. How are the reading activities in *Vision 2* classified based on the levels of cognition in Bloom's revised taxonomy?

Q4. How are the writing activities in *Vision 2* classified based on the levels of cognition in Bloom's revised taxonomy?

Q5. Is there any significant relationship between the higher-level and lower-level codes obtained from the four language skills regarding the levels of cognition in Bloom's revised framework?

Q6. What are the teachers' and students' attitudes towards the content of the textbook, *Vision 2*?

METHODOLOGY

This study utilized Bloom's (2001) revised framework to evaluate the textbook *Vision 2.* This textbook is currently taught to the second graders of high schools in Iran. It includes a student book and a workbook. The listening, speaking, reading, and writing activities detected in both books amount to 30 activities, including 9 listening activities, 15 speaking activities, 49 reading activities, and 57 writing activities.

Design of the Study

As descriptive and mixed-methods research, this study was conducted in two phases. In the qualitative part, listening, speaking, reading, and writing activities of the textbook, the student book, and the workbook were evaluated based on Bloom's (2001) revised version. Moreover, the teachers' and students' attitudes towards the content of the textbook were obtained using questionnaires. In the quantitative part, the frequencies, percentages, and the result of the Chi-square test concerning the

relationship between higher-level and lower-level codes found for the activities of the four language skills were calculated.

Participants

In order to obtain the attitudes of the users of the textbook, questionnaires were distributed among 130 users of the textbook, comprising 30 teachers and 100 students (8 males and 92 females) of the second grade of high school, who were selected through convenient sampling.

Instruments and Materials

The instrument used in this study was a questionnaire made by the researcher on the basis of the six levels of the cognitive domain in Bloom's (2001) revised framework. It was utilized to define cognitive orders of the activities in the textbook, *Vision 2*. In Blooms's taxonomy, three levels of remembering, understanding, and applying are interpreted as the low-level of thinking process whereas the next levels of analyzing, evaluating, and creating are considered as the high-level orders. The questionnaire included 24 questions. The students' questionnaire was the same as the teachers' questionnaire and included six questions related to listening, six questions related to speaking, six questions related to reading, and six questions related to writing activities of the textbook. The questions were arranged based on five-point Likert (1932) scales which ranged from strongly disagree (SD) to strongly agree (SA). The individual questions were adapted based on the levels of cognition and the relevant questions for each level of cognition available in Krathwohl's (2001) overview related to Bloom's revised framework. Teachers' questionnaire was prepared in English and the students' questionnaire was translated into Farsi for easier comprehension.

Data Collection and Data Analysis Procedures

The data needed for the purposes of this study were obtained in two stages. First, all the exercises in the student book and workbook were arranged on a four-column table. The activities were located with the order of the number of the activity, the activity, the page number, and the code. Thus, all activities were listed in the table. Then, these activities were codified by making use of the codifications in Bloom's (2001) revised version. Finally, numbers of the codes were obtained and the frequencies and percentages were calculated. Moreover, the collected data from questionnaires were analyzed manually.

The intra-rater reliability of the analysis was calculated using random samples of total activities with the percentage of 28%, analyzed in a two-week interval. Then, the Scott coefficient between the two stages of the analysis was obtained. The reliability coefficient between these two stages was 0.89, which is considered high. Meanwhile, an analyst carried out the analysis for the same sample of activities. Hence, the inter-rater reliability coefficient was measured to be 0.89. Besides, to get the result of the significant relationship in terms of high-level and low-level codes related to the activities of the four language skills, the Chi-square test was run.

RESULTS

The activities of listening, speaking, reading, and writing in *Vision 2,* in both the student book and the workbook, were a total of 130 activities. They included 9 listening activities, 15 speaking activities, 49 reading activities, and 57 writing activities. The activities were separately analyzed and discussed in tables and figures as follows.

In analyzing listening activities of *Vision 2,* the codes found were A1 (*to remember factual knowledge*), B1 (*to remember conceptual knowledge*), A3 (*to apply factual knowledge*), B3 (*to apply conceptual knowledge*), and C3 (*to apply procedural knowledge*). The order of codifications for listening activities was A1 with a frequency of 4 and percentage of 44.4, B1 with the frequency of 2 and percentage of 22.2, A3 with a frequency of 1 and percentage of 11.1, B3 with the frequency of 1, and percentage of 11.1, and C3 with the frequency of 1 and percentage of 11.1.

Most of the activities of listening in *Vision 2* belonged to A1. The next most frequent code was B1, and other codes of A3, B3, and C3 were the same in number. Figure 1 below

presents the codes found for listening activities of *Vision 2*.
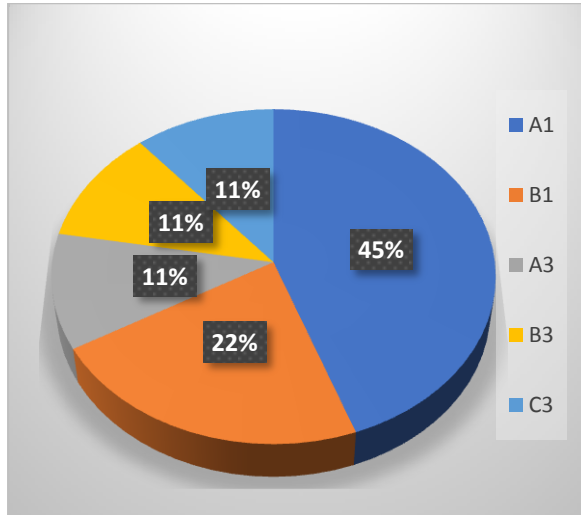
Figure 1
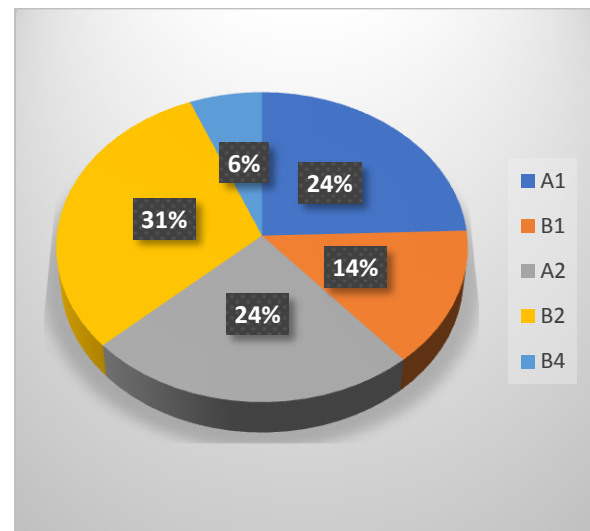*Learning categories of listening activities in Vision 2*

There were 15 speaking activities in *Vision 2*. The available codes were A1 (*to remember factual knowledge*), B2 (*to understand conceptual knowledge*), B3 (*to apply conceptual knowledge*), and C3 (*to apply procedural knowledge*). All codes belonged to lower levels of cognition.

Among these activities, 3 activities were classified for A1 with the percentage of 20, 10 activities for B2 with the percentage of 66.6, 1 activity for B3 with the percentage of 6.6, and 1 activity for C3 with the percentage of 6.6. So, the most frequent codes were B2 and then A1 respectively. Both these codes are the codes of lower levels of Bloom's revised version. Figure 2 presents the available codes and their percentages in speaking activities of the textbook *Vision 2*.
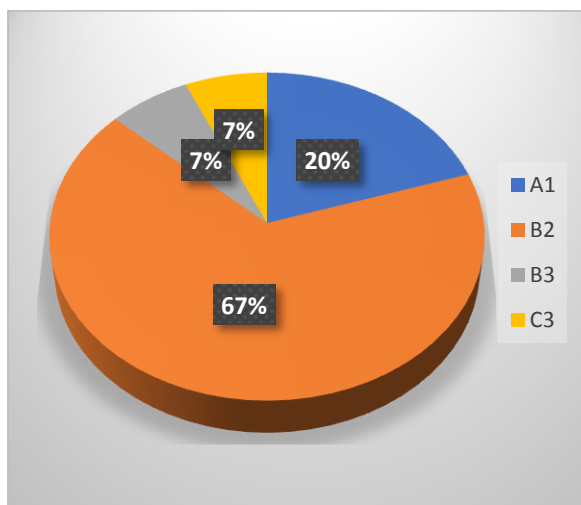
Figure 2
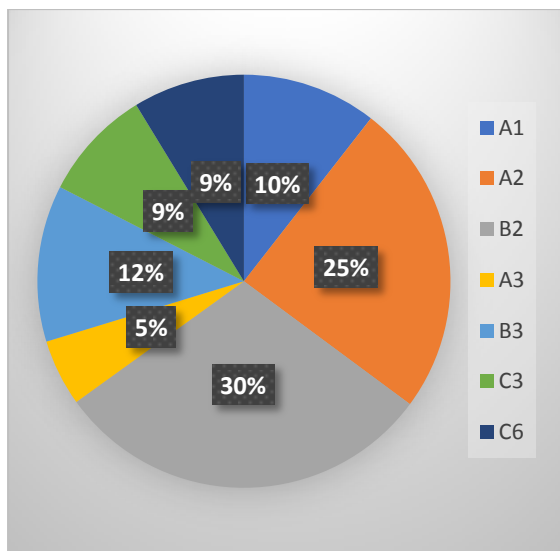*Learning categories of speaking activities in Vision 2*

In analyzing 49 reading activities of the student book and workbook of *Vision 2*, five codes were found. The codes found were A1 (*to remember factual knowledge*), B1 (*to remember conceptual knowledge*), A2 (*to understand factual knowledge*), B2 (*to understand conceptual knowledge*), and B4 (*to analyze conceptual knowledge*). A1 had the frequency of 12 and percentage of 24.4, B1 had the frequency of 7 and percentage of 14.2, A2 had the frequency of 12 and percentage of 24.4, B2 had the frequency of 15 and percentage of 30.6, and B4 had the frequency of 3 and percentage of 6.1. So, the most frequent code for reading activities of *Vision 2* was B2. The codes A1 and A2 were the same in number. Then the codes B1 and finally B4 were the least codes found for reading activities. Figure 3 presents the frequency and percentage of the available codes found for reading activities of *Vision 2*.

Figure 3
Learning categories of reading activities in Vision 2

Total activities of writing skill in *Vision 2* were 57 in number. They were both in the student book and workbook. After analyzing the activities, seven codes were found for writing activities in *Vision 2* including, A1 (*to remember factual knowledge*), A2 (*to understand factual knowledge*), B2 (*to understand conceptual knowledge*), A3 (*to apply factual knowledge*), B3 (*to apply conceptual knowledge*), C3 (*to apply procedural knowledge*), and C6 (*to create procedural knowledge*). A1 had the frequency of 6 and percentage of 10.5, A2 had

the frequency of 14 and percentage of 24.5, B2 had the frequency of 17 and percentage of 29.8, A3 had the frequency of 3 and percentage of 5.2, B3 had the frequency of 7 and percentage of 12.2, C3 had the frequency of 5 and percentage of 8.7, and C6 also had the frequency of 5 and percentage of 8.7. Figure 4 presents the percentages of available codes of writing activities in *Vision 2*. It shows that the order of the codes for writing activities of *Vision 2* was B2, A2, B3, A1, then C3 and C6, and finally A3 respectively.

Figure 4
Learning categories of writing activities in Vision 2

In order to investigate whether there is a significant relationship between two groups of higher-level and lower-level codes obtained regarding the activities of listening, speaking, reading, and writing in *Vision 2*, the Chi-square test was run. Table 2 shows the result of the Chi-square test. It shows that the relationship between two groups of the codes of high level and low level in the activities of *Vision 2* was not statistically significant (Asym. Sig = 0.238 > 0.05).

Table 2
Chi-Square Test for Higher and Lower Levels of Cognition in Vision 2

Chi-Square	*df*	*Asymp. Sig*
8.000	6	0.238
$P \le 0.05$		

Teachers' attitudes towards the English textbook, *Vision 2,* were drawn out using the questionnaires distributed among the teachers teaching *Vision 2*. Thus, the percentages and means of the teachers' responses were calculated. The results are demonstrated in Table 3 below for activities in each skill of listening, speaking, reading, and writing.

Table 3
Teachers' Attitudes Towards the Activities in Vision 2

	SD	D	N	A	SA	M
Listening activities of *Vision 2* …						
1. demand to remember and recall the meaning of single words in a listening text.	0%	9%	9%	42%	40%	4.1
2. demand to understand the meaning of a word in relation to a whole sentence in a listening text.	6%	6%	12%	45%	30%	3.2
3. help the students to use their knowledge to understand the meaning of a few sentences in a new listening text.	15%	18%	15%	27%	24%	3.2
4. help the students to be able to analyze the correct or incorrect sentences in a listening text.	27%	34%	15%	15%	9%	2.4
5. help the students to evaluate a listening text and modify and correct it based on their knowledge.	42%	34%	12%	6%	6%	2
6. help the students to understand the meaning of many new texts or paragraphs using their knowledge.	36%	30%	12%	12%	9%	2.3
Speaking activities of *Vision 2* …						
1. demand to remember and recall the meaning of single words for speaking.	6%	6%	9%	36%	42%	3.9
2. demand to understand the meaning of a word in relation to the whole sentence for speaking.	4%	6%	6%	45%	40%	4.1
3. help the students to apply the words or phrases to utter new sentences.	18%	18%	15%	21%	27%	3.2
4. help the students to be able to analyze the correct or incorrect sentences of their own utterances or of others.	34%	30%	12%	12%	12%	2.3
5. help the students to evaluate their speaking and modify and	30%	27%	15%	15%	12%	2.5

correct it based on their knowledge.					
6. help the students to utter new unique texts or paragraphs based on their previously learned knowledge.	24%	24%	18%	18%	15%	2.6
Reading activities of *Vision 2* …					
1. demand to remember and recall the meaning of single words.	0%	4%	6%	48%	42%	4.3
2. demand to understand the meaning of a word in relation to the whole sentence.	4%	6%	4%	40%	47%	4.2
3. help the students to use the words or phrases to comprehend a few sentences.	30%	27%	12%	15%	15%	2.5
4. help the students to be able to analyze the correct or incorrect sentences in a text.	12%	12%	15%	34%	27%	3.5
5. help the students to evaluate the text and modify it based on their knowledge.	24%	36%	15%	15%	9%	2.4
6. help the students to comprehend some new texts or paragraphs based on their previously learned knowledge.	42%	42%	6%	6%	4%	1.8
Writing activities of *Vision 2* …					
1. demand to remember and recall the meaning of single words for writing.	6%	6%	21%	34%	34%	3.8
2. demand to understand the meaning of a word in relation to the whole sentence for writing.	6%	4%	15%	40%	36%	3.9
3. help the students to use the words or phrases to write a few sentences.	12%	12%	18%	27%	30%	3.5
4. help the students to be able to analyze the correct or incorrect sentences in their own writing.	24%	27%	21%	15%	12%	2.6
5. help the students to evaluate the text, correct it, and write it based on their knowledge.	30%	27%	18%	12%	12%	2.4
6. help the students to write some new texts or paragraphs based on their previously learnt knowledge.	12%	15%	15%	30%	27%	3.4
Overall Mean Score: 3.08					

The first question for listening activities "demands to remember and recall the meaning of single words in a listening text" with the mean score of 4.1, suggesting that in teachers' view, many listening activities of the textbook *Vision 2* concerned with memorizing and recalling single words or expressions. Regarding the second question "demand to understand the meaning of a word in relation to a whole sentence in a listening text" with the mean score of 3.2, it was concluded that in teachers' view, a lot of activities were focused on understanding the meaning of a word or expression in a whole sentence. For the third question "help the students to use their knowledge to understand the meaning of a few sentences in a new listening text" with the mean score of 3.2, it was proved that more than half of the activities of listening in *Vision 2* required the students to apply their knowledge in order to comprehend some new sentences in a text.

The mean score of 2.4 related to the fourth question "help the students to be able to analyze the correct or incorrect sentences in a listening text" demonstrated that not many activities required the students to use their knowledge to determine the correct or incorrect structures in a listening text. The fifth question "help the students to evaluate a listening text and modify and correct it based on their knowledge" with the mean score of 2 suggested that in teachers' opinion, a few activities encouraged the students to evaluate a listening text and modify it if needed. The sixth question "help the students to understand the meaning of many new texts or paragraphs using their knowledge" with the mean score of 2.3 indicated that again a few activities in teachers' view, focused on training the students for the ability to comprehend unique and new listening texts which is the high level of learning and thinking skill based on Bloom's (2001) revised framework.

In accordance with the first question of speaking activities in *Vision 2* "demand to remember and recall the meaning of single words for speaking" with the mean score of 3.9, it was revealed that teachers believed most activities of speaking depended on memorizing the meaning of single words. Based on the

second question "demand to understand the meaning of a word in relation to the whole sentence for speaking" with the mean score of 4.1, it was proved that teachers believed lots of activities concerned with understanding the meaning of words or expressions in relation to the whole sentence. The mean score of 3.2 for the third question "help the students to apply the words or phrases to utter new sentences" indicated that more than half of the activities of speaking encouraged the students to apply their learned knowledge to utter some new sentences.

The fourth question of speaking activities in *Vision 2* "help the students to be able to analyze the correct or incorrect sentences of their own utterances or of others" with the mean score of 2.3 suggested that speaking activities were not much encouraging for the ability to analyze the correctness and incorrectness of the structures in the spoken statements. The mean score of 2.5 related to the fifth question "help the students to evaluate their speaking and modify and correct it based on their knowledge" was evidence for the fact that speaking activities were not much responsible for fostering the ability to evaluate the spoken statements and modify them if it was required. The last question of speaking activities in *Vision 2* "help the students to utter new unique texts or paragraphs based on their previously learned knowledge" with the mean score of 2.6 demonstrated that in teachers' idea the speaking activities were not noteworthy to rehearse the ability to create new and unique statements in new situations.

Based on the first question related to the reading activities in *Vision 2* "demand to remember and recall the meaning of single words" with the mean score of 4.3, it was demonstrated that a lot of reading activities emphasized memorizing and recalling the meaning of new words and expressions. The second question "demand to understand the meaning of a word in relation to the whole sentence" with the mean score of 4.2 also manifested that reading activities were highly concerned with understanding the word concepts in relation to a whole sentence. The mean score of 2.5 for the third question of reading activities "help the students to use the words

or phrases to comprehend a few sentences" showed that the above-mentioned activities of the textbook were not adequate for practicing the ability to use the previous knowledge to comprehend some new sentences.

The fourth question of reading activities "help the students to be able to analyze the correct or incorrect sentences in a text" with the mean score of 3.5 proved that in teachers' opinion, more than half of the reading activities in *Vision 2* introduced the students to analyze a text in order to find the appropriate or inappropriate parts. Based on the fifth question "help the students to evaluate the text and modify it based on their knowledge" with the mean score of 2.4, it was indicated that reading activities were not much helpful for the level of evaluating the knowledge in reading skill and modify the information wherever needed. Finally, the last question "help the students to comprehend some new texts or paragraphs based on their previously learned knowledge" with the least mean score of 1.8 demonstrated that reading activities of *Vision 2* were not adequate for the highest level of cognition which is the ability to comprehend new texts and paragraphs.

The mean score of 3.8 obtained from the first question of writing activities in *Vision 2* "demand to remember and recall the meaning of single words for writing" revealed that the teachers had the consensus on emphasizing many writing activities of the textbook on memorizing and retrieving the words and expressions. The mean score of 3.9 related to the second question "demand to understand the meaning of a word in relation to the whole sentence for writing" indicated that in teachers' view, some of the writing activities were concerned with understanding the concepts in relation to a whole sentence. The third mean score of 3.5 related to the third question "help the students to use the words or phrases to write a few sentences" suggested that there were some activities that encouraged the students to apply their knowledge to make some new sentences.

The fourth question "help the students to be able to analyze the correct or incorrect sentences in their own writing" with the mean

score of 2.6 revealed that the number of activities for improving the ability to analyze the written text was not adequate in *Vision 2*. The fifth question "help the students to evaluate the text, correct it, and write it based on their knowledge" with the mean score of 2.4 again revealed that writing activities of *Vision 2* were not reliable to train the students for evaluating written texts and correcting them whenever needed. The last question "help the students to write some new texts or paragraphs based on their previously learned knowledge" with the mean score of 3.4 suggested that there were some activities concerning creating new written materials using the previous knowledge.

The overall mean score regarding the activities of listening, speaking, reading, and writing of the textbook *Vision 2* was 3.08. It manifested that the teachers believed there were some activities in the textbook that tried to train the students for a high level of cognition and thinking process. However, the above-mentioned mean score made it clear that in teachers' view, the number of activities related to the higher levels of thinking skills was not sufficient in the textbook *Vision 2*.

Table 4 shows the second-grade students' attitudes towards the activities of the four language skills in their textbooks *Vision 2*. During the English class session, the questionnaires were distributed among the students and the concepts and statements related to each level of cognition in Bloom's (2001) taxonomy of the cognitive domain were elaborated for them. After giving the responses by the students of the grade 11th of senior high school, the percentages and mean scores for each question were calculated. The obtained results are presented in Table 4.

Table 4
Students' Attitudes Towards the Activities in Vision 2

	SD	D	N	A	SA	M
Listening activities of *Vision 2*…						
1. demand to remember and recall the meaning of single words in a listening text.	5%	7%	26%	39%	23%	3.6
2. demand to understand the meaning of a word in relation to a whole sentence in a listening text.	6%	17%	15%	46%	16%	3.4
3. help the students to use their knowledge to understand the meaning of a few sentences in a new listening text.	6%	11%	9%	35%	39%	3.9
4. help the students to be able to analyze the correct or incorrect sentences in a listening text.	25%	19%	18%	21%	17%	2.8
5. help the students to evaluate a listening text and modify and correct it based on their knowledge.	33%	15%	20%	32%	0%	2.5
6. help the students to understand the meaning of many new texts or paragraphs using their knowledge.	41%	18%	19%	16%	6%	2.2
Speaking activities of *Vision 2* …						
1. demand to remember and recall the meaning of single words for speaking.	9%	7%	10%	39%	35%	3.8
2. demand to understand the meaning of a word in relation to the whole sentence for speaking.	1%	15%	4%	62%	18%	3.8
3. help the students to apply the words or phrases to utter new sentences.	5%	13%	25%	43%	14%	3.4
4. help the students to be able to analyze the correct or incorrect sentences of their own utterances or of others.	21%	21%	27%	19%	12%	2.8
5. help the students to evaluate their speaking and modify and correct it based on their knowledge.	23%	18%	27%	16%	16%	2.8
6. help the students to utter new unique texts or paragraphs based on their previously learnt knowledge.	32%	33%	15%	16%	4%	2.2
Reading activities of *Vision 2* …						

1. demand to remember and recall the meaning of single words.	4%	3%	19%	52%	22%	3.8
2. demand to understand the meaning of a word in relation to the whole sentence.	4%	14%	25%	49%	8%	3.4
3. help the students to use the words or phrases to comprehend a few sentences.	20%	30%	16%	17%	17%	2.8
4. help the students to be able to analyze the correct or incorrect sentences in a text.	13%	9%	20%	26%	32%	3.5
5. help the students to evaluate the text and modify it based on their knowledge.	37%	13%	29%	13%	7%	2.3
6. help the students to comprehend some new texts or paragraphs based on their previously learned knowledge.	32%	29%	16%	15%	8%	2.3
Writing activities of *Vision 2* …						
1. demand to remember and recall the meaning of single words for writing.	5%	9%	20%	44%	22%	3.6
2. demand to understand the meaning of a word in relation to the whole sentence for writing.	7%	9%	21%	41%	22%	3.6
3. help the students to use the words or phrases to write a few sentences.	8%	10%	21%	41%	20%	3.5
4. help the students to be able to analyze the correct or incorrect sentences in their own writing.	23%	31%	28%	5%	13%	2.5
5. help the students to evaluate the text, correct it, and write it based on their knowledge.	12%	31%	30%	14%	13%	2.8
6. help the students to write some new texts or paragraphs based on their previously learned knowledge.	7%	15%	24%	34%	20%	3.4
Overall Mean Score: 3.11						

Based on the students' responses to the first question related to listening activities in *Vision 2*, "demand to remember and recall the meaning of single words in a listening text", the obtained mean score was 3.6 indicating that most of the responses agreed with emphasizing many listening activities of the textbook on remembering and recalling the new terms and words. The second question "demand to understand the meaning of a word in relation to a whole sentence in a listening text" with the mean score of 3.4 was again good evidence to prove that many activities were focused on understanding the meaning of a word or a concept relating to the whole sentence. The third question of listening activities in *Vision 2*, "help the students to use their knowledge to understand the meaning of a few sentences in a new listening text" with the mean score of 3.9 showed that lots of listening activities, in students' view, worked on the ability to use the knowledge to comprehend the meaning of some sentences.

The mean score of 2.8 related to the fourth question of listening activities in *Vision 2*, "help the students to be able to analyze the correct or incorrect sentences in a listening text" suggested that in students' ideas, less than half of the listening activities insisted on the ability to analyze the listening tasks to distinguish the appropriate ones. The mean score of 2.5 related to the fifth question "help the students to evaluate a listening text and modify and correct it based on their knowledge" indicated that not many activities in listening related to the ability to evaluate a text and change the inappropriate parts when needed. The mean score of 2.2 related to the sixth question "help the students to understand the meaning of many new texts or paragraphs using their knowledge", proved that the students believed the listening activities were not adequate to encourage the students for the highest level of cognition which is being able to listen to new texts and passages in a new situation.

The first question related to speaking activities in *Vision 2*, "demand to remember and recall the meaning of single words for speak-

ing" got the mean score of 3.8, indicating that in students' ideas, many listening activities turned the students' attention to remembering and retrieving the meaning of new words and expressions. The mean score of 3.8 relating to the second question "demand to understand the meaning of a word in relation to the whole sentence for speaking" showed that many activities focused on understanding the meanings of new words in relation to their sentences. The third question "help the students to apply the words or phrases to utter new sentences" with the mean score of 3.4, demonstrated that more than half of the speaking activities urged the students to use their knowledge in order to utter new statements.

The mean score of 2.8 related to the fourth question "help the students to be able to analyze the correct or incorrect sentences of their own utterances or of others" validated that less than half of the speaking activities in students' view, were related to the ability to analyze their speech or of others in order to recognize the inappropriate parts. The fifth question related to speaking activities in *Vision 2,* "help the students to evaluate their speaking and modify and correct it based on their knowledge" with the mean score of 2.8, also suggested that less than half of the activities encouraged the students to evaluate the spoken tasks of their own or others to modify and change them whenever needed. The mean score of 2.2 related to the last question "help the students to utter new unique texts or paragraphs based on their previously learned knowledge" showed that the activities needed to enable the students to utter new and unique spoken tasks were not sufficient in the textbook.

The students' opinion for the first question asked about the reading activities of *Vision 2,* "demand to remember and recall the meaning of single words" which got the mean score of 3.8, demonstrated that many activities were related to remembering and recalling the meaning of new words and expressions. The mean score of 3.4 got for the second question "demand to understand the meaning of a word in relation to the whole sentence" indicated that many activities emphasized understanding

the meaning of new words regarding the whole sentence. The third question "help the students to use the words or phrases to comprehend a few sentences" with a mean score of 2.8 showed that less than half of the reading activities were about using the previous knowledge to read and comprehend some new sentences.

The fourth question related to reading activities in *Vision 2*, "help the students to be able to analyze the correct or incorrect sentences in a text" with the mean score of 3.5, demonstrated that in students' ideas, some of the reading activities trained the students for the ability to analyze the appropriate and inappropriate parts of a reading text. The mean score of 2.3, related to the fifth question "help the students to evaluate the text and modify it based on their knowledge" indicated that reading activities in *Vision 2* were insufficient to help the students to evaluate a reading task and modify it if needed. The mean score of 2.3 related to the last question "help the students to comprehend some new texts or paragraphs based on their previously learned knowledge" proved that reading activities in *Vision 2*, were not adequate to improve the ability to comprehend new texts or passages in new situations.

Regarding the writing activities of *Vision 2*, the first mean score of 3.6 was obtained for the first question "demand to remember and recall the meaning of single words for writing" indicating that the students agreed with the fact that many writing activities of the textbook focused on remembering the meanings of words and terms. The second mean score of 3.6 was obtained for the question "demand to understand the meaning of a word in relation to the whole sentence for writing" indicating that in students' view, there were many activities for understanding the meaning of a word related to its own sentence. The third question "help the students to use the words or phrases to write a few sentences" with a mean score of 3.5 showed that over half of the writing activities were about applying the previous knowledge of the words to write some new sentences.

The fourth question "help the students to be able to analyze the correct or incorrect sentences in their own writing" with the mean

score of 2.5, suggested the activities for training the students for the ability to analyze the structures of writing tasks were not sufficient in the textbook. The mean score of 2.8 for the fifth question "help the students to evaluate the text, correct it, and write it based on their knowledge" validated that the activities suitable for the ability to evaluate a written text and modifying it were not prominent in *Vision 2*. The sixth question "help the students to write some new texts or paragraphs based on their previously learned knowledge" with the mean score of 3.4, suggested that some activities worked on the highest level of cognition based on Bloom's (2001) revised taxonomy, which is being able to create new texts and paragraphs in new situations using previously learned knowledge.

The overall mean score obtained for the activities in the textbook *Vision 2*, regarding listening, speaking, reading, and writing skills was 3.11. It validated that in students' view, there were some activities for practicing higher levels of cognition, namely analyzing, evaluating, and creating. However, the activities of the high level of cognition for the above-mentioned skills were not prominent in the textbook *Vision 2*.

DISCUSSION
Concerning the first research question of the study, all the codes of A1, A3, B1, B3, and C3 related to listening activities are representative of lower levels of Bloom's (2001) revised version. Considering the second research question, all the codes of A1, B2, B3, and C3 of speaking activities are also the codes of lower levels of the taxonomy. Regarding the third research question, four codes of A1, A2, B1, and B2 with the percentage of about %93 are the codes of lower levels and the code B4 with the percentage of %6 is categorized under the higher levels of cognition. So, the number of reading activities related to higher levels of thinking skills is very trivial. In accordance with the fourth research question, the codes A1, A2, A3, B2, B3, and C3 with the percentage of %91 belong to the lower levels of thinking skills and the code C6 with the percentage of

%9 is related to higher levels of the thinking process. Therefore, the writing activities of *Vision 2* are not helpful to engage the students in deep thinking.

As for the fifth research question, the output of the Chi-square test shows that the distribution of the low-level and high-level codes related to activities of the four language skills in *Vision 2* is not alike. It can be said that there is no significant relationship between the codes of low level and high level in the activities related to four main skills. It demonstrates that the obtained codes do not follow a distinct pattern.

Based on the sixth research question, in teachers' and students' views, *Vision 2* is not so prosperous to provide materials of higher-level thinking skills, particularly in listening and speaking activities. So, there is a need to practice additional assignments and activities in class related to higher orders of thinking skills. Inasmuch as the researcher intended to include all the activities related to the four language skills contained in the textbook and not to randomly select them, other components like the conversation, grammar, pronunciation, and other parts of speech in the textbook were not evaluated and analyzed.

Broadly speaking, the findings in this study seem to agree with the results attained by many researchers. Most of the findings suggest the prevalence of lower levels of thinking skills in the textbooks. The researchers whose findings are in line with the findings of this study are Riazi and Mosallanejad (2010) in an investigation of the types of learning objectives revealed in English textbooks taught in senior high school and pre-university education level in Iran as well as Razmjoo and Kazempurfand (2012) in *Interchange* series. In brief, all the above-mentioned studies suggest that the low levels of Bloom's (2001) improved version of the cognitive domain are more significant than the higher orders and the contents of the textbooks are not much helpful to boost higher levels of intellectual behavior in pupils.

CONCLUSION

In short, the results of the study highlight the need for more homework and procedures than just the activities in the four-skill book, especially listening and speaking. It should be noted that of these four skills, the books focus on reading and writing activities and are less focused on oral activities. Overall, the number of listening and speaking activities in the Vision series is much smaller than that of literacy, just as the workbook for each grade is clearly limited to reading and writing tests. Meanwhile, all listening and multilingual, literary, and literary activities especially in Vision 1 and Vision 2 focus on the lower levels of thought process designed to facilitate memorization and comprehension of facts and empower students. with knowledge without giving them the opportunity to create and think about higher principles of awareness. It shows a weak point in this field that students are not yet able to feel the ingenuity and creativity in the classroom and fail to engage in order to promote their higher intelligence and understanding. That is why students may not be perfect so that they can communicate well with the English speaker if they rely on their textbooks.

Without doubt, in order to design and edit textbooks for any curriculum, the right amount and blend of assignments and activities must be combined to meet the different needs and requirements of the students. One of the most important goals of any education system is to communicate effectively with students. The combination of different levels of knowledge; that is, the low and high levels of thinking can contribute to the broader educational goals that aim to provide and equip students with the knowledge and training skills to become effective problem solvers and independent students.

A final word is that the findings of the current research may have implications for the Iranian EFL teachers who aim to prepare students with high levels of thinking, reasoning, and learning that avoids relying on textbooks as just a source of teaching syllabus. At best, they need to put in place a policy that will include a textbook design to address the lack of

high levels of understanding and thinking. Meanwhile, textbook designers should strive to design assignments and activities that cover all levels of comprehension equally and go beyond the low levels of cognitive skills. It should also be aimed at promoting content in textbooks that deal with the needs and interests of the students.

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