

## Analyzing Reading and Writing Activities of Iranian EFL Textbook Prospect 3 Based on Bloom's Revised Taxonomy

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### Abstract

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning objectives. One of the goals for analyzing textbooks is classifying their contents based on educational objectives and standards. This study aimed at evaluating reading and writing activities of the textbook *Prospect 3*, the textbook used for Iranian Junior High School third graders based on Bloom's (2001) Revised Taxonomy of Cognitive Domain to decide in which category of lower levels or higher levels of learning objectives these activities are classified. The analysis of the data indicated that reading and writing activities of the book were mostly categorized in the lower levels based on learning objectives of the cognitive domain. Hence, they were not encouraging to develop the activities of high levels of thinking processes such as analyzing, evaluating, and creating among Iranian students. Thus, the teachers should employ supplementary materials to compensate lack of activities related to higher levels of learning objectives and book designers should improve the content of the textbook to include more materials that involve the students cognitively.

**Keywords:** Bloom's Cognitive Domain, reading, textbook analysis, thinking skills, writing

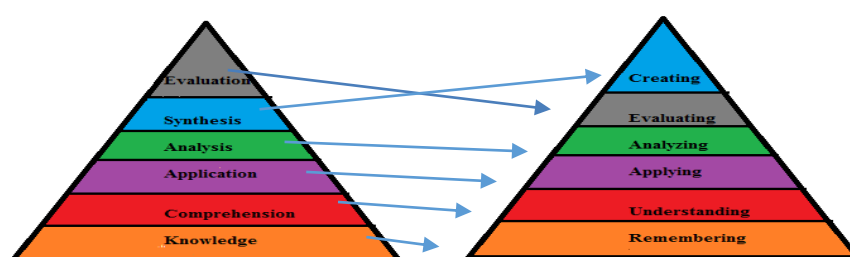
### INTRODUCTION

When the learning goals are selected, the analysis of the content is possible to be done for the materials, specific activities, lessons, exercises, and other learning opportunities for the student or teacher materials in which the specific standards are used. "Content analysis is a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as basis for inference," (Holsti, 1969, p. 2).

In the process of teaching L2 many significant components must be considered. Among these, textbooks are essential ones and must be regarded seriously. As Rashidi and Bahrami (2012) claim, textbooks all over the world are perceived by different scholars and instructors to be the framework and road map for any pedagogical plans in EFL

field. Whether or not one selects to base his course on a course book, it is worth thinking about how one recognizes a good one when he sees it, and on what grounds he might reject or criticize it. Textbook analysis is the systematic analysis of the text materials including the content, the focus, special learning objectives, and other materials of the textbooks. To make the most effective use of a textbook, however, teachers should decide which textbooks are appropriate for their needs. Among the four skills, reading and writing are more formal. Reading skill helps the student to get the information needed through reading materials and writing allows the students to express their expectations, skills, and ideas in a formal way.

The theoretical framework of the current study is Bloom's (2001) Revised Taxonomy which emerged out of Bloom's (1956) Original Taxonomy. Bloom was an educational psychologist who introduced a framework to classify the statements of what we expect the students to learn as the results of instruction (Krathwohl, 2002). The revision includes some changes which appear to be trivial, yet they are quite significant changes. According to Krathwohl, there are some changes in terminology. For example, the six categories in the cognitive process have changed from unidimensionality into two dimensions of the verb aspect and the noun aspect. Figure 1 demonstrates the levels of the taxonomy both in original and revised version.



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

The Figure shows that the original draft included levels of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The revised draft changed into Remember, Understand, Apply, Analyze, Evaluate, and Create. The original version included both the noun aspect and the verb aspect but was unidimensional. As Table 1 indicates, in the revised version two-dimensionality of the framework was represented through the noun aspect (Knowledge Dimension), and the verb aspect (Cognitive Process Dimension).

Bloom who was a head of a group of educational psychologists developed a classification of levels of intellectual behavior important in learning. A new group of cognitive psychologists, led by Anderson (2001) who was the former student of Bloom, updated the taxonomy to reflect relevance to 21<sup>st</sup>- century work. The revision of the framework which was a theory into practice was developed in much the same manner, 45 years after developing the original version. The taxonomy which provided carefully developed definitions for each of the six major categories in the cognitive domain, reduced the labor of preparing annual comprehensive examinations in different parts of the world (Krathwohl, 2002).

**Table 1.** 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	A1	A2	A3	A4	A5	A6
B. Conceptual	B1	B2	B3	B4	B5	B6
C. Procedural	C1	C2	C3	C4	C5	C6
D. Metacognitive	D1	D2	D3	D4	D5	D6

The Knowledge Dimension includes a) Factual Knowledge that is the knowledge of specific facts and details; b) Conceptual Knowledge that is the knowledge about the interrelationship among basic elements; c) Procedural Knowledge which is the knowledge of different process and procedures; and d) Metacognitive Knowledge which is the knowledge about one's own thinking.

On the other hand, the Cognitive Process Dimension includes a) Remember which means recalling and remembering the specific facts; b) Understand which is interpreting and classifying what has been learned; c) Apply which is using the information in a new way; d) Analyze which means breaking the information into its parts; e) Evaluate which means making decision based on in-depth reflection; and f) Create that is creating new information.

Some teachers don't have the experience to evaluate a book before using it. *Prospect 3* is one of the books which are currently recommended for teaching English as a foreign language to the students of Junior High School in Iran. Accordingly, it is believed that this study would help the population of teachers learn which type and level of the activities are emphasized in the book and where it leads the students from the standpoint of developing thinking. It will also serve as an indication of the type, level, and efficiency of the activities in the book with regard to developing thinking which is considered as the important output of learning objectives. Hutchinson and Torres (1994) argue that during periods of changes, textbooks serve to support teachers and they are as an instrument of modifications and alterations. Most teachers consider textbooks to be valuable aid by offering useful materials and support. They maintain that learners need textbooks to guide them towards the hard process of learning.

A textbook reinforces the teacher's work and offers materials for further learning and revision. In brief, a textbook provides teachers and learners with a structure of teaching and learning, methodological support, and opportunities for revision and preparation. The researcher attempted to conduct a study in order to analyze the content of the newly published EFL textbook of grade 9 in high school to investigate whether it meets higher levels of thinking process based on Bloom's Revised Taxonomy or not.

## LITERATURE REVIEW

Many studies have been conducted towards analyzing different textbooks' contents and materials in the world using Bloom's Taxonomy of Cognitive Domain. Ming (2011), in the analysis of English textbook of *New Interchange*, placed the textbook high on the taxonomy scale as the textbook engaged language learners cognitively. Freahat and

Smadi (2014) mentioned that the reading parts of the Jordanian High School EFL textbooks and the introductory university EFL textbook had a dominant emphasis on questions that involved the lower level of thinking processes. Besides, the reading materials of the university textbook did not show the higher level of thinking, but the reading content in the school textbooks revealed more concentration on the higher level thinking.

Assaly and Igbaria (2014) revealed that the author of *Master Class* textbook placed emphasis on the lower thinking processes of comprehension regarding listening and reading activities. They suggested that the activities in the *Master Class* textbook placed a great deal of emphasis upon Understanding, which is one of the lower orders of thinking skills. Alimorad (2014) in a survey of textbook analysis which was carried out regarding the two English textbook *Right Path to English* and *Cambridge English for Schools* demonstrated that different English textbooks do not provide the learners with the same identity options. In this study she argued that the former English textbook, namely, *Right path to English* offered a few identity options such as gender, ethnicity, religious affiliation, social class, and professional occupation for the students who study English in public schools, whereas the latter which was taught at private institutes, provided the students with various and heterogeneous identity options.

Gordani (2010) stated that Guidance School English textbooks seemed to be well ordered with regard to the reading ease of dialogues and reading passages. That is, in the first year because the students are supposedly new to the English language, the dialogues are very easy to follow and results from the codification of tasks and exercises showed that all of the items were concentrated in the first three levels of Bloom's (2001) Revised Taxonomy which are referred to as the lower levels of cognitive skills. In a survey fulfilled by Razmjoo and Kazempourfard (2012) about *Interchange* series in terms of learning objectives based on Bloom's Revised Taxonomy, it was demonstrated that the most frequent learning level in all four books of *Interchange* series, was the lowest level of Bloom's Revised Taxonomy. The results of a research carried out by Askaripour (2014) revealed that the three low levels of thinking skills in Bloom's Revised Taxonomy, were the most prevalent learning levels in *Top Notch* series books. The other considerable finding of this study was the weak presence of Metacognitive Knowledge.

Sadeghi and Mahdipour (2015) suggested that in a study about the 6 units of the three language institute textbooks *Advanced Series*, the frequencies of the lower order cognitive domains based on Bloom's (2001) Revised Taxonomy were found to be more than the higher order skills. Also, there were not any significant changes in affective and psychomotor domains in these three textbooks. The results of the study fulfilled by Roohani, Jam, and Shamsi (2015) showed that the *Top Notch* textbooks were to a high degree, representative of the lower order levels of cognitive processes, particularly Remembering and Understanding processes. In a study about Iranian Junior High School English textbooks carried out by Rahpeyma and Khoshnood (2015), the most frequent learning objectives in the content of Junior High School English textbooks in

Iran were proved to be the three lower levels of learning complexity regarding Bloom's Revised Taxonomy.

Considering the importance of textbooks in the pedagogical system and improvement of reading as a receptive skill and writing as a productive skill from the very early stages of learning English and their contributions to establishing thinking skills among the learners, the following research questions are put forward:

1. What is the level of the reading exercises of the newly published English textbook *Prospect 3* of Junior High School based on Bloom's (2001) Revised Taxonomy?
2. What is the level of the writing exercises of the newly published English textbook *Prospect 3* of Junior High School based on Bloom's Revised Taxonomy?
3. Do reading and writing activities in *Prospect 3* contribute to developing thinking among the students?

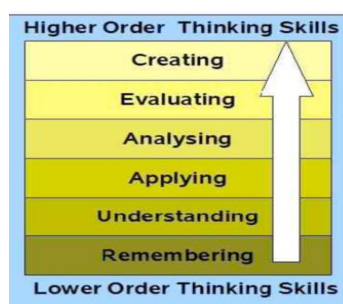
## METHOD

### Design of the Study

This research was a descriptive and mixed method research. In qualitative part, the total 125 reading and writing activities of the textbook *Prospect 3* were analyzed based on 6 levels of Cognitive Domain in Bloom's (2001) Revised Taxonomy to determine their levels of learning objectives. In quantitative part the frequencies, percentages, and the outputs of chi-square tests related to results for the distribution of the codes for the two skills, and the differences between the frequency of occurrence of higher and lower order thinking skills through the reading and writing activities of the textbook were calculated.

### Instruments

As Figure 2 demonstrates, the instruments consisted of 6 levels of Bloom's (2001) Revised Taxonomy which were used to determine the levels of learning objectives of reading and writing activities in the textbooks *Prospect 3*.



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

Among the six levels mentioned for the taxonomy, the first three levels, namely, Remembering, Understanding, and Applying are considered low levels of the taxonomy while, Analyzing, Evaluating, and Creating are high level ones.

### **Data Collection and Data Analysis Procedures**

Data were collected in two stages. During the first stage the researcher located all of the reading and writing activities in the textbooks both the student book and the workbook and then recorded them on the three-column tables. The tables listed all activities in a serial order including the number of the activity, the activity, and the page number and thus the total activities were located. During the second stage, all the activities were codified using the research tool. The number of the activities listed for each of the categories in the research tool (levels of cognition according to Bloom's Revised Taxonomy) was then calculated by each, and the frequency that each level of the activity appeared was then calculated.

In order to analyze the collected data, as the first step, all reading and writing exercises in both textbooks were classified, analyzed, and codified according to six levels of Bloom's (2001) Revised Taxonomy to examine the extent to which these learning objectives were presented. The coding categories were labeled as 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, and D6 or Creating the Metacognitive Knowledge.

For the intra-rater reliability of the analysis, the researcher analyzed a random sample of the questions with the percentage of 32% of the total number of the analyzed questions, with a three weeks interval. Then Scott coefficient between the two analyses was computed. The reliability coefficient between the two analyses was 0.94 which was considered high. In order to calculate the inter-rater reliability of the analysis, another analyst was asked to conduct the analysis through the same categories and units of analysis. The second analyst was acquainted with the procedures. The two analyses were done separately on the same sample of questions. The inter-rater reliability coefficient was calculated and it was found to be 0.92 and was considered high.

Furthermore, to determine the results for the distribution of the codes for the two skills of reading and writing, and the differences between the frequency of occurrence of

higher and lower order thinking skills through the reading and writing activities, Chi-square tests were run. Therefore, this study is a sample of a mixed method research, meaning that in data analysis both qualitative and quantitative methods have been employed. In quantitative part, we have presented frequencies and percentages of the codes obtained for the activities and described the outputs of Chi-square tests which aim to indicate the distribution and frequency, and in qualitative part the contents of the textbooks have been analyzed and interpreted subjectively, meaning that there is no numeral or statistical data.

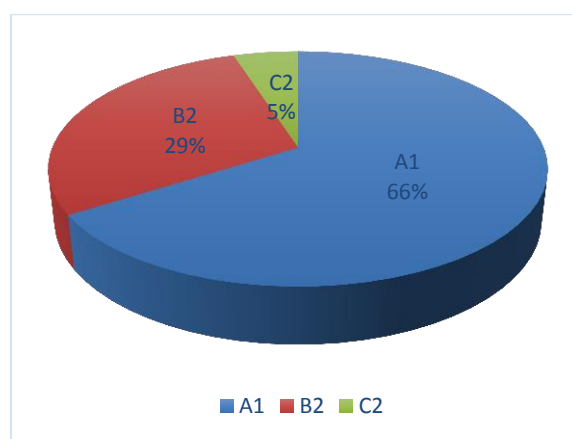
## RESULTS

For codification, the total 125 reading and writing activities of both student book (SB) and workbook (WB) were analyzed and the results were collected and arranged in the form of tables and figures. From 38 reading activities, 6 activities were from SB and 32 activities were from WB. Among 63 writing activities 20 of which were selected from SB and 43 from WB. The total 24 integrated activities of reading and writing skills included 6 activities from SB and 18 activities from WB. On the whole, the frequency and percentage of each category for reading activities in both SB and WB of the textbook *Prospect 3*, gave us the results in Table 2.

**Table 2.** The Frequency and Percentage of Codifications of Reading Activities

Knowledge Dimension	Frequency/ Percent	Cognitive Process Dimension				
		1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate
A. Factual Knowledge	25 65.80 %	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge	0 0.00	11 29%	0 0.00	0 0.00	0 0.00	0 0.00
C. Procedural Knowledge	0 0.00	2 5.20%	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 2 indicates for reading activities, the most frequent code was A1 or Remembering the Factual Knowledge with the frequency of 25 (6 of SB + 19 of WB) and the percentage of 65.8 within the total 38 activities of reading skills of the two books. The next most frequent activities for reading skills were codified as B2 or Understanding the Conceptual Knowledge with the frequency of 11 and the percentage of 29 in the total activities of reading skills. The code which occupied the final place for reading activities of *Prospect 3* was C2 or Understanding the Procedural Knowledge with the frequency of 2 and the percentage of 5.2. Figure 3 evidently shows the learning categories of reading activities in the textbook.



**Figure 3.** Learning categories of reading activities.

The frequencies and Percentages of writing activities were summed up in this stage. It was suggested that the code A1 or Remembering the Factual Knowledge had the frequency of 8 in SB and 12 in WB. So we got the total frequency of 20 and the percentage of 31.7 for A1. The code A2 or Understanding the Factual Knowledge showed the frequency of 3 in SB and 10 in WB and we got the total frequency of 13 and the percentage of 20.6 for A2.

The code B2 or Understanding the Conceptual Knowledge got the frequency of 4 in SB and 3 in WB. So the total frequency was 7 and the percentage was 11.1 for B2. The code B3 or Applying the Conceptual Knowledge got the frequency of 5 in SB and 11 in WB. Therefore, the total frequency was 16 and the percentage was 25.4 for the code B3. The code B5 or Evaluating the Conceptual Knowledge got the frequency of 6 just in WB and so the percentage obtained was 9.5 for this code. The code B6 which also was found just in WB of the textbook related to the writing activities got the frequency of 1 and hence the percentage of 1.6.

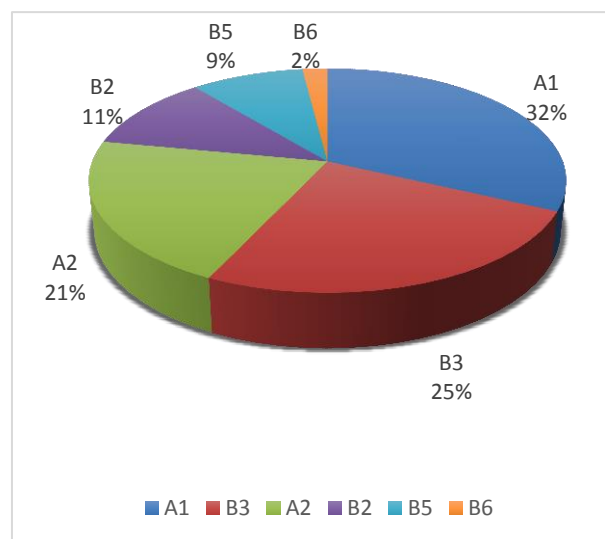
Table 3 indicates the results for the frequency and percentage of each category for writing activities in both SB and WB of the textbook *Prospect 3* based on Bloom's Revised Taxonomy of Cognitive Domain. Regarding Table 3, the codification of writing activities of SB and WB of the textbook *Prospect 3* were ordered as A1 or Remembering the Factual Knowledge, B3 or Applying the Conceptual Knowledge, A2 or Understanding the Factual Knowledge, B2 or Understanding the Conceptual Knowledge, B5 or Evaluating the Conceptual Knowledge, and finally B6 or Creating the Conceptual Knowledge. The codes of lower levels based on the taxonomy were calculated about 89 % ( $31.7 + 20.6 + 11.1 + 25.4 = 88.8$ ) of the total codes obtained from writing activities. The rest, which was about 11 % of the total writing activities of the book ( $9.5 + 1.6 = 11.1$ ) were included in higher levels of the taxonomy.



**Table 3.** The Frequency and Percentage of 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		20 31.70%	13 20.60%	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge		0 0.00	7 11.10%	16 25.40%	0 0.00	6 9.50%	1 1.60%
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

Figure 4 demonstrates the codifications obtained for writing activities of the textbook *Prospect 3*.

**Figure 4.** Learning categories of writing activities.

The Figure shows that the codes were ordered as A1, B3, A2, B2, B5, and B6. Among these six codes just B5 and B6 were categorized among the higher levels of the taxonomy of cognitive domain. The other four codes, namely A1, B3, A2, and B2 were classified among the lower levels of Bloom's (2001) Revised Taxonomy of Cognitive Domain. Other codes of the taxonomy of cognitive domain were totally absent in this area.

In order to include all the activities of reading and writing skills of the textbook *Prospect 3*, those activities which were the integration of reading and writing skills were also included in analyzing process. The total activities in SB and WB of the textbook *Prospect 3* regarding the integration of reading and writing skills were 24, from which only two codes of Bloom's (2001) Revised Taxonomy were obtained.

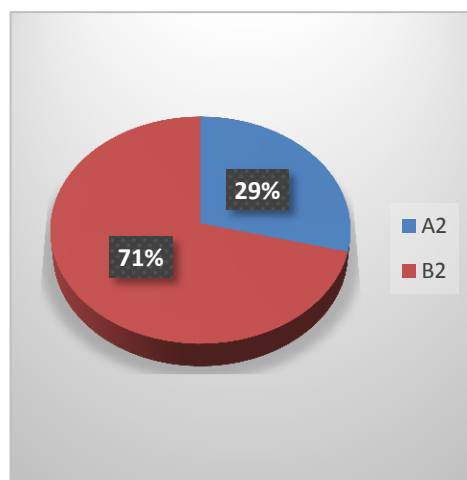
As Table 4 indicates the most frequent code was B2 or Understanding the Conceptual Knowledge with the frequency of 17 and the percentage of 70.8 regarding the integrated activities of reading and writing skills. The next and final place code in

codification was for A2 or Understanding the Factual Knowledge with the frequency of 7 and the percentage of 29.16 for the integrated activities of reading and writing skills in *Prospect 3*. Both the two codes obtained for this area were included in the low levels of the cognitive domain.

**Table 4.** The Frequency and Percentage of Codifications of Reading and Writing Integrated Activities

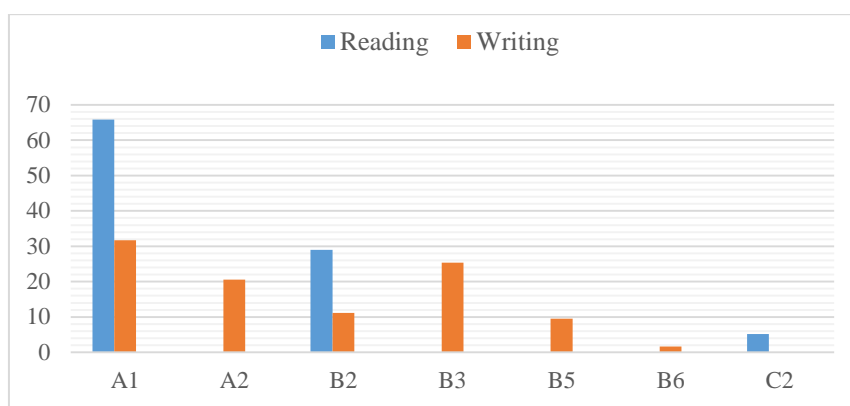
Knowledge Dimension	Frequency/ Percent	Cognitive Process Dimension					
		1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	0 0.00	0 0.00	7 29.16%	0 0.00	0 0.00	0 0.00	0 0.00
B. Conceptual Knowledge	0 0.00	0 0.00	17 70.80%	0 0.00	0 0.00	0 0.00	0 0.00
C. Procedural Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
D. Metacognitive Knowledge	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00

Figure 5 represents the codifications related to reading and writing integrated activities of the textbook indicating that from 24 codes of Bloom's (2001) Revised Taxonomy of Cognitive Domain only two codes of lower levels of cognitive complexity were available.



**Figure 5.** Learning categories of reading and writing integrated activities.

Figure 6 compares the available codes in reading and writing activities in the textbook *Prospect 3* both in SB and WB. This Figure demonstrates that some codes in writing activities were not observed in reading activities. These codes were A2 or Understanding the Factual Knowledge, B3 or Applying the Conceptual Knowledge, B5 or Evaluating the Conceptual Knowledge, and B6 or Creating the Conceptual Knowledge. In reading activities the codification of C2 or Understanding the Procedural Knowledge was not observed in writing activities. Besides, A1 or Remembering the Factual Knowledge and B2 or Understanding the Conceptual Knowledge had more frequencies in reading activities than writing activities.



**Figure 6.** A comparison of codes' percentages obtained from reading and writing activities.

Chi-square test gave us a significant result (Sig = 0.000) for distribution of the codes for the two skills, namely, reading and writing (see Table 5). This means that the distribution of the codes or learning levels was not equal for reading and writing skills in the two textbooks. In other words, the codes were not distributed evenly regarding the two skills. It can, therefore, be concluded that the differences between the frequency of occurrence of different levels of the taxonomy of learning objectives did not have a specific pattern in reading and writing skills in SB and WB and they occurred by chance.

**Table 5.** Chi-Square Test for Reading and Writing Activities in Terms of Learning Objectives

Chi-Square	<i>df</i>	<i>Asymp.Sig</i>
35.427	6	0.000

$p \leq 0.05$

Another Chi-square test was run to see the differences between the frequency of occurrence of higher and lower order thinking skills through the reading and writing activities of the textbook (see Table 6). The significant result (Sig = 0.033) in Table 6 is an indicative of the fact that there was a significant difference pattern in the frequency of occurrence of higher order thinking skills and lower order thinking skills in the reading and writing activities of the textbook.

**Table 6.** Chi-Square Test for Reading and Writing Activities in Terms of Higher and Lower Order of Thinking Processes

Chi-Square	<i>df</i>	<i>Asymp.Sig</i>
4.537	1	0.033

$p \leq 0.05$

Most of the codes found are included in lower levels of the cognitive domain. However, B5 or Evaluating the Conceptual Knowledge and B6 or Creating the Conceptual Knowledge which are classified in the higher levels of the cognitive domain are not

significant regarding the total percentages found in analyzing all the activities of reading and writing skills in the two textbooks.

## **DISCUSSION**

Regarding the first Research Question, among the three codes for reading activities, A1 or Remembering the Factual Knowledge has the most frequency. The other code which is B2 or Understanding the Conceptual Knowledge has the next frequency. In other words, the next most frequent codification again is located at the low levels of the taxonomy of the cognitive domain. The third and last code found for the reading activities is C2 or Understanding the Procedural Knowledge with the least frequency. Because this code is again considered as a low level of the taxonomy, it can be concluded that the reading activities in this area are classified in the low level of the taxonomy related to the cognitive domain. So it may generally be accepted that all of the reading activities in the textbook occupy the low level of the cognitive domain.

For the second Research Question, the findings prove that six codes obtained as a result of codification based on the taxonomy are A1 or Remembering the Factual Knowledge, A2 or Understanding the Factual Knowledge, B2 or Understanding the Conceptual Knowledge, B3 or Applying the Conceptual Knowledge, B5 or Evaluating the Conceptual Knowledge, and B6 or Creating the Conceptual Knowledge. Among these codes, A1 that is Remembering the Factual Knowledge has the most frequency which means all the writing activities in this area are in the lowest level of the taxonomy. The second most frequent code is B3 or Applying the Conceptual Knowledge which is again classified as the low level in the taxonomy.

The third most frequent code found is A2 that is Understanding the Factual Knowledge and is again placed in the low level of cognitive domain in the taxonomy. The fourth most frequent code obtained is B2 or Understanding the Conceptual Knowledge, indicating that the activities at this level are set among the low level in the taxonomy. The fifth most frequent code or B5 that is Evaluating the Conceptual Knowledge with a low frequency is among the high levels of the cognitive domain. Finally, the last code in rank which is B6 or Creating the Conceptual Knowledge with the lowest frequency is considered among the higher levels of the taxonomy.

The findings indicate that most of the activities of writing skills are in the category of low levels regarding the taxonomy of the cognitive domain, while the rest are put in the high level category of the cognitive domain. So the lower level of the cognitive domain is more prominent in writing activities than the high level of the taxonomy. It should be mentioned that the two codifications found for reading and writing integrated activities are also classified among the lower levels of the taxonomy of cognitive domain.

With reference to the third Research Question it should be argued that most of the codes found are included in lower levels of the cognitive domain. Moreover, B5 or Evaluating the Conceptual Knowledge and B6 or Creating the Conceptual Knowledge which are classified in the higher levels of the cognitive domain are not significant

regarding the total percentages found in analyzing all the activities of reading and writing skills in the two textbooks.

So an overall conclusion that can be drawn from the results, demonstrates that the reading and writing activities included in the textbook are not very encouraging to develop high levels of thinking processes among the students of the third grade of Junior High School because the codes of high levels in learning objectives are seldom found in the activities of reading and writing of the textbook. Suffice it to quote that the results of this research agreed with the majority of the results of the previous studies. That is to say, the emphasis on the lower levels of the learning objectives of the cognitive domain is more than the higher levels.

It could be reasonably argued that the importance of the textbooks in an educational system is undeniable and because English textbooks in EFL context are supposed as the most important sources of learning language, the efforts should be undertaken on behalf of the policymakers and book developers to be more careful about the contents of the textbooks as the important aid of instructional materials for EFL learners, to improve their qualities according to the learners' needs and wants. This might not be possible unless the widespread studies and investigations are conducted in different areas regarding the textbook contents, and the remarks and comments should be taken into consideration in the process of developing the textbooks.

The results of this study may have pedagogical implications for Iranian EFL teachers not to depend on the textbook as a sole source of instructional syllabus. Instead, they need to design supplementary activities to remedy the lack of higher level ones. Another practical implication which can be drawn from this study is that the teachers should be careful about using a balanced mixture of lower and higher level skills in order to contribute to accompanying broad educational goals as well as furnishing learners with knowledge and improving their abilities to think and solve problems. Furthermore, as mentioned before, textbook designers should try to devise exercises and activities that meet the students' needs and interests and go beyond lower order cognitive skills and to include higher order ones too.

Regarding the findings and limitations of the present research, there are some suggestions for further research. First, further investigations can be undertaken in other areas in addition to reading and writing activities to determine whether the results in those areas are consistent with the present findings or not that is whether speaking and listening activities of the same textbook are categorized among lower levels of the cognitive domain or higher ones. Second, because the textbook is new, it is recommended that other research studies be conducted on large samples of participants to get their attitudes in various areas towards the textbook. Third, similar studies are needed to estimate the textbooks *Prospect 1* and *Prospect 2*, the textbooks of the first and second grade of Junior High School to evaluate their contents regarding all four skills based on the taxonomy of learning objectives.

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