Evaluation of Textbook: Analyzing English Book II at Intermediate Level of KP Textbook Board in the Light of Bloom's Taxonomy of Educational Objectives

Dr.Humaira Jabeen
Assistant Professor, Department of English, Abasyn University Peshawar, KP, Pakistan. Email: humairaJabeen423@gmail.com

Syeda Neelam
Visiting lecturer, Institute of Peace and Conflict Studies, University of Peshawar, KP, Pakistan. Email: syedaneelam92@gmial.com

Dr. Ahmad Sohail Lodhi (Corresponding Author)
Assistant Professor, Department of Business Education, Institute of Education and Research, University of the Punjab, Lahore, Pakistan.
Email: Ahmad.ier@pu.edu.pk

Abstract
The textbook is a key component in most language programs. In an English language as a foreign language context, it may even establish the main and perhaps only source of language input that learners receive for the language practice that occurs both inside and outside of the classroom, basically in Pakistan. However, research has suggested that despite the important role of the textbook, they are not always professionally designed and do not always fit the curriculum and closely correspond with the aims of the teaching program and the needs of the students. The study aimed to evaluate the Intermediate English textbook for 12th-grade students published by the Khyber Pakhtunkhwa Textbook Board in Pakistan using Bloom's Taxonomy of Educational Objectives. The examination is systematic in nature, which centers on the subject of the exploration to see the similarity of the substance and activities of the book against the different areas and sub-classes of the Bloom's Taxonomy. The research produces a range of implementable conclusions for further study. Thus, textbooks should be carefully assessed and selected before being used for a language program. Overemphasis on cognitive skills may result in learners being able to recall and explain concepts but struggling with applying them in real-world or practical scenarios. The textbook might fail to engage students emotionally or fail to adoptive attitudes and values, which are critical for subjects like ethics, teamwork, or professional responsibility. It was also concluded that the textbook focused on written communication skills more than the oral communication skills of the learners. Textbook's evaluation helps the managerial and teaching staff in selecting the most appropriate materials available for a particular course. It also helps to identify the strengths and weaknesses of a particular textbook that is already in use. This also helps in informing teachers in the process of textbook's revision and decision-making for the next course.

Keywords: Bloom's Taxonomy, curriculum, textbook, cognitive domain,

affective domain, psychomotor domain

Introduction

Education is a social instrument through which a man can direct his predetermination and shape his future. Education shapes the psyche, character or physical capacity of a person. To accomplish the objective of making a man or a country instructed, curriculum is utilized to bestow training. The term curriculum contains different sorts of projects of instructing and its parameters. Curriculum is not a limited marvel; rather it is an aggregate of various elements of which the most vital part is the course book.

"The Curriculum is that reconstruction of knowledge and experiences systematically developed under the auspices of the school (or university) to enable the learner to increase his or control of knowledge and experience." Tanner and Tanner (1980)

The textbooks go about as a prompt and the most generally acknowledged source of giving education. The basic instructional manuals for English Language educating and learning are the textbooks, which is highly dependable. There is an incredible demand for successful and fitting learning books. In addition, to pick up the goals of the contents and testing techniques should be given more thought. If there should arise an occurrence of creating countries like Pakistan, where other teaching materials are not accessible, the part of a textbook is imperative. Textbook is the most critical educating apparatus. It can decide what/how will be instructed or educated. Thus textbooks are valuable guides for teachers and stable orientation for the students. Tanner and Tanner (1980)

Ahmed, et al. (2023) employed a qualitative methodology and content analysis in the elementary-level textbooks that have been adopted in Federal Schools in accordance with the newly implemented Single National Curriculum Policy of 2021. They examined the sample of textbooks utilized in elementary education, with a specific focus on children in grades one through five. They described that textbooks consist of questions that primarily target lower-order thinking abilities (LOTS), with around 89.8% of the items falling within this classification.

In perspective of this viewpoint combined with every one of the issues, the exercises toward the end of every lesson are most critical element of a textbook. All around arranged exercises can make course books more important and successful. Various types of aptitude creating exercises can enhance the language learning of the learners. It is on account of language learning requires a wide range of aptitudes including cognitive, affective and psycho motor abilities. Textbooks which bolster every one of the resources of learning can help in healthier learning and give upgraded inspiration to the learners. In order to meet the above objectives, the substance and format of English textbooks ought to be always placed to correction, revision, alteration, testing and retesting as per the altering conditions and demands of the students. The enhanced stuff can drive the language learners to accomplish English Language capability. In any case, shockingly that viewpoint has been ignored with regards to Pakistan; therefore, the students do not accomplish the required language proficiency in English language (Gul et al.,2023).

The evaluation of textbooks are very important in the under developing countries like Pakistan because Textbooks are the only tool of learning. The course contents must be according to the needs of learner. Textbook assessment assistances the administrative and instruction staff select the maximum proper materials

accessible for a specific course. Textbook assessment concurring, to Cummings Worth (1995), would include the careful choice of materials analyze whether they reflect the requirements of the student, the points, strategies and estimations of a particular educating program. In this study, the exercises of English textbook-1at intermediate level will be analyzed in the light of the educational objectives of Bloom's Taxonomy.

In 1956, Bloom with his associates developed Taxonomy after the work of eight years. The Taxonomy was named as Bloom's Taxonomy of Educational objectives. The Taxonomy consists of three domains, Cognitive, Affective, Psychomotor domain. Bloom worked for eight years to organized respective levels. It was not the participation of few people but all those people who attended the conferences on the development of the taxonomy. As it is defined here, "It is direct outgrowth of the thinking of over thirty persons who attended the taxonomy conferences. It is based on the work of countless test constructors, curriculum workers, and teachers" (Bloom et al., 1956 and Ishtiaq et al, 2022).

Stevani, & Tarigan (2023) performed their research on the English textbook analysis by using Bloom's taxonomy. The use of Bloom's taxonomy to form knowledge, comprehension, application, analysis, synthesis, evaluation, and creation in choosing the type of reading test was to consider the role of higher and lower-order thinking skills in reading comprehension questions in English textbooks. Similarly, Malik, & Hassan, (2022) stated that learning outcomes are written statements that clarify what a successful learner ought to achieve by the end of the program, module, course, unit, etc. They examined the categories of student learning outcomes (SLOs) presented in textbooks of English for grades X and Xl prepared by the KPK Education Board, Pakistan, using the modified version of Bloom's taxonomy.

As it is a well-established truth in KP that a large portion of the learners are afraid of using English language. They are not only weak in utilization but also in the perception of the foreign language. Such point of view can be clearly understood from the yearly reports of the Federal Public Service Commission (FPSC) (Gul, 2002). The Intermediate is the most critical level, if the learners are legitimately inspired and prepared, they may get a handle on the aptitudes and capacities required for taking in the English Language.

The aforementioned argument in view, a crucial demand, is to analyze the English Textbook by the use of the broadly recognized Bloom's Taxonomy. Hence, for this study, the original Bloom's Taxonomy was used and not the revised version as the revised taxonomy deals with the cognitive domain while the original covers both, the cognitive and affective domains. The third domain is taken from Dave's Psychological Domain because Bloom and his team could not devise any rule for this domain.

The main aim of the current study is to appraise the exercises of Intermediate English Book-11 at the conclusion of each lesson in the light of the educational objectives of the Blooms Taxonomy. Meanwhile, the evaluation tries to center at the value and correctness of the new changed form of the Textbook.

Statement of the Problem
The main aim of the current study is to appraise the exercises of Intermediate English Book-11 at the conclusion of each lesson in the light of the educational objectives of the Blooms Taxonomy. Meanwhile, the evaluation tries to center at

the value and correctness of the new changed form of the Textbook.

Research Questions
1) How far the given exercises in English book II, at Intermediate level of Khyber Pakhtunkhwa province Textbook Board fulfills the educational objectives of Bloom's Taxonomy?
2) What are the missing domains in the course book after the application of Bloom's Taxonomy?
3) Which exercises fall under each domain suggested in Bloom's Taxonomy?
4) How far the exercises match with the content given at the end of each lesson?

Research Objectives
The accompanying are the objectives of the study:
1.   To see if the activities are up to the degree of Bloom's Taxonomy's instructive objectives.
2.   To direct the learners towards the achievement of their learning goals.
3.   To give an ideal portal to the educators to meet the coveted results in a much helpful manner.
4. To assess the alignment between the exercises provided at the end of each lesson and the corresponding content within the lesson.

Significance of Research
At the point when the present research study will audit and assess the chose Textbook by the proper criteria; it will advance sensible suggestions and proposals about the advance of educating and learning English Language through applicable and reasonable instructional material.

When the present examination will overview and look at the picked course book by the best possible criteria; it will progress possible recommendations and proposition about the difference in educating and learning English dialect through applicable and proper instructional material.

Literature Review
The curriculum broadly consists of the various educational elements and activities taken place in an educational institution. Truly, developmental psychologists and other researchers conclude that consciousness of right and wrong in children are at different age and such difference depend on the child's development and environment (Begley & Kalb,2000 and Khan et al.,2025).

The perceptions as specified over, the Textbooks frame principal part of the educational programs and a main device of direction and instructional method ordinarily for every one of the courses consolidating the dialect instructing. Hamza describes the significance of the textbooks that "The main teaching, learning, and reference tool for language teaching in Pakistan is the textbook" (Humza, 2004 and Gul et al., 2022).

As Hutchison and Torres (1994) said: "Textbooks save time give direction to lessons, guide discussion, facilitate giving of homework, making teaching easier,faster,better.In short, textbooks provide teachers with security and confidence." Textbook also provides syllabus for a teaching program. In this way, the novice teachers are supported while training them in methodology and save their time.

English Language Teaching (ELT) has many essential components: the most important component of many ESL/EFL classrooms and programs are the

textbooks and instruction materials that are often used by language instructors. As Hutchison and Torries suggested that the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce those in many countries. Seemingly, no teaching-learning situation is complete until it has its relevant textbooks.

Grant (1990) similarly gives the perspectives of educators regarding the instructional material in his Book. Mostly, teachers depict the theme that a textbook uncovers the request what should be educated to the students and in which way it ought to be instructed. They prepare the educators that how to instruct and as Richards (2001) proclaims over, a course book spares abundant time of the educators. At long last yet significantly, they render incredible assistance from the student's perspective.

Alemu, (2022) and (Gul et al., 2023) analyzed the objectives of Grade 10 English Textbook for Ethiopia. It was particularly targeted on finding out whether the objectives are measurable or not, and evaluating them in terms of Lower-Order and Higher-Order Thinking Skills. The study adopted purely descriptive quantitative research approach. The findings indicated that 85.1% of the textbook objectives are measurable, which are clear and achievable. Furthermore, Dallasheh, (2024) analyzed the units of the textbook "Just Imagine" for 9th grade Arab students for English teaching in Israel. The study was conducted to understand whether the Wh-Questions used in the textbook emphasized high-level thinking and cognitive skills development (HOTS).

English has been selected in Pakistan as a moment dialect and is the embraced medium of correspondence in the country. This procedure has come a long way to this time. In any case, it could not accomplish the points what should be obtained. The instructing of English language has been finished by a few strategies however significant gadget and asset of teaching English training and contemplating is a course book. As Mansoor, (2023) described *the quality of textbooks analyzed through different methods. He checked the assessment of the cognitive domain of Bloom's Taxonomy with the textbook exercises using checklist method. He used a validated checklist to examine the use of cognitive levels of Bloom's Taxonomy of educational objectives in the textbook exercises.*

The lack of attention towards the improvement of textbooks has become the norm, thus they could not achieve the particular goals. As Rehman (2002, p. 317) described that "The textbooks at the higher secondary level had not been revised for nearly twenty years". It is due to this reason the textbooks are not raise to the modifying and required needs

Worth (1995) proposes that we should certify that "careful selection is made, and that the materials selected closely reflect [the needs of the learners and the aims, methods and values of the teaching program". (p.7) one other reason for textbook evaluation is that it can be very helpful in teachers' growth and professional growth. Ellis (1997) suggests that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, efficient and contextual understandings into the overall nature of textbook material.

Research Methodology

The existing research study is descriptive and analytical in nature, which attempts to look up to which degree the activities in the course book fulfill the educational

objectives of the Bloom's Taxonomy. The textbook selected is taught in the public sector government colleges throughout the province. It was introduced in 2006 as a test edition to replace the old textbook. The study tried to grasp the extent up to which the exercises in the targeted course book satisfy the Educational Objectives of Bloom's Taxonomy (Original Version. The taxonomy is widely used to measure the rationality of instructional materials at various levels. For this study, the original Bloom's Taxonomy was used and not the revised version as the revised taxonomy deals with the cognitive domain only while the original covers the cognitive and affective domains, both. The third domain is taken from Dave's Psychomotor Domain because Bloom and his team could not devise any rule for this domain. All the questions in the exercises of the textbook were categorized into relevant and irrelevant on the ground of their relevancy to Bloom's Taxonomy.

To accomplish the task, the related questions set at the end of each lesson were studied according to the Bloom's Taxonomy. The chose information was checked in the various domains and their sub-levels. In the following procedure, the current and missing spaces were distinguished. The suggestion which proposes the congruity of the substance to the activities was examined amid the investigation. In general, pertinent information from every one of the activities was broke down with respect to the chose criteria of Bloom's Taxonomy, its essence or nonappearance in every one of the spaces of the Taxonomy and based on the discoveries the distinguishing proof of the current and missing areas and the similarity of substance to the activities were executed. A proposed workout was given at the end of the respective research study, which consists of all the domains and the sub-levels of the given Taxonomy.

The Intermediate Level English book-11 of Khyber Pakhtunkhwa Textbook Board, which comprises of 19 lessons, was selected. The exercises were examined, consisting of many questions relating to the contents of the lessons and other grammatical exercises for its presence and absence against the domains and sub-categories within each domain. Proportion was attracted to find the nearness and nonappearance of the considerable number of spaces and sub-classifications of the Taxonomy in the quantitative way.

Theoretical Framework
This study uses the educational objectives of Bloom's taxonomy as its theoretical framework. The Taxonomy of Educational Objectives is a classification of the different objectives and skills together that educators set for students (learning objectives).The exercises of the textbook are evaluated on the bases of three domains like cognitive domain, affective domain, and psychomotor domain.

Research Nature
The research study is purely analytical and descriptive in nature, which labors to view the extend up to which the exercises in the textbook fulfill Bloom's Taxonomy of Educational Objectives.

Research Population
The population of this study is based on intermediate level of KPK and in this population the sample is English book II in which exercises at the end of each lesson are evaluated by applying Bloom's Taxonomy model.

Sample and Sampling Technique
The research is primarily related to the question items at the conclusion of the every lesson in the Textbook. The English book-II at intermediate level is taught in all the public colleges of the Khyber Pakhtunkhwa province, therefore, for this purpose the said textbook is selected. The exercises will be probed with regard to its relevancy or irrelevancy with all the contents of the textbook.

Sources of Data
The data in this study is the Intermediate English for Class-XII in the province of KP at the present time. Therefore, as matter of fact, the data sources are textbook exercises at the end of each lesson.

Data Collection Procedure
The study is based on secondary data which is taken from the exercises of English book II at intermediate level in KP province. The data is evaluated by applying Bloom's Taxonomy of Educational Objectives.
The research was concerned to the inquiry things described toward the end of the substance of every lesson in the course reading. For such reason, the English text Book II, for the Intermediate level of KP Textbook Board was chosen, a compulsory text book taught in all the Government colleges. The activities within the exercises were inspected with its relevancy and superfluity to the substance of the course book. The significance of different activities in accordance with the domains and sub-levels were examined. The immaterial activities were kept away from for any talk.
In this way, in the system, seven units were chosen for investigation in fixing with each area and the sub-level inside the space of the Taxonomy. Every unit was broken down for the primary area and the consequent sub-classifications in that. In a similar way, whatever is left of the spaces and the sub-levels, each arrangement of the lessons was inspected against all the while.

Data Analysis Technique
The data (consisting of various exercises at the conclusion of every lesson) is analyzed in the light of the Educational Objectives of Bloom's Taxonomy.

Limitations of Study
The study is limited to the English Textbook at intermediate level in KP. Within the Textbook only the exercises were evaluated by applying the educational objective of Bloom Taxonomy. The examination of the exercises is the only motive of the research study in accordance with the importance proposed by the taxonomy. The assessment of the substance matter is rejected. The examination does not manage the techniques for English dialect Teaching accepted in the reading material. The study is limited to the English Textbook at intermediate level in KP.Within the Textbook only the exercises were evaluated by applying the educational objective of Bloom Taxonomy.

Existing and Missing Domains
Through this exploration interest it was discovered that the exercises at the end of the chapters mostly put into cognitive domain while very few exercises fall into
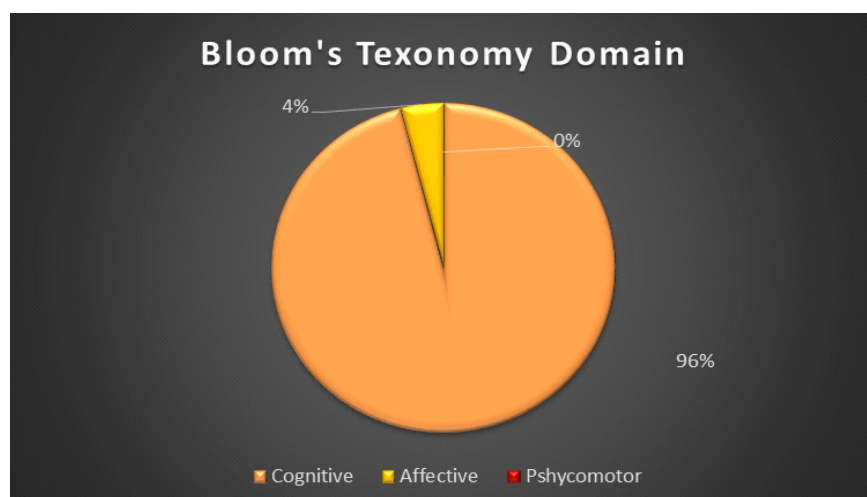
affective level. But the last domain that is Psychomotor was totally absent. The cognitive level is basically related with the mental level of the students, which is the basic aim of the education level in KP.The other two levels are somehow absent in the textbook.

Results and Discussion
After the examination and close assessment of all the exercise items of English Textbook for the intermediate level. The textbook was analyzed by applying the educational objective of Bloom Taxonomy as a theoretical framework of the research. This fact cannot be denied that the English book II for the higher secondary school mostly consists of Cognitive Domain of Bloom's taxonomy. That entails almost all of its levels. As far as the Affective Domain is concerned, thirteen items were present within all of the exercises of the concerned Course book. The third main domain i.e. the Psychomotor Domain of Bloom's educational objectives are not present in any of the question in the textbook. The proportion of the domains appears to be imbalanced, unmistakably Cognitive Domain is spread everywhere throughout the content, Affective Domain, at a small extend and the Psychomotor Domain is totally truant. The reason of this proportion might be connected to the way that nearly in the greater part of the projects the attention is on the upgrade of the scholarly capacities and aptitudes of the students. The main aim to develop the students with enhance intellectual abilities may be accomplished by drilling them at the cognitive stage. The other two domains of Blooms Taxonomy are unimportant and inattentive in the mentioned textbook, which is the failure of fulfilling all the requirements of the Taxonomy. The table 2 shows the frequencies of the exercises of the mentioned textbook that fall under the different domains of the Bloom's Taxonomy educational objectives.

Table 2: Table shows the following exercise items of the textbook according to educational domains in percentage.

Taxonomical Domains	Exercise Items	Percentage
Cognitive Domain	321	96%
Affective Domain	13	4%
Psychomotor Domain	0.00	0.00%
Total	334	100%

Cognitive Domain
Affective Domain
Psychomotor Domain

After the study of table 2, the result shows that the Cognitive Domain grasps a prime portion of the workouts present at the conclusion of every reading in the mentioned course book. The data which consists of questions that falls in the category of the Cognitive Domain carries a ratio of 96%. However the questions which fall under the Affective domain bear a ratio of 4%. The Psychomotor Domain is negligible and is 0% which shows that this domain is completely neglected and no question is given at the end of any exercise of the concerned textbook. After close examination, the in-congruency of several domains and sub-levels of the respective domains with reference to the exercises is clear. In figure 1, the graphical representation is a proof to the above viewpoints.

Cognitive Domain
The Cognitive Domain of Bloom's Taxonomy is at the panicle of the given hierarchy. The main functions of the Domain are to evaluate, examine and increase the intellectual and thinking abilities of the students. The Affective and the Psychomotor Domains, fortify the passionate and wistful approach of the students. The physical parts of the students all the while, are unique in relation to the Cognitive Domain. It is clear that in our educational system the curriculum and syllabi's main focus is on cognitive domain requirements. In this way, great emphasis on the cognitive domain improves the Cognitive skills;

Table 1: Frequencies of questions in Cognitive Domain

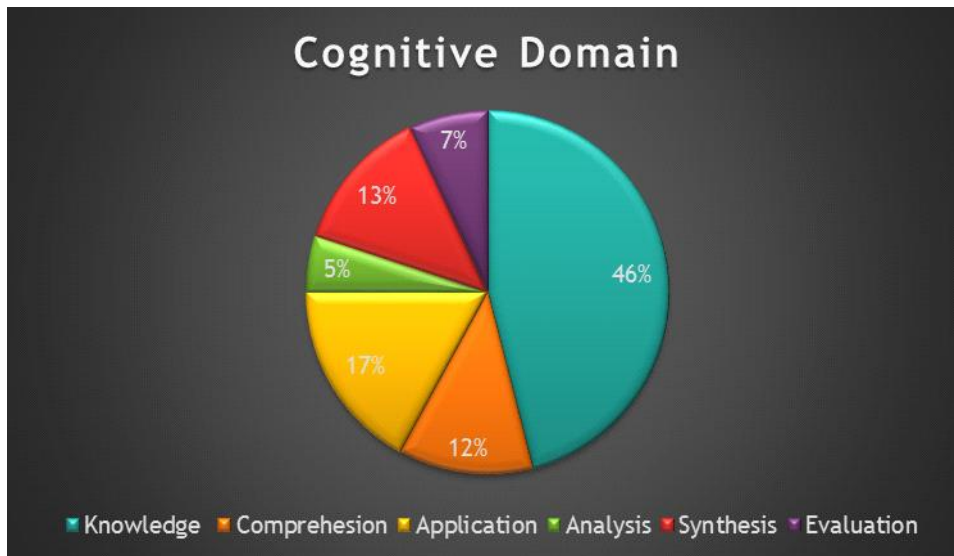| Cognitive Levels	Exercise Queries	Percentage
Knowledge	148	46%
Comprehension	40	12%
Application	54	17%
Analysis	17	5%
Synthesis	41	13%
Evaluation	21	7%
Total	321	100%

Figure: 1. Different percentages of the levels of Cognitive domain

Knowledge
The Knowledge level develops the ability to recall, recognizing the certainties, ideas and strategies are created. In every unit, three readings and three grammar selections are stated. In this level five questions from every reading are taken as a testimony.
Unit 1: Vision and Mission
Reading 1.1: The Farewell Sermon
Answer these questions:
Q1: When and where did the Holy Prophet (Sal-Allah-u-Alihe waalehi Wassalam) deliver his last sermon?
Q2: Whom did the Holy Prophet (Sal-Allah-u-Alihe Waalehi Wassalam) ask to repeat the sermon sentence by sentence after him and why?

Comprehension
Comprehension is the second important level of the cognitive domain. In this stage, the students are able to transfer knowledge taken from the first level i.e. information move towards this level. The students build up the thoughts and ideas procured at the Knowledge level, changeover it into different terms in the comprehension level. In this level of the domain, students are made-up to understand certain facts and change it into their own words. It can be transformed, measured and induced.
Underneath are the questions that fall under comprehension level.
Unit 1: Vision and Mission
Reading 1: The Farewell Sermon
Answer these questions:
Q3: State in your own words what did the Holy Prophet (Sal-Allah-u-Alihe Waalehi Wasallam) say about the sanctity of the life and property of Muslim brethren?
Q8: What was the significance of the verses recited by the Holy Prophet (Sal-Allah-u-Alaihe Waalehi Wasallam)? One tradition has it that Abu Bakr Siddiq(RA) cried when he heard these verses.Why?And why did the Holy Prophet (Sal-Allah-u-Alaihe Waalehi Wassallam) say that he may not be amongst his people the year

after?

Application

Application is the third and the most practical level of the Cognitive domain and in the pecking order; this level exists at the last position. The under discussion level performs to push forward the refined data and indulgent capacities guzzled at the previous stages that is Information and Comprehension. At the overall period, the understudies get the ability to actualize the variables in the new unmistakable conditions not apparent in the past to the components what were comprehended in the previous stage. At this level the learner's experience something which is slightly touch in the previous stages.

Unit 1: Vision and Mission
Reading 1: The Farewell Sermon
Exercise 1:
Name the part of speech of each italicized word in the following sentences, given each case your reason for the classification:

1. Still waters run deep
2. He still lives in the house.
3. After the storm comes the calm.
3. The after effects of the drugs are bad.
4. The up train is late.

Analysis

Analysis is the fourth stage and high from the previous level in the Taxonomic destinations and having a similar significance. This level reinforces the student's inventive pattern and empowers them with a capacity to part the interior and outside components of a data. Along these lines, they evaluate the connection of the certainties inside the body of the content. After having command over the analysis level, the understudies should be furnished with the ability to investigate the components and the relationship of the components to the entire. They have a profound understanding into the authoritative statutes that the smaller pieces of data after the breakdown of the bigger offer of data into smaller bits and to examine the smaller pieces without placing any evaluative remarks.
 Underneath examples fall into analysis level:
Unit 1: Vision and Mission
Reading 1: The Farewell Sermon
Answer these questions:
Q9: There is only one clause about worshipping Allah. The rest are about the rights of men and women and how they should live in the society and their obligations with regard to one another. Why is there more emphasis on man in society?
Q10. What do the religious scholars of today emphasize most often upon? What has it resulted in?

Synthesis

Synthesis is the fifth stage of the cognitive domain, in which the student utilizes the officially obtained capacity to split and investigate the segments and associations, to consolidate the things and segments to shape a bound together entirety. The focal point of this level of informative destinations is on the parts

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 5 (May) (2025)

and pieces. Routine with regards to this class empowers the student to create exploratory writing abilities. The learner after passing through four levels of cognitive domain he will be bold to write some creative writing. He will get the knowledge from the text, comprehend and apply the required knowledge, and then he will be able to write some creative essays.

Unit 1: Vision and Mission
Reading 1: The Farewell Sermon
Answer these questions:
Q: The students will be asked to narrate the main points of the last address of the Holy Prophet (Sal-Allah-u-Alaihe Waalehi Wasallam) in their own words.

Evaluation
The evaluation is the last but not the least stage of the Cognitive domain. This level is implied for the larger number of speculative exercises i.e. universities Bloom et.al. (1956). Notwithstanding of its inclination, it is likewise in fashion both at school and college levels. At this stage the learners are able to judge a piece of writing, remember the inward actualities and additionally the outside certainties, can offer compelling conclusions and judgments

Unit 1: Vision and Mission
Reading 1: The Farewell Sermon
Answer these questions:
Q10: What do the religious scholars of today emphasis most often upon? What has it resulted in?

Affective Domain
The second domain of the respective taxonomy is the Affective domain. In this domain the main concern is the development of the emotional side of the learner. The students are examined in literary writings. In this domain students are acquire to give their own feelings and emotions about the contents of the textbook.

Fig. 2 Affective Domain
The queries which come under this domain are given below:
Reading 2.3: I Dream a World
Answer this question:
Q2: Do you think such a world is possible? If not, why not?

Reading 3.2: Lingkuan Gorge
Answer these questions
Q8: Do you think the story is overly moralistic? How does Tu make his story entertaining despite its rather heavy-handed message?
Q9: Do you think the motto, 'a man should never leave his post, 'has any significance in different spheres of life? Discuss.

Findings of the Research

The purpose of the research was to examine and categorize the questions in the exercises of the requisite course book. The exercises at the end of each lesson were evaluated against the standards of the behavior descriptions with the sample questions and the selected key words. The exercises were separated into Relevant and Irrelevant exercises to the Bloom's educational objectives. The questions were separated into five sections. The first section named knowledge deals the knowledge questions. Such sorts of questions need answers from the readings of the course book. These sorts of queries may drop into knowledge level of the domain and hence, improve the respective skills. The second section named comprehension deals with the questions may fall under any level of the cognitive domain and hence enhances the respective skills. The third section named application consists of question items which fall under any level of the cognitive domain. The forth section named analysis deals with the questions that comes mostly under Synthesis and Analysis level of the Cognitive domain. The fifth section named Writing consists of synthesis level question. The six and the last section is evaluation level. All the sections mostly cover the cognitive domain. The questions that deal with the levels of the affective domain, mostly comes in the poems and the extending section of the exercises. Subsequent to these sections, there are 'linguistic use practices which involve different kinds of grammatical undertakings. To master the Application level in the Cognitive Domain, the grammatical tasks were given at the end of every lesson which increases the students' capacities. Lastly, there are inquiries of vocabulary or difficult words meanings which are not considered the piece of the activities in the course book. Subsequent to these sections there are 'linguistic use practices which involve different kinds of grammatical undertakings. The grammatical tasks increase the students' capacities to master the Application level in the Cognitive Domain.

It is clear from the above observations that the exercises given in the course book do not match the selected criteria of the Educational Objectives of Bloom's Taxonomy. The main purpose of Bloom's Taxonomy of Educational Objectives is to provide a structured framework for categorizing educational goals, learning objectives, and outcomes. It serves as a guide for educators to design, assess, and evaluate teaching and learning activities effectively. On the one hand, the questions in the exercises of the course book were not matching with the different levels of the Bloom's Taxonomy. Out of the total 334 questions, 321 were of the Cognitive Domain, which is reflected in Table 1. The Affective domain conveys 13 questions, while there was no question related to the Psychomotor Domain. No uniformity was found in the six levels of the Cognitive Domain. It was examined that the knowledge level is present to the maximum while the comprehension, Application and Synthesis levels are present at minor level. The levels that are at negligible ratio are Analysis and Evaluation level (see fig.1)

After the analysis, it was evident that the major part of the exercises consists of

grammatical exercises, which have no connection with the contents of the units in the required course book. In this regard, it was suggested that a drastic modification at small and big levels within the exercises of the lessons must take place.

After the analyses, it was also found that two mediums of communication were used: one is oral communication in the form of oral activity and the other is written communication in the form of written questions. The oral activity consisted of two questions while the written activity consisted of 10 to 25 questions. The ratio shows that the equilibrium is not maintained. It shows that the textbook gives more attention on the written communication skills of the learners and slightly touch the oral communication skills of the learners. As a result, it was suggested that a change must take place to improve the oral skills of the learners equally.

Conclusions

In this research study, it was tried to find the relevant and irrelevant exercises to the various domains and sub-categories within each domain of Bloom's Taxonomy. After a careful investigation, it was established that the educational levels as chalked out by the Educational Objectives of Bloom's Taxonomy have not been united in an effective manner in the exercise material of the selected course book. Rather, it is also shown from the table 1 and 2. The Bloom's Taxonomy different levels are mostly applied to examine the respective exercises in the textbook.

Overemphasis on cognitive skills may result in learners being able to recall and explain concepts but struggling with applying them in real-world or practical scenarios. The textbook might fail to engage students emotionally or fail to adoptive attitudes and values, which are critical for subjects like ethics, teamwork, or professional responsibility. For instance a healthcare textbook, this might mean students learn the technical details of a procedure but lack empathy or communication skills required for patient care. Neglecting psychomotor skills can hinder the development of hands-on or practical competencies, particularly in fields like engineering, science, art, or vocational education.

It is obvious that the textbook consists of relevant exercises to the contents and the task to receive knowledge and accomplish the process of learning requires such instructional materials present in the textbook. But in the same way, it is also very important for learning to distribute the different levels and domains equivalently in a textbook. The emotional faculties of the learners are enhanced by the various levels of the affective domain in the textbook. It adjudges the learner's emotional behavior through literary sense insight the respective textbook. The learner's emotional and behavioral aspects can be groom through the material inside the different lessons. It can be attained by stimulating the positive emotional tendencies through touching the learner's interest and in this way, make them excited about learning. Unfortunately, the Affective Domain is almost neglected and the mental grooming of the students is affected.

The subsequent domain of Bloom's Taxonomy is Psychomotor Domain, which concentrates on the growth of physical motor skills of the learners and their physical participation. But this domain is also ignored in the exercises of the textbook. If this level is developed, the practical execution of the psychological responses gained at the affective level will be happened. The total negligence of

the respective domain of the taxonomy in the exercises of the course book may lead to an unsatisfactory achievement on the learner's part.

After the analyses of the textbook, it was clear that there are various grammatical exercises, which are not related to the instructional material in the textbook. It is seen that the addition of such questions has been made to activate the learner's learning desire and to strengthen their knowledge in different ways. But from larger perspective, it can be seen that if they regularly face irrelevant exercises in comparison to the content of the textbook, it may generate lack of interest on the part of the learner on one side and the curiosity of the learners may be reduced to a negligible level on the other side. The irrelevant exercises may create feelings of displeasure in the learners. As a result the learners may not take interest and the teaching learning process will be affected.

It was also concluded that the textbook focused on written communication skills more than the oral communication skills of the learners. A focus must take place on the oral communication skills as well. Another fact, which is inadequately related to the research study, is that no authentic research work has been conducted on this course book. It is the great importance of the textbook that it is a public sector educational textbook. That is planned by a board of intellectual giants, has a protracted experience and is considered perfect for the achievement of this task and is taught as an English Textbook in the government's Intermediate level Institutions. The drawbacks as discussed before give birth to the claim of its failure. To achieve the goal of a successful teaching learning process, though it is newly designed textbook in 2016 by a recognized group of scholars but it needs more attention on the part of exercises and irrelevant query items in relation with the instructional materials.

From the above observations, it is clear that the learners having such instructional material as a medium of instruction might not be helpful in the acquisition of English language through the textbook. If the standard of the Textbook is achieved according to the standards of Bloom's Taxonomy, a great and reliable change within the society will be possible. Education is the pre-requisite for a quality education to impart; the medium of education should be of the approvable position.

Recommendations
All course readings ought to be planned in accordance with different learning or instructive theories; Blooms Taxonomy of Educational Objectives. The textbook not only focus on rendering help in accomplishing the objective of learning for the students. The textbook additionally gives an ideal access to the educators also to meet the coveted results in a much helpful way.

An essential demand is to review the reading material and bring relevancy in the substance of the lessons and the activities given for the students. It is likewise a weakness with respect to the students, if they combat maximum part of unimportant exercise items. The contents should convey the predefined materials, which are asked in the exercise of the reading material. To exclude all of the activities which do not have any connection in the substance of the lessons, it won't just influence the students to learn in evident sense yet additionally would upgrade the performance of the educators.

A proper change of the considerable number of areas of the Bloom's Taxonomy inside the reading material must be planned as needs be. The contents ought to be

arranged in a way which conveys material having references to improve the aptitudes of the students in different domains and sub-classes of the domains. This appropriate expansion of the domains and levels would bring the teaching learning process at equal footings with the coveted objectives. The demanding and intense reviews are required for an assortment of reading material of this concerned level and based on different modules of English Language Teaching. It will improve student's involvement and set them up for the competition at national and overall levels both.

A suitable arrangement of rules ought to be chalked out for the educators and students to make them at comfort level while planning the activities of the course book. These directions ought not to be a majority of easy going measures but rather ought to be organized by a leading group of specialists, all dexterous in their individual fields.

Reference

Ahmed, I., Lashari, A. A., & Golo, M. A. (2023). Evaluating primary-level English textbooks of single national curriculum through the lens of Bloom's Taxonomy. Pakistan Languages and Humanities Review, 7(3), 352-361.

Alemu, H. G. (2022). The Analysis of Objectives of Grade 10 English Textbook for Ethiopia Using Bloom's Revised Taxonomy. European Online Journal of Natural and Social Sciences, 11(3), pp-733.

Airasian, P. W. & Miranda, H. (2002). The role of assessment in the revised taxonomy. Retrieved fromhttp://www.istor.org/stable/l477411.

Allwright, R. L. (198 1). What do we want teaching materials for? *ELT Journal* **36(1),** *5*- 18.

Anderson, L. W. Hamza, N. (2004*).* Gender representation in English language textbook: English for undergraduates. *Karachi: Centre for English Language, Aga Khan University of Health Sciences*.

Begley, S., & Kalb, C. (2000). Learning right from wrong. *NEWSWEEK-INTERNATIONAL EDITION-*, 50-53.

Bigge, M. L. (1982). Learning theories for teachers (4th ed.). *New York: Harper & Row*.

Bloom, B. S., Englehart, M.D., Hill, W. H., Furst, E. J. & Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. *New York: McKay*.

Bloom, B.S., Krathwohle, D. R. & Masia, B. B. (1964). Taxonomy of educational objectives. *London: Longman Group*.

Bloom, B.S., Krathwohle, D. R. & Masia, B. B. (1964). Taxonomy of educational objectives. *London: Longman Group*.

Blyth, W. A. L. (1966). Review (Untitled). Taxonomy of educational objectives: Handbook of cognitive domain by B. S. Bloom. *British Journal of Educational Studies* 14(3), pp. 119. Retrieved from **http://1inks,istor.ordsici?=0007.**

Brown, J. D. (1995). The elements of language curriculum: A systematic approach to program development. *Heinle & Heinle Publishers,* 20 Park Plaza, Boston, MA 02116.

Chambers, R. (1997). Whose reality counts (Vol. 25). *London: Intermediate technology publications*

Cunningsworth, A. (1995). Choosing your coursebook. Portsmouth, *NH:*

Heinemann Publishers Ltd.

Dallasheh, W. (2024). Content Analysis of the EFL Textbook Units According to Bloom's Taxonomy: Between Theory and Practice. Journal of Higher Education Theory & Practice, 24(4).

Dave, R. H., & Arrnstrong, R. J. (1970). Psychomotor levels. Developing and writing behavioral objectives. Tuscan, *AZ: Educational Innovators Press*.

Du Preez, J. M., & Home, T. J. (1983). *Africana Afrikaner: Master symbols in South Apican school*

Egan, K. (1978). What is curriculum? Curriculum Inquiry. (pp. 65-72.). Institute for study in education. Simon Fraser University. *Published by John Wiley & Sons*. Inc. Retrieved from

Ellis, R. 1997. The Empirical Evaluation of Language Teaching Materials. *ELT Journal* (51) 1, 36-42.

Farooq, R. A. (1994). Education system in Pakistan: Issues and problems. Islamabad, Pakistan: *Asia Society for Promotion of Innovation and Reform in Education.*

Ferguson, C. (2002). Using the revised taxonomy to plan and deliver team-taught, integrated, thematic units. *Theory into practice*, *41*(4), 238-243.

Forehand, M. (2010). Bloom's taxonomy. *Emerging perspectives on learning, teaching, and technology*, *41*, 47.

Gul, N., Imran, S., & Wasti, A. T. (2023). A Study of the Bidirectional Causality Relationship Between English Language and Environment: Looking Through the Lens of Ecological Discourse Analysis (EDA). *Journal of Development and Social Sciences*, *4*(4), 114-125.

Gul, N., Sabih-Ul-Hassan, S., & Imran, S. (2022). A linguistic analysis of the impact of Covid-19 on English language diction in Pakistan. *Pakistan Journal of Social Research*, *4*(2), 1010-1017.

Gul, N., Ali, A., Hassan, S. S. U., & Rasheed, A. (2023). An Investigation into the Politics of English Language Assessment in Pakistan. *Journal of Policy Research*, *9*(4), 84-93.

Grant, N. (1987). Making the most ofyour textbook. *London: Longman.*

Harmer, J. (1 99 1). The practice of English language teaching. *London I New York.*

Hamblen, K. A. (1984). An art criticism questioning strategy within the framework of Bloom's taxonomy. *Studies in Art Education*, *26*(1), 41-50.

Hamza, N. (2004). Gender representation in English language textbook: English for undergraduates.

Hutchinson, T. (1987). What's underneath?: An interactive view of materials evaluation. In L. E.

Hunt, S. P., Pini, A., & Evan, G. (1987). Induction of c-fos-like protein in spinal cord neurons following sensory stimulation. *Nature*, *328*(6131), 632-634.

Ishtiaq, M., Gul, N., & Khan, Y. (2022((a)). English to Urdu transliteration as a major cause of pronunciation error in L1 & L2 Urdu speakers of English: A pedagogical perspective. *Global Language Review*, *7*, 282-298.

Ishtiaq, M., Gul, N., & Iqbal, S. W. (2022(b)). An analysis of the participants' disagreement strategies in computer mediated intercultural communication. *Global Sociological Review*, *7*(2), 149-158.

Kegan, D. L. (1 977). Using Bloom's cognitive taxonomy for curriculum planning and evaluation in nontraditional educational settings. *The Journal of*

Higher Education 48 (I), 63-77. Retrieved from http://www,istor.ordstable/1979 174.

Krathwohl, D. R. (Eds.). (2001*)*. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. *New York: Longman.*

Kropp, R. P. and Stoker, H. W. (1966). The construction and validation of tests of the cognitive processes as described in the taxonomy of educational objective253-262.

Khan, M. A. H., Ayaz, N., Shahab, M., Ali, A., Gul, N., & Khan, A. (2025). Westernization vs. Indigenous Traditions: A Critical Study of Culture Wars through the Lens of Cross-Cultural Communication and Pragmatics. *Annual Methodological Archive Research Review*, *3*(4), 327-339.

Malik, S., & Hassan, H. (2022). Evaluating the textbooks of KPK board using Bloom's taxonomy of learning outcomes: A comparative study of English for grade X and XI. *Pakistan Journal of Educational Research*, *5*(4).

Mansoor, Y. (2023). An Assessment of Cognitive Domain of Bloom's Taxonomy Use in the Exercises of Grade-V English Textbook. Propel Journal of Academic Research, 3(1), 1-27.

Mead.Richards, J. C. *(2001)*. The role of textbooks in a language program. *New Routes*. Stio Paulo.

McDonough, J. A., & Shaw, C. (1993). Materials and methods in ELT: a teacher's guide. *Blackwell.*

Mohamrnad, R., & Kumari, R. (2007). Effective use of textbooks: a neglected aspect of education in Pakistan. *Journal of Education for International Development,* 3(1). Retrieved from

http:I/www.equip 123.net/JEID/articles/5/EffectiveUseTextbook~.vdf.

O'Neil, J. M. (1982). Gender-role conflict and strain in men's lives. In *Men in transition* (pp. 5-44). *Springer US.*

Oliver, A. I. (1965*)*. Curriculum improvement: A guide to problems, principles, and procedures. *Dodd,*

Romaine, S. (1994). Hawai'i Creole English as a literary language. *Language in Society*, *23*(4), 527-554.

Richards, J. (2005). The Role of Textbooks in a Language Program. Retrieved from the WWW Nov 2007 at http://www.professorjack richards. com/work.htm.

Starr, J. *(1989)*.The great textbook war. In H. Holtz, I. Marcus, J. Dougherty., Michaels, & R. Peduzzi

Shah, M. S. *(2007)*.English language teaching at intermediate level in Pakistan: Vision and Reality. Jamshoro, Sindh, Pakistan: *Shaikh Ayaz International Conference on Language and Literature; Proceedings.*

Sheldon (ed.), ELT textbooks and materials: Problems in evaluation and development **(pp,** 37-44). *Oxford: Modern English Publications.*

Sheldon, L.E. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal 42* (4).

Siraj, S. *(1992)*. Teaching writing skills at intermediate level in Pakistan. (Unpublished). M.Ed. *TESOL thesis , University of Manchester.*

Starr, J. *(1989)*.The great textbook war. In H. Holtz, I. Marcus, J. Dougherty., Michaels, & R. Peduzzi (Eds.), *Education and the American dream: Conservatives, liberals, and radicals debate the future of education (pp. 96-*

109.).

Stevani, M., & Tarigan, K. E. (2023). Evaluating English textbooks by using Bloom's taxonomy to analyze reading comprehension question. SALEE: Study of Applied Linguistics and English Education, 4(1), 1-18.

Srivastava, D. S., & Kumari, S. *(*2005).Education assessment evaluation and remedies. *Gyan Books*

Tomlinson, B. (Ed.). (2011). Materials development in language teaching. *Cambridge University Press.*

Ur, P. (1996). A course in language teachingpractice and theory**.** *Cambridge University Press.*

Woolfolk, A. (2005). Educational psychology. Active learning edition. Boston, MA**:** Allyn & Bacon.