

An Evaluation of Ethiopian Primary School 2nd Cycle (7th – 8th grades) English Language Textbooks Based on Curriculum Balance of Bloom’s Taxonomy

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Abstract

The main objective of the study was to investigate to what extent the 2nd cycle primary school (7-8 grades) English language textbooks incorporated cognitive, affective and psychomotor domains proportionally. To achieve the stated objective, content analysis was used as research design, and the 2nd cycle primary school (7-8 grades) English language text books were used as the data source. Three units from each text book selected by employing simple random sampling technique, and all the 529 items – 255 from grade 7 and 274 from grade 8 English text books – were included in the study via available sampling. These items were coded by the two raters. Before the raters have coded the data, the researcher introduced them about the purpose of the study, and how to codify the data. Then, the researcher employed simple statistics such as frequency and percentage, and Chi-Square test to analyze the codified data. The finding indicated that the 2nd cycle primary school (7-8 grades) English language text books were simply covered by cognitive domain by ignoring the other two domains (affective & psychomotor). Further, in the context of levels of the three domains of Bloom, the two grade levels (7-8) English language text books also emphasized only knowledge, comprehension, and in some extent application level by disregarding the other thirteen levels of the domains. By taking in to account the obtained findings, the researcher concluded by saying that the two textbooks covered by the first lower levels of cognitive domain, i.e., knowledge & comprehension levels. Therefore, these text books are required to incorporate the three domains of Bloom proportionally. To do this, Primary school Textbook preparation bodies like MoE is needed to take in to consideration the proportional inclusion of the three domains of Bloom in the text books of the two grade levels (7-8 grades). Furthermore, until the textbooks so far revised, or updated, classroom English language teachers and the school are needed to find solutions and strategies to touch or to include analysis, synthesis, and evaluation levels from cognitive domain, and all levels of the two domains – affective and psychomotor - in the two text books.

Keywords: Curriculum Balance; Coding; Evaluation; English language; School; Textbook

Introduction

1.1. Background of the Study

To facilitate instructional process in the given educational organizations (schools), textbook can be regarded as an engine especially in the developing countries, because there are no other alternatives which can substitute the services that it has provided for the users (students). To disseminate issues related to culture, knowledge, skill, value, and experience sequentially and in an organized manner towards individual learner, textbook is taken as a major media. Based on this reason, it is considered as universal element in English language teaching, and in other subject areas (Mehdi and Narjes,2010). They also added by saying that no teaching-learning situation, it seems, is complete until it has its relevant textbook.

There are different attitudes towards textbooks. These attitudes, as Tomlinson (2001, cited in Mehdi and Narjes,2010), are clustered into two groups: proponents and opponents. The former group argues that textbooks are the most convenient form of presenting materials because they give consistency, systematically, cohesion, continuation, and progression for the instruction. The latter contend that textbooks are inevitably superficial and reductionist in their coverage and are not able to satisfy the diverse and broad needs of all their users. Thus, the first group sees textbooks as useful for general purposes while the second group considers the shortcomings of textbooks for specific purposes. But, it is widely agreed that textbooks are of great value in the process of teaching and learning. Razmjoo and Kazempourfard (2012) contend as “our teaching materials do have problems, but the necessity of them cannot be ignored at all”.

The researcher agreed with the notions of the advocate group because it is difficult to conduct instructional process without textbook especially in under developing countries like Ethiopia with two major reasons. In one side, students’ attitude towards their education is limited so that they may not motivate to access the required instructional issues as a result of using different opportunities like internet, research findings etc. – they may not have prospects to get experiences related to advantages of education being most of the learners are originated from farmer families. In another part, rural areas of poor countries haven’t developed required infrastructures such as power supply, internet access, library service, etc. to hand over educational matters as required. Therefore, it is preferable to use textbooks to facilitate teaching-learning process.

As to Brunswic and Hajjar (1992), the importance of textbooks and related instructional materials in improving the quality of education and student learning achievement in developing countries has been confirmed by a number of empirical studies carried out in the past two decades. For example, Seif (1994, cited in Mahmoud, 2014) suggested that the textbook supplies students with information and enriches his/her mind with knowledge. Seif again found that 90% of students depended on the textbook and spent the same percentage of time on studying it. Another advantage identified by Cunningsworth (1995, noted in Hailu, 2008) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of idea and activities, reference source for students, a syllabus where they reflect predetermined learning objectives and support for less experienced teachers who have yet to gain in confidence.

Since, it has such like importance, students’ textbook need to consider the issues of Bloom’s taxonomy which can provide opportunities for students to develop their knowledge, skill, and attitude. The availability of the three domains in the English language textbooks in the integrated way plays a great role in the instructional process: teachers can assess their students from different perspectives instead of narrowing their dealing scope on only knowledge or value aspect. Likewise, Aviles (2000) believes that Bloom’s taxonomy of educational objectives is a tool that can be used in the wider context of education to help both new and experienced educators to think more precisely about what it means to teach and test for critical thinking.

Schofield (1976, located in Nande and Aboho, n.d) noted that affective domain provides for learners to understand what is good and what is bad; hence it is concerned with the transmission of values, beliefs and attitudes. Teachers also must ensure that an individual passes from a static state of order to dynamic state of self-discipline which can only be achieved by the full development of individual personality. The transition from static state of order to the dynamic state of self-discipline is achieved by instruction or teaching.

In another way, the psychomotor domain is concerned with muscular activities with those movements of the body, limbs or other body parts (e.g. fingers) necessary for a given action (Egereonu, 2010). These bodily activities constitute a significant indicator motivating the child to express and communicate his/her motoric behaviors (racing, feelings and emotions) (Shingjergji, 2013). This continuous interaction between motoric and the linguistic activity is a source of progress to the child, both in the aspect of linguistic enrichment and in the effective increase of his motoric behaviors (ibid.).

Likewise, Jensen (2003, cited in Gazibara, 2013) argued that the psychomotor domain is responsible not only for physical skills, but also for precision, coordination and manipulation. The body is a mediator in learning because it collects all senses that inform us about the world around us (C. Hannaford, 2007, in Gazibara, 2013). Her research, as Gazibara, established that movements activate neuronal connections in the whole body, turning the body into an instrument of learning. Thus, to neglect the body in learning is to neglect the fact that the human body possesses an integrated system of cells, molecules, muscles and organs which are interdependent (Jensen, 2003). To meet life demands, as Crow and Crow, (1956, cited in Bemis and Schroeder, 1969), an individual's acquiring of adequate motor skill is as important as is his mastery of abstract ideas. To do so, English language textbooks are expected to entertain the psychomotor domain fairly.

Related to cognitive domain, Bloom, (1956, cited in Mansha and Ilyas, 2011) suggested that the domain helps teachers to make their students able to get knowledge or information, comprehend the concept, analyze the concept or the situation to its parts, synthesize and integrate the parts to form a whole concept, apply the concept to new situation, and finally look into the concept critically to properly evaluate strengths and weaknesses. This indicates how cognitive domain played great role in terms of making students to be critical thinker, problem solver, and analyzer of their environmental conditions etc.

To realize this notion /entertaining of cognitive, affective, and psychomotor domains in the instructional process/, Ethiopia has shown her commitment by executing a range of actions. For example, related to policy formulation, of the stated general objectives of the new education and training policy - NETP, the one argued as “cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs” (TGE, 1994). MoE (1994, cited in Tsegabirhan, 2013) reported that the objective of the Ethiopian education policy is to “create a new generation who acquired the competencies, skills, values and attitudes enabling them to participate fully in social, economic and political development of Ethiopia” which are universal objectives of the education sector.

In order to achieve the stated objectives, the NETP also designed strategies. Of these, the one stated as “Ensure that the curriculum developed and textbooks prepared at central and regional levels, are based on sound pedagogical and psychological principles and are up to inter-national standard, giving due attention to concrete local conditions and gender issues” (MoE, 1994). TGE (1994) also contends that due attention has been given to the provision and appropriate usage of educational facility, and teaching materials so as to strengthen the teaching-learning process and the expansion of education. Furthermore, to achieve the stated objectives, in the period of the fifth education sector develop program (ESDP V), the printing and distribution system for textbooks and teacher guides will be analyzed and strengthened so that all students have access to the core resources required to learn (MOE, 2015). Thus, the goal for improving the quality of general education, according to MOE, is: “to motivate children to complete primary and secondary school and provide them with the knowledge, skills and values to become productive and responsible citizens”.

The Ethiopian education policy stated above indicated that how balanced curriculum (textbook) is required to satisfy needs, and interests of various students with different backgrounds.

However, as some research outputs and other related literatures argued, the provision of balanced instructional process throughout the world in general, and in Ethiopia in particular is weak and ineffective. For example, Daggett and Marrazo (1983, cited in Robert G. Main, 1992) reported that, historically, it is well known how more workers are discharged because of behavioral problems than because of their inability to perform job tasks. A recent defense information school study, as Robert G. Main, (1992) showed, three out of four failures in basic broadcasting and military journalist courses were due to lacks of interest or enthusiasm rather than inability to master the subject matter.

Similarly, it is important to see currently embedded culture of some Ethiopian youths. I can say, it seems too odd that they have displayed strange dressing and hair cutting styles. For example, they have used their trousers, or shorts under the normal position – under waist; inappropriate usages of their hair style: they let the hair be too long, they also roping it (not combing it), and colored it unnaturally. In addition, they give less respect to their parents or teachers. Furthermore, they initiated to insult, in some cases, their family members, or teachers. Not only children but also some parents themselves are observed how they have been modeled disrespectfully for their children etc.

In addition, the general education quality assurance and examination agency's (GEQAEA, 2008, stated in Dereje,2012) document further confirms that performances of primary first-and second-cycle leavers on English subject in the Ethiopian third national learning assessment were found to be lamentably very low, far less than the minimum expected by Ethiopian Education and Training Policy. Furthermore, as it is often said that the level of English is declining in the country. This means, schools, training institutions, colleges and universities are increasingly under criticisms from the public and the stake holders because of the deteriorating English language commands of students. As a result, teachers and researchers are worried about the decline of students' ability in using English (Meseret, 2012). Therefore, evaluating primary English language text books to check whether they incorporate the Bloom's domain or not is to be timely and essential.

1.2. Statement of the Problem

Even though Ethiopia has shown her devotion to formulate instructional process to be unbiased in terms of treating the domains and sub domains of Bloom, there are some research findings and reports which show how students' academic performance remained as poor and ineffective.

For example, Meseret (2013) contend that although reports from the Ministry of Education informed us that the new curriculum tries to propose the revision of the former curriculum and brings the CLT (Communicative Language Teaching) in the teaching learning process, there are some practical indications which the communicative orientation is not totally being put in to practice in many communicative teaching materials or course books. For instance, according to him, teaching materials do not seem to help students meet basic requirements such as communicating in English in the course of learning, conducting discussions on a given theme and talking about daily topic with other students freely.

In relation to this, several locally conducted studies have revealed that the level of English acquired by the time pupils who completed primary grades have been found very poor and this has negatively affected the general level of their academic achievements (Rogers, 1969; Paulos, 1979; Dandir, 1981; Tewolde, 1988; Taddesse, 1990; Dejenie, 1990; Zenebe, 2000; Michael, 2003; Tekeste, 2006, noted in Dereje, 2012). Girma (2014) also added by saying that "EFL classroom teaching in Ethiopian context is increasingly becoming difficult as the students target language abilities are reportedly deteriorating from time to time". The institute of instructional Education (IIE)(2012, cited in Geberew, 2014) magnified the faced challenge by reported that in Ethiopian context, English classroom instruction at school level is more of exam oriented. Thus, if the academic process (knowledge acquisition, maintenance, application, reflection and evaluation) overshadows the affective process, creating successful target language learning context would seem to be in a stake (Girma, 2014).

The problem of using English across the curriculum still continues to be acute, notwithstanding the significant role it maintains in the country (Michael, 2003; Abiy, 2005, in Dereje, 2012). It is then possible to argue that children's English experience at primary level seem to have failed to enable them meet the rigors of other subjects given in English and thus their talent can be stunted while they struggle to acquire new skills and ideas through the medium of a barely understood English language. This could mean that Ethiopian students are unable to profit from the teaching of English at primary level and the implications it may have to the nation's quality of education have assumed an alarming proportion (Dereje,2012).

Related to general quality of Ethiopian education, Dereje (2014) concluded by saying that despite all these programs... and enormous amounts of donor funds, researchers (Negash, 2006; Heugh, et.al., 2007) and discussions at various workshops (Ethiopian Academy of Science, 2012) show that the general education is still in crisis and EFL teachers and students' English proficiency, from primary through secondary to tertiary levels, is still poor, extremely disappointing or declining.

In the same way, Gashaw (2008, cited in Wodajo, 2014) was conducted study on English for Ethiopia grade ten students' textbook, the one published in 1997. And the study, according to him, revealed that some of the exercises in the textbook are not presented in the way the learners' need to practice the target language because the contents in the textbook are not in harmony with the learners' interest and culture.

Generally, if young learners EFL learning experience is not enjoyable and successful, the program can be counterproductive (Cameron, 2003; Nikolove and Djigovich, 2006; Edelenbos et al., 2006, in Dereje, 2012). That is children's attitude and interest towards learning EFL in their future educational career can be wasted if their early English learning experience is not engaging. Therefore, regular textbook evaluation in alignment of Bloom's domains is mandatory so as to make the instructional material to be inclusive and dynamic which enable learners as self learners.

But, I couldn't get any conducted research on this area which considered all the three domains and sub domains of Bloom at the same time although many researchers have conducted a study on the evaluation of Ethiopian English language textbooks. For example, Dagne and Gemechis (2014) conducted a study on 2nd Cycle Primary School EFL teachers' use of reading strategies to develop their students' reading skills. And the findings from textbook analysis, according to them, indicated that the English language teaching materials (textbooks) which are in use did not incorporate lessons or sections related to the explicit instruction of reading strategies. This finding, as stated above, is not clearly indicated status of the three domains of Bloom in the study but it aligned to methodology.

In addition, Wodajo (2014) also carried out a research to evaluate the status of grammar lessons in grade ten English textbook. The finding, as him, pointed out that some grammar lessons such as gap filling grammar lessons, sentence level grammar lessons and individually done grammar lessons do not help students to develop their communication skills where as the meaning based grammar and inductively presented grammar lessons in the textbook promote interaction among students to communicate in the target language. But, the obtained result is not reflected to what extent the three domains focused by the textbook. And, the study is focused on grade ten but not on 2nd cycle primary school textbooks of the nation.

Meseret (2013) also analyzed the speaking tasks of English for Ethiopia grade nine textbook. The findings of the study showed that how the goals of the tasks meet students' need and interest; contents seem to be familiar to the students even though they lack authenticity, and the tasks do not fulfill stages of tasks. Besides, the study did not indicate how the interests of students satisfied cognitively, affectively, skillfully. To add more, the analysis is focused on grade nine but not on the concerned areas of this study.

Joint Review Mission (JRM, 2013) as well conducted a research on textbook development, printing, distribution and utilization to assess the performance of ESDP IV implementation in terms of textbook and teachers' guides development, printing, distribution and utilization. And the output revealed that no systematic reviews and evaluation of textbooks have been made as depicted by the participants who were interviewed and participated in the FGDs held at the school level

(JRM, 2013). This JRM's study also do not indicated the particular status of textbooks in the context of the three domains rather clarified in generalized way to what extent the government of Ethiopia has worked on quality of textbooks. Moreover, the study do not designated the particular grade level textbooks. It also signified the extent how schools remained poor related to textbook evaluation trend.

The current study is, therefore, different from the above mentioned once which needs to assess whether or not the 2nd cycle primary school English for Ethiopia English language textbooks (7-8 grades) are fairly furnished with the three domains of Bloom. To this end, the writer of this research formulated the following leading questions that would be answered at the end of the study:

- How far the three domains of Bloom are being treated by the 2nd cycle primary school (7-8 grades) English language student textbooks?
- Is there any statistically significant difference between the two textbooks in the incorporation of the three domains?
- How far each level of the three domains of Bloom is being considered by these two textbooks?
- Is there any statistically significant difference among the textbooks in the inclusion of the sixteen sub domains of Bloom?

1.3. Purpose of the study

The study was aimed to assess the degree to what extent the 2nd cycle primary school (7-8 grades) English language textbooks entertained cognitive, affective, and psychomotor domains; to know the more emphasized domain in the textbooks; to identify statically difference found among the three domains in the English language textbooks; and to identify statically difference found in each level of the three domains in the English language textbooks of 2nd cycle primary school.

1.4. Significant of the study

The results of this study will, therefore, contribute to all those involved in the educational practice of English language teaching in the nation, the teaching material developers as well as the Ministry of Education. Thus, the findings of this study are supposed to have the following benefits:

- May enable teachers to see shortcomings of the textbooks, and initiate them to use extra materials to teach their students properly
- May help textbook designers to see inclusion level of the three domains in the textbooks, and may enhance them to take corrective measure accordingly.
- Generally, the findings of the study may used as a guide to teachers, curriculum designers, textbook developers, and educational decision maker bodies in general to modify their practice and to revise teaching materials in such a way that to entertain domains and sub domains of Bloom in the textbooks.

1.5. Delimitation of the study

The dimension of this study is confined to the recently in used 2nd cycle (7-8 grades) primary school student text books. Furthermore, to conduct in depth study and to make it manageable and complete it within the available time, this study is restricted to examine the above mentioned text books whether they are incorporated proportionally the three domains of Bloom or not.

1.6. Definition of Terms

- Bloom's Taxonomy – classification system of instructional objectives as cognitive, affective, and psychomotor domains
- curriculum balance – the inclusion of Bloom's taxonomy in the instruction proportionally

1.7. Limitation of the study

Contextualize the action verbs which were found in the selected items or questions related to concepts of the sixteen levels of the three domains was a challenging task.

1.8. Theoretical framework of the Study

To assess to what extent the three domains of Bloom are entertained by the two primary English language textbooks (grades 7&8) of Ethiopia, theory of curriculum balance would be guided this study. Thus, balanced curriculum reflects the philosophy and beliefs of educating the whole child, and enabling the child to take an active role in constructing meaning from his or her experiences. In line with this, the public school of North Carolina (PSNC) (2003) asserted that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful.

Equally, Government of Ireland (GI) (1999) contends that the balanced curriculum is important to satisfy the developmental and educational needs of the children; it serves in the context of the contemporary society in which they live. Furthermore, it argues that this type of curriculum provides for children immediate learning needs and interests, and at the same time prepares them to benefit from further education. It enables children to function effectively in a changing society and to cope successfully with the demands of modern life (ibid.).

Therefore, EFL materials (textbooks) need to treat the issues of knowledge, attitude, and skill fairly because the more the balanced nature of textbook increases, the more students' participation we have. This means, according to David and Angelique (1999), the balanced curriculum helps schools put child development at the center of curriculum development by building professional relationships through collaboration and consensus. "Decisions that are made about what will be accessible to children help shape the kinds of minds they will come to own" (Eisner, n.d), cited in PSNC, 2003). David and Angelique (1999) further contend that if education is to improve, schools and districts must develop the capacity to describe, balance, align, and assess their curriculum.

2. Review of Related Literature

Under this part, issues related to text book, issues related to Bloom's taxonomy, and issues related to curriculum balance are stated.

2.1. Concepts of Text Book

Instructional materials may take two forms: Printed such as textbook, workbook, teacher's guide, readers, etc. and non-printed types, such as audiotapes, videotapes and computer-based materials (Tok, H., 2010). Of these, textbook is the mostly used instructional material for both teachers and learners. It is the collection of knowledge, concepts, and principles of selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year (Anthony D., 2005).

As to Tok, H. (2010), they do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. On behalf of the learners, a textbook truly affects their attitudes and performance to the lesson throughout the course. Borich and Tombari (1995, cited in Alemayehu, 2010) have stated that textbook is the most frequently used material which supports teaching at all levels of instruction. Additionally, many studies have revealed that textbook is still a core element of curriculum and the main sources of teaching. More specifically, Lewy(1991:315, as cited in Alemayehu, 2010) said that "the text book is an almost universal element of teaching, and no, teaching-learning situation is complete until it has its relevant textbook"

It is a fact that when learners like their textbooks, they like the course as well and become active participants to the lesson. The textbook is an important source of input and a great opportunity for EFL learners to communicate in the target language, which is realized in classroom settings (Tok, H., 2010). Research also shows that teachers' use of textbook varies between developed and developing countries (St. George, 2001, cited in Sabrin F. 2008). St. George (2001) mention that in developed countries, teaching resources are available and teachers are generally trained to be independent of text, whereas textbooks are considered as essential teaching material in developing countries. It occupies a dominant position in the school system. To implement the intended curriculum in developing countries, teachers are not offered teaching resources to choose from, they have to teach from one textbook that are fixed by educational policy makers (Quader, 2001; Wall & Alderson, 1993). St. George (2001, cited in Sabrin F. 2008), for example, showed that in Ethiopia teachers have weak subject knowledge and are poorly trained. They know only a fraction more than their students do. In such conditions, "textbooks are necessary to guide the teachers in implementation of the content and to propose more effective teaching technique".

Therefore, since the textbook has such like great importance to students and teachers; it is important to take in to consideration inclusion of required matters like knowledge issues, feelings, and skill aspects that make learners to see and investigate their environment from diversified angles. To do so, as stated here under, textbooks need to be evaluated, and checked to what extent they satisfied students' interest.

2.2. Effects of Textbook Evaluation in English Language Learning

Material development and evaluation is a relatively young phenomenon in the field of language teaching. In the practical sense, it includes the production, evaluation and adaptation of materials (Tomlinson, 2001, p.66). In order to assure whether textbooks meet the necessary requirements or whether they engage students for learning or whether they are good for active learning, they must be evaluated (Zemenu, 2013). As to Tomlinson (2001), textbook evaluation is an applied linguistic activity through teachers, supervisors, administrators and materials developers can make sound judgments about the efficiency of the materials for the people using them.

Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. The quality of the textbooks should be assessed and evaluated during implementation by outside consultants and who were not part of the textbook development and selection process (MoE, 2009b). Many scholars indicated that textbooks are being used as a major source of information in teaching a particular subject, the quality and accuracy of the content is crucial for their educational effectiveness (Dalim and Mubarrak, 2013; Khine, 2008). Moreover, MoE (2002) and TGE (1994, cited in Zemenu, 2013) declared the demand of the new education and training policy directions to make improvements and revisions in textbooks to meet national and international standards.

Ellis (1997) suggests that material evaluation could be conducted at three stages: 'Predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook; 'In-use' evaluation designed to examine material that is currently being used; and 'Retrospective' or 'post-use' (reflective) evaluation of a textbook that is concerned with the evaluation of textbooks after they have been used in a specific institution or situation.

While different criteria and approaches have been presented to evaluate textbooks (see, for example, Cunningsworth, 1995; Harmer, 1996; Williams, 1983, cited in Mehdi & Narjes, 2010), taxonomies like Bloom's taxonomy of educational objectives also prove useful in textbook evaluation studies.

Therefore, regular textbook evaluation need to be conducted to check how preparation of the instructional materials take in to consideration the availability of cognitive, affective, and psychomotor domains. The preoperational inclusion of domains in the text books makes learners to have balanced perspectives on the given instructional process.

2.3. Concepts of Bloom's Taxonomy

Bloom's Taxonomy is a classification of educational objectives used for developing higher level thinking skills. It is a process-oriented model that allows teachers to present ideas and concepts at many different levels to meet the needs of a

variety of learners. More specifically, it serves teachers by helping them push students toward deeper understanding, providing them insight into how to order objectives, and revealing the best ways to teach a given objective (Teach For America, 2011). The value of using Bloom's taxonomy in the development of learning outcomes represents a tool for planning, implementing, and assessing instruction. It provides educators with a common frame of reference that clarifies various types of learning outcomes. In addition, this taxonomy illustrates the wide array of learning outcomes that can be included in any given instructional area (Almerico & Baker, 2004, cited in Ghanem et al., 2013).

So, teaching and learning materials are fundamental to the pedagogical process and are critical for shaping young minds which need to take into account the specific needs of boys and girls, allowing them to have the same experience in any activity for all individuals to reach their maximum possible potential despite their biological differences (Nyevero and Memory, 2014).

To generalize, comprehensive learning outcomes for 21st century elementary, secondary, college, and university graduates need to have Cognitive capacity to think, problem-solve, and create; Affective capacity to value, appreciate, and care; Psychomotor capacity to move, perceive, and apply physical aspects. To do this, knowledge, skill, attitude, and cultural matters etc. should be entertained and integrated in the instructional process so as to make a learning environment to be conducive and effective for classroom students.

2.3.1. The Three Domains of Bloom

Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it). Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. The level of learning we strive to impact will vary across learning experiences depending on 1) the nature of the experience, 2) the developmental levels of the participating students, and 3) the duration and intensity of the experience (Sperber, 2005).

The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities. Reeves, T.C. (2006) argued that the cognitive domain relates to the capacity to think or one's mental skills.

According to Dave, R.H. (1975), the cognitive domain deals with how we acquire, process, and use knowledge. It is the "thinking" domain. As Dave, the domain has six levels, such as knowledge, comprehension, application, analysis, synthesis, and evaluation.

The affective domain as to Krathwohl et al., (1964), deals with emotions and feelings, especially in relationship to a set of values. And it has five levels that range from receiving or becoming aware of stimuli that evoke feelings to manifesting behavior characterized by a set of consistent and predictable values. Thus, according to Vernellia R., (2011), the levels from simple to complex are receiving, responding, valuing, organizing, and characterizing.

The psychomotor domain (Harrow, 1972) is concerned with the mastery of physical skills ranging from reflexive movements to exhibiting appropriate body language. According to his classification, psychomotor learning involves: imitation, manipulation, precision, articulation, and naturalization for doing practically the concept or the text learned (Mansha and Ilyas, 2011).

2.3.2. Roles of The Three Domains of Bloom in English Language Learning

Many researchers such as Henting (1997), Bruner (2000), Stoll and Fink (2000), and Faultisch (1999), cited in Gazibara (2013) believe that quality education and successful education reforms can be achieved by changing the learning culture which can integrates all three domains of learning: cognitive (head), affective (heart) and psychomotor (hands). Schunk (1991, cited in Robert G. Main, 1992) is argued that affective domain helps students to attend instruction and to engage in such activities as rehearsing information, relating it to previously acquired knowledge and asking questions.

Rather than quit when they encounter difficult material, motivated students expend greater effort to learn. They, as to Schunk (1991), choose to work on tasks when they are not required to do so; in their spare time they read books on topics of interest, solve problems and puzzles, and work on special projects. In short, motivation leads students to engage in activities facilitating learning (p. 229).

In another way, the head “stores” all psychological and intellectual functions that allow learners to understand the world and form rational judgments about certain things (Gazibara, 2013). More specifically, these processes include perception, memory, imagination, thought and language (Bruhlmeier, 2010). The cognitive domain is usually described “as what we know”, but it is in fact determined by knowledge, understanding, application, analysis, synthesis and evaluation (Jensen, 2003, cited in Gazibara, 2013).

According to Fisher (1999, cited in Ellison, 2010), there are strong pedagogical reasons for developing thinking skills in children through the use of literature. Fisher (2006, cited in Frydrychova, 2009) also added that the term thinking skills is used to mean the human capacity to think in conscious ways to achieve certain purposes. Such processes include remembering, questioning, forming concepts, planning, reasoning, imagining, solving problems, making decisions and judgments, or translating thoughts into words.

Obviously, as Yen (2015), we know what is important and what we expect of our education system, of our teachers and of our students; but how well are they responding to the challenge of teaching and/or learning higher order thinking/HOT/? For one, “in most classrooms higher order thinking receives little or no attention” (Ivie, 1998, p. 35, cited in Yen, 2015). Ivie (1998) continues to substantiate using previous findings that even when HOT does occur in the classroom, teachers rarely make effort to sustain students’ flow of higher-level thoughts, perhaps due to teachers’ incompetency or disinterest in pursuing learning outcomes other than learning content-specific goals.

Attention is needed at the planning and implementation levels recurring inconsistencies in curriculum development and enforcement will continue to keep the effective teaching of HOT in the classroom as pure rhetoric (Ivie, 1998). Referring to studies which compare more able, literate children with less able ones, as Fisher (1999) states, successful learners have: Knowledge of literary forms, purposes and genre, including meta-linguistic knowledge; skills and strategies for processing literary knowledge, including the ability to question, interrogate and discuss narrative texts; ability to apply and transfer their learning and knowledge to other contexts. For children to be encouraged to think, teachers also have to think!

It is argued that foreign language students, even young children should be asked questions that lead them to progress up the hierarchy and thus develop the full range of thinking skills (Ellison, 2010). Hill and Bjork (2008, cited in Ellison, 2010) link question formation in Bloom’s Taxonomy to the five predictable stages of second language acquisition (SLA): Pre-production: minimal comprehension, no verbalization, uses gestures e.g. pointing; early production: limited comprehension, one/two word responses, key words/familiar phrases, present tenses; speech emergence: good comprehension, can produce simple sentences, makes grammar and pronunciation errors; intermediate fluency: excellent comprehension, few grammar errors; advanced fluency: near-native level of speech. Therefore, critical thinking should be consciously developed already at the primary level (Frydrychova, 2009).

Psychomotor also the third domain of Bloom which is better suited for certain adult training and for teaching young adults and children. It is skill based, and in this domain the student produces a product. Mkpá (1984, cited in Egereonu, 2010) says that “As far back as we can push the history of man; one discovers that most learning of man had to do with manipulative skills.” As Mkpá said, even in modern times, psychomotor is involved in all aspects of profession and human endeavor. Man in quest to control the earth in all ramifications calls for psychomotor activity. But, as Paul (2013), the psychomotor domain is certainly less well researched and documented and this has meant a less than adequate recognition and incorporation into learning designs.

Similarly, Egereonu,(2010) argued as “It will be then strange (as we find these days) that teachers do not assess students in “psychomotor.” Based on this, as Paul (2013), transferable skills are often very poorly articulated, even to the

extent of being referred to by implied generic synonyms such as ‘communication skills’ or ‘interpersonal skills’. Dave, (1967, cited in Paul, 2013) also added by arguing that properly applied, this educational domain refers to progressively complex manual or physical skills and so could identify the progressively complex skills of a biologist in using a specialist microscope, or an economist using a statistics software package.

Equally, Egereonu, (2010) strengthen how the psychomotor domain is required to improve learning via supporting with activities: psychomotor had and has played wonderful roles that are not only complementary, but have simplified learning, understanding, thoughts and feeling into concrete terms and action. For instance, to the modern chemist, measuring liquids and solids; to physicist, measuring solids space, and motion; to biologist, measuring growth, symmetry of curves of animate objects like a beautiful women; to economist, measuring human nature, money production, demand and supply; to the literary scholar, measuring the rhythm of words, oratory; to the mathematicians, measuring appreciation of beauty of nature expressed in lines, solids & structures; and to the engineer, quantifying (measuring) mass, weight and proportion of matter to matter (Egereonu, 2010).

Thus, the more detailed verbal communications are easily understood since they are clearly linked with the practical display (demonstration) of the movements, especially in the cases when children exercise on their own (Shingjergji, 2013). Gazibara, (2013) contend forth that many researchers established sensor motor integration as a requirement for maturity to attend school (Houston, 1982; Ayeres, 1972; Hannaford, 1995; cited in Jensen, 2005). In the opinion of Rita Dunn and Kenneth Dunn, who have researched in learning styles, almost 85% of learners are kinesthetic learners, and yet the school program offers few techniques of kinesthetic learning, if any at all (Hannaford, 2008). L. Bognar (2005) enforced this claim by saying that sedentary teaching encourages aggression: when children are required to sit still in their places, there is a proper explosion of motor activity during shorter recesses, often accompanied by aggressive behavior.

So, it is vital to furnish proportionally EFL textbooks by Bloom’s three domains in general and psychomotor domains in particular – one domain may be dominant in a given behavior, but the others are present and interacting. It is impossible to specify a behavior of a school child as being entirely cognitive, entirely affective, or entirely psychomotor (Bemis et al, 1969). Because, Bloom’s Taxonomy is a convenient way to describe the degree to which we want our students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected.

To summarize, the process of language learning needs to become much more learner-centered and students should become more responsible about their own learning. Not only should they have to be conscious about their individual attributes and learning preferences, but also they should be aware of the strategies that they could use when they go about learning a foreign language and doing class activities and tasks (Jose, 2007). In addition to roles which played teachers, EFL textbooks need to treat issues such as knowledge, attitude, and skill in balanced manner because education is not training rather it involves all the three domains of learning with the intention of producing holistic change upon learners. The change enables them to solve own problems of a given environment.

2.4. Importance of Balanced Curriculum in English Language Learning

Comprehensive curriculum resources are ones that provide information on all or most of the areas of children’s development, including social, physical (motor), linguistic (language) and cognitive (intellectual). These areas are also described as Key Learning Areas in the Learning Standards and they provide a holistic view of children’s growth and skill development. According to government of Ireland (1999), balanced curriculum is characterized by its breadth and balance. It reflects the many dimensions of human experience, activity and expression, and is directed towards the development of the full potential of every child. Within a clear and structured national framework, it affords flexibility to the school and the teacher in planning the learning experiences that are useful to the individual child at the various stages of his or her development.

Curriculum balance is the inclusion of Bloom’s taxonomy in the instruction proportionally. Thus, the balanced curriculum is designed so that the curriculum structure is specific enough to ensure similar implementation by school teachers while being general enough so that teachers have the freedom to use the curriculum to meet the needs of their classes. There is alignment to standards, state assessment specifications and other specifications, such as Bloom’s

taxonomy, that the district finds important to use (David A., 2013). This means that alignment of curriculum to standards and high-stakes testing provides a powerful predictor of the curriculum's impact, as demonstrated by the many research studies (e.g., Porter & Smithson, 2001; Schmidt et al., 2001; Squires, 2009, 2012; Wishnick, 1989, cited in David A., 2013). The significant tasks are aligned by the curriculum authors to state standards, high-stakes assessment specifications, and other important areas for the district, such as Bloom's taxonomy.

The vocabulary from the standards is explicitly incorporated in the significant tasks by the district's teachers/curriculum authors so as to satisfy interests, needs, and perspectives of classroom students David A., 2013). Therefore, balanced curriculum can give opportunity for learners to invest their brain or mind efficiently and effectively to be world minded citizens.

One of the main educational tasks of the primary school is to build on and strengthen the children's intrinsic interest in learning and lead them to learn for themselves rather than from fear or disapproval or desire for praise (M. Johnson, 2007). To put practically the argument of elementary schools need to have balanced curriculum which gives an opportunity for learners to exert out or experimented out their internal talent or gift and to investigate their environment based on diversified perspectives. Further, balanced curriculum is important to provide a national framework that defines learning outcomes appropriate to primary school children. It is designed to give children the opportunity to attain the maximum standards in knowledge, concepts and skills consonant with their intelligence, capacity and circumstances (Government of Ireland, 1990). Since balanced curriculum has such like importance, primary school text books need to incorporate the three domains of Bloom in the balanced manner.

Research Design and Methodology

3.1. Design of the study

The purpose of this study was to examine to what extent the three domains and sub domains of Bloom emphasized by the 2nd cycle (7-8 grades) primary school English language student textbooks. To achieve this objective, content analysis research design was employed because it is used to summarize written, spoken, or visual communication in a quantitative way systematically.

3.1.1. Sources of Data

In order to collect data for the study, the two recently in used 2nd cycle (7-8 grades) primary school English language textbooks were used as sources of data.

3.1.2. Population and Sampling Technique

The two primary level second-cycle (7-8 grades) English language textbooks were the main focused are of the study. Three units in each text were selected by using simple random sampling, and all exercises/activities with all their items which found in each unit were included in the study by applying available sampling technique. The reason why the researcher have selected only three units in each text book was units in each textbook were followed the same procedure / lesson, activity, and exercise in grade 7; activity, exercise in grade 8/, and these two textbooks were mainly covered by exercises or activities. Issues related to sampling process are stated in the table 1 as follow.

Table 1: Population, sample, and sampling technique

Title of the text book	Total units of the text	Selected units of the text & related issues			Used Sampling technique	No. of items included	Year of publication	Publisher	
		Issues of the unit	Selected Units						
English For Ethiopia Student text book (Grade 7)	12		1	6	11	Simple random	255	2004	MoE
		Lessons	13	13	13	Available sampling			
		Activities	21	22	17				
		Items of the activities	60	38	32				
		Exercise	21	21	17				
		Items of the exercises	38	52	35				
		Total items of the unit	98	90	67				
English For Ethiopia Student text book (Grade 8)	14	Issues of the unit	unit			Simple random	274	2004	MoE
			4	10	14	Available sampling			
		Lessons	-	-	-				
		Activities	15	14	13				
		Items of the activities	36	45	45				
		Exercise	24	24	14				
		Items of the exercises	57	47	44				
Total items of the unit	93	92	89						
Total items of the textbooks						529			

3.2. Data collection

In order to achieve the intended objective, the researcher was preferred to use content analysis checklist as data collection instrument. Content analysis was carried out to assess the fair representation of the Bloom's three domains and sub domains, because researchers such as Dale and Chall (1948), Fry (1977), Jebitz and Meints (1979) and Klar (1982) cited in Alemayehu (2010) had suggested that for text analysis research, observation checklist instrument is preferable than other instruments. Based on this, the researcher designed an analysis sheet / checklist for each grade level based on the domains and sub domains of Bloom.

3.2.1. Data collection procedure

To collect data for this study, the researcher gave the prepared checklist or data sheet for two raters (coders) and would introduced them about the purpose of the study, the nature of items in each domain and how to assess them in the textbooks as well as how to fill the checklist. Finally, the researcher would gather the checklists from the raters and has recorded the appearance of the three domains, and the sixteen sub domains by using tally and tabulation.

In order to make coding to be valid, two curriculum instructors (PhD holders) commented the data sheet and codified the data. The classmate of the researcher also commented the checklists.

To ensure the reliability of the coding, Cohen's Kappa was applied, and the result indicated that the codifying process was reliable at (0.72), IfCohen's Kappa which approaches "1" as coding is perfectly reliable and goes to "0" when there is no agreement other than what would be expected by chance (Haney et al., 1998).

3.3. Data analysis

To analyze data, the researcher was employed both frequency and percentage simple statistics to determine the coverage status of the domains in the textbooks. The researcher also applied Chi-Square test to check availability of significant difference among domains and sub domains of Bloom. Thus, the three domains, and the sixteen sub domains were used as unit analysis for the study. Finally, based on the research findings, interpretation, discussion, summary, conclusion, and recommendation would be suggested as follow.

4. Data Analysis and Interpretation

The purpose of this study was to assess the degree to what extent 2nd cycle primary school (7-8 grades) English language text books focused the three domains of Bloom. To do so, the researcher formulated four basic questions, and the collected data related to these four questions were analyzed and interpreted as follow.

4.1. Entertain status of the three domains of Bloom by the 2nd cycle primary school (7-8 grades) English language student textbooks

In order to determine the domains inclusion status of the textbooks, as displayed here under, the researcher organized the codified data in the table, and analyzed it by using frequency and percentage simple statistics.

Table 2: The three domains of Bloom displayed in the two textbooks

Domain	Grade 7 text book		Grade 8 text book		Total	
	F	%	F	%	F	%
Cognitive	238	93.33	235	85.8	473	89.4
Affective	15	5.9	31	11.31	46	8.7
Psychomotor	2	0.8	8	2.91	10	1.9
Total	255	100	274	100	529	100

As stated in the table “2” above, the 2nd cycle primary school (7-8 grades) English language textbooks were included the cognitive domain by 89.4%, the affective domain by 8.7%, and the psychomotor domain by 1.9%. This indicated how the textbooks were simply covered by cognitive domain by disregarding the other two domains (affective & psychomotor). This may resulted in learners to have only knowledge aspects. By this condition, it is difficult to get students who have opportunities to investigate his or her environment from different perspectives and to exert out his/her full potentials. Related to this, Dalim and Mubarrak (2013, cited in Zemenu, 2013), argued that a textbook is considered as good if it is more student-centered, promoting self-directed learning, allowing students to learn by themselves at their own pace and have activities for students to enhance the mastery of the topic. As to the government of Ireland (1999), textbooks fair entertain of the three domains of Bloom is important to satisfy the developmental and educational needs of the children; it serves in the context of the contemporary society in which they live. Therefore, these two English language textbooks of Ethiopia need to be revised and make them have included the domains of Bloom in balanced way.

4.2. Inclusion status of the sixteen sub domains of Bloom by the 2nd cycle primary school (7-8 grades) English language student textbooks

To examine the inclusion grade of the sub domains of Bloom, the researcher was organized the codified data in the table, and he analyzed it by using frequency and percentage statistics as follows.

Table 3: The sixteen sub domains of Bloom displayed by the two textbooks

Domain	Sub domains	Textbook				Total	
		Grade 7		Grade 8		F	%
		F	%	F	%		
Cognitive	knowledge	105	41.2	90	32.85	195	36.7
	Comprehension	86	34	83	30.29	169	32
	Application	23	9	40	14.6	63	12
	Analysis	16	6.3	14	5.1	30	5.7
	Synthesis	8	3	7	2.55	15	2.83
	Evaluation	-	-	1	0.36	1	0.19
Affective	Receiving	6	2	9	3.28	15	2.83
	Responding	1	0.4	19	6.93	20	3.78
	Valuing	6	2	2	0.73	8	1.51
	Organizing	-	-	1	0.36	1	0.19
	Characterizing	2	1	-	-	2	0.38
Psycho motor	Imitation	-	-	7	2.55	7	1.32
	Manipulation	-	-	1	0.36	1	0.19
	Precision	-	-	-	-	-	-
	Articulation	2	1	-	-	2	0.38
	Naturalization	-	-	-	-	-	-
Total		255	100	274	100	529	100

The table “3” above showed that the two grade levels (7-8) English language textbooks considered 36.7% of knowledge, 32% of comprehension, 12% of application, and they were incorporated by analysis, synthesis, and evaluation levels by 5.7%, 2.83%, and 0.19% respectively. Further, the textbooks emphasized affective levels of receiving, responding, valuing, organizing, and characterizing by 2.83%, 3.78%, 1.51%, 0.19%, and 0.38% respectively. The textbooks also included sub domains of the psychomotor domain such as imitation by 1.32%, manipulation by 0.19%, precision by 0%, articulation by 0.38%, and naturalization by 0%. This means, the two textbooks were highly covered by knowledge and comprehension levels followed by application and analysis levels lowly by ignoring the other levels of cognitive domain (synthesis and evaluation), and all the levels of affective and psychomotor domains. Thus, only the lower levels especially knowledge and comprehension levels of cognitive domain were focused by the textbooks.

This condition, according to (2006), can be termed as “one size fits all”. This means, as PSNC noted, the two textbooks couldn’t educate the whole child because it is difficult to satisfy needs, interests, feelings, and attitudes of different learners by considering only knowledge and comprehension levels of cognitive domain. Therefore, the two textbooks should be revised and updated in terms of make them to entertain proportionally the domains and sub domains of Bloom.

4.3. The statistical difference of the two English language textbooks (7-8 grades) to include the three domains of Bloom

To check the availability of significant difference between the two textbooks in reference to incorporate the three domains of Bloom, the researcher was analyzed the data by applying Chi-Square test, and the output is displayed in the table as follow.

Table 4: The two English language textbooks' variation in representation of the three domains

Text Book	Domain						Total	$\chi^2 = 8.5$ Critical Value (7.3778)
	Cognitive		Affective		Psychomotor			
	O	E	O	E	O	E		
Grade 7	238	228	15	22.17	2	4.82	255	
Grade 8	235	244.99	31	23.83	8	5.18	274	
Total	473		46		10		529	

df = 2

Note: "O" and "E" refer to observed and expected value respectively

By $df = 2 / (C-1) (R-1) = (3-1) (2-1)$, $\alpha = 0.05$ and two tailed tests; the table value of $\chi^2 = 7.3778$

As indicated in table "4" above, the results of the Chi-square test indicated that there was slight significant difference in the two textbooks in the inclusion of cognitive, affective, and psychomotor domains, because the calculated value (8.5) found greater than the critical value (7.3778). To examine which domain types was being represented high in the textbooks, further analysis of standardized residual test was performed and the result is presented in the table "4.1" below.

Table 4.1: Standardized Residual test output- representation status of the three domains in the two textbooks

Text Book	Domain											
	Cognitive				Affective				Psychomotor			
	O	E	O-E	$\frac{(O-E)}{\sqrt{E}}$	O	E	O-E	$\frac{(O-E)}{\sqrt{E}}$	O	E	O-E	$\frac{(O-E)}{\sqrt{E}}$
Grade 7	238	228	10	0.66	15	22.17	-7.17	-1.52	2	4.82	-2.82	-1.28
Grade 8	235	244.99	-9.99	-0.63	31	23.83	7.17	1.46	8	5.18	2.82	1.00

As stated in table "4.1" above, the absolute value of "R" is not greater than 2. This shows that there was no significant difference found between the two textbooks in the inclusion of the three domains of Bloom. That is why the minor difference ($8.5 - 7.3778 = 1.12$) shown among the inclusion of the three domains in the two text books above in the table 4. Thus, the two textbooks include the three domains in the same manner – gave emphasis for the lower cognitive levels by omitting out the other levels of the two domains.

4.4. The statistical difference of the two English language textbooks (7-8 grades) to include the sixteen sub domains of Bloom

In order to ensure the presence of significant difference between the two textbooks to slot in the sixteen sub domains of Bloom, the researcher was analyzed the data by using Chi-Square test, and the outcome is displayed in the table as follow.

Table 5: the two English language textbooks' variation in representation of the sixteen sub domains of Bloom

Text book	Domain																								Total	χ ² 38.161 P-value 0.00, Critical valve (24.7)								
	Cognitive										Affective						Psychomotor																	
	K		C		A ₁		A ₂		S		E		R ₁		R ₂		V		O		C		I				M		P		A		N	
Grade 7	105	94	86	81.46	23	30.37	16	14.46	8	7.23	-	0.48	6	7.23	1	9.64	6	6	3.86	-	0.48	2	0.96	-	3.37	-	0.48	0	2	0.96	-	0	0	255
Grade 8	90	101	83	87.53	40	32.63	14	15.54	7	7.77	1	0.52	9	7.77	19	10.36	2	2	4.14	1	0.52	-	1.04	7	3.62	1	0.52	-	0	-	1.04	-	0	274
Total	195	195	169	169	63	63	30	30	15	15	1	1	15	15	20	20	8	8	1	1	2	2	7	7	1	1	-	2	-	-	-	529		

df = 13

By df = 13 / (C-1) (R-1) = (14-1) (2-1)/, α = 0.05 and two tailed tests; the table value of χ² = 24.7 and the calculated value of χ² was 37.10.

Key:-

- ✓ K=cognitive, C= comprehension, A₁= application,A₂= analysis, S= synthesis, E= evaluation (in cognitive domain);
- ✓ R₁= receiving, R₂= responding, V= valuing, O= organizing, C= characterizing (in Affective domain);
- ✓ I=imitation, M = manipulation, P= precision, A= articulation, and N= naturalization (in psychomotor domain)

As indicated in the table 5 above, the results of the Chi-square test indicated that there was significant difference among inclusion of the levels of the three domains between the two 2nd cycle primary school (7-8 grades) English language text books because the calculated value (38.161) found as greater than the critical value (24.7).

To examine which level types represented in the textbooks, further analysis of standardized residual test was performed and the results is presented in the table 5.1 below.

Table 5.1: Standardized Residual test result - representation status of the 16 sub domains in the two textbooks

Text Book	Domain															
	Cognitive						Affective						Psychomotor			
	K	C	A ₁	A ₂	S	E	R ₁	R ₂	V	O	C	I	M	P	A	N
Grade 7	1.13	0.50	-1.33	0.40	0.28	-0.69	-0.46	-2.78	1.09	-0.69	1.06	-1.84	-0.69	0	1.06	0
Grade 8	-1.09	-0.48	1.29	-0.39	-0.27	0.66	0.44	2.69	-1.05	0.66	-1.03	1.77	0.66	0	-1.03	0

The analysis output in the table “5.1” above indicated that except responding level of affective domain (-2.78)in grade seven textbook, and responding level of the affective domain (2.69) in grade eight textbook, other levels’

absolute value of “R” found less than 2. Thus, the responding level was emphasized by the grade eight text than the grade seven, because the residual (R) value of the responding level in grade 7 text was negative (-2.78), and was positive (2.69) in grade 8 text.

Further, the table “5.1” above also showed that “precision and naturalization” levels of psychomotor domain were totally ignored by the two grade levels (7-8) of English language textbooks. And the other levels of the three domains not showed significant difference because their absolute value of “R” was less than 2. This finding also indicated to what extent the higher level (naturalization) of psychomotor domain rejected out by the two textbooks.

In general, the two textbooks were highly represented by the knowledge & comprehension levels of the cognitive domain. This indicates how the textbooks are being restricted students simply to recalling facts without offering them opportunities to think, create, and value matters. Thus, knowledge, skills, attitudes, and intentions were not found proportionally in the two English language textbooks (7-8 grades). This lack of inclusion by the textbooks may made learners to have ineffective involvement in the instructional process, and may made students weak in their lifelong learning activities.

5. Summary, Conclusion, and Recommendation

5.1. Summary

The main objective of the study was to investigate to what extent the 2nd cycle primary school (7-8 grades) English language textbooks incorporated cognitive, affective and psychomotor domains proportionally. To do so, content analysis was taken as research design.

To get solutions for the stated basic research questions, the two English textbooks (7-8 grades) were used as the data source. Three units from each textbook were selected by employing simple random sampling technique. And all 529 items – 255 items from grade 7 and 274 items from grade 8 English text books – were included in the study via available sampling. These items were coded by two raters, and analyzed by the researcher via using frequency, percentage, Chi-Square test, and the standard residual test. Based on the result of the analysis, the textbooks were embraced cognitive domain by 89.4%, affective domain by 8.7%, and psychomotor domain by 1.9%. This indicated how the texts are simply covered by cognitive domain by ignoring the other two domains (affective & psychomotor) which resulted in learners to have only knowledge aspects.

Further, in the context of levels of the three domains of Bloom, the two grade levels (7-8) English language text books emphasized only 36.7% knowledge level, 32% comprehension level, and 12% application level by discarding the other thirteen levels of the domains. Accordingly, all levels which found in both the affective and psychomotor domains, and the three levels of cognitive domain (analysis, synthesis, and evaluation) were not considered by the two text books. This means, only the lower levels especially knowledge and comprehension levels of cognitive domain were represented in the textbooks.

The results of the Chi-square test indicated that there was slight difference found between the two textbooks in the inclusion of cognitive, affective, and psychomotor domains, because the calculated value (8.5) is greater than the table value of chi-square test (7.3778). To identify which domain types represented high in the textbooks, the researcher conducted standardized residual test, and based on the analysis, the absolute value of “R” was not greater than 2. This shows that there was no significant difference existed between the two textbooks to include the three domains of Bloom.

To check the presence of inclusion significant difference among each level of the three domains by the textbooks, the researcher also analyzed the data via Chi-Square test. The result indicated that there was significant difference among inclusion of the levels of the three domains between the two 2nd cycle primary school (7-8 grades) English language text books, because the calculated value (37.10) found greater than the critical value (27.4884). To examine types of levels which represented high in the textbooks, the researcher had conducted further analysis of standardized residual test. Based on the test, the affective domain level of responding was emphasized by grade 8 text

than grade 7 text. Further, the analysis showed that Precision and naturalization levels of psychomotor domain were totally ignored by the two textbooks. And the other levels of the three domains not showed great variation because their absolute values of “R” were less than 2.

5.2. Conclusion

From the analysis results of the study, the researcher concludes that the two textbooks were covered by the first lower levels of cognitive domain, i.e., knowledge & comprehension. This can enforced students in recalling facts without offering them opportunities to think, create, and value matters from different perspectives.

5.3. Recommendation

Based on the findings and the given conclusion of the study, the researcher would like to offer the following recommendations.

- Since English language textbooks are the 1st hand instructional material to students especially who found in the third world country like Ethiopia, they are required to incorporate the three domains of Bloom proportionally. To do so, they should be revised and should be updated.
- Primary school textbook preparation bodies like Amhara regional education bureau and MoE are required to take in to consideration the proportional inclusion of the three domains of Bloom in the English language text books of the two grade levels (7-8 grades).
- Till these two text books have revised by the above mentioned bodies, classroom English language teachers and the school in general are needed to find solutions and strategies to touch or to include analysis, synthesis, and evaluation levels from cognitive domain, and all levels of the two domains – affective and psychomotor - in the two textbooks.

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