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The Alignment of Currently in Use Grade Seven English Language Textbook, and Teachers' Perspective Amid Educational Policy of Ethiopia on Curriculum Balance of Bloom's Taxonomy

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Abstract
The main objective of the study was to investigate the inclusion levels of domains and sub domains of Bloom in the English language text book of grade seven and the two exams of the same subject from Selam primary school of North Wollo. To achieve the intended purpose, grade seven English text books, two English language final exams of Selam primary school, and grade seven English language teachers of Selam School were used as the data source. Thus, grade 7 English language text book had 12 units, and of these, three units from the text book were selected by employing random sampling technique. All activities and exercises were incorporated in the study via comprehensive sampling. To collect data from these sources, the researcher used documents, interview, and checklist. Then, the required data was collected accordingly. To analyze, the researcher employed percentage and frequency that used to know inclusion level of the domains in the two documents final exams and text book. Chi-square test also employed to investigate significance difference situated in the domains and sub domains of Bloom between the two documents. The data which collected via semi-structured interview also elaborated and narrated by using words and phrases. The finding of data analysis pointed out that the two documents were highly focused on the lower level of cognitive domain (knowledge and comprehension) by omitting out the other sub domains in the same manner. In addition to this, the perception of English language teacher from Selam primary school inclined greatly towards knowledge level of the cognitive domain. To conclude, the two documents in addition to perspective of the English language teacher over dominated by knowledge and comprehension levels of cognitive domain which let students to be restricted as passively received what classroom teacher told and sucking knowledge from the sources**.** The researcher would also recommended as educational policies of Ethiopia such as ESDP V and GTP II give emphasis about inclusion of Blooms taxonomy in balanced way. To do so, text book evaluation considered as one strategy. Therefore, it is important to: Evaluate grade seven English language text book and amend it to include the three domains of Bloom proportionally; text book developer bodies like Amhara regional education bureau need to consider these domains and sub domains of Bloom while developing text books; universities and teacher education colleges are required to work by considering these domains in training program of English language teachers.
Keywords: Alignment, Bloom, Curriculum, Evaluation, Policy, Textbook

Background of the Study

The term alignment is widely used by educators in a variety of contexts, most commonly in reference to reforms that are intended to bring greater coherence or efficiency to a curriculum, program, initiative, or education system. When the term is used in educational contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what *alignment* is referring to (S. Abbott, 2014). In some cases, the term may have a very specific, technical meaning, but in others it may be vague, undecipherable jargon. Generally speaking, the use of alignment tends to become less precise and meaningful when its object grows in size, scope, or ambition. For example, as S. Abbott (2014). when teachers talk about "aligning curriculum," they are likely referring to a specific, technical process being used to develop lessons, deliver instruction, and evaluate student learning growth and achievement. On the other hand, some education reports, improvement plans, and policy proposals may refer to the "alignment" of various elements of an education system without describing precisely what might be entailed in the proposed alignment process. And, of course, some "alignments" may be practical, thoughtful strategies that produce tangible improvements in schools and student learning, while others may be unspecific "action items" that never get acted on, or they may be strategies that show promise in theory, but that turn out to be overly complex and burdensome when executed in states, districts, and schools (S. Abbott, 2014).

Among different educational materials which enable to conduct instructional process properly, and needs to be aligned with educational policy of a given nation is text book which mentioned as an example firstly. According to Mehdi Riazi & Narjes Mosalanejad, **(**2010**),** 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 them in [various] countries… As the writer, no teaching-learning situation, it seems, is complete until it has its relevant textbook. According to Tomlinson (2001, cited in Mehdi Riazi & Narjes Mosalanejad, 2010), there are different attitudes towards textbooks. As Tomlinson (2001), these attitudes divide 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. It is implied that, according to the writer, the first group sees textbooks as useful for general purposes while the second group considers the shortcomings of textbooks for specific purposes. In spite of this disagreement, as Tomlinson (2001), it is widely agreed that textbooks are of great value in the process of teaching and learning. S. A. Razmjoo & E. Kazempourfard (2012) in their side also pointed out as:

... our teaching materials do have problems, but the necessity of textbook cannot be ignored at all. In fact, it is extremely important for us as teachers to evaluate, select and adapt teaching materials to meet our teaching and students' learning needs in order to get the most out of learning potentials. As a matter of fact, course book/textbook analysis and evaluation can help teachers to gain good and useful insights into the nature of the material.

The researcher agree with the argument of the proponent group because without text book it is difficult to conduct instructional process especially in under developing countries like Ethiopia by two reasons. In one side, students' attitude towards their education is very limited that they may not need to access the required instructional issues via using different opportunities like internet, research findings etc – they may not have an opportunity to get experiences related to advantages of education. In another part, rural areas of poor countries haven't developed required infrastructures like power supply, internet access, library service, etc to access educational matters. In such like cases, it is preferable to use text books to facilitate classroom instructional process. Related to this, (The World Bank, ***A Chance to Learn***, 2001, cited in DFID,( ) argued as:

Learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate Learning and Teaching Materials provision (including textbooks, teachers' guides and supplementary materials) to support educational development and quality upgrading has been recognized by governments throughout the developing world and by most development partners. There is now substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning.

By supporting the above argumentative issue, Lewin & Stuart, *The Multi-Site Teacher Education Research Project*, 2003, cited in DFID,( ) argued that the impact of textbooks is greatest in the poorest countries where teacher quality may be low and where facilities and resources are scarce and generally of poor quality. MOE (2002) of Ethiopia, in its side contend that in countries like ours, students do not have other books to read at home. Thus, the provision of adequate number of textbooks, which students can take home, will have a marked impact on raising the quality of education. Therefore, to ensure quality education, as MOE (2002), students should have quality textbooks in sufficient quantity. The NETP (1994) also argued as "due attention is also given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management so as to strengthen the teaching-learning process and the expansion of education." Related to this, a lot of studies showed that the textbook is the core of the educational process (Chinoda, 1982, cited in Mahmoud Sulaiman, 2014). The textbook is a synonym for curriculum and it is the student's guide which supplies him/her with information and enriches his/her mind with knowledge as Seif (1994, cited in Mahmoud Sulaiman (2014) suggested. Seif again found that 90% of students depended on the textbook and spent the same percentage of time on studying it.

Richard, Plat and Plot, (2004, cited in Mahmoud Sulaiman, 2014) argued that from the previous results curriculum designers should take care of preparing good textbook that fulfill the student's needs in all domains mainly the higher thinking skills.. Since textbooks have such powerful influence on classroom instruction, it is important for educators to be informed about the balanced curriculum in the textbook and its impact on learner's education. Accordingly, to check whether the text aligned with education policy of Ethiopia to the Bloom's domain or not, evaluating primary English language text books is vital.

Statement of the Study

Since text book has a great importance in instructional process, it is required to evaluate to what extent it incorporated the Bloom's three domains proportionally. Related to this, Mahinda Ranaweera (1990) reported that the procedures adopted to achieve curriculum balance may be considered in two main categories those which maintain a balance in the objectives, content and distribution of instructional time; and those which utilize teaching-learning strategies and co-curricular activities as a means of achieving a balanced school program for individuals. Of these procedures, educational objective is the main focus area for this study because that students' text book is required to include the Bloom's three domains: cognitive, affective, and psychomotor so as to make students to be world mindedness. The proportionate inclusion of these three domains in the given text book considered as curriculum balance because these learning objectives can satisfy comprehensive needs, interests, and wants of diversified learners.

In another way, it is important to investigate teachers' perception towards the application of Bloom's taxonomy in their day to day instructional process because since they are an agent of the instructional process (English language) teachers need to consider the three domains proportionally. As we know, English language is the key area in the instructional process in two aspects: it used as a means of instructions – other subjects use English language as a communication purpose and in the other way, it also conducted as independent course of study. Since, it has such like importance, students' text book need to be taking in to consideration the issues of Bloom's taxonomy which can make students to play their expected roles in the instructional process like express their feeling, attitude, and points of view about culture and cultural heritage of the world in general and their country in particular by employing required language skills.

Related to this, it is important to see how educational policy documents of Ethiopia / NETP, ESDP V, and GTP II / emphasized the three domains of Bloom as an example:

A. NETP

General objective:

- Cultivate the *cognitive, creative, productive and appreciative* potential of citizens by appropriately relating education to environment and societal needs (TGE, 1994) - all the 3 domains concerned.
- Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline (TGE, 1994) - mainly affective domain is emphasized)

In order to achieve the stated objectives, the NETP also designed strategies. One of these strategies stated as follow:

Strategy:

- 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 (TGE, 1994). Here, sound pedagogical and psychological principles also pointed out how the three domains of Bloom need to be incorporated in the text books.

B. ESDP V: General education: quality

The goal for improving the quality of general education is:

- to improve the quality of general education in order to motivate children to complete primary and secondary school and provide them with the *knowledge, skills and values* to become productive and responsible citizens" (MOE, 2015). This also indicates how text books need to be improved aligned with the three domains of Bloom.

Teaching and learning materials

During the period of 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.

To achieve this issue, SDP V designed strategies:

- Designing a strategy for curriculum differentiation, including due attention to the *needs of all children*
- Reviewing implementation of the language policy to inform curriculum revision (MOE, 2015).

This also indicates how text book evaluation activity is one major concern for ESDP V to check whether text books preparation is aligned with learn diversity or not.

C. GTP II - Priorities

One prioritized issue of the education and training sector during the period of GTPII is the following:

- Ensure the *relevance and quality* of education at all levels, i.e. general education (primary, secondary and preparatory), TVET, and higher education (National Planning Commission/NPC/, 2015). This means destination of relevance and quality is on the behavioral change of students in terms of cognitively, affectively, and skillfully.

Major Objectives

- The main objective of the education sector development plan is to ensure an effective education and training system that enhance *quality, relevance*, equity & access at all levels. This will achieved through building sectoral implementation capacity and the development of, adherence to competency criteria (NPC, 2015).

Having saying this, let's see the intention of research findings and reports which conducted by individuals or organizations as an example: MOE (2002) argued as:

… most people who have gone through the Ethiopian educational system from Grade 7 up to Grade 12 or even at college level were taught in English as an instructional language. But, how many of them can write, speak, or comprehend English properly? Again, how many of them have really grasped the concepts taught them, even if we discount their proficiency in English? Hasn't non-proficiency in the language become an obstacle for students to grasp the concepts of the subjects of their study? Thus, the deficiency is not only in the level of the language skill, but in the general mastery of knowledge as well.

Daniel V. (2015) also reported as:

A number of the students interviewed reported being apprehensive about the transition from Mother tongue education (MTE) to English-medium education because of their poor English language skills. For instance, a Grade 8 student in rural Oromia said the following: I feel afraid when I think that all the subjects would be in English because I have a difficulty with understanding English. I feel ashamed thinking that people would ridicule me saying that I can't speak English after reaching Grade 9... A primary school teacher in Addis Ababa suggested that such problems were not uncommon: In a school where I taught before, it was not [permitted] to speak Amharic ... In that school there were many students who [cried] and even refused to come to school. Those who have learned English well have no problems. But the new ones suffer a lot. They cry and finally leave the school and go home ... [T]here are students who run away from the school. There are others who do not ask questions because they can't speak English. They want to ask questions but they keep quiet.

The arguments of MOE (2002) and (Daniel V.2015) above show us how the Blooms' domains under emphasized or not put practical as expected. Thus, lack of mastery of knowledge, lack of problem solving skill, and lack of value from learners can affect the quality of instructional process. Therefore, according to MOE (2002), the education given in Grades 7 and 8 is part and parcel of primary education that is offered to all citizens with a view towards broadening their horizon and equipping them with the basic knowledge to positively change their living condition. To do so, texts of these subjects need to be evaluated how they incorporated the needed issues which use to widen students' ability, attitude, and skill aspects.

This is why the main aim of this study needs to assess whether the in use grade seven English language text book is well furnished with the three domains or not so as to equip learners to be world minded citizens.

To this end, the writer of this research formulated the following leading question that would be answered at the end of the study:

- ✓ To what extent the three domains and sub domains of Bloom are emphasized by the in use grade seven English language student textbook?
- ✓ To what extent grade seven English language teachers consider the three domains and sub domains of Bloom in their instructional process?
- ✓ Is there any statistically significant difference among the incorporation of the three domains and sub domains of Bloom in the English language text book and final exams of the subject?

Purpose of the study

The study used to assess inclusion level of the three domains of Bloom by grade seven English language text book, and investigate grade seven English language teachers' perception of the three domains in their day to day activities.

Significant of the study

The finding of this study may help text book designers to see the degree of inclusion of the three domains, and , they may take corrective measure accordingly. Thus, it may gives some ideas about the emphasis that had to be given by Amhara Regional Education Bureau and MOE regarding to text book preparation, and it may gives some information for teacher training colleges about teachers perception on the three domains of Bloom's taxonomy. Finally, it may serve as a stepping-stone for further study in the area

Delimitation of the study

The dimension of this study was confined to Selam Primary school of Woldia town North Wollo Zone, and the in used grade seven English language text book of Amhara region, Ethiopia. Thus, it is delimited to investigate to what extent Blooms' three domains incorporated by English language text book, and it is demarcated to examine perspectives of Selam primary grade seven English language teachers' perspective on the three domains of Bloom's taxonomy in their instructional process.

Definition of Terms

- ✓ perception – out look of teachers to consider the three domains of Bloom in their instructional process
- ✓ Alignment – refers to an association of text book preparation and teachers' perspective with educational policy of Ethiopia on the three domains of Bloom
- ✓ Bloom's Taxonomy – a classification system of instructional objectives as cognitive, affective, and psychomotor domains
- ✓ curriculum balance – the inclusion of Bloom's taxonomy in the instruction proportionally

Limitation of the study

Contextualize action verbs which are found in the selected items or questions related to concepts of the sixteen levels of the three domains was a challenging task. Moreover, although the researcher wanted to take the five years' (2012-2016 E.c) long range, daily lesson plan, and exams, these issues were not found as expected.

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.

Concepts of Text Book

Instructional materials may take two forms: Printed ones, such as textbook, workbook, teacher's guide, readers, etc. and non-print ones, such as audiotapes, videotapes and computer-based materials **(**Hidayet Tok, 2010).

Especially, textbooks are the mostly used teaching and learning materials for both teachers and the learners. Thus, according to Tok, 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.

Thus, textbook is a collection of the knowledge, concepts, and principles of a 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). Related to this, 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 "The text book is an almost universal element of teaching... No, teaching-learning situation is complete until it has its relevant text book…"

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 , 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. As Altbach and Kelly (in St. George, 2001) state, "textbooks contribute the base of school knowledge in 3rd world countries". 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".

This means, it is possible to say that text book is the key input for instructional process especially in poor countries which can't substitute it by other alternative sources as developed world countries so as to conduct class room teaching-learning activities. Therefore, being the text book has such like great required for 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.

Importance of Text Book

Textbooks play a vital role in many language classrooms and after teachers they are considered to be the next important factor in the second/foreign language classrooms (Riazi, 2003). According to Zemenu (2013), "textbooks as curriculum materials play very important role in serving as supplementary materials by incorporating explanation of terms and the findings of many different researches". In Ethiopian context, Zemenu (2013), where there are no enough curriculum materials, textbooks are taken to be the basic sources of ideas and information. A review of recent literature related to the use of textbook in language classroom shows that the textbook has become the central mode of attention in schools since it prescribes implicit and explicit tasks that define the core work of the schools (Westbury, 1990, cited in Sabrin F. 2008). Callison (2003) states that "No other institutional technology has had more influence on teaching over the past 100 years than the textbook" (p. 31). It is considered as a provider of input into classroom lessons in the form of activities and explanations. Thus, as Sabrin F. (2008), the textbook is particularly important in situations where changes in teaching approach take place since it can introduce changes gradually within a *structured* framework enabling both teachers and learners to develop in harmony with the introduction of new ideas (Hutchinson & Torres, 1994).

Hutchinson and Torres (1994) also argue that teachers claim "textbook saves time, gives direction to lessons, and guides discussion. These researchers further argued as "the textbook can be not just a learning program for language content, but also a vehicle for teacher and learner training". In favor of textbook, the researchers contend that "they are the most convenient means of providing the structure that the teaching-learning system – particularly the system in change - requires". According to the Amhara National Regional State Education Bureau (2001, cited in Zemenu, 2013), textbooks are the most useful means of communicating knowledge and they are the first and basic input materials in Ethiopian schools. Many other literatures concerning the role of textbooks pointed out that quality textbooks are very important for both students and teachers as they determine the contents to be taught and the way these contents to be taught (Dalim and Mubarrak, 2013; Mergo, 2012; MoE, 2002; Bhatti and Hashmi, n.d, cited in Zemenu, 2013). In this regard, textbook is fundamental, without it the teaching- learning process is difficult. Moreover, the information carried within textbook defines the tasks of education. Hence, textbook is the most important source which teachers and students should have as they do their work (Lewy, 1991, cited in Alemayehu, 2010).

Regarding the multiple roles of textbooks in ELT, Cunnings worth (1995, cited in Tok, 2010) identifies a

textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss (Tok, 2010).

Richards (2001) states that without textbooks, instructional process may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in the teaching-learning process can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction.

Disadvantages of Text Book

However, Powell and Anderson (2002) point out that the use of textbook establishes a teacher-centered approach as it pervasively plays the central role in lesson planning, content selection and in determining the pace of progress. Allwright (1982, cited in Tok, 2010) suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Some proponents of authentic classroom language models have argued that the problems with many textbooks are not necessarily the fact that they are culturally or socially biased, but that they are actually too contrived and artificial in their presentation of the target language. They argue that it is crucial to introduce learners to the fundamental characteristics of authentic real-life examples of both spoken and written discourse.

A textbook is only as good as the teacher who uses it. And it's important to remember that a textbook is just one tool, perhaps a very important tool, in your teaching arsenal. Sometimes, teachers over-rely on textbooks and don't consider other aids or other materials for the classroom. Some teachers reject a textbook approach to learning because the textbook is outdated or insufficiently covers a topic or subject area Anthony D. (2005). As a teacher, you'll need to make many decisions, and one of those is how you want to use the textbook. As good as they may appear on the surface, textbooks do have some limitations.

Text Book Evaluation

Materials 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) defines materials as “anything which can be used to facilitate the learning of a language.” 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). Related to this, Tomlinson (2001) contends that 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. Cunnings worth (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.

Constant evaluation of textbooks to see if they are appropriate is of great importance. As Genesee (2001) stated, evaluation of text book is a process of collecting, analyzing and interpreting information which incorporated in it. This process enables us to make informed decisions through which student achievement will increase and educational programs will be more successful. Ellis (1997) suggests that material evaluation could be conducted at three stages:

1. ‘Predictive’ or ‘pre-use’ evaluation that is designed to examine the future or potential performance of a textbook;
2. ‘In-use’ evaluation designed to examine material that is currently being used; and
3. ‘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, Cunningworth, 1995; Harmer, 1996; Williams, 1983, cited in Mehdi Riazi & Narjes Mosalanejad (2010), taxonomies like Bloom’s taxonomy of educational objectives also prove useful in textbook evaluation studies. Aviles (2000, cited in Mehdi Riazi & Narjes Mosalanejad, 2010) 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. Thus, according to Dalim and Mubarrak (2013, cited in Zemenu, 2013), 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.

Related to text book evaluation, Mehdi Riazi & Narjes Mosalanejad (2010) argued as:

Vellenga (2004) was concerned with how pragmatics was presented in EFL textbooks. She studied eight English as a Second Language (ESL) and English as Foreign Language (EFL) textbooks to determine the amount and quality of pragmatic information included. She focused mainly on the use of meta-language, explicit treatment of speech acts, and meta-pragmatic information, including discussion(s) of register, illocutionary force, politeness, appropriacy and usage, and found that textbooks included a lack of explicit meta-pragmatic information, and teachers' manuals rarely supplemented adequately. The researcher also found that teachers rarely brought outside materials related to pragmatics into the classroom and concluded that learning pragmatics from textbooks would be highly unlikely.

Thus, it is important to make text books to be balanced curriculum by incorporating the three domains of Bloom because the inclusion of the domains makes learners to investigate or experiment their environment from different perspectives in terms of knowledge, attitude, and skill aspects. Related to this, Ellen N. (2015) pointed out as:

… textbook writers should focus attention on designing communicative activities more in line with tasks that allow students to interact, negotiate meaning, self-invest in their learning, and produce language in communicative contexts. A balance should be achieved between controlled and free productions of learning, where students have chances to go beyond rehearsal of information to trying out communication and sharing of meaning on their own to achieve communicative competence. Textbooks authors must produce activities and assignments to ensure that students engage in freer productions of learning through tangible experiences where they interact through talk-in-interactions and information-gap activities to discover the language system in the process of communicating to achieve an outcome. Overall, textbook writers need to provide more attention to the alignment of goals, instruction, and assessment of the units.

Therefore, text book preparation should be takes in to consideration the availability of cognitive, affective, and psychomotor domains in the proportion manner because the balance the domains in the text books makes learners to have balanced perspectives on the given instructional process.

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. According to the Wikipedia, the free encyclopedia, Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and mastery. The three lists cover the learning objectives in cognitive, affective and sensory domains. 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. As with most theoretical models, they are controversial even while commonly used. They were named after Benjamin Bloom, who chaired the committee of educators that devised the taxonomy. He also edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals*.

Student learning outcomes in both K-12 and postsecondary education is defined in relationship to three primary levels of cognitive domains: knowledge, comprehension, and application. But to be world mindedness, students need to have the thee domains of Bloom proportionally. Related to this, Reeves, T.C. (2006) argued that the cognitive domain relates to the capacity to think or one's mental skills. As originally defined by Bloom *et al*. (1956), it has six levels ranging from knowledge to evaluation. The affective domain (Krathwohl *et al*., 1964) is about emotions and feelings, especially in relationship to a set of values and 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. The psychomotor domain (Harrow, 1972) is concerned with the mastery of physical skills ranging from reflexive movements to exhibiting appropriate body language

In addition, it is clear that most instruction in Kg - higher education is focused on the cognitive domain rather than the affective or psychomotor domains (Sperber, 2005). Regrettably, even within the cognitive domain much more attention is paid to the lower half of the domain (knowledge, comprehension, and application) than it is to the arguably more important upper half (analyzing, evaluating, and synthesizing). This problem stems largely from the relative ease with which the skills encompassed in the lower half can be taught and tested within most fields or disciplines (Reeves, T.C.2006). Teaching and assessing the cognitive skills required for analysis, evaluation, and creation takes more time and effort than many, if not most, university instructors feel they have. Even more unfortunate is the fact that an entire domain is ignored by most instructors in academe today. Thus, it is clear that while an individual may possess the cognitive capacity, affective values, and physical skills to perform a given task, whether he or she possesses the will, desire, drive, level of effort, mental energy, intention, striving, and self-determination to actually perform at the highest standards possible remains an unanswered question (Reeves, T.C.2006)..

Given the increasingly global nature of competition (Friedman, 2005, cited in Reeves, T.C.2006), the higher education graduate of the 21st century can ill afford to enter the world of work without the opportunity to develop expertise across all domains of learning. Therefore, Comprehensive learning outcomes for 21st century college 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 (Reeves, T.C.2006). Therefore, the knowledge, skills, attitudes, and intentions should be integrated in the instructional process so as to make a learning environment to conducive and effective for classroom students.

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).

Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place (Vernellia R. 2011)**.** 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 the following levels:

Knowledge - It deals with recalling memorized information. It also involve remembering a wide range of material from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. It represents the lowest level of learning outcomes in the cognitive domain. Learning objectives at this level can be knows common terms, knows specific facts, know methods and procedures, know basic concepts, know principles etc. Question / action verbs which can include in this level are define, list, state, identify, label, name, who? When? Where? What?, etc.

Comprehension - It is an ability to grasp the meaning of material. Thus, translating material from one form to another (words to numbers), interpreting material (explaining or summarizing), estimating future trends (predicting consequences or effects), goes one step beyond the simple remembering of material, and represent the lowest level of understanding, etc are its emphasis. Learning objectives at this level can be understand facts and principles, interpret verbal material, interpret charts and graphs, translate verbal material to mathematical formulae, estimate the future consequences implied in data, justify methods and procedures. Question verbs for the level also explain, predict, interpret, infer, summarize, convert, translate, give example, account for, paraphrase etc.

Application - It is an ability to use learned material in new and concrete situations. Applying rules, methods, concepts, principles, laws, and theories etc are the main concern of the level. Learning outcomes in this area require a higher level of understanding than those under comprehension. Learning objectives at this level are looks like apply concepts and principles to new situations, apply laws and theories to practical situations, solve mathematical problems, construct graphs and charts, demonstrate the correct usage of a method or procedure etc. Question verbs of the level are How could *x* be used to *y*? How would you show, make use of, modify, demonstrate, solve, or apply *x* to conditions *y* etc.

Analysis - This also refers to an ability to break down material into its component parts. Thus, identifying parts, analysis of relationships between parts, recognition of the organizational principles involved etc are its main concern. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material. Learning objectives at this level: recognize unstated assumptions, recognizes logical fallacies in reasoning, distinguish between facts and inferences, evaluate the relevancy of data, analyze the organizational structure of a work (art, music, writing). Question verbs: Differentiate, compare / contrast, distinguish x from y, how does x affect or relate to y? Why? How? What piece of x is missing / needed? etc.

Synthesis - This level on its side emphasis about an ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure. Learning objectives at this level: write a well organized paper, give a well organized speech, write a creative short story (or poem or music), propose a plan for an experiment, integrate learning from different areas into a plan for solving a problem, formulate a new scheme for classifying objects (or events, or ideas). Question verbs: Design, construct, develop, formulate, imagine, create, change, write a short story and label the following elements etc:

Evaluation - The ability to judge the value of material (statement, novel, poem, research report) for a given purpose is the main target area of the level. The judgments are to be based on definite criteria, which may be internal (organization) or external (relevance to the purpose). The student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Learning objectives at this level: judge the logical consistency of written material, judge the adequacy with which conclusions are supported by data, judge the value of a work (art, music, writing) by the use of internal criteria, judge the value of a work (art, music, writing) by use of external standards of excellence etc. Question verbs: Justify, appraise, evaluate, judge *x* according to given criteria. Which option would be better /preferable to party *y*? etc.

Generally as we have seen in the above, the cognitive domain deals about the mentality aspects of human being starting from memorizing capacity to judging of the given matters.

Affective Domain

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Vernellia R. 2011). According to Vernellia R., the five major categories listed in order are the following.

Receiving - refers awareness, willingness to hear, selected attention about the ongoing matters. Examples: Listen to others with respect. Listen for and remember the name of newly introduced people. Keywords: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses etc.

Responding - is an active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). Examples: Participates in class discussions, gives a presentation, questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. Words like answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes etc are considered as key words or action verbs of the level.

Valuing - the worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. Examples: Demonstrates belief in the democratic process, sensitive towards individual and cultural differences (value diversity), shows the ability to solve problems, proposes a plan to social improvement and follows through with commitment, informs management on matters that one feels strongly about. Keywords/action verbs of the level: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works etc.

Organization - Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. Examples: Recognizes the need for balance between freedom and responsible behavior, accepts responsibility for one's behavior, explains the role of systematic planning in solving problems, accepts professional ethical standards, creates a life plan in harmony with abilities, interests, and beliefs, prioritizes time effectively to meet the needs of the organization, family, and self etc. Keywords: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes etc.

Internalizing values (characterization) - Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). Examples: Shows self-reliance when working independently, cooperates in group activities (displays teamwork), uses an objective approach in problem solving, displays a professional commitment to ethical practice on a daily basis, revises judgments and changes behavior in light of new evidence, values people for what they are, not how they look etc. Keywords: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies etc. Thus, the affective domain generally talks about intrinsic aspects of human beings – attitudes, feelings, point of view, emotions, wants, needs etc.

Psychomotor Domain

The psychomotor domain also talks about physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. As Dave's. R.H. (1970), the domain has the following levels:

Imitation – The learner observes and then imitates an action. These behaviors may be crude and imperfect. The individual needs to perform here are watch and then repeat an action. Thus, observing and patterning behavior after someone else is required. Performance may be of low quality. Example: Copying a work of art, watch teacher or trainer and repeat action, process or activity etc. Copy, follow, replicate, repeat, and adhere etc are the key words of the level.

Manipulation - Being able to perform certain actions by following instructions and practicing. This means,

reproduce activity from instruction or memory is the main emphasis of the level. Example: Creating work on one's own, after taking lessons, or reading about it; carry out task from written or verbal instruction. Action verbs which used by this level are re-create, build, perform, execute, - implement etc.

Precision – at this level, it is expected to execute skill reliably, independent of help. Thus, refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right; perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners etc. Demonstrate, complete, show, perfect, calibrate, and control etc are the key words of this level.

Articulation - Coordinating a series of actions, achieving harmony and internal consistency, adapt and integrate expertise to satisfy a non-standard objective etc are the emphasis of this level. Example: Producing a video that involves music, drama, color, sound, relate and combine associated activities to develop methods to meet varying, novel requirements etc. Action verbs of the level are construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master etc.

Naturalization - Having high level performance become natural, without needing to think much about it. Thus, automated, unconscious mastery of activity and related skills at strategic level are expected. Examples: Michael Jordan playing basketball, Nancy Lopez hitting golf ball, etc. Design, specify, manage, invent, project-manage etc are mentioned as action verbs of the level.

To sum up, psychomotor domain simply talks about practical issues of an individual which required physical movement and coordination from individuals. Thus, these three domains of Bloom need to incorporate in the English language text books so as to make the instructional process to be balanced.

Concepts of Balanced Curriculum

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. Thus, 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.

Importance of Balanced Curriculum

A 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. Related to this, Government of Ireland (1999) argued that an important goal of the curriculum is to enable children to learn how to learn, and to develop an appreciation of the value and practice of lifelong learning. The curriculum aims to instill a love of learning that will remain with the child through all stages of formal education and that will express itself in an enquiring mind and a heightened curiosity. To do so, text books need to include the taxonomy of Bloom proportionally/ in a balanced way because, as government of Ireland, the full and harmonious development of the child, the importance of making due allowance for individual difference, the importance of activity and discovery methods, the integrated nature of the curriculum, the importance of environment-based learning etc can be put practically if the balanced curriculum is developed.

Thus, according to the government of Ireland (1999), 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. It provides for children's 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.

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 M.Johnson, 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).

Being balanced curriculum has such like importance, primary school text books need to incorporate the three domains of Bloom in the balanced manner.

Generally, in order to survive in this dynamic world, primary school students are required to equipped properly by furnishing them with appropriate multidimensional issues which can make them to be competent in the world market and lifelong learner. Related to this, (M. Johnson, 2007) argued as:

> *As an employer I am proud that my company has never required any qualification in any job we have recruited for in the past 15 years. Our principle is 'hire for attitude, train for skill'. We look for ability to work in a team, social skills, emotional intelligence and judgment in real-life situations. I am not aware of any qualification that recognizes or even encourages these aspects. Instead they seem to focus on individual achievement and on narrow aspect of intelligence.*

This means that graduates need to have diversified abilities or points of view so as to execute the concerned job opportunity accordingly. To do so, they need to be equipped in holistic way by furnishing the balanced curriculum from the beginning of their educational journey.

Research Methodology and Design

Design of the study

The purpose of this study was to examine to what extent the three domains of Bloom emphasized by the in used grade seven English language text Book, and investigate Selam primary school grade seven English language teachers' perspective on using of the three domain of Bloom in their instructional process. To achieve this objective, content analysis research design was employed to investigate the text book inclusion of the domains because it is used to summarize written, spoken, or visual communication in a quantitative way systematically; case study also conducted to investigate teachers' perception on Bloom's domains.

Sources of Data

In order to collect data for the study, grade seven English language text book, Selam primary school English language teachers, and Selam primary school grade seven English language final exams are used as sources of data.

Population and Sampling Technique

Grade seven English language text book has twelve unites. Of these, three units: one, six, and eleven were selected by using random sampling. The reason why the researcher needed to select only three units of the text book was units in the text were followed the same procedure / lesson, activity, and exercise in grade/ and this English language text book was mainly coved by exercises or activities and with their questions / items

Selam primary school has one English language teacher who taught in grade seven and grade eight, and this teacher was considered as participant of the study by using available sampling. From the four conducted final exams of the two years (2015-2016), the two exams which conducted in the second semester of 2015 and in the First semester of 2016 selected randomly. Issues related to sampling process are stated in the table 1 as follow.

Table 1: The in use grade seven English language text book

Title of the text book	Total units of the text	Selected units of the text & related issues				No. of items included	Year publication	Pub lisher
		Issues of the unit	Unit					
English For Ethiopia Student text book (Grade 7)	12		**1**	**6**	**11**	**255**	2004	MOE
		Lessons	13	13	13			
		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			
Total items of the text books						**255**		

Data collection Instruments

In order to collect data, the researcher used content analysis checklist, interview, and document analysis. Thus, content analysis checklist is employed to collect data from the three units of grade seven English language text books. Document analysis also employed to collect data related to teacher's perspective which is reflected on the grade seven language final exams of the two semesters. Finally, interview also conducted to assess intention of the English language teacher in the consideration of the three domains of Bloom in the instructional process.

Data collection

In order to achieve the intended objective, the researcher preferred to use content analysis checklist as data collection instrument. Content analysis is carried out to assess the inclusion level of Bloom's three domains and sub domains by grade seven English language text book, to examine the extent of teachers' perceptions' of the domains which reflected in the English final exam because, researchers such as Dale and Chall (1948), Fry (1977), Jebitz and Meints (1979) and Klar (1982) as 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 based on the three domains and sub domains of Bloom.

Data collection procedure (coding data)

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 action verbs 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 would record the appearance of the three domains with their level by using tally and tabulation. In order to make coding to be valid, colleagues of the researcher (two MA candidates in English language and literature) commented the data sheet and codified the data. The classmate of the researcher also commented the checklist.

The two semesters (2015-2016) final exam of grade seven English language has 80 items (each had 40 items). By considering action verbs of these 80 items, check list is developed based on the three domains and sub domains of Bloom; and I rated the frequency of the domains or sub domains of Bloom which reflected in each item of the two final exams. Furthermore, semi-structured interview were conducted up on grade seven English language teacher of Selam primary school.

To ensure the reliability of the coding, Cohen's Kappa was applied, and the result, as stated in the appendix part, indicated that the codifying process was reliable at (0.68) because if Cohen'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).

Data analysis

To analysis data, the researcher would employed both frequency and percentage simple statistics – so as to determine by what percentage Bloom's three domains and sub domains emphasized by the in used grade seven English language text book. Chi-Square test also applied to check the presence of significant difference both among each three domain, and among each level of the domains between the two documents – final exams and in used grade seven English language text book. Thus, the three domains, and their levels were used as unit analysis for the study. Moreover, feelings which collected by semi-structured interview also narrated by using words or phrases. Finally, based on the research findings, interpretation, discussion, summary, conclusion, and recommendation would be suggested as follow in chapter four and five.

Data Analysis and Interpretation

A. Document Analysis

The purpose of this study was to assess the degree to what extent grade seven English language text books focused the three domains of Bloom, and examine perspective of grade seven English language teachers on three domains of Bloom. To do so, the researcher formulated the following basic questions.

I. To what extent the three domains and sub domains of Bloom are emphasized by the in use grade seven English

language student text book?

II. To what extent grade seven English language teachers consider the three domains and sub domains of Bloom in their instructional process?

III. Is there any statistically significant difference among the incorporation of the three domains and sub domains of Bloom in the English language text book and final exams of the subject?

Thus, under this chapter, the collected data related to the above stated questions are analyzed and interpreted as follow.

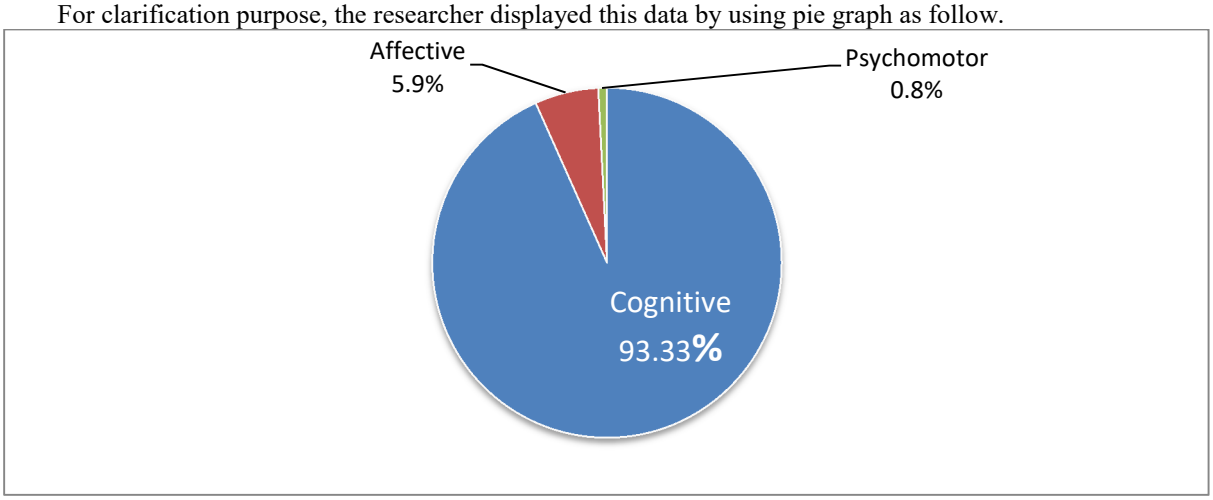
The inclusion of the three domains of Bloom in the in used grade seven English language text book

In order to assess the domains inclusion in the text book, the researcher organized the codified data in the table, and analyzed it by using frequency and percentage simple statistics as follows.

Table 2: The three domains of Bloom displayed in the text book

Domain	**Grade 7 text book**	
	F	**%**
Cognitive	238	93.33
Affective	15	5.9
Psychomotor	2	0.8
Total	**255**	**100**

For clarification purpose, the researcher displayed this data by using pie graph as follow.



Pie Graph 1-The three Domains of Bloom in the grade seven English language text book

As stated in the pie graph 1 above, grade seven English language text book is focused on cognitive domain by 93.33%, affective domain by 5.9%, and psychomotor domain by 0.8%. This indicated how the text book is simply covered by cognitive domain by ignoring the other two domains (affective & psychomotor) which 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 exert out his/her internal talents. 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. Thus, according to the government of Ireland (1999), the inclusion of text books 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, grade seven English language text book need to be revised and make it have include the domains of Bloom in balanced way.

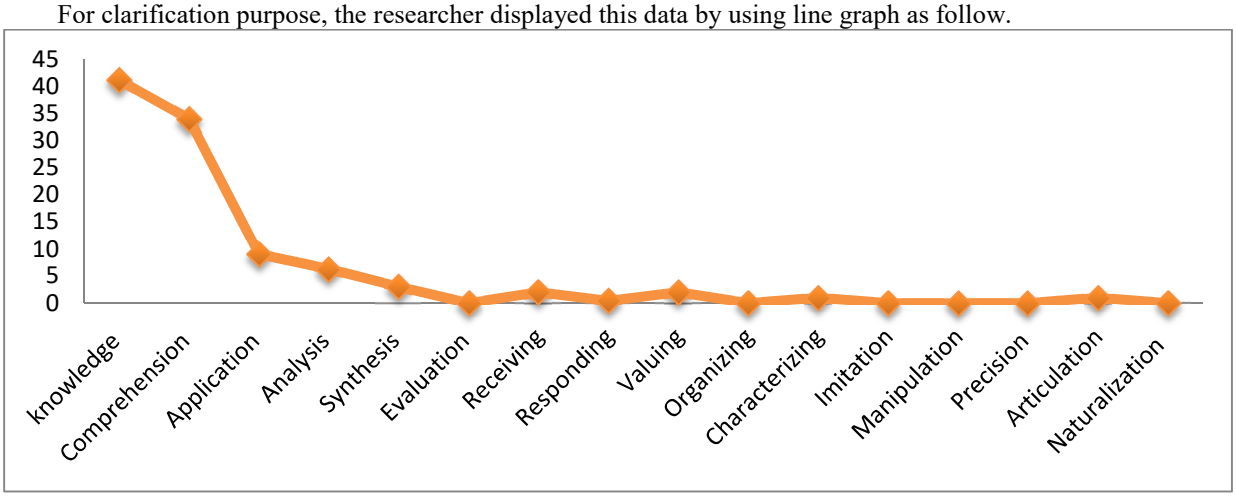
The inclusion of the sub domains of Bloom in the in used grade seven English language text book

So as to examine the inclusion of these sub domains in the text book, the researcher organized the codified data in the table, and analyzed it by using frequency and percentage statistics as follows.

Table 3: The sub domains of Bloom which displayed in the text book

Level	Grade 7 text book	
	F	%
knowledge	105	41.2
Comprehension	86	34
Application	23	9
Analysis	16	6.3
Synthesis	8	3
Evaluation	-	-
Receiving	6	2
Responding	1	0.4
Valuing	6	2
Organizing	-	-
Characterizing	2	1
Imitation	-	-
Manipulation	-	-
Precision	-	-
Articulation	2	1
Naturalization	-	-
Total	**255**	**100**

For clarification purpose, the researcher displayed this data by using line graph as follow.



Line Graph 2- *The levels of the three domains of Bloom reflected in the text book*

The above line graph showed that grade seven English language textbook is emphasized 41.2% of knowledge level, 34% of comprehension level, 9% of application level, and the text book incorporated by analysis, synthesis, and evaluation levels by 6.3%, 3%, and 0% respectively. Further, the text book also considered affective levels of receiving, responding, valuing, organizing, and characterizing by 2%, 0.4%, 2%, 0%, and 1% respectively. In addition to this, the grade seven English language text book incorporated levels of psychomotor domain like imitation by 0%, manipulation by 0% precision by 0%, articulation by 1%, and naturalization by 0%. This means that the text book is 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 considered in the text book.

Therefore, if our students need to be problem solver and self learner, it is important to make the English language text book to incorporate multidimensional perspectives which provide students to conceptualize their environment from different perspectives.

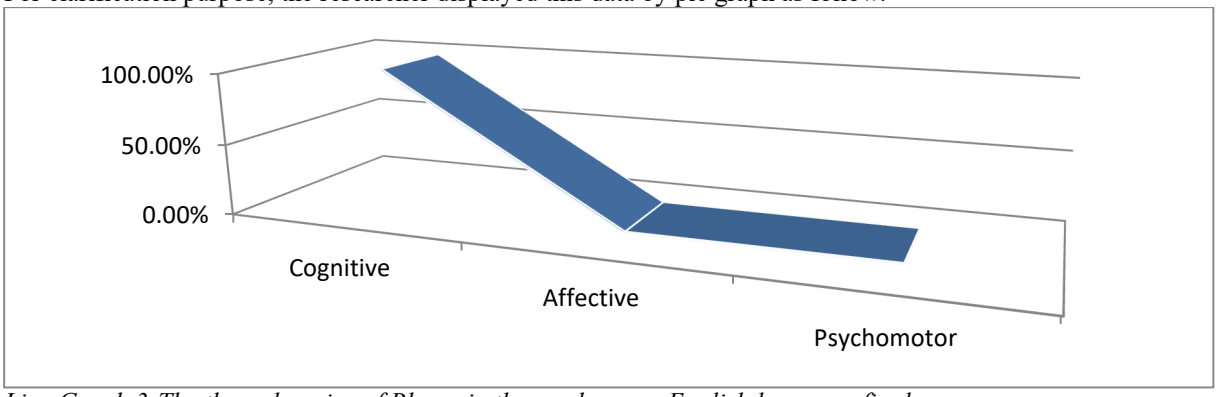
The inclusion of Blooms' domains in the two final exams of grade seven English languages 2015-2016

So as to examine the inclusion of these sub domains in the final exams, the researcher organized the codified data in the table, and analyzed it by using frequency and percentage statistics as follows.

Table 4: ***Selam full cycle primary school grade 7 English language final examinations 2015-2016 based on the three domains of Bloom***

Domain	2nd semester final exam 2007 E.c		1st semester final exam 2008 E.c		Total	
	F	%	F	%	F	%
Cognitive	40	100	40	100	80	100
Affective	0	0	0	0	0	0
Psychomotor	0	0	0	0	0	0
Total	**40**	**100**	**40**	**100**	**80**	**100**

For clarification purpose, the researcher displayed this data by pie graph as follow.



Line Graph 3-The three domains of Bloom in the grade seven English language final exams

This line graph showed that how the grade seven English language two final exams of *2015-2016* covered by the cognitive domain by rejected out the affective and psychomotor domains of Bloom. Thus, as stated by the graph, while 100% of the exam incorporated by the cognitive, the two domains remains 0% which let students responded the exam based on memorization. Therefore, grade seven English language teachers need be to be considered the three domains of Bloom proportionally when design final exam for their students.

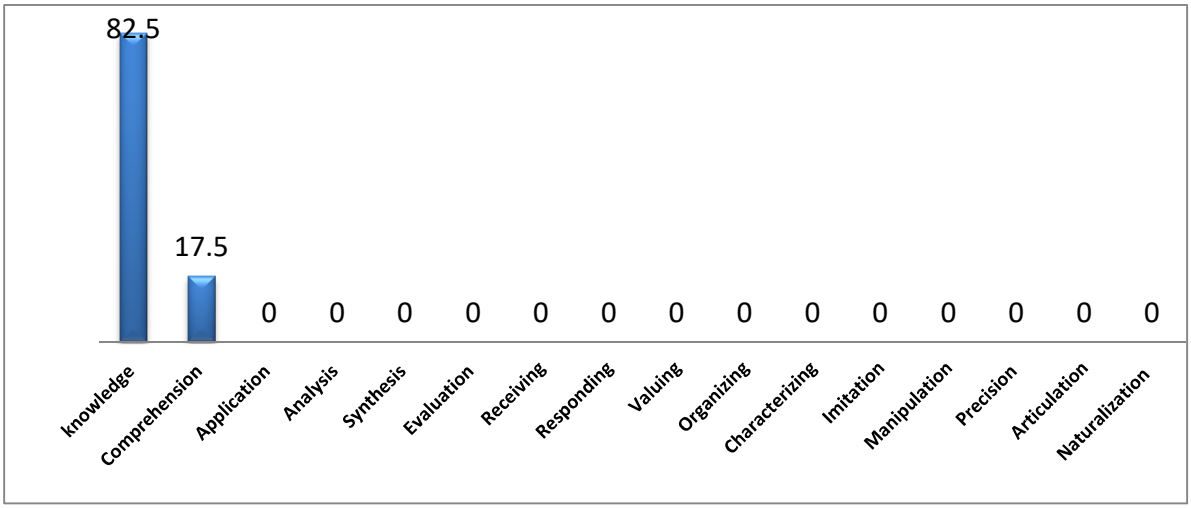
The inclusion of sub domains of Bloom in the two final exams of grade seven English languages 2015-2016

So as to examine the inclusion of these sub domains in the two final exams, the researcher organized the codified data in the table, and analyzed it by using frequency and percentage statistics as follows.

Table 5: ***Selam full cycle primary school grade 7 English language two final exams 2015-2016based on the sub domains of Bloom***

Level	2nd semester final exam 2015		1st semester final exam 2016		Total	
	F	%	F	%	F	%
knowledge	32	80	34	85	66	82.5
Comprehension	8	20	6	15	14	17.5
Application	-	0	0	0	0	0
Analysis	0	0	0	0	0	0
Synthesis	0	0	0	0	0	0
Evaluation	0	0	0	0	0	0
Receiving	0	0	0	0	0	0
Responding	0	0	0	0	0	0
Valuing	0	0	0	0	0	0
Organizing	0	0	0	0	0	0
Characterizing	0	0	0	0	0	0
Imitation	0	0	0	0	0	0
Manipulation	0	0	0	0	0	0
Precision	0	0	0	0	0	0
Articulation	0	0	0	0	0	0
Naturalization	0	0	0	0	0	0
Total	**40**	**100**	**40**	**100**	**80**	**100**

For clarification purpose, the researcher displayed this data by using bar graph as follow.



Bar graph 4 - The sub domains of Bloom reflected in the two final exams of grade seven English language subject

The above graph 4 indicated the ***2015-2016*** grade seven English language two final exams simply covered by the lower levels of cognitive domain by ignoring the four levels of cognitive domains, and all levels of the affective and psychomotor domains. This condition made students had to employed simple memorization capacity to respond the exam because the two exams were focused on knowledge and comprehension levels by 82.5% and 17.5% respectively by rejecting out the other fourteen sub levels of the three domains.

The statistical differences among the incorporation of the three domains in the two English language final exams (*2015-2016*)

By employing Chi-Square test, the researcher has tested the availability of significant difference among each three domains in the two final exams as follows.

Table 6: Bloom's three domains in the two grade seven final English language exams

Exam	**Domain**						Total	χ^2
	Cognitive		**Affective**		**Psychomotor**			**0**
	O	E	O	E	O	E		
2015 2nd semester	40	40	O	O	O	O	40	Critical Value (7.3778)
2016 1st semester	40	40	O	O	O	O	40	
Total	**80**		**0**		**0**		**80**	

df = 2

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

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

As indicated in Table 6 above, the results of the Chi-square test indicated that there was no significant difference in the two final exams of grade seven English language subject in the inclusion of cognitive, affective, and psychomotor domains because the calculated value (0) came to less than the critical value (7.3778).To examine which domain types represented in the two final exams, further analysis of standardized residual test was performed and the results are presented in Table 6.1 below.

Table 6.1: Standardized Residual test of Bloom's taxonomy representation in the two English language final exams.

Exam	**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	$\frac{(O-E)}{\sqrt{E}}$
2015 2nd semester	40	40	0	0	0	0	0	0	0	0	0	0
2016 1st semester	40	40	0	0	0	0	0	0	0	0	0	0

As stated in table 6.1 above, the absolute value of R is not greater than 2. This shows that there was no high / great variation between the two final exams in the inclusion of the three domains of Bloom. Thus, the two final exams include the three domains in the same manner – give emphasis for the lower cognitive levels by omitting out the other levels of domains.

The statistical differences among the incorporation of the three sub domains in the two English language final exams (*2015-2016*)

In order to ensure the presence of significant difference among each level of the three domains, the researcher also analyzed the data by applied Chi-Square test, and displayed it in the table 7 as follow.

Table 7: The sub domains of Bloom in the two final exams

Exam	Domain																																Total	χ^2 = 0.34 , ; Critical valve (27.4884)
	Cognitive												Affective										Psychomotor											
	K		C		A_1		A_2		S		E		R_1		R_2		V		O		C		I		M		P		A		N			
	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E		
2015 2nd semester	32	33	8	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	
20161st semester	34	33	6	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	
Total	**66**		**14**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**0**		**80**	

df = 15

Key:-

I. K=cognitive, C= comprehension, A_1= application,A_2= analysis, S= synthesis, E= evaluation (in cognitive domain);

II. R_1= receiving, R_2= responding, V= valuing, O= organizing, C= characterizing (in Affective domain);

III. I=imitation, M = manipulation, P= precision, A= articulation, and N= naturalization (in psychomotor domain)

By df = 15 /(C-1) (R-1) = (16-1) (2-1) = 15/, α = 0.05 and two tailed tests; the table value of χ^2 = 27.4884, and the calculated value of χ^2 is 0.34 As indicated in Table 7 above, the results of the Chi-square test indicated that there was no significant difference among inclusion of the levels of the three domains between the two final exams of grade seven English language subject because the calculated value (0.34) came to less than the critical value (27.4884).

To examine which level types represented in the two final exams, further analysis of standardized residual test was performed and the results are presented in Table 7.1 below.

Table 7.1: Standardized Residual test of each level of the three domains representation in the two final exams / R = $\frac{(O-E)}{\sqrt{E}}$ /

Exam	Domain															
	Cognitive						Affective					Psychomotor				
	K	C	A_1	A_2	S	E	R_1	R_2	V	O	C	I	M	P	A	N
20152nd semester	0.17	**-0.37**	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016 1st semester	0.17	-0.37	0	0	0	0	0	0	0	0	0	0	0	0	0	0

As stated in the table 7.1 above, the two final exams emphasized equally the sub domains of bloom because the absolute value of "R" is not greater than "2". Thus, the two exams totally ignored all sub domains of the affective and psychomotor domains in addition to the four higher levels of cognitive domains – application, analysis, synthesis, and evaluation.

From the results, one can conclude that the two final English exams emphasized only the lower levels of cognitive domain – knowledge highly, and comprehension in some extent that let students did the exam without exert out high effort / responded based on simple memorization.

The statistical differences found between the final exams and the textbook based on the inclusion of the three domains of Bloom

By employing Chi-Square test, the researcher has tested the availability of significant difference among each three domains in the final exams and the text book as follows.

Table 8: Bloom's three domains in the final exams and in the text book

Exam	Domain						Total	χ^2 =6.97
	Cognitive		Affective		Psychomotor			
	O	E	O	E	O	E		Critical Value (7.3778)
The final exams	80	71.66	O	3.38	O	0.45	80	
The text book	238	228.4	15	10.77	2	1.43	255	
Total	**318**		**15**		**2**		**355**	

df = 2

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

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

As indicated in Table 8 above, the results of the Chi-square test indicated that there was no significant difference between the two final exams of grade seven English language subject and in used grade seven English language text book in the inclusion of cognitive, affective, and psychomotor domains because the calculated value (6.97) came to less than the critical value (7.3778).To examine which domain types represented in the two final exams and the text book, further analysis of standardized residual test was conducted and the results are presented in Table 8.1 below.

Table 8.1: Standardized Residual test of Bloom's taxonomy representation in the two English language final exams and the same subject text book

Issues	**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	$\frac{(O-E)}{\sqrt{E}}$
The final exams	80	71.66	8.34	0.98	O	3.38	-3.38	-1.84	O	0.45	-0.45	-0.67
The text book	238	228.4	9.6	0.63	15	10.77	4.23	1.30	2	1.43	0.57	0.47
Total	**318**				**15**				**2**			

As indicated in table 8.1 above, the absolute value of "R" is not greater than 2. This shows that there was no variation between the two final exams and the in use grade seven English language text book in the inclusion of the three domains of Bloom. Thus, the two documents - final exams and text book - include the three domains in the same manner.

The statistical differences that occurred between the final exams and the text book based on the inclusion of the sub domains of Bloom

To check the presence of significant difference among each level of the three domains, the researcher also analyzed the data by applying Chi-Square test, and displayed it in the table as follow.

Table 9: The sub domains of Bloom in the final exams and the text book

Exam	**Domain**																																	
	Cognitive												**Affective**										**Psychomotor**												
	K		**C**		**A_1**		**A_2**		**S**		**E**		**R_1**		**R_2**		**V**		**O**		**C**		**I**		**M**		**P**		**A**		**N**		**Total**	χ^2 = 49.65, α = 0.05,; Critical valve (27.4884)
	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E	O	E		
The final	66	38.53	14	22.53	0	5.18	0	3.60	0	1.80	0	0	0	1.35	0	0.22	0	1.35	0	0	0	0.45	0	0	0	0	0	0	0	0.45	0	0	80	
The text book	105	122.83	86	71.83	23	16.52	16	11.49	8	5.74	0	0	6	4.30	1	0.71	6	4.30	0	0	2	1.43	0	0	0	0	0	0	2	1.43	0	0	255	
Total	**171**		**100**		**23**		**16**		**8**		**0**		**6**		**1**		**6**		**0**		**2**		**0**		**0**		**0**		**2**		**0**		**335**	

df = 15

By df = 15 /(C-1) (R-1) = (16-1) (2-1) = 15/, α = 0.05 and two tailed tests; the table value of χ^2 = 27.4884, and the calculated value of χ^2 is 49.65

As indicated in Table 9 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 final exams of grade seven English language subject and grade seven in use English language text book because the calculated value (49.65) came to greater than the critical value (27.4884).

To examine which level types represented in the two documents, further analysis of standardized residual test was performed and the results are presented in Table 9.1 below.

Key:-

IV. K=cognitive, C= comprehension, A_1= application,A_2= analysis, S= synthesis, E= evaluation (in cognitive domain);

V. R_1= receiving, R_2= responding, V= valuing, O= organizing, C= characterizing (in Affective domain);

VI. I=imitation, M = manipulation, P= precision, A= articulation, and N= naturalization (in psychomotor domain)

Table 9.1: Standardized Residual test of each level of the three domains representation in the two final exams and the text book / R = $\frac{(O-E)}{\sqrt{E}}$ /

Issues	Domain															
	Cognitive						Affective					Psychomotor				
	K	C	A_1	A_2	S	E	R_1	R_2	V	O	C	I	M	P	A	N
The final exams	**4.43**	**-1.79**	**-2.28**	-1.90	-1.34	0	-1.16	0.47	-1.16	0	-0.67	0	0	0	-0.67	0
The text book	-1.60	1.67	1.59	1.33	0.95	0	0.82	0.22	0.82	0	0.47	0	0	0	0.47	0

As stated in the table 9.1 above, the two documents varied in the knowledge (4.43), and application (-2.28) levels of the cognitive domains but almost similar with the other sub domains of Bloom because the "R" values of the two cognitive levels came to greater than "2". Thus, the two final exams of grade seven English language subject has given great emphasize for knowledge than the in use grade seven English language text book. Moreover, application level also focused by the text book but not by the two exams because the "R" value of the final exams in application is negative (-2.28) but positive in the text book (1.59).

Generally, it is possible to conclude as the two documents had given wide coverage to the lower levels of cognitive domain (knowledge and comprehension) by rejecting out the other fourteen levels of the three domains. Based on this reason, students of that level initiated to develop memorization capacity to incorporate issues related to facts, terminologies, names and the like in the simple approach. This condition also blocked learners not to exert out their internal talents by interacting with their environment. Therefore, teachers and text book developers are required to furnish the three domains and sub domains proportionally while conducting the instructional process and designing the material respectively.

B. Interview

In order to conceptualize teachers' perception of the three domains of Bloom in their instructional process, the researcher designed semi – structured interview questions and conducted up on teachers of Selam elementary school of woldia North wollo. The obtained response stated here under.

Selam elementary school is located in Noth Wollo Zone Woldia Town. It is a full cycle school which has two English language teachers (one female and one female) for the four grade levels – grades five, six, seven, and eight. In order to know these teachers' perspective on Bloom's three domains, I have conducted an interview on whom who taught English language in 7-8 grades. The designed semi-structured interview questions are: How do you understand the three domain of Bloom?, Of the three, which one is emphasized in your instructional process? Why?, Which type of domain is mainly reflected in your daily instructional process? Why? , and How do you consider these domains while you conduct test, exams, or classroom tasks?

Accordingly, a male teacher who taught at grade seven and eight responded as:

...yes I know what cognitive, affective, and psychomotor domain mean but most of the time I inclined to use cognitive domain specially knowledge level while conducting teaching – learning process. This means not saying that I'm not use affective and psychomotor domains but usage degree of these levels is very low compared to cognitive domain. The main reasons which enforce me to use knowledge level of cognitive domain are: teachers who taught me in the elementary and secondary schools mostly used traditional approach – teacher centered method. This method, as we know, not gives chance to learners to construct their own experiences and to express their feelings and values. Knowingly or unknowingly, this condition reflected upon me while instructing my students. Text book preparation also another factor which leads me focus on knowledge aspect. Thus, of the three domains of Bloom, cognitive domain mainly the first two lower levels are emphasized by grade seven and grade eight English language text books. As you know, teachers are expected to facilitate the instructional process based on already developed students' text books. Based on this reason, consciously or unconsciously, I habited with applying of knowledge and in some cases comprehension parts of the cognitive domain. Large class size also considered as additional reason to not apply the two domains. Thus, to make students develop their skills and develop value issues, large class size is the major factor: time constraints, management problems and the like are not allowed me to use affective and psychomotor domains as the lower level of the cognitive domains. I think this is not only my problem but also for others. Therefore, it is important to train teachers about how to use the three domains of Bloom in our instructional process.

Based on this, it is possible to say that grade seven English language teachers of Selam full primary school was inclined to the lower levels of cognitive domains in their instructional process by ignoring the other domains and sub domains of Bloom. This finding also directly related with the two documents of English language text book and final exam. Thus, as the teacher's perception, the two documents were equally treated the lower levels

of cognitive levels by rejecting out the other domains and sub domains of Bloom.

Therefore, it is important to give appropriate training for teachers about how to incorporate Bloom's taxonomy in their instructional process. Moreover, text book developers specially Amhara regional education bureau is required to improve grade seven English language text book, i.e., it is important to make it to balance the sub domains and the three domains of Bloom because unless students get balanced curriculum, they may not develop as world minded and self learner, and it is difficult to achieve objectives which argued by GTP II and ESDP V.

Summary

The main objective of the study was to investigate levels of inclusions domains and sub domains of Bloom in the English language text book of grade seven and the two exams of the same subject from Selam primary school of North Wollo. To do so, the writer of this research was formulated the leading questions as stated under the statement of the problem. To get solutions for the stated basic research questions, grade seven English text book, two English language final exams (80 items) of Selam primary school, and grade seven English language teachers of Selam school were used as the data source. Thus, grade 7 English language text book had 12 units, and of these, three units from the text book were selected by employing random sampling technique. And all activities and exercises which included 255 items included in the study via comprehensive sampling.

To collect data from these sources, the researcher used documents, interview, and checklist. Then, the required data was collected accordingly. To analyze the collected data, the researcher was employed percentage and frequency – to know inclusion level of the domains in the two documents – final exams and text book. Chi-square also employed to investigate significance difference of the availability of domains and sub domains of Bloom between the two documents. The data which collected via semi-structured interview also elaborated and narrated by using words and phrases.

The finding of data analysis pointed out that the two documents highly focused on the lower level of cognitive domain (knowledge and comprehension) by omitting out the other sub domains in the same manner. In addition to this, the perception of English language teacher from Selam primary school inclined highly towards knowledge level of the cognitive domain.

Conclusion

From the analysis results of the study, it is possible to conclude that the two documents in addition to perspective of the English language teacher over dominated by knowledge and comprehension levels of cognitive domain which let students to be restricted as passively received what classroom teacher told and sucking knowledge from the sources (book) as spoon like feeding. This also makes them dependent rather problem solver. Therefore, as much as possible both classroom teachers and student text books need to be approached learners by aligned with what educational policy of Ethiopian argued on Bloom's taxonomy. Unless do this, it is difficult to achieve problem solver and self learner individuals, and objectives of GTP II and ESDP V.

Recommendation

The researcher would recommend the following based on the findings of the study and conclusion:

As we know, educational policies of Ethiopia such as ESDP V and GTP II give emphasis about inclusion of Blooms taxonomy in balanced way. To do so, text book evaluation considered as one strategy. Therefore, it is important to:

- Evaluate grade seven English language text book and amend it to include the three domains of Bloom proportionally.
- text book developer bodies like Amhara regional education bureau need to consider these domains and sub domains of Bloom while developing text books
- universities and teacher education colleges are required to work by considering these domains while train English language teachers

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