Cumhuriyet Üniversitesi Fen Fakültesi
Fen Bilimleri Dergisi (CFD), Cilt:36, No: 3 Özel Sayı (2015)
ISSN: 1300-1949

Cumhuriyet University Faculty of Science
Science Journal (CSJ), Vol. 36, No: 3 Special Issue (2015)
ISSN: 1300-1949

Evaluating ILI Advanced Series through Bloom's Revised Taxonomy

Bahador SADEGHI[1], Nasim MAHDIPOUR[2,*]

[1]*Ph.D. of TEFL, Department of Humanities, Faculty of Teaching English and Translation, Takestan Branch, Islamic Azad University, Takestan, Iran.*

[2]*M.A. of TEFL, Department of Humanities, Faculty of Teaching English and Translation, Takestan Branch, Islamic Azad University, Takestan, Iran.*

Received: 01.02.2015; Accepted: 05.05.2015

Abstract. This study investigated Iran Language Institute Advanced Series in terms of learning objectives based on Bloom's Revised Taxonomy. It examined the cognitive, affective and psychomotor domains to see how the critical thinking skills are used and to what extent these books are different from each other. For these purposes, the frequencies, percentages and Standard Residual were analyzed. Results revealed that the lower-order cognitive skills (i.e. remembering, understanding and applying) were used more frequently than the higher-order ones (i.e. analyzing, evaluating and creating) in ILI Advanced Series. However, there were not any significant changes in cognitive skills from Book 1 to Book 2 and Book 3. Although the sub categories of affective skills especially the " Valuing "in Advanced 2 were more than the other books, the affective skills have not been focused differently in ILI Advanced Series. Finally according to Chi-square we could claim that there were significant differences among ILI advanced Series in terms of sub categories of psychomotor skills.

Keywords: ILI Advances Series, Bloom's Revised Taxonomy, critical thinking, textbook evaluation

1. INTRODUCTION

1.1 Ili Advanced Series

The ILI advances course in English is a three-level series exclusively designed for the adult students of Iran Language Institute. The topical syllabus of the course stimulates students to talk and write about a variety of topics. The course aims to enhance fluency in listening, speaking, reading, and writing while it helps students express themselves with more ease and greater accuracy.

Key features:

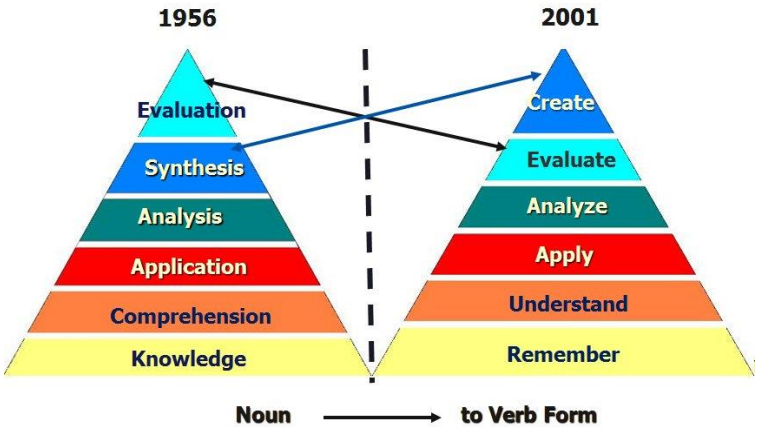
- Topical units of high interest to students
- Discussion activities
- Vocabulary-development activities
- Presentation of advanced listening materials
- Writing lessons beginning with paragraph development
- Progress check units to consolidate the previously taught materials
- Three remedial tests with answer keys

*Corresponding author. *Email address*: *breeze.mahdipour@gmail.com*

Special Issue: The Second National Conference on Applied Research in Science and Technology

1.2. Bloom's Revised Taxonomy

Benjamin Bloom (1956) developed an important learning taxonomy that is cognitive (knowing), affective (feeling) and psychomotor (doing).Lorin Anderson who was a former student of Bloom revised the taxonomy during the 1990's. Look at the two graphics below to see the differences between the original and the revised taxonomy.

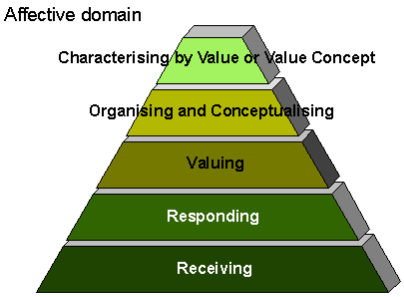


Anderson and Krathwohl (2001, pp. 67-68) described Bloom's Revised Taxonomy and arranged cognitive process from simple remembering to higher-order critical thinking process.

Cognitive domain

· Remembering: Recognizing or recalling knowledge from long-term memory.
· Understanding: Constructing meaning from instructional messages, including oral, written.
· Applying: Carrying out or using a procedure through executing in a given situation.
· Analyzing: Breaking materials into parts and determining how the parts relate.
· Evaluating: Making judgments based on criteria and standards.
· Creating: Putting elements together to form a coherent or functional whole. This process is the most difficult mental task in the new taxonomy.

Affective domain

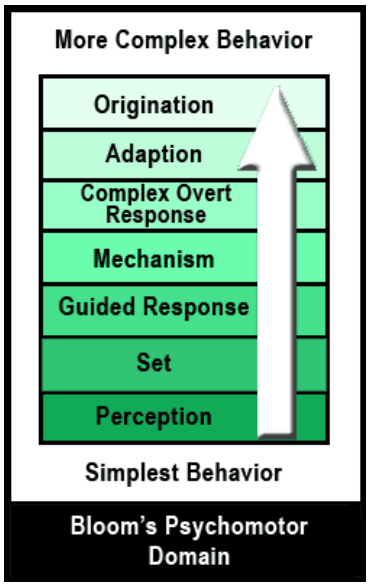


Skills in the **affective domain** illustrate the way people respond emotionally and their ability to feel other living things' pain or joy. Affective objectives typically object the awareness and development in attitudes, emotion, and feelings.

There are five levels in the affective domain moving through the lowest order processes to the highest:

Receiving: Being aware of the existence of certain phenomena and being willing to tolerate them. The student passively pays attention. It relates to student's memory and recognition as well.
Responding: This refers to the learners' active attention to stimuli and also attending and reacting in some way.
Valuing: Seeing worth in new information and willing to be perceived by others as valuing certain ideas.
Organizing: Fitting the new information into accessible schema or putting different values together and comparing the new information with what has been learned.
Characterizing: Making the new information part of your schema and exhibiting new behavior, attitude or belief so that it becomes a characteristic.

Psychomotor domain



Skills in the **psychomotor domain** explain the ability to physically manipulate a tool or an instrument like a hammer. Psychomotor objectives usually focus on development in behavior and/or skills.

Bloom and his colleagues never created subcategories for skills in the psychomotor domain, but since then other educators have created their own psychomotor taxonomies. Simpson (1972) proposed the following levels:

Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
Guided response: The early stages in learning a complex skill that includes imitation, trial and error. Adequacy of performance is achieved by practicing.
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
Complex overt response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. (http://en.wikipedia.org/wiki/Bloom's_taxonomy.)

1.3. Critical Thinking

Critical thinking is trendy these days and reviewing the literature on it reveals large numbers of definitions.

Paul (1990) describes critical thinking in two forms: fair-minded or strong sense, and sophistic or weak sense. Think critically in strong sense requires special traits of mind such as intellectual modesty, intellectual bravery, self-belief in reasoning, and etc to expose the many obstacles that comprise high quality thought. Reciprocally, a sophistic or critical thinker in weak sense is often highly skilled, but develops these traits narrowly in line with egocentric and socio-centric commitments. To Cottrell (2005), critical thinking is a cognitive and complex process which includes a broad range of skills and attitudes. Browne and Keeley (2007) believe that critical thinking consists of consciousness of a set of unified critical questions, and also the ability and eagerness to ask and answer them at proper times. Paul and Elder (2008) define critical thinking as the art of analyzing and evaluating thinking with a view to improving it. For Lau (2009), critical thinking is a kind of reflective and self-governing thinking requires engaging in the evaluation of thoughts clearly and logically.

Thinking is a central issue in the current educational system and thinking critically can improve learning, because it engages students in challenging the existing knowledge by reasoning.

1.4. Textbook evaluation through BRT

Regarding critical skills and abilities, Richard Weaver (2009) investigated the use of Bloom's Taxonomy as a frame for evaluating the level of critical thinking displayed in an assessment in four graduate business classes. The results indicate that the students did not show the higher levels of thinking that had been anticipated. Gordani (2010) examined different kinds of learning objectives in Iranian guidance school English textbooks from the view of Bloom's taxonomy. He used the English textbooks taught in Iranian guidance schools at the present time. The results showed that all of the items were focused in the first three levels of Bloom's taxonomy which are referred to as the lower levels of cognitive skills. Riazi and Mosalanejad (2010) did study on Bloom's taxonomy of learning objectives to examine Iranian senior high-school and pre-university English textbooks. Results of the study showed that in whole grades lower-order cognitive skills were more prevalent than higher-order ones. Since the pre-

university textbook used some degrees of higher-order skills, there is a significant difference between the senior high school and the pre-university textbooks. Razmjoo and Kazempour (2012) also explored the Interchange series in terms of learning objectives of Bloom's revised taxonomy to see which levels were given more emphasis.The results showed that the three low levels of this taxonomy were used more. However, it was found that metacognitive knowledge was totally ignored in these series and Interchange books can not make the learners to think critically. Rezvani and Zamani (2012) applied the taxonomy to evaluate translation thinking in Iran's officially published translation university textbooks. The findings revealed that in the translation textbooks, the creative thinking skills (i.e., higher-order cognitive skills) did not serve a significant role. In another study, Birjandi, and Alizadeh (2013) evaluated three EFL series, namely, Top notch, Interchange, and English files text books that have been utilized in Iranian language institutes. They defined and discussed twelve skills of critical thinking skills mainly based on Bloom's taxonomy. The findings of this study showed that for lower-order thinking skills there wasn't a remarkable difference among the books but for other skills Top notch was higher. It also disclosed that there is a lack of critical thinking in the classroom and materials, and suggested some solutions to use more critical thinking skills in the course books. Ghanem, Nik Yaacob and Nizam Ismail (2013) planed to examine textbook questions in Islamic education textbooks in the three levels of secondary schools in Iraq according to teachers' opinions depending on Bloom's taxonomy cognitive domain. Results indicate that questions in lower levels (Knowledge and Comprehension) are (High percentage) and questions in higher levels (application, analysis, synthesis and evaluation) are very (Low percentage) in Islamic educational textbooks' questions in secondary schools in Iraq. In their study, Roohani, Taheri and Poorzangeneh (2014) evaluated two ELT textbooks (Four corners, Book 2 and four corners book 3) on the basis of Bloom's Revised Taxonomy. The results showed the prevalence of the processes of remembering and understanding in the textbooks and the lower-order skills (remembering, understanding and applying) were more than the higher-order ones (analyzing, evaluating and creating). So it failed to engage the learners in the activities required higher levels of critical thinking abilities. Another study was conducted by Kazim Shah, Rafique, Shakir and Zahid (2014), investigated the course book English for Academic Purposes. Bloom's taxonomy was used for the evaluation the textbooks. This book was evaluated on different levels of Bloom's taxonomy, e.g. cognitive, affective and psycho-motor.

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). Hence, it is important to select and prepare the materials which match the learners' needs. On the other hand, ILI Advanced Series are used in all branches of Iran Language Institutes, so that an evaluation of such books is somehow necessary. This study analyzes the ILI Advanced Series (I,II,III) in terms of Bloom's revised taxonomy in order to find out that they improve students' critical thinking or not, which has not been done till now.

In order to meet the above-mentioned objectives of the study, the following research questions were asked:

1. Are there any significant differences among ILI Advanced Series in terms of higher-order and lower-order cognitive skills? (cognitive domain)
2. Are there any significant differences among ILI Advanced Series in terms of feelings, attitudes and emotions of students? (affective domain)
3. Are there any significant differences among ILI Advanced Series in terms of skills improvement regarding manual tasks and physical movements? (psychomotor domain)
4. Are there any significant differences among ILI Advanced Series in terms of Bloom's Revised Taxonomy of learning skills? (cognitive, affective and psychomotor domains)

2. METHOD

2.1. Materials

For the purposes of this study three English ILI Advanced Series that is (Advanced 1, Advanced 2 and Advanced 3) were selected. Each book contains 6 units focusing on four main skills of language (i.e., listening, reading, speaking and writing). They are all published by Iran Language Institute.

2.2. Procedure

Bloom's Taxonomy of learning domains is widely used for the evaluation because it describes different levels of cognitive, affective and psychomotor and this framework is commonly used in educational circle to analyze the levels whether of educational objectives or assessment. The three levels are further divided into many sub-categories and then frequencies of the key words (verbs) are calculated and results are compiled.

Setting the BRT the framework, this study collected the data from three ILI Advanced Series. The data was analyzed manually and the frequencies were found out to check the inclination of the provided material. There are three major levels of Bloom's Revised Taxonomy and each level is further divided into many categories. So here each level is analyzed independently and needed graphs are also included.

3. RESULTS

Having gathered essential data, the researcher used the SPSS version 20 to analyze the collected data. First of all cognitive level of Bloom's Revised Taxonomy is given here to show its part in the analyzed material. Then this level is divided into two parts that is lower-order and higher-order cognitive skills. And each category consists on many key words (verbs). So here the frequencies of the key words (verbs) are given.

Research Hypothesis 1: The first research question of the present study asked whether there are any significant differences among ILI Advanced Series in terms of higher-order lower-order cognitive skills. In order to answer this question, the analysis of Chi-square was performed. Before discussing the results of this analysis, the frequencies, percentages and standardized residuals (Std. Residual) for higher-order lower-order cognitive skills in ILI Advanced Series were computed and presented in Table 3.2. The former two indices are descriptive and should be interpreted horizontally, i.e. within each group; while the latter – Std. Residual – is an inferential index based on which conclusions as to the significance of the differences can be made. This index should be interpreted vertically for using each of the strategies by the three ILI advanced books. Std. Residuals beyond +/- 1.96 (Field, 2009) indicate that the focus on one skill is not random; hence significantly beyond expectation. Based on the results displayed in Table 3.2, it can be concluded that the percentage of focused higher-order cognitive skills has not changed considerably from Book 1(47.6%) to Book 2 (36.4%) and Book 3 (41.1%). Also there were not any noteworthy changes in the percentage of lower-order cognitive skills from Book 1(52.4%) to Book 2 (63.6%) and Book 3 (58.9%).Examining Std. Residuals (see Table 3.2 below) indicated that none of the above mentioned statistics are selected significantly beyond expectation, i.e. Std. Residuals are beyond +/- 1.96. That means the higher and lower-order cognitive skills have been focused almost similarly in ILI advanced series.

Table 3.1. Frequencies, Percentages and Std. Residuals for Higher and Lower-Order Cognitive Skills in ILI Advanced Series.

			Cognitive Skills		Total
			Higher	Lower	
Level	Ad1	Count	20	22	42
		% within Level	47.6%	52.4%	100.0%
		Std. Residual	.7	-.6	
	Ad2	Count	24	42	66
		% within Level	36.4%	63.6%	100.0%
		Std. Residual	-.6	.5	
	Ad3	Count	30	43	73
		% within Level	41.1%	58.9%	100.0%
		Std. Residual	.0	.0	
Total		Count	74	107	181
		% within Level	40.9%	59.1%	100.0%

The results of Chi-square as appeared in Table 3.2 indicated that the differences observed in Table 4.3 are not statistically significant (x^2 (2) = 1.34, n = 181, p =.51, p >.05), in which the value of chi-square, 1.34 was not significant, and the p value,.51 exceeded the selected significant level for this study,.05. Thus the first null hypothesis of the present study as "There are not any significant differences among ILI Advanced Series in terms of higher-order lower-order cognitive skills" was retained, and therefore it can be claimed that there are not any significant differences among ILI Advanced Series in terms of higher-order lower-order cognitive skills.

Table 3.2. Chi-Square Test for Comparing Higher and Lower-Order Cognitive Skills in ILI Advanced Series.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.348	2	0.510
N of Valid Cases	181		

The graphical representation of the similarities between ILI Advanced Books 1, 2 and 3 in terms of focused higher-order and lower-order cognitive skills is displayed in Figure 3.1 below.

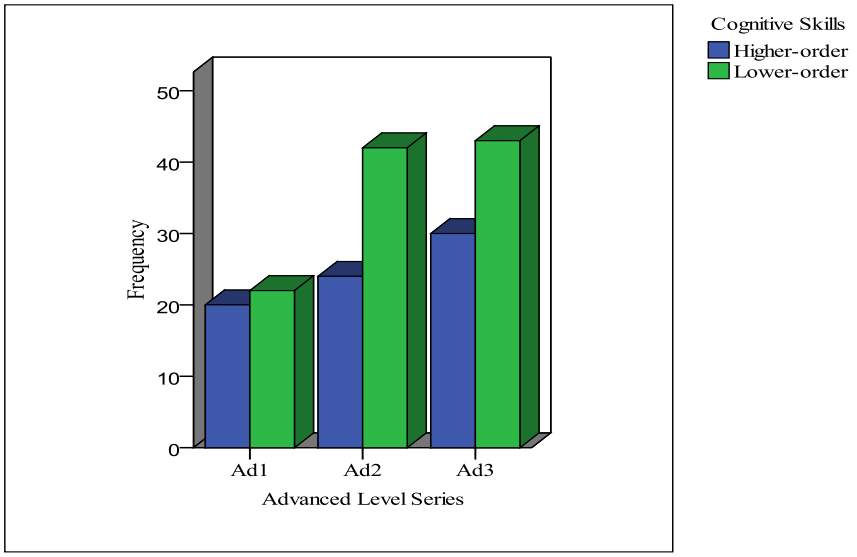


Figure 3.1. Higher and lower-order cognitive skills in ILI advanced series

Research hypothesis 2: The second research question of the current study inquired if there are any significant differences among ILI Advanced Series in terms of feelings, attitudes and emotions of students (affective domain). Chi-square was run to answer this question. Before discussing the results of this analysis, the frequencies, percentages and standardized residuals (Std. Residual) for sub categories of affective skills in ILI Advanced Series were calculated and represented in Table 3.3. The table shows that the percentages of focused sub categories of affective skills have not changed greatly from Book 1to Book 2 and Book. Examining Std. Residuals as shown in Table 3.3 indicated that none of the above mentioned statistics are selected significantly beyond expectation, i.e. Std. Residuals are beyond +/- 1.96. That means the sub categories of affective skills have not been focused differently in ILI advanced series.

Table 3.3. Frequencies, Percentages and Std. Residuals for Sub Categories of Affective Skills in ILI Advanced Series

			Affective Skills					
			Receiving	Responding	Valuing	Organizing	Characterizing	Total
Level	Ad1	Count	10	7	4	1	2	24
		% within Level	41.7%	29.2%	16.7%	4.2%	8.3%	100.0%
		Std. Residual	.8	1.1	-1.2	-.9	.2	
	Ad2	Count	32	18	36	12	7	105
		% within Level	30.5%	17.1%	34.3%	11.4%	6.7%	100.0%
		Std. Residual	-.4	-.5	.7	.5	-.3	
	Ad3	Count	20	12	18	6	5	61
		% within Level	32.8%	19.7%	29.5%	9.8%	8.2%	100.0%
		Std. Residual	.0	.0	-.1	.0	.2	
Total		Count	62	37	58	19	14	190
		% within Level	32.6%	19.5%	30.5%	10.0%	7.4%	100.0%

Chi-square results as presented in Table 3.4 indicated that the differences observed in Table 3.3 are not statistically significant (x^2 (8) = 5.40, n = 190, p =.71, p >.05), in which the value of chi-square, 5.40 was not significant, and the p value,.71 was greater than the selected significant level for this study,.05; accordingly the second null hypothesis of the study as "There are not any significant differences among ILI Advanced Series in terms of feelings, attitudes and

emotions of students (affective domain)" was retained, and we could declare that there are not any significant differences among ILI Advanced Series in terms of sub categories of affective skills.

Table 3.4. Chi-Square Test for Comparing Sub Categories of Affective Skills in ILI Advanced Series

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.409	8	.713
N of Valid Cases	190		

Figure 3.2 below is a bar graph that displays the similarities among ILI Advanced Books 1, 2 and 3 in terms of focused sub categories of affective skills.

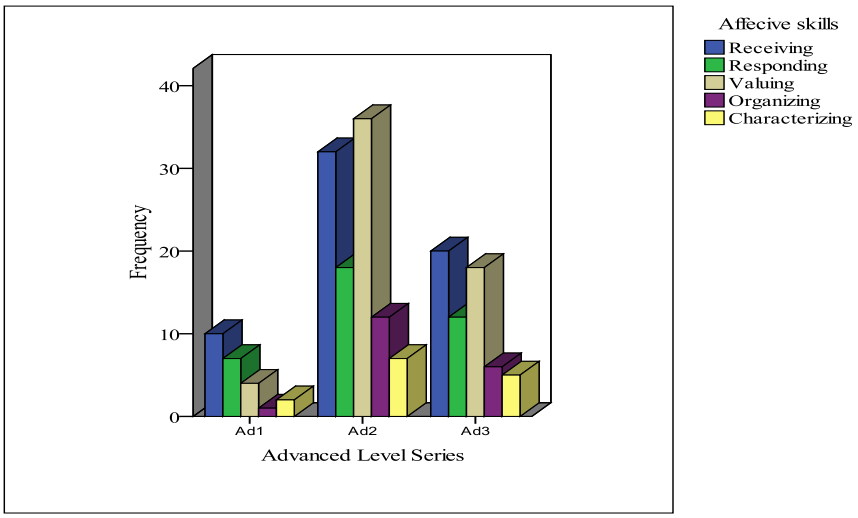


Figure 3.2. Affective skills in ILI advanced series.

Research hypothesis 3: The third research question of this study asked if there are any significant differences among ILI Advanced Series in terms of skills improvement regarding manual tasks and physical movements in ILI Advanced Series (psychomotor domain). Chi-square was carried out to answer this research question. The frequencies, percentages and standardized residuals (Std. Residual) for sub categories of psychomotor skills in ILI Advanced Series are set forth in Table 3.5. As the table shows, the percentage of focused sub categories of psychomotor skills has not changed seriously from Book 1to Book 2 and Book 3. Having examined Std. Residuals (see Table 3.5 below) indicates that just one of the above mentioned statistics are focused significantly beyond expectation, i.e. Std. Residuals are beyond +/- 1.96. That means the psychomotor skills are focused different in the three types of ILI Advanced Series. In fact, the focus on 'Adaptation' in Advanced Book 1 (17.9%, Std. Residual = 2.4>1.96) is significantly above expectation.

Table 3.5. Frequencies, Percentages and Std. Residuals for Sub Categories of Psychomotor Skills in ILI Advanced Series.

			Psychomotor Skills							Total
			Perception	Set	Guided response	Mechanism	Complex overt response	Adaptation	Origination	
Level	Ad1	Count	1	8	2	2	2	7	17	39
		% within Level	2.6%	20.5%	5.1%	5.1%	5.1%	17.9%	43.6%	100.0%
		Std. Residual	-1.5	-1.4	.1	1.4	1.4	2.4	.4	
	Ad2	Count	6	29	3	0	0	4	19	61
		% within Level	9.8%	47.5%	4.9%	.0%	.0%	6.6%	31.1%	100.0%
		Std. Residual	-.2	1.8	.1	-1.1	-1.1	-.2	-1.0	
	Ad3	Count	9	14	2	1	1	0	23	50
		% within Level	18.0%	28.0%	4.0%	2.0%	2.0%	.0%	46.0%	100.0%
		Std. Residual	1.6	-.7	-.2	.0	.0	-1.9	.8	
Total		Count	16	51	7	3	3	11	59	150
		% within Level	10.7%	34.0%	4.7%	2.0%	2.0%	7.3%	39.3%	100.0%

According to Table 3.6, Chi-square found a statistically significant difference among the ILI Advanced Series (x^2 (12) = 28.69, n = 150, p =.004, p <.05), in which the value of chi-square, 28.69 was significant, and the p value,.004 was lower than the selected significant level for this study,.05; thus that we could reject the third null hypothesis of the study that reads "There are not any significant differences among ILI Advanced Series in terms of skills improvement regarding manual tasks and physical movements". In fact we could claim that there are significant differences among ILI Advanced Series in terms of sub categories of psychomotor skills.

Table 3.6. Chi-Square Test for Comparing Sub Categories of Psychomotor Skills in ILI Advanced Series

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.690	12	.004
N of Valid Cases	150		

The graphical demonstration of the differences among ILI Advanced Books 1, 2 and 3 in terms of focused sub categories of psychomotor skills is shown in Figure 3.3 below.

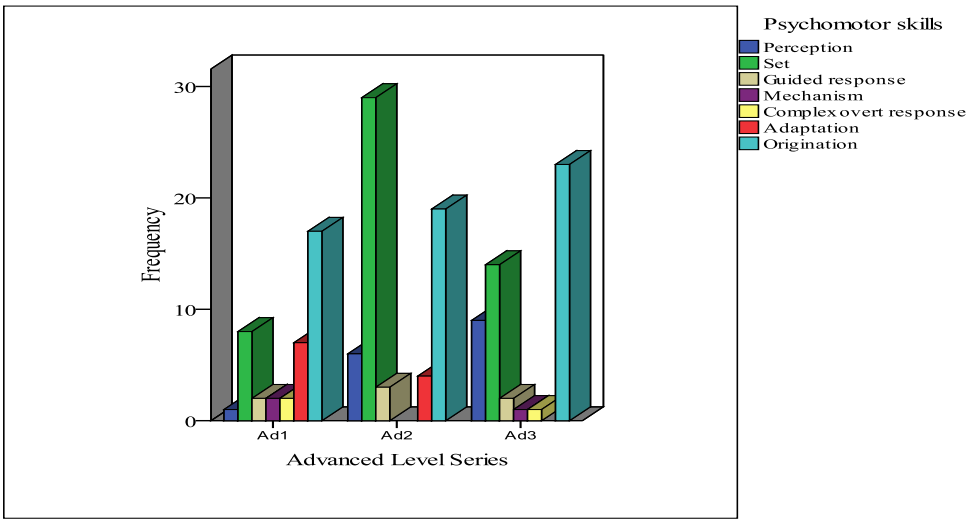


Figure 3.3. Psychomotor skills in ILI advanced series.

Research hypothesis 4: The fourth research question of this study asked if there are any significant differences among ILI Advanced Series in terms of Bloom's Revised Taxonomy. In order to answer the fourth research question Chi-square was performed. The frequencies, percentages and standardized residuals (Std. Residual) for Bloom's Revised Taxonomy of learning domains in ILI Advanced Series are laid out in Table 3.7. As the table shows, the percentage of focused sub categories of psychomotor skills has not changed seriously from Book 1to Book 2 and Book 3.

Examining Std. Residuals (see Table 3.7 below) shows that one of the above mentioned statistics are focused significantly beyond expectation, i.e. Std. Residuals are beyond +/- 1.96. That means the Psychomotor Skills are focused different in the three types of ILI Advanced Series. In fact, the focus on 'Affective' in Advanced Book 1 (22.9%, Std. Residual = -2.3<-1.96) is significantly below expectation. However the focus on 'Affective' in Advanced Book 2 (45.3%, Std. Residual = 2.2>1.96) is significantly above expectation.

Table 3.7. Frequencies, Percentages and Std. Residuals for Bloom's Revised Taxonomy of Learning Domains in ILI Advanced Series

			Bloom's Revised Taxonomy of Learning Domains			
			Cognitive	Affective	Psychomotor	Total
Level	Ad1	Count	42	24	39	105
		% within Level	40.0%	22.9%	37.1%	100.0%
		Std. Residual	.9	-2.3	1.6	
	Ad2	Count	66	105	61	232
		% within Level	28.4%	45.3%	26.3%	100.0%
		Std. Residual	-1.6	2.2	-.7	
	Ad3	Count	73	61	50	184
		% within Level	39.7%	33.2%	27.2%	100.0%
		Std. Residual	1.1	-.7	-.4	
Total		Count	181	190	150	521
		% within Level	34.7%	36.5%	28.8%	100.0%

Chi-square results as appeared in Table 3.8 revealed that there were statistically significant differences among the ILI Advanced Series (x^2 (4) = 18.78, n = 521, p =.001, p <.05), in which

the value of chi-square, 18.78 was significant, and the p value,.001 was less than.05; accordingly the fourth null hypothesis of this study as "There are not any significant differences among ILI Advanced Series in terms of Bloom's Revised Taxonomy of learning skills (cognitive, affective and psychomotor domains)" was rejected. Therefore it was asserted that there are significant differences among ILI Advanced Series in terms of Bloom's Revised Taxonomy of learning skills.

Table 3.8. Chi-Square Test for Comparing Bloom's Revised Taxonomy in ILI Advanced Series

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.788	4	.001
N of Valid Cases	521		

Figure 4.4 below is a bar graph that illustrates the differences among ILI Advanced Books 1, 2 and 3 in terms of focused Bloom's Revised Taxonomy of learning skills.

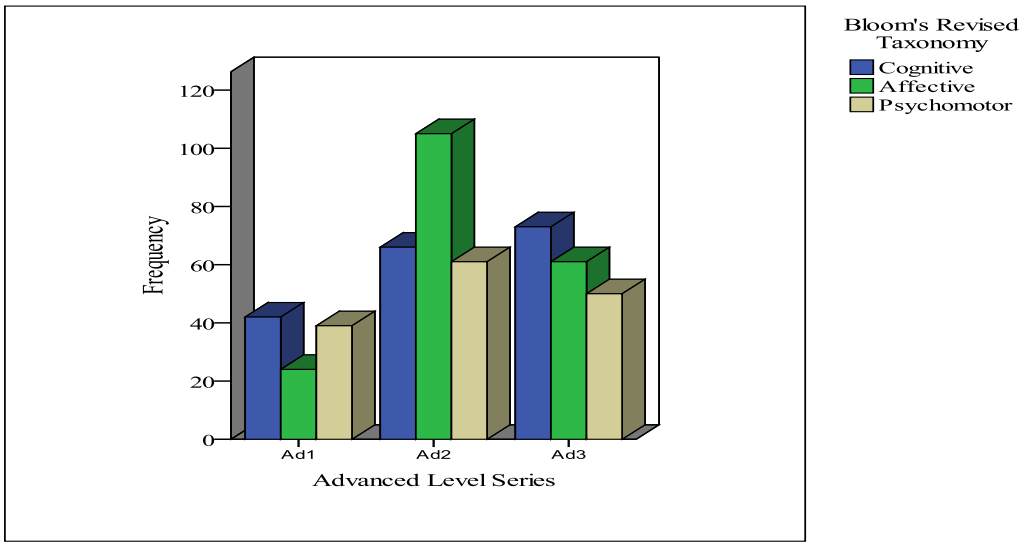


Figure 3.4. Cognitive, Affective and Psychomotor skills in ILI advanced series.

4. DISCUSSION AND CONCLUSION

The learning domains of Bloom's Revised Taxonomy which are cognitive, affective and psychomotor are discussed here. Each domains involves different things as cognitive/ knowledge, affective/ attitude and psychomotor / skills.

Regarding the cognitive domain in ILI Advanced Series, the lower-order skills were dominant in these books. The lower-order cognitive domain skills in Ad1, Ad2 and Ad3 were 52.4%, 63.3% and 58.9% respectively and as a whole there were not any significant changes for lower-order skills (59.1%) and higher-order ones (40.9%) among ILI Advanced Series.

Affective domain involves feelings, emotions and behaviors. The level "Receiving" with 41.7% and 32.8% in Ad1and Ad3 was focused more than the other levels. "Valuing" with 34.3% in Ad2 was the highest level. Generally the level "Receiving" (32.6%) was focused more than the other affective skills in ILI Advanced Series and we could say that the "Organizing" and "Characterizing" levels were ignored in these books.

The last domain of the Bloom's Revised Taxonomy is the psychomotor domain which deals with manual tasks and physical movements. Having analyzed Advanced 1 and 3, the level "Origination" with 43.6% and 46% was focused more and the other levels were ignored in these books. In Advanced 2 the highest level was "Set" (47.5%). Therefore, the levels "Origination" (39.3) and "Set" (34%) are worthy to be discussed here and all other levels were given very little attention in ILI Advanced Series.

All the Bloom's Revised Taxonomy domains were analyzed in ILI Advanced series and each book contained different skills. In both Ad1 and Ad3 cognitive domain was paid more attention and in Ad2 the affective domain was the highest. Generally, the leanings domains of Bloom's Revised Taxonomy in ILI Advanced Series for cognitive, affective and psychomotor were 34.7%, 36.5% and 28.8% respectively.

Due to the popularity of ILI Series in Iran, the present study aimed to examine the Advanced Series in terms of Bloom's Revised Taxonomy. The number of studies evaluating the English textbooks in terms of BRT is not great to compare the results with and make generalization. Nonetheless, the results of the current study support the previous findings obtained by Riazi and Mosalanejad (2010) and Razmjoo and Kazempurfand (2012) in that the lower-order cognitive skills are more prevalent in ELT textbooks used in Iran and there is more need for incorporating activities for EFL students to self-evaluate, practice, and critique their performance in the classroom.

The overall findings of this study demonstrated that, much against expectation, the present study did not reveal a statistically significance difference between the three ILI Advanced Series in terms of cognitive categories. And, in three textbooks, the frequencies of the lower-order domains were found to be more than the higher-order skills. Also, there were not any significant changes in affective and psychomotor domains in these three textbooks.

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