In the Name of Allah

به نام خدا

کتابهای سری ویژن
و حیطه‌های شناختی بلوم

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List of Abbreviations

EFL	English as a Foreign Language
ESP	English for Specific Purposes
ET	English Translation
ILI	Iran Language Institute
SB	Student Book
TEFL	Teaching English as a Foreign Language
W	Workbook

Dedications

To My Dear Husband,

To My Devoted Parents,

To My Two Lovely Daughters

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Abstract

Textbooks designed for the curriculum and syllabus have a vital role in English language teaching, particularly in a foreign language classroom context in which the primary forms of linguistic inputs are provided through them. This study aimed at evaluating activities of listening, speaking, reading, and writing of Iranian senior high school textbooks *Vision 1*, *Vision 2,* and *Vision 3* based on Bloom's (2001) revised taxonomy of cognitive domain to determine which levels of learning objectives of Bloom's revised taxonomy were available in the activities of these textbooks. Besides, the attitudes of the teachers and students towards the content of the textbooks were obtained using two researcher-made questionnaires and an interview protocol. The findings related to the obtained codes based on six levels of the taxonomy revealed that most of the activities in two skills of reading and writing and all of the activities of listening and speaking skills focused on the lower levels of Bloom's revised framework and the lower orders of cognition were more prevalent in the activities of these textbooks than higher orders. Thus, the textbooks mainly insisted on reading and writing activities than listening and speaking ones. Moreover, according to the teachers and students' outlooks, listening and speaking activities in all of the textbooks concentrated on the lower levels of thinking process designed to activate memorizing and understanding the information. The users of the textbooks believed that *Vision 1* activities in four main skills were all related to memorizing the knowledge and facts, retrieving and recalling the information, and in rare cases applying the previously learnt knowledge in new context and situation, all of which belonging to the three lower levels of learning objectives based on the taxonomy. They also stated that higher levels of the cognition were more considered in designing some of the

activities of reading and writing skills in *Vision 2* and *Vision 3*. In their viewpoint, higher levels of learning goals were more prevalent in reading and writing activities of the textbook *Vision 3* than *Vision 2*. According to the teachers and students' opinions in interviews reading and writing activities of the textbooks were more frequent in number than two other skills. They argued that the activities failed to introduce the pupils with the foreigners' cultures, feelings, behaviors, and customs and mere relying on the textbook activities did not enable them to communicate with the English speakers. They believed that some structures and grammatical points were not much applicable and were forgotten easily and some examples were not clear enough to be understood and needed to be more discussed and elaborated by the teachers. The results of the Chi-square tests showed that in each textbook, the relationship between two groups of low-level and high-level codes was not statistically significant and the codes did not follow a distinct and regular pattern. Therefore, for the teachers and textbook designers, the need for incorporating assignments and activities to involve higher orders of cognition such as analyzing, evaluating, and creating new knowledge in pupils as well as more insisting on oral activities and tasks related to listening and speaking skills in each of the English textbooks of senior high school is highly recommended. It is also suggested to design supplementary contents and activities to remedy lack of students' needs and interests and to improve the contents of the textbooks according to the students' needs and requirements in order to make learning English more fascinating and interesting.

***Keywords*:** Attitude, Bloom's revised taxonomy, Cognitive domain, Content analysis, Textbook evaluation, Thinking skills, *Vision* series

Chapter One

Introduction

1.1. Overview

Textbook evaluation is identifying the learning objectives supported in the textbooks. Textbooks still continue to have significant roles in teaching English. Textbooks provide available materials for teachers and students in any educational context. In textbook evaluation, the underlying assumption is an in-depth analyzing of the content and assignments regarding the quality of the materials' treatment in order to reveal the strengths and weaknesses. Hence, it would be acknowledged whether these materials actually address the intended learning objectives designed in the curriculum. Besides, the extent to which the learning materials may affect the learners to stir to begin self-learning and problem-solving would be manifested. This is when we can say using an appropriate textbook will have obvious advantages for teaching and learning. This chapter explains the statement of the problem and objectives of the study then the research questions are clearly stated and the definitions of the keywords are briefly presented.

1.2. Background to the Study

English as an international language and a means of communication plays an important role in the process of modernization and is taught in many schools in different countries in the world. The purpose of teaching English is to develop four language skills of listening, speaking, reading,