APPLICATION OF REVISED BLOOMS TAXONOMY IN ENGLISH TEST BATTERIES FOR AGRICULTURE STUDENTS IN BANGLADESH: AN EVALUATIVE INVESTIGATION

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ABSTRACT

Learning outcomes of an English course are successfully materialized when the contents are assessed, tested, and finally evaluated in a valid and reliable way, strengthening a positive backwash effect. Benjamin Bloom's Taxonomy is widely accepted and used as an assessment tool that measures the students' cognitive development. This paper aims to evaluate the English question papers prepared for the agriculture learners using revised Bloom's taxonomy at a public agricultural university in Bangladesh. It explores the extent to which the objectives of the English curriculum are reflected in question papers. Notwithstanding, it also investigates the cognitive level of taxonomy in practice to assess the students' proficiency. The impetus to work on this topic comes from observing students' more unsatisfactory performance in the English final examination that reflects their low level of understanding. For this purpose, the English curriculum and questions of different faculties during 2015 to 2019 have been taken into account as a source of data. Moreover, critical descriptive and content analyses are accomplished depending on the verb lists of Bloom's taxonomy. Besides, the collected data are then quantified to demonstrate them in a statistical form. Accordingly, five English teachers were interviewed on the application of Bloom's taxonomy in the research context. Henceforth, this study includes a mixed-method approach using both qualitative and quantitative data. The findings of the paper reveal that the question papers include mostly the lower-domain or level of taxonomy focusing the remember, understand, and to some extent apply levels. Further, the objectives have not been duly justified in the question papers. Hence, it reveals that the present assessment technique does not follow a higher domain of metacognitive skills in developing the creative faculty of the students. Finally, the study suggests that the existing English questions need to be prepared to focus on the higher cognitive domain of knowledge to make the learners cognitively competent in communication.

Keywords: ELT, evaluation, bloom's taxonomy, assessment, tool, cognitive domain, critical thinking

INTRODUCTION

Education is a route that helps to intake, construct, and develop learners' attitudes, beliefs, thoughts, knowledge, as well as intelligence. Henceforward, graduate agriculture students need to be taught in a way so that they can contribute to the modern globalized world using their creative faculty. Different assessment processes and rubrics have been used to measure the degree of students' learning outcomes, developments, and achievements. It is widely held that there is a constant and direct relationship between the assessment process and pedagogical learning systems (Hasan *et al.,* 2013) as they create, shape, process contents, materials, and formulate ways of creative learning. However, to develop the cognitive thinking process in a pedagogical teaching-learning context, Benjamin Bloom developed the taxonomy which is being used as the ELT practitioners' guide as well as an assessment tool since 1956 (Herring *et al.,* 2019). The educational objectives of the established taxonomy are to help the curriculum developers, teachers, ELT practitioners to create productive learning activities and assessment tools to measure the students' learning (Hasan *et al.,* 2013). Assessment tools and taxonomies help to collect, record, explain and transfer information about students' progress during the formation and development of knowledge, concepts, attitudes, beliefs, and skills (NCCA, 2004 as cited in Fayyaz *et al.,* 2019). Therefore, question papers formation in different English language skills has become one of the traditional and celebrated assessment tools to measure learners' proficiency (Rajvinder, 2018). Question papers need to be valid and reliable so that they can create a positive

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backwash effect on the students. They should contain all levels of cognitive skills in order that the students can sharpen their reasoning and intellectual faculty of knowledge. As poor and low-quality examination papers make the learners be dependent on the use of rote memory (Cepni and Azar, 1998). Therefore, critical and logical questions need to be set to make the learners creative and intellectually proficient (Bruladi, 1988).

In an agricultural context in Bangladesh, both formative and summative assessments are practiced role play, presentation, laboratory reports, assignments, project work, problem-solving activities, formal written examinations, etc. to measure the learning of the students. Unfortunately, it has been observed that in the selected agricultural university, the only summative form of assessment, formal final examination, is extensively used to assess the students' learning outcome. Besides, it has also been perceived that students set learning outcomes, predominantly attaining communicative competence, mentioned in the curriculum is also not duly ensured by the practiced assessment systems. Therefore, this paper attempts to evaluate the English question papers made for the undergraduate agriculture students using revised Bloom's taxonomy to find out to what extent the objectives of the English curriculum are reflected in question papers. Nevertheless, it also tries to investigate what cognitive level of taxonomy, lower or higher, is in practice to assess the students' proficiency.

Statement of the problem

Agriculture students have to accomplish both verbal and written communication in English efficiently both in their educational and workplace sectors. Notwithstanding, they need to construct, analyze, create as well as use knowledge to solve problems in both academic and practical fields. This could be ensured if the six hierarchical knowledge domain of Bloom taxonomy is used in the question papers to measure their competence in the English language. However, the existing assessment processes to measure their English language proficiency seem inadequate to assimilate all domains of knowledge. Hence, the research article is an attempt to evaluate the existing English question papers to find out the level of the cognitive knowledge domain. It also looks into the alignment of the curriculum objectives reflected in the question papers.

Research questions

This research paper includes two research questions. They are as follows:
1. To what extent the objectives of English curriculum are reflected in the question papers?
2. What level of cognitive domain of Bloom's taxonomy is in use in the existing English paper to measure the students' competence?

Theoretical background

To evaluate the English questions prepared for the agricultural learners in Bangladesh, it is important to scrutinize the introspective views and thoughts of other scholars both home and abroad about the assessment tools and evaluation process in alignment with the revised Bloom's taxonomy. To fulfill the purpose of this research paper, the scholar centers on the cognitive code theory of language teaching that helps the students to use their reasoning capability, build as well as create their own thoughts, ideas, and views depending on their existing schema. Therefore, this paper has taken into consideration the constructivist theory of learning that is a process of making new knowledge from the known ideas, schema (Vygotsky, 1978). This constructivist theory can be best executed by the implication of the 'zone of proximal development' concept where the students can self-direct themselves using their creative and analytical faculty to solve activities both in pairs and groups with the help of their teachers as facilitators (Usman, 2015). Therefore, this study intends to focus on the learner-centered, guided self-directed module of the humanistic approach of language learning as the agricultural learners need to be contributors that require cognitive critical ability, both in their academic and work areas (Herring & Somoye, 2019). However, memorizing and regurgitating facts only assure rote learning which lacks reasoning, discerning, and critical thinking ability. Therefore, it is important to ensure the creative aspect of learning by the implementation of a higher domain of Bloom's taxonomy in assessment procedures.

The English curriculum of the selected agricultural university primarily aims to make the learners capable of communicative competence. In addition, it seeks to develop their grammatical, lexical,

listening, speaking, reading, and writing skills respectively. Therefore, the evaluation of English question papers is conducted to explore whether their communicative competence, grammatical competence (Canale and Swain, 1980), and the LSRW skills are ensured or not through the practiced examinations. Besides, the challenge lies in introducing all the six levels of taxonomy in the assessment process as almost all the higher secondary and tertiary assessment systems employ memory and recalling facts (Crooks, 1988). As well, classroom practices are used to conducting classes focusing on the lower level of cognition like remembering, defining, or recalling any objects (Whittingon & Newcomb, 1993 as cited in Eber & Parker, 2007).

Subsequently, it further attempts to look into whether the reflection of the cognitive domain of Bloom's taxonomy is used or not in the English question paper and what level of cognitive is used in question papers. Hence, the researcher intends to employ self-directed learning methods as here students can identify their needs, select goals, materialize resources, and assess learning outcome of their own without taking others help (Knowles, 1975) to aid the agricultural learners in attaining behavioral and cognitive knowledge reflected in Bloom's taxonomy.

Bloom's taxonomy is a classification system of educational objectives and a widely used assessment rubric that consists of six cognitive levels of abstractions namely knowledge, comprehension, application, analysis, synthesis, evaluation. Later, the graduated levels are renamed as remember, understand, apply, analyze, evaluate, create (Anderson, 1999).

Remember: This is the foundation level of cognitive processing which involves recalling, retrieving, and recognizing information from long-term memory. It takes account of learning different kinds of facts, incidents, and ideas and memorizing that information
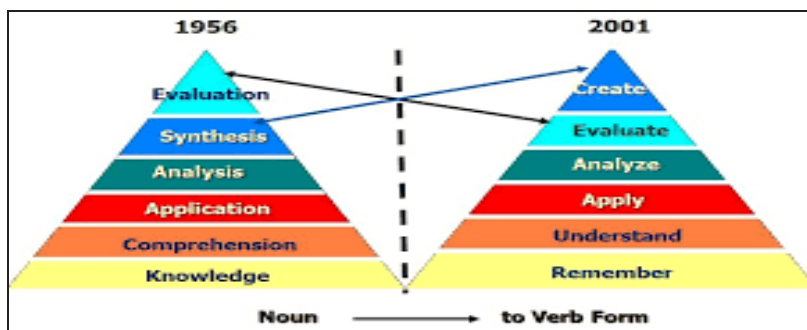

Fig. 1. Changes in the sub-domain of Bloom's Taxonomy

The common verb lists that are used here to teach the learners recalling information are tell, define, identify, describe, list, outline, match, show, state, etc.

Understand: In this level, students are able to integrate their existing cognitive knowledge with the perceived information. Experiential cognitive learning makes the students competent in differentiating, classifying, categorizing, arranging, interpreting, predicting, illustrating, and summarizing information.

Apply: At this point, learners are capable of executing and implementing their prior schematic knowledge in a new situation by applying, inferring, modifying, predicting, examining, and calculating ideas and thoughts.

Analyze: This level involves breaking materials into different constituent parts and then being able to relate them correctly to serve the overall purpose. This cognitive process domain attempts to make the learners organizing, analyzing, debating, and deconstructing information.

Evaluate: At this higher domain of knowledge, students can make judgments on any issue, detect fallacies or inconsistencies of any process, and determine the quality of anything depending on leveled criteria. Therefore, the level lets them appraise, criticize, recommend, support, standardize, and validate any sought of knowledge or idea.
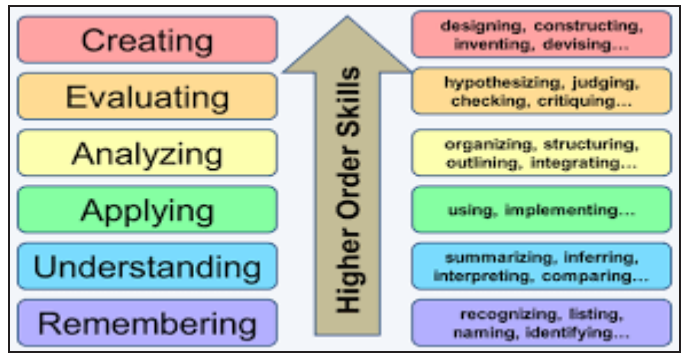
Fig 2. The revised Taxonomy

Create: Creating is the highest level of cognitive learning where the learners are expected to be able to put different materials and elements together to create a new coherent entity. This level helps the learners to design, draw a conclusion, write, produce, and develop ideas based on preferences.

The assessment techniques that include both the learning and cognitive skills according to the six hierarchical stages of Bloom affirm students' reasoning, decision-making, critical thinking, synthesis, and analysis ability (Jones *et. al.,* 2009). Contrastively, most of the assessment tools cover up only the remembering level and end by the memorized chunks and data (Köksal and Ulum, 2018). Therefore, only the lower stage of cognitive skill is reflected in the traditional and practiced question papers that make the learners used to rote learning. Among the six cognitive stages of Bloom, the three steps are recognized as lower and the other three are as higher cognitive order skills (Eber & Parker, 2007). Hence, the lower order skills are remembering, understanding, and applying whereas the higher domains are analyzing, evaluating, and creating (Orey, 2010). Swart (2010) experimented with the discrepancies among the lower and higher-order skills found in question papers and revealed that they only included the lower domains, highly up to the application level. This kind of assessment where low and poor quality questions are set made the students fully dependent on their memorization (Çepni & Azar, 1998). Similarly, Köksal and Ulum (2018) conducted a study to explore the higher and lower cognitive level of questions used to measure students' proficiency. The study revealed that general questions really lack higher cognitive thinking.

Finally, they suggested recommendations to improve the quality of the question papers using creative tasks so that the learners can use their theoretical knowledge in practical communication. In a similar vein, Ebar and Parker (2007) reinforced that exposure in the classroom should be given in a higher domain of knowledge to make them acquiant with experiential learning; otherwise, the students will be dependent on their remembered information. This could be guaranteed by the incorporation of all six cognitive aspects of knowledge. Therefore, they strengthen the use of six levels of the cognitive domain as an assessment tool.
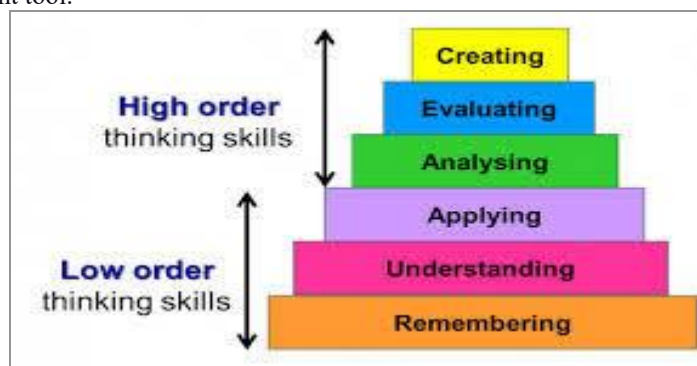

Fig. 3. The lower and higher divisions of Bloom's Taxonomy

A cross-analysis among students' performance, cognitive skill requirements, and learning outcomes in light of Bloom's taxonomy has been done by (Jones *et al.,* 2009) where they suggested that examination questions need to be made in alignment with the course objectives so that the performance of the students can be at a satisfactory level. Additionally, besides using all six domains of skills in question papers, Bloom taxonomy can direct and guide to form behavioral and cognitive learning objectives. It can be ascertained both by the active participation of the educational practitioners and the learners in a pedagogic context. Once the upper domain of taxonomy is introduced, the learners can self-direct themselves in any situation. Therefore, Bloom's taxonomy ensures experiential, self-guided learning where the learners can construct their own form of knowledge in real-life situations (Herring & Somoye, 2019).

The conducted researches presented that in most of the cases only the remembering and understanding levels are justified in question papers. As a result, the prescribed objectives mentioned in the curriculum are most of the times remain unimplemented. Resultantly, learners face difficulties in constructing new ideas using their existing knowledge. Further, the objectives of teaching are not confirmed properly. Though lots of works are directed in this field, the agricultural learning context in Bangladesh is ignored in terms of applying Bloom's taxonomy properly in assessing students' proficiency. This is realized by seeing the poor performance of the students in creating and analyzing any academic and non-academic activities. In the agriculture context, English is taught as a foundation course. Hence, the specific needs and objectives of the students are to be given priority.

Therefore, in this research paper, the researcher looks into the curriculum objectives and introspects whether they are met or not in the examination question papers. Besides, the level of the cognitive domain which is in practice in assessing students' outcomes is also judged to look into the application of Bloom's taxonomy as a tool to construct reasoning capability.

MATERIALS AND MEHOD

This section briefly describes the nature of the research, methods of data collection, and analysis procedure.

Mixed-method research

This study followed an approach to analyze and describe the contents. The content used for this study included the five years' English question papers from 2015 to 2019 set for the undergraduate agriculture learners in Bangladesh. "Qualitative content analysis scrutinizes transcribed texts that count the instances of words, phrases, or grammatical structures that fall into special categories ((Dornyei, 2010)." Subsequently, this study analyzes the five years' English questions depending on the verb lists of Bloom's taxonomy to measure the cognitive level that is practiced at present in the research sites. It also includes interviews of five English teachers who are currently teaching the agriculture learners about the use of Bloom's taxonomy in the evaluation process. After analyzing question papers based on verb lists, they have been then categorized into the six levels of Bloom's taxonomy. The content categories have been then analyzed using Microsoft excels to determine the relative frequencies and percentages of the levels used in questions. Thus, the study followed a mixed-method approach.

Data collection

At the outset, the qualitative data, the English question papers of 2015 to 2019, were collected from the examination controller section of the public agricultural university, Bangladesh. Consistently, the English curriculum has also been consulted to match the course objectives with the question papers. Later on, an inclusive interview is conducted with the five English teachers teaching at the research site at different times to collect interview data about the use of Bloom's taxonomy in preparing the English questions for the undergraduate agriculture students.

Data analysis techniques

The data have been analyzed using a descriptive content analysis technique where the researcher has to manually identify, select, match the level of cognitive skill level using Bloom's verb lists and curriculum objectives. Then they are quantified using MS Excel to show them graphically.

RESULTS AND INTERPRETATIONS

Findings from the question analysis (2015 to 2019)

The bar charts, as well as the pie charts in this section, recapitulate the percentages and frequencies of the six levels of the cognitive domains in Bloom's Taxonomy that are used as rubrics in assessing the English language skills likely the vocabulary, writing, reading, speaking, and listening skill**s** of the undergraduate agriculture learners in Bangladesh.
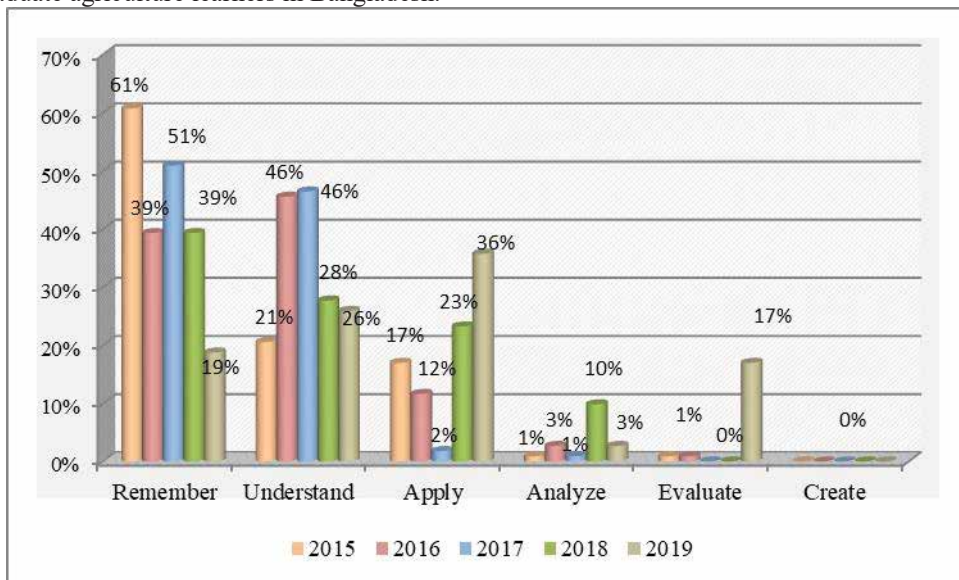

Fig. 4. Subtle categorization of Evaluation levels in assessing vocabulary skill

The bar chart in Fig. 4 demonstrates the percentages of the six cognitive domains of Bloom's taxonomy that have been used in the English question papers from 2015 to 2019 to assess the attainment of the students' vocabulary knowledge. During theis period, total 560 questions were prepared, each year comprising 112 vocabulary questions by the English teachers teaching at the agricultural site to measure the students' vocabulary development.

It is evident from the chart that throughout these years, teachers employed mostly lower domain vocabulary questions as the remember, understand and apply levels prominently stood upright in the chart minimizing the analyze, evaluate and create level. Henceforward, in 2015 and 2017, 61% and 51% questions are set from the remember domain. likewise , 39% lexis questions were included from the remember level as well in 2016 and 2018 respectively. In a similar vein, 46% questions were prepared from the understand domain in the years 2016 and 2017. Though the vocabulary questions in 2015, 2016, and 2017 include remarkably the lower-order cognitive knowledge stage, the questions in 2019 is somewhat different from the earlier ones as here 36% and 17% questions are set from the apply and evaluate level. Notwithstanding, in 2018, 10% questions are assorted from the higher apply domain.

Nevertheless, none of the respective years' questions include the create domain to develop the students' problem-solving capabilities. In Fig. 5, the frequencies of the six cognitive domain of Bloom's taxonomy in measuring the agriculture students' vocabulary skill during 2015-2019 is presented. It is clear that the vocabulary measurement questions mostly include the lower-order domain of Bloom's taxonomy. During those time frames, the questions incorporate 42% remember level verb lists, 33% understand level, and 18% apply level verbs. Contrastively, the vocabulary testing questions did not cover any create domain though only 3% and 4% questions are assorted from analyze and evaluate domains respectively.
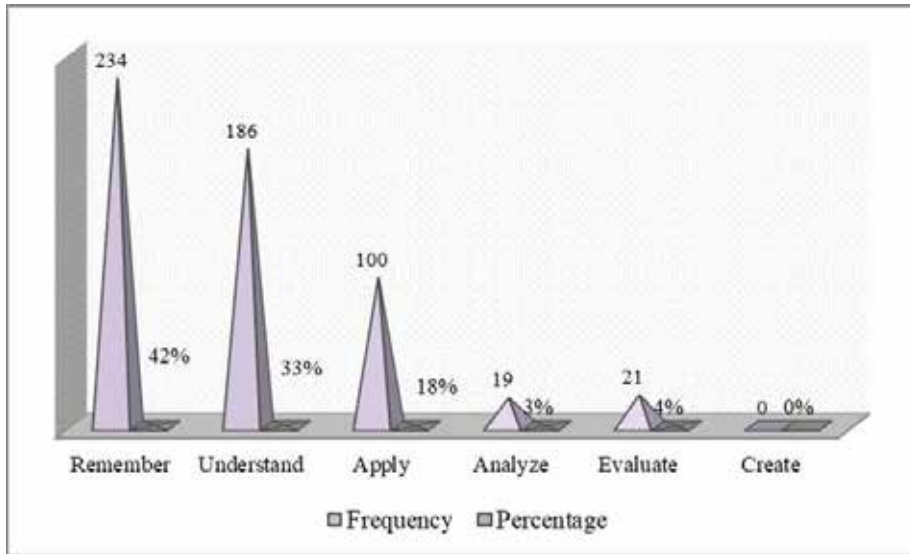
Fig. 5. Frequencies of the six levels of the Cognitive domains in Bloom's Taxonomy in assessing vocabulary Skill (2015-2019)
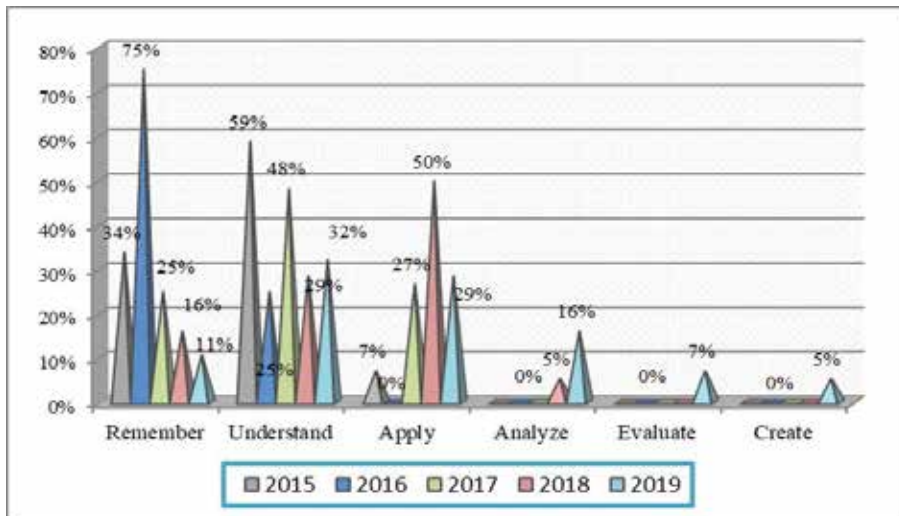

Fig. 6. Subtle categorization of Evaluation levels in assessing Writing Skill

Fig. 6 illustrates the percentages of the six levels of Bloom's taxonomy in measuring the agriculture learners' writing skills from 2015 to 2019. The chart clearly depicts that mostly the remember, understand, and apply levels have extensively been used in the respective years to assess the students' writing capabilities. The highest level, 75%, writing test questions are organized from the remember section in 2016. Similarly, 59% and 48% questions in 2015 and 2017 are accomplished from the understand domain which is also a lower domain of cognitive knowledge. Alternatively, the least questions were taken from the higher cognitive domain like analyze, evaluate, and create stage. Here, only 16% writing assessment questions are included from analyze domain, 7% from evaluate, and only 5% from create level in 2019 which is not proportionate to improve the agriculture students' writing skill.

In Fig. 7, the pie chart exemplifies the total frequencies (2015 to 2019) of the six cognitive domain of Bloom's taxonomy in evaluating the agriculture learners' writing skill. At this point, 39%, 108 action verbs have consistently been used that connote to the objectives of the understand level. Likewise, 32%, 90 in number, writing tests are conducted using the lower remember level. Correspondingly, 23% questions include the apply domain.
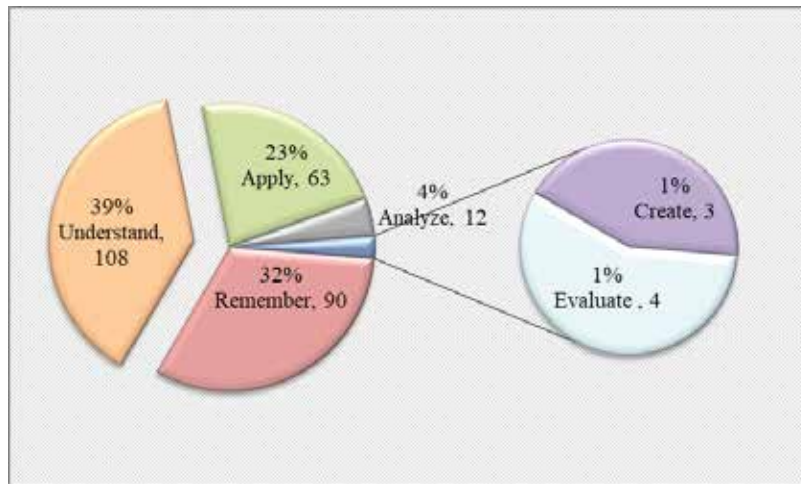

Fig. 7. Frequencies of the six levels of the Cognitive domains in assessing Writing Skill (2015-2019)

Contrastively, the higher domain writing questions are only 1% and 4% that is not up to the mark of any standard writing test.
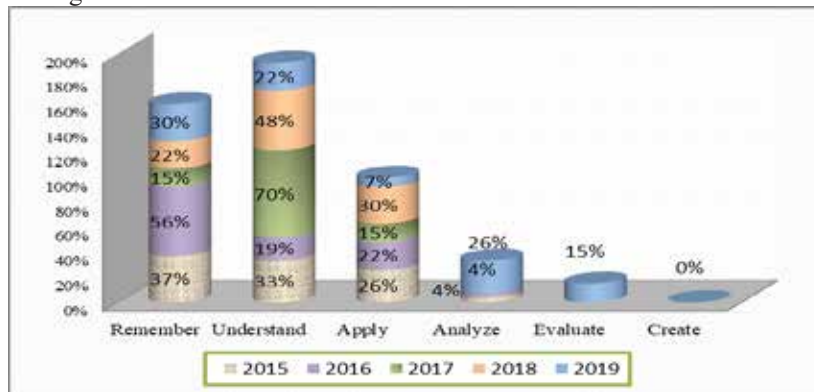

Fig. 8. Subtle categorization of Evaluation levels in assessing Reading Skill

Fig. 8 shows the percentages in the six evaluation levels of Bloom's taxonomy in measuring the reading skills of the agriculture learners from 2015 to 2019. It is clearly portrayed that most of the reading tests comprise understand and remember level questions that make the learners habituated in the rote mode of language learning. 70% and 56% questions are set from understand and remember domain in 2016 and 2015 though 26% were from the application level in 2015. Besides, 48% were from the understand level in 2018.

Thereof, it is obvious in the bar graph that the reading test questions in the years of 2015, 2016, and 2017 consecutively are set from the lower domain of Bloom's taxonomy. A change is noticed in 2019 where the inclusions of all the six cognitive domains are apparent as it includes 26% analyze, 15% evaluate, and lastly 0% create level questions.
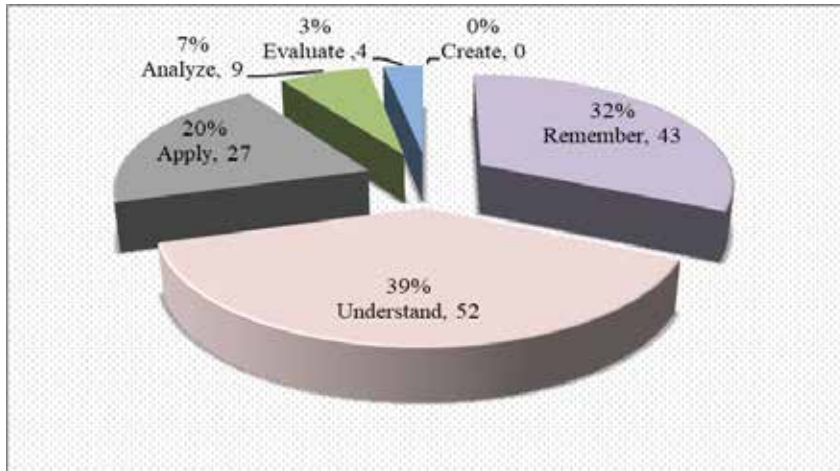
Fig. 9. Frequencies of the six levels of the Cognitive domains in Bloom's Taxonomy in assessing Reading Skill (2015-2019)

The pie chart in Fig. 9 explores the frequencies of the action verbs used in evaluating the reading skill of the agriculture students. Most of the questions are fixed employing the remember (32%) and understand (39%) level respectively. 20% is set from the application domain whereas only 7% and 3% are from analyzing and evaluate sections. Besides, no question is made using the create option.

Fig. 10 demonstrates the proportions of the six cognitive echelons of Bloom's taxonomy in measuring the agriculture learners' speaking skills from 2015 to 2019. It is vivid in the chart that the speaking test questions are prepared solely based on the lower domain of Bloom's taxonomy namely the remember, understand, and apply level.
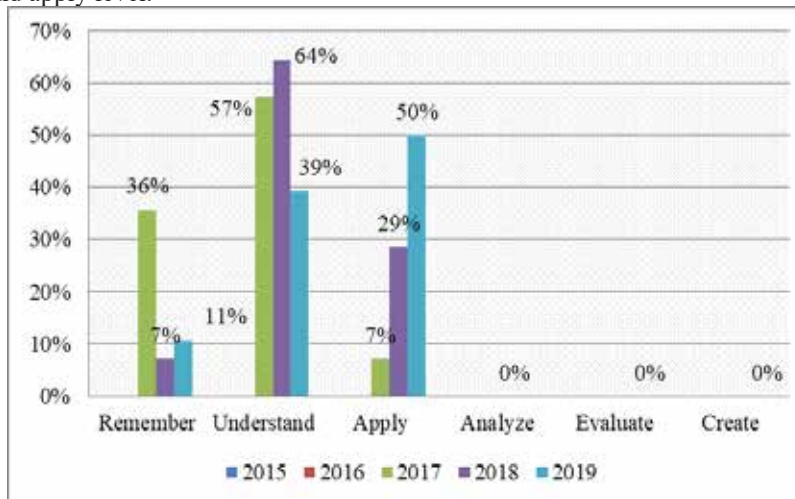

Fig. 10. Subtle categorization of Evaluation levels in assessing Speaking Skill

For instance, the majority of the questions 64%, 57%, and 50% are set from understand and apply domain in 2018, 2017, and 2019 respectively. Contrastively, no speaking test questions are fixed from the higher domain cognitive level, analyze, evaluate, and create section, in those years. Resultantly, the speaking assessment system in those periods could not cater to the communications skill proficiency of the students.
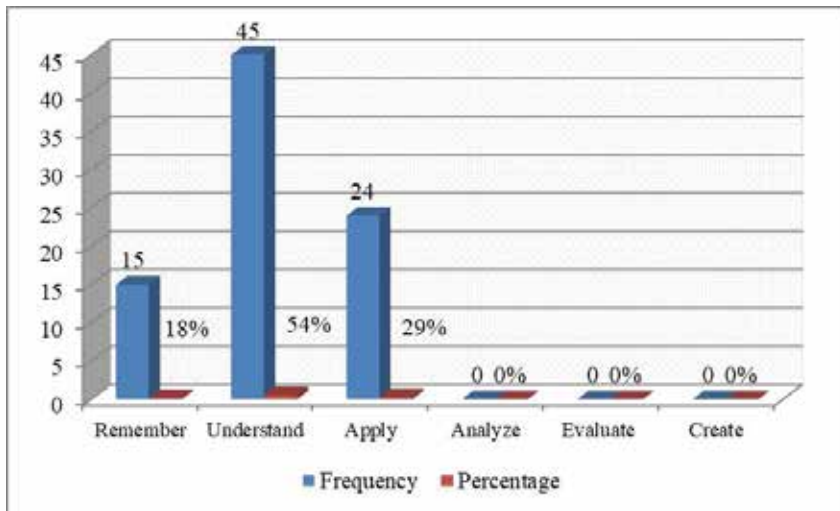
Fig. 11. Frequencies of the six levels of the Cognitive domains in Bloom's Taxonomy in assessing Speaking Skill (2015-2019)

The bar graph in Fig. 11 reconnoiters the frequencies of the six cognitive domains of Bloom's taxonomy that have been incorporated in assessing the agriculture students' speaking skills during 2015 to 2019. The chart subtly explores that the students' speaking competency is assessed merely including 54% questions from the understand section, 29% from apply, and 18% from the remember domain. Besides during those years, learners are not judged by any type of questions that made them analyze, evaluate, and create any kind of information.
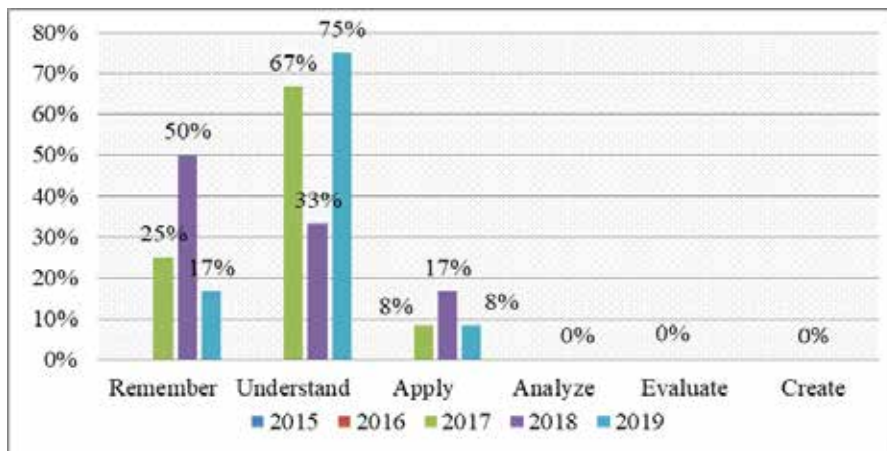

Fig. 12. Subtle categorization of Evaluation levels in assessing Listening Skill

Fig. 12 is the representation of the calculations of six evaluation domains of Benjamin Bloom that have been assorted to test the agriculture students' listening competency during 2015 to 2019. The bar chart projects that 75% and 67% questions are made from the understand level in 2017 and 2017 respectively. Besides, 50% listening test questions are covered from remember level in 2018. The higher order cognitive domains such as analyze, evaluate and create have not been applied to measure the students' listening skill. Therefore, it is evident that the listening skill assessment criteria completely resort to the lower cognitive domains of Bloom taxonomy.
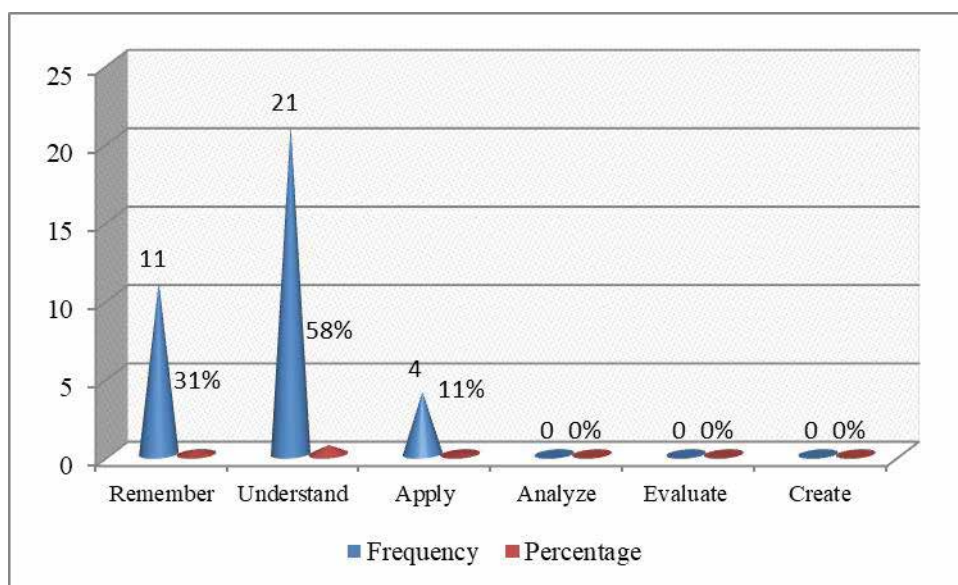
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Fig. 13. Frequencies of the six levels of the Cognitive domains in Bloom's Taxonomy in assessing Listening Skill (2015-2019)

Fig. 13 exemplifies the frequency of the listening test questions according to the six cognitive orders of Benjamin Bloom. The graph exports that 58% listening questions are made from the understand section, 31% from remember, and 11% from apply. Moreover, during those periods, the higher domains were neglected completely in making the learners utilize their creative and reasoning faculty.

Findings from the teachers' interview data

The five English teachers teaching at the agriculture research site haveoutlined that the techniques and the existing English language assessment criteria are summative in nature. It still sticks to the traditional ways of evaluation processes as most of the formats comprise broad, narrative, and extended questions. Almost all the teachers reveal that in 2015, 2016, 2017, and 2018 mostly, the students' English language competency was measured by the extended written tests. Moreover, listening and speaking tests were not conducted at all maintaining the six cognitive levels as there were constraints of digitalized classrooms. Resultantly, the students resort to the only 'touch and pass' system and for this, they used to collect the English question papers of earlier years. Hence, the objectives of the courses to be communicatively competent and gain the mastery of the LSRW skills remain unfulfilled by the assessment and evaluation procedures. Referring to the predictability of the question papers, one of the teachers uttered that "the prevalent assessment procedure makes the students habituated to collect and solve the earlier year examination papers. These types of culture in the evaluation process create a negative backwash effect among the students and lead them to the rote mode of learning systems". Two of the teachers also employ that they rarely could embrace the higher domain questions both in class and examination as to do so, the students have to give enough time to practice. Nevertheless, as the class time and the number of classes are fixed and limited, sometimes it became hard to manage for the teachers to introduce those advanced domain tasks to be accomplished in classrooms. Therefore, time constraints made the system focus on just the completion of the syllabus concentrating on the usual format of tasks and assessment systems. Henceforth, though recently certain steps have been initiated by the Institutional Quality Assurance Cell (IQAC) and university authority to form a standardized format of questions including the six cognitive domains of Bloom, though they are still not up to the mark. Hence, the teachers' interview data delineated that the English language

assessment systems in the research context hardly include the advanced cognitive level questions as there remain some resource and infrastructural constraints. Resultantly, in most of the LSRW skills, only the lower domain cognitive questions are found dominant that made the learners focus on just the competition of the required syllabus rather than developing reasoning faculty.

DISCUSSIONS AND RECOMMENDATION

The results from the evaluation of English questions of the last five years and the interview records of the teachers signify that the agriculture students' LSRW skills' measurement procedures do not embody all the perceptive areas of Bloom's taxonomy. Correspondingly, the high percentages of the final questions in measuring the students' vocabulary and LSRW skills represented in the charts and graphs cover the understand, remember, and application-level stages. The findings of this study are inlined with Swart's as well as Koskal & Ulum's experiment where they reconnoitered that the respective questions lack higher-domain taxonomy and cognitive thinking skills. Therefore, the objectives of the course curriculum are not justified and met by the assessment criteria. Hence, (*Jones et. al.'s* ,2009) suggestion 'creating questions aligning with the course objectives to let the students perform satisfactorily in academic and social contexts' need to be considered predominantly. Accordingly, many agriculture graduates cannot stimulate, think, and redirect different tasks both in academic and non-academic contexts. Some of the students cannot write properly to please their corporations as well. Above and beyond, many of them remain incompetent to reason clearly and perform proficiently in solving and analyzing complex and creative techniques as well as non-technical problems (Swart, 2010). Further, it is evident that the vocabulary questions mostly include the 'make' 'frame', 'write', 'define', 'identify', 'form', 'choose', 'what are', 'complete', 'use', 'give', 'change' etc. action verbs in written questions which mostly comply to the lower remember and understand level of Bloom's taxonomy. Resultantly, the students barely can retain and apply their skills in different employment sectors. Likewise, the absence of complex thinking questions in the vocabulary test cannot stimulate their mental activities. Thus, Fayyaz recommended assessments need to integrate higher domain levels to make the students creative, practical, and realistic. In a similar vein, the writing tests mostly incorporate the verbs like 'write', 'describe', 'place', 'define', 'put', 'study', 'discuss' that also connotes to the remember and understand intellectual level. Besides, 'transferring' and 'analyzing' tasks were encompassed in the final examination to a lesser extent. Here, the higher-order levels are seen ignored distinctly. As a standard question constructs as well as promotes creativity, problem-solving and decision framing capabilities, and critical-thinking skills, the writing test questions need to associate all the cognitive stages so that the students become capable of constructing meaning in real-life situations (Swart, 2010). The reading test questions generally include only the 'reading comprehension' tasks that include multiple-choice questions, gap filling, short question answers, etc. The other reading skills like scanning, skimming, predicting, paraphrasing, and summarizing have been least taught and measured in the past five years. Therefore, the questions include only the lower-level cognitive skills that make the students memorize concepts and facts rather than analyzing things. The verbs that have been constantly used in reading tests are 'read', 'answer', 'choose', 'what', 'which', 'write', 'complete', 'match', 'when' etc. Besides, the descriptive content analysis process illustrates that very few questions in reading tests are set from the analysis and apply sections using verbs like 'how', and 'why'. Similarly, the listening and speaking tests were conducted based on the summative format of assessments that ultimately could not fulfill the students' expectations in being communicatively competent in oral skills. Therefore, it is evident from the analysis that the English questions fail to incorporate and bridge the gap between higher and lower domain skills proportionately that eventually fail to ascertain the agriculture students' creative and reasoning faculty. As a result, some suggestions are proposed both by the teachers and students to create skillful questions as it helps them foster and stimulate perceptive abilities (Chin & Langsford, 2004). The recommendations are as follows:

- The number of English classes and the duration of the classes need to be increased to make the learners proficient in English.

- The number of English courses to be enhanced side by side their core subjects.
- The language classrooms need to be technically sound and digitally equipped.
- The materials need to be more contextualized and culture-bound to make the learners intrinsically motivated to learn English rather than completing the syllabus for the sake of passing examinations.
- The teachers ought to include more interesting and elaborative language tasks that ensure interaction and the inculcation of problem-solving skills. Besides, in the light of Ebar and Parker(2007), classroom exposures need to be accomplished from a higher domain for experiential learning.
- Students need to give proper time and assistance in solving language puzzles.
- ELT practitioners would assist the students to use their schematic knowledge to be in the zone of proximal development.
- Students have to be given both written and oral feedback where necessary.
- The speaking tests need to include more practical orientations like presentations, debates, role-plays, etc.
- Listening tests to be conducted solely to focus on listening based activities.
- Reading and writings need to incorporate all the sub-skills like teaching and testing scanning, skimming, predicting, paraphrasing, writing academic etiquettes, etc.
- Finally, the teachers have to use rubrics while setting questions and include more open-ended type questions in tests.
- Balancing of six cognitive domains needs to be ensured in question papers.

CONCLUSION

The research study evaluates the English question papers of the last five years (2015-2019) using Bloom's taxonomy as a theoretical framework. The descriptive content analysis procedure by sorting the verb lists used in making questions revealed that the English question papers were not appropriately balanced intaking both the lower and higher cognitive levels of Bloom. Consequently, the course objectives, to be communicatively proficient in mastering LSRW skills in the academic and professional arena, are not justified. Besides, the analysis and findings of the research reveal that only lower domain knowledge-based questions are used repeatedly to measure agriculture students' language skills. As a result, accordingly have argued that they cannot reflect, conceptualize, develop, and finally adapt scholarly thinking in solving complex and nontechnical hitches. Therefore, a balance is suggested between higher and lower domains of cognition to make the learners adept in all the language skills that could certainly produce skilled and expert agriculturists in future.

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