

Evaluation of ETEA Entrance Test for Medical Colleges/Universities in Khyber Pakhtunkhwa Province of Pakistan in Light of Bloom's Taxonomy

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Abstract:

In Pakistan, 'test' is the main instrument used for measuring, assessing, and evaluating the academic performance of the students. In this connection, testing and evaluation of English Language skills and knowledge on the part of the students involves a number of inadequacies, pitfalls, and irrelevancies. Against this background, the aim of the current article was to evaluate the question-items on the subject of English in the entrance test for admission to medical colleges and universities, annually conducted by Educational Testing and Evaluation Agency (ETEA), Khyber Pakhtunkhwa (KP), Pakistan, in light of Bloom's taxonomy of cognitive domain in order to explore as to how much weightage is given to elicit higher order thinking (HOT) or critical thinking (CT) responses from the students. For this purpose, three entry tests (i.e., question papers) of the years 2012, 2013, and 2014 for medical group administered by ETEA were selected; each comprising two hundred question-items in all, with twenty on English while sixty each on Physics, Chemistry, and Biology. The analysis was, however, delimited only to the questions on English in each test such that each question was labelled by its representative area of cognition in the column-cell against it on the basis of the response required from the students. After labelling, the data was tabulated and the results were taken by determining the percentage given to each area of the

taxonomy. It was found out that the portion of CT in all the three papers was 0%, while the examiners were mostly interested in assessing only knowledge of general vocabulary and applying grammatical rules of only voice and narration on the part of the target students, thus overlooking the extensive functional and situational as well as critical and creative knowledge and use of English language by the students in their prospective extensive studies and professional life ahead. Finally, it was mainly recommended that a due proportion might be given to questions on all the cognitive areas related to both lower-order thinking (LOT) as well as higher order thinking (HOT) in Bloom's taxonomy for effective English Language learning in particular on the part of the students.

Key words: approach, assessment, Bloom's taxonomy, cognitive domain, critical thinking (CT), Educational Testing and Evaluation Agency (ETEA), entrance test, evaluation, higher order thinking (HOT), lower order thinking (LOT), test, test items

1. INTRODUCTION

This section logically entails the main argument of the study. It firstly establishes the background and rationale of the current study on the evaluation of ETEA Test as a critical thinking assessment tool. Secondly, it states the purpose of the current study. Thirdly, it highlights the delimitation of the current study. Fourthly, it sets its foundation on three research questions to be explored. Fifthly, it gives a logical review of the key concepts involved in the current study. Finally, it discusses the significance of the current study.

1.1 Background of the Study

The progress and prestige of a country depends mainly on the quality of its education system and curriculum. Unfortunately, the present system of education in Pakistan is rotten to the core, involving a number of ills and evils of diverse and

disparate nature. Primarily, it was Lord Macaulay's 'Minutes' that laid its foundation in the pre-partitioned India. Its main purpose was to produce loyal servants of the British government and a sort of *babu* culture in India. As such, in connection to English Language, the main focus of the British system of education in India was on the basic written English. Even, in present times, our curricula, our teachers, and our examination system are all focused on developing and assessing only the basic written English of the students mostly based on the learning of some vocabulary and grammar.

The main purpose of almost all the examination bodies in Pakistan is to grant degrees and diplomas to the students and assign them marks, grades, divisions, and positions in accordance with the extent to which they have crammed prescribed textbooks or the ready-made notes as abundantly available in the bookshops and tuition academies. It is usually a matter of great honour for the students who grab maximum marks. Even most of the teachers, parents, and heads of the educational institutions consider such pseudo-achievement on the part of students as a sign of good name and honour for them, regardless of the means adopted by them all to get this goal. Additionally, the federal as well as provincial governments in Pakistan have been involved in establishing more and more examination bodies rather than bringing about desirable reforms in the existing system of education and its mechanisms of testing and evaluation to promote critical and logical thinking and learning in the true sense of word.

One ominous example of the breach of trust on the assessment made by all the eight Boards of Intermediate & Secondary Education (BISEs) in KP was the introduction of ETEA entrance test in KP, Pakistan, in 1998, for the reassessment of the academic performance of the students after Class XII for admission in professional studies ahead. Ironically, however, there is no substantive difference of

approach in test designing on the part of ETEA question-paper-setters. The tests are designed almost the same way as they are and were done by the other testing bodies, particularly the Boards of Intermediate and Secondary Education (BISEs).

Just like Board exams, there is a set ETEA-Test pattern focused by thousands of preparation academies and a plethora of ready-made notes available in the market. Teachers and students, for the most part, rely on the cramming of such material, obviously in accordance with the type of responses required from the students by ETEA Tests, rather than their creative, logical, and critical thinking. As a result, such practices are proving fatal to real learning and innovation on the part of the students, particularly with respect to their use of English language for critical and creative purposes. As for the teachers engaged in preparing students for getting highest marks in ETEA Tests, they also do not care about the development of the students' CT.

1.2 Purpose of the Study

The purpose of the current study is to evaluate ETEA Test question-items on English in order to identify as to how much weightage is given in these tests to assess CT skills of the students with reference to Bloom's taxonomy of cognitive domain.

1.3 Delimitation of the Study

The current study is delimited to the question-items on English in the three ETEA Entrance Tests of 2012, 2013, and 2014 for medical colleges and universities in KP.

1.4 Research Questions

The current study has been carried out to explore the answers of the following questions:

1. How much average weightage is given in ETEA Test to various cognitive areas as given in Bloom's Taxonomy?
2. How much average weightage is given in ETEA Test to critical thinking areas reference to Bloom's Taxonomy?
3. To what extent does ETEA Test hold its predictive validity for the critical use of English language by the students of medical science in their prospective vast field of studies and social interaction?

1.5 Significance of the Study

This study will hopefully be useful for the education and language policy makers, curriculum designers, teachers as well as the paper-setters of English to prepare such textbooks and question-papers which should have an appropriate focus on all the cognitive faculties of the students. It may sensitize them to give a due share to the assessment of CT skills on the part of the students. Moreover, it is anticipated that this study will contribute, to some extent, to a 'Paradigm Shift' from the stereotypical, text-centered and exam-oriented approaches to innovative student-centered, critical and creative learning approaches.

1.6 Key Concepts: An Overview

This sub-section presents a logical review of some literature on the key concepts involved in the current study, such as, Evaluation, Assessment, Test, Multiple Choice Type Test, and ETEA Test.

1.6.1 Evaluation

Evaluation is a very important aspect of a process, a program, or a course. The evaluation of an educational program or learning is associated with objective-achievement, improvement, or decision-making. It is the process of giving a value or qualitative judgment on the basis of data collection

through test(s), questionnaire(s), interview(s), etc., measurement (i.e., marking or scoring answers), and assessment (i.e., quantitative representation of data with respect to a set criterion or norm). To Gay (as cited in Shahid, 2005), "Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been or are being achieved" (p. 204). Accordingly, the current study on the evaluation of ETEA Test involves the selection of ETEA Test English question-items, their measurement in terms of labeling and classification in light of the six areas of Bloom's taxonomy, followed by their assessment in terms of relative percentages.

1.6.2 Test

Test is the main tool or instrument of measurement, assessment, and evaluation. In academic terms, The International Dictionary of Education (as cited in Shahid, 2005) defined test as "examination to evaluate the performance and capabilities of a student or class (e.g., knowledge of a subject)" (p. 261). Srivastava and Kumari (2005) considered tests as a means of reviewing the achievement of students in terms of cognitive goals related to a common body of knowledge in a discipline or program.

Tests in educational institutions in Pakistan are generally designed to assess the classroom learning on the part of the students. They are central to the evaluation process in a school. According to Katozai (2000), teacher made tests are of following types: (a) Objective Type (i.e. True-False test, Matching Type Test, and Multiple Choice Test, (b) Essay Type Tests, and (c) Short Question Type Tests. The questions in any of these types of tests are called items.

1.6.3 Multiple Choice Type Test

As the name suggests, these tests offer multiple choices for the questions. According to Fulcher and Davidson (2007), multiple choice items consist of two elements: the “stem” followed by usually four “choices”. The stem is a question or statement that is answered or completed by the correct choice called a key, while the three “incorrect choices” are called “distractors” (p. 54). Furthermore, “To answer the item correctly, the student must read carefully each word of the stem and each word of each choice; furthermore, the student probably knows well that three of the four choices are intended to be incorrect, and so this close reading becomes a process of elimination” (p. 54).

Woolfolk (2006) highlighted the advantages and the disadvantages of different kinds of test, of which a brief account of MCQs has been presented very precisely in the following table:

Table 1 MCQ Test: Advantages and Disadvantages

| Test Type | Advantages | Disadvantages |
|-----------------|---|--|
| Multiple Choice | <ul style="list-style-type: none">• Efficient for assessing learning at all levels of complexity• High reliability.• Appropriate for testing large knowledge base in a short time• Very easy in scoring. | <ul style="list-style-type: none">• Difficult to write effectively |

(Adapted from Woolfolk, 2006, p. 587)

1.6.4 ETEA Test

ETEA Test, as described by PakPrep.com (2017), is a compulsory requisite for admission in medical colleges in KP. It consists of MCQs based on Classes XI & XII syllabus, comprising four subjects, that is, Biology, Physics, Chemistry, and English. Overall, this test comprises 200 MCQs, distributed such that 60 MCQs are given on each of the three aforementioned science subjects, while the remaining 20 MCQs are specified for English. The test is highly challenging in

nature. Only a small number of students get success in scoring between 600 and 700 marks in it.

According to Khan (2015), the test observes negative marking such that each correctly answered MCQ is awarded 4 marks, each wrongly answer is subjected to a deduction of 1 mark, while each skipped MCQ is considered for 0 mark.

2. LITERATURE REVIEW

This section presents some researches of similar nature conducted in the recent past. The biggest trend in those studies was a marked focus on LOT. Karns, Burton, and Martin (1993), for example, examined economic texts and the instructor's manuals and found that, although most of the authors set few learning objectives on knowledge, comprehension, and application, the focus on these LOT areas in questions was significantly higher.

Next, Ibrahim (1998) investigated 87 questions from the history book for sixth grade in Iraq on the basis of Bloom's taxonomy. He found that 72% of the questions related to knowledge, 25.4% to comprehension, and 2.2% to evaluation respectively, while 0% weightage was given to the remaining three areas – application, analysis, and synthesis.

In addition, Davidson and Baldwin (2005) examined the textbooks of accounting courses in light of Bloom's taxonomy and found that there was little attention given to the two highest cognitive levels in those books.

Proceeding further, Razmjoo and Kazempourfard (2012) rigorously studied the activities and the exercises in the three units of each of the four course-books of the Interchange series with reference to Bloom's Taxonomy. The researchers found that a very high weightage was given to LOT, while evaluation carried 0% value.

Similarly, Askaripour (2014), and Assaly and Smadi (2015) also concluded that LOT areas were given a far greater emphasis in the course book contents.

3. METHODOLOGY

This section maps out a line of action for the researchers. It is divided into three major sections: Corpus of the Study, Theoretical Framework, and Research Design.

3.1 Corpus of the Study

The corpus of the current study constitutes sixty question-items, that is, twenty from each of the three ETEA entrance tests of the years 2012, 2013, and 2014 for medical colleges and universities respectively.

3.2 Analytical Framework: Bloom's Taxonomy of Educational Objectives

Six areas of the cognitive domain of Bloom's taxonomy constitute the main analytical framework for the current study. Katozai (2013) defined "taxonomy" as "a scheme for classifying" (p. 51). Basically, it was with the intention of discouraging the rote learning and promoting CT that the work on the classification of educational goals and objectives was started in 1948 by Benjamin Bloom, supported by a team of educators. The chief aim was to develop a system of classification for the three domains identified by Bloom and his team, i.e., cognitive, affective, and psychomotor. It was the cognitive domain first on which the work was accomplished in 1956. IACBE (2016) identified these three domains as "knowledge-based" (p. 2), "attitudinal-based" (p. 2), and "skills-based" (p. 2) respectively. The cognitive domain of Bloom's taxonomy shows a hierarchical arrangement of six levels, discussed briefly by Bloom, Engelhart, Frost, Hill, and Krathwohl (as cited in Woolfolk,

2006) in the following words: 1. Knowledge: Remembering or recognizing something without necessarily understanding, using, or changing it. 2. Comprehension: Understanding the material being communicated without necessarily relating to it anything else. 3. Application: Using a general concept to solve a particular problem. 4. Analysis: Breaking something down into its parts. 5. Synthesis: Creating something new by combining different facts. 6. Evaluation: Judging the value of materials or methods as they might be applied in a particular situation. (p. 469)

Proceeding further, Woolfolk (2006) classified the first three areas in Bloom's taxonomy as related to LOT and the last three areas to HOT (p. 469). Another name for the HOT, as suggested by Kennedy, Fisher, and Ennis (as cited in Lai, 2011) is CT (p. 8).

Centre for Innovation in Teaching & Learning (2014) gave a list of verbs representing the above-mentioned levels of Bloom's taxonomy of cognitive domain, presented in Table 2 given as under:

Table 2 Verbs Characterizing Six Levels of Bloom's Taxonomy of Cognitive Domain

| Levels of Bloom's Taxonomy of Cognitive Domain | Verbs |
|--|--|
| 1. Knowledge | identify, recall, recognize, remember, retrieve |
| 2. Comprehension | categorize, clarify, classify, compare, conclude, contrast, explain, generalize, illustrate, infer, interpret, map, paraphrase, predict, summarize, understand |
| 3. Application | apply, carry out, execute, implement, use |
| 4. Analysis | analyze, attribute, deconstruct, differentiate, discriminate, distinguish, focus, integrate, organize, outline, select, structure |
| 5. Synthesis | construct, design, create, generate, hypothesize, plan, produce |
| 6. Evaluation | check, coordinate, critique, evaluate, detect, monitor, judge, test |

(Adapted from Center for Innovation in Teaching & Learning, 2014)

3.3 Research Design

The current study has been carried out through the following steps. Firstly, the question-items on English for the years 2012, 2013, and 2014 in medical ETEA entrance tests of Khyber Pakhtunkhwa were sorted out. Secondly, each question-item was labeled in the horizontally adjacent cell of the opposite column by the response sought by it in terms of the areas of cognitive domain of Bloom's taxonomy. Thirdly, the collected data from each of the aforementioned three selected ETEA Tests for each cognitive area was represented by percentages, thus coming up with a total percentage of HOT areas in the selected ETEA Tests as the main findings of the study. Finally, in light of the main findings, a conclusion and appropriate recommendations were given to improve the quality of ETEA Test English question-items.

4. RESULTS AND DISCUSSION

For representing the percentages of English question-items from the three ETEA Tests of 2012, 2013, and 2014 for medical group for representing their respective levels of cognition with reference to Bloom's taxonomy, the tables were drawn.

4.1 Analysis of ETEA Test Question-items on English (Medical Group 2012)

Table 3 Analysis of ETEA Test Question-Items on English (Medical Group 2012)

| Serial No. | Question-Item No. in ETEA Test | Question-Items | Type of Response Sought in Terms of Areas in Bloom's Taxonomy of Cognitive Domain |
|------------|--------------------------------|--|---|
| 1 | 6 | When you go to Karachi, please A) collect a good watch for me. B) acquire a good watch for me. C) bring a good watch for me. D) arrange a good watch for me. | Understanding the correct collocation and connotation (Comprehension) |
| 2 | 13 | Why have you broken this jug? Passive form of the sentence is: A) Why has this jug been broken by you? B) Why have this jug been broken by you? | Applying of rules for change of voice (Application) |

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| | | | |
|----|----|---|---|
| | | C) Why this jug has been broken by you? D) Why this jug have been broken by you? | |
| 3 | 17 | "Remember to brush your teeth after dinner", she said. Indirect form of the sentence is: A) She told him to remember to brush his teeth after dinner. B) She reminded him to remember to brush his teeth after dinner. C) She advised him to remember to brush his teeth after dinner. D) She said to him to remember to brush his teeth after dinner. | Applying rules for change of narration (Application) |
| 4 | 25 | Choose the correct sentence out of the following: A) The country was hard hit by the war. B) The country was hardly hit by the war. C) The country was severely hit by the war. D) The country was more hardly hit by the war. | Understanding the correct collocation and connotation from the (Comprehension) |
| 5 | 30 | You did not kill a lion in the forest. Passive form of the sentence is: A) A lion is not killed by you in the forest. B) A lion was not killed by you in the forest. C) A lion was killed not by you in the forest. D) A lion has not killed by you in the forest. | Applying rules for change of voice (Application) |
| 6 | 35 | Mathematics ---- difficult but is fascinating. A) seems B) is seeming C) seemed D) seem | Inferring the right verb as matching with the given tense in the adjacent sentence (Comprehension) |
| 7 | 39 | Please come to the point; don't beat ---- the bush. A) across B) about C) along D) around | Recalling the right idiom (Knowledge) |
| 8 | 46 | She has complained ---- me to the Principal. A) about B) from C) against D) over | Inferring the correct preposition (Comprehension) |
| 9 | 50 | I said to him, "Can you read this letter?" Indirect form of the sentence is: A) I said to him whether he read that letter. B) I asked him if could he read this letter. C) I told him that he could read that letter. D) I said to him if he could read that letter. | Applying rules for change of narration (Application) |
| 10 | 73 | Choose the correct sentence out of the following: A) The sun has been shining since two hours. B) The sun has been shining for about two hours. C) The sun has been shining from two hours. D) The sun has been shining by two hours. | Comparing the use of the prepositions of time 'for' and 'since' (Comprehension) |
| 11 | 79 | If you want to play cricket, ---- A) you ought to join our club. B) you ought to join with our club. C) you ought joined our club. D) you ought to join in our club. | Recalling the correct forms of modal verb 'Ought to' and the transitive verb 'Join' (Knowledge) |
| 12 | 81 | Allah, the Almighty, has blessed him ---- a son. A) by B) along C) from D) with | Recalling information about the use of correct preposition with the verb 'bless' for making an idiomatic phrase (Knowledge) |
| 13 | 91 | You need to go to the hospital ---- possible. An erratic heart-beat can be very dangerous. A) as good as | Inferring about the use of correct idiomatic conjunction from the |

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| | | B) as long as C) as much as D) as soon as | emergency shown in the following sentence (Comprehension) |
| 14 | 120 | Ghani Khan is ---- of Pashto. A) John Keats B) a John Keats C) the John Keats D) like John Keats | Understanding the use of a noun as a metaphor and its accompanying definite article (Comprehension) |
| 15 | 140 | Did he buy a car yesterday? Passive form of the sentence is: A) Was a car bought by him yesterday? A) Has a car bought by him yesterday? A) Is a car bought by him the other day? A) Had a car been bought by him yesterday? | Applying rules for change of voice (Application) |
| 16 | 146 | Choose the correct sentence out of the following: A) Each of them deserves praise. B) Each one of them deserves praise. C) Each one of them deserve praise. D) Every one of them deserves praise. | Comparing the use of the pronouns 'each' and 'every' (Comprehension) |
| 17 | 151 | Choose the correct sentence out of the following: A) The meeting does not approve in your scheme. B) The meeting does not approves of your scheme. C) The meeting does not approve of your scheme. D) The meeting does not approve about your scheme. | Recalling the information about the correct form of verb 'approve of' in present simple negative sentence (Knowledge) |
| 18 | 156 | He said to me, "May you succeed in life!" Indirect form of the sentence is: A) He said to me that may you succeed in life. B) He prayed that I might succeed in life. A) He prayed that he might succeed in life. A) He prayed that you may succeed in life. | Applying rules for change of narration (Application) |
| 19 | 163 | If it did not rain in time, there ---- a horrible famine. A) would have been B) will be C) would be D) will have been | Recalling the correct form of modal auxiliary in the second conditional sentence (Knowledge) |
| 20 | 192 | They arrived at about mid night A) because their flight was detained. B) because their flight was delayed. C) because their flight was derailed. D) because their flight was diverted. | Identifying the correct collocation (Knowledge) |

(Adapted from Scribd, 2018, pp. 93-101)

Table 3 shows that out of the 20 English question-items of ETEA Test 2012 (Medical Group), there are 6 for Knowledge, 8 for Comprehension, and 6 for Application, while no importance has been given to appeal and assess HOT of the students overall.

4.2 Analysis of ETEA Test Question-items on English (Medical 2013)

Table 4 Analysis of ETEA Test Question-items on English (Medical 2013)

| Serial No. | Question-Item No. in ETEA Test | Question-Items | Type of Response Sought in Terms of Areas in Bloom's Taxonomy of Cognitive Domain |
|------------|--------------------------------|--|---|
| 1 | 10 | "Have you got a computer?" she said. Select the correct indirect speech: (Analysis) A) She wanted to find whether I have a computer. B) She wanted to know whether I had a computer. C) She wanted to know if I could use a computer. D) She was interested to know about my computer. | Applying rules for change of narration (Application) |
| 2 | 20 | Add some milk and sugar _____ the tea. A) to B) at C) in D) on | Recalling the correct form of the phrasal verb: add something to something) (Knowledge) |
| 3 | 30 | I keep the butter in the fridge. Select the correct passive voice: A) In the fridge the butter is kept by me. B) By me the butter is kept in the fridge. C) The butter is kept by me in the fridge. D) Kept in the fridge by me is the butter. | Applying rules for change of voice (Application) |
| 4 | 40 | 'ALLUSION' means: A) An idea haunting one's mind B) A casual or indirect reference C) Have a low frequency D) Do not affect a photographic plate. | Recalling the meaning (Knowledge) |
| 5 | 50 | 'GET HOLD OF ONESELF' implies: A) To start running B) To catch a thief C) To become calm D) To feel exhausted | Understanding the connotation (Comprehension) |
| 6 | 60 | Select the correct sentence: A) My feet seemed hardly to touch the earth. B) My feet hardly seemed to touch the earth. C) Hardly my feet seemed to touch the earth. D) My feet seemed to touch the earth hardly. | Understanding the correct collocation and connotation from the (Comprehension) |
| 7 | 70 | In a composition writing exercise, 'PRECIS' means: A) A synopsis ('outline' for writing an essay in a degree level examination B) A critique ('criticism') highlighting the weak point of a feature film story C) A resume (American 'Curriculum Vitae or CV in short) of the commercial achievements spread over a year D) A short summary of the crucial ideas of a longer composition | Recalling the meaning (Knowledge) |
| 8 | 80 | "I saw him yesterday" she said. Select the correct indirect speech: A) She told that she had seen him yesterday. B) She said that she had seen him the day before. C) She told that she could see him the previous day. | Applying rules for change of narration (Application) |

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| 9 | 90 | D) She said that she would see him the day before. Fire destroyed the top floor of the building. A) The top floor of the building got destroyed by the fire. B) By fire was destroyed the top floor of the building. C) Destroyed by fire was the top floor of the building. D) The top floor of the building was destroyed by fire. | Applying rules for change of voice (Application) |
| 10 | 100 | 'APPRAISE' means: A) Tell a story at bed time B) Evaluate the quality of C) Do shopping in a bazar D) Praise a man out of place | Recalling the meaning (Knowledge) |
| 11 | 110 | Please help, someone! The house is _____ fire. A) at B) in C) on D) by | Recalling the correct form of the idiom 'house on fire' (Knowledge) |
| 12 | 120 | 'CRANKY SPOUSE' implies: A) A carefully selected loving partner of life B) Fussy (too concerned about details, especially unimportant ones) and bad-tempered wife or husband C) Money squandering ('wasteful') younger second wife D) A device fitted behind the rear seat of a car | Recalling the meaning of 'cranky' (Knowledge) |
| 13 | 130 | Select the correct sentence: A) Farid and Javed both are good swimmers. B) Both Farid and Javed are good swimmers. C) Good swimmers are both Farid and Javed. D) Swimmers are good both Farid and Javed. | Recalling the correct use of 'both' (Knowledge) |
| 14 | 140 | An 'Elegy' is a poem written: A) In the memory of a little child B) On the sighting of an old tutor C) In the love of dear sweetheart D) On the death of someone dear | Recalling the meaning (Knowledge) |
| 15 | 150 | My children don't approve _____ my smoking. A) in B) of C) on D) at | Recalling the correct form of the phrasal verb 'approve of' (Knowledge) |
| 16 | 160 | 'BREAK THE ICE' implies: A) Walk on ice-sheet B) Swallow ice-cubes C) Chisel an ice-block D) To make a beginning | Recalling the meaning of the idiom (Knowledge) |
| 17 | 170 | Select the correct sentence: A) Certainly she is the best person for the job. B) She is the best person for the job certainly. C) She is certainly the best person for the job. D) The best person certainly she is for the job. | Recalling the correct use of the adverb 'certainly' (Knowledge) |
| 18 | 180 | 'DENOUNCE' means: A) To reject straight away B) To praise in a meeting C) To condemn publicly D) To negotiate secretly | Recalling the meaning (Knowledge) |
| 19 | 190 | The police arrested him for dangerous driving. Select the | Applying rules for change |

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| | | correct passive voice: A) He was arrested for dangerous driving by the police. B) He was arrested by the police for dangerous driving. C) For dangerous driving he was arrested by the police. D) By the police was he arrested for dangerous driving. | of voice (Application) |
| 20 | 200 | "I have been to Spain" he told me. Select the correct indirect speech: A) He told me that he could visit Spain. B) He told me that he has visited Spain. C) He told me that he had been to Spain. D) He told me that he has been Spain. | Applying rules for change of narration (Application) |

(Adapted from Scribd, 2018, pp. 77-84)

Table 4 shows that out of the 20 question-items on English in ETEA Test 2013 (Medical Group) 12 are for Knowledge, 2 for Comprehension, and 6 for Application, while no importance has been given to appeal and assess HOTS of the students overall.

4.3 Analysis of ETEA Test Question-items on English (Medical 2014)

Table 4 Analysis of ETEA Test Question-items on English (Medical 2014)

| Serial No. | Question-Item No. in ETEA Test | Question-Items (i.e., each comprising three distractors and one underlined key) | Type of Response Sought in Terms of Areas in Bloom's Taxonomy of Cognitive Domain |
|------------|--------------------------------|--|---|
| 1 | | 'CHUCKLE' means: A) Bouquet of flowers B) Displeasing manner C) Suppressed laughter D) Religious movement | Recalling the meaning (Knowledge) |
| 2 | | 'Money Grubbing' means: A) Money saving B) Money making C) Crossing over D) All of the above | Recalling the meaning (Knowledge) |
| 3 | | 'Get into a soup' implies: A) Face a predicament B) Play a game of cards C) Swallow a fly in soup D) Go for hot spicy soup | Inferring the sense (Comprehension) |
| 4 | | A study of communities in relation to environment is called: A) Social ecology B) Synecology C) Autecology D) Heterology | Recalling the meaning (Knowledge) |
| 5 | | I eagerly look forward _____ seeing you again. A) at B) to C) on | Recalling the form of the idiomatic phrase (Knowledge) |

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| | | D) by | |
| 6 | | You will be the perfect in charge _____ the group: A) of B) to C) by D) on | Recalling the form of the idiomatic phrase (Knowledge) |
| 7 | | 'ARABLE' means: A) Not growing since long B) Recently ploughed field C) Watered the night before D) Fit for cultivation | Recalling the meaning (Knowledge) |
| 8 | 72 | Choose the correct sentence: A) We bought some new clothing. B) We bought some new clothings. C) We bought some new piece of clothing. D) We bought some new piece of clothings. | Recalling the form of the phrase (Knowledge) |
| 9 | | A ___ child, she was soon bored in class; she already knew more mathematics than her junior school teachers. A) Contemporary B) Lethargic C) Obdurate D) Precocious | Inferring the use from the context (Comprehension) |
| 10 | | Choose the correct sentence: A) The lecture was long, a bore and uninspired. B) The lecture was long, a bore and uninspiring. C) The lecture was long, boring and uninspiring. D) The lecture was a long, a bore and an uninspiring.' | Understanding parallelism (Comprehension) |
| 11 | | ACQUAINTANCE' means a person whom: A) One loves but whom one cannot marry B) One knows but who is not a close friend C) One can depend on for help in hour of need D) One can hire for attempting a question paper | Recalling the meaning (Knowledge) |
| 12 | | Choose the correct sentence: A) He will reach in two-hours time. B) He will reach in two-hour time. C) He will reach in two-hour's time. D) He will reach in two hours' time. | Recalling the form of the ordinal in the idiomatic phrase (Knowledge) |
| 13 | | The committee <u>dissented</u> from the report's conclusions. The underlined word means: A) differed B) joined C) deliberated D) agreed | Recalling the meaning (Knowledge) |
| 14 | | 'APPRAISE' means: A) Praise a man out of place B) Tell a story at bed time C) Evaluate the quality of D) Do shopping in a bazar | Recalling the meaning (Knowledge) |
| 15 | | 'Mortal stay' implies: A) Life that a man will have after death B) Life spent in the company of friend C) Life passed in hostel without studying D) Life in this world which is short-lived | Inferring the sense (Comprehension) |

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|----|--|---|---|
| 16 | | The senator is opposed _____ this new legislation. A) at B) to C) by D) on | Recalling the form of the phrasal adjective (Knowledge) |
| 17 | | Add some milk and sugar _____ the afternoon tea. A) with B) in C) on D) to | Recalling the form of the phrasal verb 'add to' (Knowledge) |
| 18 | | 'BREAK THE ICE' implies: A) Walk on ice-sheet B) Swallow ice-cubes C) Chisel an ice-block D) To make a beginning | Recalling the form of the idiomatic adjective (Knowledge) |
| 19 | | An 'Elegy' is a poem written: A) In the memory of a little child B) On the death of someone dear C) On the sighting of an old tutor D) In the love of dear sweetheart | Recalling meaning (Knowledge) |
| 20 | | He was arrested and charged _____ murder. A) with B) into C) over D) about | Recalling the form of the phrasal adjective (Knowledge) |

(Adapted from Scribd, 2018, pp. 59-65)

Table 4 shows that out of 20 question-items on English in ETEA Test 2014 (Medical Group), there are 16 for Knowledge, and 4 for Comprehension, while no importance has been given to appeal and assess Application and HOTS of the students overall.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

On the basis of the analysis of the Question-items on English of three ETEA Tests of 2012, 2013, and 2014 for medical Group, we get a reasonably a fair deal of data for answering the questions set for the current study in Section 1.5 earlier.

As for the first question as to “how much average weightage is given in ETEA Test to various cognitive areas as given in Bloom's Taxonomy”, it can be seen that in ETEA Tests

2012, 2013, and 2014 for medical group, each comprising 20 questions in all, the question-items on Knowledge are 6, 12, and 16, on Comprehension 8, 2, and 4, and on Application 6, 6, and 0 respectively, while no question has been given to assess analytical, synthetic, and evaluative mental faculties of the students. Thus, on the whole, Knowledge has been given the highest weightage with 34 out of 60 items, the next in order of frequency being Comprehension with 14, and Application with 12 items in all.

Taking the second question next as to “how much average weightage is given in ETEA Test to critical thinking areas with reference to Bloom’s Taxonomy”, no question has been given at all in all the three aforementioned question papers to assess higher order or critical thinking areas of the students, conversely leading to the view that the main concern of the ETEA Tests has been the lower, rather the lowest faculty of recalling for the most part.

Proceeding further with the third question as to “what extent ETEA Test holds its predictive validity for the critical use of English language by the students of medical science in their prospective vast field of studies and social interaction”, it is quite clear from the greatest focus of ETEA Tests on Knowledge and Comprehension questions that the highest importance has been given either to students’ recalling or inferring the meaning or form of words and phrases. Thus, of the three main components of language (i.e., Vocabulary or Sense, Pronunciation or Sound, and Grammar or Structure), Knowledge of Vocabulary has been the domineering concern of ETEA Tests, obviously showing their inclination to illicit memorized, or ready-made knowledge or lowest order thinking responses from the students.

In addition, the selection of Vocabulary by ETEA Tests mostly involves such words (e.g., appraise, denounce, elegy, etc.), phrases (e.g. charged with, opposed to, dissented from,

etc.), and phrases (break the ice, money-grubbing, cranky wife), which are either the part of English for general purpose or literary purpose to some extent but not for specific medical job of the students in future. Similarly, in connection to the questions on Application, the focus of the ETEA Tests has been on the change of voice and narration, revealing a narrow view of grammar and a somewhat disregard of Application as a middle-order thinking faculty. However, by a sharp contrast, with no question item for any of the three HOT areas, ETEA Test shows the least concern for inculcating or assessing higher order or critical thinking, reasoning, and rationalizing on the part of the students.

In short, based on only 20 questions with a sole focus on either general vocabulary or change of voice and narration, an ETEA Test appears to lack both its content as well as predicative validity for developing and assessing critical and creative thinking of the students who are standing at the threshold of an ocean-like vast, proactive, demanding, and dynamic life from both general as well as linguistic viewpoints.

5.2 Recommendations

- 1) A proportionate share should be given to all the areas given in Bloom's taxonomy of cognitive domain including HOT.
- 2) Special training sessions should be arranged for teachers and paper-setters related to test-item setting.
- 3) Samples of questions on Bloom's taxonomy of cognitive domain should be provided to the paper-setters as well as all the institutions affiliated to ETEA.
- 4) The number of questions on English should be increased to cover the multiple aspects of English language, especially matching to the specific area of

medical studies, such as, a variety of grammatical forms, communicative functions, vocabulary related to Nursing and Medicine, and pronunciation.

- 5) Along with a comprehensive written exam based on the assessment of higher order thinking of the students, a viva-voce exam should be introduced to promote and assess the communicative and job-oriented proficiency of the students.

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