

DEVELOPING VERBAL COMMUNICATION SKILL AMONG PAKISTANI ESL LEARNERS IN THE LIGHT OF BLOOM'S TAXONOMY

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Abstract

This study aims to assess the English language textbook used in grade 6 in light of Bloom's Taxonomy. The study tries to determine whether the textbook meets the criteria to improve oral language proficiency among language learners attending a High Secondary School throughout the academic year 2023-2024, specifically emphasizing English language education. The study adopted a qualitative research approach, which involved observing 150 students. The research was conducted in 4 public schools located in Lahore, Pakistan, with a specific focus on Grade 6. It is important to note that the evaluation was limited to the oral performance of only 150 participants and their progress was evaluated through the use of a criteria checklist and direct observation in the light of Bloom's Taxonomy. NVivo software was used to develop and interpret themes for data analysis. Research findings indicated that some factors cause students' oral communication problems; these include a lack of broad knowledge of the target language, a fear of making errors, and insufficient speaking experience or exposure. The present study suggests that one's proficiency significantly influences academic achievement in an English-speaking environment. The study's findings further indicate a connection between dynamic communication abilities and language difficulties.

Key Words: language proficiency, speaking abilities, ESL/EFL, oral communication, high-order thinking, Bloom's Taxonomy

INTRODUCTION

Pakistanis speak as many as 60 languages, with Urdu being the national, and English as official language. (Haidar & Fang, 2019, p.3). They also highlighted the importance of English as a Global vernacular in Pakistan and its education system. Similarly, Rahman (2020) claimed that English is the most influential language of the elite, the language of powershow of the country (p.127). However, only 1.4% of public schools in Pakistan use English as a medium of instruction (Shamim, 2008). Speaking English has been challenging in Pakistan's ESL (English as a Second Language) context. A range of research has been conducted to improve the learners' language proficiency in its four skills: reading, writing, listening, and speaking. However, these studies indicate that Pakistani learners find speaking the most challenging skill (Mumtaz, 2019, 2020, 2021). Teaching the English Language is part and parcel of Pakistani education policy and curriculum. Due to its communicative importance in Pakistan and globally, English has been taught/learned as a second language in private schools (Channa, 2017). However, in public sector schools, according to Rehman(2020) the prevalent situation is different; there, the ESL status converts in to EFL. In order to improve their language performance, students use the textbook. According to Ahmed et al. (2023), English language textbooks play a crucial role in language skills development and contribute to cognitive, linguistic, and cultural development(p. 353). The majority of Pakistani learners depend on textbooks for their language learning and development (Mumtaz, 2019). However, despite having an English textbook, the learner's oral language skills in English are below satisfactory. The study, therefore, seeks to establish the effectiveness of the current textbook with a special reference to English acquired as a Foreign Language and, more importantly, the development of Oral Communicative Competence.

This study is an attempt to see if the English language textbook contributes to the oral development of the language. Therefore, the researchers utilized the standard checklist of Bloom's Taxonomy to see the target textbook's effectiveness in promoting oral proficiency. This study evaluates the oral communication activities offered in the

textbook and determines whether local teachers follow Language learning procedures and standards while teaching ESL in Pakistani public schools. Bloom's taxonomy is regarded as providing a critical learning path for those students who require them to go through mental abilities that develop language competency in communication skills (Adams, 2015). The following research questions were investigated in the study:

1. Do the activities in the grade 6 English textbook help develop the learners' oral communication skills, as per Bloom's Taxonomy?
2. Does Bloom's Taxonomy's cognitive domain help to develop spoken language proficiency among the target learners?
3. Does the practice of communicative language skill activities develop awareness among the learners to communicate in the target language?

Bloom's Taxonomy is a multi-tiered paradigm of categorizing proficiency levels based on six cognitive levels of complexity. In this study, the levels were portrayed as a stairway, leading many teachers to encourage the students to climb higher levels of thought and language proficiency. Bloom's taxonomy is a hierarchical order used to classify educational learning objectives based on their complexity and specificity (Radmehr & Drake, 2018).

Significance

Bloom's taxonomy (Krathwohl, 2002) changes the entire perspective of ESL/EFL teaching and learning in Pakistan and elsewhere in ESL/EFL contexts. While previous studies examined reading skills (Stevani & Tarigan, 2023) and overall learning outcomes (Ahmed et al., 2023) using Bloom's Taxonomy, there has been a gap noticed in studies specifically addressing textbook analysis for assessing speaking skills. The study develops a better understanding among secondary school teachers to come to understand and apply the intricacies of language teaching and learning standardized procedures. Future research studies could examine the effectiveness of strategies educators use to promote students' language proficiency by conducting longitudinal studies to assess the sustained impact of these strategies over time. Also, a mixed-methods approach could be adopted, combining qualitative observation with quantitative surveys to triangulate findings and provide a deeper understanding of students' English fluency.

LITERATURE REVIEW

Textbook Evaluation

Among different teaching aids, textbook is declared as one powerful teaching tool (Tomlinson, 2008). Most teachers directly or indirectly rely on the textbook as their first preference for teaching, and mostly it is used as teachers' guide for classroom practice. Hence, to examine the potential of materials in terms of skill and communicative competence development is very important. Teachers' reliance on Textbooks occupies a central place in any teaching setting; however, their effective usage is still unknown. Textbook evaluation involves three stages one after the other; beginning with pre-, while and post-use (Cunnings Worth, 1995; McGrath, 2002). McGrath (2002) and Tomlinson (2003) believe that pre-use evaluation of the textbook involves examining the textbook before it is pilot tested while teaching. While-use evaluation of the textbook deals with how relevant is the textbook to the audience (McGrath, 2002). Post-use evaluation is usually undertaken at the end of the academic year, and it examines the application of knowledge or skill more comprehensively.

Text classification and grading are critical in pedagogical contexts to increase students' learning and progression. English language textbooks taught in Pakistan follow this gradual progression throughout K-12 (Grades I-XII). However, as indicated earlier, the focus of textbook activities should cater to the diversified language-performing situation in and outside the classroom (Researchers). The textbook focuses on delivering the engineered content and situations, whereas language learning demands that learners should be able to perform and communicate in any real-life situation (Researchers). Additionally, language learning is dependent on various factors: learners' interest, devotion, and prior knowledge of the Language (Graesser, McNamara, and Kulikowich 2011).

English Language Teaching and Learning

English has become the language of academic instruction across the globe, including Pakistan, where these children are rigorously exposed to English at an early age. Likewise, in the UK, English is the language of academic instruction, yet the learners do not achieve as high in reading and writing as in any other monolingual English-speaking country (Pinter, 2017). Importantly, a consistent body of research demonstrates that particular aspects of spoken language ability relate to specific academic outcomes. Specifically, reports from the USA, UK and Australia show children's receptive and expressive oral vocabulary is a significant predictor of their school readiness and vocabulary at age five is an important predictor of academic attainment (Roulstone et al. 2011).

One of the potent reasons as why Pakistani parents want their children to interact in English, is the ever increasing demand of the job market to generate well-spoken youth (Irfan et al., 2021). Teachers' reliance on textbooks speaks of a growing need to produce a textbook that caters to the language needs of Pakistani students by developing language proficiency and making teaching and learning the language a knowledgeable experience (Irfan et al., 2021).

Vocabulary Development

Learning vocabulary demands making serious endeavours and spending adequate time to practice. Vocabulary development and practice go hand in hand for ESL language learners. Therefore, it is suggested that the foreign language classroom has to supplement explicit support for students' vocabulary development. In Pakistan, this explicit vocabulary focus is offered in the shape of a textbook. Vocabulary-enhancing activities in teaching materials play a significant role in EFL development, specifically oral communicative competence. Language learning is facilitated through extensive activities to create opportunities for EFL learners. However, the vocabulary load is simple and insufficient to target OCC (Researchers).

It is also observed in the present study that the vocabulary exercises seldom require students to use the target vocabulary. They are primarily comprised of high-frequency words that learners are likely to know already. Developing a vocabulary of a desirable size is a complicated task, and researchers have argued that students need support to succeed in their vocabulary development (Schmitt, 2008). Milton's (2022) critique against focusing on high-frequency words reports that textbooks' vocabulary component is generally not adapted to the intended group of learners, which questions the contribution of teaching materials to word learning in EFL classrooms. This discussion suggests that a more systematic approach to vocabulary development has to be adopted by materials developers to ensure that word-focused tasks contribute significantly to students' learning (Bergström, 2024).

Supplementary Teaching and Learning Materials

In an EFL classroom, teachers supplement or adapt the material to suit their learners' language needs. They utilize their experience and intuition to create suitable teaching content. In order to develop and improve the OCC among the target learners, the relevance of the texts is highly significant. English is not an undersourced language. Teachers need to develop articulate language-developing activities to obtain the end results, i.e., oral communicative competence (Mohamed, 2023). English as a second/foreign language is traditionally taught/learned through the teaching and learning of grammatical rules. The researcher has experienced that many learners tend to use the rules without knowing much about their application. Language classroom competence is limited to promoting grammar learning (Dornyei & Thurell, 1991), so learners make struggle to be able to use language communicatively.

National Curriculum 2009

The National Curriculum (2009) lays stress on developing the four integrated language skills, mandatorily, to promote language proficiency. The researchers intend to evaluate whether the textbook helps in generating competence in all four integrated skills. It emphasizes speaking skills and addresses performance in this area, an area that needs particular attention. Hence, it brings forward the challenge for English teachers, by encouraging the language learners to communicate orally using the target language while also ensuring that this is done by providing adequate exposure to the learners.

It was also recommended in the Education language policy (2009) that English be used as an instruction medium from class IV onwards. Quality education can only be provided through languages that do not restrict the learners from understanding it, and in the same context, the African countries will remain dependent until they overcome the hurdle of imparting education in an understandable Language (Roy-Campbell 1998, cited in Brock-Utne 2003:173). This study is based on the contention that the textbook is an important tool for developing the target learners' oral communicative competence and language skills. The researcher, therefore, aims to evaluate the current English language textbook and its effectiveness at the grade VI level in light of Bloom's taxonomy. Across the province of Punjab, (with 2,313,033 male and female students) enrolled in the North and Center Region (School Dept., 2019); the same textbook is used for the purpose of teaching language skills to the learners, therefore, it directly impacts students' language development and proficiency at a later stage. This evaluation of the textbook is about whether the textbook enables the target learners to use language as a medium to communicate their ideas in the target language or not.

Pragmatic Competence

It is emphasized by Lee (2002) that apart from having the knowledge of sentence structures, ESL/EFL learners should also acquire intercultural development by practicing it. Pragmatic competence refers to the skill to be able to communicate in different contexts and in different situations. As a practitioner, the researcher has observed that even though Pakistani language learners possess correct grammatical knowledge, yet they are not adequately trained in social interactions of English-speaking rules. By maintaining a constant contact with the English Language (16-18 years of education, Education Policy, 2009) learners still struggle or fail to achieve the desired level of functional proficiency, more so in the speaking Competence. Mansoor looks at the picture and comments that Pakistani learners are compelled to learn English as, without it, they are unable to progress in higher education. Learning English as an ESL/EFL is inevitable for their academic progress and growth in life (Rasool & Mansoor, 2009). According to Collier (2016), proficiency comes by applying the learnt theory. However, proficiency in English involves for various levels/categories, such as higher studies, getting jobs, and joining the judiciary, bureaucracy, and multinational companies (Aftab, 2017). For these reasons, proficiency in English is considered an important part of social interactions. Collier (2016) considers proficiency as the speakers' communication with each other.

The paper emphasizes the profound impact that English proficiency exerts on students' overall learning experiences. The study recognizes effective communication as a cornerstone of success in contemporary society, particularly in the context of spoken English. English proficiency is inevitable for navigating the global landscape successfully. The

ability to communicate effectively in English is not only a gateway to enhanced career opportunities but also promises acceptance into diverse societies (Aimen & Khadim, 2024).

Key Definitions of Communicative Competence

If one is proficient she/he can communicate (Chomsky, 1960). For some linguists (Campbell & Wales, 1970; Hymes, 1972), performing according to the situation and a specific context is more important than having only the knowledge of rules. The same concept of communicative competence is endorsed and presented by Canale and Swain (1980, 1983) Communicative competence is speaking the right thing at the right time to the right person in the given context. The study is in alliance with Bachman' theory , he presented in 1990. For him, language acquisition is based on knowing the rules and applying those rules in different situations.

Collier (2016) regards performance as the ability to interact appropriately with others by knowing what to say, to whom, when, where and how. Context based language performance in a relevant context is referred to to communicate effectively (Aftab, 2017). In light of the above discussion, the researchers conclude that it is peremptory to achieve the speaking competence(as described in National Curriculum,2009) without the development and integration of four language skills (speaking, listening, reading and writing. Speaking skills receive much attention across the world specially in Pakistan. Textbook developers and policy makers should collaborate with each other and involve other stakeholders too to make it a successful effort.

RESEARCH METHODOLOGY

This study adopted a qualitative research approach, which involved observing 150 students. The research was conducted in 4 public schools located in Lahore, Pakistan. It is important to note that the evaluation was limited to the performance of only 150 participants, and their progress was evaluated through a checklist and direct observation in the light of Bloom's Taxonomy. Bloom's Taxonomy's cognitive domain is useful in improving oral communication and language ability (Ajayi, 2024). The current study also subscribes to document analysis by research design, a very popular research design in qualitative research. For this study, six sections of grade 6 were involved, and the researchers observed students performing oral communication activities. These classroom observations were started in November 2024 and completed in December 2024. For content analysis, the language textbook that was currently used was selected.

A criteria checklist was developed to evaluate the target oral activities. The language experts (2 professors of ESL from the University of Education, Lahore,2024) approved this checklist. In this regard, several ethical considerations were adhered to to defend the rights of participants and confidentiality. These ethical considerations encompass various aspects of the research process, including obtaining informed consent, ensuring confidentiality, and respecting participants' autonomy. The observational checklist was used with the consent of the school authorities. Using the Bloom taxonomy as a guide (Krathwohl, 2002), the researchers gathered data from English language textbook activities based on oral communication activities. Bloom's Taxonomy is a standardized checklist that is used to examine how textbooks are evaluated in relation to oral communication skills activities (Ajayi, 2024). It is helpful to verify whether or not textbooks adhere to Bloom's taxonomy standard for language teaching and learning. Another set of data was collected through a classroom observation checklist. Collected data was entered into the NVivo software for coding and thematic analysis.

Data Analysis

NVivo facilitated the organization of the qualitative data, allowing for a systematic exploration of themes and patterns emerging from the participants' oral communication skills (Welse, 2002). NVivo software, a qualitative data analysis tool, was used to analyze data gathered from non-participant classroom observations with the aid of a checklist by using a Likert scale. Table,1,3,5, and 7 are first presented in the table and then in figure form to increase the clarity of the collected data. The following table 1, displays the oral communication skills of the learners as observed at school 1.

Table 1. School 1 Observation Checklist of the Government Boys' High School

Oral Communication Skills	Poor	Fair	Average	Good	Excellence
Pronunciation	28%	24%	32%	12%	02%
Fluency	12%	0%	28%	48%	03%
Sentence Structure	16%	12%	36%	36%	0%
Vocabulary	20%	12%	16%	52%	0%

The same table 1 is depicted in the following figure 1 for better comprehension of the data and explanation of the observation's data in the bar form.

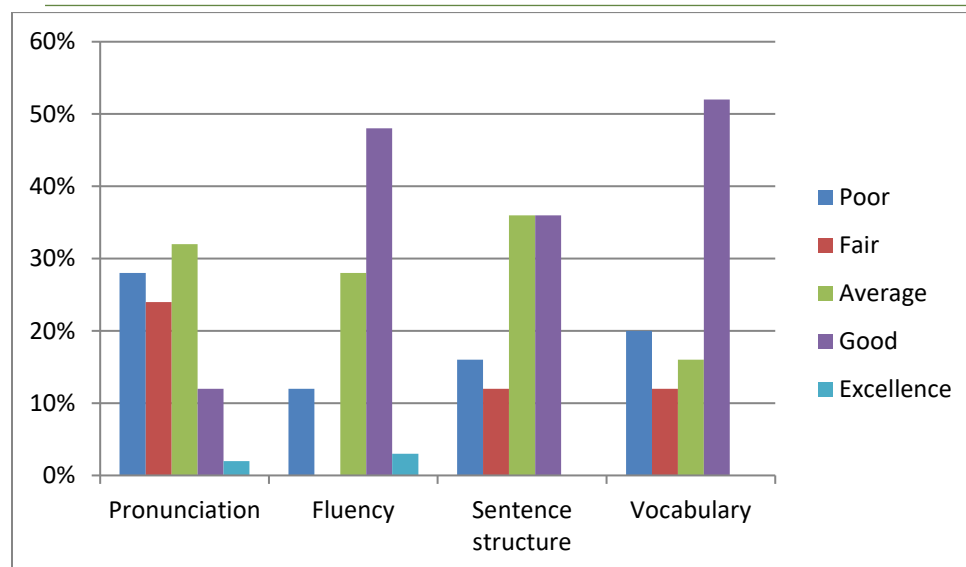


Table 1 presented in Fig 1. School 1 Observation Checklist of the Government Boys' High School

Figure 1 shows a total of 25 students in School 1, and the students' oral communication skills were observed while performing the textbook speech activities. It shows that 32% of students are average in their pronunciation, only 2% of students excelled in their pronunciation during class observation, 48% are those whose fluency of speech is good, and 3% of students excelled in their fluency while speaking. 36% of students are average and good in sentence structure, and one single student excelled in making correct sentences. 52% of students are good at using their vocabulary, and one single student excelled in using accurate/relevant vocabulary. This study shows that boys lack vocabulary and sentence structure in their performance. Most students have average English language oral communication skills.

Table 2 School 1' Oral Performance Evaluation in the Light of Bloom's Taxonomy

Bloom's Taxonomy Checklist for Oral Communication Skill	Yes	No
Remembering (Knowledge)		
○ Recite prose or poems		×
○ List the main points of the text		×
○ Read the text from print sources	✓	
○ Recall synonyms and antonyms		×
Understanding (Comprehension)		
○ Summarize the main theme of the unit	✓	
○ Explain the main points of the speaker ×		
○ Paraphrase key ideas in your own words		×
Applying (Application)		
○ Relate the speaker's speech to real-life situations	✓	
○ Apply the information to solve the problem		×
○ Utilize the concepts in a different context		×
Analyzing (Analysis)		
○ Break down the speech into components		×
○ Evaluate the text		×
○ Use of persuasive techniques of text	✓	
Evaluating (Synthesis)		
○ Formulate counterargument to speaker ×		
○ Formulate an argument in a convincing manner		×
○ Construct a summary of the speech	✓	
Creating (Evaluation)		
○ Develop conversation		×
○ Generate Q&A session	✓	
○ Create a critique of the text		×

Table 2. School 1's Oral Performance Evaluation in the Light of Bloom's Taxonomy

The above table illustrates how, with the help of a criteria checklist, the researchers evaluate oral communication activities presented in the target textbook (across 12 instructional units); remembering is classified as a form of knowledge in Bloom's taxonomy. Students at this level merely recognize the particular instances that are utilized in each teaching unit. Students are unable to use relevant vocabulary terms and perform important speech features.

Understanding is the next step after knowledge acquisition, and students can use Bloom's taxonomy's standard checklist to summarize the speech's major points and goals. However, at the end of the term, students remain unable to articulate their opinions and fail to apply the communicative skills practiced in the textbook activities to real-world situations. Furthermore, they are unable to solve the difficulties and express their ideas in English. When analyzing, learners are able to apply persuasive strategies appropriate to the given scenario. On the other hand, because they struggle to speak English fluently, they are unable to substantiate their claims in light of Bloom's taxonomy. They can form answers to questions; however, they lack the competency to have an extended dialogue with their partners.

Table 3 School 2 Observation Checklist of the Government Boys' High School

Oral Communication Skills	Poor	Fair	Average	Good	Excellence
Pronunciation	20%	12%	16%	44%	08%
Fluency	04%	32%	28%	28%	08%
Sentence Structure	04%	16%	32%	48%	0%
Vocabulary	08%	20%	24%	44%	04%

The same data (Table 3) is being explained further in the following bar form.

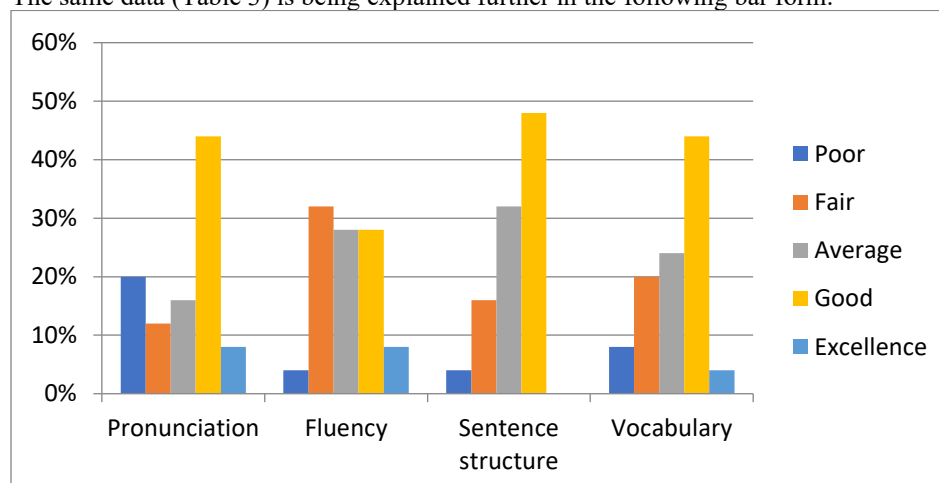


Table 3 presented in Fig 2. Observation Checklist of The Government Boys' High School

Figure 2 shows a total of 25 students from School 2, where the students' speaking skills are observed according to the book's oral activities. 44% of students have good pronunciation, and 8% excelled in the pronunciation area. Some 20% are poor in their pronunciation during their oral performance. 32% are those whose fluency is fair/average. While 8% excelled in their fluency, only 4% were poor in their fluency in speaking English. 48% of students are good in their sentence structure, and no one is exceptional in sentence structure, while 4% are poor in sentence structure. Furthermore, 44% of students have the relevant vocabulary, and 4% are exceptional. According to the researchers, 8% are poor in their vocabulary. This study shows that learners do not have a variety of sentence structures. Most students are rated as having average English language proficiency.

Male learners seem to have a limited vocabulary bank and do not have correct pronunciation. They possess everyday words and phrases but have difficulty pronouncing more difficult or uncommon words. Boys' 20% pronunciation proficiency indicates their oral communication deficiency. Learners' language fluency and sentence structure proficiency scores are only 4%, indicating that the learners are still in the early stages of language acquisition and have a long way to go before achieving oral communicative competence. A vocabulary proficiency of 44% denotes a modest level of language learning, which can be improved with more practice and adequate exposure. With a pronunciation proficiency of 48%, the speaker's ability to enunciate words in the target language is considered moderate. This degree of skill indicates that, despite a strong base, more work has to be done to produce speech that sounds correct and natural.

Table 4 School 2' Oral Performance Evaluation in the Light of Bloom's Taxonomy

Bloom's Taxonomy Checklist for Oral Communication Skill	Yes	No
Remembering (Knowledge)		

○ Recite prose or poems		×	
○ List the main points of the text			×
○ Read the text from print sources	✓		
○ Recall synonyms and antonyms		×	
Understanding (Comprehension)			
○ Summarize the main theme of the unit	✓		
○ Explain the main points of the speaker	×		
○ Paraphrase key ideas in own words		×	
Applying (Application)			
○ Relate the speaker's speech to real-life situations	✓		
○ Apply the information to solve the problem		×	
○ Utilize the concepts in a different context		×	
Analyzing (Analysis)			
○ Break down the speech into components		×	
○ Evaluate the text		×	
○ Use of persuasive techniques of text	✓		
Evaluating (Synthesis)			
○ Formulate a counterargument to the speaker	×		
○ Formulate an argument in a convincing manner		×	
○ Construct a summary of the speech	✓		
Creating (Evaluation)			
○ Develop conversation		×	
○ Generate Q&A session	✓		
○ Create a critique of the text		×	

Table 4 School 2's Oral Performance Evaluation in the Light of Bloom's Taxonomy

Table 4 indicates that in the area of Recognition and Comprehension (Bloom's Taxonomy), language learners can survive and show progress; however, they fail to present their ideas articulately. Their power of analysis is still weak, and they are struggling. They cannot present their thoughts/ideas in an extended form in terms of a dialogue. Also, some basic and simple constructed sentences are used in their oral performance to showcase their inability to use language independently.

Table 5 School 3's Observation Checklist Govt. Girls High School

Oral Communication Skills	Poor	Fair	Average	Good	Excellence
Pronunciation	0%	0%	20%	48%	32%
Fluency	0%	0%	16%	60%	24%
Sentence Structure	0%	0%	12%	88%	0%
Vocabulary	0%	0%	16%	84%	0%

Table 5 School 3's Observation Checklist Govt. Girls High School is depicted in the bar form to illustrate the same observations with the help of bars for the convenience of the reader/s. Each bar indicating how the learners are observed as performing in the classroom by the researchers. Learners' different skills related to the spoken area are being focucued in the following figure 3 , learners's pronunciation, fluency, sentence structure and vocabulary are presented as below.

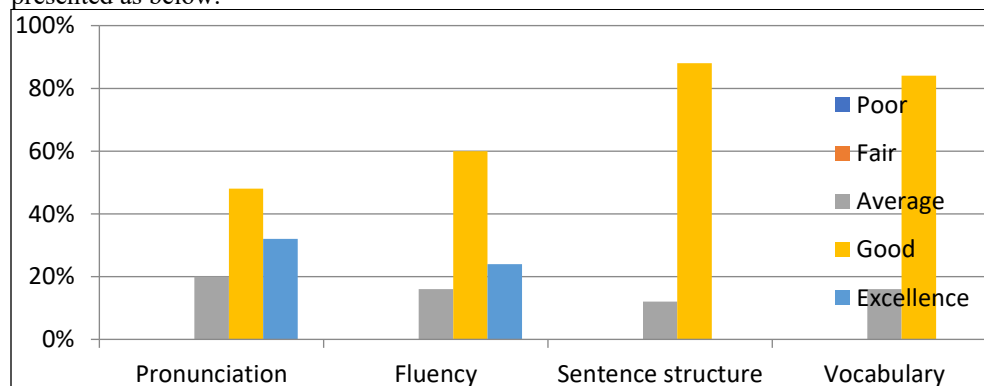


Table 5 presented in Figure 3 Observation Checklist Govt. Girls High School

According to this figure only 48% of students are good in their pronunciation, whereas 32% excel in their pronunciation; no single student is poor in pronunciation, 60% of the learners are good in their fluency, while 24% excel in their fluency of speaking the English Language, no one is poor in the fluency, 88% are good in their sentence structure, and there is no single student who excels in the sentence structure, and no one is poor in making sentence structure. This table shows a combination of participants who are good in some areas, while on average, in the sentence structure, 84% are good at their vocabulary.

This study showcases that vocabulary and sentence structure are weak. Mostly, students are capable of performing in the target language. Pronunciation at 48% implies some difficulty articulating certain sounds and words, whereas fluency at 60% indicates a modest ability to communicate easily and coherently. Language proficiency with a score of 32% suggests making more effort for practice and exposure to the language (improved textbook activities). The sentence construction score of 88% suggests a high level of ability to produce grammatically correct and cohesive statements. A vocabulary score of 84% indicates a wide range of words and idioms. These scores suggest a strong foundation in language usage and comprehension. Expanding vocabulary and refining sentence structures will help learners improve their overall language skills.

Table 6 School 3's Oral Performance Evaluation in the light of Bloom's Taxonomy

Bloom's Taxonomy Checklist for Oral Communication Skill	Yes	No
Remembering (Knowledge)		
○ Recite prose or poems	✓	
○ List the main points of the text		×
○ Read the text from print sources	✓	
○ Recall synonyms and antonyms		×
Understanding (Comprehension)		
○ Summarize the main theme of the unit	✓	
○ Explain the main points of the speaker	×	
○ Paraphrase key ideas in own words	✓	
Applying (Application)		
○ Relate the speaker's speech to real-life situations	✓	
○ Apply the information to solve the problem		×
○ Utilize the concepts in a different context		×
Analyzing (Analysis)		
○ Break down the speech into components		×
○ Evaluate the text		×
○ Use of persuasive techniques of text	✓	
Evaluating (Synthesis)		
○ Formulate counterargument to speaker	×	
○ Formulate an argument in a convincing manner		×
○ Construct a summary of speech	✓	
Creating (Evaluation)		
○ Develop conversation	✓	
○ Generate Q&A session	✓	
○ Create a critique of the text		×

Table 6. Oral Performance Evaluation in the light of Bloom's Taxonomy

Following Bloom's taxonomy standard checklist, students are able to design a question-and-answer session with the speaker at the conclusion. Students in grade 6 are unable to formulate their own speeches on the given subject independently. They are able to develop conversation and counter Q/ & A during speaking.

Table 7 School 4's Observation Checklist of Govt. Girls High School

Oral Communication Skill	Poor	Fair	Average	Good	Excellence
Pronunciation	0%	0%	20%	68%	20%
Fluency	0%	0%	16%	72%	16%
Sentence Structure	0%	0%	12%	48%	16%
Vocabulary	0%	0%	16%	56%	16%

Table 7 School 4's Observation Checklist of Govt. Girls High School is reflected in the following figure 4.

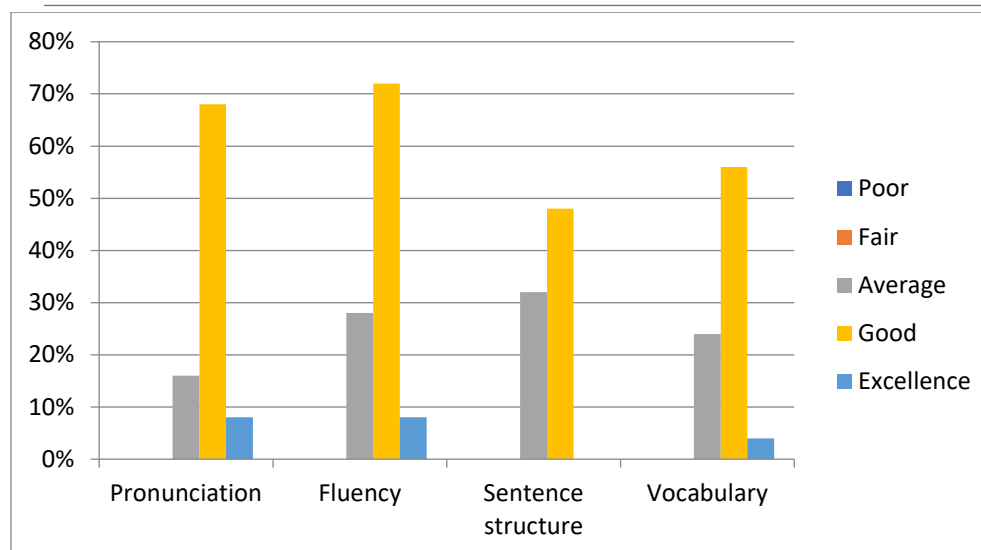


Table 7 presented in Figure 4. School 4's Observation Checklist of Govt. Girls High School

Figure 4 indicates an increased/improved pronunciation ability of the learners in School 4. Yet, learners need to focus on sentence structure. Learners here did not exhibit excellence in oral communicative competence; however, they need to work on vocabulary. Out of 25 learners, only 68% of students are good at their pronunciation, and 20% excel in their pronunciation. Not a single student is poor in pronunciation; 72% are good in their speech fluency, and 16% excel in fluency; no one is poor in the fluency of speaking the English language, 48% are good in their sentence structure, and there is no single student who excels in the sentence structure and no one is poor in sentence structure; participants are good and average in the sentence structure, 56% are good in their vocabulary and there is no single student who excels in vocabulary.

Findings

After conducting classroom observations the researchers aligned the performance of the learners with the Bloom's Taxonomy check list to highlight what is the required performance and what is being practiced/performed in Pakistani public schools, and by comparison of this data to identify the weak areas for the improvement purposes. This study shows that students lack articulate vocabulary and sentence organization in their oral communication abilities, implying that English language textbooks should incorporate certain activities to address the identified issues among the learners. Application, analysis, synthesis, and creation are the precise areas of spoken language where textbooks need to offer more meaningful activities to develop and strengthen learners' oral communicative competence. Examining how closely the language skills development activities present in the textbook adhere to Bloom's Taxonomy and the principles of successful language acquisition can help determine how much the activities promote spoken language competency among the learners.

The research findings indicate that certain factors cause students' oral communication inabilities; these include a lack of broad knowledge of the target language, fear of making errors, and insufficient speaking experience or exposure. An inadequate stock of relevant vocabulary, poor drive, and motivation to use the target language for communication are also considerable factors. Low involvement, reading sloth, shyness, and reduced use of dictionaries also contribute to the challenges faced by ESL learners. Also, anxiety, fear of judgment, and difficulty pronouncing words increase the learners' challenges. The present study suggests that one's proficiency significantly influences academic achievement in an English-speaking environment. The study's findings further indicate a connection between the learners' dynamic communication abilities and language difficulties.

A variety of oral communication activities, integration of language with other skills, and use of authentic materials can shape good teaching and learning materials. A well-balanced combination of organized communication tasks, unstructured conversational chances, and integrated activities that integrate speaking, reading, and listening abilities should all be included in the textbook. These components would suggest a heavy emphasis on improving spoken language competency.

CONCLUSION

In conclusion, this study offers an insightful overview of how the textbook can be used as an effective tool to develop language competency among learners, with more practical activities for oral language practice. Furthermore, the current study highlights that educators and students can ensure a holistic approach to oral communication skills

development by using a more reliable textbook based on Bloom's Taxonomy, which begins with basic abilities and advances to advanced, creative language use. This hierarchical paradigm aids in developing a balanced curriculum that improves both fundamental and higher-order oral communication abilities required for language competency.

The key findings indicate that an English textbook is likely to include foundational activities that support spoken language proficiency; its effectiveness can be increased by incorporating more interactive, higher-order thinking and real-world context activities, as well as robust feedback mechanisms. The speaker's ability to enunciate words in the target language is rated as modest, as is pronunciation proficiency. This level of proficiency shows that, even with a solid foundation, more effort needs to be put into producing speech that sounds more accurate and natural. The present investigation was carried out to identify the use of levels of a cognitive domain in activities regarding oral communication skills, and the instructor employing Bloom's Taxonomy aims to develop higher-order thinking in their students by building on lower-level cognitive skills. The findings point to a concrete foundation in comprehension and language use.

Learners enhance their overall language proficiency by increasing their vocabulary and improving their sentence structures. Textbooks should focus on adding those activities where learners are offered opportunities to use ideas in their own words to improve their spoken expression comprehension, thus showcasing their creations instead of offering remembering activities. The textbook under focus constitutes a complete series, starting from grade 6- till grade 12. It is hoped that improvement in one book in the series will also result in a modification in all the rest of them because these books are designed with the concept of progression. Hopefully, this effort will help the learners to improve in all the integrated skills of language learning.

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