

## **An Analysis of Higher Stage English Textbooks ' Questions of Action Pack Series According to Bloom's Taxonomy**

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### **Abstract**

The aim of this study was to analyze the questions in the English language books for the seventh, eighth and ninth grades in Jordan and to know the extent to which they covered the domains: cognitive, psychological, and emotional, and the distribution of questions at the different levels of each of the mentioned domains. The study sample consisted of English language books for the 7th, 8th, and 9th grades, with a total of (710) questions. After verifying the validity and reliability of the study tool, the analysis was performed; the frequency and percentages of the questions were extracted in the English language books. The results indicated that the large percentage of the questions were in the cognitive field and that the concentration of questions at cognitive levels requiring minimal mental processes, such as knowledge, comprehension, and based on the results, the researcher presented some suggestions to those who responsible to build and develop the English language curriculum.

**Keywords:** English language books, analytical study, educational questions

### **Introduction**

The interest of scientists in the design of education, by teacher placement for educational objectives comes from their interest in the developing the student's mind and thinking in a comprehensive manner, and prepare him to be a human thinker, and creative analyst; in order to serve himself and his society properly and elevate them to the highest levels, it is the development of learning objectives in a comprehensive and integrative manner that helps the teacher to choose the appropriate teaching methods and what following it of means of education, and educational activities, and mental stimulants, and evaluation tests, in a manner consistent with and achieving these objectives, and then help him to teach the correct that will develop the student's thinking and mind at all levels, not only at the memorization level (Darwazeh, 2008 and 2010). It is known that the educational goal is what the student is expected to do from the work after the learning process, and the behaviors that demonstrate his learning, which in its entirety indicates what mental processes he has done and what he has thought of (Forehand, 2005)( Darwazeh, 2001), In order for the goals to be set correctly and integrally away from improvisation and speculation, the early educators have developed classifications that summarize the mental processes carried out by memory that the teacher must take into account in designing the lessons so as not to overlook any of them and when he prepares the student for learning and education, these classifications reflect the thinking processes that a student needs and he learns as we have said (Forehand, 2005).

One of the first classifications in this area is (Guilford 1959) classification and classification of (Bloom 1956) and the hierarchical classification of (Gagne et al, 1992) and the classification of (Merrill, 1983).

Here we are not talking about all the educational classifications that have been invented in this field. Educational books are full of the information that are talking about, but in this study we will deal with the Bloom classification in particular, due to its widespread popularity and universality, and its use in almost all of the world's educational institutions. There is no teacher in the world that has not heard of Bloom's classification or did not use it when formulating educational goals.

In short, Bloom's classification of educational goals speaks of three domains that the teacher must take into consideration when developing the learning objectives of the subject he is studying. These domains are: 1) Cognitive domain, 2) Psychological domain - 3) emotional domain.

### **1. Cognitive Domain**

It is defined as the domain in which the student acquires mental knowledge related to information, theories, facts and other knowledge that require the realization of the mind, thinking and run memory. For example: to read, to analyze, to assume, to interpret, to compare, to design, and to discover, etc., of the goals that fall under the cognitive pattern.

### **2. Psychological Domain**

And it is recognized as the field in which the student acquires the skills of mobility and practical procedures and other actions that require the use of muscles and its compatibility with the nervous system sensory. For example: as the student writing, playing, running ,planting, printing, experiment, painting , sewing, embellishing, painting, etc., are of the goals falling under the psychological domain.

### **3. Emotional Domain**

It is defined as the field in which students acquire ethics, principles, attitudes, spirituality, aesthetics, and other actions that require emotions, compassion, and spirituality. Example: to appreciate, to respect, to cooperate, to love, to believe, to rejoice, to taste, to feel, to value, to be angry for the truth ... etc of the goals that fall under the emotional domain.

As the objective of this study is to identify the extent to which the teacher respects Bloom's educational objectives in the field of knowledge only, we will give a brief definition of these levels and some key words:

## **Knowledge Area Levels at Bloom**

Bloom classifies the cognitive field into six mental levels in a cumulative hierarchically so that these levels or mental processes range from easy to difficult, from simple to complex, so that the hardest level necessarily includes the simplest level. The easier level becomes a prerequisite for the higher level, indicating that the area of mental processes carried out by human memory and dedicated for memorizing is the largest area occupied by the base of the pyramid, this area gradually diminishes until it reaches the top of the pyramid, which represents the highest mental abilities of the human brain, such as the calendar process from Bloom's point of view. In other words, most of what the brain does is simple mental processes such as remembering, and the least it does is complex mental processes such as composition and evaluation. These processes are:

### **1. Knowledge**

It is defined as the ability to retrieve particles, faculties, processes, patterns, facts, symbols, names, dates, titles, terms, titles, examples, and all information requiring memorization and complete information recall. Example: to mention, to list, to give an example, to know ... etc.

## **2. Comprehension**

It is defined as the ability to assimilate, understand and digest information and ideas, where the individual here is able to understand concepts, rules, principles, laws and general ideas, understand them, assimilate them and translate them into different versions. Example: To understand, to interpret, to explain, to reformulate text, to convert from one version to another, to translate ... etc.

## **3. Application**

It is defined as the ability to use previously learned abstract ideas, and to apply them in concrete new material positions seen by the learner for the first time. As if the learner uses the general idea such as whether the learner uses the learned general idea, the law, or the procedure in new learning situations other than in which he has learned. Example: To apply, to employ, to use, to classify examples into categories, to solve mathematical problems using the law of the learner, to express sentences, to do according to standards, to pray ... etc.

## **4. Analysis**

It is defined as the ability to divide the situation into its elements, analyze everything into its parts in which it includes, and be able to see the details and relationships that connect them. Example: to analyze the poem to the ideas which they consist of, To analyze the experience into the steps involved in it, to dismantle the device ... etc.

## **5. Synthesis**

It is the opposite of analysis, known as the ability to assemble the parts in an integrated form according to a particular principle, and to see the pattern that governs the parts in one unit. Example: to design, to assume, to solve the problem, to infer, to be arrogant, to invent ... etc.

## **6. Evaluation**

It is defined as the ability to describe things, evaluate them, weigh them, judge them, and express opinions in them, by referring to certain truthful and objective standards and criteria, and then decide on them. For example, to judge the democracy of the debate, to evaluate the ongoing dialogue, to give his opinion on a particular case, etc.

These six levels that Bloom spoke about and which the teacher has called for to be taken into account in setting the learning goals are what prepares the student to be able to learn, think, analyze, synthesize, and innovate (Bloom, 1956).

## **Significance of the Study**

Identifying the extent to which Bloom's levels of cognitive goals are taken into account when posing questions in the curriculum may help us as educators and specialists in the design of education identify the mental processes that the teacher develops in the student and the mental processes in which he or she falls short, thus helping us to find an explanation for the weakness of our students in the employment of what they learn in schools, move them to their working lives, and then their lack of discovery, creativity, industry and production compared to other developed countries, hoping to come up with recommendations of the Ministry of Education to guide them to what they should do to develop the thinking of the student in all his mental processes, and then the advancement of the educational process, and graduate educated person capable of creative thinking, which contributes to the development of society and catch up with civilization and progress. As well as the importance of research and study in this field in a scientific way will lead us to the results and instructions of honest and objective can be adopted.

## **The Study Problem**

As the level of education in the Arab world does not correspond to the world's development and inventions and creativity as evidenced by all the evidence that surrounds us compared to other countries in the developed world, this may lead us to think about the reasons behind this delay, are they social, political, economic or educational reasons or what? as we, as educators, have the task of making and educating people, what is important to us in this area is to research the reasons for the process of learning and teaching and the role of the teacher in it, as what we see in reality indicates that the teacher is still unable to graduate students who are creative thinkers and they apply what they learn, and they benefit from what they learn in their working lives, and unable to solve the problems facing them, and then the Arab teacher in general is unable to graduate intellectuals and creative creators who are able to promote the community and catch up with the development and progress.

Perhaps one of the reasons behind this deficit is that the responsibility of the teacher in the educational institution is limited to the teaching of the curriculum, and completion on time, and testing the student without taking into account the extent of what this curriculum make of change and enlightenment and development in his thinking and the growth of his personality, without paying attention to how much the student has acquired of thinking skills capable of researching, acquiring knowledge and applying it correctly.

All of this may lead us to wonder: What do curriculum planners do? What level of goals do they consider when formulating questions in the curriculum? Do they observe all mental levels so that they develop an integrated mind, or are they confined to the lower levels of thinking such as knowledge and comprehension? Hence, this research aims at identifying the mental levels which the curriculum planners plan to develop for the student, are they lower, intermediate, or higher levels?

## **Study Questions**

1. To what extent the questions contained in the English language books for the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades, cover the domains of educational goals cognitive, emotional, and psychological?
2. To what extent the questions in the English language books of the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades are distributed on cognitive, emotional, and psychological levels?

## **Previous Studies**

Studies that examined the extent to which the teacher took into consideration the levels of "Bloom" the number is somewhat limited when compared with the studies that analyzed Bloom's educational questions as these questions measure instructional goals, as if the studies went in reverse to indicate the extent to which the teacher takes cognizance of the levels of cognitive objectives. In the current study we will review a sample of studies.

For example, Al-Ja'afra ( 2009) analyzed the questions in the Arabic textbooks for fifth, sixth and seventh grade in Jordan using the Bloom classification of cognitive objectives, these questions came with (1419) questions, the most important finding of the researcher as a result of this analysis, the highest percentage of questions were in the cognitive field, and the highest percentage was the measurement of minimum levels of thinking that focused on knowledge and comprehension rather than higher levels that focused on application, synthesis, and evaluation.

In another study, Abdeen (2007) aimed at analyzing the behavioral goals contained in the daily study plans developed by teachers at the "Al Qasimi Academy" for the preparation of teachers in the city of "Baqa Al Gharbiya" in Palestine using the classification of "Bloom", for goal levels, where he chose for this purpose a random sample of the study plans prepared by these teachers amounted to (147) study plans, developed by (49) teachers teaching Arabic, Religion, English, mathematics, computer, early childhood, for the academic year 2005. The results of the analysis found that (74%) of

the goals were confined to the cognitive domain, and (18.4%) were restricted in the emotional domain, while only (7.6%) were restricted with the psychological domain, were (82.6%) of cognitive goals were related to the lowest levels of thinking, such as knowledge, compared with (17.4%) for higher levels of thinking such as analysis, synthesis, and evaluation.

In another similar study by Mueiqil (2004) using a random sample of the teachers plans who teaching Islamic Sciences, and the Arabic language in the "Riyadh Schools" in Saudi Arabia, reached (100) study plans for twenty teachers, the results showed that the objectives were focused on the field of knowledge, especially at the lower levels of thinking without higher.

In another study, Al-Agha (2004), in the same objective, he analyzed the questions of geography book for the sixth grade in Palestine according to Bloom's classification of cognitive objectives. The result of the analysis found that all 115 questions in the book measured the cognitive field, and the largest proportion (79.3%) was measuring the level of memory.

Hammadin (2003) found results consistent with the results of the studies mentioned above when he made a study in which he analyzed the scientific questions contained in the geography books of secondary education in the (Sultanate of Oman) for the academic year 2001/2002 in the light of the cognitive educational goals, and emotional skills, and in its different levels, and to know the reality of these questions and their nature and types. After the analysis process, the researcher calculated the frequencies and percentages of the reality of these questions in the three books, the result of the analysis was that most of the evaluation questions in these geography books were mostly in the field of cognitive goals, at the expense of the emotional domain, and skills domain, and questions of cognitive objectives focused on measuring the minimum levels of thinking at the expense of higher levels.

where the ratios for these questions are descending as follows: comprehension questions and received a percentage of (36.24%), and questions of understanding received a percentage of (27.83%), application questions have received a percentage of (11.77%), the analysis questions have received a percentage of (11.93%), The evaluation questions have received a percentage of (6.42%), The lowest percentages were for the synthesis questions, with only (5.81%).

Al-Mutawaa (2000) also found results similar to those mentioned above when she analyzed and evaluated the questions of reading books, and its tests for the third, fourth, fifth, sixth primary grades, in the light of Bloom's classification of cognitive objectives, the total number for the questions of reading topics (681) questions, while the number of it test questions (352) questions.

The result of the analysis was that the questions of the reading subjects for this stage were significantly concerned with the lowest levels such as understanding (47.3%), remembering (40.8%), while application levels got on (2.8%), analysis (5.1%), synthesis (1.8%), and evaluation (2.2%). Reading test questions also came in the same direction, where the percentage of remembering (50.3%), followed by comprehension rate (31.2%), application (9.1%), analysis (3.4%), synthesis (3.7%) and finally the evaluation (2.2%).

These results indicate that there is a certain consensus in the mental levels measured by the questions of reading subjects and the questions of it tests as they both focused on measuring the minimum levels of thinking without the higher ones.

Ijaiya & Alabi (2010) conducted a study at (Ilorin University) in the Faculty of Education in Africa, Where they returned to the examination papers developed by professors at the Faculty of Education at the university level and post-university studies over two decades (1990-2009) the number were (40) exams, and covered (251) question at the university level, and (186) questions at the post-university level, and when they answered these questions according to the classification of "Bloom" levels of knowledge, they found that (31.1%) of the questions were at the level of memory, and (56.9%) were at the level of understanding, and (4.0%) at the application level, (4.8%) at the level of analysis, (0.4%) at the level of composition, and (2.8%) at the level of evaluation.

In another study of Wang & Farmer (2008) on the same topic, they tried to check whether teachers of continuing education programs in Chinese universities are teaching in a way that develops lower levels of thinking, or higher, by reference to Bloom's classification of cognitive goals, where they set up a questionnaire that identified teachers' opinions, attitudes, towards teaching. They

distribute it on a random sample of teachers of the continuing education program at two randomly selected universities in Beijing which are Shanghai & Guangzhou.

The study sample consisted of (389) male and female teachers , (359) of which responded . The most important results which they reached were that the teachers in these programs are still teaching in a way that develops the minimum levels of thinking such as remembering, understanding, and applying more than the development of higher levels such as analysis, and installation, and evaluation. They therefore proposed organizing seminars to train teachers on how to develop critical thinking in their students and higher levels by allowing them to become more involved in the learning process and thus to learn more openly and freely.

Lord & Baviskar (2007) conducted an analytical study on graduate students at the College of Science in New York, where he found that their understanding and application of what they had learned in the science subjects at the undergraduate level was much less from which they recover from the facts and partial information in these materials, he attributed this to the fact that science subject in universities is taught in a way that focuses on facts, details and definitions, and that teachers evaluate students based on their ability to retrieve and summarize this information. As a result, students in their studies focus on memorizing terms and definitions while spending less time in applying and analyzing information, and to benefit from it. To correct this problem, the two researchers suggest that teachers use tests that measure higher, intermediate thinking processes, and not only lower-level , as such questions will motivate students to study differently that would develop their higher levels of thinking as Bloom said.

## **Study Approach**

To answer the study questions, the researcher followed the descriptive method, using the method of content analysis of the questions included in the English language books for grades (seventh, eighth and ninth grades) in Jordan.

## **The Population of the Study and its Sample**

The study sample included the entire study population, represented by the English language books for the seventh, eighth and ninth grades. It consists of about 12 units, each of which is divided into two semesters.

## **Study Tool**

The researcher has prepared a card to analyze questions in English language books, after reference to theoretical literature, and previous studies. The card included two dimensions: the first includes the classification of questions in the English language books for grades from the seventh to the ninth.

According to the field (cognitive, emotional, and psychological), and the second addresses the levels of knowledge, emotional field, and the field of psychology. The tool also included a number of data, namely: the title of the unit in each book of sample study books, the titles of the lessons, and the serial numbers of the questions in each lesson.

## **Validity of the Tool**

To verify the validity of the tool, the analysis card was presented to five faculty members in the curricula and teaching at the World Islamic Sciences University to ensure that they were relevant to the objectives for which they were developed.

The researcher used the study procedures agreed upon by them.

## Reliability of the Tool

To ensure the reliability of the tool, the researcher and two English language supervisors, who have experience in teaching and supervising the English language curriculum, analyzed two units of each book from the English language books under study. The researcher then calculated the coefficient of agreement between his analysis and analysis of each of the Arbitrators separately, to ensure the integrity and consistency of analysis, use the (Holsti) equation referred to at Taeima (1987, p. 178):

$$\text{Coefficient of agreement} = \frac{\text{number of times between the first and second analysis}}{\text{Number of times of agreement} + \text{number of times of disagreement}}$$

Then, calculate the average agreement between arbitrators calculate the reliability coefficient for all analysis using Holsti equation referred to at Taeima (1987, p.178):

$$\text{Reliability coefficient} = \frac{n (\text{average agreement between arbitrators})}{1 + (N-1) (\text{average agreement between arbitrators})}$$

the coefficient of reliability = (0.90) which is an acceptable proportion for research purposes, in the light of theoretical literature and previous studies.

## Statistical Methods

The researcher used repetitions, percentages, to answer the study questions, and to extract the results.

And for the extraction of duplicates, percentages were the next steps:

1. List all the questions that are included in the English language books, which are scheduled for students of the higher elementary stage in Jordan Seventh, eighth and ninth grades.
2. Read each, carefully read, Accurate, and to identify its components and data and determine the required through it in order to determine the area to which it belongs, and determine the level that measures the levels of the three target areas, and determine the type of question.

## Results of the Study and its Discussion

The study sought to analyze the questions in the English language books for the seventh, eighth and ninth grades in Jordan. The results were presented by answering the study questions.

**Results related to the first question:** "To what extent the questions contained in the English language books for the 7th, 8th, and 9th grades, cover the domains of educational goals cognitive, emotional, and psychological?"

(320) questions of which in the seventh grade, (204) questions in the eighth grade, (186) questions in the ninth grade, and were distributed in the domains, as follows: (656) questions in the cognitive domain, in the rate of (92.5%), (4) questions in the emotional field, and in the rate of (0.05%), and (50) questions in the psychological domain, in the rate of (7%) of the total questions.

**Table 1:** Distribution of questions in English language books according to the domains (cognitive, emotional Psychological)

Grade	Cognitive domain		Emotional Domain		Psychological domain		Total	
	N	Ratio	N	Ratio	N	Ratio	Total	Ratio
7 <sup>th</sup> grade	274	85.6%	2	0.5%	44	13.9%	320	100%
8 <sup>th</sup> grade	197	96.8%	2	1.0%	5	2.2%	204	100%
9 <sup>th</sup> grade	185	99.7%	-	-	1	0.3%	186	100%
<b>Total</b>	<b>656</b>	<b>92.5%</b>	<b>4</b>	<b>5.0%</b>		<b>7%</b>	<b>710</b>	<b>100%</b>

The questions were divided by domain in the three books as follows:

The number of questions in the English language book for the seventh grade was (320) distributed to (274) questions in the cognitive domain, with the percentage of (85.6%), and (2 ) questions in the emotional domain, in percentage of (5.0%) and (44) a question in the Psychological domain, with the percentage of (13.9%).

The number of questions in the eighth grade (204) distributed to (197) questions in the cognitive domain, with the percentage of (96.8%), and (2) questions in the emotional domain, in the percentage of (1.0%) and (5) questions in the Psychological domain, in the percentage of (2.2%). The number of questions in the English language book for the ninth grade was (186) divided into (185) questions in the cognitive domain, in the percentage of (79.9%), and one question in the Psychological domain, in the percentage of (0.3%). There were no questions in the emotional domain.

The results revealed that the questions in the English language book were distributed in different domains of objectives in different proportions, the number of questions in the cognitive domain in the three books was (656) of the total number with the percentage of (92.5%) and the number of questions in the emotional domain (4) Questions, with the a percentage of (0.5) and the number of questions in the Psychological domain (45) questions, and in a percentage of (7%). The results also showed that the vast majority of the questions in each book individually were questions related to the cognitive domain, at a very high rate, while the questions were in the emotional and Psychosocial domains are limited , and the results showed that the ninth grade book there contained no question in the emotional domain, and these results were agreed with the study of (AL Abadi, 2004, and Almutawea, 2000).

The focus can be explained on the cognitive aspect of the English language books- the subject of study - to the nature of the content in the sample study books, and its focus on concepts, information, and facts that require conservation and concentration. The reason for the lack of psychological questions may be due to the lack of full knowledge by the curriculum makers of the importance of this type of questions, and its impact on students' achievement, this may be due to their fear that students will not be able to do it, and therefore not achieved, such an outcome requires consideration of the balance between the areas of objectives in the curricula of the English language, the imbalance between them may adversely affect the achievement of educational goals.

**Results related to the second question:** To what extent the questions in the English language books of the 7th, 8th, and 9th grades are distributed on cognitive, emotional, and psychological levels?

Tables 2, 3 and 4 show the results for the second question, represented by repetitions and percentages, according to the levels of educational objectives measured in the three objectives domains: cognitive, emotional, and psychological.

**Table 2:** Distribution of Questions in English Language Books for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades according to cognitive levels

Class	Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation		N	Ratio
	N	Ratio	N	Ratio	N	Ratio	N	Ratio	N	Ratio	N	Ratio		
7 <sup>th</sup> grade	138	50.3%	60	21.7%	25	9.1%	5	1.8%	33	12%	14	5.1%	274	100%
8 <sup>th</sup> grade	92	46.7%	51	25.89%	33	17%	3	1.78%	15	7.26%	3	1.27%	197	100%
9 <sup>th</sup> grade	97	52.4%	48	26.2%	19	1.2%	1	0.2%	15	8.4%	4	2.4%	185	100%
<b>Total</b>	<b>327</b>	<b>49.8%</b>	<b>159</b>	<b>24.6%</b>	<b>77</b>	<b>12.1%</b>	<b>9</b>	<b>1.2%</b>	<b>63</b>	<b>9.2%</b>	<b>21</b>	<b>2.9%</b>	<b>656</b>	<b>100%</b>

Table (2) shows that the number of cognitive domain questions in the three English language books reached (656) of the total number of questions, in all fields of objectives, and in the percentage of (92.5%) of the total number of all questions, these questions were distributed to the three books, as follows:

The number of cognitive questions in the book of the seventh grade (274) questions, distributed to (138) questions in the level of memory, in a percentage of (50.3%) and 60 questions in understanding, in a percentage of (21.7%) and 25 questions at the application level, in a percentage of (9.1%), and (5) questions at the level of analysis, in a percentage of (1.8%) and (33) questions at the level of synthesis, in a percentage of (12%) and 14 questions at the level of evaluation and in a percentage of (5.1%).

The number of cognitive questions in the eighth grade book (197) questions, distributed to (92) questions, at the level of remembering, by percentage of (46.7%), and (51) questions in the understanding, by percentage of (25.89%), and (33) questions in the level of application, by percentage of (17%), and (3) at the analysis level, by percentage of (1.78%), and (15) questions at the level synthesis, by percentage of (7.36%) and (3) questions at the level of evaluation, by percentage of (1.27%).

The number of cognitive questions in the ninth grade was (185) distributed to (97) questions, at the level of remembering, by a percentage of (52.4%), (48) questions in the comprehension level by a percentage of (2.26%), and (19) questions in the application by a percentage of (10.3%), and one question at the level of analysis by a percentage of (0.3%) and (15) questions at the level of composition, by a percentage of 8.4% and (4) questions at the level of evaluation, by a percentage of (2.4%).

The results of the study on the levels of knowledge of the objectives in the English language books showed that the vast majority of these questions, has focused on the first two levels of cognitive goals, according to Bloom's classification, namely, memorization, understanding, while the availability of questions that measure the objectives of the application medium, while the questions at the higher levels are few, and in general, most of the questions in the English language books in the field of knowledge, and focused on the levels of memory and understanding of the field mentioned, cognitive level

These results highlight the lack of questions in the higher mental processes compared to the lower mental levels, despite the great importance of questions of higher mental processes. This means that the English language textbooks did not meet the expected criteria in terms of the inclusion of a sufficient number of questions, which represent the higher mental abilities, and did not focus on developing these abilities among the students. The results of the current study are consistent with each study (Hayajneh, 1998, Abadi, 2004, Mokdadi, 1999).

This calls to direct the curriculum developers to the need to pay attention to the development of mental processes, and away from the questions of indoctrination and conservation, perhaps this explains the result of the evaluation thought for the curriculum planners, where belief is firm of the importance of knowledge development, and to promote the conservation of learners than higher mental skills, and the ability to solve problems. This entails filling the curriculum with information, at the expense of inclusiveness and higher levels.

**Table 3:** number of questions in the field of emotional goals, in the three English language books

Class	Levels of questions in the emotional domain										Total	
	Reception		Response		Evaluation		Organizing		The allocation		the total number	The ratio
	P	N	P	N	P	N	P	N	P	N		
5 <sup>th</sup> grade	1	33.3%	1	66.7%							2	100%
6 <sup>th</sup> grade			2	100%							2	100%
7 <sup>th</sup> grade	-	-	-	-	-	-	-	-	-	-	-	Zero%
<b>Total</b>	<b>1</b>	<b>14%</b>	<b>3</b>	<b>86%</b>							<b>4</b>	<b>100%</b>

P - number N – ratio

Table (3) shows the number of questions in the field of emotional goals, in the three English language books, was only (4) questions, by percentage of (0.5%) of the total number. These questions were distributed in the English language books as follows:

The number of emotional questions in the fifth grade book was 2, in percentage of 100%, one at the receiving level, two at the response level, and there were no questions at the other levels of this area: which are the levels of assessment, organization, and allocation. In the sixth grade book, the number of emotional questions, was (2) questions by a percentage of (100%). These questions were only at the response level, there was no question at the other levels in this area, and in the seventh grade book there was no question at any of the emotional domain levels of the goals. The results show that emotional questions did not receive attention, and the focus they have received by cognitive domain questions, and this result is consistent with the study of (Makdadi, 1999, and Abadi, 2004).

The lack of emotional questions may be due to the belief that it is difficult to measure the extent to which emotional goals have been achieved by curriculum developers, making this type of question rare. As well as not to take into account the psychological basis of the curriculum, on the tendencies and interests of students, and the fact that the emotional field deserves more attention, especially that the current era is witnessing a lot of changes because of technological development, and it affects the learners, and contribute to instilling values, and different trends, and not what all of these variables bring is positive.

**Table 4:** Questions are distributed in English language books according to their levels in the psychological domain

Class	Levels of questions in the psychological domain														Total	
	comprehension		readiness		Response directed		mechanism		A complex response		adaptati on		Creativity			
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
5 <sup>th</sup> grade	1	3.37%	4	8.99%	22	50.56%	9	21.35%	6	13.48%	-	-	1	2.25%	44	100%
6 <sup>th</sup> garde	1	11.11%	-	-	2	44.4%	1	11.11%	1	22.22%	-	-	1	11.11%	5	100%
7 <sup>th</sup> grade	-	-	-	-	1	100%	-	-	-	-	-	-	-	-	1	100%
<b>Total</b>	<b>2</b>	<b>4.04%</b>	<b>4</b>	<b>8.08%</b>	<b>25</b>	<b>50.51%</b>	<b>10</b>	<b>20.20%</b>	<b>7</b>	<b>14.14%</b>	-	-	<b>2</b>	<b>3.03%</b>	<b>50</b>	<b>100%</b>

Table (4) shows that the total number of questions in the three English language books was (51) questions, with percentage of (7%) of the total number of questions. The questions on the three books were distributed as follows:

The number of psychological questions in the fifth grade book was (44) questions with percentage of (100%), the questions at the psychological levels were distributed as follows: (1) question at the comprehension level with percentage of (3.37%) and (4) questions in the level of readiness with percentage of (8.99%) (22) questions in directed response level, with percentage of ( 50.56%) , and (9) questions at the level of the mechanism with percentage of ( 21.35%), and (6) questions at the level of complex response, with percentage of ( 13.48%), and one question at the level of creativity with percentage of (2.25%) for each of them.

In the seventh grade, there was one question in the level of directed response, with percentage of 100%. The results showed that the questions in the psychological domain were below the appropriate level, which corresponds to the criterion of balance in the goals, most questions were concentrated in only one level of levels of Psychological field (directed response).

The lack of psychological questions in the books of the sixth and seventh grades, compared to the fifth grade book to the passage of time on the composition without updating, and reconsider the nature of educational questions in them, and then the scarcity of questions that measure such levels of goals, and its impact on the integrated development of students.

This result is consistent with the study of Al-Emadi, 1998, and Al-Abbadi, 2004, The fifth grade book seems to have few questions, in the field of psychology, better than the mentioned in the

other two books, and may be due to the fact that the book has been prepared, and newly developed, and naturally in the light of the knowledge economy, the English language book is concerned with performing language skills, such as good pronunciation, conversation, and writing. Despite the positive record for the fifth-grade book in the field of psychology, however, most of the questions focused on one level, without the other.

## Suggestions

In the light of the results of this study, the researcher makes some suggestions, summarized as follows:

1. Reviewing the educational questions and achieving a fair balance between them in terms of their cognitive, emotional and psychosocial domains in order to avoid the increase in questions in the cognitive domain , at the expense of the emotional and psychological domains in the books under study.
2. The need to include the English language books under study, questions raise students' higher mental abilities, motivate them to think critically, and not focus only on the lower mental levels, such as remembering and understanding.
3. The need for an appropriate number of questions, which includes emotional attitudes, contribute to the development of the emotional side of the students of the primary stage of the study, and a number of other appropriate questions in the field of psychology.
4. To ensure the existence of the evaluation questions of both types: objective and article, in a balanced manner when writing English books, in the seventh, eighth, and ninth grades.
5. Increase the interest of the Jordanian Ministry of Education by organizing workshops, supervised by educational experts, to train the authors of English language curricula, which will be updated on how to formulate questions in the areas of educational goals, focusing on questions in the emotional, psychological domains.
6. Conducting field studies to identify the impact of diversification in the levels and types of educational questions in achieving the objectives of teaching English in the basic education stage.

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