An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy

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ABSTRACT

This study aimed at identifying and analyzing the types and levels of questions available in the tenth grade English language textbooks which are used in Jordan during the academic year 2012-2013.The purpose of the analysis was to determine the distribution of the questions over the six levels of the new version of Bloom's Taxonomy of the cognitive domain.

The sample of the study consisted of the Tenth grade English language textbooks where the researcher analyzed (655) questions. A study analysis sheet was prepared and used in the classification of the questions according to the new version of Bloom's Taxonomy to achieve the purposes of the study.

The results revealed the following: most of the questions were within the first two levels; remembering and understanding (55.11%) , 16.18% for applying and less for the other levels 28.71% which reflected the preponderance of the low level question in the two investigated textbooks. The results revealed that the difference were in favor of the low level questions as the percentage was 51.9%.

In light of the results, the researcher recommended to improve the questions in the textbooks to cover the six levels of the new version of Bloom's Taxonomy and to train teachers and designers of curriculum to use and write questions following the new version of Bloom's Taxonomy.

Key words: tenth grade, new version of Bloom's Taxonomy, English language textbooks

Introduction

Classroom teaching consists of three main elements: the teacher, the student and the textbook that presents the curriculum. A lot of studies showed that the textbook is the core of the educational process (Chinoda, 1982).

The textbook is a synonym for curriculum and it is the student's guide which supplies him with information and enriches his mind with knowledge as Seif(1994) suggested. Seif again found that 90% of students depended on the textbook and spent the same percentage of time on studying it.

From the previous results curriculum designers should take care of preparing good textbook that fulfill the student's needs in all domains mainly the higher thinking skills. To do that question of high levels of thinking should be included in the textbook. In the classroom, teacher's questioning is used most frequently as one of the teaching techniques to initiate classroom talk (Richard, Plat and Plot, 2004).

Kebede (1999), Zhou and Zhou (2002), Hu (2004) and Paul (2007) explored teachers' questioning behaviours and presented valuable results of language teaching and learning. The previous studies focused on the influences of teacher's question on classroom interaction or learners' oral output.

Hutchinson and Torres (1994 cited in Litz, 2005) suggested that the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce those in (various) countries. No teaching learning student, it seems complete until it has its relevant textbook.(p.315).

The Directorate of Curricula in the Ministry of Education in Jordan took a lot of steps in English textbooks based on the new teaching and evaluation strategies (Ministry of Education, 2006). So, the main aim of this study is to analyze the questions presented in the tenth grade English textbook (Action Pack 10) which was introduced in 2009.

Action Pack is an English course for all classes in Jordanian schools for the 1st grade to the twelfth grade. This level of action pack includes student's book, listening materials on a cassette, a workbook and a teacher's book. The student's book is divided into for modules each focusing on a particular topic. Each module contains three units which develop the topic in different ways. By the end of each module is a revision unit. The

workbook is closely related to the student's book and is designed to be used in class to provide extra practice of the language and skills covered the student's book.

One of the main components of the textbook is the questions and most of the instructional material revolves around them. These questions are usually available in the students' textbooks through and at the end of lessons and units. Since textbooks have such powerful influence on classroom instruction, it is important for educators to be informed about the questioning practices in this textbook and its impact on learner's education.

Edward and Bowman (1996) emphasized the importance of questions as an instructional strategy. They also considered questions as a vital component of the textbook as they aim at creating an interest in the subject.

In light of the mentioned ideas, the researcher analyzed the questions presented in the English Action Pack Textbooks in the Tenth Grade in Jordan. The questions were analyzed and classified in relation to Bloom's Taxonomy revealed to which degree textbook questions may encourage the lower and high order thinking skills as well as the coverage of the affective and psychomotor domains.

Statement of the Problem:

English language textbooks of the Tenth Grade in Jordan were newly introduced in 2008. They are subjected to change depending on the feedback received from the field. To achieve the aims, the researcher suggested the necessity to analyze the questions of the textbooks following the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating). That is to help the involved teachers to make use of questions mentioned in the textbook.

The researcher through previous studies found that Al-Btoush (2012) analyzed the secondary stage textbooks which come after the tenth grade chronologically. The researcher felt the use of Bloom's taxonomy as Bloom's (1956) suggested that questions in textbooks should tend to develop students' abilities of higher thinking skills of lower levels of thinking.

Finally, the researcher aimed to analyze the questions in the tenth grade textbooks to find out to what extent the questions covered the six levels of the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating).

Significance of the Study

The textbook is one of the most fruitful educational means through which critical thinking skills are necessary for daily life (Rawadieh, 1998). So, analyzing the question helps in developing the student's higher thinking skills. Again, the researcher was an examiner of a master thesis which was conducted by Al-Btoush (2012) about secondary textbook, so he found that there is a need to analyze other textbooks in different levels using the new version of Bloom's Taxonomy. This study could be a step in the ladder of analyzing all twelve textbook for all classes in Jordan to help textbook designers to avoid and add what is needed.

Purpose of the Study

This study aimed at

1-Determining the percentages of question of each level of the cognitive, the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating) covered in the tenth grade English textbooks.

2-Determiming the percentages of both the lower and the higher levels questions presented in the 10th grade English textbooks

3-Determining the significant difference at ($\alpha \leq .05$) among the new version of Bloom's taxonomy of Educational Objectives in the English Student's book for the 10th grade.

4-Determining the significant difference at ($\alpha \leq 0.05$) among the new version of Bloom's taxonomy of Educational objectives in the English workbook for the 10th grade.

Research Questions

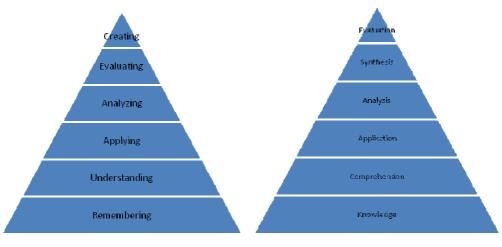To achieve the purposes of the study, the following questions were raised:

1-What is the percentage given to each level of the cognitive domain?

2-What are the percentage given to the lower level question and higher level question in the tenth grade English textbooks?

3-Are there any significant differences at ($\alpha \leq 0.05$) among the new version of Bloom's Taxonomy of Educational Objectives in the English student's book for the 10 the grade?

4-Are there any significant differences at ($\alpha \leq 0.05$) among the new version of Bloom's Taxonomy of Educational Objectives in the English workbook for the 10th grade?

Revised Bloom's Taxonomy (RBT)

Forhand (2010) introduced the ideas of the new version as follows and again the present researcher keeps the same references that Forhand used in her discussion.

"During the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. This time "representatives of three groups [were present]: cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists" (Anderson, & Krathwohl, 2001, p. xxviii). Like the original group, they were also arduous and diligent in their pursuit of learning, spending six years to finalize their work. Published in 2001, the revision includes several seemingly minor yet actually quite significant changes. Several excellent sources are available which detail the revisions and reasons for the changes. A more concise summary appears here. The changes occur in three broad categories: terminology, structure, and emphasis.

New Version   Old version

Changes in terminology between the two versions are perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating. In an effort to minimize the confusion, comparison images appear below. Caption: Terminology changes "The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the New version." (Schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.) Source: http://www.odu.edu/educ/llschult/blooms_taxonomy.htm

 The new terms are defined as:

■   Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

■   Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

■ Applying: Carrying out or using a procedure through executing, or implementing.

■ Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

■ Evaluating: Making judgments based on criteria and standards through checking and critiquing.

■ Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

■ (Anderson & Krathwohl, 2001, pp. 67-68)"

Definition of Terms

Questions: investigative statement that appear through the units in the English textbooks and call on the student for some level of cognitive functioning to provide answers (Longman, 1984).

Bloom's Taxonomy of Educational Objectives: (New version)

Cognitive Domain: A classification system of six levels: remembering, understanding, applying, analyzing, evaluating and creating. (Schultz, 2005)

Lower Level Question: A question that requires students to respond at the cognitive level of remembering and understanding.

Higher Level Question: A question that requires students to respond at the cognitive level of applying, analyzing, evaluating and creating.

Higher Thinking Skills: the ability to make judgments and arrive at conclusion about information or ideas through rules or criteria (Bloom, 1956)

English Textbooks: Books written to teach English language in the public and private schools in Jordan during the academic year 2011-2012. In this study they were two textbooks in total: Action Pack 10 (student's book and workbook).

Literature Review

As there is a number of different studies conducted about different subjects, so the researcher preferred to include details about studies on English textbooks. The researcher classified the related studies into two types A) studies about other subjects, so the researcher preferred only to mention the study and its aim for the ones who want to see more details can refer to the original studies. B) Studies about English textbooks used in teaching

A) Studies about other subjects

Davis and Hunkins (1966) analyzed questions proposed in three fifth grade social studies textbook. Santos (1968) studied the Philippine basal reading questions. Pancella (1971) analyzed forty-one tenth grade Biology tests prepared by test bureaus and biological science curriculum. Rogers (1973) analyzed 2,547 questions of social studies textbook. Yasin (1973) analyzed the questions of the science textbook. Franklin (1981) analyzed questions in sixth-grade social studies textbooks. Chinoda (1982) analyzed the high school social studies textbooks for grades ten to eleven. Chamblee (1983) also analyzed three chapters' end questions selected eighth grade history textbooks according to Bloom's Taxonomy. Al-Khateeb (1985) conducted a study where the questions in Biology general secondary exams in Jordan were compared with the teacher's and textbook questions. The study aimed at determining to which degree the questions of the three above mentioned groups fitted the six levels of Bloom's Taxonomy. Rinchuse (1985) and four independent judges classified 563 text items of the written examinations administered by the University of Pittsburgh School of Dental Medicine during the academic year 1983-1984. Clevenstine (1987) analyzed and classified the individualized science instruction system according to Bloom's Taxonomy. Asfour(1988) studied a group of 45 teachers randomly selected from all the elementary history teachers at UNRWA schools in Jordan during the academic year 1987-1988. Teachers

collected the questions from 90 history textbook lessons. Armbruster and Ostertage (1989) examined 7,500 questions presented in the fourth and fifth grade science textbooks. Attallah (1990) investigayed the suitability of Arabic language examinations according to Bloom's levels of knowledge by the end of basic education. Giannangelo and Kaplan (1992) studied four social studies textbooks. Abaya (1993) investigated questions proposed in junior and senior high social studies textbooks. Abd-Elnoor (1994) evaluated the sixth grade science textbooks in Jordan. He analyzed the textbook in general including the questions which were classified according to the six cognitive levels of Bloom's Taxonomy. Al-Khahtani (1996) analyzed questions in sixth grade social studies textbooks in Saudi Arabia. They were categorized according to Bloom's Taxonomy. Al-Emadi (1998) conducted a study that aimed at identifying the kinds of questions contained in social studies tests and final examinations. It also intended to know the levels of cognitive domains and whether these questions contain affective and psychomotor domains. Ibraheem (1998) investigated the cognitive domain levels that measure the history textbook questions for the secondary-literary sixth grade in Iraq to find out the percentage given to each level. Rawadieh (1998) studied the questions listed in secondary History and Geography textbooks used in Jordan. Sulaiman (2000) analyzed the textbook questions available in three History textbooks used in three preparatory grades in Syria. Serkan (2002) analyzed and compared the chemistry questions asked in exams at different schools in two cities in Turkey in terms of the levels of the cognitive domain of Bloom's Taxonomy. Fteiha (2003) used Bloom's Taxonomy to analyze the questions of grade nine physics textbook used in Jordan. Al-Ayasreh (2005) analyzed the evaluation level questions included in the Islamic Education textbooks taught in grades (1-4) in Jordan and the Sultanate of Oman. Al-Khawaldeh, Al-Masha'leh and Al-Qudah (2007) conducted a study and evaluating the Islamic Science questions of the Jordanian secondary certificate Examinations. Omca and Birgul (2009) analyzed the Biology textbook of tenth grade students used in the schools of the Ministry of Education in Turkey. Davila (2009) investigated the end of chapter questions covered in a one year General Chemistry textbooks for science and Engineering majors in USA. Hammad (2009) investigated the cognitive domain levels in the Religious Stream textbooks used in Islamic schools in Jordan. Soudan (2009) analyzed and classified the questions found in the secondary stage Geography textbooks taught in Syria depending on Bloom's Taxonomy.

B) Studies about English language textbooks used in teaching

Alul (2000) analyzed the English language textbook questions for the eighth grade in Palestine during the academic year 1999-2000 via Bloom's Taxonomy. Two thousand one hundred ninety four questions presented in three textbooks were analyzed and compared according to Bloom's Taxonomy. The results showed that there was still a preponderance of lower level questions in the studied books.

Abu-Shehab, Khdair, Abkal and Mikhamar (2004) conducted a study in which the types and levels of English teacher's questions that occurred during the classroom observations and their percentages were investigated. The sample of the study included 20 English language teachers teaching grades 609 in the western zone in the UAE. The findings of the study showed that the teachers of the sample (100%) asked knowledge questions, 45% asked synthesizing questions and 65% asked evaluation questions.

Al-Subaie (2007) conducted a study that aimed at identifying the questions asked by EFL teachers who teach second secondary grades through classroom interaction and classifying these questions which consisted of six hundred sixty four questions according to their types and levels. The sample was selected randomly and consisted of (19) EFL teachers who teach the second secondary grades in public schools in Tabuk (Saudia Arabia) during the first semester of the academic years 2006-2007. The findings of the study were, teachers raised 4 levels of questions: the memory level was the highest percentage (63.25%) and the least level was evaluative questions (3.01%).

Tan (2007) examined classroom questioning behaviors and their impacts on Chinese students' development. He observed nine university English language lessons and conducted semi-structured interviewers with six teachers and made group discussions with three groups of students. The data showed that many of the questions asked were lower-cognitive questions. The findings of the study revealed that questioning was employed by the teachers to check text comprehension and to hold students' attention on the texts. The results also revealed that the identified questions were likely to have negative impact on the students.

Amawi (2008) investigated English language teachers' perceptions of classroom questioning and its effects on students' English language learning by examining the types of questions. (High- level and low-level questions) asked by teachers in Irbid Second Directorate of Education. The sample of the study consisted of 60 female and 50 male English language teachers selected randomly with different years of experience. The results of the study revealed that the majority of teachers' questions were within the lowest cognitive level emphasizing

facts not higher level thinking. Teachers do not use high-level-cognitive questions with the same amount of frequency as they do with low level cognitive questions.

Khorsand (2009) examined the cognitive levels of questions used by Iranian EFL teachers in advanced reading comprehension test. Twenty teachers participated in this study and generated 215 questions which were then categorized according to Bloom's Taxonomy. The results of this study showed that the most dominant question type was the 'knowledge' (54.21%) followed by comprehension questions (38.74). this indicated that 92.43% of the questions aimed at the first two levels of the taxonomy. Next to these two levels, the teachers' questions aimed at 'synthesis' (2.33%), application (1.86%), evaluation (1.39%) and analysis (0.000047%) level, respectively. According to this analysis only 4.19% Iranian EFL teachers generated questions were directed toward the highest three levels of Bloom's Taxonomy and 95.81% questions were aimed at the three lowest levels of Bloom's Taxonomy.

Nurisma (2010) studied the types of reading questions and the frequency of each type in English e-book based on levels in Bloom's Taxonomy. The sample of the study consisted of four hundred questions contained in "Developing English Competencies for senior high school grade XI". The criteria of Bloom's Taxonomy were chosen for analyzing the data. The analysis was done after data collection. Each reading question in the textbook was analyzed based on the taxonomy in order to find out its type and the frequency of each type of reading questions. The results of the data analysis revealed that the reading questions in the textbook of "Developing English Competencies" covered five levels of reading comprehension based on Bloom's Taxonomy. The knowledge questions dominated in the reading questions of "Developing English Competencies" followed by application, analysis, and evaluation which were presented in a few questions.

Sidek (2010) examined the approaches to second language reading instruction reflected in Malaysian EFL secondary curriculum. The Malaysian EFL secondary curriculum and the EFL secondary textbook were analyzed and part of the analysis focused on the reading questions. The findings of the study showed that reading questions and tasks were primarily designed to require high cognitive level demands but a significant emphasis seems to be placed on reading questions and tasks that require students to analyze text information. While other high cognitive reading questions and tasks were incorporated in the curriculum, the inclusion was in small amounts. The unequal distribution of questions requiring high level of cognitive demands in the secondary reading curricula was an area of the EFL secondary curriculum that needed to be appropriately redressed.

Riazi and Mosalnejad (2010) conducted a study that investigated the types of learning objectives represented in Iranian senior high school and pre-university English language textbookss using Bloom's Taxonomy of learning objectives. The results indicated that in all grades lower-order cognitive skills were more prevalent than higher-order ones. Furthermore, the difference between the senior-high schools at the pre-university textbooks in terms of the levels of the Taxonomy was a significant in so far as the pre-university textbook used some degrees of high-order learning objectives.

Al-Btoush (2012) conducted a study to identify and analyze the levels and types of questions available in the secondary stage textbooks of English language use in Jordan during the academic year 2011-2012. The purpose of the analysis was to determine the distribution of the questions over the six levels of cognitive domains in three domains of Bloom's Taxonomy (cognitive, affective and psychomotor) , as well as the distribution of lower and higher cognitive level questions. The results of the study revealed that most of the questions were within the first two levels of comprehension and knowledge (66%) but less proportion of questions were within the other cognitive levels (29%) which reflected the preponderance of the low level questions in the four investigated textbooks. Also, there was a low emphasis on affective domain (5%) and the absence of psychomotor domain.

From the previous literature review, the researcher noticed that his study is different from most previous studies in the sense that it focused on the analysis of textbook questions according to the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating). But it is similar to Al-Btoush's study in the procedure, and it is different in the grade and the levels of the old version as this study analyzed the 10th grade (the highest level of basic classes in Jordan) while Al-Btoush's study was about the secondary stage textbooks using the old version of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation).

Description of the course textbook for the tenth grade

The tenth grade English course was the subject of this study. It includes a student's book, two cassettes with listening material, workbook and teacher's book. These materials for this course based on the General Framework and Outcomes of English Curricula in Jordan where the course is formed as a foreign language. The course consists of twelve units that form four modules. Action Pack has regular review units after every module, which revises each module and includes a project for students to work on together. The review units include various activities and test types. (Haines, 2009)

Methodology

Population and Sample of the Study

The population of this study is the sample of the study. It consisted of all the questions presented in the English language textbook of the 10th grade in Jordan in Action Pack 10 (SB&WB) (Haines, 2009). The questions listed in the mentioned textbooks were selected and analyzed (650). The number of the questions was determined according to the answer required by each question. The textbooks used in the study and the distribution of the questions are shown in table (1). They are in use during the academic year 2012-2013.

Table (1) Textbooks used in the Study

Title of the textbook	Number of questions included	Grade	Publication year	Publisher
Action pack 10, Students' Book	445	10	2009	Ministry of Education
Action pack 10, Work Book	210	10	2009	Ministry of Education
Total	655			

The Instrument of the Study

The researcher designed an analysis sheet based on the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating). This sheet consists of columns that contain number of units, number of questions and corresponding pages. It also includes the questions mentioned in the textbook. An (X) was marked opposite the students' cognitive level of domain of the questions covered. Similar sheets using the old version of Bloom's Taxonomy were used by different researchers but to the knowledge of the researcher this is the first one in Jordan that used the new version of Bloom's Taxonomy. So, the researcher found that the instrument is an appropriate for the purpose of the study. Each domain and each cognitive level of this number of questions and percentages were calculated for both textbooks (SB&WB). Both the lower and higher level questions of each textbook and the total sum o these levels in the textbooks were calculated as shown in table 2. The context how to answer the question and making reference to the known criteria of keywords were used to classify the questions.

The validity

Despite the fact that all researchers know about the validity of Bloom's Taxonomy, the researcher gave it to a jury of: 3 teachers, 2 professors and 2 supervisors of English language. The jury confirmed that the instrument was suitable to achieve the purpose of the study and answer its questions.

The reliability

The reliability of the instrument was found by Btoush (2012) using Holsti reliability coefficient

$$R = \frac{2(c_1 + 2)}{c_1 + c_2}$$

and it were 86% agreement among the raters. The present researcher used the same reliability coefficient and it was 91%. The researcher justifies this difference as Al-Btoush analyzed four textbooks while the present research analyzed only two and using the new version of Bloom's Taxonomy.

Results

Table 2 shows the frequencies and percentages per each taxonomy level and domain of the two textbooks.

Table2

Frequencies and percentages per each taxonomy level and domain of the two textbooks.

Category	SB(students' book)		WB(work book)		Total	
	F	%	F	%	F	%
Remembering	40	9	41	19.5	81	**12.36**
Understanding	212	47.6	68	32.4	280	**42.75**
Applying	63	14.2	43	20.5	106	**16.18**
Analyzing	68	15.3	17	8.1	85	**12.98**
Evaluating	27	6.1	14	6.7	41	**6.26**
Creating	35	7.9	27	12.9	62	**9.47**
Total	445	100	210	100	655	**100**

Research question 1:

1- What is the percentage given to each level of the cognitive domain in the tenth grade textbooks?

To find the percentage given to each level, descriptive statistics was used for this purpose. As the total of 655 was reasonable, all questions were analyzed and classified into levels according to criteria (as shown in appendix 1).

The sheets were analyzed by six jury who agreed on the analysis. Then the question frequencies or each level were calculated in each textbook. For the student book, the highest number of questions was categorized or understanding level with a total of 212 questions, followed by analyzing with 68 questions. Applying obtained 63 questions, remembering 40 questions, creating 35 questions and evaluating 27 questions.

As shown in table 2 , the understanding had a percentage of 47.6% of the total questions percentages in the student book. Analyzing level took 15.3% of the questions followed by applying 14.2%. The other levels, remembering, creating and evaluating had 9%, 7.9%, 6.1% respectively.

The results were slightly different from the workbook which had fewer questions than the student's book. Understanding had 68 questions followed by applying 43 questions. Remembering had 41 questions followed by creating 27 questions, analyzing 17 questions and evaluating took 14 questions. That was shown in table 2. It revealed that 32.4% of the questions were or understanding, 20.5% for applying, 19.5 or remembering, 12.9% for creating, 8.1% or analyzing and 6.7% for evaluating.

It appeared that there was a slight difference in the percentages of the question distribution among the levels. There was still a quite similarity between the research results and the results of previous studies Abd-Elnoor (1994), Alul (2000) and Al-Btoush (2012).

Research Question 2:

What are the percentages given to the lower level questions and higher level question in the tenth grade textbooks?

All the questions in the two textbooks were classified into the six levels of the new version of Bloom's Taxonomy. The levels were then classified into two major categories (lower levels which represent the first two cognitive levels of the new version of Bloom's Taxonomy (remembering, understanding) and higher cognitive levels which refer to applying, analyzing, evaluating and creating).

By calculating the frequencies for the lower level in the two textbooks, a total of 361 questions were found (55.11%), while the higher levels accounted 294 questions (44.89%).

It can be concluded that a percentage of the lower level question in the two textbooks as seen in table 3.

Table 3

Distribution of the lower and higher level questions in each textbook.

	frequency	%
Lower level questions- students' book	252	**56.63**
Higher level questions-students' book	193	**43.37**
Lower level questions- work book	109	**51.9**
Higher level questions-work book	101	**48.1**

 The results were quite similar to the studies done by Alul (2000) and Al-Btoush (2012).

Research Question 3:

3-Are there any significant differences at (α = 0.05) among Bloom's Taxonomy of Educational Objectives in the English student's book for the 10 the grade?

To answer this question, Chi-Square Test was used. Chi-Square was 324.766, degree of freedom was 5 and the asymply significance was zero. Chi-Square had a significant difference and by relating to table 4, it is shown that the difference was in favor of the lower level questions as the percentage was 56.63%.

The results showed a significant difference among the six levels of the taxonomy in favor of the first two levels.

Research Question 4:

4-Are there any significant differences at (α = 0.05) among Bloom's Taxonomy of Educational Objectives in the English workbook for the 10 the grade?

To answer this question, Chi-Square Test was used. It was 57.627, degree of freedom was 5 and the asymply significant was zero. Again, by checking table 3, it is shown that the differences were in favor of the lower level question as the percentage was 51.9%.

Table 4 shows the test statistics of chi-square for both textbooks

Table 4

	SW	WB
Chi-Square	7.822*	**.305**
Df	1	**1**
Asymp. Sig.	0.005	**.581**

The results of this research agreed with the majority of the results of the previous studies. That is to say the emphasis was on the lower level questions more than to be on the higher level questions. This study differs from all the previous studies , cited in this article, in that it is the first one to the knowledge of the researcher that deals with English language textbooks in Jordan using the revised version of Bloom's Taxonomy.

From the results, one can conclude that the textbooks still focus on the traditional view as the students are consumers of knowledge. The textbooks are designed to stimulate memorizing facts and supplying students' minds with information without giving them the chance to think and create.

Recommendations

 In light o the findings of the study, it is recommended to

1- improve the questions in the textbooks to cover the six levels o the new version of Bloom's Taxonomy.

2- train teachers and designers of curriculum to use and write questions following the new version of Bloom's Taxonomy.

3- conduct other studies on the other textbooks for the other classes using the new version of Bloom's Taxonomy.

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