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# A content analysis of the reading and listening activities in the EFL textbook of master class

Ibtihal Assaly<sup>1</sup>, Abdul Kareem Igbaria<sup>2</sup>

<sup>1</sup>The Department of English, Al-Qasemi Academy – Academic College of Education, Baqa al-Gharbiyye, Israel

<sup>2</sup>The Department of English, Sakhnin Academic College for Teacher Education, Sakhnin, Israel

## Email address:

Kareem1@netvision.net.il (A. K. Igbaria)

## To cite this article:

Ibtihal Assaly, Abdul Kareem Igbaria. A Content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class. *Education Journal*. Vol. 3, No. 2, 2014, pp. 24-38. doi: 10.11648/j.edu.20140302.11

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**Abstract:** This study dealt with analysis of the textbook *Master Class* for 10<sup>th</sup>-grade students studying English at the 5-unit level. Content analysis was performed to determine to what extent the activities in the reading and listening units emphasize high and low-level thinking. The study attempted to answer the following questions: 1. To what extent are the cognitive levels of the activities in the Mastering Reading and Mastering Listening sections of the textbook *Master Class* varied? 2. To what extent do the activities in the two sections of reading and listening of *Master Class* textbook lead students towards levels that demand higher thinking such as analysis, synthesis, and evaluation? Content analysis was conducted for the Mastering Reading and Mastering Listening sections of each unit. The activities that were defined as units for analysis were *Wh*-questions, *Yes/No* questions, *Multiple Choice* questions, *Complete the sentence*, and *statement and request questions*. The activities were collected, listed, and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension, and application, and high order thinking skills: analysis, synthesis, and evaluation. The researchers then calculated the percentage and frequencies in which each level of cognition appeared for each separate unit and for all six units combined. The results indicated that the research tools used by the two researchers were valid and reliable. The results showed that 114 activities emphasized levels of cognition representing lower order thinking skills, while only 59 activities emphasized the three higher order thinking skills. The activities in the *Master Class* textbook place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills. Additional studies are recommended in the area of content analysis of English instruction textbooks intended for various age levels in the Arab Sector. Such studies would shed light upon the role of textbooks in developing cognitive skills among Arab students.

**Keywords:** EFL Textbooks, Bloom's Taxonomy, Content Analysis, Activities

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## 1. Introduction

A new curriculum for English instruction was written in Israel in 2001 based upon four domains of English language learning: social interaction, access to information, presentation, and appreciation of literature, culture and language. Textbook authors attempted to adapt old textbooks to the new curriculum, or called for new textbooks to be written to fit the new curriculum and its four domains. Numerous books were consequently written for the 3<sup>rd</sup> to 12<sup>th</sup> grade.

The new curriculum is designed to set standards for the four domains of English instruction. The objective of the new curriculum is to develop students thinking to a point at which they can function as independent and responsible

learners, who will be able to use English effectively.

The new curriculum changed the teacher's role from a person who transferred knowledge to students to that of a facilitator who introduces opportunities for students to learn the language in a more responsible and challenging manner. At the same time the new curriculum no longer views students as merely passive learners, but as learners who are capable of comprehension, application, analysis, synthesis, and evaluation of the learning material.

Teachers have always used textbooks to accomplish learning objectives in both the previous and the new curricula. It is therefore essential to analyze the content of textbooks to assess their contribution to the educational system in general, and to students' creative thinking in particular.

Torrance (1962) conducted research dealing with creative thinking, and claimed that mental health, high achievements, and professional success in life are fostered by thinking processes used by learners. In her book *“Foundations of Creativity”* Marksberry (1963) explains that the curriculum must provide thinking skills and correct thinking methods together with knowledge. By the same token, teachers must provide students with knowledge and teach them how to think. This is accomplished by utilizing all levels of questions in the cognitive domain described in Bloom’s taxonomy.

Activities provided in textbooks are one of the important aspects in developing students' thinking. It is particularly important that students develop higher level thinking processes. It is therefore essential that textbooks, which provide the framework for activities to develop students' thinking, contain activities that promote and encourage higher thinking processes and not only transmit knowledge and information. Consequently, this study will analyze the content of the book *Master Class* to determine to what extent it contributes to developing thinking among students. This analysis will determine whether the book merely calls upon students to memorize material, or actually encourages and fosters their ability to analyze, synthesize, and evaluate – i.e. to use higher level thinking skills.

Bull and Andre (1973, 1979) claim that activities direct thinking processes with the following objectives:

- Recalling previously taught material.
- Examining new material using comprehension, application, analysis and synthesis to better organize and benefit from it.
- Evaluation - Drawing a connection between old and new learning material by operating mental processes.

Activities are extremely important in guiding students' thinking. They are also an essential tool for examining students' understanding of the learning material and assessing what levels of thinking students are using in the learning process.

Studies dealing with questions and objectives, such as those conducted by Guilford, Weaver and Kinscey, and Bloom have proposed various taxonomies. These taxonomies clarify the level of three educational objectives by which activities are categorized: cognitive, psychomotor, and affective.

The current study will use Bloom’s taxonomy to analyze the activities in the textbook *Master Class*. It is a general taxonomy that describes six levels for examining the fulfillment of the goals of learners' cognitive domains: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Bloom's taxonomy has several characteristics that make it the most commonly used taxonomy in the field of education:

1. The taxonomy is educationally oriented and can be used to distinguish between groups of objectives that teachers use for writing curricula, study programs and lesson plans.

2. The levels are clearly and logically defined.
3. The taxonomy describes psychological phenomena.
4. The taxonomy discusses thinking processes ranging from the simple to complex with each level resting upon the previous one.
5. It is continuous, with each objective leads to the one following it.
6. It is comprehensive in that each behavioral objective can be categorized according to the taxonomy.

Bloom et al. (1956) define the six levels of the cognitive domain in Bloom’s taxonomy as follows:

- Knowledge represents the lowest level of learning outcomes in the cognitive domain. It is defined as remembering previously learned material ranging from specific facts to complete theories. This level involves remembering material without any additional thinking processes.
- Comprehension is the ability to grasp the meaning of material. This level involves translating material from one form to another such as words to numbers, interpreting material by explaining or summarizing, or predicting consequences or effects. Comprehension represents the next level after memorizing material and is the lowest level of understanding material.
- Application is the ability to use learned material in new and concrete situations. This includes applying rules, methods, concepts, principles, laws, and theories in appropriate situations. Learning outcomes at the application level require a higher level of understanding than those at the level of comprehension.
- Analysis is the ability to break down material into its component parts in order to understand its organizational structure. This Analysis involves identifying parts, analyzing the relationship between parts, and recognizing the organizational principles involved. Analysis requires an understanding of both the content and the structural form of the material, and therefore learning outcomes using analysis constitute a higher level of thinking than comprehension and application.
- Synthesis is the ability to assemble components together to form a new whole. This involves the production of unique communication, a plan of operation such as a research proposal, or a scheme for classifying information such as a set of abstract relations. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.
- Evaluation involves the ability to judge the value of material for a given purpose, based on definite criteria determined by students or teachers. These criteria may be internal organizational criteria, or external criteria that are relevant to the objectives. The category of evaluation involves thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes.

The analysis of activities in the textbook studied in this research will enable categorization of the activities in the textbook according to the various thinking processes stated in Bloom's taxonomy. Such an analysis will determine whether the textbook places emphasis upon higher levels of thinking processes, or whether the activities merely encourage lower levels of understanding.

"Content analysis is a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as basis for inference...." (Holsti, 1969, p 2)..... It is a systematic, replicable technique for compressing extensive and large amounts of text into smaller, more manageable content categories based on explicit rules of coding. The resulting inferences can then be collaborated using other methods of data collection (Krippendorff, 1980). Analysis of activities is also an extremely important process that conveys the strong and weak points of activities, as well as illustrating to what extent they contribute to developing students' thinking. Analysis serves as a tool for determining whether activities should be saved, changed, or modified. In the case of this study, categories will include lower level thinking processes such as recall and understanding, and higher level thinking processes such as analysis, synthesis, and evaluation.

### 1.1. The Research Problem

Most English teachers in the Arab sector do not have the time or the ability to develop their own learning material for teaching English. A majority of teachers consequently adhere to the textbook and are totally dependent upon it.

The book that was selected for analysis in this study is a 10th grade textbook entitled *Master Class - A Course for high - level secondary school students*. This book is used in both the Arab and Jewish sectors in Israel. The reasons why this book was selected for this study will be discussed at a later point.

The objective of this analysis is to examine to what degree the book helps teachers develop students' thinking skills, and to what extent it encourages students to use the various levels of mental processes for developing correct thinking skills. This will be assessed by examining the total number of activities in the two sections of *Mastering Reading* and the section of *Mastering Listening* in each of the six units of *Master Class* textbook. Since these sections deal mainly with the domain of accessing information, the activities that relate to these sections should focus on students' ability to obtain and make use of information. The activities will then be analyzed to determine their cognitive level according to Bloom's taxonomy. This analysis will clarify whether or not the activities in the book encourage higher level thinking skills, and consequently, whether the textbook fulfills the objectives of the new English teaching curriculum and is suitable for use as part of the new curriculum in the English classroom.

### 1.2. The Research Question

This study deals with the analysis of *Master Class* textbook. The analysis will be done according to the following aspect:

- The different activities as viewed through the six levels of Cognitive domain according to Bloom's taxonomy.

Therefore the research questions are:

1. To what extent are the cognitive levels of the activities in the *Mastering Reading* and *Mastering Listening* sections of the textbook *Master Class* varied?
2. To what extent do the activities in the two sections of reading and listening of *Master Class* textbook lead students towards levels that demand higher thinking such as analysis, synthesis, and evaluation?

### 1.3. Objectives and Importance of this Research

The importance of this study stems from the following factors:

- The difference in results and recommendations of previous studies that dealt with analysis of questions in textbooks including (Alcala, 1971; Zaki, 1973; Abu Alaa, 1979; Black, 1980; Abu Halu, 1986; Karns, Burton and Martin, 1983; Elsuidi, 1992; Ibrahim, 1998; Riazi and Mosalaejad, 2010; Razmjoo, and Kazempourfard, 2012). Since none of these studies dealt with the type and the level of the questions raised in English textbooks, the researchers were interested to find out what type of activities are given in the textbooks used in high school and whether these activities help develop the cognitive level of the students and prepare them for their future studies at colleges and universities or better for life.
- Very few studies were conducted to evaluate the books used in high schools in Israel. Teachers usually choose a book because it is recommended by the publishing company or because it is one of the books approved by the Ministry of Education. Sometimes, teachers keep using a book not because it is really helpful and interesting but because they don't want to prepare new materials every year and so they use the book till it becomes unapproved by the Ministry of Education. Other teachers use a book for a year or two and then decide to change it not because they believe it doesn't help their students improve their English, or because the texts and the questions don't really suit or develop the students' cognitive or proficiency level, as one might expect, but merely because they feel it is *boring*. Most teachers don't have the competence and the experience to evaluate a book before using it.
- *Master Class* is the one of the books now recommended to teach five points students. Accordingly, the researchers believe this study would help the population of teachers learn which type and level of the activities are emphasized in the book and where it leads the students from the standpoint of developing thinking. It will also serve as an indication

for the authors as to the type, level and efficiency of the activities in the book in regard to developing thinking.

#### 1.4. Limitation of this Study

This study has the following limitations:

1. It deals only with *Master Class* textbook which is intended for high school students at proficiency level, stage one.
2. It works on the activities that relate to the reading and listening sections only.
3. It uses Bloom's taxonomy for analyzing activities from the textbook *Master Class* according to cognitive domain.

#### 1.5. Definition of Related Terms

1. Master Class is a course book for high school students at Proficiency Level, Stage One. Written by Edna Assis a female book writer and published in 2008 by Eric Cohen Books Ltd.

The book is divided into 6 units. Each unit talks about a certain topic. The topics are authentic and talk to the pupils' interests. Each unit contains: two sections titled Mastering Reading, including different types of reading texts, one section titled Mastering Listening, two sections titled Mastering Words, one section titled Mastering Grammar and one section titled Mastering Writing. Each two units are followed by a short story.

Master Class includes a student's book + SD-ROM, teacher's guide, audio-CD listening, audio-CD reading and tests CD.

2. The six levels of the cognitive domain according to Bloom's Taxonomy:
  - The lower-order thinking skills: Knowledge, Comprehension and Application
  - The higher-order thinking skills: Analysis, Synthesis and Evaluation

The Activity might be any of the following: a *Wh*-question, a *Yes/No* question, a *Multiple Choice* question, Complete the sentence or the chart, a *Statement* question or a *Request* question.

## 2. Review of Research Literature

This section discusses previous studies that deal with analysis of questions in textbooks that are relevant to this study. Like the current study, they also deal with the analysis of WH-questions in textbooks for English instruction.

Alcala (1971) analyzed questions in 3<sup>rd</sup> and 4<sup>th</sup>-grade social studies textbooks according to Bloom's taxonomy. Her results showed that out of a total of 1108 questions, 482 were knowledge level questions, 31 were synthesis level, and 49 were evaluation level. She consequently concluded that lower level thinking questions appeared at the highest frequency.

Zaki (1973) analyzed questions in science textbooks written for junior high school students at the 7<sup>th</sup>-9<sup>th</sup> grade level in Egypt according to Bloom's taxonomy. The results revealed that in the 7<sup>th</sup>-grade textbook, knowledge questions constituted 73% of the total, while comprehension questions constituted 26%. 87% of the questions in the 8<sup>th</sup>-grade textbook were knowledge questions, while 12% were comprehension questions.

Abu Alaa (1979) analyzed the questions in an 11<sup>th</sup> grade geography textbook in Qatar in light of the curriculum and learning outcomes. Questions in the textbook were analyzed according to the hierarchy of Bloom's Taxonomy. Results showed that 83 questions out of a total of 129 were knowledge questions. His conclusion was that most of the questions were conventional, calling for recall of learning material, and that the book emphasized the lower thinking processes.

Abu Halu (1986) analyzed social studies textbooks for 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in Jordanian elementary schools. The study used a questionnaire that was examined by education experts. Results showed that the textbooks placed the greatest emphasis on the knowledge level and less emphasis on higher level thinking.

Elsuidi (1992) analyzed questions in Muslim religious books for 6<sup>th</sup>-grade elementary school students in Qatar according to Bloom's taxonomy. He found that 56% of the questions were knowledge questions, 43% were comprehension questions, and 1% were application questions. There were no questions that called for higher levels of thinking.

Karns, Burton and Martin (1983) conducted content analysis on six principles of economics textbooks together with the instructor's manual that accompanied each text. The objective of their study was to determine whether the questions in the instructor's manual truly measured the level of achievement of the course objectives stated in the textbooks.

Each course objective stated by the author or authors of each textbook was evaluated by three judges. They then determined the educational level of the questions in the instructor's manual that accompanied each textbook, according to the criteria of the six levels of bloom's cognitive domain.

The results revealed significant differences between the cognitive levels of course objectives as opposed to the questions the authors posed to readers of the various texts. The course objectives contained many higher order level statements, while the distribution of the questions concentrated on lower level learning objectives.

Despite the fact that learning objectives did not emphasize lower levels of thinking processes such as knowledge and comprehension, most of the questions were geared towards these lower levels. The three higher levels of Bloom's taxonomy, were not included in the learning objectives, or were stated as part of the learning objectives but had no questions that addressed these objectives. Karns et al. consequently concluded that greater care is needed in

"the selection of textbooks based on the adequacy of the text's learning objectives." (p. 20)

Ibrahim (1998), an Iraqi researcher, analyzed questions in a 6<sup>th</sup>-grade history book according to the cognitive domain in Bloom's taxonomy. His sample, which included 87 questions, revealed 72% knowledge questions, 25.4% comprehension questions, and only 2.2% evaluation questions, while no questions addressed the levels of synthesis or analysis.

Riazi and Mosalaejad (2010) investigated three Iranian high school textbooks and one pre-university textbook to determine which levels of Bloom's taxonomy were most emphasized. The content of the four textbooks, including the exercises, were categorized using a coding scheme that represented the six levels of Bloom's cognitive domain. The results obtained from analysis of the first year English textbook showed that most of the learning objectives (65.2%) were comprehension and application while the lowest percentages were those of evaluation (0.6%). In the second and the third English textbooks the most frequent objective was application (37.6%) while evaluation questions did not appear at all. Analysis, knowledge and synthesis questions appeared at moderate levels in three books. Lower-order thinking skills were the most frequent cognitive skills with an average of 75.3% in the three high school textbooks. The most frequent objective in the pre-university textbook was comprehension followed by knowledge, while the least was related to analysis. However, again the lower-order thinking skills were more prevalent in this textbook.

Despite the fact that higher-order thinking skills appeared at considerably higher frequencies in the pre-university textbook, the lower-order cognitive skills were more dominant. The researchers concluded that this reflected the characteristics of the educational system in Iran and of the university entrance exams, in which rote learning and memorization are emphasized.

Razmjoo, and Kazempourfard, (2012) analyzed the activities and exercises for three units of each of the four coursebooks of the *Interchange* series using the six levels of Bloom's Revised Taxonomy. The study sought to answer: How are the levels of Bloom's Taxonomy represented in the *Interchange* textbooks? and: Which textbook encourages the highest levels of learning? The researchers used a coding scheme to classify and analyze the coursebook activities. The data was qualitatively analyzed, and quantitative analysis was used to compute the frequencies at which the various levels of learning objectives appeared. The results showed that lower order cognitive skills were most frequent in *Interchange* textbooks. Results revealed that in the four books analyzed, memorization - the lowest cell in Bloom's Revised Taxonomy, was the most frequent code followed by application. Understanding metacognitive knowledge and evaluating cognitive knowledge were absent in all the textbooks analyzed.

The results also revealed that the occurrence of different levels of the taxonomy of learning objectives had no

specific pattern. Despite the fact that there was an increase in HOTS (Higher Order Thinking Skills) in the content of the coursebooks at higher levels of proficiency, LOTS (Lower Order Thinking Skills) outnumbered HOTS in these coursebooks

Igbaria (2013) analyzed the study units in the textbook *Horizons* for 9<sup>th</sup>-grade students studying English in heterogeneous classes. The study sought to examine the variety in the cognitive level represented by the WH-questions in the textbook according to Bloom's taxonomy. The study also attempted to examine the extent to which the WH-questions in the textbook emphasize high-level thinking, and whether the textbook aided students in developing cognitive skills.

The study attempted to answer the following question: To what extent are the WH-questions in the six levels of the cognitive domain varied and how frequently do they appear in the textbook *Horizons*?

Content analysis was conducted for the six study units in the textbook *Horizons*. The question was selected for the unit of analysis with the question being defined as any question beginning with a *wh*-word and ending with a question mark.

The questions were collaborated and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension, and application, and high order thinking skills: analysis, synthesis, and evaluation.

The percentages and frequencies in which each level of cognition appeared were then calculated for each separate unit and for all six units combined. The results indicated that the research tools used by the two analysts were valid and reliable.

The results showed that 244 questions emphasized lower level thinking skills, while only 137 questions emphasized high order thinking skills. The questions in the *Horizons* textbook place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills.

The researcher feels that it is essential to conduct additional studies involving content analysis of English instruction textbooks intended for various age levels in the Arab Sector. Such studies would shed light upon the role of textbooks in developing cognitive skills among Arab students.

## 2.1. Summary

In summary, all of these studies used Bloom's taxonomy as a guide for categorizing questions in textbooks. The studies were conducted from 1970 -2013, but despite the 40-year span of research, all consistently reveal that the majority of questions presented to learners emphasized the knowledge level followed by comprehension. We can only conclude that textbook authors have failed to implement recommendations made by researchers that call for the use of questions that encourage and foster higher level thinking skills (analysis, synthesis, and evaluation) among learners. Questions that merely require lower level thinking skills of

knowledge and understanding are far easier to write, while questions that deal with the higher level thinking skills are more challenging to write. Sadly, questions dealing with higher order thinking skills are consistently lacking in all the studies discussed in this section.

### 3. Research Methods and Procedures

This section discusses the following:

- Research tools and methods for verifying their validity and reliability
- Reasons for the choice of the textbook *Master Class* as the subject of this study
- Research procedures and methods of collecting and analyzing data

#### 3.1. Research Tools

A guide was prepared, following research on the Internet, for the levels of activities based on the cognitive domain in Bloom's taxonomy (Appendix A). This guide included a description of the level of each activity together with its criteria. This tool was used to calculate the frequencies of cognitive levels of the activities in the textbook *Master Class*.

#### 3.2. Study Criteria

Analysis of the activities in the textbook was based upon the cognitive domain of Bloom's Taxonomy. The cognitive domain consists of six levels. The lower order thinking skills include the cognitive levels of knowledge, comprehension, and application while the higher-order thinking skills include the three cognitive levels of: analysis, synthesis, and evaluation.

#### 3.3. The Unit of Analysis

The unit of analysis for this study was each single activity in the textbook, with the activity defined as any one of the following:

- A *Wh*-question
- A *Yes/No* question
- A *Multiple Choice* question
- A complete the sentence phrase
- A chart
- A statement question
- A keyword request question

#### 3.4. Choosing the Textbook

The 10<sup>th</sup> grade level was chosen for this study because it is a critical year in secondary school. The matriculation examination exposes students to different kinds of activities that deal with low and high-order thinking skills. Students must practice all six levels of activities in order to deal with all types of examination questions. Consequently, 10th graders must be exposed to all levels of activities in the cognitive domain before they matriculate.

This research attempted to examine to what extent tenth

grade students are exposed to all six levels of the cognitive domain. The textbook *Master Class* that was selected for this study is one of the textbooks used in classes in which students are studying to complete all five points of the matriculation examination in English.

#### 3.5. Validity of the Research Tool

The research tool was presented to a committee of experts headed by three judges from the Faculty of Education in Sakhnin College in order to establish its validity. The committee was asked to examine the definitions of the various levels in accordance with the skills and behaviors demonstrated by each level. The judges assessed that the research tool was valid for use in this study.

#### 3.6. Reliability of the Research Tool

Inter-Rater Reliability was established in two stages.

During the First Stage the researchers and an assistant analyst categorized the activities according to the cognitive domain of Bloom's Taxonomy. A random sample of 40 activities was then selected from the 173 activities in the textbook. The frequency of agreement between the researchers and assistant was then calculated and the reliability coefficient was determined using Holsti's equation (Holsti, 1969).

$$\text{Consistency Ratio} = \frac{\text{NO. of Coincident answers}}{\text{NO. of coincident answers} + \text{NO. of different answers}} \times 100 \quad (1)$$

$$\text{Consistency Ratio} = \frac{37}{37 + 3} \times 100$$

$$\text{Consistency Ratio} = \frac{37}{40} \times 100 = 92.5\%$$

The research tool was found to be reliable.

The Second Stage: The agreement coefficient between the findings of the two analyses was computed and established as follows:

- The total number of activities in the book *Master Class*: 173
- The number of activities whose categories were agreed upon 160

$$\text{Percent of Agreement} = \frac{\text{NO. of Coincident answers}}{\text{NO. of coincident answers} + \text{NO. of different answers}} \times 100\% \quad (2)$$

$$\text{Percent of Agreement} = \frac{160}{160 + 13} \times 100$$

$$\text{Percent of Agreement} = \frac{160}{173} \times 100 = 92.48\%$$

Agreement Coefficient = 92.48%

The agreement coefficient was established as 92.48%, which is acceptable. The reliability of categorization according to the cognitive domain of Bloom's Taxonomy was high. The research tool used by the researchers and

assistant was therefore found to be reliable.

### 3.7. Data Collection

Data was collected in two stages. During the first stage the researchers and another analyst located all of the activities in the textbook, and each one recorded them on a four-column table (Appendix B). The tables listed all activities in serial order, the activity, its level, and page number. Both the researchers and their assistant analyst located and listed a total of 173 activities.

During the second stage the researchers and their assistant analyst categorized all 173 activities again using the research tool. The number of activities listed for each of the categories in the research tool (levels of cognition according to Bloom's Taxonomy) was then calculated by each, and the frequency that each level of activity appeared was then calculated.

### 3.8. Summary of the Research Procedure

The results of this research were obtained using a ten-stage procedure.

1. Defining the research problem and questions.
2. Reviewing the research literature that dealt with the area of this research.
3. Choosing the textbook.
4. Determining the unit of analysis.
5. Collecting all the activities by the researchers and assistant analyst.

6. Preparing the research tool for analyzing the activities.
7. Establishing validity and reliability.
8. Analyzing the activities according to the six levels in Bloom's taxonomy.
9. Counting the frequency for each of the six levels of cognitive domain
10. Recording the data in tables to present the findings.

## 4. Findings and Discussion

This section discusses the results obtained after analyzing the activities from the *Master Class* textbook. This analysis helped the researchers to answer the research questions:

1. To what extent are the cognitive levels of the activities that relate to Mastering Reading and Mastering Listening in *Master Class* textbook varied?
2. To what extent do the activities encourage students towards levels that demand higher thinking skills of analysis, synthesis, and evaluation?

To answer the research questions, the researcher analyzed all the textbook activities that relate to the Mastering Reading and Listening sections, and collected all the results. These results are shown in table (1) which shows the level of the activity and the frequency and percentages for each learning unit of the textbook *Master Class*.

**Table 1.** Frequencies and Percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Sections of Mastering Reading and Mastering Listening in each of the Six Units of the Textbook *Master Class*

Level of activity	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6	
	F	P	F	P	F	P	F	P	F	P	F	P
Knowledge	2	10%	2	5.7%	0	0%	0	0%	3	10%	1	3.22%
Comprehension	11	55%	19	54%	21	63%	15	62%	17	56.7%	19	61%
Application	1	5%	1	2.8%	0	0%	1	4.2%	0	0%	1	3.22%
Analysis	3	15%	8	22.8%	4	12.1%	3	12.4%	3	10%	2	6.55%
Synthesis	0	0%	2	5.7%	4	12.1%	28.3	8.3%	3	10%	2	6.5%
Evaluation	3	15%	3	8.57%	4	12.1%	3	12.4%	4	13.3%	6	19.35%
Total	20	100%	35	100%	33	100%	24	100%	30	100%	31	100%

Table 1 indicates that there is a maximum of one activity in each unit that asks students to use learned material in new and concrete situations. This finding implies that the number of activities that call for the cognitive level of application is the lowest in the six units with percentages ranging between 0% - 5%. Two units do not have any activities at this level. The activities that work on the cognitive level of knowledge rank second with percentages ranging between 0% - 10%, with frequencies ranging from 0 - 3. Unit five has 3 activities with a percentage of 10% out of all the activities in the unit, which is the highest occurrence of questions at this level of all the units. Most of the activities in each unit are at the comprehension level with percentages ranging between 54% - 63%. This level goes one step beyond the simple remembering of material, and represents the lowest level of understanding.

The total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. However, there are between two and eight activities at the level of analysis in each unit, and fewer synthesis activities. Unit one has no activities at the synthesis level, and the highest frequency of synthesis activities is in unit three which has 12.1%. Interestingly, the number of evaluation activities in all six units ranges from 8.57% - 19.35%.

The results imply that the cognitive level of activities is not varied. There are few activities that relate to the cognitive levels of knowledge and application while most of the activities relate to the cognitive level of comprehension. The total numbers of activities in each unit that relate to higher level cognition are about half the number of those dealing with comprehension alone.

However, as we shall see in the discussion of the second research question, the results are still acceptable.

**Table 2.** Frequencies and Percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the activities of Mastering Reading and Listening sections in the Six Units of Master Class

Level of question	Frequencies	Percentages
Knowledge	8	4.62%
Comprehension	102	58.9%
Application	4	2.37%
Analysis	23	13.3%
Synthesis	13	7.51%
Evaluation	23	13.3%
Total	173	100%

Table 2 shows the frequencies and percentages of the six levels of the cognitive domain in Bloom's taxonomy for all six units. The frequencies in the table range from 4 - 102, while the percentages range from 2.37% to 58.9%. The comprehension level appeared most frequently. These findings confirm the results of nearly all the studies that were presented in the review of relevant literature. The high frequencies in the level of comprehension is quite logical since the data were collected from the two sections that dealt mainly with the domain of access to information, and the activities on such sections should emphasize the students' comprehension. The author attempted to include various types of comprehension activities. There are, for example, several activities that require yes/no responses, or activities requiring retrieval of information. The application level received the lowest percentage and frequency having only four activities in the sections under analysis. This number of activities is also acceptable in these sections. They require receptive rather than productive skills, and emphasize accessing information rather than presentation. Activities that work on the cognitive level of application would be expected in sections such as Mastering Language or Mastering Writing. The third cognitive level that relates to the lower-order thinking, knowledge, appeared only 4.62% in all the units. This result contradicts the studies mentioned in the review of related literature. The results in those studies showed that most of the activities that were raised in the textbooks dealt with the level of knowledge.

The results of this study reflect significant changes. Only 8 activities out of 173 are knowledge activities, and a majority require students to think and find a way to interact, rather than merely recall information. An example of this type of activity appears on page 84: "You are going to read a review of a movie about global warming. Share what you know about the subject with the class. The following words from the review may help you." Another activity on page 92 requires students to retrieve information from the Internet, enabling them to use research and technological skills.

The outstanding finding in this study is that activities of the analysis and evaluation levels appeared at frequencies of 23% and 13.3% respectively, which is higher than those cited in other studies. These results are higher than those

that appear in most comprehension texts in a foreign language where the main goal is usually comprehension rather than developing thinking skills. Some of the activities were open questions requiring students to offer their personal opinion about the issue presented in the text. The following activity deals with evaluation, which is the ability to judge the value of material for a given purpose: "Imagine that you've been in a Europeans city and wanted to buy a newspaper, but there is no one to take the money – just an "honesty box" to put it in. Would you pay for the newspaper or not?" The level of synthesis appeared at a frequency of 13 and a percentage of 7.51% more than the knowledge and the application levels combined. Additional examples appear in Appendix B.

The findings presented in the second table confirm that many of the activities used in the Mastering Reading and Mastering Listening sections of *Master Class* encourage students to make use of analysis, synthesis, and evaluation. This refutes findings in the studies discussed in the literary review section in which most questions were found to require lower level thinking skills.

## 5. Conclusions and Recommendations

### 5.1. Conclusions

The results show that the author of *Master Class* placed emphasis on the lower thinking processes of comprehension. This is acceptable since the activities relate to the two sections of Mastering Reading and Listening. However, these results do not contradict with the goals of the new curriculum that attempts to offer students opportunities to obtain and make use of information from a variety of sources and media. On the other hand, the author has increased the number of activities that deal with higher thinking processes. The activities that work on the three levels of analysis, synthesis and evaluation constitute about one third of the total number of activities that appear in the sections of Mastering Reading and Listening in the six units. This implies that the author has also succeeded in adapting activities to the objectives of the new curriculum. The activities that relate to the three higher-order thinking levels give students opportunities to interact effectively in a variety of situations, which is one of the goals of the new curriculum.

*Master Class* includes many activities that call for higher level thinking and challenge students to work above and beyond their cognitive level. We therefore conclude that *Master Class* is a textbook that is appropriate for students working towards five point matriculation examinations. Edna Assis, the author of *Master Class*, provides an excellent example that other textbook authors should follow.

### 5.2. Recommendations for Future Research

1. Other textbooks intended for 10<sup>th</sup> grade heterogeneous classes should also be analyzed.
2. Other studies should be conducted to analyze the type and

level of questions that teachers use in 10<sup>th</sup> grade homogeneous and heterogeneous classes of high-level students.

3. The remaining sections in the textbook *Master Class* should

be analyzed to determine whether the results are consistent in all sections.

4. The teachers' guide and workbook should also be analyzed.

## Appendix A

### A Guide for the Levels of Activities Based on the Cognitive Domain in Bloom's Taxonomy

Competence / Level	Definitions and Skills Demonstrated
<b>Knowledge</b>	<p>It is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.</p> <p>Observation and recall of information            Knowledge of dates, events, places            Knowledge of major ideas            Mastery of subject matter  <i>Question Cues:</i>            list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
<b>Comprehension</b>	<p>It is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.</p> <p>Understanding information , Grasp meaning , Translate knowledge into new context , Interpret facts, compare, contrast            Order, group, infer causes , Predict consequences  <i>Question Cues:</i>            summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
<b>Application</b>	<p>It refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.</p> <p>Use information            Use methods, concepts, theories in new situations            Solve problems using required skills or knowledge  <i>Questions Cues:</i>            apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
<b>Analysis</b>	<p>It refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.</p> <p>Seeing patterns            Organization of parts            Recognition of hidden meanings            Identification of components  <i>Question Cues:</i>            analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
<b>Synthesis</b>	<p>It refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.</p> <p>Use old ideas to create new ones , Generalize from given facts , Relate knowledge from several areas , Predict, draw conclusions  <i>Question Cues:</i>            combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
<b>Evaluation</b>	<p>It is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.</p> <p>Compare and discriminate between ideas , Assess value of theories, presentations , Make choices based on reasoned argument , Verify value of evidence , Recognize subjectivity  <i>Question Cues</i>            assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

## Appendix B

A Table for Collecting Activities from Each Learning Unit in the Textbook *Master Class*.

No.	The Activity	Level	Page
	<b>Unit 1</b>		
1.	You are going to read a feature article from the food and drink section of a newspaper. The article discusses unusual restaurants. In what ways might the restaurants be unusual? Consider the following points:	Analysis	8
2.	Read the article. Are any of the restaurants unusual in ways you thought?	Comprehension	
3.	Find the following words in the text. What do you think they mean? Write the answers in your notebook.	Comprehension	10
4.	Write the numbers 1-8 in your notebook. Then write the name of the correct restaurant next each number	Comprehension	10
5.	What types of people would prefer each restaurant, in your opinion? Explain. there may more than one correct answer	Evaluation	10
6.	Which of the restaurants would you enjoy the most? The least?	Evaluation	10
	<b>Mastering Listening</b>		
7.	The fat duck restaurant near London is famous for its strange combinations of foods. Read a selection of items from its menu opposite. Which dish do you think is the most unusual? Which of the dishes would you like to try?	Evaluation	14
8.	You are going to hear a radio interview with Lynn Barry. A food editor and critic who visited the Fat Duck restaurant and spoke to its chef, Huston Blumenthal. Write the numbers 1-8 in your notebook. Tick ( ) the subjects you think will be discussed. 1. The reason for the restaurant's name 2. Chef Blumenthal's Personality 3. How Blumenthal Became opened the restaurant	Comprehension	15
9.	Write the numbers 1-7 in your notebook. Listen to the interview again, this time for details. Next to each number, write T (True) F (False) 1. Many people Want to eat at the Fat duck. 2. The Fat Duck is in an impressive building. 3. The headphones are used to communicate.	Comprehension	15
10.	Compare the answers with a partner and correct the false sentences	Analysis	15
11.	Bring a menu to class. Explain how it is organize and describe one of the dishes.	Knowledge	15
	<b>Mastering Reading</b>		
12.	You are going to read an article about "super tasters" – people who can't stand certain foods. Are there any foods that you absolutely will not eat, no matter how hungry you are?	Knowledge 8	16
13.	Read the article. Do you think you are a super taster?	Application 5	16
14.	Choose the correct answer, Yes or No, According to lines 1-11 People may have a physiological reason for disliking certain foods. Yes/No	Comprehension	17
15.	Why do super tasters taste things more intensely than other people? ( lines-19)	Comprehension	17
16.	How is the population divided among the three types of tasters? Complete the chart according to lines 20-32. In lines 33-61, the writes discusses the (-)	Comprehension	17
17.	a. Advantages of being a super taster b. disadvantages of being a super taster c. advantages and disadvantages of being a super taster How are scientists trying to help super taster? Fill the missing information he following sentences.(lines 33-47)	Comprehension	17
18.	a. super tasters do not eat... b. But these foods are needed for ... c. then super tasters Will.. What are two advantages of being a Super taster?	Comprehension	17
19.	Super taster do not usually ... because they ... they also do not usually ... because they ...	Comprehension	17
20.	Do you think it's a good idea to use chemicals to make food taste better? Why or why not?	Analysis	17
	<b>Unit 2</b>		
	<b>Mastering Reading</b>		
21.	Read the following saying. What does it mean? Is there a similar saying in your language?	Analysis	24
22.	Now Read the interview below. How is it connected to the saying? What is the purpose of Yair's work? a. to convince people not to drink. b. to rehabilitate alcoholics.	Evaluation	24
23.	c. to educate people about alcohol abuse d. to prevent the sale of alcohol to minors	Comprehension	25
24.	Complete the sentences according to lines 8-15 Yair used to believe in ... of alcoholics. Now he believes that... is more important.	Comprehension	26
25.	a. Choose the correct answers Yes or no, according to line 16-28 some convenience stores do not sell alcohol to minors. Yes/no b. Copy one phrase or sentence that supports your answer.	Comprehension	26

No.	The Activity	Level	Page
26.	Complete the chart to show how alcohol can affect the drinker. Base your answers in lines 37-56	Comprehension	26
27.	Name three dangers of alcohol according to lines 47-64	Comprehension	26
28.	Complete the sentence according to lines 65-77 Drinking can become a habit when ...	Comprehension	26
	Yair thinks that parents should (-). (Lines 78-95)		
29.	a. Trust their children to make the right choices. b. punish their children if they drink c. follow their children when they go out to clubs. d. Pay close attention to what their children are doing	Comprehension	26
30.	What is Yair's Message to teenagers? ( lines 96-102)	Comprehension	26
	a. Choose the correct answer, Yes or No , according to lines 103-106		
31.	Yair believes that he is having an effect on teenagers. Yes/No	Comprehension	26
	b. Copy a sentence that supports your answer.		
32.	Yair After advises parents to keep track of their kids. What do you think of his advice? Should parents check up on their teenagers?	Analysis	26
	<b>Mastering Listening</b>		
33.	Who was involved in the survey?	Comprehension	31
34.	What questions do you think were asked?	Analysis	31
35.	Complete heading a and b	Comprehension	31
36.	Number of Students in survey Teens that drank hard liquor	Comprehension	31
37.	2001: In 2005:	Comprehension	31
38.	Boys that drank : ... Girls That drank :.....	Comprehension	31
39.	Draw the two missing bars	Comprehension	31
40.	Average age for the first drink	Comprehension	31
41.	Teens that binged in the past month	Comprehension	31
42.	Write five facts that you can learn from the graphs above.	Analysis	31
43.	Did any of the results of the survey surprise you? Explain.	Evaluation	31
	<b>Mastering Reading</b>		
44.	The text you are going to read is an authentic editorial from an American newspaper. It is a true story about a teenage girl. Read and find out what happened to her.	Comprehension	32
45.	Which of the following words describe how you felt as you read this editorial? Explain.	Analysis	33
46.	Do you think Ashley's friends will make any changes in their lives as a result of what happened?	Analysis	33
47.	Did Alan Stiles deserve to be punished, in your opinion? Explain.	Evaluation	33
	Read the following Sentences from the editorial		
48+49	The headline was much too small for the size of the tragedy reported. Ashley Harmon was a 16-years-old high school girl from Aztec. Which sentences present a fact? Which expresses an opinion? How can you tell? Which is ...?	Knowledge	34
	Find parts of the editorial that give the facts of the story. Then find the parts that express the writer's opinion about what happened. Which did you find more of – facts or opinions?	Synthesis	34
50+ 51	What was the writer's purpose in writing this editorial? The writer's style of writing adds tension and emotion to the editorial Find examples of:	knowledge synthesis	34
52.	a. short, one sentence paragraphs. b. repeated words or sentences.	comprehension	34
53.	How do these help the writer to achieve his/her aim?	analysis	34
54.	Compare and contrast this editorial with interview on pages 24-25. Relate to the following points	application	34
	<b>Unit 3</b>		
	<b>Mastering Reading</b>		
56.	Imagine that you've been in a Europeans city and wanted to buy a newspaper, but there is no one to take the money – just an "honesty box" to put it in. Would you pay for the newspaper or not?	Evaluation	46
57.	You are going to read a personal account of one woman's experience with an honesty box. What made this particular box so effective?	Comprehension	47
58.	What happens to people who don't pay for their drinks in the writer's office?	Comprehension	47
59.	Complete the sentence according to lines 10-17. According to Melissa, people reacted to the poster of eyes because (-). (lines 18-24)?	Comprehension	47
60.	c. .... d. ....	Comprehension	47
61.	What led the Newcastle police to try a new of fighting crime? Lines (10-40) complete the missing information in a, b and c.	Comprehension	47
62.	Choose the correct answer, Yes or No, according to lines 33-40. The police posters have been proven effective in combating crime. Yes/ No Which of the following expresses the writer's attitude toward the police posters?	Comprehension	48
63.	.... c. .... .... d. ....	Analysis	48
64.	Imagine that the principle of your school would like to start an honor system. The student council has asked	Evaluation	48

No.	The Activity	Level	Page
	students to vote for or against the idea. In groups of four, think of at least two reasons to vote for the honor system and two reasons to vote against it.		
	<b>Mastering Listening</b>		
65	Have you ever lost something valuable, such as money or a cell phone? Was it returned to you? Tell the class about it.	Synthesis	53
67	You are going to hear three news broadcasts. Read the sentences below. Then listen and write True or False in your notebook.	Comprehension	53
68	Decide if each sentences refers to broadcast A (stolen purse), B (lost money) or C (money found in jeans)?	Comprehension	53
69	The events you have read about are all true. Which was the most surprising, in your opinion? Explain why.	Analysis	53
70	What would you do if you found something valuable in a public place?	Synthesis	53
	<b>Mastering Reading</b>		
71.	You are going to read a story about truth and lies. As you read Part 1, find clues you whether it is set in modern times or in the past.	Comprehension	56
72.	What do you know about Gortsby's mood from lines 1-3?	Comprehension	57
73.	How does Gortsby react to the young man's "look of charming frankness"?	Comprehension	57
74.	Why is the young man lost?	Comprehension	57
75.	Why doesn't he have any money with him?	Comprehension	57
76	How does Gortsby "prove" that the young man is lying?	Comprehension	57
77	The writer could have ended the story here. Instead, he gave it a surprise ending. How do you think the story will end?	Synthesis	57
78	How did Gortsby feel when he found the soap? What did he do?	Comprehension	58
79	What did Gortsby feel he had learned from the incident?	Comprehension	58
80	What was the truth about the young man? How did Gortsby find it out?	Comprehension	58
81	What clues are there in the young man's behavior that show us the truth about him?	Comprehension	58
82+83	How did you expect the story to end? <i>Was the ending different of what you expected?</i>	Synthesis Evaluation	58
84	Which of the following sentences is true?	Comprehension	58
85.	What does this tell you about Gortsby's attitude toward people? Does he expect them always to be honest?	Analysis	58
86.	What does his reaction upon finding the soap tell us about his own morals?	Analysis	58
87.	In your opinion, is Gortsby too pessimistic about people, or is just being realistic?	Evaluation	59
88.	The plot of the story is made of the main events that happen, in chronological order. Read the sentences below. Which sentences describe main events? Which describe details?	Comprehension	59
89.	In your notebook, write the main events of the story in the order they happened using a plot map like the one below.	Comprehension	59
	<b>Unit 4</b>		
90.	You are going to read about some highlights history of photography. Think about photography has changed over time. What changes do you think will be mentioned in the timeline?	Evaluation	
91.	Read the Timeline. Were the changes you thought of mentioned?	Comprehension	
92.	The chart below shows the advantages of each new development in photography. Complete the missing information	Comprehension	
93.	Which of the statements below in not true of daguerreotypes? Choose the correct answer Yes or No	Comprehension	
94	Most continued to use black and white film long after the invention of color film. Yes/No	Comprehension	
95	Complete the sentence. Digital cameras have many advantages because they do not use ...	Comprehension	66
96	What was unusual about the way in which Philippe Kahn invented the cell phone camera?	Comprehension	66
97	Why does the writer mention the saying, "The camera doesn't lie"? ( part 10 )	Synthesis	66
98	Digital photographs are easily manipulated. Is this ever legitimate, in your opinion? If so, when? If not, why not?	Evaluation	66
	<b>Mastering Listening</b>		
99	Annie Griffiths Belt has been a photographer for national Geography for nearly thirty years she has traveled all over the world and has won several awards for her world. What do you think life is like for a person like Annie? Consider the following	Synthesis	69
100	Listen to an interview with Annie that was held in 2007. Which of the points above does she relate to ?	Comprehension	69
101	Below is a timeline showing some important years in Annie's life. Copy the dates into your notebook. Then listen again and write the event that took place during each year.	Comprehension	69
102	How does Annie get people to trust her?	Comprehension	69
103	How does Annie feel about being a woman photographer?	Comprehension	69
	<b>Mastering Reading</b>		
104	You are going to read an article about three different kinds of photographers. Look at the photos on these pages. Do you think they were difficult to take? Why not?	Analysis	70
105	Read the article and see if you were right This text would probably be found in ...	Comprehension	70
106	a. The editorial section of a newspaper b. A brochure for a photography school.	Application	72

No.	The Activity	Level	Page
107	The following examples were given in the article. What is each of them an example of?	Analysis	72
108+	Find the following sentences in the article on pages 70-71. Then answer the questions.		
109+	1. To me, that's what sport is all about! What is sport all about?	Comprehension	72
110	2. But there is a lot more to my job than that. More than what?		
111+	3. You've got to ... remain pleasant and calm through it all. Through what?		
112+	What do the three types of photographers /photography have in common? <b>What are the differences between them?</b> Write at least five sentences comparing and contrasting them. Use the words only, both, all, neither and none of to help you. Follow the examples	Comprehension	72
113.	Would you like to be a professional photographer? Why or why not? If so , what type of photographer would you like to be and why ?	Analysis Application	72
114	<b>Unit 5</b> <b>Mastering Reading</b>		
115.	You are going to read a review of a movie about global warming. Share what you know about the subject with the class . The following words from the review may help you.	Knowledge	84
116.	Now read the review and see if any of the facts you and your classmates discussed are mentioned.	Comprehension	84
117+	Answer the following question according to lines 1-19.	a- Comprehension	
118	a. What is the movie An Inconvenient Truth about?		85
119.	b. Why does the reviewer call it "the most horrifying movie of the decade"?	b- synthesis	
120.	What causes global warming?	Comprehension	85
121.	Why is the special crane mentioned in line 41?	Comprehension	85
122.	How could global warming create a worldwide refugee problem? Complete the chart according to lines 43-60	Comprehension	86
123.	Name two other results of global warming , according to lines 49-60	Comprehension	86
124	According to lines 61-72, the skeptics (-)		
125	a. say that nothing can be done		
126	b. feel that nothing needs to be done	Comprehension	86
127.	c. say that the problem has been caused by humans		
128	d. agree with the majority of scientists		
129	Choose the correct answer, Yes Or No, According to lines 73-81	Comprehension	86
130	According to the film, a catastrophe cannot be prevented. Yes/No.		
131	After reading the review, would you like to see the movie An inconvenient Truth? Why or why not?	Evaluation	86
132	We can all help slow down global warming. Look at the list of energy-saving tips below How can doing these thing help?	Analysis	86
133.	Which of the above would be easy for you to do? Which would be difficult? Explain	Evaluation	86
134	<b>Mastering Listening</b>		
135	You are going to hear a radio contest involving three teenage activists who have worked to save the environment. Copy the cards below into your notebook, then listen and fill in the missing information.	Comprehension	91
136	You have been asked to choose the winner of the Earth Heroes competition. You have written down some questions you would like answered before you vote. Listen again and take notes to answer them.	Comprehension	91
137	Compare your notes with a partner and help each other fill any information you missed.	Synthesis	91
138	In groups of four, discuss which of the following are the most important things for an environmental activist to do.	Analysis	91
139	Which of the teenagers did the things that your group considers important? Hold a vote to decide who should win the contest. Tell the class who your group chose and why.	Evaluation	91
140	<b>Mastering Reading</b>		
141.	You are going to read the website of an authentic organization. Read the page below. What is the organization working towards? What action does it ask people to take?	Comprehension	92
142.	Notice the links below. What do you think readers will find when they click on each link?	Knowledge	92
143.	Write the correct answer in your notebook		
144.	The main purpose of the website is to (-)	Comprehension	94
145.	Decide if the following statements are true or false according to the text. Correct the false statements in your notebook.	Comprehension	94
146.	Look at the cartoons. Then look back at "the safety Myth" on page 93. Which fact mentioned in the website does each cartoon refer to?	Synthesis	95
147.	Look back at the readers' comments on page 94. Which Reader agrees with the website? Why is he / she against 4x4's? What suggestion does this reader make?	Comprehension	95
148.	What reason are given by the reader who disagrees with the website?	Comprehension	95
149.	Which reader's arguments are more convincing, in your opinion? Explain.	Analysis	95
150.	Write your own readers comments for the website and share it with the class.	Evaluation	95
151.	Have you personally encountered any environmental problems? Consider the points below share your experiences with the class	Knowledge	95
152	<b>Unit 6</b> <b>Mastering Reading</b>		
153+	You are going to read a profile of a very special English teacher. Have you ever had a special teacher? What made him or her Special?	Knowledge	102
154	Now read the profile. Find two ways which this teacher's methods are different from usual methods of teaching a language?	Evaluation	102
155		Comprehension	102

No.	The Activity	Level	Page
146	In your notebook, write the number of each paragraph next to its main idea. Decide if the following sentences true or false. Correct the false sentences	Comprehension	103
147	a. Li yang's students write down everything he says. b. Chinese people are easily embarrassed	Comprehension	103
148	Why do the Chinese like learning with Li's method? ( lines 7-12)	Comprehension	103
149	What makes leaning English hard for a Chinese student? <b>Is it the same for you? Explain. Consider the following : the alphabet , the spelling , the pronunciation , the Chinese/Israeli character</b>	Comprehension	103
+150.	<b>Do you think that crazy English would help you improve you English?</b>	<b>Evaluation</b>	
151	why or why not ?	Analysis	104
152	Write paragraph describing your ideal English lesson. How would it be different from or the same as your	Synthesis and	104
+153.	real English lesson? For help, See page 133	application	
	<b>Mastering Listening</b>		
154.	Spelling bees are held only in English because?	Comprehension	106
155.	A competitor who spells a word wrong ...	Comprehension	106
156.	Choose two correct answers...	Comprehension	107
157.	The official study guide ...	Comprehension	107
158.	The students at Karen's school	Comprehension	107
159.	The people protesting outside the hotel	Comprehension	107
160.	Listen to the interview again. For each blank space, write the missing detail in your notebook, There are ... words in the official study guide.	Comprehension	107
161.	Do you agree with the poster? Discuss the advantages and disadvantages of simplifying English spelling. Make a list of pros and cons and share it with the class.	Evaluation	107
	<b>Mastering Reading</b>		
162.	You are going to read an article about world war 2 and an unusual language. What do you think the connection between the two might be?	Evaluation	108
163.	Read the article. Which language played important role in world war 2? Why was it chosen?	Comprehension	108
164.	Eddy Draper's role in the marines was to (-) ( lines 1-8)	Comprehension	109
165.	Choose The correct answer yes or no The Japanese were unable to understand any coded messages sent by U.S. military Yes/No	Comprehension	109
166.	The Navajo language was difficult for non-Navajos to learn. Give ONE reason of this ( line 15-19)	Comprehension	109
167	Complete the sentences according to lines 25-29. There is disagreement about whether ... In that way did the U.S government change or attitude toward the Navajo language?	Comprehension	109
168	Complete the sentences according to lines 25-34 Before the war government ...; however , during the war , they ...	Comprehension	109
169	Complete the following sequence events according to the article.	Comprehension	110
170	The main purpose of this article is to (-)	Synthesis	110
171	If you were a native American, would you be willing to risk your life for the United States in the time of war? What to do you think the words really meant?	Evaluation	110
172	1. Owl 2. Egg	Analysis	110
173	Why do you think there were no Navajo words for "submarine" and "tank"?	Evaluation	110

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