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Ministry of Higher Education and Scientific Research

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Faculty of Letters and Languages
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An Evaluation of The Algerian Fourth Year Middle School Textbook
‘’ON THE MOVE’’ Using BLOOM’s Taxonomy of Educational Objectives (The Cognitive Domain)

A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfilment of the Requirements for the Degree of
Master in Language Sciences and Teaching English as a Foreign Language

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Dedications

This is thesis is dedicated to the memory of my father, Mouhamed Lezhar, i really wish that he is with us right now to see me going in my way to success; i love you father.

To the memory of my brother Fouad, though i have not got the chance to see you, you are a perfect man and a great brother in my mind.

May they rest in peace and be blessed now and forever, amen.

To my lovely mother the sacrifices of whom, during my whole educational career, i will never ever forget, thank you very much, you are my main source of inspiration and guidance.

To my dear brother Sami, and lovely sisters Houda, Imen and Nassima for their support and help, and the special love they carry for me.

To my lovely nieces and nephews Nouzha, Imad, Mehdi, Soundes, Meriem, Kawther, Mouhamed, Sirine and the sweetest little angels Wassim and Rassim, they are and will be a pure source of happiness in my life.

To my dearest friends, Hassina, Soumia, Amina, Asma, Maissa for their help and care.
Acknowledgements

Before everything, I should thank Allah the Almighty for the energy and penitence he gave me to finish this work.

My great thanks and appreciation go to my supervisor, Mr. Djallel Boulmaiz for his patience, guidance, help and encouragement throughout supervision. He was more than a teacher and supervisor to me, he was a close friend, and big brother to me, thank you very much sir for everything.

Special thanks go to Dr. Merrouch for her helpful advice and help.

I would like to express my infinite and sincere gratitude to my teachers

My sincere thanks for all the secondary schools teachers for their cooperation.
Abstract

Learning language is a complicated process as it covers many aspects, and the cognitive skills maybe considered as the most difficult and important aspects in order to reach higher thinking skills. The present study aims at investigating the types of learning objectives represented in the Algerian fourth year middle school English textbook called ON THE MOVE using Bloom’s taxonomy of learning objectives. To codify the learning objectives, a coding scheme was developed based on Bloom’s (1956) taxonomy of learning objectives. The exercises and tasks and lessons of the textbook were codified and the frequencies and percentages of occurrence of different learning objectives were calculated. Results of the study indicate that the lower-order cognitive skills were more prevalent than higher-order ones. Furthermore, There is a lack of progression from the lowest (knowledge) to the highest (evaluation) cognitive levels. With regard to text content represented in ON THE MOVE, the textbook concentrates more on giving knowledge and try to apply it without even making sure that all the taken knowledge was well understood and comprehended by the learners. This means that the textbook is more practical like mathematics and physics. In addition, it is judicious to suggest that textbook authors encourage teachers to look beyond what is suggested on the school textbooks and rely on their creativity in exploiting it, so that, the teaching/learning process will be effective.

BLOOM'S TAXONOMY, TEACHING LEARNING PROCESS, COGNITIVE SKILLS
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<thead>
<tr>
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<td>CD</td>
<td>Cognitive Domain</td>
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<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>HTS</td>
<td>Higher Thinking Skills</td>
</tr>
<tr>
<td>KSA</td>
<td>Knowledge Skills, and Attitudes</td>
</tr>
<tr>
<td>LTS</td>
<td>Lower thinking Skills</td>
</tr>
<tr>
<td>RBT</td>
<td>Revised Bloom’s Taxonomy</td>
</tr>
<tr>
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</tr>
<tr>
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<td>Teaching / Learning Process</td>
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<td>TM</td>
<td>Teaching Materials</td>
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Introduction

English language learning is a very complex process that can be affected by a number of learners’ individual differences including aptitude, age, learning style, intelligence, motivation, personality and some thinking skills. The latter is considered as one of the main factors that play a crucial role in learning English as a Foreign Language.

Teachers must choose between the myriad of educational tools and techniques available to them in order to enhance the student learning experience. They have long considered the Bloom Taxonomy of Learning to be a valid benchmark that measures a student’s level of understanding in a particular subject.

Statement of the problem

One of the most important issues that may encounter teachers as well as textbook designers is that the teaching/learning process is no longer as simple as standing in front of a classroom and lecturing for one hour or so. That’s to say, achieving the desired outcomes depends mainly on the teachers’ choice of materials, namely, the textbook is the case for the Algerian educational system.

As the main teaching goal of the Algerian Middle school teachers is to make students learn the target language elements, they miss a guiding method for categorizing and classifying levels of intellectual learning that commonly occur in the classroom setting and lead learners to activate their mental activities. For this reason, this investigation will seek to know whether the Algerian middle school textbooks do follow Bloom’s taxonomy of educational objectives concerning the cognitive domain that helps with achieving the highest level of thinking skills or not.
The aim of the study

This study aims at evaluating the Algerian middle school English textbook with regard to the six levels of learning objectives in Bloom’s taxonomy. The study intended to investigate how the content of textbook represents Bloom’s cognition levels (knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation). In particular, it seeks to indicate which levels of the taxonomy are more focused on in the textbook in order to enable the learners to reach higher thinking skills.

Research questions and hypothesis

This study aims at addressing the following questions:

- Which levels of Bloom’s taxonomy are more prevalent in the fourth year middle school English textbook ‘‘ON THE MOVE’’?
- Are the Algerian teachers aware of Bloom’s taxonomy, and if that is the case, do they follow it in their teaching?

Accordingly, we hypothesize that if Bloom’s taxonomy of educational objectives is effectively followed in ‘‘On the move’’, EFL teachers could make their learners achieve higher levels of thinking skills.

Research methodology

Research Method

The choice of method in scientific researches is mainly related to the nature of the subject matter and the needed data. As the main purpose of this study is to investigate the use of Bloom’s taxonomy in ON THE MOVE by middle school teachers in their teaching process, it seems that the survey method is the most suitable way. In survey method research,
participants answer questions administered through questionnaires. I have used such method as it is relatively quick to collect potential information from a large portion of the addressed population.

**Research Instruments**

Two means of research are used in this study, the first one is using a coding scheme, all parts of middle school fourth year English textbook are coded in terms of learning objectives, and the frequency of each learning objective will be calculated for each part. The coding scheme represents the six levels of learning objectives from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels of synthesis and evaluation. The coding categories are labeled as: 1) knowledge 2) comprehension 3) application 4) analysis 5) synthesis 6) evaluation. Each coding category includes examples for each level, key words that represent intellectual activity on each level. Second, a questionnaire is addressed to fourth year middle school teachers in the wilaya of Oum El Bouaghi, to see whether the designed textbook helps with achieving the higher levels of thinking skills during the whole academic year.

**Population and Sampling**

**Target Population:**

Middle school teachers of English in the wilaya of Oum Elbouaghi

**Sampling:**

24 Fourth year middle school English teachers of wilaya d’Oum Elbouaghi

**Time scale:**
Three months.

**Structure of the study**

This research is based on two main sections, one theoretical and the other one practical. The theoretical section is divided into two chapters, in the first chapter, we will tackle the major aspects of Bloom’s taxonomy, and its contribution to language teaching and learning, and in the second chapter, we will talk about teaching materials, in which we will focus on the textbook and its role in the teaching learning process. On the other hand, the practical chapter is divided into two sections as well, one deals with the collected data from the fourth year middle school English teachers questionnaire, analysis and discussion of the results, the other section deals with the evaluation of ON THE MOVE in relation to Bloom’s taxonomy of educational objectives, the evaluation addresses the analysis of the use of the taxonomy, a code scheme is used in our analysis. Then we will provide some pedagogical implications for the use of Bloom’s taxonomy of educational objectives in the foreign language textbooks.
CHAPTER ONE: BLOOM’S TAXONOMY

Introduction

1.1. Definition of taxonomy

1.2. Development of Bloom’s Taxonomy

1.3. What is Bloom’s Taxonomy

1.4. Bloom’s Taxonomy Questions Levels

1.5. Why Using Bloom’s Taxonomy

1.6. Revised Bloom’s Taxonomy

1.7. Bloom’s Taxonomy vs The Revised Taxonomy

1.8. Writing Objectives

   1.8.1. What are Instructional Objectives

   1.8.2. Why Have Objectives

   1.8.3. Types of Objectives

   1.8.4. Tips for Writing Objectives

1.9. Writing Objectives for Lesson Plans Using Bloom’s Taxonomy

1.10. Cognitive Learning Approaches Teaching Learning

Conclusion
Introduction

Today’s world is a different place, however, than the one Bloom’s Taxonomy reflected in 1956. Educators have learned a great deal more about how students learn and teachers teach and now recognize that teaching and learning encompasses more than just thinking. It also involves the feelings and beliefs of students and teachers as well as the social and cultural environment of the classroom.

Several cognitive psychologists have worked to make the basic concept of a taxonomy of thinking skills more relevant and accurate. In developing his own taxonomy of educational objectives, Marzano (2000) points out one criticism of Bloom’s Taxonomy. The very structure of the Taxonomy, moving from the simplest level of knowledge to the most difficult level of evaluation, is not supported by research. A hierarchical taxonomy implies that each higher skill is composed of the skills beneath it; comprehension requires knowledge; application requires comprehension and knowledge, and so on. This, according to Marzano, is simply not true of the cognitive processes in Bloom’s Taxonomy.

The originators of the original six thinking processes assumed that complex projects could be labeled as requiring one of the processes more than the others. A task was primarily an “analysis” or an “evaluation” task. This has been proven not to be true which may account for the difficulty that educators have classifying challenging learning activities using the Taxonomy. Anderson (2000) argues that nearly all complex learning activities require the use of several different cognitive skills.

1.1. What Does It Mean a Taxonomy

Taxonomy comes from a Greek word, in which *taxis* refers to classification or division and *nomos* refers to law, it is a way of classifying items according to a specific system. A
taxonomy depends on dividing elements or items of the same group (taxon) and classifying them into subgroups (taxa) that work together to achieve a predetermined result, in addition, a taxonomy should be simple, workable, dynamic, and easy to use.

1.2. Development of Bloom's taxonomy

Benjamin S. Bloom (1913-1999) first attained degrees at Pennsylvania State University in 1935. In 1940, he joined the Department of Education at the University of Chicago and got a PhD in Education in 1942, during which time he specialised in examining. He met his mentor Ralph Tyler with whom he first began to develop his ideas for developing a taxonomy of learning to enable educational training and learning objectives to be planned and measured properly by improving the effectiveness of developing mastery instead of simply transferring facts for mindless recall. Bloom continued to develop the Learning Taxonomy model through the 1960's, his first attention was focused on the 'Cognitive Domain', then the Affective Domain in 1964, then the Psychomotor Domain.

1.3. What is Bloom’s taxonomy

Bloom’s Taxonomy, or Bloom’s taxonomy of learning domains was first admitted by Dr. Benjamin S. Bloom in 1956. The Taxonomy model is based on three domains:

1. **Cognitive domain** (intellectual capability, i.e., **knowledge**, or 'think')
2. **Affective domain** (feelings, emotions and behaviour, i.e., **attitude**, or 'feel')
3. **Psychomotor domain** (manual and physical skills, i.e., **skills**, or 'do')
Domains can be thought of as categories. Researchers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is to mean, after the training session takes place, the learner should have acquired some new skills, knowledge, and attitudes.

Each domain of Bloom's Taxonomy is based on the assumption that the categories or the divisions or levels are ordered in degree of difficulty. In other words, each level of Bloom's Taxonomy must be mastered by the learner before moving to the next. All the domains consist of levels that have the sense of difficulty that require from the learner much efforts to progress from one level to the next.

Accordingly, the learner will benefit from the development of knowledge (Cognitive Domain); attitude (Affective Domain); and physical skills being put into act (Psychomotor Domain).

Bloom’s taxonomy categories or levels are based on actions verbs that is to say, each level or category has specific action verbs that determine the thinking level, the following table will clarify more

**Table 01**

**Bloom’s Taxonomy Verb List**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
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<td>Separate</td>
<td>Prescribe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce</td>
<td>Train</td>
<td>Rearrange</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Project</td>
<td>Transform</td>
<td>Reconstruct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide</td>
<td>Relate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate</td>
<td>Reorganize</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Round off</td>
<td>Revise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Rewrite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show</td>
<td>Specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulate</td>
<td>Summarize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sketch</td>
<td>Write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Translate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Cognitive Domain

Figure 01

Bloom’s taxonomy, the cognitive domain

![Bloom's Taxonomy Diagram]

Table 02

Bloom’s Taxonomy Verb List Affective Domain

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Accept responsibility</td>
<td>Associate with responsibility</td>
<td>Adhere to</td>
<td>Act</td>
</tr>
<tr>
<td>Choose</td>
<td>Answer</td>
<td>Assume responsibility</td>
<td>After</td>
<td>Change behavior</td>
</tr>
<tr>
<td>Follow</td>
<td>Assist</td>
<td>Believe in</td>
<td>Arrange</td>
<td>Develop code of behavior</td>
</tr>
<tr>
<td>Give</td>
<td>Comply</td>
<td>Be convinced</td>
<td>Classify</td>
<td>Develop philosophy</td>
</tr>
<tr>
<td>Hold</td>
<td>Conform</td>
<td>Complete</td>
<td>Combine</td>
<td>Influence</td>
</tr>
<tr>
<td>Select</td>
<td>Enjoy</td>
<td>Describe</td>
<td>Defend</td>
<td>Judge problems/issues</td>
</tr>
</tbody>
</table>
1.4. Bloom's Taxonomy Questions Levels

The taxonomy is divided into different levels, each with keywords that exemplify the level and questions that focus on that same critical thinking level. Questions for Critical Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain.

Here we provide you with the questions raised for each level of the taxonomy:

**Knowledge**

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

**Keywords:** who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

**Questions:**

- What is...? • Can you select? • Where is...? • When did ____ happen?
- Who were the main...? • Which one...? • Why did...? • How would you describe...?
- When did...? • Can you recall...? • Who was...? • How would you explain...?
- How did ___ happen...? • Can you list the three..? • How is...?
- How would you show...?
Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

- How would you classify the type of…? • How would you compare…? contrast…?
  - Will you state or interpret in your own words…?
  - How would you rephrase the meaning?
  - What facts or ideas show…? • What is the main idea of ……?
  - Which statements support…? • Which is the best answer…?
  - What can you say about …? • How would you summarize…?
  - Can you explain what is happening…? • What is meant by…?

Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

- How would you use…? • How would you solve ___ using what you’ve learned…?
- What examples can you find to…? • How would you show your understanding of…?
- How would you organize ______ to show…?
• How would you apply what you learned to develop…?
• What approach would you use to…? • What other way would you plan to…?
• What would result if…? • Can you make use of the facts to…?
• What elements would you use to change…? • What facts would you select to show…?
• What questions would you ask during an interview?

Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

• What are the parts or features of . . . ? • How is _______ related to . . . ?
• Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ?
• Can you list the parts . . . ? • What inference can you make . . . ?
• What conclusions can you draw . . . ? • How would you classify . . . ?
• How would you categorize . . . ? • Can you identify the different parts . . . ?
• What evidence can you find . . . ? • What is the relationship between . . . ?
• Can you make a distinction between . . . ? • What is the function of . . . ?
• What ideas justify . . . ?

Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Keywords:
built, choose, combine, compile, compose, construct, create, design, develop, estimate,
formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution,
suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize,
elaborate, test, happen, delete

Questions:

- What changes would you make to solve…? • How would you improve…?
- What would happen if…? • Can you elaborate on the reason…?
- Can you propose an alternative…? • Can you invent…?
- How would you adapt ___________ to create a different…?
- How could you change (modify) the plot (plan)…? • What facts can you compile…?
- What way would you design…? • What could be combined to improve (change)…?
- Suppose you could _____what would you do…? • How would you test…?
- Can you formulate a theory for…? • Can you predict the outcome if…?
- How would you estimate the results for…? • What could be done to minimize (maximize)…?
- Can you construct a model that would change…? • How is _____ related to…?
- Can you think for an original way for the…? • What are the parts or features of…?
- Why do you think…? • What is the theme…? • What motive is there…?
- Can you list the parts…? • What inference can you make…? …? • What ideas justify…?
- What conclusions can you draw…? • How would you classify…?
How would you categorize…? • Can you identify the different parts…?

What evidence can you find…? • What is the relationship between…?

Can you make the distinction between…? • What is the function of

Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

Do you agree with the actions/outcome…? • What is your opinion of…?

How would you prove/ disprove…? • Can you assess the value or importance of…?

Would it be better if…? • Why did they (the character) choose…?

What would you recommend…? • How would you rate the…?

How would you evaluate…? • How would you compare the ideas…? the people…?

How could you determine…? • What choice would you have made…?

What would you select…? • How would you prioritize…? • How would you justify…?

What judgment would you make about…? • Why was it better that…?

How would you prioritize the facts…? • What would you cite to defend the actions…?
1.5. Why Using Bloom’s Taxonomy

As the main goal of an athlete is to strengthen muscles, learners and educators look for a way in order to strengthen their minds and brains, and that can be summarized under the concept of critical thinking. Critical thinking ability will develop through achieving the higher-level thinking skills of Bloom’s Taxonomy (creating more synapses between nerve cells—just as exercise builds muscle tissue). Higher ordering thinking skills help learners in making connections between past learning and new learning, creates new pathways, strengthens existing pathways, and increases the likelihood that the new learning will be consolidated and stored for future retrieval.” (David A. Sousa p. 259) that is to say, using higher levels of thinking skills helps your Brain Grow Stronger.

To get much deeper in the importance of using Bloom’s taxonomy of educational objectives we say that since good readers ask questions when they read, they can challenge themselves to dig deeper into the meaning of what they are reading, also it helps to explain reasons why they choose specific answers and show evidence for their conclusions.

1.6. Revised Bloom’s Taxonomy

In 1999, Dr. Lorin Anderson, a former student of Bloom's, and his colleagues published an updated version of Bloom’s Taxonomy that takes into account a broader range of factors that have an impact on teaching and learning. This revised taxonomy attempts to correct some of the shortcomings of the original taxonomy. Unlike the 1956 version, the revised taxonomy
differentiates between “knowing what,” the content of thinking, and “knowing how,” the procedures used in solving problems.

The Knowledge Dimension is the “knowing what.” It has four categories: factual, conceptual, procedural, and metacognitive. Factual knowledge includes isolated bits of information, such as vocabulary definitions and knowledge about specific details. Conceptual knowledge consists of systems of information, such as classifications and categories.

Procedural knowledge includes algorithms, heuristics or rules of thumb, techniques, and methods as well as knowledge about when to use these procedures. Metacognitive knowledge refers to knowledge of thinking processes and information about how to manipulate these processes effectively.

The Cognitive Process Dimension of the revised Bloom’s Taxonomy like the original version has six skills. They are, from simplest to most complex: remember, understand, apply, analyze, evaluate, and create.

**Remembering**

Remembering consists of recognizing and recalling relevant information from long-term memory.

**Understanding**

Understanding is the ability to make your own meaning from educational material such as reading and teacher explanations. The subskills for this process include interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

**Applying**
The third process, applying, refers to using a learned procedure either in a familiar or new situation.

**Analysis**

The next process is analysis, which consists of breaking knowledge down into its parts and thinking about how the parts relate to its overall structure. Students analyze by differentiating, organizing, and attributing.

**Evaluation**

Evaluation, which is at the top of the original taxonomy, is the fifth of the six processes in the revised version. It includes checking and critiquing.

**Creating**

Creating, a process not included in the earlier taxonomy, is the highest component of the new version. This skill involves putting things together to make something new. To accomplish creating tasks, learners generate, plan, and produce.

According to this taxonomy, each level of knowledge can correspond to each level of cognitive process, so a student can remember factual or procedural knowledge, understand conceptual or metacognitive knowledge, or analyze metacognitive or factual knowledge. According to Anderson and his colleagues, “Meaningful learning provides students with the knowledge and cognitive processes they need for successful problem solving”.

**1.7. Original Bloom’s Taxonomy vs Revised Bloom’s Taxonomy**

There are three main modifications that Lorin Anderson has added to the original taxonomy:

Changement in terms, in structure and emphasis

a- **Change in terms**:
From *noun* to *verb*: The Taxonomy reflects different forms of *thinking* (thinking is an *active* process) verbs describe actions, nouns do not.

b- **Change in structure**:

Forms of knowledge equals factual, conceptual, procedural, metacognitive (thinking about thinking)

Synthesis to evaluating, and evaluation to creating

c- **Change in emphasis**:

More authentic tool for curriculum planning, instructional delivery and assessment, and aimed at broader audience, therefore, easily applied to all levels of education

1.8. **Writing Objectives**

1.8.1 **What are Instructional Objectives**

- Instructional objectives are specific, measurable, short-term, observable student behaviors.
- An objective is a description of a performance you want learners to be able to exhibit before you consider them competent.
- An objective describes an intended result of instruction, rather than the process of instruction itself.

1.8.2 **Why Have Objectives?**

- To provide direction to instruction.
- To provide guidelines for assessment.
- To convey instructional intent to others.
1.8.3 Types of Objectives

- **Cognitive**: understandings, awarenesses, insights (e.g., "List and explain..."). This includes information recall, conceptual understanding, and problem-solving.

- **Psychomotor**: special skills (e.g., "dissect a frog so that the following organs are clearly displayed..."); "take a replicable blood pressure reading by appropriately using a sphygmomanometer").

- **Affective**: attitudes, appreciations, relationships.

1.8.4 Tips for Writing Objectives

- **How specific and detailed should objectives be?**
  
  It depends on what they are used for! Objectives for sequencing a unit plan will be more general than for specifying a lesson plan.

- **Don't make writing objectives tedious, trivial, time-consuming, or mechanical.** Keep them simple, unambiguous, and clearly focused as a guide to learning.

- **The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline; but to ensure that learning is focused clearly enough that both students and teacher know what is going on.**

- **Express them in terms of student performance, behavior, and achievement, not teacher activity.**

- **Three components of an instructional objective:**
  
  1. Identify the type of activity in which competence is required (e.g., "Dissect...").
  2. Specify the criteria or standards by which competence in the activity will be assessed (e.g., "a frog so that the following organs are clearly displayed...").
3. List any conditions or circumstances required for students to meet the objective (e.g., "...given two class periods working with the materials at your lab station"). **In writing objectives, answer the question: "What should the participants be able to do?"**

a. Objectives must be clear and attainable.

b. Focus on knowledge/skill acquisition or reinforcement.

c. A recommended wording format is: "At the completion of this activity, participants should be able to..." This phrase is followed by a specific performance verb and the desired learning outcome.

Words or phrases such as **know, think, appreciate, learn, comprehend, remember, understand, be aware of, be familiar with, have knowledge of, grasp the significance**, are **NOT** measurable and should be avoided.

### 1.9 Writing Objectives for Lesson Plans Using Bloom’s Taxonomy and Associated Action or Performance Verbs.

Learning objectives, also called instructional objectives, are statements describing what learners will be able to do after completing a unit of instruction. They help us decide what learners should learn and how we will determine whether they have learned that content or not. This brings up an important point: We write these objectives, at least at the outset, to guide the design of the instruction. Clear objectives guide instructional designers, teachers, and facilitators in choosing appropriate instructional delivery methods and instructional strategies and therefore help learners achieve desired learning outcomes. To ensure that activities and evaluation are valid and properly linked to instructional goals and content, assessments should be developed from objectives.
Suppose that one objective of a lesson calls for nursing students to determine whether a patient in the emergency room needs immediate care. This requires clinical judgment, so students need practice in interpreting assessment data and predicting outcomes. To assess this objective, questions on the knowledge and comprehension levels may be used to determine whether students can recall the facts needed to make an informed decision. However, the objective cannot be met unless students demonstrate that they can use higher-order thinking skills to make a clinical judgment. Objectives can also be used to determine whether instruction aligns with educational outcomes or business goals. Suppose that a company invests in training to improve the performance of its service technicians. If the technicians meet only lower-level objectives, their skill is unlikely to improve. They might be able to label every part of every machine without error, but to do their job effectively they must develop the higher-order skills of diagnosing malfunctions and making repairs.

In other words, each thinking skill level is associated with a specific group of action verbs, the following table clarifies more:

**Table 03**

**Associated Action Verbs to Each Level**

<table>
<thead>
<tr>
<th>Learning level</th>
<th>Associated action verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce, outline, match</td>
</tr>
<tr>
<td>Comprehension</td>
<td>identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify</td>
</tr>
<tr>
<td>Application</td>
<td>predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform</td>
</tr>
</tbody>
</table>
Analysis

analyze, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticize

Synthesis

combine, restate, summarize, precise, argue, discuss, organize, derive, select, relate, generalize, conclude

Evaluation

judge, evaluate, determine, recognize, support, defend, attack, criticize, identify, avoid, select, choose

1.10. Cognitive Learning Approaches Teaching Learning

Cognitive theory assumes that responses are also the result of concepts behind language and intentional planning that sees language as an operation, i.e. set of communicative functions. A variety of activities practised in new situations will allow assimilation of what has already been learnt (intake). It will also create further situations for which existing language resources are inadequate and must accordingly be modified or extended - "accommodation". This ensures an awareness and a continuing supply of learning goals as well as aiding the motivation of the learner.

Cognitive theory therefore acknowledges the role of mistakes. Dakin: "We must design our lessons and language laboratory tapes so as to invite the learner to make the minimum number of mistakes consonant with, and conducive to, learning new rules. Equally important to the principles underlying the use of "meaningful drills" and also relevant to the role of mistakes in cognitive theory is the association of mentalism with notionalism.
CONCLUSION

Like any theoretical model, Bloom’s Taxonomy has its strengths and weaknesses. Its greatest strength is that it has taken the very important topic of thinking and placed a structure around it that is usable by practitioners. Those teachers who keep a list of question prompts relating to the various levels of Bloom’s Taxonomy undoubtedly do a better job of encouraging higher-order thinking in their students than those who have no such tool. On the other hand, as anyone who has worked with a group of educators to classify a group of questions and learning activities according to the Taxonomy can attest, there is little consensus about what seemingly self-evident terms like “analysis,” or “evaluation” mean. In addition, so many worthwhile activities, such as authentic problems and projects, cannot be mapped to the Taxonomy, and trying to do that would diminish their potential as learning opportunities.
CHAPTER TWO: TEXTBOOK EVALUATION

Introduction

2.1 Definition of Teaching Materials

2.2 Definition of the Textbook

2.3 The Role of The Textbook

2.4 The Arguments For and Against Using Textbook inside the Classroom

2.5 What is Evaluation

2.6 Purposes of Evaluation

2.7 Types of Evaluation

2.8 Textbook Evaluation

2.9 Criteria for Evaluating Textbooks

Conclusion
INTRODUCTION

In Algeria, the textbook is considered the core material and the widely used tool in the educational system. For this reason, textbook development and evaluation have always been the subject of debate. In this chapter we shall be concerned with an overview of the textbook including its definition, role and content. Besides we will attempt to discuss the different criteria and models for evaluating textbooks.

2.1. Definition of Teaching Materials

Teaching materials have proven to be a useful instrument in educational settings, they can be printed materials like textbook, journals, magazines . . . or audio-visual like videos, CD-ROMs. Although recent internet plays a big role in delivering content and information outside the classroom, published textbooks are still the most commonly used source materials for most teachers and learners, because they have proven to be helpful in countries where English is taught as a FL.

Tomlinson (1998: xi) defines teaching materials as:

Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD. Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard; anything which presents or informs about the language being learned .

2.2. Definition of the Textbook

A textbook is a book on a teaching learning material used as a tool which covers many issues that students are required to learn during the learning process, such as, grammar, vocabulary, pronunciation . . .
Textbooks contain an incredible amount of information, and data. “In addition to transmitting knowledge, textbooks also seek to anchor the political and social norms of a society. Textbooks convey a global understanding of history and of the rules of society as well as norms of living with other people” (Schissler, 1990:81).

2.3. The Role of Textbooks in EFL Classrooms

English language instructions have many important components but the essential components of many EFL classrooms and programs are the textbooks and instruction materials that are often used by language instructors. Selecting textbooks involves matching the material to the context where it is going to be used, and many specialists argue that no textbook that is designed for a general market will be completely appropriate and suitable for a particular group of learners. As Grant (2010) claims no perfect book exists, yet the goal in this regard would be to find the best possible one that fits a particular learner group. Sheldon (1988) says that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms. He believes that textbooks are an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, and a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers. In addition to that, Hycroft (2010) states that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Hutchinson and Torres (1994) argue that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and
explanations. Thus, they will always survive on the grounds that they meet certain needs.

Richards (2006) argues that without textbooks, a program may have no impact; therefore, these materials provide structure and a syllabus for the course. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and thus, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, etc., which makes the learning environment interesting and enjoyable for the learners.

2.4. The Arguments For and Against using Textbook Inside the Classroom

A textbook is only as good as the teacher who uses it, and it is important to remember that a textbook is just one tool, perhaps a very important tool, in your teaching arsenal. Sometimes, teachers over-rely on textbooks and do not consider other aids or other materials for the classroom. Some teachers reject a textbook approach to learning because the textbook is outdated or insufficiently covers a topic or subject area. As a teacher, you will need to make many decisions, and one of those is how you want to use the textbook, as good as they may appear on the surface, textbooks do have some limitations. The following table lists some of the most common weaknesses of textbooks, along with ways of overcoming those difficulties.

Table 04

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Student Difficulty</th>
<th>Ways of Overcoming Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>The textbook is designed as the sole source of information.</td>
<td>Students only see one perspective on a concept or issue.</td>
<td>Provide students with lots of information sources such as trade books, CD-ROMS, websites, encyclopedias, etc.</td>
</tr>
<tr>
<td>Textbook is old or outdated.</td>
<td>Information shared with students is not current or relevant.</td>
<td>Use textbook sparingly or supplement with other materials.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Textbook questions tend to be low level or fact-based.</td>
<td>Students assume that learning is simply a collection of facts and figures.</td>
<td>Ask higher-level questions and provide creative thinking and problem-solving activities.</td>
</tr>
<tr>
<td>Textbook doesn't take students' background knowledge into account.</td>
<td>Teacher does not tailor lessons to the specific attributes and interests of students.</td>
<td>Discover what students know about a topic prior to teaching. Design the lesson based on that knowledge.</td>
</tr>
<tr>
<td>Reading level of the textbook is too difficult.</td>
<td>Students cannot read or understand important concepts.</td>
<td>Use lots of supplemental materials such as library books, Internet, CD-ROMs, etc.</td>
</tr>
<tr>
<td>The textbook has all the answer to all the questions.</td>
<td>Students tend to see learning as an accumulation of correct answers.</td>
<td>Involve students in problem-solving activities, higher-level thinking questions, and extending activities.</td>
</tr>
</tbody>
</table>

In our educational system, textbooks are a sacred tool in the learning teaching process as they provide you with several advantages in the classroom like:

- Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail.
- Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail.
- A textbook series provides you with a balanced, chronological presentation of information.
- Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises—everything is carefully spelled out.
- Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.
- Good textbooks are excellent teaching aids. They're a resource for both teachers and students.
2.5. What is Evaluation? (Definition of Basic Terms)


2. **Foreign Language**: “A language which is not normally used for communication in a particular society” (Tomlinson, 1998, p. x).

3. **English Textbook**: A textbook is a book used for instructional purposes, especially in schools and colleges. (Matos. F, 2000)

Banks (1977, pp.489-490) considers evaluation as a technical aspect of instruction and a part of the teaching/learning process that gives continuous feedback of data to keep the system in adjustment. Nevo (1977, p.127) states, "Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed." Tylor (1979: 271) referred to evaluation as "those procedures used to appraise learners toward the achievements of subjects.

Forman, (1981:48) argues that evaluation is an essential part of the educational programme. Pophman (cited in Wolf,1979:271) claims that "evaluation is the collection and use of information to make decisions about educational programmes."

2.6. Purposes of Evaluation
Evaluation has many purposes but the main purposes of evaluation include examining the effectiveness of the instructional material, giving important information about the students' progress and curriculum development. "Analysis and evaluation provide useful data to teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of evaluative books. Likewise, they include important information that addresses the needs of teachers and students which can be divided into teacher-centred and student-centred." (Azevendo: 1979)

The main goal of evaluation studies is not merely to evaluate, but rather to obtain useful information for improving the curriculum and the textbooks and that can help in testing and measuring the student’s achievements.

Sawin, (1990) maintains that "Evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved.

"Evaluation is to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels, to remove inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a programme of instruction in English more in line with the needs of the students". (pp: 258-259). "There are two major purposes for language program evaluation: programme accountability and programme development. These are interrelated with formative evaluation and summative evaluation. (Ibid, 2001:288)

2.7. Types of Evaluation

There are many type of textbook evaluation, depending on the purpose of the evaluation, we mention the following types:
Formative Evaluation:

The purposes of formative evaluation are to evaluate what is effective and to change what isn't so that the course effectively meets the students' needs, to give students a voice in their learning, to provide information for the design of the course. (Graves, 2000: 215)

Summative Evaluation

Summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining its effectiveness, efficiency and acceptability. (Richards, 2001: 292)

Illuminative Evaluation

The purpose of this type of evaluation is not to change the course necessarily but to find out the work of different aspects of the programme and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occur in the programme. (Richards, 2001: 289).

Evaluation studies played many roles in education including the following:

- providing a basis for decision making and policy information.
- assessing student achievement.
- accrediting schools
- monitoring expenditure of public funds.
- improving educational materials and programmes (Worthen and Sanders: 1987)
2.8. Textbook Evaluation

A textbook is a book used for instructional purposes, especially in schools and colleges. (Matos F, 2000). The adopted textbook stands in the middle, as a link or a tool between the English programme and the teaching situation (Williams: 1983:254, and Mariani: 1980:28).

There are three main reasons for using a textbook:

1- It is difficult for the teachers to develop their classroom materials.

2- The time available for the teacher is limited while developing new material takes a great amount of time.

3- The outside restriction of pressure affects the teacher. (Sheldon, 1988).

Textbooks have many advantages because they provide:

- Structure and a syllabus for a programme.

- A variety of learning resources such as, visuals, activities, reading and so on.

- Security for the students as they know what to expect and what is expected from them.

- A basis for assessing students' learning.

- Consistency with a programme across a given level.

- Training teachers as they provide a teacher's manual.

Textbooks maintain quality if they are well-developed, and they are also efficient since they save time. (Richards, 2001: 254, 255), Graves (2000:174, 175), Ansary and Babaii, (2002: 1,2), and Litz (2001: 5,6)

The evaluation process covers different fields of the curriculum, mostly the content represented by the textbook. Although the textbook is not the only tool for the teaching and learning process, it is still of a great importance in achieving the language learning objectives.
Since teachers find it difficult to develop their own classroom materials, have limited time and lie under external pressure that restricts their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials. (Ansary and Babaii 2002: 1, 2) However claim that no textbook is perfect, no textbook can fit each teaching situation or a language programme. Therefore, the option of making modifications, adaptation or assigning supplementary materials is needed.

2.9. Criteria for Evaluating Textbooks

Azevendo, (1978; 400) argued that the main function of an elementary textbook is to provide the pupils with statements about the language, practice exercises, and samples of language use which may serve as models for imitation and modification. He recommended the following criteria when evaluating an elementary TEFL textbook in terms of: objectives, students' needs, content, design, organization, and general aspects relating to cover, length of units and lessons, supplementary materials, teacher's book and its instructions, student's workbook, and copying. Lee, (1975) claimed that a teacher should be aware of the following points when selecting a good English textbook:

- The textbook should not give long grammatical explanations, list of words to be learned in translation and exercises for translation from the native language into English and vice versa.

- It should give examples of sentences consisting or containing the structure to be taught.

- It should lead students to the translation type of learning.

- The structures and vocabulary of the text should be attached to real situations.

- It should have cartoons and natural dialogues as many as possible so that learning becomes more stimulating for the learners. In the light of the review of the literature regarding
good quality textbook, the researchers suggest the following criteria to be taken into account when selecting and evaluating an English textbook:

- General aims and specific objectives.
- The layout of the textbook.
- The content (material).
- Language skills.
- Teaching aids.
- Methods of teaching.
- Time allotted for teaching.
- Students' needs and interests.
- Teacher's manual.

**Conclusion**

This chapter has examined the textbook as an important instrumental material. It has also presented a model for evaluating textbooks, also, we have seen the role of the textbook, as well as the different arguments about the use of the textbook inside the classroom, and the different types of evaluation. On these grounds, the coming chapter, we will be evaluating the textbook «ON THE MOVE» according to Bloom's taxonomy, to really see to what extent the textbook presents the levels of thinking skill represented in BTEO.
CHAPTER THREE : TEACHERS’ QUESTIONNAIRE

Introduction


3.3. Questionnaire for Teachers

   3.3.1. Description of the Teachers’ Questionnaire

   3.3.2. Analysis of the Results

   3.3.3. Discussion of the Results

3.4. Pedagogical Implications and Recommendations

3.5. Implications for Textbook Writers

3.6. Implications for Secondary School Teachers

Conclusion
**Introduction**

This chapter is devoted to the description and interpretation of the findings stored out from the questionnaire addressed to middle school teachers. The aim of the questionnaire is to investigate their perceptions concerning the textbook ON THE MOVE, and levels of thinking skills presented in Bloom’s taxonomy of educational objectives, that is to say, whether ON THE MOVE helps with reaching higher thinking skills or not, and if it is the case, which levels are commonly reached by pupils.

**3.1. Choice of the method**

The choice of method in scientific researches is mainly related to the nature of the subject matter and the needed data. As the main purpose of this study is to investigate the use of Bloom’s taxonomy in ON THE MOVE and by middle school teachers, it seems that the survey method is the most suitable way. In survey method research, participants answer questions administered through questionnaires. I have used such method as it is relatively quick to collect potential information from a large portion of the addressed population.

**3.2. Population and Sampling**

The sample that I have worked with is comprised of 22 middle school teachers of English from different regions of wilaya of Oum Elbouaghi. In each school, most of them have a large experience in teaching with ON THE MOVE. I have chosen this sample because I live in the same wilaya; thus, problems of cost, time, and access to schools can be easily solved.
3.3. Questionnaire for Teachers

3.3.1. Description of the Questionnaire

The teachers’ questionnaire starts with an introduction that shows the addressed teachers the aim of the current research, then followed by twenty-three (23) questions between multiple choice and open-ended questions. The questionnaire is divided into four sections. Starts by personal information, then teachers’ perspectives about Bloom’s taxonomy of educational objectives, then teachers’ perceptions about ON THE MOVE, the projecting ON THE MOVE on Bloom’s taxonomy. The questions in general ask about teachers’ knowledge concerning critical thinking, and whether their pupils reach higher levels of thinking skills, and about the role of ON THE MOVE in pushing pupils to develop critical thinking and what should be done to guide them reaching those levels of thinking skills.

3.3.2. Analysis of the Teachers’ Questionnaire

Section One: Personal Information

Q1: Degree(s) held

Table 05

Teachers’ Diploma

<table>
<thead>
<tr>
<th>diploma</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Licence)</td>
<td>17</td>
<td>77.27</td>
</tr>
<tr>
<td>MA (Master / magister)</td>
<td>5</td>
<td>22.73</td>
</tr>
<tr>
<td>PhD (Doctorate)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
By looking at the table 05, we see that the number of middle school teachers having the licence degree is higher than those having the master’s degree, 77.27% of the studied sample have the licence degree whereas 22.73% of them have the master’s degree, on the other hand there is a total absence of the Ph.D degree.

**Q2: Work Experience: (years of teaching)**

Table 06

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>4</td>
<td>18.18</td>
</tr>
<tr>
<td>Between 3 and 10</td>
<td>7</td>
<td>31.82</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>11</td>
<td>50</td>
</tr>
</tbody>
</table>

Concerning the work experience, we find that those who have experience of more than 10 years are the dominant with a percentage of 50%, then comes those who have it between 3 to 10 with a percentage of 31.82% while the others who have less than 3 years work have the percentage of 18.18%.

**Q3: Employment Status**

Table 07

| Teachers’ Employment Status |
According to the table.07 above, we notice that almost all the addressed sample have a full time job with a percentage of 86.36 % while those who have part time job have a percentage of 13.64 %.

**Q4 : How long have you been using ” ON THE MOVE’”?

**Table 08**

<table>
<thead>
<tr>
<th>The using period</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les than 3 years</td>
<td>7</td>
<td>31.82</td>
</tr>
<tr>
<td>More than 3 years</td>
<td>15</td>
<td>68.18</td>
</tr>
</tbody>
</table>

As it is represented by the table.08, 31.82 % of the addressed sample have been using ON THE MOVE less than three years, while 68.18 % have been using it more that three years.

**Section Two : Teachers Perspectives about Bloom’s Taxonomy of Educational Objectives.**

**Q5: Do you have an idea about Bloom’s taxonomy of educational objectives?**
Table 09

Teachers’ Perceptions About Bloom’s Taxonomy of Educational Objectives

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-study</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Course(s)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>86.36</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13.63</td>
</tr>
</tbody>
</table>

As it is shown in the table 09, a large portion of the addressed teachers know about Bloom’s taxonomy of educational objectives and this happens through self studies and courses as well as other ways, whereas a small portion represented by 13.63% do not know about it, that is to say, middle school teachers are aware of the taxonomy and its importance in making learners achieve higher levels of thinking skills.

Q6: Have you worried before about finding a method to push the pupils to use critical thinking in the learning process?

Table 10

Teachers’ Perceptions About Developing Critical Thinking
As it is demonstrated in table 10, 77.27% of the addressed teachers wonder about finding a perfect method to make learners develop critical thinking, while 22.73% do not worry about it. That proves that developing critical thinking is a well demanded option by middle school teachers to make the teaching/learning process easy and effective.

**Q7: Do you think that the Teaching/Learning Process will be facilitated if the Pupils use Higher Levels of Thinking Skills?**

**Table 11**

**Teachers’ Perceptions About the Relationship Between Thinking Skills and the Teaching/Learning Process**

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81.82</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>18.18</td>
</tr>
</tbody>
</table>

A large group of the addressed sample, by a percentage of 81.82%, thinks that using higher level of thinking skills will facilitate the teaching learning process while 18.18% of them do not think this is the case, that shows that middle school teachers really want their pupils to reach higher levels of thinking skills.
Q8: Considering the levels represented in Blomm’s taxonomy, which level do you think your learners reach during the teaching learning process?

Table 12

Teachers’ Answers to the Reached Level Does ON THE MOVE Offer

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81.82</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>18.18</td>
</tr>
</tbody>
</table>

Almost all the answers of the teachers were the level of application, while some talked about comprehension, others about analysis. That is to say, that approximately all teachers find that their learners reach the application level during the teaching learning process, starting from knowledge moving to comprehension, till reaching applications, and they supported their answers by the most common action verbs used in the textbook such as use, apply, compare, complete… Which are action verbs belonging to the application level of Bloom’s taxonomy.

Q9: How Can Reaching Higher Levels of Thinking Skills Facilitate the Teaching Learning Process?

Teachers gave much answers to such question like:

- Giving them the opportunity to live learning.
- Facilitate the achievement of objectives.
- Make the subject more interesting, and increase competition and self-confidence.
- It makes the tasks easier for the teachers, it won’t make them repeat and explain all the time relying on their levels.
- Pupils will master the language, and the language becomes functional.

Q10: What Methods and/or Techniques do you follow in order to make your learners use their minds and develop critical thinking?

Here, the teachers follow different methods and techniques in order to make their learners develop critical thinking inside the classroom such as:

- Using pictures, videos, data show, maps,…
- Focus on the body expressions, gestures, translation…
- Select the tasks from the easiest ones to the difficult ones.
- Giving pupils the chance to fulfill the lesson plan, i.e., letting them play the teacher role.
- Task-based approach.
- Group work, peer correction, role play, interviews,…

Section three: Teachers’ Perceptions about “ON THE MOVE”

Q11: Have you ever tried not to depend on the textbook to reach the target educational objective?

Table 13

Teachers’ Perceptions About Not Using The Textbook
According to the results shown in the table, 90.91% of the addressed middle school teachers try not to depend entirely on the textbook while teaching their pupils, while 9.09% depend only on the textbook, that means that for the majority of them textbook doesn’t help with achieving the goals and the desired objectives, and doesn’t help the teachers while teaching.

Q12: Do you think that the textbook facilitates the teaching learning process?

Table 14

**Teachers’ Perceptions About The Importance Of The Textbook**

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>45.45</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>54.55</td>
</tr>
</tbody>
</table>

The table shows that 54.55% of the addressed sample do not find the textbook helpful in teaching, while 45.45% see it helpful and facilitates their work, that is to say, the majority say that the textbook does not help the teaching learning process.

Q13: Do you think that the textbook makes learners take the initiative in the learning process?
Table 15

Teachers’ Perceptions About The Role Of The Textbook in The Learning Process

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>22.72</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>77.28</td>
</tr>
</tbody>
</table>

As it is shown in table 15, 77.28% don’t see the textbook working to push learners to take initiative during the learning process, while 22.72% see that it is the case, it means that teachers don’t depend much on the textbook as they don’t see it helpful and workable.

Q14: Are the activities of “ON THE MOVE” attractive (catchy) to pupils?

Table 16

Teachers’ Perceptions About The Activities Of ON THE MOVE

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18.18</td>
</tr>
<tr>
<td>Somehow</td>
<td>16</td>
<td>72.73</td>
</tr>
</tbody>
</table>

The table shows that 72.73% of the teachers don’t really find the activities of ON THE MOVE attractive to pupils, while 18.18% of them don’t find them attractive at all, and the rest 9.09% say yes.
The question has other parts, that is to say those who said yes has stated the activities and lessons that are more attractive, and they talked about puzzles, crosswords, writing a recipe, writing about their dreams, while those who said no, they claimed that they use their own activities, without depending on the textbook activities.

**Q15: Does the content of “ON THE MOVE” fit all the pupils’ levels?**

**Table 17**

Teachers’ Perceptions About The Fitness of ON THE MOVE ‘s Content to the Pupils’s Levels

<table>
<thead>
<tr>
<th>Answers</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>18.18</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>81.82</td>
</tr>
</tbody>
</table>

Almost the majority of teachers do not see the content of ON THE MOVE suitable and fits all the pupils’ levels, according to the table.17, 81.82 % of the participants say that the textbook doesn’t fit, whereas 18 % of them see that it does fit all the pupils’ levels; we learn that most of the teachers are not really fans of ON THE MOVE.

**Section four: projecting “on the move” on Bloom’s taxonomy**

**Q16: How far does “ON THE MOVE” push the learners to use their mental thinking process?**
Table 18

Teachers’ Perceptions about the Effectiveness of ON THE MOVE in Pushing Learners to Develop Critical Thinking

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5</td>
<td>22.73</td>
</tr>
<tr>
<td>A little bit</td>
<td>15</td>
<td>68.18</td>
</tr>
<tr>
<td>Much</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>Very much</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to table 18, a large portion of teachers (68.18%) answered ‘‘a little bit’’ to the question, it means that they think that ON THE MOVE pushes the learners to use their mental thinking process but just a little bit, on the other hand 22.73% don’t see them doing such task, and concerning those who say much, only 9.09%; while no one say very much.

Q17: Does “ON THE MOVE” offer the possibility of reaching higher levels of thinking skills?

Table 19

Teachers’ Perceptions about ON THE MOVE and Reaching Higher Thinking Skills

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>4.55</td>
</tr>
<tr>
<td>A little bit</td>
<td>20</td>
<td>90.90</td>
</tr>
<tr>
<td>Much</td>
<td>1</td>
<td>4.55</td>
</tr>
</tbody>
</table>
The results shown in table 19, show that a percentage of 90.90% of teachers think that ON THE MOVE helps a little bit the learners to reach higher levels of thinking skills, while 4.55% say no, it does not offer the possibility of reaching higher level of thinking skills. On the other hand, 4.55% think that it helps much with achieving higher levels of thinking skills, while no one said very much.

Q18: Is “ON THE MOVE” visually attractive in terms of illustrations (tables, maps, graphs, etc…)?

Table 20

Teachers’ Perceptions about the Illustrations of ON THE MOVE

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
<td>31.82</td>
</tr>
<tr>
<td>A little bit</td>
<td>13</td>
<td>59.1</td>
</tr>
<tr>
<td>Much</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Very much</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 20 shows that 59.1% of teachers find ON THE MOVE a little bit attractive in terms of illustrations, while 31.82% do not find it visually attractive. On the other hand, only 9.1% think that the textbook is much visually attractive in terms of illustrations while no one said very much.

Q19: Do the topics and activities of “ON THE MOVE” hinder learners from depending on their own minds during the learning process?
Table 21

Teachers’ Perceptions about the Activities of ON THE MOVE

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>A little bit</td>
<td>16</td>
<td>72.72</td>
</tr>
<tr>
<td>Much</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>Very much</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to table 21, 72.72% of teachers think that the topics and the activities hinder a little bit the learners from depending on their minds in learning, while 13.64% see that they do not hinder them; on the other hand, 13.64% see that the activities and the lessons hinder much the learners from depending on their own minds during learning, while no one say very much.

Q20: Do the units of “ON THE MOVE” include sufficient number of activities to allow students to reach higher thinking skills?

Table 22

Teachers’ Perceptions about the Number of Activities That Help with Reaching Higher Levels of Thinking Skills

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>A little bit</td>
<td>10</td>
<td>45.45</td>
</tr>
</tbody>
</table>
As it is shown in the table.22, 45.45% think that the textbook does not include enough activities to allow students reach higher thinking skills, in addition, 13.64% think that ON THE MOVE does not include sufficient number of activities to allow students reach higher thinking, on the other hand, 40.91% think that the units include much activities that allow learners reach higher thinking skills, while no one say very much.

Q21: Does “ON THE MOVE” have activities or lessons that guide pupils develop critical thinking?

Table 23

Teachers’ Perceptions About ON THE MOVE ‘s Lessons and Activities Yhat Guide Pupils to Develop Critical Thinking

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>A little bit</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Much</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Very much</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

With regard to the previous answers, we see that a large number of teachers find the activities and the lessons of the textbook are just a little bit helpful in terms of developing critical thinking, in numbers, 81.8% say a little bit, while 9.1% say that the activities and
lessons of the textbook do not help with developing critical thinking. On the other hand, 9.1% find it much, while no teacher say very much.

Q22: Does ‘‘ON THE MOVE’’ provide pupils with some activities that lead to creativity?

Table 24

Teachers’ Perceptions about ON THE MOVE VS Creativity

<table>
<thead>
<tr>
<th>Degrees</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>18.18</td>
</tr>
<tr>
<td>A little bit</td>
<td>17</td>
<td>77.27</td>
</tr>
<tr>
<td>Much</td>
<td>1</td>
<td>4.55</td>
</tr>
<tr>
<td>Very much</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to the results shown in table 24 about ON THE MOVE and creativity, we see that 77.27% answer that the textbook does a little bit provide learners with activities that lead to creativity, while 18.18% of them see that it doesn’t lead to creativity. On the other hand, 4.55% believe that it provides much with creative activities, in addition, no one say very much.

Q23: What should be done when pupils could not reach higher thinking skills?

Some teachers talk about the problem of the number of pupils in one class which is more than 40 pupils.

- Make the activities easier, teacher should play a very important role.
- Teacher should apply effective methods.
- Pupils should do and practise outside the classroom.
- Simplify the instructions to the basic level.
- The teacher should give more examples, and make them aware of the topic.
- Teacher should change the activities or bring others from different textbook.
- Comparing their recent experiences with the ones of older people.
- Giving instant feedback.

3.3.3. Discussion of the Results

The analysis of the teachers’ questionnaire brought us to the following results:

- The textbook ON THE MOVE does not offer much activities to reach higher levels of thinking skills, which makes teachers depend on other methods and strategies to do that.
- All the teachers think that the pupils only reach the application level of the taxonomy due to the content and activities presented in ON THE MOVE, and that they use pictures, videos and maps... to let their pupils develop critical thinking.
- Some teachers claim that they do not depend on the textbook at all, and that they look for other sources to reach the target objectives.
- Most of the teachers’ answers show that teachers think that the content of the textbook is not valid for all pupils’ levels, that is to say, whether the content is very complicated, or that the language has no interest in the pupils’ life.
- Almost all the addressed teachers claim that the activities of ON THE MOVE are not attractive to pupils, therefore, pupils will feel bored, and less motivated, so, critical thinking will be an impossible task to do.
- Some teachers suggest that we should design a textbook at least for each two years as the world is changing too fast, so that the learners will be up to date, which is logical as in our academic system, we rely much on past experiences, and we neglect the current studies and events.

- Some teachers say that the textbook is very rich and has a variety of information but not all the pupils can reach the highest levels of thinking skills. That is to say, why not designing a textbook according to the current needs of the pupils, and not for the future needs.

- Some suggested that we need to provide our learners with new books to enrich their background of the language though they start thinking critically.

- Other teachers claim that the teacher must not be a slave of the textbook, that is to say, they should bring other tasks related to the lessons.

- Other teachers say that “don’t show pupils how they think, they already know it, all they need is to be motivated.

In a nutshell, middle school teachers believe that ON THE MOVE is a little bit complicated, and not well designed in terms of the pupils’ current needs, and that they prefer to depend on other sources much easier that the textbook to achieve the target objectives in a perfect way.

**Conclusion**

This chapter has mainly focused on to what extent middle school textbook ON THE MOVE follows Bloom’s taxonomy of educational objectives, and teachers’ point of view about the way ON THE MOVE helps with developing critical thinking. The analysis of the questionnaire demonstrates that more almost all the addressed teachers are aware of the importance of reaching higher thinking skills in the teaching learning process.
Moreover, the findings reveal that the way Bloom’s taxonomy is integrated in “ON THE MOVE” should be reviewed. This confirms our hypothesis that if ON THE MOVE does follow Bloom’s taxonomy of educational objectives, learners will achieve higher thinking skills, though the teaching/learning process will be easy and perfect.
CHAPTER FOUR: EVALUATION OF ON THE MOVE

Introduction

4.1 Method

4.2 Materials

4.3 Data Organization and Analysis
   4.3.1 Coding Scheme
   4.3.2 Findings and Results

4.4 Learning Objectives in Middle School Textbook ON THE MOVE

4.5 Discussion

3.4 Pedagogical Implications and Recommendations

3.5 Implications for Textbook Writers

3.6 Implications for Secondary School Teachers

Conclusion
**Introduction**

Textbook evaluation is a very complicated process, it has to be done in a very measured and effective way, otherwise the authenticity of the results will raise many questions. Course book designers always try to cover all the possible aspects that would help achieving the target outcomes and objectives of the learning process. There are many aspects that the textbook designers cover, though, when textbook evaluations done, they found many weaknesses; in our work, we are concentrating on the thinking skills represented in BTEO, to investigate the use of the taxonomy in ON THE MOVE.

**4.1. Methods**

This study is a textbook evaluation. Using a coding scheme, all parts of the middle school English textbook ON THE MOVE, were coded in terms of learning objectives of Bloom’s taxonomy and the frequency of each learning objective was calculated for each level and also for the whole levels. In order to determine if there was a significant pattern in the occurrence of different levels of cognitive skills in the textbook.

**4.2. Materials**

The middle school English textbook « ON THE MOVE» is used as a material to be evaluated using Bloom’s taxonomy.

The textbook was designed by CH Azouaoui; T beghdad and Y kaci, in 2006, and it was published by the national authority for school publications.

**4.3. Data organization and analysis**

**4.3.1. Coding Scheme**
A coding scheme for classifying and evaluating the content of the textbook using Bloom’s Taxonomy was developed. Bloom’s definitions of different levels of the cognitive domain were carefully studied and the key word examples were extracted and used. The coding scheme represented the six levels of learning objectives from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels of synthesis and evaluation.

The coding categories were labeled as: 1) knowledge 2) comprehension 3) application 4) analysis 5) synthesis 6) evaluation. Each coding category included examples for each level, key words that represented intellectual activity on each level and sample task rubrics.

4.3.2. Findings and Results

Table 25 includes the number of units in ON THE MOVE; the number of sequences, the number of lessons, number of action verbs and the skills and the components the textbook has paid attention to.

Table 25

Overall Features of ON THE MOVE

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Number of units</th>
<th>Number of sequences</th>
<th>Number of lessons</th>
<th>Approximate number of action verbs</th>
<th>Skills and Components Attended to</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON THE MOVE</td>
<td>6</td>
<td>12</td>
<td>36</td>
<td>50</td>
<td>Reading-Writing-listening-speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speaking-Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grammar-Pronunciation</td>
</tr>
</tbody>
</table>
4.4. Learning Objectives in Middle School Textbook « ON THE MOVE »

The frequency and percentage of learning objectives in middle school English textbook « ON THE MOVE » are presented in Table 26. These results were obtained through the codification of the whole content of textbook which included the exercises, lessons, and projects. I have calculated all the action verbs used and have classified them according to the target level of the taxonomy. The most frequent learning objectives were knowledge and application while the least frequent objective was evaluation, with the frequency of 2% comprehension, synthesis, and analysis came in between.

Table 26

Learning Objectives in Middle School English Textbook ON THE MOVE

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>File one</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>File two</td>
<td>15</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>File three</td>
<td>15</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>File four</td>
<td>17</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>File five</td>
<td>12</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>File six</td>
<td>14</td>
<td>8</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>51</td>
<td>60</td>
<td>26</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Total %</td>
<td>33.2%</td>
<td>20.4%</td>
<td>24%</td>
<td>10.4%</td>
<td>10%</td>
<td>2%</td>
</tr>
</tbody>
</table>

If we classify the six levels of BT into “lower” and “higher” order cognitive skills, then we can restate the information in Table 26 as presented in Table 27 below.
Table 27

Lower- and Higher-Order Cognitive Skills in « ON THE MOVE »

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Lower-order cognitive skills</th>
<th>Higher-order cognitive skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON THE MOVE</td>
<td>194 (77.6%)</td>
<td>56 (22.4%)</td>
</tr>
</tbody>
</table>

As demonstrated in Table 27, lower-order cognitive skills are the most frequent cognitive skills according to the classification of learning objectives of Bloom’s taxonomy.

4.5. Discussion

With regard to text content represented in « ON THE MOVE », I found that the textbook concentrates the most on giving knowledge and try to apply it without even making sure that all the taken knowledge was well understood and comprehended by the learners. This means that the textbook is more practical like mathematics and physics.

Regarding the cognitive levels in the textbook, lower-order components were dominant. Among higher-order cognitive skills, evaluation is almost absent from the textbook, maybe only one task could lead to evaluation (appendix c), while attention to analysis and synthesis follows a random pattern so that while analysis increases from first file to the next one, synthesis keeps the same level from file two file. As a whole though, knowledge had the highest frequency while application, comprehension, analysis, and synthesis followed it in turn. Evaluation had the lowest frequency on this continuum.

It is important to note the frequency of occurrence of evaluation in middle school English textbook. It was totally absent the third file (See Table 26). This shows that attention to higher-order cognitive skills is neglected in the textbook. Although lower-order cognitive
skills are still more frequent in this textbook, the frequency of occurrence of the skill at the 
highest level of the taxonomy has increased considerably.

An overall conclusion is that lower-order cognitive skills were more frequent than higher- 
order cognitive skills. This could be a result of the fact that in the educational system of 
Algeria, the major emphasis is on acquiring knowledge in the form of memorization, rather 
than constructing it through higher-levels of cognitive skills such as analysis and 
synthesis. Moreover, students are required to learn exactly what is included in the textbook 
without any further research (appendix b). That is, learners are to memorize the materials and 
reproduce them on the exam sheets. As such, learners are not asked or given the opportunity 
to use the language. Sometimes, even the meaning of the texts is given to students in their 
native language.

Due to this fact students are not required to analyze, synthesize or evaluate the content of 
the textbook. The teachers do not feel any need to go through these higher-order cognitive 
skills and they prefer to have time to teach their students the grammatical points they need for 
the exam. Textbook developers and designers have also been affected by this phenomenon 
and have just worked in favor of this short term objective.

4.6. Pedagogical Implications and Recommendations

In this section, we will bring in some pedagogical implications in the light of the evaluation 
of the the middle school textbook ‘’ON THE MOVE’’ according to Bloom’s taxonomy of 
educational objectives ,and the interpretation of the collected data from the teachers’” 
questionnaire .These implications will be addressed to textbook writers and teachers.
4.7. Implications for Textbook Writers

Evaluating ON THE MOVE helps with shedding lights on the content that misses a clear method that leads learners to develop critical thinking and make them achieve the highest levels of thinking skills. Here some points to be considered by the textbook writers in order to improve the textbook in terms of thinking skills. One of the first actions to undertake is a careful selection of the action verbs that make learners use deep thinking, that is to say, since the action verbs are the starting point of the coming action that will take place in the learners’ minds, so it is preferable that you choose simple action verbs stated in the knowledge level of the taxonomy moving to comprehension …. till reaching the evaluation level.

It is also recommended that you consider the big interests of the pupils nowadays, which are more about the internet and technology, so, you can adopt the content to such events, and let them live such advanced life in their minds. Therefore, they will activate the mental activities, that will lead them to reach higher thinking skills.

The situation becomes more pressing when teachers are asked to follow a particular textbook which they see as inadequate. It is judicious to suggest that textbook authors encourage teachers to look beyond what is suggested on the school textbooks and rely on their creativity in exploiting it.

4.8. Implications for Secondary School Teachers

As it is already known and applicable, textbooks play a typical role in being the main source of learning/teaching for both teachers and learners. Textbook evaluation provides teachers with the opportunity to assess and evaluate the quality of the material to teach with. As discussed in the implications for textbook writers, ON THE MOVE is not an effective source to reach higher thinking skills; thus, teachers need to consult other sources.
like Internet, encyclopedias, books and magazines and maybe try to create a new method depending on the experience they have.

Teachers, together with textbook designers, should develop students’ abilities to think critically. It seems useless to present a mass of facts without catering for ways to make learners understand these facts, and apply them in reality, and try to assess what it is already learned. There are several techniques to teach and at the same time developing critical thinking. Bloom’s taxonomy of educational objectives plays nowadays a very important role in the teaching learning process, and it is considered the effective way to develop critical thinking while learning.

**Conclusion**

The overall findings of this study demonstrated that the most frequent learning objectives pursued in «ON THE MOVE» were lower-order cognitive skills, that is, knowledge, comprehension, and application. There is even a lack of progression from the lowest (knowledge) to the highest (evaluation) cognitive levels as we move from file to file in the textbook. Although the textbook has been revised just recently and the authors have tried to include some higher-order learning objectives, it is still far away from reaching higher-order cognitive skills.

Among the six levels of Bloom’s Taxonomy of cognitive domain, application and knowledge were the most prevalent in ON THE MOVE while in the absence of evaluation leaves a big question mark. We can thus conclude that based on the results of this study, the main objectives of the textbooks were the development of lower-order cognitive skills.

In order to promote the content of the textbooks, some strategies can be proposed:
1. An appropriate plan should be organized in which the roles of textbook developers, teachers, students, and educational objectives are stated clearly.

2. In revising the textbook, good qualities of the textbooks should be retained and the shortcomings should be eliminated or at least reduced.

3. Textbook developers should try to devise exercises and activities that go beyond lower-order cognitive skills and to include higher-order ones.

4. Finally, textbook writers are required to appreciate and use principles of materials development in the process of writing and revising books.
GENERAL CONCLUSION

In reference to the results which have already been discussed in the present study, we conclude that: there is a big lack in the Algerian fourth year middle school English textbook ON THE MOVE such as: Objective domain, general shape domain, teaching aids domain, book content domain respectively. Teacher's Manual: Background Information, methodological guidance, and general features. The textbook's objectives do not meet the individual differences among students and the contents do not enhance free writing opportunities. With regard to Bloom’s taxonomy of education objectives, the textbook only offers the third level of thinking skills which is application, which limits the thinking process in the minds of learners, and makes them act as a machine, that takes instructions and applies them as they are without leaving a personal touch, or a room for creativity. In numbers, more than 90% of teachers agree that the textbook does not follow effectively BTEO, and that, it hinders learners from reaching the highest level of thinking skills, due to the lack of activities that make learners improve critical thinking. This proves the hypothesis that if ON THE MOVE does follow effectively Bloom’s taxonomy of educational objectives concerning the cognitive domain, learners will reach higher levels of thinking skills, and since, the textbook lacks a lot of critical thinking activities, learners as well as teachers find difficulties reaching the synthesis, and evaluation levels of the taxonomy, we hope that in the next edition of the textbook, textbook designers will take into consideration that issue.
List of References


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Romero, R. (1975), What textbook shall we use? English Language Teaching Forum. Vol. 8, No. 304, pp. 30-33


APPENDICES
Appendix A

Teachers’ Questionnaire

Dear teacher,

I hereby invite you to complete this questionnaire which is a research instrument in a study that seeks to evaluate the textbook entitled ‘ON THE MOVE’ according to Bloom’s taxonomy of educational objectives. This makes the object of my master’s dissertation.

It would be appreciated and very helpful if you take time to share your standing points. Thank you.

Adil Siddiq ZEMMOUCHI
Faculty of Letters and Languages
English Department
Larbi Ben M'hidi University Oum Elbouaghi
Section One: personal Information

1. Degree(s) held:
   - BA (Licence) Less than 3 years
   - MA (Master / magister) From 3 to 10 years
   - PhD (Doctorate) More than 10 years

2. Work Experience: (years of teaching)

3. Employment Status:
   - Full time
   - Part time

4. How long have you been using "ON THE MOVE"?

Section Two: Teachers perspectives about Bloom’s taxonomy of educational objectives.

5. Do you have an idea about bloom’s taxonomy of educational objectives?
   - Yes ☐ No ☐
   - If yes, how did you learn about it:
     - Self-study
     - Course(s)
     - Workshop
     - Others, specify please . . . .

6. Have you worried before about finding a method to push the pupils to use critical thinking in the learning process?
   - Yes ☐ No ☐

7. Do you think that if the pupils use higher level of thinking, they will facilitate the teaching learning process?
   - Yes ☐ No ☐

8. Considering the levels represented in Bloom’s taxonomy, which level do you think your learners reach during the teaching learning process?

9. How can reaching higher levels of thinking skills facilitate the teaching learning process?

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
10. What methods and/or techniques do you follow in order to make your learners use their minds and develop critical thinking?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Section Four: Teachers’ Perceptions about the “ON THE MOVE”

11. Have you ever tried not to depend on the textbook to reach the target educational objective?
Yes □ No □

12. Do you think that the textbook facilitates the teaching learning process?
Yes □ No □

13. Do you think that the textbook makes learners taking the initiative in the learning process?
Yes □ No □

14. Are the activities of “ON THE MOVE” attractive (catchy) to pupils?
Yes □ No □ somehow
   - If yes, which activities or lessons are more attractive?
........................................................................................................................................
........................................................................................................................................
   - If no, please justify your answer.
........................................................................................................................................
........................................................................................................................................

15. Does the content of “ON THE MOVE” fit all the pupils’ levels?
Yes □ No □

Section Five: projecting “on the move” on Bloom’s taxonomy

16. How far does “ON THE MOVE” push the learners to use their mental thinking process?
none □ a little bit □ much □ very much □

17. Does “ON THE MOVE” offer the possibility of reaching higher level of thinking skills?
none □ a little bit □ much □ very much □
18. Is “ON THE MOVE” visually attractive in terms of illustrations (tables, maps, graphs, etc…)?

<table>
<thead>
<tr>
<th></th>
<th>none</th>
<th>a little bit</th>
<th>much</th>
<th>very much</th>
</tr>
</thead>
</table>

19. Do the topics and activities of “ON THE MOVE” hinder learners from depending on their own minds during the learning process?

<table>
<thead>
<tr>
<th></th>
<th>none</th>
<th>a little bit</th>
<th>much</th>
<th>very much</th>
</tr>
</thead>
</table>

20. Do the units of “ON THE MOVE” include sufficient number of activities to allow students to reach higher thinking skills?

<table>
<thead>
<tr>
<th></th>
<th>none</th>
<th>a little bit</th>
<th>much</th>
<th>very much</th>
</tr>
</thead>
</table>

21. Does “ON THE MOVE” have activities or lessons that guide pupils develop critical thinking?

<table>
<thead>
<tr>
<th></th>
<th>none</th>
<th>a little bit</th>
<th>much</th>
<th>very much</th>
</tr>
</thead>
</table>

22. Does ‘‘ON THE MOVE’’ provide pupils with some activities that lead to creativity?

<table>
<thead>
<tr>
<th></th>
<th>none</th>
<th>a little bit</th>
<th>much</th>
<th>very much</th>
</tr>
</thead>
</table>

23. What should be done when pupils could not reach higher thinking skills?

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

For further comments, opinions or suggestions, please indicate in the space below

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

Thank you for devoting some of your time and energy to complete this questionnaire
Appendix b

A Questionnaire Given to the Pupils to Evaluate Themselves

Learning log

Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don’t write your name on it.

I can...

<table>
<thead>
<tr>
<th>I can...</th>
<th>very well</th>
<th>fairly well</th>
<th>a little</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. express ability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. express possibility.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ask for and give permission.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. express certainty using will.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. make requests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. express agreement and disagreement using So/Neither+ auxiliary + personal pronoun.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. use modals may/ might/ can/ could.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. use the verb idiom be able to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use prefixes ill- /im-/in-/ir-/un- and dis- to form new adjectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. use appropriate stress in words starting with prefixes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. use illustrations to better understand texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. predict what will come next in a newspaper article by reading its lead-in.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. interpret and make a graph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. write a newspaper article about technological advances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. write a school report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O. write a report about an animal in danger of extinction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. write the rules of a charter.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix c

At School in the USA and Algeria

1) Read the diagram about the American public educational system and fill in the blanks in the letter below.

The American pre-university educational system

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Institution or Study Programme</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>2</td>
<td>Pre-school or nursery school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Kindergarten</td>
<td></td>
</tr>
<tr>
<td>Primary School</td>
<td>6</td>
<td>1st Grade</td>
<td>Elementary School</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>2nd Grade</td>
<td>Grade School</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>3rd Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>4th Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5th Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>6th Grade</td>
<td></td>
</tr>
<tr>
<td>Secondary School</td>
<td>12</td>
<td>7th Grade</td>
<td>Junior High School</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>8th Grade</td>
<td>Middle School</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>9th G. (Freshman)</td>
<td>School Diploma and College Entrance Tests</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>10th G. (Sophomore)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>11th G. (Junior)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>12th G. (Senior)</td>
<td></td>
</tr>
<tr>
<td>Community College or University</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dear Hamida,

Thank you for the photos of your school. They are really nice. I’ve got the best mark in the class for my project on Algeria.

It’s my turn to give you information about how pre-university education works in America.

American boys and girls spend ___(1)___ years in primary school (also called ___(2)___ or ___(3)___). After finishing ___(4)___ grade, students go to a junior high school (also called ___(5)___) for three more years.

After completing junior high, each student chooses a program of study to follow at a senior high school or at ___(6)___ or at ___(7)___.

High school students receive a high school diploma at a graduation ceremony at the end of the ___(8)___ year. Some of them continue their studies in a ___(9)___ or in a ___(10)___ and some start work to earn a living.

I’m looking forward to hearing from you.

Yours,
Becky

2) An American pen-friend of yours has asked you for information about how the Algerian pre-university educational system works. Reply to him/her. Include a diagram. Present your letter to the class for discussion.
# Appendix e

## A Diagram of the Desired Skills

![Diagram of Desired Skills](image)

### Skills Building

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Skills</strong></td>
<td><strong>Primary Skills</strong></td>
<td><strong>Primary Skills</strong></td>
<td><strong>Primary Skills</strong></td>
<td><strong>Primary Skills</strong></td>
</tr>
<tr>
<td>- Listening for specific information</td>
<td>- Listening for specific information</td>
<td>- Reading instructions (for making pancakes)</td>
<td>- Writing instructions (for a menu, a recipe ...)</td>
<td>- Dining out</td>
</tr>
<tr>
<td>- Listening for general ideas</td>
<td>- Predicting and checking predictions in spoken texts</td>
<td>- Predicting and checking predictions in written texts</td>
<td>- Transforming a text giving advice about table manners into a set of instructions</td>
<td>- Talking about meal times</td>
</tr>
<tr>
<td>- Listening for conversation</td>
<td>- Talking (about the origin of some foods)</td>
<td>- Distinguishing between fact and opinion (in an advert)</td>
<td>Reading and interpreting food labels</td>
<td>- Giving a recipe to a guest</td>
</tr>
<tr>
<td>- Listening to an interview</td>
<td>- Talking about one's abilities</td>
<td>- Reading a magazine article</td>
<td>- Writing a short magazine article/a school report</td>
<td>- Advertising a restaurant</td>
</tr>
<tr>
<td>- Listening for functions (agreement and disagreement)</td>
<td>- Talking about possibilities</td>
<td>- Reading for specific information</td>
<td>- Transposing information to a graph</td>
<td>- Writing a letter of invitation</td>
</tr>
<tr>
<td>- Listening for intonation patterns</td>
<td>- Talking about obligations and rights</td>
<td>- Predicting and checking predictions</td>
<td>- Drawing a graph</td>
<td>- Making a survey</td>
</tr>
<tr>
<td>- Listening for specific information</td>
<td>- Interpreting texts with the help of illustrations</td>
<td>- Writing texts from a graph</td>
<td>- Managing through conversation</td>
<td>- Drawing rules for a charter</td>
</tr>
</tbody>
</table>

### Competences/Project:

- Making a profile of changes in man's capabilities

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Résumé

L'apprentissage des langues est un processus compliqué car il couvre de nombreux aspects, et les compétences cognitives peut être considéré comme les aspects les plus difficiles et les plus importants pour atteindre aptitudes de raisonnement supérieures. La présente étude vise à étudier les types d'objectifs d'apprentissage représentés dans la quatrième année manuel d'anglais de collège algérien appelé ON THE MOVE utilisant la taxonomie de Bloom des objectifs d'apprentissage. Pour codifier les objectifs d'apprentissage, un schéma de codage a été développé sur la base (1956) la taxonomie de Bloom des objectifs d'apprentissage. Les exercices et les tâches et les leçons du manuel ont été codifiées et les fréquences et les pourcentages d'occurrence des différents objectifs d'apprentissage ont été calculés. Les résultats de l'étude indiquent que les compétences cognitives d'ordre inférieur étaient plus fréquents que ceux d'ordre supérieur. En outre, Il ya un manque de progression de la plus basse (connaissances) aux (évaluation) des niveaux cognitifs les plus élevés. En ce qui concerne le contenu du texte représenté dans ON THE MOVE, le manuel se concentre plus sur donnant les connaissances et essayer de l'appliquer sans même faire en sorte que toutes les connaissances a été prise bien compris et compris par les apprenants.Cela signifie que le manuel est plus pratique comme les mathématiques et la physique.En outre, il est judicieux de suggérer que manuel auteurs encouragent les enseignants à regarder au-delà ce qui est suggéré sur les manuels scolaires et comptent sur leur créativité dans l'exploitation, de sorte que, le processus d'enseignement / apprentissage sera efficace.

Taxonomy de Boom, le Processus d'Enseignement / Apprentissage, les Compétences Cognitives
الملخص

تعلم اللغة هو عملية معقدة حيث أنها تغطي العديد من الجوانب، والمهارات المعرفية ربما تعتبر أهم الجوانب الصعبة والهامة من أجل الوصول إلى مهارات التفكير العليا. وتشهد هذه الدراسة إلى التعرف على أنواع الأهداف التعليمية المتمثلة في كتاب السنة الرابعة اللغة الإنجليزية في المدارس المتوسطة الجزائرية. دعا باستخدام تصنيف بلوم للأهداف التعليمية، تم وضع مخطط الرموز على أساس (1956) تصنيف بلوم للأهداف التعليمية. وقد دونت التمارين والمهام والدروس المستفادة من الكتب المدرسية وحسب التكرارات والنسب المنوية وقوع أهداف التعلم المختلفة. نتائج الدراسة تشير إلى أن النظام أقل المهارات المعرفية كانت أكثر انتشاراً من تلك العليا، وعلاوة على ذلك، هناك نقص في التقدم في أدنى المعرفة وفقاً لعلي (التقييم) المستويات المعرفية. وفيما يتعلق محتوى النص ممثلة في، والكتاب يركز أكثر على إعطاء المعرفة ومحاولة تطبيقها دون حتى التأكد من أن جميع المعارف التي اتخذت كانت مفهومة جيداً وفهمها من قبل المتعلمين. وهذا يعني أن الكتاب المدرسي هو أكثر واقعية مثل الرياضيات والفيزياء. بالإضافة إلى ذلك، فمن الحكيم تشير إلى أن الكتب المدرسية الكتاب تشجع المعلمين على النظر إلى أبعد ما يقترح على الكتب المدرسية وتعتمد على الإبداع في استغلالها، بحيث أن عملية التدريس / التعلم سوف يكون فعالاً.

تصنيف بلوم، المهارات المعرفية، عملية التدريس / التعلم