INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT

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ISSN: 2226-6348

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To Link this Article: http://dx.doi.org/10.6007/IJARPED/v4-i2/1735 DOI: 10.6007/IJARPED/v4-i2/1735

Received: *21 April 2015,* ***Revised:*** *24 May 2015,* ***Accepted:*** *0*4 June 2015

Published Online: 13 June 2015

In-Text Citation: (Dabat, 2015)

To Cite this Article: Dabat, Z. A. (2015). Analyzing"Our Arabic language Textbooks'' of the Last Grade of Primary Stage with Reference to Bloom's Taxonomy of the Cognitive Objectives. *International Journal of Academic Research in Progressive Education and Development*, *4*(2), 77–93.

Vol. 4(2) 2015, Pg. 77 - 93

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Analyzing"Our Arabic language Textbooks'' of the Last Grade of Primary Stage with Reference to Bloom's Taxonomy of the Cognitive Objectives

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Abstract
This study is aimed at analyzing the contents of 'Our Arabic Language' Textbooks for 4th, 5th, and 6th grades of the primary stage in Jordan, also studying and examining the questions employed in the Textbooks. In this respect the main aim was to examine those questions covered the six levels of Bloom's Taxonomy. From the main aim five questions arise to be answered.

Referring to the questions, the results of the study showed that the contents of the Textbooks (the scope of the study) was consistent with the general aims of teaching and learning the Arabic Language in the upper grade of the primary stage. The results of the study also indicated that there was an overemphasise on the lower level questions in the textbooks.

The number of questions and their percentages were tending to lower level of Blooms Taxonomy of Cognitive Domains. The number of the questions in 'Our Arabic Language' was 1283, distributed to the six levels of 'Bloom's Taxonomy. The highest number was knowledge level which were 596 questions with 46.45% of the percentages of the whole levels, whereas the questions of comprehensive were 196 with 15.27%, application 148 with 11.52%, syntheses 125 with 9.74%, analysis 114 with 8.88% and Evaluation at the end of the Taxonomy. The number of the questions devoted to the evaluation was 104 with 8.14%

According to the results, educational processes in teaching Arabic Language in this stage is still in its' lowest standard. In this case, pupils' performance will be negatively affected and lose the achievement of higher cognitive tasks. Despite that, the results showed that the outcomes of the contents, general aims and specific objectives were sufficient for pupils' needs in this stage. The study proved that the taxonomy levels percentages were consistent with the standard percentages as shown in the tables 3, 4 and 5. Again It means that the number of questions and percentages were satisfactory and help the pupils to achieve the specific objectives of 'Our Arabic Language' in the four grades. However, teachers and educators should use Blooms Taxonomy to encourage higher- order thought in their pupils by building up from lower level cognitive skills.

Keywords: Arabic Language, Bloom's Taxonomy, Aims and Objectives, Textbooks contents, Dimensions, Knowledge, Comprehension, Application, Evaluation, Analysis and Syntheses.

Introduction

Modern Arabic language is a very important language, As it is considered a descendant of the classical Arabic language of the 6th Century. This includes both the literary language and varieties of Arabic spoken in a territory, stretching across the Middle east and North Africa (en. Wikipedia, wiki /Arabic language, 2014).

The Arabic language belongs to the Afro Asiatic family which includes Semitic, Central Semitic and Arabs, moreover, The Arabic language took it's high position and place among other languages because it's the language of the Holy Quran. Almighty God states: ''we send down the Quran in Arabic that you can understand'' (Surat Yusuf, V.2). Almighty God also said: 'Verily, we made the Quran that you can understand'' (Surat Al Zokhrof, V.3).

Arabic Language is spoken by more than 350 million people in the Arab world, in west Asia and North Africa. More than twenty million people in the Islamic world speak Arabic as a second language. Muslim worshipers practicing their prayers use the Arabic language. Some Muslim countries adopt Arabic Alphabets in their writing systems (Bateson, Mary Cathrine. 2003). Accordingly, the Arabic language is an important source of vocabulary for many Muslim countries. In addition, most of international languages, has borrowed many Arabic words, Transferred and translated indirectly via other languages especially in English, French, Spanish, and Italian.

As a result, Arabic countries including Jordan have stressed the importance of their spoken, written, conversation and salutation language. This is reflected in the school curriculum, especially The Arabic language at the primary stage either in reading, writing, comprehension and conversation.

In Jordan, the curriculum system has been designed according to educational aims and objectives which are created and found by the well known figure in the educational field Bobbitt, Franklin (1918).

Bobbitt believed that life is going through a pattern of performance according to certain activities (Mayron, 1968).

Klibard agreed with that by saying: "through specific activities we can identify learning goals" (Klibard, 1968.p.18). This idea is incompatible with the pragmatic theory which is that life is changeable, sophisticated, advanced and not stable. Accordingly education is not fixed in certain aims and objectives. On the other hand, learners must encounter the new variables and new changes by using scientific methods and reflective thinking to solve the problems raised (Holmes & Brian, 1981. P. 148).

Despite Pragmatic philosophy, Jordan still adopted aims and an objective theory in all educational stages and subjects, let's put into account that general aims of education and specific objectives should include all the learners' aspects, mental, physical and emotional.

Aims, Objectives and learning outcomes provide a clear indication of the goals and purposes of the course of the study. These aims are knowledge, skills, way of thinking, attitudes, tendencies etc. Both teachers and students focus on those educational terms to be achieved, either in a long

term study or in short term. It means Aims represent a long term purpose usually over a course of one or more years. In other words, aims are the outcomes of series of successfully completed objectives, possibly measured over a series of days, but objectives are more specific statements of what teachers hope his students do after a single lesson or teaching a certain subject. (Mohamad, 1974 .P.92-93).

With reference to the scope of the study, namely ''Our Arabic Language" textbooks, the aims and objectives have been laid down to set standard for Bloom's six domains, and the domains of Arabic language. Moreover to develop pupils thinking to a point at which they can function as independent learners, who will be able to use the Arabic language effectively. The learners according to the general aims and specific objectives, ought to be able and capable of reading, writing, comprehension, application, analysis, synthesis and accomplish the material (Rana & Al-Kateeb, 2013, P.13).

Teachers and schools try to accomplish Learners' objectives, it is essential to analyze the content of textbooks chosen to assess their contribution to the educational system in general, and to achieve the general aims and specific objectives in particular. Materials are defined as anything which to be used to facilitate the learning of a language (Tomlenson, 2001.P.66). Accordingly, the evaluation of student's work should handle those aspects; also achievements should include a part of recall information measuring the different thinking skills of students (Copni, et al., 20007). And at least, setting to measure the six cognitive domains stated by Bloom and according to general aims stated by the Ministry of Education in Jordan , and specific objectives laid down by the teachers.

Blooms' Taxonomy

Bloom's taxonomy is a way of distinguishing the fundamental questions within the education system (Wikipedia 2014). Bloom's taxonomy serves as the backbone of many teaching philosophies, in particular those that lean more towards skills rather than content. These educators would view content as a vessel for teaching skills. The emphasis on higher-order thinking inherent in such philosophies is based on the top levels of the taxonomy including analysis, evaluation, synthesis and creation. Bloom's taxonomy can be used as a teaching tool to help balance assessment and evaluative questions in class, assignments and texts to ensure all orders of thinking are exercised in student's learning. Readiness to act includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations. Bloom's taxonomy refers to a classification of the different objectives that teachers set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective and psychomotor. Within the domains, learning at the lower level is dependent on having attained prerequisite knowledge and skills at lower levels. (Bloom .1956) .According to Blooms Taxonomy, each dimension has a certain components , a certain form of questions and a certain verbs to be used in the questions as follows.

The researcher has lay down questions and the verbs used in these questions are standard to the questions in the six Textbooks of 'Our Arabic Language' according to the six Bloom's Taxonomy

1- Knowledge dimension:

Components

1.1 Knowledge of specifics
1.2 Knowledge of terminology
1.3 Knowledge of means and Dealing with specifics
1.4 Knowledge of conventions
1.5 Knowledge of trends and Sequences
1.6 Knowledge of categories And classifications
1.7 Knowledge of criteria
1.8 Knowledge of methodology
1.9 Knowledge of universal and Abstraction in field
1.10 Knowledge of principles and Generalization
1.11 Knowledge of theories and Structures
1.12 Knowledge of methodology

An example of a question is: What is the function of the Digestive system in our body?
Verbs used to form similar questions related to this level of knowledge are:
Recognizes, Knows, Mentions, Calls, Repeats, Lists, Retrieves, Puts, Organizes....etc.

2-Comprehetion Dimension:
Components
2-1 Translation
2-2 Interpretation
2-3 Extrapolations

An example of a question is: Name the parts of Digestive system, and what is the function of each part?
Verbs used in these types of questions related to this level are:
Reframes, Transforms, Summarizes, Expresses, Give an example, Explains, Enterprises, Clarifies, Discuses, Balances, Concludes, Describes etc.

3- Application Dimension;
Components
3-1 Solving problems
3-2 applying acquired knowledge, facts, techniques and rules in different ways
An example of a question is: Which part of caster intestinal (Digestive system) is more functional in digestion?
The verbs used in this type of question related to this level are:
Organizes, Repeats, Restores, Modifies, Adjusts, Applied, Choose, Employs, Does, Express, Waits, Addresses, Deals with, Circulates. etc.

4- Analysis Dimension:
Components
4-1 analysis of elements
4-2 analysis of relationships

4-3 analysis of organizational principles
An example of a question would be: What are the Digestive systems organs perceptively from top to bottom?
Verbs used in these questions related to this level are:
Fractionates, Separates, Restores, Shows the contradiction, Splits, Analyses, Discovers, Extrapolates, Distinguishes, Tests, Derives.....etc.

5- Evaluation Dimension:
Components
5-1 Judgement in terms of internal evidence
5-2 Judgement in terms of external criteria
An example of a question would be: Do you think that every part of our Digestive system is important in our life?
Verbs used in these types of questions related to this level are:
Judges, Designs, Argues, Defends, Demonstrates, Sure, Quotes, Generalizes ...etc.

6-Syntheses Dimension:
Components
6-1 builds a structure or pattern from diverse elements
6-2 refers the act of putting parts together to form a new idea
An example of a question would be: Is the Digestive system in mammals like the digestive system found in human beings? Give an example if there are any differences.
Verbs used in the question related to this level are:
Creates, Composes, Synthesises, Designs, Suggests, Innovates, Builds, Summarizes, Generates, Restores syntax ...etc.

Blooms' main goal was to find a common language that educational measurement experts could use to share findings and exchange test items and to answer certain questions for a good education. What makes good education? How could instructors ensure that learners graduated with more than just lower-level factual knowledge? (Rana, Al-Kateeb.P.14).
One of the consequences of the categories in the taxonomy is that they not only serve as means through which the evaluation tasks could be terminated, but also provide a framework for the formulation of the objectives themselves.
Bloom developed the Taxonomy of cognitive objectives by qualitative expression and different types of thinking. Moreover, this system has been developed to help teachers identify the types of learning expected from students. In addition illustrate the wide array of learning outcomes that can be included in any given instructional area (Mesura, 2008). Also, Bloom developed definitions for each of the six major categories that he defined in the cognitive domains, mentioned before.
A revision of Blooms Taxonomy has been published in 2001 by a group of cognitive psychologists, curriculum theorists and instructional researchers. This revision draws attention away from the somewhat static notion of educational objectives and points to a more dynamic conception of classification (Krathwohl, 2002).

This new classification represents as follows;

1- Remember	2- Understand	3-Apply
Recognizing	Interpreting	Executing
Recalling	Exemplifying	Implementing
	Classifying	
	Summarizing	
	Inferring	
	Comparing	
	Explaining	
4-Analyze	5- Evaluate	6- Create
Differentiating	Checking	Generating
Organizing	Critiquing	Planning
Attributing		Producing

As noticed in the previous Taxonomy, knowledge is at the highest order of these cognitive processes. A separate taxonomy of the types of knowledge used in cognition will be clarified in knowledge definition.

Term Definitions: The Six Taxonomy

Knowledge

The apex for an alternative summary classification of educational goals. This definition involves the recall of specific, universal information and the recall of methods and settings.

Bloom defined knowledge as remembering previously learned material. This involves recalling wide range of material from special facts to complete theories. (Truschel&Deming 2007). The components of knowledge are as follows; terminology, ways and means of dealing with specifics, conversation, terms, trends, sequences, classifications, categories, criteria, methodology, universal, abstractions in a field and theoretical structures. (En .Wikipedia ,wiki/Benjamin Bloom).

Comprehension

The Oxford dictionary, defines comprehension as the ability to understand or the act of understanding.

Bloom defined comprehension as the ability to grasp the meaning of materials. This may be demonstrated by translated materials from one form to another (words to numbers), interpreting materials (explaining or summarizing) and estimating future trends (predicting consequences or effect). These learning outcomes move one step beyond the simple remembrance of materials, and represent the lowest of understanding (Rana ,A. 2013,p18).

Application

Bloom defined application as the ability to use learned material in new and concrete situations. This ability includes the application of rules, methods, concepts, principles, laws, and theories. The learning outcomes in this area require a higher level of understanding than those under

comprehension. (Rana, A. p 18). In other words, application is using acquired knowledge to solve problems in new situations by applying concepts, principles, techniques....etc. in a different way.

Analysis

A definition of an analysis is the careful examination of details on a certain subject or matter. (Oxford.wordpower,P.28). This step comes before belief or opinion after considering something carefully. Another definition to analyse is to examine and break information into parts by identifying motives or causes, or make inference and find evidence to support generalization.

In education, to analyse is to determine the relationship between the intended and actual phrases, questions, concepts and attributes. In other words to examine and break information into parts by identifying motives or causes. Also to make inference and find evidence to support generalizations, it includes analysis of elements, relationships and organizational principles.

Analysis is the fourth domain and can be described as the ability to examine a problem area in a given subject and identify the various components; analysis distinguishes between facts and inferences and determines how the parts relate to one another and to an overall structure (Truschel & Deming, 1997)

Evaluation

A systematic process of data collection and interpretation of the evidence, related to students or a program, which helps direct the educational work and action. It is intended to measure the credibility and validity of exams. (www.slah.jeeran.com/sal14.htm).

Some educators have defined the evaluation system as an educational process to collect and analyse the results of the students. This was to determine the level he or she has achieved, their aims and objectives and to discover the strengths and weaknesses of their performance also to make a decision based on these outcomes. (Stenhouse, L.1978, p.73).

The previous definitions reflected the purpose of evaluations throughout their exams in the light of students' achievements in gaining knowledge. But such variables represent part of the educational process and the outcomes of knowledge are part of a wide range of educational concepts. The scholars in the field of education have concentrated on students' activities, skills and practical performance rather than knowledge achievements and marks given as a result of educational function. (Edgar. S &Sydney. M,1976. P. 145).

Synthesis

Synthesis is the ability to build a new idea from different parts of knowledge or from diverse elements. Synthesis is the sixth domain which is based on reforming new ideas or concepts from different parts.

Problem of the Study

The general aims of teaching the Arabic language in the primary stage in Jordan, concentrate on the six levels of Blooms' Taxonomy, but some educators believe that the contents and the educational experiences are not consistent with the aims stated by experts and educators in the

Ministry of Education in Jordan. Accordingly the questions asked in the end of each lesson as outcomes and specific objectives; do not match the general aims as well.

The researcher believes that the lower level of Blooms' Taxonomy in the cognitive domain took place in the Arabic Textbooks and was achieved, whilst the interest in the higher-levels were less. It is obvious that without higher thinking skills (which are vital in all aspects of life), students will not develop the ability of reading, reasoning, syntheses, problem solving or higher mental processes necessary to becoming fully productive individuals. (Rana,A. 2013 p.12) Thus the analysis of the textbooks and the different types of questions will be valuable to decision makers, curriculum designer teachers and pupils as well.

According to the previous argument, this study is to evaluate ''Our Arabic Language" Textbooks questions, based on Blooms; Taxonomy for 4th, 5th, and 6th grades of the primary stage. Also to determine the frequencies and percentages of the questions in the six levels of the cognitive domain. On the other hand, the researcher wants to recognize whether the questions are sufficient and achieve the goals of teaching and learning of 'Our Arabic Language' process.

Previous Studies

There are many studies related to the title, because of the importance of Bloom's taxonomy in the educational system, and its way of distinguishing the fundamental questions within the education system. One of the studies is the study demonstrated by Lan & Cherc (2010). The researchers have used Bloom's taxonomy to investigate the English reading comprehension questions of college entrance exams in Taiwan administrated from 2002-2006. The aims of the study were to compare and contrast between the content and cognitive skills of two exams related to students' achievement and the required English test. The results indicated that in both tests, four levels of cognitive dimensions, recalling, understanding, applying and analyzing had the lowest levels. Three types of the knowledge dimension, factual, conceptual and procedural had the highest frequency.

A study by Rana Al-Kateeb 2013, concentrated on the analysing of basic English textbooks' questions of "Acting pack series according to Bloom' taxonomy of the cognitive objectives" . The aim of the study was to evaluate the books' questions based on Bloom's taxonomy for 7th, 8th, 9th, and 10th grades and to determine the frequencies and percentages of the questions in the six levels of cognitive domains. The review of the literature showed that there was an overemphasis on the low level questions in the textbooks in different fields of study like science, history, biology, social studies, geography and mathematics. In order to discover whether English textbooks of Action Pack series for 7th, 8th,9th, and 10th grades really enhanced students' higher thinking skills, a sum of 1121 questions were analyzed according to Bloom's taxonomy. The results showed that there was preponderance in the low level questions.

Al- Aloul (2000) aimed her study in finding out to which degree the questions in the English Grade ''English Textbooks used in Palestine" (1999) developed higher thinking skills. The results revealed that there was a preponderance of lower level questions in the textbooks.

Ismail (2009) analysed and compared the questions asked in history exams at different secondary schools in two cities of Turkey in terms of the stages of cognitive domain of Bloom's taxonomy. The study revealed the majority of questions were concentrated on knowledge and comprehension levels.

Razmjoo and Kazem Pouerfard(2012) analyzed the activities and exercise for three units of each of the four course books of the interchange series using the six levels of Blooms' revised taxonomy. The results showed that the lower order cognitive skills were most frequent. Recalling was the most frequent code followed by application. Understanding meta cognitive knowledge and evaluating cognitive knowledge, were absent in all textbooks analyzed.

Limitation of the Study

This study will be limited to the ''Our Arabic Language'' Textbooks for the 4th, 5th, and 6th, grades of the primary stage in Jordan. Each grade has two parts of Arabic Language'', it means that the study will handle six textbooks to be analysed and examined.

Purpose of the Study

To achieve the aims of the study, the researcher will answer the following questions:

1-What are the general aims of teaching and learning Arabic Language in the high grades of the primary stage in Jordan?

2- Are the contents and the questions of the six Textbooks of Arabic Language consistent with the general aims of teaching and learning Arabic language in Primary school?

3-How are the questions and percentages in 'Our Arabic Language 'Textbooks in each grade distributed according to the six levels of Bloom's Taxonomy of cognitive objectives?

4- To what extent is the distribution of questions' percentages in Our Arabic Language of each grade consistent with the percentages of the standard percentage of each dimension?

5- To what extent is the distribution of percentages in Our Arabic Language of all grades consistent with the component percentages?

Methodology and Procedures

The study is a descriptive analytical research, based on content analysis. It analyses the approach that is ultimately aimed at identifying and categorizing the questions included in the six Textbooks of ''Our Arabic Language ''of the high grade of the primary stage in Jordan. Firstly, the researcher will set down the general aims of teaching Arabic Language in the primary stage in Jordan, then examine the contents of the six Textbooks and answer questions No.2 and No.3 in the light of the percentage of each taxonomy dimension. The researcher has to consider the percentage of the components of the dimensions as standard to judge whether the percentage of the questions in 'Our Arabic Language' textbook is satisfactory to achieve the six taxonomy. The percentages are clarified from the categories below, the level of Knowledge includes 12 components out of 24 with 50% of Blooms' Taxonomy. Comprehension and Analysis consist of 3 components each, which represents 12.5% for each, but Application, Evaluation and Syntheses components represent 8.33% for each (see page 3 and 4). It means that if the numbers of

questions and their percentages in the textbooks are consistent with the components percentages, then this will be satisfactory.

Table 1 shows the number of components of each dimension of Bloom's Taxonomy and their percentages. The percentages are as Standard, to measure the satisfactory of the percentages of questions in 'Our Arabic Language' Textbooks.

(Table 1)

Bloom's Taxonomy	No. Of components	Percentage
1-Knowledge	12	50.01%
2-Comprehension	3	12.50%
3-Application	2	8.33%
4-Analysis	3	12.50%
5-Evaluation	2	8.33%
6-Syntheses	2	8.33%

The Results of the Study
The researcher aim is to answer the following questions-

1-What are the general aims of teaching and learning Arabic Language in the high grades of the primary stage in Jordan?

To answer this question, general aims of Arabic language stated by the Ministry of Education in Jordan are as follows:

1-Develop the ability in reading fluently and writing correctly.
2-Develop the student's capacity to the correct reading, (aloud and silent).
3- Knowledge of basic rolls of grammar and putting them into practice.
4-Develop the ability of good listening, understanding the topics in an accurate way.
5-Acquire the ability to think properly by using a problem solving approach.
6-Develop students' ability to express himself and his feelings orally and in writing.
7-Develop students' basic skills, especially language skills.
8- The use of the Arabic language in self expression and communication with others. (Teachers 'Message, issue 4.1999). Some educators added the following aims (Aslan , 2011)
9-Improve students' reasoning skills and cognitive processes.
10-Encourage students to synthesize their own knowledge and experiences what they learn in school.
11-Encourage students to improve their personal viewpoints and interpretation of the topic.
12-Create new fields of questioning in the mind of students, and the students can use their viewpoints.
13-Improve students' understanding of content.
(Bednarz, 2011) added the following aims:
14- Assist students in identifying critical information in the Textbook.

15-Stimulate student's problem solving skills.
It's obvious that the previous aims are comprehensive and cover the whole aspects of the Arabic language.

The Second Question: Are the contents and the questions of the six Textbooks of Arabic Language consistent with the general aims of teaching and learning Arabic language in Primary school?
To answer this question, analyzing the content and the questions is very important.
In part one and part two of 'our Arabic Language' of the 4th grade, the authors wrote two notices in the beginning of the books as extra objectives. (Katawneh ,S.S. and others 2014)

1- The pupils should memorize all of the poems, songs, and hymns in the textbooks.
2- The pupils should write one paragraph from each subject.

Part 1 and part 2, consist of 20 subjects. Those subjects handle many important fields that suit the pupils growth and needs.
In this grade, the textbooks contain all branches of the Arabic language which includes reading, writing, listening, dictation, comprehensive grammar, and various activities. The subjects contain, verses from the Holly Quran, Prophet Mohammad's (Peace upon him) teachings, ancient poetry, Arabic and Islamic history, health, surrounding environments and general subjects about national occasions and terrorism.
The questions of each subject include, recalling knowledge, essays, multiple choice, complete sentence, supplement the void, evaluation, linguistic analysis, linguistic syntheses, comprehension, dictation and grammar.

The other two parts of 'Our Arabic Language' Textbook of the fifth grade comprise 16 units instead of separate subjects in the previous grade. (Abu-Srais,A.A. And others2013). The others wrote two notices in the beginning of the textbooks as objectives:

1- The pupils should write two paragraphs from each lesson of the unit, the first of which should be text-handwriting; the other sentence should be cursive-handwriting.
2- The pupils should memorize the poems from the textbooks.
Moreover the authors set down the important aims to be achieved from each unit. Questions in the end of each unit has been formed and strategically designed to cover language skills. The authors regarded the depth of information given to the pupils in this grade, to improve and develop their language, listening, reading, writing, conversation, dictation, and expression. The topics cover a wide range of student's interests including, social affairs, stories and songs, Arabs and Muslim Scholars lives and achievements, up-to-date inventions and discoveries.
The authors also added content covering information about the pupil's surroundings such as nature, and natural phenomenon's like volcanoes, earthquakes, eclipse....etc.

The questions in the end of each unit are comprehensive and include the previous skills. They concentrate on grammar rules and concepts, and punctuation marks, because in this grade the

pupil should be at an advanced level of speech, to read and write fluently, and to what he has learned in his life practices.

The sixth grade Arabic Textbooks (Ahmad, Awad, and others 2013) include 16 units, those units comprise advanced topics and are concentrated on the four linguistic skills. Those being listening, conversation, reading and writing.

The authors added new concepts of grammar and linguistic applications and syntheses .The authors also added three subjects in each part of 'Our Arabic Language' textbooks related to free expression and devoted some of those subjects to discussion and arguments covering social affairs. They called such methods 'Thinking Trials'.

The aims of this new direction are to stimulate pupils 'attention, thinking, the ability to answer questions and fluent expression.

The subjects and topics have been reorganized into a new system called 'Eduwave' computer programme, to facilitate educational presses for teachers and pupils alike. Any way The Ministry of Education in Jordan represented in the authors and educational experts tended to upgrade pupils' knowledge, skills, linguistic and scientific concepts, values, trends and tendencies over the years. Table 2 gives an example of these diminutions.

Table 2 shows the new educational aspects added to 'Our Arabic Language' of the 4th grade. (Table 2)

Facts	Concepts & TERMS	Skills	Attitudes, Values and Tendencies
1-Return to school. 2-Breakfast in the morning. 3-Safty on the road. 4-Picking Olives. 5-Using the medicine in a proper way. 6-Assedous pupils. 7-In the library. 8-Abu-Obayda	Date, General, Bags, Sons ,Greeting ,The Bill, Protection, Praised, The definition, Bless, Congestion ,Crossing, Solar system, Surprised, Prophet's Followers..etc	1-Reading and writing fluently and precisely. 2-Understanding and grasping the ideas in the literature texts. 3-Analysing and synthesising certain words and sentences. 4-Using the new words in a new sentences. 5-Listening to a certain poems and answer the questions related to them.	1-Respect the elderly people. 2-Maintaining the good habits and put them into practice. 3-Appreciate and respects others. 4-Listen to the Doctor's advice. 5-Maintaining categorize appointment. 6-Maintaining the friendship.

In conclusion, the questions in the two parts of 'Our Arabic Language' in 6th grade in particular, and in the previous grades in general, cover a variety of subjects that are comprehensive, and combined.

The authors were eager to cover the dimensions of 'Bloom's Taxonomy', and the aims of teaching Arabic language in the primary school through the questions of comprehension, essays, multiple choice, complete sentences, supplementing the void, linguistic analysis and linguistic syntheses etc. Accordingly, the contents of the six textbooks are consistent with the educational aims of Arabic language in 4th, 5th, and 6th grades.

To Answer the Third and Fourth Questions:
3-How are the questions and percentages in 'Our Arabic Language 'Textbooks in each grade distributed according to the six levels of Bloom's Taxonomy of cognitive objectives?

4- To what extent is the distribution of questions' percentages in Our Arabic Language of each grade consistent with the percentages of standard percentage of each dimension?

Tables 3, 4, and 5 show the numbers of questions and their percentages compared with the standard percentage of each dimension.

Table 3 demonstrates the questions and their percentages of Our Arabic Language 'for the 4th grade on the six levels of Bloom's Taxonomy. And compares the standard percentage of each dimension.
(Table 3)

Taxonomy	No. of questions	Percentage	Components Percentage
1-Knowledge	184	44.23%	50.01%
2-Comprehension	60	14.43%	12.50%
3-Application	46	11.05%	8.33%
4-Linguistic Analysis	40	9.62%	12.50%
5-Evaluation	46	11.05%	8.33%
6-Linguistic Syntheses	40	9.62%	8.33%
Total	416	100.00%	100.00

From the above table, it is clear that the distribution numbers of questions in the 4TH grade (416) was varied. The number of questions in the linguistic analysis and synthesis levels was low, and the percentage was 9.62% for each. However the number of knowledge questions was the highest, giving us the percentage of 44.23%.
But in general (and despite knowledge being the lowest level of 'Bloom's Taxonomy'), percentages were consistent with Bloom's Taxonomy dimensions. This means that the number of questions and percentages are satisfactory and help pupils to achieve the specific objectives of Our Arabic Language in 4th grade.

Table No.4:
Distribution of questions and their Percentages of Our Arabic Language 'for the 5th grade on the six levels of Bloom's Taxonomy, compared with the percentages of each component.

(Table 4)

Taxonomy	No. of questions	Percentage	Components Percentage
1-Knowledge	210	52.59%	50.01%
2-Comprehension	64	16.05%	12.50%
3-Application	32	8.05%	8.33%
4-Linguistic Analysis	32	8.05%	12.50%
5-Evaluation	16	4.63%	8.33%
6-Linguistic Syntheses	43	I0.63%	8.33%
Total	397	100.00%	100.00

From the above table, the total questions of the 5th grade textbooks were 397. The questions were the highest number, whilst the evaluation questions were the lowest.
The gap between the two percentages was big, even other dimensions didn't approach 50%. But in general (and despite knowledge is the lowest level of 'Bloom's Taxonomy') percentages was consistent with Bloom's Taxonomy dimensions.
It means that the number of questions and percentages are satisfactory and help the pupils to achieve the specific objectives of Our Arabic Language in 5th grade.

Table No.5
Distribution of questions and their Percentages of Our Arabic Language 'for the 6th grade on the six levels of Bloom's Taxonomy, and in comparison with the Percentages of each component.

(Table 5)

Taxonomy	No. of questions	Percentage	Components Percentage
1-Knowledge	202	44.10%	50.01%
2-Comprehension	72	16.87%	12.50%
3-Application	66	14.74%	8.33%
4-Linguistic Analysis	42	9.37%	12.50%
5-Evaluation	24	5.45%	8.33%
6-Linguistic Syntheses	42	9.37%	8.33%
Total	448	100.00	100.00

It is obvious from the number of questions in each column, knowledge level possessed the highest number at 202 and percentage 44.10%.
It is clear that most of Blooms' Taxonomy of cognitive domain been covered, but in general (and despite knowledge is the lowest step of 'Bloom's Taxonomy') percentages was consistent with Bloom's Taxonomy dimensions.
It means that the number of questions and percentages are satisfactory and help the pupils to achieve the specific objectives of Our Arabic Language in 6th grade.

To answer the question: To what extent is the distribution of percentages in Our Arabic Language of all grades consistent with the component percentages?

Table No.6 shows the distribution of questions and their percentages, according to 'Blooms Taxonomy dimensions and the component percentages?

Bloom's six Taxonomy and their dimentions	No. of questions	Percentage	Components Percentages
1-Knowledge	596	46.45%	50.01%
2-Comprehention	196	15.27%	12.50%
3-Application	148	11.52%	8.33%
4-Analysis	114	8.88%	12.50%
5-Evaluation	104	8.14%	8.33%
6-Syntheses	125	9.74%	8.33%
Total	1283	100.00	100.00%

From the above results, the total number of questions in 'Our Arabic Language was 1283 distributed to the six levels of 'bloom's Taxonomy.
The highest number was of questions is shown to be the knowledge dimention also shown in previous tables.
Evaluation and Analysis were the lowest numbers of questions and their percentages. This demonstrates that educational processes are still at its lowest standard. Pupils' performances will be negatively affected and lose the achievement of higher cognitive tasks.
Comparing the percentages of Bloom's Taxonomy levels with the standard component percentages in the right column, shows the consistence with the standard percentages.
This means that the number of questions and percentages were satisfactory and help the pupils to achieve the specific objectives of 'Our Arabic Language' in the four grades.

Recommendations

1-Teachers and educators should use Bloom's Taxonomy to encourage their pupils to learn skills at a higher level.
2-More studies need to examine general aims and specific objectives of each subject in the primary stage and their consistence with the revised Bloom Taxonomy.
3-More studies should be demonstrated to examine the contents of different subjects in different stages in the light of Knowledge, psychomotor and effective Domains.

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