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**DEGREE OF USING THE SECONDARY ENGLISH LANGUAGE TEACHERS'
ORAL QUESTIONS ACCORDING TO BLOOM'S TAXONOMY OF THE
COGNITIVE OBJECTIVES IN JORDAN**

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Abstract

This study aimed to analyze the secondary English Language Teachers' oral questions in Jordan based on Bloom's Taxonomy. The study consisted of twenty (20) English Language Teachers (ELTs) (10 male and 10 female) purposefully assigned from 16 public secondary schools in Irbid directorate(1) of education in the academic year 2014 – 2015.

All oral recorded ELTs' questions were analyzed according to the six taxonomic levels of Bloom's Taxonomy. The frequencies and percentages of teachers' questions in each level were computed.

Results were subjected to descriptive and inferential analyses. The descriptive analysis included the classification of questions across the cognitive levels of Bloom's Taxonomy. X² was used to answer the last hypotheses.

The results showed the knowledge level had the greatest percentage. It followed by comprehension then analysis, application, evaluation and last synthesis of the total oral questions raised by teachers. Eighty (80%) of these questions were devoted to the lower level categories : knowledge and comprehension and only (20%) were for the rest of the other categories : application, analysis, synthesis and evaluation. Also there were no significance differences between male and female teachers of oral questions according to Bloom Taxonomy.

Keywords : Oral questions, Bloom's Taxonomy, English teacher, Teachers' questions.
