

Content Analysis of the Inclusion of the Psychomotor Domain in the Student's Book of Action Back for the Third Grade in Jordan

By

Ayat Barmawi

Teacher at Ministry of Education, Ph.D. student, Yarmouk University, Irbid, Jordan

Email: barmawiayat@gmail.com

Abdallah Ahmad Baniabdelrahman

Ph.D., Professor, Department of Curriculum and Instruction, Faculty of Education, Yarmouk University, Irbid, Jordan,

Email: baniabdelrahman@gmail.com

Abstract

The purpose of this study was to assess the inclusion of the psychomotor domain in the student's book of action back for the third grade in Jordan. The methodology used in this study was qualitative approach. The instrument of the study is a content analysis checklist was created in light of Kasilingam, Ramalingam, and Chennavan's (2014) psychomotor domain criteria. The study found that the psychomotor domain principles in Action Pack 3 are represented by a percentage of 30. Also, results show that the perception of sense cues criteria included in the twenty units of Action Pack three ranged between 20% and 35%, with the highest cues reflected in the last chapters of each semester but failed to reflect this increase among the reminder of units. The study recommended that the author of this book should build and enhance the materials written in the book both in terms of cognitive and psychomotor domains. It can be concluded that the materials in this textbook are lack relevant to psychomotor materials.

Keywords: Action Back, Content Analysis; Jordan; Psychomotor Domain

1. Introduction

The English language curriculum is one of Jordan's essential and mandatory school disciplines. The Action Pack is a direct result of the proposals made at the Education Development Conferences. It was introduced into Jordanian schools and is now taught in grades one through twelfth. The Jordanian Ministry of Education (2006) established a set of guidelines emphasizing the importance of foreign language education in the development of Jordanian students in four skills and other domains such as psychomotor, social, cognitive, and cultural.

The curriculum in schools is always changing. The Jordanian government (Ministry of Education and Culture) changes the curriculum every 4-10 years. They suggested that the curriculum be revised to reflect human development. Jordan's most recent curriculum is the 2019 curriculum. This curriculum is distinct from the previous one, which is a values-based curriculum centered on character development. This curriculum focuses on the core competencies' values and social competence, which refers to knowledge competence and is for skill competence, as well as spiritual competence.

Action Pack is an English course for basic and secondary level students in Jordan that includes materials based on the claims that "English language instruction should be

dynamically undertaken and assessed in light of the core principles of communicative language teaching." (2006, Ministry of Education, p.9) In accordance with the Jordanian Ministry of Education's English Curriculum Outcomes, Action Pack materials have approached these abilities in an integrated manner in terms of tasks and activities for both learners and teachers. As a result, the outcomes presented at the beginning of each module are consistent with and relevant to the integrity of these skills and the engagement of learners and teachers.

Accordingly, Curricula analysis in general, and textbooks in particular, play an essential role in the EFL teaching and learning process. It assists supervisors, textbook authors, and researchers in determining the textbook's strengths and weaknesses, as well as the extent to which it is appropriate for both students and teachers. Cunningsworth (1995) argued that by understanding textbook strengths and shortcomings, strong points could be maximized while inferior points can be altered or substituted from other texts.

Professionals involved in English language teaching in Jordan are often skeptical of the importance of including reading materials that are relevant to the students' environment and lives. According to Omaggio (2001), cultural knowledge must be promoted in a variety of methods so that students are better prepared to live amicably in the target-language community. As a result, the researcher aims to examine the necessary original foreign-language texts and resources that should be included in the content of the action pack beginning with the preliminary stages.

As a result, a content study of English textbooks in this regard becomes essential, especially when it comes to authenticity. As a sample of the English textbooks used in Jordanian public schools, the researcher chose the activity Pack for third grade.

1.2. Literature review

Many researchers have examined English textbooks in general, including Kamila (2014), Zareian (2015), and Al-Mashaqba (2017). They also analyze various criteria, such as content, physical attractiveness, analysis, English skills, gender, emotion realization, and so on. For example, many researchers examined the cognitive domain level in the textbook. However, they only provided a percentage of the cognitive level based on high order and low order thinking skills. On the other hand, a few researchers have looked into the textbook's psychomotor domain.

A textbook is an essential component of the learning process. According to Awasthi (2006) and Nguyen (2015), a textbook is a teaching and learning material that both the teacher and the learner can use in the teaching and learning process. This textbook is essential for both in-class and out-of-class learning. The role of the textbook in English class is extremely beneficial to the students. When students are unable to hear the teacher clearly, they can consult the textbook. The letters in English words are usually pronounced differently. Even so, not all textbooks have content that is appropriate for students. For these reasons, it is critical to conduct a textbook analysis.

The content of the textbook is evaluated during the textbook analysis. It will assess the data with a variety of tools. The readers will be able to tell whether the textbook is good or not based on the evaluation. They can also find out if the textbook is compatible with the curriculum.

A curriculum, as we all know, is a set of rules that organizes the learning process. Curriculum, according to Romine in Hamalik (2006), is defined as "all of the systematized courses, activities, and

experiences that pupils do under the direction of the school, whether in the classroom or not."

Cognitive refers to the knowledge domain, according to Bloom's Taxonomy of Educational Objectives (1956). It has something to do with the learner's thinking. The emotional and value domains related to the learner's attitude are referred to as effective. Psychomotor creativity refers to the use of motoric creativity in relation to a learner's ability. The cognitive and psychomotor domains are becoming increasingly important in the learning process. Those are the domains that should be included in the textbook because cognitive and psychomotor domains are emphasized in basic competence three and basic competence four. As a result, the goal of the 2019 curriculum can be met. As a result, I concentrated on the cognitive and psychomotor domains, as they were presented in the textbook. In terms of cognitive and psychomotor domains, I examined the textbook. As a reference, I used the English syllabus from the 2019 curriculum.

In Jordan, the latest curriculum is the 2019 curriculum. English standard competence contains two kinds of competencies; they are core competencies and basic competencies. Core competence is divided into four objectives. The first and second objectives emphasize on affective domain. The third objectives emphasize the cognitive domain, and the fourth objectives emphasize the psychomotor domain. As a result, the focus of this research is to identify the inclusion of the psychomotor domain in the student's book of Action Back for the Third grade in Jordan

1.3. Statement of the problem

It is obvious how the psychomotor domain is utilised in academic courses, notably when teaching English. However, the researcher claims that the psychomotor area is not the subject of research in Jordanian textbooks. In order to determine the amount of the psychomotor domain found in the third-grade textbooks, the researcher will conduct content analysis study on the textbooks.

Even though content analysis will be used, it will also be necessary to determine how much of the psychomotor domain exists in Action Packs 3.

1.4. Aim of the study

This study aims to analyze the inclusion of **the psychomotor** domain in Action Pack 3.

1.5. Questions of the Study

The current study aims to answer the following question:
To what extent does Action Pack 3 inclusion of the psychomotor domain?

1.6. Significance of the study

The textbook is one of the most fruitful educational means through which critical thinking skills are necessary for daily life (Rawadieh, 1998). So, analyzing the textbook helps in developing the student's higher thinking skills. Al-Btoush (2012) conducted a study about using psychomotor domain in the secondary textbook, so he found that there is a need to analyze other textbooks in different levels using the new version of Bloom's Taxonomy. This study could be a step in the ladder of analyzing the inclusion of **the psychomotor** domain in Action Pack 3 textbook in Jordan to help English curriculum designers to avoid and add what is needed.

1.7. Limitations of the study

The following limitations apply to this study

1. The focus of the analysis will be on Action Pack textbooks 3.
2. The analysis will take place during the first semester of 2021, which may limit students' exposure to the subject to one semester rather than the entire book.

1.8. Definition of Terms

English Textbooks: Books written to teach English language in the public and private schools in Jordan during the academic year 2011-2012. In this study they were two textbooks in total: Action Pack 3 (student's book and workbook).

Content analysis: Content Analysis: is "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (Holsti, 1969, p. 14).

Bloom's taxonomy: identifies a hierarchy of cognitive skills that can be developed through the process of learning.

2. Method and procedure

2.1. The Design of the Study

The current study used a mixed-method (quantitative) approach to conduct a content analysis and investigate teachers' perspectives on teaching the psychomotor domains in English teaching and learning. The qualitative part, represented by content analysis, was carried out to investigate the inclusion and incorporation of the psychomotor domains in the Action Pack Series for elementary school.

2.2. Sample and population:

The research's primary source was an analysis of the reading texts included in the Action Pack textbook for grade 3.

2.3. Instrument of the study

The instrument of the study is a content analysis checklist was created in light of Kasilingam, Ramalingam, and Chennavan's (2014) psychomotor domain criteria.

2.4 Content analysis criteria

The existence, inclusion, and frequency of the specified psychomotor elements in all reading texts in Action Pack First through Third grade textbooks are the criteria for the content analysis. The unit of analysis in this study is every reading text in the Action Pack textbooks for grades 3. The targeted textbooks' analysis categories are all of the texts and images in Action Pack textbook for grade 3.

2.5. Validity of the instrument:

1. The validity and reliability of the content analysis checklist

The content analysis checklist was submitted to a jury of EFL academics to collect data on the checklist's validity and applicability to conduct the content analysis. The checklist was approved by the panel after minor changes were made.

Two estimators looked at the three books in order to get information about the accuracy of the content analysis. The inter- and intra-rater reliability was further assessed using intra-class correlations, a two-way random effects model, and an ICC with 95% confidence intervals

(CI). The inter- and intra-rater reliability for each book is shown in Table 1.

Table 1. *Summary Results of Content Analysis Reliability.*

Book	Inter-rater Coefficients	Intra-rater Coefficients
Perception Senses Cues	.80	.87
Set	.84	.90
Guided Response	.90	.81
Action Pack 3 Mechanism Performs	.85	.84
Complex Overt Response	.87	.95
Adaptation	.90	.91
Origination	.88	.90

As seen in Table 1, the inter-rater absolute agreement between the two estimators is higher than .80 on the seven psychomotor domains for Action Pack 3, which indicates acceptable coefficients of inter-rater agreement (Schlager et al., 2018). Furthermore, the intra-rater absolute agreement between the three estimations is higher than .80 on the seven psychomotor domains, which indicate acceptable coefficients of intra-rater agreement (Schlager et al., 2018).

2.6. Statistical Analysis

A systematic content analysis was carried out by the use of percentage(s), and frequencies concerning the first question concerning the inclusion of the psychomotor domain in Action Pack 3 textbooks.

3. Results of the Study

3.1. Results related to the question of the study

The first question of the study reads as follows: To what extent does Action Pack 3 inclusion of the psychomotor domain? To answer this question, the content analysis of the textbooks was conducted by identifying the psychomotor domain in the textbooks following the specific criteria, namely: perception senses cues, set, guided response, the mechanism performs, complex overt response, performs automatically, and adaptation. Tables from 2 to 4 illustrate the content analysis of Action Pack 3.

Table 2 illustrates the summary results of the inclusion psychomotor domain principles in the third-grade textbooks.

Table 2. *The inclusion of psychomotor domain principles in third grade textbook*

Book	Frequencies	Percentages
Action Pack 3	563	36.5

As shown in Table 2, the psychomotor domain principles in Action Pack 3 are represented by a percentage of 30.4

Table 3 illustrates frequencies and percentages (per unit) of the psychomotor domain principles in Action Pack 3.

Table3. Frequencies and percentages of psychomotor domain principles in Action Pack 3

Unit	Psychomotor Domain (Frequency (%))							Total
	Perception senses cues	Set	Guided response	Mechanism performs	Complex overt response	Adaptation	Origination	
1	7(23)	9(30)	4(13)	3(10)	5(17)	1(3)	1(3)	30
2	8(23)	7(20)	7(20)	5(14)	4(11)	2(8)	2(8)	35
3	7(29)	4(17)	7(29)	3(13)	1(4)	1(4)	1(4)	24
4	8(20)	8(20)	8(20)	4(10)	5(13)	5(13)	2(5)	40
5	10(28)	4(11)	7(19)	4(11)	2(6)	4(11)	5(14)	36
6	7(30)	5(22)	6(26)	1(4)	1(4)	1(4)	2(9)	23
7	6(15)	9(23)	4(10)	4(10)	5(13)	6(15)	5(13)	39
8	6(21)	6(21)	5(18)	2(7)	2(7)	1(4)	6(21)	28
9	9(32)	5(18)	3(11)	3(11)	3(11)	3(11)	2(7)	28
10	6(21)	5(18)	6(21)	1(4)	1(4)	1(4)	8(29)	28
11	15(30)	8(16)	7(14)	5(10)	5(10)	6(12)	4(8)	50
12	14(30)	8(17)	6(13)	5(11)	5(11)	2(4)	6(13)	46
13	8(20)	6(15)	6(15)	6(15)	6(15)	2(5)	6(15)	40
14	5(13)	15(38)	6(15)	3(8)	3(8)	3(8)	5(13)	40
15	8(23)	6(17)	8(23)	6(17)	6(17)	1(3)	0(0)	35
16	9(22)	10(24)	8(20)	3(7)	2(5)	4(10)	5(12)	41
Total	133(24)	115(20)	98(17)	58(10)	56(10)	43(8)	60(11)	563

As shown in table 3, the percentages of the perception sense cue criteria included in the sixteen units of Action pack one ranged between (13% - 32%). It was observed that the highest percentage was in unit nine, whereas the lowest percentage was in unit fourteen.

The percentages of the set criteria ranged between (11% - 38%). It was observed that the highest percentage was in unit fourteen and the lowest percentage was in unit five.

The percentages of the guided response criteria ranged between (10% - 29%). It was observed that the highest percentage was in unit three and the lowest percentage was in unit seven.

The percentages of the mechanism perform criteria ranged between (4% - 17%). It was observed that the highest percentage was in unit fifteen and the lowest percentage was in units six and ten.

The percentages of the complex overt response criteria ranged between (4% - 17%). It was observed that the highest percentage was in units one and fifteen, and the lowest percentage was in units three, six, and ten.

The percentages of the adaptation criteria ranged between (3% - 15%). It was observed that the highest percentage was in unit seven and the lowest percentage was in units one and fifteen.

The percentages of the origination criteria range between (0% - 29%). It was observed that the highest percentage was in unit ten and the lowest percentage was in unit fifteen.

Table 4 illustrates frequencies and percentages of psychomotor domain principles altogether in Action Pack 3.

Table 4. *The Psychomotor Domain Principles altogether in Action Pack 3*

Psychomotor domain	Frequencies	Percentages	Rank order
Perception Senses Cues	133	24	1
Set	115	20	2
Guided Response	98	17	3
Mechanism Performs	58	10	5
Complex Overt Response	56	10	5
Adaptation	43	8	7
Origination	60	11	4
Total	563		

As shown in Table 10, the perception senses cues domain came in the first rank with a percentage of 24, the Set domain came in the second rank with a percentage of 20, the guided response domains came in the third rank with a percentage of 17, the origination domain came in the fourth rank with a percentage of 11, the mechanism and complex overt response domains came in the fifth rank with a percentage of 10, and the adaptation domain came in the seventh rank with a percentage of 8. Figure 4 illustrates the distribution of the psychomotor domain principles altogether in Action Pack 3.

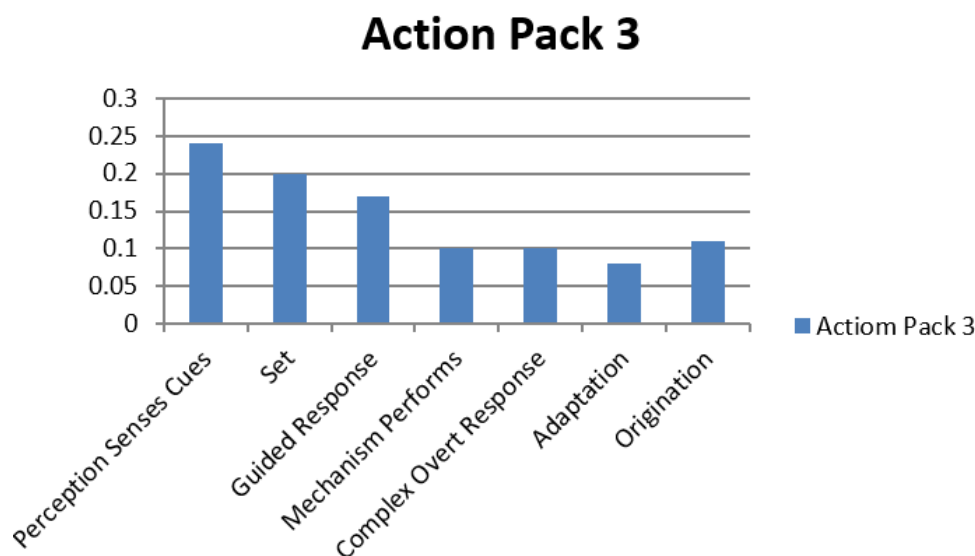


Figure 1: *Distribution of the psychomotor domain principles altogether in Action Pack 3*

4. Discussion of the Results and Recommendations

4.1. Discussion of the results

The psychomotor domain principles in Action Pack 3 are represented by a percentage of 30. It can be noticed that elements of the psychomotor domain have increased by approximately 3%. However, there was no clear or logical pathway for the increase in those elements whether within or among the three textbooks. In other words, it is not noticing a logical increase (or decrease) in the percentages of the psychomotor domain components within the textbook. For instance, the perception of sense cues criteria included in the twenty units of Action Pack three ranged between 20% and 35%, with the highest cues reflected in the last chapters of each semester (i.e., ten and nineteen), but failed to reflect this increase among the reminder of units. Overall assembly of perception senses cues criteria had the highest proportional representation in the textbook followed by set criteria.

The reported percentages of psychomotor activities within the Action Back 3 book are still lower than those reported in the literature. For instance, Annisa, Jismulatif, Syofia, and Dahnilsyah (2021) reported the presence of 92.3% of psychomotor activities. As well Helaluddin (2020) but Nursyahrifah, Mukhaiyar, and Jufrizal (2019), and Agustin (2017) reported the need for additional components of the psychomotor activities to improve the student active learning process.

According to Thomas (2004) the psychomotor domain includes all physical movements, intended or planned behaviors, performed skills, and any other use of motor skills to reflect a particular meaning. It is, therefore, an intended movement that aims to explain a meaning, which would then become understandable to the students. Body movement is a very important source of learning in the early school ages (Hoover & Giambatista, 2009) as students learn something by doing or by observing someone perform in front of them (Mubarok, 2019). The percentages of the psychomotor component in the Action Back 3 textbook are relatively lower than the reported fourth-grade English textbook in Malaysia, which was divided into three different levels of skill performance according to Dave (1975) taxonomy, imitation (20%), manipulation (32.73%), and precision (47.27%) (Mubarok, 2019). The psychomotor skills analyzed in this study fall under a range of activity levels, through which students perform skills under the supervision of their teacher, and they learn by watching and copying or mastering a complex set of movements or skills. Generally, as teachers perform the movement intending to explain certain meanings, they might choose to run a coordinated set of movements or even choose a gesture (Micklich, 2011). The results of analyzing Action Back 3 textbooks did not show a specific rhythm or logical sequence in presenting the psychomotor component within the sequenced chapters. In other words, it is not notice that the psychomotor component reflected a developmental form of learning using this domain. For instance, the psychomotor component did not develop from the simple sensory cues to origination when new patterns are created for specific situations. In addition, the component in the analysis did not reflect the progressive nature of the book as the difference is nearly negligible. However, this illogical presentation of the psychomotor skills in book units could be pertinent to the topic of the unit itself rather than the incremental presence to accomplish a progressive learning experience using this domain. This issue was not investigated in this study.

According to Isler et al. (2002), psychomotor activities in the classroom enhance the psychosocial and cognitive development among students in the first classes of elementary schools. However, the reviewed studies could not provide evidence on the type or level of psychomotor activities needed to improve the learning experience of the students. The results of this study provide evidence on the type and level of psychomotor components based on a valid model, which could help textbook and curriculum developers decide on the proper modifications needed to reflect the developmental nature of the learning and teaching processes based, for instance, on a model like that proposed by Dettmer (1993).

Although there was unanimous agreement among authors that the use of psychomotor activities promotes a better learning experience (Bell, Maeng, & Binns, 2013), the studies were short of describing the developmental nature of this learning and the needs of each level of education, i.e., first, second, and third grades. As well they could not define how would the textbook component of psychomotor activities is coherent with and meet the educational needs of the student.

According to Isler et al. (2002), students' evaluations indicated that physical activities were essential and promoted the development of their learning process. As Hoover and Giambatista (2009) argued that psychomotor activities increase students' willingness to engage

further in the teaching process, they also emphasized the need to consider the level of development and the need to see in order to learn. This was reported by Tarman (2010), who indicated that the need to engage teachers in activities that aimed to increase students' learning could also improve teachers' willingness to create a conducive learning environment. Similarly, Sönmez (2017) indicated the presence of a positive correlation between cognitive, psychomotor, affective, and intuitive learning outcomes.

To sum, although the presence of the psychomotor is limited as compared to other countries, it could be described as marginally comparable. But the main concern could be related to the logical sequence of development from simple to more complex learning process, which was not reflected in the psychomotor component of the third grad textbook.

4.2. Recommendations

1. The author of this book should build and enhance the materials written in the book both in terms of cognitive and psychomotor domains because the materials in the book only have about 74.19 percent relevancy to the Anderson and Krathwohl's (2001) taxonomy cognitive domain and basic competence three of the English syllabus and about 32.25 % relevancy to the Simpson's (1972) taxonomy psychomotor domain basic competence four of the English lesson syllabus.

2. The researcher also advises book readers to hunt for additional sources of materials that can supplement the materials in this book. I also urge that if book consumers utilize this book as their primary source of learning, they supplement their learning with another source of learning in order to acquire a thorough explanation of the materials.

3. The government should also provide teachers and students with adequate materials to learn and evaluate the teaching and learning process in the classroom. If instructors and pupils do not have enough learning resources, the government should assist them in obtaining them.

4. I urge that future scholar who wants to conduct a study on the same topic as I do explore other terms in the same textbook. They might also look into other textbooks linked to the 2019 curriculum that use the same or different words.

5. Conclusion

The use of psychomotor activities, including body movements, physical and sensorial cues, and gestures have been reported to improve the learning process and engagement of active learning among children of various ages. Although this evidence is present in the literature, the use of different levels of the psychomotor domain component is still variable in the Action Pack series examined in this study.

The use of the psychomotor component in the Action Pack series is significant, but the component is widely dispersed without a clear logical, and progressive form. In addition, it is difficult to judge whether the presence of those activities is based on a particular theory or purpose. Therefore, we recommend the performance of further component analysis and matching the activities with the psychoeducational development of the students. In addition, we recommend the additional use of psychomotor skills in a more dynamic and more frequent manner to enhance the engagement of students in the effective learning process that, not only improves their learning but also could enrich their experience and enhance the growth of their social and interactive personality.

Finally, the psychomotor domain is under-investigated in the process of learning a foreign language. Researchers of interest are encouraged in studies investigating areas like education, psychoeducation, and child development, to plan and execute studies involving the type and complexity of psychomotor activities appropriate to the development of the learners and suitable for their capabilities.

References

- Al-Btoush, O. A. (2012). *An analysis of the Questions in Jordanian Secondary Stage English Language*
- Al-Mashaqba, N. J. H. (2017). Micro and Macro Content Analysis of English Textbook Entitled “Mosaic One Listening and Speaking (Student's Book)” in The Light of Communicative
- Anderson, L., W, Krathwohl., David, R., Airasian., Peter, W, et al. (2001). *A Taxonomy for Learning*, Available at <http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7520/a-study-ontherelevanceofmaterials-in-english-textbook-bright-for-seventh-graders-of-junior-high-school-published-by-erlangga-to>
- Bell, R. L., Maeng, J. L., & Binns, I. C. (2013). Learning in context: Technology integration in a teacher preparation program informed by situated learning theory. *Journal of Research in Science Teaching*, 50(3), 348-379.
- Competence. *Advances in Language and Literary Studies*, 8(2), 41–47. <https://doi.org/10.7575/aiac.all.v.8n.2p.41>
- Cunningsworth, Alan. (1995). *Choosing your coursebook*. Oxford: Heinemann
- Dettmer, P (1993). *Gifted education: Window of opportunity*. Gifted. *Education* (NSSE). Chicago: University of Chicago Press.
- Hamalik, O. (2006). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Holsti, O. (1969). *Content analysis for the social sciences and humanities*. Reading, Mass: Carl W. Roberts. (ed.), Washington.
- Hoover, J. D., & Giambatista, R. C. (2009). Why have we neglected vicarious experiential learning? In *Developments in Business Simulation and Experiential Learning: Proceedings of the Annual ABSEL conference* (Vol. 36). <http://bsnp-indonesia.org/2014/05/28/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/>
- Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP. Available at: [Isler, A. K.,](http://bsnp-indonesia.org/2014/05/28/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/) [Asci, S. H., & Kozar, S. N. \(2002\). Relationships among physical activity levels, psychomotor, psychosocial, and cognitive development of primary education students. *Journal of the International Council for Health, Physical Education, Recreation, Sport, and Dance*, 38\(2\), 13-17.](http://bsnp-indonesia.org/2014/05/28/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/)
- Kamila, H. (2014). A Study on the Relevance of Materials in English Textbook “Bright” for Seventh Graders of Junior High School Published by Erlangga to 2013 Curriculum. *RETAIN*. (2).
- Kasilingam, G., Ramalingam, M., & Chinnavan, E. (2014). Assessment of learning domains to improve student’s learning in higher education. *Journal of Young Pharmacists*, 6(4), 27-33.
- Longman Group Ltd.
- Micklich, D. L. (2011). Examining the Cognitive, Affective, and Psychomotor Dimensions in Management Skill Development through Experiential Learning: Developing A Framework. *Journal. Developments in Business Simulation and Experiential Learning*, volume 38, 261-264. Illinois: Illinois State University.
- Ministry of Education. (2006). *General Guidelines and General and Specific Outcomes for*

- the English Language*. Amman. Jordan.
- Mubarok, Z. (2019). The psychomotor domain of speaking activity in the English textbook for Malaysian primary school grade 4. *Journal of Research on Applied Linguistics Language and Language Teaching*, 2(1), 31 – 38.
- Omaggio, Alice. (2001). *Teaching language in context*. New York: Heinle&Heinle.
- Rawadieh, S. (1998). *An Analysis of the Cognitive Levels of Questions in Jordanian Secondary Social Students Textbooks According to Bloom's Taxonomy*. Diss. Ohio State University. USA.
- Schlager, A., Ahlqvist, K., Rasmussen-Barr, E., Bjelland, E. K., Pingel, R., Olsson, C., ... & Kristiansson, P. (2018). Inter-and intra-rater reliability for measurement of range of motion in joints included in three hypermobility assessment methods. *BMC musculoskeletal disorders*, 19(1), 1-10.
- Tarman, B. (2010). Global perspectives and challenges on teacher education in Turkey. *International Journal of Arts & Sciences (IJAS)*, 3(17), 78-96.
- Teaching and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London: Textbooks. Unpublished master thesis, Mu'tah University, Jordan.
- Zareian, G. (2015). An Evaluation of Questions in Two ESP Coursebooks Based on Bloom's New. *International Journal of Education and Research*, 3(8), 313–326.