

**People's Democratic Republic of Algeria**  
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**University of Mohamed Seddik BenYahia, Jijel**  
**Faculty of Letters and Languages**  
**Department of English**



**An Evaluation of Grammar Exam Questions based on Bloom's Taxonomy of the  
Cognitive Domain**

**The Case of Second year License EFL Exams at Mohammed Seddik ben Yahia University,  
Jijel.**

**Dissertation submitted in partial fulfillment of the requirements for the degree of  
Master in didactics of foreign languages**

**Submitted by**

- **Dehibi Hadil**
- **Hadji Maissa**

**Supervised by**

- **Nouri Malika**

**Board of Examiners**

- |                                     |   |
|-------------------------------------|---|
| - <b>Chairperson: Naili Radouan</b> | <b>University of Mohamed Seddik BenYahia, Jijel</b> |
| - <b>Supervisor: Nouri Malika</b>   | <b>University of Mohamed Seddik BenYahia, Jijel</b> |
| - <b>Examiner: Bouchair Zahia</b>   | <b>University of Mohamed Seddik BenYahia, Jijel</b> |

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## **Declaration**

We hereby declare that the dissertation entitled “An evaluation of Grammar Exam Questions based on Bloom’s Taxonomy of the cognitive Domain” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

**Signature**

**Date**

## **Dedication**

“ In the name of Allah, Most Gracious, Most Merciful”

“All the praise is due to Allah alone”

With deep profound love, I dedicate this humble work to :

the soul of my great father who I will never forget, may Allah rest his soul in peace;

the most supportive mother ever for her endless love, prayers, and sacrifices;

my beloved grandmother and grandfather for their prayers and love,

my unique and precious brothers “Moncef” and “Omar” for providing me with motivation, hope and love;

my dearest aunts, my unique uncle and all their children;

my fiance “Fares” for his unwavering support, sincere love, and enthusiastic encouragement;

my lovely and kindest friends “Maissa, Sadjia, Iness, Amira and Ahlem” with whom I shared unforgettable memories; and to

all who supported and loved me.

Thank you.

**Dehibi Hadil**

## **Dedication**

“ In the name of Allah, Most Gracious, Most Merciful”

“All the praise is due to Allah alone”

With deep profound love, I dedicate this humble work to you, Mom and Dad. Thank you for being always by my side to make me up and encourage me. Any success i reach is due to your prayers.

It is dedicated to my dearest brothers “Hossem” and “Chamseddin” for your endless support when I need it most; your willingness to help me will never be forgotten , you are my strenght through many chellenging tribulations.

To the soul of my grandfather who I will never forget, may Allah rest his soul in peace;

To my beloved aunts , my unique uncle, my sweathearts Nadjat and Manel, and to my precious friends : Hadil, Amina, Soumia, and Razan.

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## **Abstract**

The design of grammar exam questions differs from one teacher to another. This research paper dealt with the use of Bloom's Taxonomy in designing grammar exam questions. The overall aim of the study was to evaluate second year grammar exam questions based on Bloom's Taxonomy of the cognitive domain. To achieve this aim two research tools were used; a self-designed checklist was used to analyse grammar exam questions from Bloom's Taxonomy of the cognitive domain perspective, and a semi-structured interview was conducted with three English grammar teachers at the department of English at Mohamed Seddik ben Yahia University. The results showed that lower order thinking skills are the most frequently covered skills in grammar exams. Indeed, most of the activities included were found to be corresponding to the knowledge and the application level. This latter can only be achieved once the comprehension level is conquered since Bloom's Taxonomy works in a hierarchical way and no level can be achieved without achieving the previous one. On the other hand, synthesis is the more higher order thinking skill covered in these exams in addition to the analysis level which students are required to do in order to be able to synthesise. This focus on lower order thinking skills, as participant teachers argued, is due to the low proficiency of students, and to the ease and directness of questions corresponding to those skills.

**Key words:** Bloom's Taxonomy of the cognitive domain, lower order thinking skills, higher order thinking skills, grammar exam questions.

## **List of Abbreviations and Symbols**

|               |                               |
|---------------|-------------------------------|
| <b>BT:</b>    | Bloom's Taxonomy              |
| <b>CDL :</b>  | cognitive domain levels       |
| <b>CL:</b>    | cognitive levels              |
| <b>EFL:</b>   | English as a foreign language |
| <b>ERCQ:</b>  | error recognition questions   |
| <b>FITBQ:</b> | fill-in-the blank questions   |
| <b>HOTS:</b>  | higher order thinking skills  |
| <b>LOTS:</b>  | lower order thinking skills   |
| <b>MCQ:</b>   | multiple choice questions     |
| <b>Q :</b>    | question                      |
| <b>RAQ:</b>   | rearrangement questions       |
| <b>TFQ:</b>   | transformation questions      |
| <b>%:</b>     | percentage                    |

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## **General Introduction**

### **1. Background of the Study**

Testing is an essential part in the learning and teaching process. According to De Dan Douglas (2004, p.34): “ when it comes right down to it, a test is a measuring device....a language test is an instrument for measuring language ability”. Language can be tested using different test types depending on the main objective wanted to be achieved or measured. It plays an important role in classes and the more it is well designed the more it has better influence. For Purpura (2004), language testers have the ability to be given an empirical basis for constructing grammar tests that would account for the variability inherent in a learner’s interlanguage. So, teachers use grammar tests to examine to what extent students use the grammar rules of a certain language correctly, using different types of questions for testing different skills. One beneficial model followed for structuring exam questions is the Bloom’s Taxonomy of the cognitive domain. According to Marzano and Kindall ( 2007,p.02), Bloom’s Taxonomy has had a significant influence on educational theory and practice, it is also proved to be a valuable tool to those who ascribed to the model of evaluation. So, using the Bloom’s Taxonomy of the cognitive domain may help teachers in classifying students abilities and considering them while designing exam questions.

### **2. Statement of the Problem**

Exam questions are among the most useful instruments used by teachers to test students’ knowledge. However, little is known about the basis on which teachers depend when forming the exam questions. Within the educational field, there is a consensus among educators that teachers should use Bloom’s Taxonomy of the cognitive domain which divides

students' levels of thinking into higher and lower order. The reason why educators should emphasize on certain levels rather than the others. This has a direct influence on the simplicity and complexity of exam questions. This study evaluates the second year license EFL students' grammar exam questions based on Bloom's Taxonomy of the cognitive domain.

### **3. Aims of the Study**

This study aims at evaluating second year grammar exam questions based on Bloom's Taxonomy of the cognitive domain. It aims at highlighting to what extent do teachers of grammar refer to Bloom's Taxonomy of the Cognitive Domain when designing exams and on what basis do they do that.

### **4. Research Questions**

This study attempts to answer the following questions:

- \_ Do educators refer to Bloom's Taxonomy of the cognitive domain while designing grammar exam questions?
- \_ To what extent do second year EFL grammar exam questions cover the lower and higher order cognitive levels of Bloom's Taxonomy?
- \_ What are the most cognitive levels included in the design of second year EFL grammar exam questions?

### **6. Methodology of Research**

To answer the research questions, both qualitative and quantitative data were collected using two different research tools. Content analysis was conducted using a self-designed

checklist in order to evaluate second year license EFL grammar exam questions. In addition, an interview was conducted with three English grammar teachers at Mohamed Seddik ben Yahia University of jijel as a complementary tool to justify, confirm and reinforce the data collected through the checklist.

## **7. Significance of the Study**

This study presents an evaluation of grammar exam questions using Bloom's Taxonomy of the cognitive domain. It is conducted to examine the types of questions and the cognitive levels used in second year license grammar exams. This study is useful in the sense that it may help detecting which levels are more emphasized while designing grammar exam questions, and may help draw teachers' attention to this issue.

## **8. Structure of the Dissertation**

The present research work is ordered in the form of two chapters: the theoretical and the practical parts. It begins with a general Introduction and ends with a general conclusion. The first chapter is divided into two main sections. The first section entitled « Bloom's Taxonomy of the cognitive domain », begins with a short biography of Benjamin Bloom followed by the background of his taxonomy, including the original version, the five principles established for the taxonomy work, showing the six levels into which this taxonomy is divided, its criticism which led to the emersion of the revised version, and ends with the importance and objectives behind the creation of this taxonomy, demonstrating its relationship with exam questions. The second section entitled « language testing and grammar testing », starts with discussing language testing, listing its common types, mentioning the features of a good language test and highlighting the importance, and finishes with grammar exam



questions, giving its definition and types. As for the second chapter, it represents the practical part which discusses the findings obtained from the analysis of the grammar exam papers and the data gathered from the interview. Moreover this part shows how the research instruments are administrated, demonstrates the data and discusses the final results. Finally, it ends with a general conclusion.

## **Chapter One: Literature Review**

### **Section One: Bloom's Taxonomy of the Cognitive Domain**

#### **Introduction**

Bloom's taxonomy of the cognitive domain plays an important role within the field of education. It enables teachers to classify student's knowledge into different levels. This section is devoted to Bloom's taxonomy of the cognitive domain, it begins with a short biography of Benjamin Bloom followed with a background of his taxonomy, including the original version, the five principles established for the taxonomy work, the six levels into which this is divided, and its criticism that led to the immersion of the revised version. This section ends with the importance and objectives behind the creation of this taxonomy, demonstrating its relationship with exam questions.

#### **1. Biography of Benjamin Bloom**

In 1913, Benjamin Bloom was born in Lansford, Pennsylvania. He was a Russian immigrant's son. He was valedictorian of his high school class and went on to earn his bachelor's and master's degrees from the Pennsylvania State University. The Pennsylvania State Relief Organization engaged him as a researcher, and his contributions to education during his time with the Board of Examination were mostly articles on testing, measuring, and assessment (Farenga & Ness, 2005, p. 914). Bloom is a psychologist and one of the founders of the International Association for Educational Achievement Evaluation (IEA). The most well-known work by Benjamin Bloom is arguably Taxonomy of Educational Objectives: Handbook 1, the Cognitive Domain (1956). He created the taxonomy to classify test questions and create examination questions. He got his PhD in 1942 and spent his academic career at the

University of Chicago, where he was the university examiner from 1943 to 1959. He was also the president of the American Education Research Association and a consultant to a number of foreign governments (Gouwens, 2009, pp. 137-138).

## **2. Background of Bloom's Taxonomy**

Bloom's taxonomy is a classification and organization system for learning objectives. It is extremely important in the field of education. This taxonomy divides learning objectives into three domains: the cognitive domain, which is concerned with knowledge acquisition, the effective domain, which is concerned with emotions and attitudes, and the psychomotor domain, which is concerned with actions and motor skills. The cognitive domain, on which the most popular form of Bloom's Taxonomy is based, is the most prominent of these domains. Many educators use this version when creating objectives and learning targets, creating questions, creating assessments, and creating basic courses. Scholars have recently revised this Taxonomy by separating knowledge from the cognitive domain and creating a new knowledge domain. Bloom's taxonomy of cognitive domain has two versions: the original and the revised.

### **2.1. The Original Version**

Bloom's Taxonomy, as it came to be known, has been translated into more than twenty different languages and remains one of the most widely distributed and best-known books. The idea of a taxonomy has been first discussed by Ben and colleagues at an informal meeting of college and University examiners attending the 1948 American Psychological Association convention in Boston. Their original plans called for a complete taxonomy in three parts: the cognitive, effective, and psychomotor domains, while the

cognitive domain was most central to curriculum and test development at the time. According to Taylor (1949), if an educational program is to be planned and if efforts for continued improvements are to be made, it is necessary to have some conception of the goals that are being sought, these educational objectives became the criteria by which materials are selected, content is outlined, Instructional procedures are developed and tests and examinations are prepared (Guskey, 2006, p. 45-47).

### **2.1.1. The Five Principles established for the Taxonomy Work :**

The taxonomy work is based on some main principles which determine the goals and purposes intended.

1. A taxonomy should focus on intended learning outcomes rather than student's learning processes.
2. The major distinctions among the taxonomy categories should reflect the distinctions that teachers make among them.
3. A taxonomy should be "logically developed and internally consistent".
4. A taxonomy should be consistent with "our present understanding of psychological phenomena".
5. The classification should be purely descriptive, in contrast to value oriented, so that every type of educational goals "fit" somewhere (Bloom, et al., 1956, cited in Guskey, 2006, p. 47).

### **2.1.2. The Six Levels of Bloom's Taxonomy**

Bloom and a group of educational psychologists created levels of classification for crucial intellectual behavior throughout learning (Solski, 2008, p. 07). Based on the cognitive

domain; learning should be structured from easy to difficult in six main levels divided into two different orders:

- Knowledge, comprehension, and application are more basic levels of cognition, also called lower order thinking skills including concrete thinking, memorization and understanding.
- Analysis, synthesis, and evaluation referred to as higher order thinking skills including abstract critical-metacognitive and creative thinking.

#### **2.1.2.1. Knowledge**

Knowledge is operationally defined as information retrieval. In the learning situation, the student is expected to store in his mind certain information and the behavior expected later in the recall situation is the remembering of this information. In the classification of the knowledge objectives the arrangement is from the specific and relatively concrete types of behaviors to the more complex and abstract ones (Bloom, 1956, p. 62).

- Key words: who, what, why, when, where, which, choose, find, how, design, write, show, spell, list, match, name, tell, label, select (Goldsmith, 2008, p. 07).

#### **2.1.2.2. Comprehension**

the largest general class of intellectual skills and abilities which involved comprehension is the most emphasized one in schools and colleges. In this category, communication is a relied way to take information via different forms ;it might be in oral or written form, in verbal or symbolic form, or in concrete form. Added to that, there are three different types of comprehension behavior : translation, interpretation and extrapolation. In this level the

emphasis is on the graphs of the meaning and intent of the material ( Bloom, 1956, pp. 89-90-144).

- Key words: compare, contrast, demonstrate, interpret, explain, illustrate, infer, outline, relate, summarize, show, tell, and classify (Goldsmith, 2008, p. 07).

### **2.1.2.3. Application**

Application, the third category of Bloom's Taxonomy of cognitive levels, is perhaps the least well-defined. It's defined mostly in terms of how it compares to other levels of the taxonomy and how it relates to a certain form of knowledge – abstractions. When an abstraction is correctly applied in a circumstance where no method of solution is indicated, the application of the abstraction is demonstrated (Marzano & Kendall, 2007, pp. 67). According to Bloom (1956, p. 120), teachers frequently say, "If a student really comprehends something, then he can apply it".

- Key words : apply, build, choose, construct, make, develop, interview, organize, plan, select, model, solve, identify (Goldsmith, 2008, p. 07)

### **2.1.2.4. Analysis**

According to Bloom (1956, p. 144-145), analysis emphasizes the deconstruction of the material into its basic parts, as well as the detection of part relationships and their organization. It's divided into three main parts:

1. The identification or classification of elements.
2. The relationships among elements.
3. The organizational principles that govern elements.

- Key words: classify, compare, contrast, discover, explain, infer, list, survey, inspect, divide, and take part in (Goldsmith, 2008, p. 08).

#### **2.1.2.5. Synthesis**

Because this category of cognition contains newly built and oftentimes unique products, Bloom notes that it obviously calls for creative behavior on the part of the learner.

There are three different categories defined:

1. Unique communication.
2. A plan or set of operations.
3. A set of abstract relationships (Marzano & Kendall, 2007, p. 07)

According to Bloom (1956, p. 162), it should be emphasized that this is not entirely free creative expression because the student is often expected to operate inside the methodology framework.

- Key words: build, choose, design, imagine, invent, make up, predict, discuss, change, improve, estimate, create, compose, and rewrite (Goldsmith, 2008, p. 08).

#### **2.1.2.6. Evaluation**

Evaluation entails making value judgments about knowledge. Within this category, there are two types of criterion or evidence: internal and external ones (Marzano & Kendall, 2007, p. 08). According to Bloom (1956, pp.185-187):

1. Internal standards are primarily concerned with tests of the work's accuracy as determined by consistency, logical accuracy, and the absence of internal flaws.

2. External standards are based primarily on the efficiency, economy, or utility of specific means to achieve specific goals.
- Key words: award, choose, decide, defend, compare, select, opinion, interpret, explain, support, prove, importance, value, estimate, judge, mark, rate (Goldsmith, 2008, p. 08).

### **2.1.3. Criticism**

Bloom's Taxonomy has some valid critics. The taxonomy, like every major work, had detractors. The taxonomy has been criticized for a variety of reasons, including:

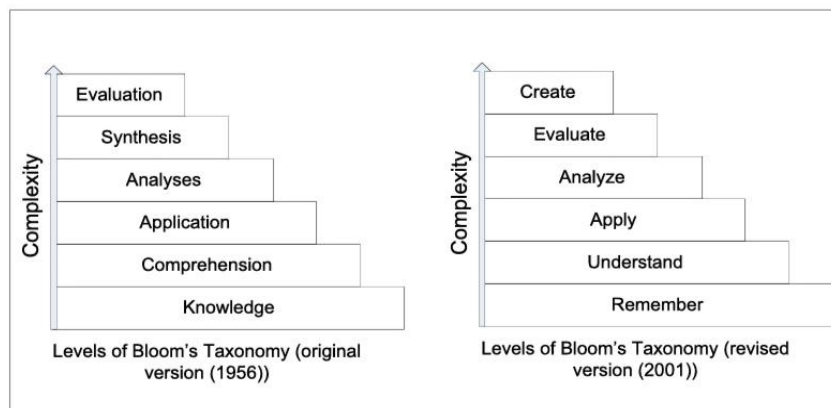
- One of the most common criticisms was that the taxonomy oversimplified the nature of thought and its relation to learning (Furst, 2007, p.8).
- It attempts to use degrees of difficulty as the basis of the differences between levels of the taxonomy (Bloom, 2007, P.10).
- Its neglect of educational objectives that are difficult to define precisely.
- The overemphasis on cognitive processes at the expense of content (Guskey, 2006, p. 49).
- It treats learning as sequential but learning is not always linear, for example a teacher might start with an evaluation based question to pick students interest and give hints on the application activity before doing it.

### **2.2. The Revised Version**

Several versions and variations of the taxonomy have been produced throughout the years, each presenting a slightly different perspective on how to effectively order and classify educational goals and objectives (Guskey, 2006, p. 50).



In 2001, a revised version of Bloom's Taxonomy was introduced by Anderson et al... In the new version, the knowledge dimension is defined more precisely (Münch, Yang & Schäfer, 2010, p. 17). In terms of current educational thinking, this Bloom's Taxonomy has become acknowledged as more relevant. Between the original and the revised version, there are two major differences. First, the revised version employs descriptive verbs for each level, which more correctly convey the level's intended meaning. This means that one of the most significant changes was the conversion of nouns linked with each level to action verbs. Second, the last two levels of the original version have been changed around in the new version (Dodge Jr & Furtcher, 2013, p. 281).



**Fig.1.** *Blooms Taxonomy, Original and Revised (Adapted from Sousa (2006) pp. 249-250, cited in Dodge Jr & Further, 2013, p. 281)*

### **3. The Importance and Objectives of Bloom's Taxonomy of the Cognitive Domain**

The taxonomy has a profound influence on education and educators. One of the largest influences was to provide a panorama of educational goals much broader than might otherwise have been considered (Krathwohl, 1994, cited in Guskey, 2006, p. 48). It exposed educators to a multitude of essential learning outcomes that go beyond recalling fundamental facts and pushed them to think about these more complex goals. As such, it provided "clearly accessible

principles for expanding both curriculum and evaluation beyond sample knowledge,” (Post Leth Waite, 1994, p. 179, cited in Guskey, 2006, p. 48). This Taxonomy also provided the basis for the handbook on formative and summative evaluation of students learning (Bloom, Hastings, and Madaus, 1971, cited in Guskey, 2006, p. 49). Furthermore, the taxonomy’s popularity and practical utility prompted educational leaders from around the world to join collaborative curriculum reform initiatives that began in 1971 at the Gränna (Sweden) conference (Guskey, 2006, p. 49).

The taxonomy of educational outcomes has the opportunity to help bring order to the educational chaos. It could provide a conceptual framework within which we can organize our accounts of educational programs and experiences. It could serve as a foundation for future educational theories and research. It could provide the framework for educating our instructors and orienting them to the various educational options available (Bloom, 1949, cited in Guskey, 2006, p. 47).

According to Bloom (1956, p. 02), the use of taxonomy can also assist one obtain a perspective on how a certain set of educational plans emphasizes certain behaviors, and curriculum developers can utilize taxonomy to help them establish objectives so that planning learning experiences and preparing evaluation devices is easier.

To conclude, for Marzano and Kendall (2001, p. 01), all teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation issues should find the Taxonomy useful.

#### **4. The Relationship between Bloom's Taxonomy and Exam Questions**

Effective instruction requires the use of questions. Questions employ by academics to stimulate student's thinking and reasoning on a regular basis, while final examination papers assess student's retention and application skills. Effective questions should help students identify areas that require feedback or prompt them to think about. They contain questions that are either informative or problem-solving in nature, as well as significantly more sophisticated thinking questions that stimulate a student's cerebral operations (cited in Jones, Harland, Reid and Barletta, 2009, n.p).

So, based on Bloom's Taxonomy of the cognitive domain, teachers have to take into consideration several points while preparing an exam question paper such as:

- Level of thinking differ from one student to another, higher and lower levels are almost the two general distinguished ones which can be reflected depending on the type of questions included, and teachers have to measure equivalence between them.
- Exam questions vary in the degree of complexity and simplicity where their answers depend on student's abilities. Someones have the ability to answer difficult questions which need higher efforts; in contrast, others may face difficulties with those questions and need easier ones suite their abilities.

#### **Conclusion**

Bloom's taxonomy is a valuable model for education; its cognitive domain involves the development of our mental skills and the acquisition of knowledge which is used by educators to categorize the appropriate educational learning objectives for student

## **Section 02: Language Testing and Grammar Testing**

### **Introduction**

According to Bloom (1968, p.01), testing has become the pride and despair of psychology and education; it runs like a powerful miner theme through most of the research and the applied work in these fields. This section is devoted to a review of the literature on language testing and grammar exam questions. It starts with a discussion of language testing, presenting the common test types, giving a hint on the features of a good language test, and showing the importance of testing. The section then deals with grammar exam questions giving its definition and introducing its useful types.

### **1.1. Language Testing**

Testing is a universal feature of social life. Throughout history people have been put to the test to prove their capabilities or to establish their credentials (McNamara 2000, p.03). Language testing is a form of testing which is related to the field of education. According to Bachman and Palmer (1996) it can be a valuable tool for providing information that is relevant to several concerns in language teaching, it can provide evidence of the results of learning and instruction, and hence feedback on the effectiveness of the teaching program (p.08). That is, language testing is a way of measuring students' competence, performance and ability to use the language. It can be done following different methods and it enables teachers to test whether their instruction is effective or not.

## **1.2.Common Test Types and Purposes**

There are many different types of testing which can be used by teachers to assess students learning outcomes, the most common ones are: proficiency test, achievement test, placement test, and diagnostic test.

### **1.2.1. Proficiency Test**

A test that measures how much of a language someone has learned. It is not linked to a particular course of instruction, but measures the learner's general level of language mastery. Some proficiency tests have been standardized for worldwide use, such as the American TOEFL that is used to measure the English language proficiency of international students who wished to study in the USA (Richards & Schmidt, 2010, p.464). In other words, proficiency tests are based on specification of what students have to be able to do in the language in order to be considered proficient regardless of their previous experience or training.

### **1.2.2. Achievement Test**

A test designed to measure how much of a language learners have successfully learned with specific reference to a particular course, textbook, or programme of instruction. An achievement test is typically given at the end of the course. Its results are often used to make advancement or graduation decisions regarding learners, or to judge the effectiveness of a programme, which lead to curricular changes. For example, an achievement test might be a listening comprehension test if all of its items are based on a particular set of dialogues in a textbook (Richards & Schmidt, 2010, pp.6-7). That is, achievement tests are directly related to the language course. Their purpose is to establish how successful individual students, groups of students, or the courses themselves are in achieving the intended objectives.

### **1.2.3. Placement Test**

A test that is designed to place the test taker at an appropriate level in a programme or course. The term « placement test » does not refer to what a test contains or how it is constructed, but to the purpose for which it is used. Various types of tests or testing procedures (e.g. dictation, an interview, a grammar test) can be used for placement purposes (Richards & Schmidt, 2010, p.440). So, as their name suggests, they are basically intended to provide information that help to place students at the stage or the category of the teaching programme which is most appropriate to their abilities. For example, if there is a mixed activity class you may take a placement test to divide the class according to the knowledge of the students, to teach them properly.

### **1.2.4. Diagnostic Test**

A test that is designed to provide information about learner's strengths and weaknesses. For example, a diagnostic pronunciation test may be used to measure the learner's pronunciation of English sounds. It would show which sound the learners are and are not able to pronounce or whether their pronunciation is intelligible or not. Diagnostic tests may be used to find out how much learners know before beginning the language course to better provide an efficient and affective course of instruction (Richards & Schmidt, 2010, p.168).

### **1.3.The importance of Language Testing**

Testing the language skills is a very important constituent of language teaching, it is significant for both teachers and students.

On the one hand, a well made test of language can help students in at least two ways. First, it can help students create positive attitudes towards instruction by giving them a sense of fulfillment. Second, language tests can help students learn and master the language which require to study hard, emphasizing course objectives, and showing them where they need to improve (Madsen, 1983, pp.3-5)

On the other hand, teachers are generally expected to be responsible for the results of their instruction. Language tests can provide insights into ways that they can improve their instruction and the evaluation process itself. Tests help in knowing about the effectiveness of teaching, in other words they can be used to diagnose teacher's efforts. The teachers use tests to measure the degree to which their instruction is appropriately used and adequate for student's needs (Madsen, 1983, p.05).

### **1.4.Features of a good Language Test**

Based on the literature review, a well formed test should contain at least four main features.

#### **1.4.1. Validity**

The traditional definition of validity is the extent to which a test measures what was designed to be measured. If it does not measure what is wanted to be measured, then its use is misleading (Gipps, 1994, p.59). According to Gipps ( 1994, pp 58-59), four types of validity have been emphasized in early writings:

1.4.1.1. Predictive validity: is about if the test predicts future performance accurately or well.

1.4.1.2. Construct Validity: relates to if the test is really adequate to the skill being assessed.

1.4.1.3. Content Validity: the test covers the appropriate and necessarily content for good performance.

1.4.1.4. Concurrent validity: is about if the test correlates with, or gives basically the same results as another test to the same skill.

### **1.4.2. Reliability**

Reliability is concerned with the accuracy with which the test measures the skill or attainment it is designed to measure. Reliability therefore relates to consistency of student performance, replicability and comparability (Gipps, 1994, p.67). In other words, a test should be efficient and reliable so that the examinee's score can be consistent everytime he or she takes the test.

### **1.4.3. Authenticity**

Authenticity is regarded as an important feature of a language test, but commonly the notion is related to the use of authentic material. Authenticity is an important aspect of testing since it describes the relationship between the test and the real-world (Eder, 2010, p.02). According to McNamara (2002, p.131) authenticity is the degree to which test materials and test conditions succeeded in replacing those in the target use situations. Bachman and Palmer (1996, p.23) define it as the degree of correspondence of a given language test task to the features of a target language use task. This means that the test must include familiar language for students with relevant topics or themes.



#### **1.4.4. Practicality**

The first characteristic of an affective test is practicality. This feature relates to the considerations of cost of a test, time allotment, test administration, human resource, test construction and test scoring ( Brown, 2004, as cited in Fachrurrazy, nd., np).

## **2. Grammar Testing and Exams Questions**

According to Huddleston (1984, p.01), the term grammar is used in a number of different senses. The grammar of a language may be understood to be a full description of the form and meaning of the sentence of a language. Grammar is the rules by which a language operates, and also the implicit knowledge that speakers of that language have which makes them competent of using the language. For this reason, grammar has been tested using a set of questions following several guidelines depending on the type of questions used.

### **2.1. Grammar Testing**

Grammar tests are designed to measure students proficiency in matters ranging from inflection to syntax. They seem to be the most popular for several reasons, for example: much ESL teaching has been based on grammar where there is a general agreement on what to test. In grammar testing, actual communication is not pretended to be measured, while the progress in a grammar class can be measured and student's needs in that area can be diagnosed (Madsen, 1983, p.34). In other words, grammar tests deal with student's ability to apply its rules and seek to estimate student's use of language in its totality, likewise its various parts correctly. Kathleen and Kenji said that it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning and so grammar tests do have an

important part to play in language program (p.01). To sum up, grammar tests give, an overview about student's ability to use their grammar learning package accurately, meaningfully and appropriately, and a proof about the effectiveness of the teaching strategies used by teachers.

## **2.2. Types of Grammar Exam Questions**

In educational context, an exam is a spoken or written test of knowledge. Grammar exam is one of the exams in which the instructor provides a set of questions related to grammar lessons that students have been dealt with such as: nouns and their kinds, pronouns, verbs, tenses, and many more other topics. According to Purpura (2004), when language teachers consider tasks for grammar tests they call to mind a large repertoire of task types that have been commonly used in teaching and testing contexts (p.126). So, different types of questions are used in preparing an exam paper.

### **2.2.1. Multiple Choice Items**

The multiple choice item consists of the stem, which identifies the question or problem and the response alternatives or choices usually students are asked to select the one alternative that best completes a statement or answers a question (Clay, 2001, p.13). It is easy and quick to grade and reduce some burden of large classes, it can offer all of Bloom's Taxonomy levels, it is useful as a diagnostic tool since wrong choices can indicate weaknesses and misconceptions (Mitchell, 2013, p.01).

MCQ can be used in testing grammar as in the following example:

\_John usually.....to works, but yesterday he.....

- a- Drive/walkes.      b- Drives/walked.

c- Drove/walked.      d- Drive/walk.

\_A: Do you have any.....?

\_B: No, i do not. But i have.....grammar books.

a- Grammar lesson/ any.      b- A grammar lesson/ some.

c- Grammar lessons/ some.      d- Grammar lessons/ any.

### **2.2.2. Completion or Fill in-the-Blank Items**

Completion is especially useful in assessing mastery of factual information when a specific word or phrase is important to know. It requires the students to answer a question or to finish an incomplete statement by filling in blank with the correct word or phrase (Clay, 2001, p.34). For example:

Every tense is used to express and describe specific situations. The present simple tense is used for.....,.....is used for unfinished actions, while, past continuous is used for..... .

### **2.2.3. Transformation Items**

A sentence transformation item type assumes that the particular word chosen from the list of possibilities for a particular slot does not affect item difficulty. If this assumption is wrong in a particular context then the sentence transformation item type would not be useful in that context (Irvine & Kyllonen, 2002, p.69). For example:

\_Change the following sentence into the passive form:

- The flood destroyed the dam.

\_ Transform the following affirmative sentence into a negative one:

- I missed the bus.

#### **2.2.4. Rearrangement Items**

Sentence rearrangement or parajumbles are one of the trickiest sections to attempt in English branch. It is a complex and time consuming question asked, for example: banking exams and other competitive ones, consisting of a group of jumbled up sentences. Their main purpose is to rearrange the sentences in the original sequence. Various tips are followed to help you saving the valuable time and solving the question quickly such as : scanning all sentences, trying to find out the first one which introduces the theme of the paragraph and finding linkage between parts in order to make the paragraph more meaningful ( Bansal,2019,p.133 ). For example:

\_ Rearrange the following sentences using the suitable conjunctions, relative pronouns and transition signals to make a meaningful paragraph:

- I went with my classmates, teachers.
- It was a wonderful journey; i wish to come back to that place for spending more enjoyable time.
- We arrived to the location; we were totally admired by the view.
- It was amazing with every single detail.
- Yesterday, there was a school trip to the forest.
- We started discovering the natural view.
- Our teacher of Arabic was the responsible in the bus.
- It contains of long trees, beautiful flowers, green grass, and small pure rivers.

In addition to that, rearrangement can also be applied to words. For example:

\_ Rearrange the following words to make a correct answer:

- Exam/spen/Janna/for/might/very/she/revising/was/because/all/tried/the.

### **2.2.5. Error Recognition and Detection Items**

Error recognition is a specific item type in which the examinee is required to indicate which of several underlined parts of a sentence is unacceptable for formal writing, or to indicate that the sentence includes the no 'error' (Harris, 1994, as cited in Dastgoshadeh, Birjandi & Jalilzadeh, 2011, p.253). So, it is related to students' ability to detect the error or errors existed in a sentence and correcting it. For example:

\_ Find the mistake in the following sentence and correct it:

- The people whom we met at the conference were kind and gentle.

### **Conclusion**

To conclude, testing is an important way to evaluate student's levels of thinking. So, testing is considered as a useful tool for both teachers and students.

## **Chapter Two: Field Work**

### **Introduction**

The present chapter is devoted to the field work of the current study which evaluates grammar exam questions based on Bloom's Taxonomy of the cognitive domain at the department of English at Mohammed Saddik Ben Yahia University, Jijel. This chapter aims at describing the procedures followed in collecting data, to present a detailed analysis of the data gathering procedures and report on the findings of the study.

### **1. Data Collection Procedures**

For the sake of gathering data, a self designed checklist was designed to analyze grammar exam questions based on the cognitive domain of Bloom's Taxonomy. Using ten (10) samples of grammar exams for second year license EFL students. Moreover, a semi-structured interview was conducted face to face and used as a supplementary procedure to reinforce and enhance the findings collected from the checklist.

### **2. Research Tools**

#### **2.1. The Checklist**

##### **2.1.1. Description of the Checklist**

The checklist is designed based on the literature review, it consists of five columns. The first column presents the sample number, the second column presents test questions, the third column presents the tests directions, the fourth column presents the Bloom's Taxonomy of the cognitive domain divided into two categories, one represents the three lower order

thinking skills : knowledge, comprehension, application, and the other one represents the three higher order thinking skills : analysis, synthesis, evaluation . Than the last column represents the types of activities found in the exam papers used including five common types : MCQ , FITBQ, TFQ, ERCQ , RAQ , RAQ .

### 2.1.2. Analysis of the Results Obtained through the Checklist

The current part is devoted to the presentation and analysis of the data which were collected through the checklist

**Table 1:** Test Items Per Samples Based on Bloom’s Taxonomy

| Sample       | Knowledge |       | Comprehension |       | Application |       | Analysis |       | Synthesis |       | Evaluation |   |
|--------------|-----------|-------|---------------|-------|-------------|-------|----------|-------|-----------|-------|------------|---|
|              | N         | %     | N             | %     | N           | %     | N        | %     | N         | %     | N          | % |
| 01           | 1         | 2,13  | 1             | 2,13  | 1           | 2,13  | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| 02           | 2         | 4,25  | 0             | 0     | 0           | 0     | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| 03           | 2         | 4,25  | 0             | 0     | 2           | 4,25  | 0        | 0     | 1         | 2,13  | 0          | 0 |
| 04           | 1         | 2,13  | 0             | 0     | 1           | 2,13  | 0        | 0     | 2         | 2,13  | 0          | 0 |
| 05           | 0         | 0     | 1             | 2,13  | 2           | 4,25  | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| 06           | 0         | 0     | 2             | 4,25  | 1           | 2,13  | 0        | 0     | 1         | 2,13  | 0          | 0 |
| 07           | 0         | 0     | 1             | 2,13  | 2           | 4,25  | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| 08           | 1         | 2,13  | 1             | 2,13  | 1           | 2,13  | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| 09           | 0         | 0     | 0             | 0     | 4           | 8,51  | 0        | 0     | 1         | 2,13  | 0          | 0 |
| 10           | 1         | 2,13  | 1             | 2,13  | 1           | 2,13  | 1        | 2,13  | 1         | 2,13  | 0          | 0 |
| <b>Total</b> | 8         | 17,02 | 7             | 14,90 | 15          | 31,90 | 6        | 12,78 | 11        | 23,42 | 0          | 0 |

Depending on the data obtained, the dominant level covered in grammar exam questions is application with 31,90 % , while the least utilized one is analysis with 12,78.

**Table 2:** Test Items of Grammar Test in General Based on Bloom’s Taxonomy

| <b>Category</b> | <b>Cognitive levels</b> | <b>Number of items</b> | <b>%</b> | <b>%</b> |
|-----------------|-------------------------|------------------------|----------|----------|
| <b>LOST</b>     | Knowledge               | 8                      | 17,02    |          |
|                 | Comprehension           | 7                      | 14,90    | 63,82    |
|                 | Application             | 15                     | 31,90    |          |
| <b>HOTS</b>     | Analysis                | 6                      | 12,78    |          |
|                 | Synthesis               | 11                     | 23,42    | 36,18    |
|                 | Evaluation              | 0                      | 0        |          |
| <b>Total</b>    |                         | 47                     | 100      | 100      |

The data tabulated show that the LOTS are overwhelmingly used in grammar exam questions with a percentage of 63,82%, while HOTS represent only 36,18% of the questions used.



**Table 3:** The verbs used in the tests directions

| <b>Options</b>  | <b>N</b> | <b>%</b> |
|-----------------|----------|----------|
| <b>Complete</b> | 15       | 31,91    |
| <b>Justify</b>  | 2        | 4,26     |
| <b>Correct</b>  | 6        | 12,77    |
| <b>Write</b>    | 14       | 29,79    |
| <b>Rewrite</b>  | 6        | 12,77    |
| <b>Use</b>      | 2        | 4,26     |
| <b>Finish</b>   | 1        | 2,12     |
| <b>Find</b>     | 1        | 2,12     |
| <b>Total</b>    | 47       | 100      |

The results obtained show that the verb “Complete” is the dominant verb used in the exam questions with a percentage of 31,91%, followed with the verb “write” with 29,79% . The verbs “Rewrite and Correct” takes the third position with 12,77%, than the two verbs “Use and Justify” have an equal percentage of use with 4,26%. Finally the two verbs “Finish and Find” with 2,12%.

**Table 4:** The types of questions used in grammar tests

| Options | N  | %     |
|---------|----|-------|
| FITB    | 17 | 36,17 |
| TF      | 20 | 42,55 |
| ERC     | 10 | 21,27 |
| RA      | 0  | 0     |
| MC      | 0  | 0     |
| Total   | 47 | 100   |

The data tabulated show that 42,55% of the questions are Transformation ones, than 36,17% represent fill-in the blank questions , while error recognition represents 21,27% of the questions used. Rearrangement questions and multiple choice questions are not used in the grammar tests.

### **2.1.3. Interpretation of the Data Obtained from the checklist**

This part is devoted to the discussion and interpretation of the results collected through the checklist which was designed to analyze grammar tests questions. The analysis of the results yielded the following: .

- Five levels of thinking of the cognitive domain are used in grammar exam questions which are: Knowledge,comprehension, application,analysis and synthesis.
- The Analysis of the 47 questions included in the grammar exams reveals that the cognitive domain of Bloom's Taxonomy is used in all of the questions (47 Q).

- Both lower and higher levels of the cognitive domain were represented in the grammar exams with varying percentages. A high percentage of LOTS (63,82%) namely knowledge, comprehension, and application questions are utilized against a (36,18%) of HOTS questions namely analysis and syntheses. The application level occupies the first rank in usage (31,90%), followed by synthesis (23,42%), knowledge(17,02%), comprehension(14,90%) then analysis(12,78%) in grammar exam questions.

As for the knowledge level, most questions are about the use of tenses. For example, the first exercise in the seventh sample where students are asked to write or put the verbs with the correct form: present simple, present continuous, the will/ shall future, the going to future, the future continuous or the future perfect. Doing this require students to recall and retrieve the memorized information on tenses. That is, the knowledge they already have about tenses.

As an example of the comprehension level, the first exercise in the sixth sample where the teacher asks students to write the verbes in brackets in the suitable tenses in which they are required to understand first the meaning of the sentence in order to be able to decide on which tense should be used.

An example of the application level, exercise number four in the fourth sample where the teacher asks students to complete the second sentence so that it has a similar meaning to the first sentence using the word (s) given. Here students are supposed to apply the rules they know about.

An example of the analysis level is the third exercise in the first sample where the teacher asks students to correct the mistakes and to do so they need to analyse carefully the given sentences for detecting the mistakes than correcting them.

An example the synthesis level is exercise number two in the ninth sample in which the teacher asks students to rewrite sentences using the passive form so that it does not contain the words underlined. In this situation students need to create new sentences following the guidelines given by the teacher.

➤ Three types of questions are covered in grammar exam questions:

1. Transformation questions are the dominant type used by grammar teachers such as the second exercise in the fifth sample. In this case, students are required to change the sentences from one form to another using the words given between brackets. Doing that, students have first to understand the intended meaning of the sentence to be able to create a new similar one. This relates to the fifth level of the cognitive domain of Bloom's taxonomy "synthesis" since it deals with creative behaviour on the part of the learner.
2. Fill-in-the blank questions as an example, the first exercise in the first sample where students are asked to finish incomplete sentences by filling in the blank with the most suitable form of verbs. In this situation, students are asked to apply the knowledge they already have about tenses which cover the third cognitive level in Bloom's Taxonomy.
3. Finally, error recognition questions for example, the fourth exercise in the sixth sample. In this exercise, students, as examinees, are required to find and detect the errors existed in the given sentences and correcting them and rewriting new sentences free of errors which also achieves the synthesis level of the cognitive domain of Bloom's Taxonomy.

- The most common verbs used in exam questions are: complete, write and rewrite.

## **2.2. The Interview**

### **2.2.1. The Aim of the Interview**

This interview is conducted to justify, confirm and reinforce the data collected through the checklist, and to take advantage of teachers' feedback to give more credibility to our research.

### **2.2.2. Participants in the Interview**

The population targeted in this study is that of second year license grammar teachers at the department of English at Mohamed Seddik ben Yahia University jijel. Three second year English grammar teachers were chosen to be a sample for this research.

The purpose behind choosing second year teachers of English grammar as our population can be justified by the fact that those teachers had experienced the design of exam questions so they are aware of the procedures followed in the creation of English exam papers, and since our study is focusing on grammar exams specifically, their answers would be more relevant, helpful and reliable than of the other modules.

### **3.2.3. Description and Administration of the Interview**

Qualitative data has been collected by conducting semi-structured interviews with three teachers of grammar at the department of English. First, we contact the participants were to request their agreement to participate in our research entitled « An evaluation of grammar exam questions based on Bloom's Taxonomy of the cognitive domain », once our request has been granted, we agreed on the time and the location where the interview would be conducted since it was to be done face to face, three sequential days at 10 am, room number 4 at the department of English. During the interviews, we asked participants six open-ended questions

related to Bloom's Taxonomy of the cognitive domain and its relationship with the design of grammar exam questions.

The interview started with a question about teachers' implementation of Bloom's Taxonomy of the cognitive domain when designing exam questions. Following was a question about the type of questions and the cognitive levels teachers prefer to include in their exams. The reasons behind the teacher's focus on LOTS and the students capability of answering HOTS questions were then tackled. The following question was asked in an attempt to understand how teachers distinguish between the intended levels when asking exam questions using different verbs. Finally, we discussed the effect of Bloom's Taxonomy of the cognitive domain on both teachers and learners.

#### **3.2.4. Analysis of the Data Obtained from the Interview**

The present section is devoted to the presentation and analysis of the data which were collected from the semi-structured interview.

**Q 1:** Do you refer to bloom's taxonomy of the cognitive domain when you design your exam questions? For what reason?

This question was posed in order to know about the teachers' application of bloom's taxonomy of the cognitive domain when designing the exam questions. The findings show that two teachers refer to this Taxonomy which is a useful model to be followed when composing exam questions because it helps measuring student's abilities, determining the educational aims and objectives and assessing the different levels of students thinking that, in turn, guides them towards building better levels of intellectual skills. Furthermore, it aids teachers to organize the questions from the easiest to the most difficult.

**Q 2:** Which type of questions do you prefer to ask in the exam? Do you choose questions about knowledge, comprehension, application, analysis, synthesis or evaluation? And why?

The purpose of this question is to determine the kind of questions teachers prefer to ask regarding the six cognitive levels of thinking. The results show that the three teachers prefer to ask questions about comprehension and application because they, per se, are more direct and require students to first comprehend the input given and apply the knowledge they have acquired in the classroom to answer the question. On the other hand, one teacher prefers also to opt for questions about analysis and synthesis which are more complex for students who are expected to reflect upon their understanding and contrasting between two sentences or creating their own. So, these types of questions can help teachers to know whether the student is able to use the grammar rules in different context or not.

**Q 3:** we have noticed that most teachers focus on LOTS i.e knowledge and application. What do you think is the reason for that?

The aim of this question is to find the reasons behind the focus of LOTS questions when designing exams. Generally, teachers' answers were similar. They focus on knowledge and application because they are more direct, less arduous, and usually easier to understand than the rest. Such questions which require students to apply what they have learnt enable teachers to check if their students understood grammar rules and not just memorized them.

**Q 4:** Do you think students are capable of answering HOTS questions? Why?

This question seeks to explore whether students are able to answer HOTS questions and why or why not. Two teachers see that students find real difficulties with HOTS questions and most of them can not answer this kind of questions because, as the name suggests, HOTS questions require students to reach an advanced level of thinking. In addition, students are not used to deal with such questions. For one teacher the possibility to answer HOTS questions changes from one student to another depending on their knowledge storage.

**Q 5:** Bloom's Taxonomy of the cognitive levels contains some similar keywords (verbs), how can you differentiate between them to ask about the intended level?

The aim behind asking this question is to know how teachers can distinguish the intended level and deciding on the appropriate keywords (verbs). According to the participants, all teachers consider the level than choose the verb which best serves their intended objectives depending on what students have seen and learnt in the classroom.

**Q 6:** Do you think the application of bloom's taxonomy in the design of an exam paper affects both teachers and learners? How?

This question aims at clarifying and explaining how bloom's taxonomy of the cognitive domain affects both teachers and learners. With reference to their answers, all teachers argued that this Taxonomy affects positively both teachers and students. It helps teachers to select and organize the content of exams which, in turn, affects students who will find well-designed exams with questions ranging from easy to more difficult. To sum up, Bloom's Taxonomy of the cognitive domain develops both of their critical thinking as well as intellectual skills.



### **3.2.5. Interpretation of the Results Obtained from the Interview**

This section is devoted to the discussion and interpretation of the main results collected from the semi-structured interview. The analysis of the interview which was conducted with second year English grammar teachers at the department of English at Mohamed Seddik ben Yahia University, Jijel. Discloses the following notes:

- The majority of English grammar teachers refers to and uses Bloom's taxonomy of the cognitive domain when designing their exam questions.
- Comprehension and application questions are the categories preferred to be asked by all teachers while analysis and synthesis are opted by some of them.
- Knowledge and applications are the most common type of questions used in grammar exam questions.
- Teachers use or focus on LOTS because they are easy, direct and do not need high proficiency to answer.
- HOTS questions are rarely used because of the low proficiency level of students which may impede them from answering those questions that require complex cognitive processes as showed in these categories.
- Bloom's taxonomy of the cognitive domain as a model followed in education, affects in a positive manner both teachers and learners developing their critical thinking and intellectual skills.

### **4. The Overall Analysis of the Data Obtained through the Checklist and the Interview**

The present research work has catered for evaluating grammar exam questions based on Bloom's taxonomy of the cognitive domain. The findings obtained from the checklist were founded

to be strikingly congruent with the findings of the semi-structured interview. The obtained results from the analysis of both the checklist and the interview showed that the cognitive levels were not fairly covered in the questions posed.

First, LOTS questions are overwhelmingly used in grammar exams. Such questions are less strenuous and students score better when the questions are less complex. Grammar exam questions cover all the three lower thinking skills: knowledge, comprehension and application which require students to recall, retrieve and apply the knowledge they have. Considering the hierarchical order of the cognitive skills students can not apply a particular grammar rule if they can not recall the rule and understand how to use it.

Second, HOTS questions represent a less portion of the skills examined by teachers compared with LOTS since students have not yet developed the critical thinking skills that would enable them to tackle this type of activities which require higher proficiency. Synthesis is the more HOTS used in grammar exam questions, since it calls for creative behavior on the part of the learner. Followed by synthesis since students are expected to analyze the situations included in the activities to be able to synthesise.

To sum up, the data obtained from the evaluation of grammar exam papers based on Bloom's Taxonomy of the cognitive domain answered the research questions. It is founded that grammar teachers refer to Bloom's Taxonomy of the cognitive domain when designing their exams. They depend on this Taxonomy in selecting and organizing the content of their exams which, in turn, helps raising the possibility for students to answer the questions. Added to that, it is deduced that lower order thinking skills are used more frequently than the higher order thinking skills, due to the students' low proficiency and the lack of training on such kind of activities. For this reason, knowledge and application is the most commonly covered level

from LOTS in grammar exam questions including knowledge and comprehension taking into consideration the hierarchical order of the taxonomy. While synthesis is well shown in HOTS preceded by analysis also in order to achieve the hierarchical order.

## **Conclusion**

This chapter is devoted to the field work of the current study. The content of this chapter presents the data collection procedures; the checklist and the interview; which were described, analysed and discussed. The analysis of the findings revealed that in grammar exam questions, teachers incorporate questions that require both lower and higher levels of the cognitive domain but in different rates. Teachers do not manage to make balance with a diversity of the cognitive levels in exam questions where they focus on knowledge, comprehension and application covering LOTS. However, synthesis is the prominent HOTS covered in grammar exam questions followed by analysis in order to be achieved while they completely neglected evaluation.

## **General conclusion**

### **1. Putting it together**

The current study aims at evaluating second year grammar exam questions based on bloom's taxonomy of the cognitive domain. This study is made up of two parts: a theoretical part and a practical one. The theoretical part contains two sections. The first section presents language testing and grammar exam questions and the second section takes a closer look at bloom's taxonomy of the cognitive domain. The second chapter is devoted to the practical part. It moves on to analyse and interpret the data gathered from the checklist and the interview.

In the first chapter, the first section starts by language testing providing the common test types and giving a hint on the features of a good language test, than it shows importance in education. Grammar exam questions are utilized as a subpart of testing, giving a general view to it. The section closes by its useful types. The second section is devoted to present bloom's taxonomy of the cognitive domain. First it presents a short biography of Benjamin Bloom than a background of his taxonomy, including the original version, the six levels into which this taxonomy is divided, its criticism and the revised version. It concludes with the importance and objectives of bloom's taxonomy of the cognitive domain, demonstrating its relationship with exam questions.

The second chapter is concerned with the practical side. The data was gathered through the means of a checklist and an interview. The checklist was designed to analyse grammar exam questions based on bloom's taxonomy of the cognitive domain. In addition to that, an interview was conducted with English grammar teachers to reinforce and enhance the results obtained through the checklist and to get further insights about the topic. So, this chapter presents an analysis and interpretation of the obtained results.

The results obtained from the checklist and the interview revealed that teachers of English grammar combine questions that require both LOTS and HOTS of the cognitive domain. However, they do not manage to make a balance in the usage of these cognitive levels when designing exam questions. They highly focused on knowledge and application as LOTS while both of them require student's comprehension, and on synthesis as HOTS which also require student's analysis of the given items.

## **2. Pedagogical Recommendations**

Based on the aforementioned results, this study suggests the following recommendations:

- ✓ Teachers have to motivate and encourage learners to do activities that require higher order thinking skills order to raise their ability in such categories.
- ✓ Teachers should try to make a balance between the six levels of Bloom's Taxonomy of the cognitive domain when designing exams.
- ✓ Students have to try to develop their critical thinking skills that would enable them to answer more complex questions.

## **3. Limitations**

Although the results of the study were quite interesting and played an essential role in evaluating grammar exam questions based on Bloom's Taxonomy of the cognitive domain, the research topic and its findings were heavily circumscribed and subject to certain limitations:

- ✓ The study is limited to only grammar exam questions.
- ✓ The findings are related to grammar exam questions and can not be generalized to other modules because of the different content they cover.

- ✓ The interview was conducted with only three grammar teachers which is not a very representative sample.

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|          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>0</b> |            | present simple, present continuous,<br>perfect simple or present perfect<br>continuous of the verbs in brackets.                   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | <b>2</b>   | Write each verb in brackets in the<br>suitable past verb form. Only use<br>the past perfect where this is<br>absolutely necessary. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | <b>3.1</b> | There are mistakes in all these<br>sentences.  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | <b>3.2</b> | Rewrite the sentences correctly.   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | <b>4</b>   | Complete the second sentence so<br>that it has a similar meaning, using<br>the words given.  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Analysis of Grammar Exam Questions Based on Bloom's Taxonomy of the Cognitive Domain**

Appendix B: Exam Papers

Sample 01

University of M.S. Ben Yahia Department of English  
Grammar/ 2<sup>nd</sup> Year

First Semester Exam

---

**Exercise 1. Complete the following sentences with the most suitable form of the verbs. Justify your answers(6 pts).**

- a. Ella (smoke)<sup>1</sup> ..... forty cigarettes a day for over thirty years. Then she (give up)<sup>2</sup> ..... overnight and (not touch)<sup>3</sup> ..... one since!  
.....
- b. I haven't got a car at the moment, so I ..... (go)<sup>4</sup> to work on the bus this week. Usually I drive to work.  
.....
- c. There is so much fast food available that people (forget)<sup>5</sup> ..... how to cook.  
.....
- d. While Sally (paint)<sup>6</sup> ..... the ceiling, she (fall off)<sup>7</sup> ..... the ladder but luckily she didn't break any bones.  
.....
- e. Linda is from Australia. She is travelling round Europe at the moment. She ..... (travel)<sup>8</sup> for three months. She ..... (visit)<sup>9</sup> six countries so far.  
.....
- f. Anthony isn't usually easy to get on with but he (be)<sup>10</sup> ..... very cooperative these days.  
.....
- g. It is nearly half past ten. (they/always/eat)<sup>11</sup> ..... this late in Spain?  
.....
- h. What's that mark on the side of the car? ..... (you/have)<sup>12</sup> an accident?  
.....

**Exercise 2. Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets. (4 pts)**

- a. In the middle of our lunch there was a knock at the door. (have)  
When .....
- b. Mary started learning French five years ago. (for)  
Mary ..... five years.
- c. They haven't seen their parents for two weeks. (since)  
It ..... parents
- d. In those days, we spent the summer in the mountains. (spend)  
In those days, we ..... in the mountains.
- e. Is this your first visit to South America? (before)  
..... to South America ..... ?
- f. The arrival time of Helen's flight is 8.00. (at)  
.....
- g. I haven't seen Dick since 1995. (time)  
The ..... in 1995.

- h. Rob has a Mercedes. He bought it five years ago. (for)  
Rob ..... five years.

**Exercise 3. Correct any mistakes you find in the following sentences. (5 pts)**

- a. I feed the neighbour's cat this week while she's in hospital. ....  
b. Oh, you always lose your address book! Why you not keep everything on the computer?  
.....  
c. That's the third time Sam crashed the car this month!  
.....  
d. Many of the survivors worked in the fields when the earthquake striked.  
.....  
e. We have been using this supplier since two years and we've never had problems before.  
.....  
f. The incidence of street crime has been rising by five per cent in the last two months.  
.....  
g. She would have long hair but she cut it. ....  
h. Why do you stare at me like that? I suppose you didn't see a woman on a motorbike before.  
.....  
i. It's the worst sports programme I ever see and the first I ever write to complain about!  
.....  
j. This farm is growing organic vegetables for more than ten years now. ....  
k. "Have you bought anything at the antiques sale yesterday?" "No, I wanted to buy some jewellery, but I had left my credit card at home". ....  
l. Paul is suffering from earache since the weekend. He saw the doctor twice, it's still not better.  
.....  
m. My next door neighbour, who is usually shy and doesn't say much, is very friendly this morning and has a big party tonight for all his friends.  
.....  
n. My suitcase is weighing ten kilos.....

**Exercise 4. What would you say in the following situations? Write sentences using the word(s) in brackets and the correct verb form. (5pts)**

- a) Some workmen are digging up the road outside Sarah's house. Ask her how long.  
.....  
b) You want to invite a friend to your party on Friday. ( have / want)  
.....  
c) You started working as a waiter and quit a month later.(for)  
.....  
d) Eating Chinese food is new to you. (never)  
.....  
e) A colleague asks you why you are leaving work early. Explain that you have arranged to meet your mother at the airport.  
.....  
f) You started looking for a flat two months ago and you are still looking. (for)  
.....  
g) Your friend went to Scotland last Friday and is still there.  
.....  
h) You find a wallet on your desk and ask the people nearby: (Who /belong to)  
.....  
i) It's a hot day, but a friend has a heavy coat on. You ask Why. (wear)  
.....  
j) You and your friend have booked a tennis court for tomorrow afternoon. (play)  
.....

**Sample 02**

**Grammar/ 2<sup>nd</sup> Year**

**Second Semester Resit Exam**

---

**1. Write each verb in brackets in the suitable verb form . All sentences refer to future time. (5pts)**

- a. Come round between eight and nine. We (watch) ..... the match on television then.
- b. In July they (be married) ..... for twenty years.
- c. Sorry to keep you waiting. I (not be) ..... long.
- d. According to the weather forecast, it (snow)..... tomorrow.
- e. I'm sorry. I can't meet you tonight. I (go out) ..... with my parents.
- f. Careful! You (knock) ..... that jug off the table!
- g. what time (your train/ leave) ..... ?
- h. Where (you / work) ..... in ten years time ?
- i. By the time the police get here, the burglars (vanish).....
- j. I won't leave until you (give) ..... me the money.

**2. Complete the second sentence so that it means the same as the first, using the word in bold. Use between two and five words. (5pts)**

- a. Ann is leaving her job very soon. (of)  
Ann is ..... her job.
- b. You must not write on the question paper. (are)  
You ..... on the question paper.
- c. We were getting ready to leave when we got the call. ( about)  
We ..... we got the call.
- d. According to the schedule, the project will finish next year. (to)  
The project ..... Next year.
- e. I plan to study engineering in France. (am)  
I ..... in France.

**1. Correct the mistakes in the following sentences (5pts)**

- a. Don't phone between 8.00 and 9.00. I'll study then.  
.....
- b. Look out! That tree *will* fall!  
.....
- c. Let me know as soon as Louise *will get* there .  
.....
- d. The conference is going to begin next Friday morning at 9.00.

.....  
e. If you arrive late at the sale, the best things *will go*.

.....  
f. *Liam was buying a new car but in the end he decided not to.*

.....  
g. « *Have you decided yet ?* » « *I have the roast beef, please.* »

.....  
h. *Why don't you give Helen this cheap perfume instead of the expensive one ! She won't have known the difference !*

.....  
i. I've decided what to do for my holiday. I'll go to Morocco.

.....  
i. Don't forget to turn off the lights before you are leaving.

**2. What would you say in these situations ? write sentences using the most appropriate future form of the verbs in brackets. (5pts)**

a. You can see a plane coming down. It's out of control and falling to the ground. (crash)

.....  
b. You express your intention to finish painting the kitchen this evening.

.....  
c. Your friends haven't got anything to do. You suggest going to the swimming pool.

.....  
d. A colleague asks why you're leaving work early. Explain that you have arranged to meet your grandmother at the airport.

.....  
e. There is a possibility of snow tomorrow.

**GOOD LUCK**

First Semester Exam

---

**Exercise 1. Daniel is telling the story of how he forgot his passport. Write the verbs in the correct form. (4 pts)**

It happened last August at the airport. A few weeks before, a group of us (1)..... (decide) to go to Greece together for a holiday. (2)..... (we / wait) in the queue at passport control when suddenly (3).....(I / realize) that (4)..... (I / forget) my passport. (5)..... (it / be) quite a shock. (6)..... (I / hurry) to a phone and (7) ..... (ring) my parents. (8)..... (they / work) in the garden, but luckily my mother (9)..... (hear) the phone. (10) ..... (they / find) the passport and immediately (11).....(drive) to the airport with it. I met them at the information desk. We had no time to talk, but (12)..... (I / say) goodbye to them earlier that morning. (13)..... (I / run) all the way to the plane. I was just in time. When (14).....(I / get) there, the passengers (15).....(sit) in their seats ready for take-off. When (16) ..... (they / see) me, everyone started clapping.

**Exercise 2. Complete the following sentences with the most suitable form of the verbs. (5 pts)**

- i. Ella (smoke) ..... forty cigarettes a day for over thirty years. Then she (give up)..... overnight and (not touch)..... one since!
- j. I haven't got a car at the moment, so I ..... (go)to work on the bus this week. Usually I ..... (drive) to work.
- k. At the time of her trial last year David (be)..... in prison for eight months.
- l. There is so much fast food available that people (forget)..... how to cook.
- m. While Sally (paint)..... the ceiling, she (fall off)..... the ladder but luckily she didn't break any bones.
- n. We (use) ..... my father's garage as a storeroom for our furniture since the fire. We still (not find)..... anywhere permanent to live.
- o. Anthony isn't usually easy to get on with but he (be)..... very cooperative these days.
- p. Intervention was urgently required - the starving children (grow) ..... weaker by the day and there (be) ..... little sign of an end to the drought.
- q. It's nearly half past ten. (they/always/eat) ..... this late in Spain?
- r. What ..... (you / put) in my burger? It .....(taste) absolutely disgusting.
- s. When Dora went to pay for the petrol she (put) ..... in her car, she (realize) ..... that she (lose)..... her credit card.

**Exercise 3. Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets. (3 pts)**

- i. It was breakfast time when Susan rang.  
I ..... when .....
- j. Mary started learning French five years ago.  
Mary ..... five years.
- k. They haven't seen their parents for two weeks. (since)  
It ..... parents

- l. In those days, we spent the summer in the mountains. (spend)  
In those days, we ..... in the mountains.
- m. Is this your first visit to South America?  
.....to South America before?
- n. Anne went on holiday. She saved enough money.  
Anne  
.....when.....

**Exercise 4. Correct any mistakes you find in the following sentences. (4 pts)**

- o. I feed the neighbour's cat this week while she's in hospital. ....
- p. Oh, you always lose your address book! Why you not keep everything on the computer?  
.....
- q. Many of the survivors worked in the fields when the earthquake striked.  
.....
- r. We have been using this supplier since two years and we've never had problems before.  
.....
- s. The incidence of street crime has been rising by five per cent in the last two months.  
.....
- t. I was sitting on the train for ten minutes when I realized I left my suitcase on the platform.  
.....
- u. She would have long hair but she cut it. ....
- v. It's the worst sports programme I ever see and the first I ever write to complain about!  
.....
- w. This farm is growing organic vegetables for more than ten years now. ....
- x. "Have you bought anything at the antiques sale yesterday?" "No, I wanted to buy some jewellery, but I left my credit card at home". ....
- y. The children are very polite today. They don't usually behave so well. ....

**Exercise 5. What would you say in the following situations? Write sentences using the word(s) in brackets and the correct verb form. (4pts)**

- k) Your friend left before your arrival. (when)  
.....
- l) You want to invite a friend to your party on Friday. ( have / want)  
.....
- m) You started working as a waiter and quit a month later.(for)  
.....
- n) Eating Chinese food is new to you. (never)  
.....
- o) Your friends started their journey around the world three months ago. They have gone about halfway now. (travel/ for)  
.....
- p) You find a wallet on your desk and ask the people nearby: (Who /belong to)  
.....
- q) It's a hot day, but a friend has a heavy coat on. You ask Why. (wear)  
.....
- r) You regretted selling your old motorbike. (wished)  
.....

**Good Luck**

**Sample 04**

**University of M. S. Ben Yahia/ Jijel**

**Department of English / 2<sup>nd</sup> Year / Grammar**

**First Semester Resit Exam**

**1. Complete the article. Use the Present Simple, Present Continuous, Present Perfect Simple or Present Perfect Continuous of the verbs in brackets. (6pts)**

- a. I like your car. How long ..... (you/have) it?
- b. A: What ..... (this word/mean)? B: I've no idea..... (I/never/see) it before. Look it up in the dictionary.
- c. Jill is an experienced teacher ..... (she/teach) for 15 years.
- d. I'm not surprised..... (he / fail) the exam.  
.....(he / not / work) hard recently.
- e. Jane is away on holiday so Linda ..... (handle) her work.
- f. I'm going to make some lunch for the kids. (they / swim)..... all morning. I'm sure they're hungry.
- g. My sister's in Vietnam at the moment. She ..... (have) such a great time she ..... (want) to stay another six months.
- h. I ..... (not top up) my smart card yet. How much ..... (you / think) I need for a month?

**2. Write each verb in brackets in the suitable past verb form. Only use the past perfect where this is absolutely necessary. (5 pts)**

- a. While I (try)..... to get my car started, a passing car (stop)..... and the driver (offer) ..... to help me.
- b. The police (pay)..... no attention to Clare's complaint because she (phone) ..... them so many times before.
- c. Everyone felt exhausted because they (work) ..... all day.
- d. Mary (not wear)..... her glasses at the time, so she (not notice) ..... what kind of car the man (drive).....
- e. Tony (admit)..... that he (hit) ..... the other car, but said that he (not damage)..... it.
- f. Helen (feel)..... very tired, and when she (finish)..... her work, she (fall)..... asleep.
- g. The police (get)..... to Clare's house as fast as they could, but the burglars (disappear).....
- h. I (phone)..... you last night but you (not answer) ..... What (you do)..... ?

**3. There are mistakes in all these sentences. Rewrite the sentences correctly. (4.5pts)**

- a. These potatoes are tasting a bit funny.....
- b. What are the people here doing in the evenings?  
.....
- c. While Diana watched her favourite television programme, there was a power-cut.



- d. Laura missed the party because no-one was telling her about it.  
.....
- e. I haven't seen Gerry since a long time. How is he?  
.....
- f. I won't leave until you will give me the money.  
.....
- g. Larry is writing his novel for the last two years.  
.....
- h. We have started this course three weeks ago.  
.....
- i. We bought this car a long time ago. We have it for ages.  
.....

**4. Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) given. (4.5pts)**

- a. The arrival time of Helen's flight is 8.00. (at)  
Helen's flight ..... Scotland
- b. This is my first visit to Scotland. (I)  
This is the first ..... Scotland
- c. There's a party at Mary's house next week. (verb: to have)  
Next week ..... at her house.
- d. I started working here three years ago. (for)  
I ..... three years.
- e. David went home before we arrived. (already)  
When we ..... home.
- f. I last saw David in 1990. (not/since)  
I ..... 1990.
- g. During dinner, the phone rang. (I)  
While ..... phone rang.
- h. After the lesson, we'll meet and play tennis. (when)  
....., we'll meet and play tennis.
- i. Andy and Rachel are still on holiday in Italy. (have)  
Andy and Rachel ..... to Italy on holiday.

**Good Luck**

**1. Complete the conversations. Use the present simple, present continuous, future simple, future continuous, future perfect simple or future perfect continuous and the verbs in brackets. (4 pts)**

- a) What time ..... (your evening class / finish)?
- b) Half past nine.
- a) ..... (I / come) and collect you?
- b) Thanks, but ..... (I / meet) my sister for a drink.  
-----
- a) I ..... (take) the car to work tomorrow. Would you like a lift?
- b) Thanks. That would be great.
- a) I ..... (leave) the house at seven thirty so I can collect you shortly afterwards.
- b) That's fine. The bus I usually catch .....(leave) at seven.  
-----
- a) Why don't you come to our place this evening at nine. The children ..... (go) to bed by then.
- b) Thanks. I will. ....(I/ bring) a DVD?
- a) Good idea. .... (you/ eat) or should I prepare some food?
- b) Oh, please, don't bother. I .....(have) dinner with my parents tonight.
- a) Fine. I .....(work) all day and I probably ..... (not feel) like cooking.  
-----
- a) Do you ever think about what you ..... (do) in ten years' time?
- b) Sometimes I imagine I ..... (have) a much more interesting job and I ..... (earn) a lot of money. But to be honest, I think I ..... (probably / work) here, doing the same job as now.

**2. Write a second sentence so that it has a similar meaning to the first. Use the word(s) in brackets and suitable forms with future meaning. (7 pts)**

- a) The work won't take us longer than an hour. (we/ in)  
.....
- b) You must pay your fees before classes begin. (to)  
.....
- c) What job will you have in twenty years' time? (v. to do)  
.....
- d) You have heard my complaint. What do you intend to do about it?  
.....
- e) What time is the train supposed to get here? (due)  
.....
- f) Would you like me to check the spelling for you? (I)  
.....
- g) I intended to call you yesterday, but I forgot. (was)  
.....
- h) The president will announce his resignation very soon. (on)  
.....
- i) Our plane's departure time is at 6.30 in the morning. (v. to leave)  
.....

- j) I had arranged to meet Liz for lunch but she cancelled. (was)  
.....
- k) It's my parents' twenty-fifth wedding anniversary next Saturday. (for)  
.....
- l) If we want medical research to provide cures for all known diseases, it must be adequately funded.(is)  
.....
- m) We are spending £300 on repairs before we sell the car (by)  
.....
- n) I am driving to Leeds anyway on Tuesday, so why don't I give you a lift? (will)  
.....

**3. What would you say in these situations? Use suitable forms with future meaning. (4 pts)**

- a) You and your friend have come into the room. The window is open, and it is cold. (shut)  
.....
- b) You can see a plane coming down. It's out of control and falling to the ground. (crash)  
.....
- c) You are meeting a friend at the station. He has two suitcases. There is a bag, too. (carry)  
.....
- d) You have just bought a plane ticket to London dated 15 May. (v. to fly)  
.....
- e) You ask your parents politely whether they expect to use the car. (use)  
.....
- f) A friend is telling you about her travel scholarship. Ask her which countries she plans to visit.  
.....
- g) You predict a victory for your team. (think)  
.....
- h) Your sister has bought some clothes from a cheap website. You want to buy some too and you've asked her several times for the address, but she refuses to tell you. Ask why.  
.....

**4. Correct the mistakes in these sentences (5 pts)**

- a) I can't believe that you'll sit on a plane to Malta while I am driving to work tomorrow morning.  
.....
- b) It's probably too late to phone Margaret. Do you think she'll go to bed already?  
.....
- c) Won't the park look good once the new trees will reach maturity?  
.....
- d) 'Can I have your report this afternoon?' 'This afternoon? Oh, I don't think I am finishing by then!'  
.....
- e) Look at the waiter. He's carrying too much. He will be dropping all those plates.  
.....
- f) 'Is that the phone again?' 'It's all right mum. I am going to answer it'.  
.....
- g) You say you are getting a coach at nine. What time is it getting to London?  
.....
- h) I took these trousers back to the shop, but they aren't going to change them without a receipt.  
.....
- i) The boat is turning over! I think it will sink!  
.....
- j) I go swimming next Saturday. Would you like to come?  
.....

Sample 06

University of M. S. Ben Yahia/ Jijel Department of English /  
2<sup>nd</sup> Year / Grammar

First Semester Resit Exam

**Exercise 1. Write each verb in brackets either in the past simple, present simple, present perfect simple or present perfect continuous. (4pts)**

I (1) ..... (move) to London three weeks ago to take up a new post at my company's London office. Ever since then, I (2) ..... (wonder) if I (3) ..... (make) the right decision. I (4) ..... (see) a lot of negative things about living in the capital, and I can't say London (5) ..... (make) a very favourable impression on me. It's so polluted and expensive, and the people are so distant. You see, I (6) ..... (grow up) in a fairly small town called Devizes and I (7) ..... (spend) all of my life there. I (8) ..... (always/want) to live in a big city and so when my company (9) ..... (offer) me a job in London, I (10) ..... (jump) at the chance.

I (11) ..... (think) I'm not alone in my aversion to the big city. According to a programme I (12) ..... (just/hear) on the radio, more and more people (13) ..... (stop) working in London recently, and a lot of large companies (14) ..... (choose) to move away from the centre. Oh well, it's too late to change my mind now, because the job is up and running, and I (15) ..... (already/sell) my house in Devizes. But I must admit, over the past few days, I (16) ..... (secretly/hope) that the company would relocate me back to my old town.

**Exercise 2. Write the verbs into the correct form: present simple, present continuous, past simple, past continuous, present perfect simple, present perfect continuous or past perfect simple. (6 pts)**

- a) How often ..... (you / visit) your brother's family when ..... (you / be) in Singapore last year?
- b) I ..... (not top up) my smart card yet. How much ..... (you / think) I need for a month?
- c) The filling station manager called the police when he ..... (realise) that someone ..... (drive) off without paying for their petrol.
- d) Sharon's health ..... (seem) much better these days than it used to be. Perhaps she ..... (take) more exercise as the doctor (advise).
- e) Eddie ..... (set) fire to his kitchen last week when he ..... (fry) sausages. He ..... (sort out) the mess ever since, as you can imagine.
- f) My grandmother was a wonderful woman. She ..... (spend) most of her life teaching adults who ..... (miss) the opportunity to learn to read when they ..... (be) children.
- g) I ..... (always / want) to visit Japan. Now that I finally ..... (have) the chance, I ..... (decide) to take it.
- h) We ..... (arrive) at the music festival on Friday afternoon, but a lot of people ..... (get) there in the morning and the queue at the entry gates ..... (be) already long.
- i) My sister's in Vietnam at the moment. She ..... (have) such a great time she ..... (want) to stay another six months.
- j) A: Terminator 2 is on at the Rex? (you see) ..... it? B: No, not yet. Shall we go? I ..... to seeing it for ages

**Exercise 3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) given. (5pts)**

- a) The arrival time of Helen's flight is 8.00. (at)  
Helen's flight .....
- b) Is this your first visit to South America? (before)  
..... you .....
- c) My party is on Thursday. (I)  
.....on Thursday.
- d) After the lesson, we'll meet and play tennis. (when)  
....., we'll meet and play tennis.
- e) Steve left before my arrival. (already)  
When I ..... left.
- f) Alice started playing tennis six months ago. (for)  
Alice .....six months.
- g) I last saw David in 1990. (since)  
I ..... 1990.
- h) We haven't been to a beach party for over a year. (the last time)  
..... over a year ago.
- i) Kim lost her job a year ago and is still trying to find one. (for)  
Kim ..... a whole year.
- j) In your opinion, who's going to win the cup? (think)  
Who .....the cup?

**Exercise 4 . There are mistakes in all these sentences. Rewrite the sentences correctly. (5pts)**

- j. When we had ate lunch, we were sitting in the garden.  
.....
- k. I won't leave until you will give me the money.  
.....
- l. Maria would live in Sweden when she was a child.  
.....
- m. Juliet Was sure she was seeing the tall man before.  
.....
- n. My penfriend is writing to me for years.  
.....
- o. We have started this course three weeks ago.  
.....
- p. I'm not very good at this game. You see, I didn't play it before.  
.....
- q. I've got my key. I found it when I've looked for something else.  
.....
- r. We bought this car a long time ago. We have it for ages.  
.....

**Good Luck**

**Sample 07**

**University of M.S. Ben Yahia<sup>2<sup>ND</sup></sup> Year / Grammar  
Second Semester Resit Exam**

**Exercise 1. Write the verbs in the correct form: present simple, present continuous, the will/shall future, the going to future, the future continuous or the future perfect. (3.5 pts)**

A *Ann is watching television when her flatmate Ann comes into the room.*

Ann: What are you doing in your dressing gown? It's only eight o'clock.

vanessa: I don't feel well. (1) *I'm going to have* (I / have) an early night.

Ann: Bad luck. I hope (2) ..... (you / feel) better in the morning.

vanessa: So do I. (3) ..... (I / meet) my new boss at ten o'clock.

Ann: I think (4) ..... (I / make) some tea when this programme

(5) ..... (finish). (6) ..... (I / bring) you a cup?

vanessa: No, don't bother. (7) ..... (I / try) and go straight to sleep. Thanks anyway.

Ann: OK. Sleep well.

B *Sandy and Alison are students who have been sharing a flat. Sandy is leaving to do a course in the U.S.*

sandy: It's hard saying goodbye after so long.

alison: Yeah. Remember to send me your phone number when (8) ..... (you / get) your new phone in the States. And you've promised to Skype me.

sandy: Yeah, we can do that a lot. But (9) ..... (I / probably / not / have) time the first few days because (10) ..... (my course / start) as soon as (11)

.....(I / arrive), and (12) ..... (I / spend) the weekend with some friends of my father's.

alison: I know, of course.

sandy: Anyway, do you know what ..... (13) (you / do) this time the Sunday after next?

alison: (14) ..... (I / get) ready to go to London.

sandy: O K. So, (15) ..... (I / Skype) you about three o'clock that Sunday afternoon.

alison: Great.

**Exercise 2. write each verb in brackets in the suitable verb form. (4pts)**

a) If the machine .....(stop), you ..... (press) this button.

b) Why didn't you phone? If I (know) ..... you were coming,

I ..... (meet) you at the airport.

c) If we .....(have) some tools, we .....(be able) to repair the car, but we haven't got any with us.

d) If you ..... (not help) me, I ..... (not pass) the exam.

e) It's a beautiful house, and I ..... (buy) it if I

.....(have) the money, but I can't afford it.

f) I can't imagine what I .....(do) with the money if I

.....(win) the lottery.

g) Don't worry, you've just got a cold. If you (take) ..... an aspirin, you (feel) .....better.

h) Did you enjoy your meal? If you .....(finish) eating,

I ..... (clear away) the plates.

**Exercise 3. Rewrite each sentence, beginning as shown. Do not change the meaning. (4pts)**

a) I didn't have an umbrella with me and so I got wet.

I .....

b) You should go swimming regularly because that's a good way to get fit.

If you .....

c) I'll call the police if you don't leave me alone!

Unless .....

d) I think you should buy a bike. That's what I'd do.

If I .....

e) I missed the end of the film so I don't know who the murder was.

If .....

f) Hurry up or you will be late.

If you .....

g) I can't take a lot of exercise because I don't have enough free time.

If I .....

h) The weather could be bad on Saturday, in which case we'll have to cancel the barbecue.

If .....

**Exercise 4. Complete the second sentence so that it has a similar meaning to the first sentence. Do not use by unless it is important to the meaning. (5pts)**

1 The instructor has marked all the assignments.

.....

2. The students must pay their own fees for this course.

.....

3. During the summer, the cafe was employing more waiters every week.

.....

4. They gave the award to an unknown actress.

.....

5. The doctor declared him dead.

.....

6. They think that the chairman earns too much.

.....

7. Has anyone ever asked you for your opinion?

.....

8. Nobody informed the police that there had been a mistake.

.....

9. Where will your company post you next year?

.....

10. All visitors must wear identity badges.

.....

**Exercise 5. There are mistakes in eight of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.**

a) I'm very fond of this old necklace because it was belonged to my grandmother. ....

b) My family live in Dubai, but I was educated in Switzerland. ....

c) I'm afraid I can't lend you my car. It's repairing this week. ....

d) The bridge was collapsed during the floods, but fortunately no one was using it at the time.

.....

e) If you don't watch the barbecue carefully, someone will get burn.

.....

f) The word 'stupid' was in my report, but it wasn't referred to you. ....

g) I'm sorry I'm late. I got held up in the traffic again. ....

h) When did you realise that your bag had been disappeared?

.....

i) Children under the age of sixteen do not allow in the jacuzzi.

.....

**Good luck**

Sample 08

University of M.S. Ben Yahia Department of English  
Grammar/ 2<sup>nd</sup> Year

First Semester Exam

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**Exercise 1. Complete the following sentences with the most suitable form of the verbs and justify your answers.(7.5pts)**

- a. «A : I haven't got any transport. » « B : Oh, I ..... (give) you a lift.  
b. ....  
« A : Have you decided about the course ? » « B : Yes, I decided last weekend.  
I ..... (apply) for a place. »  
➤ .....
- c. You are sunburned ! That ..... (hurt) tomorrow !  
➤ .....
- d. They will be tired because they ..... (play) chess for five hours.  
➤ .....
- e. « A : ..... (you/come) to lunch ? » « B : Yes, thank you. I'd love to. »  
f. ....  
« A : Is it next week that you are on holiday ? » « B : Yes, this time next week I ..... (sail) on the Mediterranean. »  
➤ .....
- g. We've got the tickets. We ..... (see) a musical at the theatre next week.  
➤ .....
- h. The tour ..... (depart) on October 11th for 15 days.  
➤ .....
- i. Look at the waiter. He's carrying too much. He ..... (drop) all those plates.
- j. « A : Can I have your report this afternoon ? » « B : This afternoon ? Oh, I don't think I ..... (finish) by then. »  
➤ .....

**Exercise 2. Write a new sentence with the same meaning containing the word(s) in brackets. (5pts)**

- a. Hurry up ! we will get to the theatre after the beginning of the play. (By the time)  
.....  
.....
- b. I intened to to phone you last night, but it slipped my mind. (was)  
.....  
.....
- c. Clarissa is having her operation in three weeks. (to)  
.....  
.....
- d. Look at those black clous ! there's rain on the way. (verb : to rain)  
.....  
.....
- e. There's a party atour house on Friday. ( verb : to have)  
.....  
.....
- f. We can discuss it later. We'll be sitting on the plane together. (while)  
.....  
.....



g. The judges will announce the winner any moment now. (are)

h. You must pay your fees before classes begin. (to)

i. Sheila refuses to let me share her book. (not)

j. Our plane's departure time is at 6.30 in the morning. (verb : to leave)

**Exercise 3. Correct the mistakes or write correct. (5pts)**

a. The riot police are running into the square. There will be trouble.

b. According to sources close to the prime minister's office, the foreign minister is due to resign.

c. David and Suzan will get married in May, but they've had to change their plans.

d. Do you know what time the film starts ?

e. We will give a party for Professor Allan on Friday evening, and we'd like you to come.

f. Come back about 4.30. I'm finishing the report by then, and you can take a copy.

g. Next July we have been together for five years.

h. The boat is turning over! I think it will sink!

i. I'll never be knowing what they think of me.

j. This time tomorrow I'm lying on the beach.

k. Everyone shall know the results soon.

**Exercise 4. What would you say in the following situations? Write sentences using the most suitable future form. (2.5pts)**

a. The phone is ringing. You are the nearest person to it. You decide to answer.

b. You have arranged a meeting with your boss at four o'clock this afternoon.

c. You ask somebody politely when he intends to pay the rent.

d. You are playnig scrable. Your opponents have so many more points than you do.

e. You had arranged to meet your friend for lunch but he/she cancelled.

**GOOD LUCK**

**Exercise 1. Complete the second sentence so that it has a similar meaning to the first sentence using: must, have to, can, may, might, should, could, or had better. (5pts)**

1. I suppose you are Kate Perry. How do you do?  
.....
2. I'm very angry with you. You knew I was having problems with the car and you didn't bother to help me.  
.....
3. It is compulsory to wear a helmet when you ride a motorbike.  
.....
4. I'm certain he isn't responsible for the error; he looks too experienced.  
.....
5. Perhaps the shuttle bus isn't working at the moment- it is the low season.  
.....
6. Thanks to satellite technology, it is now possible to predict hurricanes quite accurately.  
.....
7. There is no obligation to get an international driving licence for this country.  
.....
8. It was stupid of the government to try to break the strike.  
.....
9. It is possible that Joanne did not receive my message.  
.....
10. The best thing for you to do is sit down.  
.....

**Exercise 2. Rewrite the sentences using a passive form so that it does not contain the words underlined. (6pts)**

1. No one has cleaned the windows for weeks.  
.....
2. His company made him redundant a year ago.  
.....
3. The pressures of work were affecting her health.  
.....
4. People think that he is living in South America.  
.....
5. Has anybody shown you what to do?  
.....
6. A burglar broke into our house last week.  
.....
7. They believe that the company lost a lot of money last year.  
.....
8. Janet's colleagues gave her a present when she retired.  
.....
9. Where will your company send you next year?  
.....
10. We have asked Pauline to take over the job until the end of June.  
.....
11. Someone used a counterfeit key to open the security door.  
.....
12. We understand that she left the country on Friday.  
.....

**Exercise 3. Complete the sentences. Use the correct form of the verbs in brackets. (2 pts)**

1. It says 'No Parking'. If you ..... the car here, the police .....you a parking fine. (leave, give)
2. If I ..... this weekend, I ..... the time with you. (not work, spend)
3. If we .....this holiday today, we .....on a warm beach in two weeks' time. ( book, lie)
4. If he .....your e-mail yet, you ..... from him today. (not read, not hear)

**Exercise 4. Finish each of the following sentences in such a way that it means the same as the one printed before it. (3 pts)**

1. Don't consider running a marathon if you aren't in good physical condition.  
Unless .....
2. I didn't visit you because I didn't know you were ill.  
Had .....
3. Please take a seat, and I'll inquire for you.  
If .....
4. Consult your doctor again if the symptoms remain 72 hours after starting the course of medicine.  
Should .....
5. If you hadn't been so stupid in the TV studio, our team would have won the quiz!  
But .....
6. I am disappointed that he didn't call me.  
If .....

**Exercise 5. Rewrite the following sentences as conditionals. (4pts)**

1. Why don't you leave now? That's what I'd do.  
.....
2. We didn't catch the 10 o'clock train, so we didn't get there by lunch-time.  
.....
3. I don't know Jason's phone number, so I can't tell him what happened.  
.....
4. We missed the train, so we're waiting on this cold platform.  
.....
5. It's raining, so we can't have lunch in the garden.  
.....
6. Bill is in prison now because he stole a car.  
.....
7. He doesn't speak very clearly - that's why people don't understand him.  
.....
8. The event was cancelled because it was raining.  
If .....

**Good Luck**

**Sample 10**

**University of M. S. Ben Yahia/ Jijel**

**Department of English / 2<sup>nd</sup> Year / Grammar**

**First Semester Exam**

**1. Complete the article. Use the Present Simple, Present Continuous, Present Perfect Simple or Present Perfect Continuous of the verbs in brackets. (6pts)**

According to research, the demand for alternative medicine (1) ..... (rise) recently and approximately 20 per cent of the UK's population regularly (2) ..... (turn) to alternative treatments when they (3) ..... (be) ill. Consequently, more and more British doctors (4) ..... (offer) their patients choices of treatment these days and many of them (5) ..... (usually / combine) alternative treatments with conventional medicine.

Although alternative medicine (6) ..... (become) increasingly popular, doctors (7) ..... (disagree) about whether or not the treatments are effective. Of course, people (8) ..... (use) alternative medicine for hundreds of years but many practitioners of conventional medicine (9) ..... (claim) that so far they (10) ..... (not see) any convincing proof that alternative treatments are safe or effective.

Today, the most widely practised alternative treatments are acupuncture, aromatherapy, massage and herbal medicine but other forms of treatment (11) ..... also (gain) in popularity. What about you? (12) ..... (you/ ever / try) an alternative treatment? If so, was it successful? Send your views and experiences to...

**2. Write each verb in brackets in the suitable past verb form. Only use the past perfect where this is absolutely necessary. (5 pts)**

- i. While I ..... to get my car started, a passing car (stop)..... and the driver (offer) ..... to help me.
  - 1. The police (pay) ..... no attention to Clare's complaint because she (phone) ..... them so many times before.
- j. Everyone felt exhausted because they (work) ..... all day.
- k. Mary (not wear) ..... her glasses at the time, so she (not notice) ..... what kind of car the man (drive) .....
- l. Tony (admit..... that he (hit)..... the other car, but said that he (not damage)..... it.
  - 2. Helen (feel) ..... very tired, and when she (finish) ..... - her work, she (fall)fell asleep.
  - 3. The police (get) .....- to Clare's house as fast as they could, but the burglars (disappear) .....
- m. I (phone) ..... you last night but you (not answer) ..... What (you do) ..... ?

**3. There are mistakes in all these sentences. Rewrite the sentences correctly. (5pts)**

- a. I suddenly remembered that I forgot my keys.  
.....
- b. This place is in a terrible mess! What on earth were you doing?

- .....  
c. What are the people here doing in the evenings?  
.....
- d. While Diana watched her favourite television programme, there was a power-cut.  
.....
- e. Laura missed the party because no-one was telling her about it.  
.....
- f. I haven't seen Gerry since a long time. How is he?  
.....
- g. I won't leave until you will give me the money.  
.....
- h. Larry is writing his novel for the last two years.  
.....
- i. We have started this course three weeks ago.  
.....
- j. We bought this car a long time ago. We have it for ages.  
.....

**4. Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) given. (4pts)**

- a. The arrival time of Helen's flight is 8.00. (at)  
.....
- b. This is my first visit to Scotland. (I)  
.....
- c. There's a party at Mary's house next week. (verb: to have)  
.....
- d. I started working here three years ago. (for)  
.....
- e. David went home before we arrived. (already)  
.....
- f. I last saw David in 1990. (since)  
.....
- g. During dinner, the phone rang. (I)  
.....
- h. Andy and Rachel are still on holiday in Italy. (have)  
.....

## **Appendix C: The Interview**

**Student:** Good afternoon! Thanks a lot for accepting to participate in our research and to be a part of it.

**Teacher:**

**Student:** Do you refer to Bloom's Taxonomy of the cognitive domain when you design your exams questions? For what reason?

**Teacher:**

**Student:** which type of questions do you prefer to ask in the exam? Do you choose questions about knowledge, comprehension, application, analysis, synthesis or evaluation? And why?

**Teacher:**

**Student:** we have noticed that most teachers focus on LOTS i.e knowledge and application. What do you think is the reason for that?

**Teacher:**

**Student:** Do you think students are capable of answering HOTS questions? Why?

**Teacher:**

**Student:** the Bloom's Taxonomy of the cognitive levels contains some similar keywords (verbs) how can you differentiate between them to ask about the intended level?

**Teacher:**

**Student:** Do you think the application of the Bloom's Taxonomy in the design of an exam paper affects both teachers and learners? How?

**Teacher:**

**Student:** Sincere thanks and great appreciation for your participation.

## **Résumé**

La conception des questions d'examen de grammaire varie d'un enseignant à l'autre. Cet article traite de l'utilisation de la taxonomie de Bloom dans la conception des questions d'examen de grammaire. L'objectif global de l'étude était d'évaluer les questions d'examen de grammaire en deuxième année d'université sur la base de la classification du domaine cognitif de Bloom. Pour atteindre cet objectif, deux outils de recherche ont été utilisés, une liste de contrôle auto-conçue a été utilisée pour analyser les questions d'examen de grammaire de Bloom's Taxonomy of Cognitive Domain Perspective, et un entretien structuré a été mené avec trois professeurs de grammaire anglaise au Département d'anglais de Muhammad Université Seddik Bin Yahya à Jijel. Les résultats ont montré que les capacités de réflexion inférieures sont les compétences les plus couvertes dans les tests de grammaire, et les enseignants posent généralement des questions liées aux connaissances et à l'application avec l'inclusion de la compréhension indirectement car cette classification fonctionne de manière hiérarchique et aucun niveau ne peut être atteint en l'absence de le niveau précédent. Du plus haut niveau de raisonnement, la synthèse est la seule compétence apparue dans ces tests. En conclusion, la grande importance accordée aux capacités de réflexion inférieures est due à l'inefficacité des élèves, en plus de la méthode directe par laquelle ces questions sont posées et de leur facilité.



## الملخص:

يختلف تصميم أسئلة امتحان النحو من معلم لآخر. تناولت هذه الورقة البحثية استخدام تصنيف بلوم في تصميم أسئلة الامتحان النحوي. كان الهدف العام من الدراسة هو تقييم أسئلة امتحان القواعد في السنة الثانية جامعي بناءً على تصنيف بلوم للمجال المعرفي. لتحقيق هذا الهدف، تم إستعمال أداتين بحثيتين، إستخدام قائمة مراجعة ذاتية التصميم لتحليل أسئلة امتحان القواعد من تصنيف بلوم لمنظور المجال المعرفي، وأجريت مقابلة منظمة مع ثلاثة مدرسين لقواعد اللغة الإنجليزية في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى بجيجل. أظهرت النتائج أن مهارات التفكير الأدنى هي أكثر المهارات التي يتم تناولها في اختبارات القواعد، وعادة ما يطرح المعلمون أسئلة تتعلق بالمعرفة والتطبيق مع إدراج الفهم بطريقة غير مباشرة لأن هذا التصنيف يعمل بطريقة هرمية ولا يمكن تحقيق أي مستوى عند غياب المستوى السابق له. ومن أعلى مرتبة في التفكير، يعتبر التوليف هو المهارة الوحيدة التي ظهرت في هذه الاختبارات. كاستنتاج، فإن التركيز الكبير على مهارات التفكير الأدنى يرجع إلى قلة كفاءة الطلاب، إضافة إلى الطريقة المباشرة التي يتم من خلالها طرح مثل هذه الأسئلة و سهولتها.