مجلة العلوم الإنسانية
بجامعة حائل

جامعة حائل
University of Hail

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

السنة الثامنة، العدد 26
المجلد الأول، يونيو 2025

Arcif
Analytics

Print 1658 -788 X
Online E- 8819-1658

بسم الله الرحمن الرحيم

جامعة حائل

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حال كل ثلاثة أشهر بصفة دورية، حث تصدر أربة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة البحث

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
3- يُكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

اولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلّاً من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه.
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيّاً أو إلكترونيّاً، ويحقّ لها إدراجه في قواعد البيانات المحلّيّة والعالمية - بمقابل أو بدون مقابل- وذلك دون حاجة لإذن الباحث.
4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملا أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكِّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic.... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعًا: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامسًا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشره (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراه.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونيّاً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة **(1000)** ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغيًا.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. فـي حال اكتمال تقارير المحكّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمّن إحدى الحالات التّالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنّشر؛ بعد التّعديل.

ج. تعديل البحث، ثمّ إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق فـي تحديد أولويات نشر البحوث، وترتيبها فنّيّاً.

مجلة العلوم الإنسانية
بجامعة حائل

المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

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هيئة التحرير

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Evaluating Cognitive Skills in English Reading Textbooks for Secondary Education in Saudi Arabia

تقييم المهارات المعرفية في كتب القراءة باللغة الإنجليزية للمرحلة الثانوية في المملكة العربية السعودية

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(قُدم للنشر في 26/ 02/ 2025، وقُبل للنشر في 10/ 04/ 2025)

Abstract

This qualitative study examines the cognitive domain using the revised Bloom's taxonomy (RBT) in English as a Foreign Language (EFL) reading textbooks for secondary schools in Saudi Arabia. Through a descriptive content analysis of English reading textbooks for the three years of secondary education, we uncover a predominantly emphasis on the understanding level as one of the lower-order thinking skills (LOTS), indicating prioritization of foundational comprehension skills with less emphasis on higher-order thinking skills (HOTS). While some activities engage with the evaluating level, a conspicuous absence of tasks at the creating level suggests a significant gap in promoting HOTS. Many activities encourage recall and comprehension, and the uneven distribution of reading activities across Revised Bloom's Taxonomy (RBT) underscores the need for a more balanced pedagogical approach. The findings indicate an urgent need for reforming curricula to better align with the demands of 21st century education which problem solving, analysis and creativity. This research contributes to the discourse on educational reform in Saudi Arabia by illuminating critical areas for curriculum enhancement and advocating a holistic integration of cognitive processes to better prepare students for complex problem-solving and creative thinking in an increasingly globalized world.

Keywords: Bloom's taxonomy, revised Bloom's taxonomy, reading comprehension skill, reading skills, EFL reading.

المستخلص:

تستعرض هذه الدراسة النوعية مجال التفكير المعرفي باستخدام التصنيف المعدل لبلوم (RBT) في نصوص القراءة للغة الإنجليزية كلغة أجنبية (EFL) للمرحلة الثانوية في المملكة العربية السعودية. من خلال تحليل المحتوى الوصفي لكتب القراءة الإنجليزية للثلاث سنوات من التعليم الثانوي، تكشف الدراسة عن تركيز كبير على مستوى الفهم كأحد مهارات التفكير الأدنى (LOTS)، مما يشير إلى الأولوية التي تُعطى لمهارات الفهم الأساسية مع تركيز أقل على مهارات التفكير العليا (HOTS). بينما تتفاعل بعض الأنشطة مع مستوى التقييم، فإن غياب الأنشطة التي تركز على مستوى الإبداع يشير إلى فجوة كبيرة في تعزيز التفكير الأعلى. تشجع العديد من الأنشطة على الاسترجاع والفهم، كما أن التوزيع غير المتوازن للأنشطة القرائية عبر RBT يبرز الحاجة إلى نهج تربوي أكثر توازناً. تسهم هذه الدراسة في النقاش حول الإصلاحات التعليمية في المملكة العربية السعودية من خلال تسليط الضوء على المجالات الحرجة لتطوير المناهج ودعوة لدمج العمليات المعرفية بشكل شامل لتحضير الطلاب بشكل أفضل لحل المشكلات المعقدة والتفكير الإبداعي في عالم يتزايد في مستوى العولمة.

الكلمات المفتاحية: تصنيف بلوم، التصنيف المعدل لبلوم، مهارة الفهم القرائي، مهارات القراءة، قراءة اللغة الإنجليزية كلغة أجنبية.

Cite as: Alshammari, Jawza Hamed. (2025). Evaluating Cognitive Skills in English Reading Textbooks for Secondary Education in Saudi Arabia. *Journal of Human Sciences at the University of Hail*, 01(26).

Funding: There is no funding for this research..

التمويل: لا يوجد تمويل لهذا البحث.

curriculum design and helps evaluate the level of knowledge covered by educational materials (Voinohovska, 2024). In Saudi Arabia, where significant transformations are occurring in secondary schools, it is crucial to assess how English reading materials assist students in acquiring these skills. This study's objective is to investigate the association between secondary school reading textbooks and Bloom's taxonomy and to evaluate how much they support different levels of cognitive thinking. Understanding the current state of educational resources allows us to identify areas for improvement and ensure that students are equipped with the necessary skills for academic success and lifelong learning.

The significance of study is to enhance the efficacy and design of EFL reading textbooks by incorporating Bloom's Taxonomy. The goal of this study is to improve reading comprehension teaching by examining how textbooks use HOTS. This will assist students not only to remember and comprehend but also analyze, evaluate and create information. This might result in more well-rounded language learners who are more capable of critical thought and problem solving. Furthermore, the results may help educators, curriculum designers and textbook developers understand best practices which could lead to improved learners outcomes.

2. Bloom's Taxonomy

The educational psychologist Benjamin Bloom created Bloom's taxonomy in 1956 as a hierarchical framework for classifying educational goals and objectives (Bloom et al., 1956). This taxonomy provides a systematic approach for describing the different levels of cognitive skills that teachers aim to cultivate in their students (Shah, 2024). It is divided into six levels, ranging from LOTS to HOTS, each representing a distinct type of cognitive engagement. According to Anderson et al. (2001), remembering refers to facts, definitions, or fundamental ideas that are common activities at this level. For example, students may participate in comprehension checks or quizzes. The early reading curriculum usually places emphasis on this core level. Understanding entails interpreting written materials. Activities could involve talking about topics or summarizing chapters. Applying includes reading exercises that ask students to apply knowledge in novel contexts, such as answering prompts or creating reflective essays. Analyzing calls for a

1. Introduction

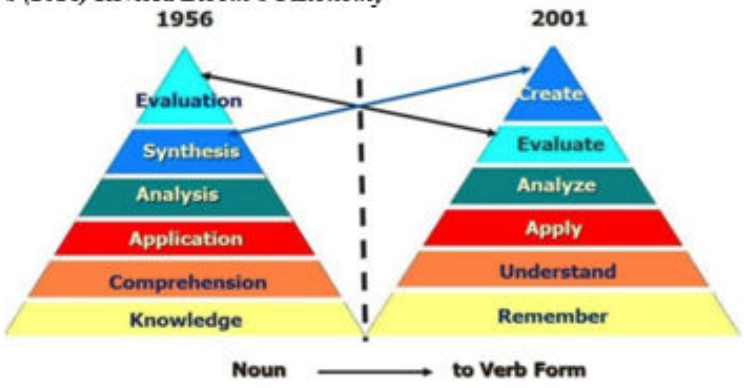
The two most important components inherent in today's globalised educational environment are textbooks and critical thinking abilities. Teachers strongly promote critical thinking abilities in order to push their pupils to develop critical values, creativity, and the need for HOTS (Essalih et al., 2022; Mufidati, 2024). however, numerous teachers heavily rely on textbooks as primary instructional tools, limiting student engagement and opportunities for critical thinking. This reliance on textbooks as primary instructional tools not only restricts the diversity of learning experiences but also affects the cultivation of essential thinking skills crucial in an information-rich world (Muhsin et al., 2023). In many cases, textbooks fails to foster the necessary cognitive development, which is a significant issue for 21st century education.

Successful problem-solving requires not just sufficient subject knowledge but also knowledge of when and how to apply that information (Liu et al., 2004). While memory, understanding, and problem-solving are just a few of the cognitive functions that the human mind uses to sort through and make sense of the enormous volume of information, understanding the interplay between these processes is essential for teachers who want to help their pupils grasp the material more deeply (Asaad, 2023). Moreover, the difficulties associated with cognitive processes can vary significantly among learners. Therefore, by understanding these cognitive skills challenges, teachers can design improved teaching techniques that meet various learning requirements (Arjunaidi & Azid, 2022). Teachers can apply cognitive skills principles in the classroom to create instructional strategies that improve students' critical thinking and learning abilities, enabling them to not only understand texts but also analyze, assess, and synthesize material (Ismail et al., 2022). This all-encompassing approach to education gives students the fundamental abilities needed to prosper in a complex and dynamic world.

In the context of contemporary education, students must acquire critical thinking and cognitive skills to be prepared to handle challenging situations (Arviani, 2023; Sellars et al., 2018). Bloom's taxonomy serves as a framework for

describe what students do at each level. Considering the above, teachers can use Bloom's taxonomy as a valuable tool to develop curricula, design assessments, and encourage critical thinking. In addition, teachers can promote deeper understanding and equip students to solve complex problems in real-world situations by aligning learning activities with the taxonomy's various levels. Bloom's taxonomy's first six primary cognitive thinking domains are knowledge, understanding, application, analysis, synthesis, and evaluation, whereas RBT includes the levels of remembering, understanding, applying, analyzing, evaluating, and creating. The following diagram by Wilson (2016) illustrates the differences between the previous and updated version.

Figure 1
Wilson's (2016) Revised Bloom's Taxonomy



Critical thinking skills are the foundation of a student's development in EFL settings (Alshammari et al., 2021; Melani, 2023). Recognizing this, EFL directors, academics, and editors encourage teachers to incorporate critical thinking into their classes. One effective approach is initiating problem-posing techniques in the classroom, which fosters critical thinking between EFL teachers and learners (Tuan, 2023). Learning a language can also help students develop critical thinking abilities, which are crucial in EFL classes (Yulian, 2021). Moreover, it is acknowledged that the critical thinking categories of analysing, assessing, and creating were first introduced by Bloom's taxonomy (Köksal et al., 2023; Setyowati et al., 2019). Integrating higher levels of cognition may enhance critical thinking skills.

Furthermore, what works for one learner might not work for another since different learn-

closer examination of texts, including argument identification, pattern recognition, and character motivation investigation. Evaluating requires passing judgement on texts, such as discussing theme interpretations or analyzing writers' points of view, which are frequently underrepresented. The highest level is creating, which entails combining knowledge to create unique work, such as crafting new stories or coming up with other conclusions.

Bloom's taxonomy was updated, particularly in the early 2000s, to the RBT, where the basic levels were changed to align with a more dynamic understanding of thinking. The RBT highlights how learning is active by including verbs such as "analyze," "evaluate," and "create," which

2.1 Bloom's Taxonomy and EFL

Bloom's taxonomy is essential for teaching and learning EFL, as it provides teachers with an organized framework to improve cognitive abilities and encourage successful language acquisition. In addition to standard schooling, EFL settings should ensure the use of the revised Bloom's taxonomy's varied lower and higher-order cognitive domains to provide students with essential cognitive abilities (Ulum, 2022). Bloom's taxonomy is a hierarchical concept that divides learning objectives into stages of specificity and complexity. As a process-oriented model, Bloom's taxonomy classification of educational objectives assists teachers in creating measurable learning outcomes, designing engaging learning activities, establishing goals for the development of their critical thinking skills, and assessing their learning (Jaiswal, 2019).

nitive process that incorporates numerous brain functions to decipher the content of the text and help learners successfully operate higher cognitive processes (Buchweitz et al., 2009). Through reading, students are encouraged to interact with texts at various cognitive levels. To promote deeper understanding, exercises can involve summarizing, determining meaning, and assessing the author's intention (Nguyen et al., 2023). Students at all educational levels require reading comprehension skills. However, while literature highlights the importance of reading comprehension skills across all educational levels, there is a significant gap in research regarding the application of RBT as a framework for assessing these skills. This gap suggests a need for research focused on developing assessment methods that integrate RBT, enabling teachers to better gauge and enhance students' reading comprehension abilities. Bloom's taxonomy is a crucial resource for EFL instruction, directing curriculum development, teaching methods, and evaluation procedures. Thus, by emphasizing cognitive development, teachers can establish a more productive and captivating learning environment that equips students with competence and confidence to use English in everyday contexts.

3. Research Questions

1- How do English reading materials for Saudi secondary schools balance LOTS and HOTS according to Bloom's taxonomy?

2- What types of instructional activities are used in English reading materials for Saudi secondary schools, and how do they align with the levels of Bloom's taxonomy?

4. Methodology

Content analysis is the process of classifying and summarizing written and spoken data based on a specific issue or objective, which involves quantifying certain concepts or variables in the data and grouping them by identifying particular meanings (Ari, 2022). This study employed a descriptive content analysis of English reading textbooks created and provided by the Saudi Arabian Education Ministry for secondary school students in Years 1, 2, and 3. The textbooks are Mega Goal 1 student's book for 1st year, Mega Goal 2 student's book for 2nd year, and Mega Goal 3 student's book for 3rd year. Each textbook has 12 units with all four language skills: listening, speaking, reading, and writing. The main

ers have various learning preferences and styles (Refat et al., 2020). Teachers can differentiate instruction according to students' diverse learning styles and capacities using Bloom's taxonomy (Naka, 2017). Teachers can also accommodate the various demands of their students and help them advance at their own speed by designing exercises tailored to target particular cognitive levels (Sofiana, 2024). A categorization concept known as Bloom's taxonomy alludes to cognitive processes that range from basic memory to more complicated tasks like producing. In addition, to encourage active learning, EFL teachers might include exercises that match each level of Bloom's taxonomy. For example, students may participate in debates (evaluating), role-plays (applying), or creative writing (creating), all of which improve language skills and encourage participation (Belarbi & Bensafa, 2020). Bloom's taxonomy of educational objectives is essential in the creation of EFL learning tasks, assessment tools, and course materials related to higher- and lower-level cognitive skills since it is critical to assess how well students comprehend and apply knowledge for meaningful learning (Ulum, 2022). Using Bloom's taxonomy, teachers can modify their classes to fit each student's learning preferences and proficiency levels. Teachers can address the varied needs of students and enable them to advance at their own speed by customizing exercises to target particular cognitive levels (Gul et al., 2020).

Using Bloom's taxonomy helps to increase students' cognitive engagement and encourages deeper learning through teaching the four language skills: speaking, listening, reading, and writing. One of the crucial skills is reading. It is a receptive skill that necessitates students to use both their language and cognitive skills to comprehend the content (Syafitri, 2019). According to Siregar (2023), reading is the process of decoding and understanding textual materials. The process of translating written symbols into spoken words is known as decoding. Moreover, one way to communicate indirectly is through reading. Reading, another aspect of written communication, is the use of texts from media to communicate with others (Hestiana & Anita, 2022). It is a useful method for learning and gaining knowledge in various fields, such as education, science, and technology (Siregar, 2023). It is widely believed that students should work on improving their reading comprehension skills to gain a better understanding of the English language. Reading comprehension is a sophisticated cog-

organized and visualized effectively. The results were compiled into tables and graphs to illustrate the distribution of cognitive tasks across the analyzed texts.

The analysis focused on identifying not only the frequency of each cognitive level but also the relative emphasis on LOTS compared to HOTS. This quantitative data complements the qualitative insights, providing a comprehensive overview of the reading materials' alignment with Bloom's Taxonomy.

6. Results

The updated Bloom's taxonomy hierarchy, which included six levels—remember, understand, apply, analyze, evaluate, and create—was used to assess the data gathered from the three EFL reading textbooks. The analysis was conducted using percentages and descriptive frequencies.

6.1 Distribution of reading activities based on RBT

This procedure was created to address research question 1: How do English reading materials for Saudi secondary school's balance LOTS and HOTS according to Bloom's taxonomy?

The following tables (Tables 1, 2, and 3) show the relationship between RBT cognitive levels and reading textbook activities.

goals are to determine the cognitive levels supported by these texts in learners and evaluate how well they match Bloom's taxonomy. This qualitative study employs descriptive content analysis to examine English reading books for secondary school students, integrating both qualitative and quantitative approaches to assess their alignment with Bloom's taxonomy. The insights gained aim to inform teachers and policymakers about the cognitive development potential of these reading materials.

5. Data Collection and Analysis

The study focuses on the chosen sample of English reading materials used in secondary education. These textbooks were chosen because they were part of the curriculum and met the Saudi Ministry of Education's declared learning objectives. Each book was carefully examined to determine which passages, exercises, and teaching methods corresponded to whatever level of Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.

Content analysis allows for both qualitatively and quantitatively examination of data (Vaismoradi et al., 2013). The frequencies and percentages of each cognitive level identified were calculated to quantify the content analysis findings. This quantitative aspect was facilitated using Microsoft Excel, which enabled the data to be

Table 1
Percentage Distribution of Reading Activities in 1st Class Associated with RBT

Level	*f*	%
Remember	6	14%
Understand	22	52%
Apply	3	7%
Total Percentage of LOTS	31	74
Analyze	2	5%
Evaluate	9	21%
Create	0	0%
Total Percentage of HOTS	11	26%

thinking is understanding (52%). For higher-order thinking, the most frequent level is evaluating (21%). At the levels of creation, however, no occurrences were observed.

Table 1 explicitly demonstrates that 74% of the sample exhibited at least one lower-order thinking characteristic, while about 26% exhibited at least one higher-order thinking characteristic. The most frequent level for lower-order

Table 2

Percentage Distribution of Reading Activities in 2nd Class Associated with RBT

Level	*f*	%
Remember	4	17%
Understand	14	58%
Apply	0	0%
Total Percentage of LOTS	18	75%
Analyze	1	4%
Evaluate	5	21%
Create	0	0%
Total Percentage of HOTS	6	25%

standing (58%). For higher-order thinking, the most frequent level is evaluating (21%). However, a change was detected at the applying and creating levels.

Table 2 demonstrates that 75% of the sample exhibited at least one lower-order thinking characteristic, and about 25% exhibited at least one higher-order thinking characteristic. The most frequent level for lower-order thinking is under-

Table 3

Percentage Distribution of Reading Activities in 3rd Class Associated with RBT

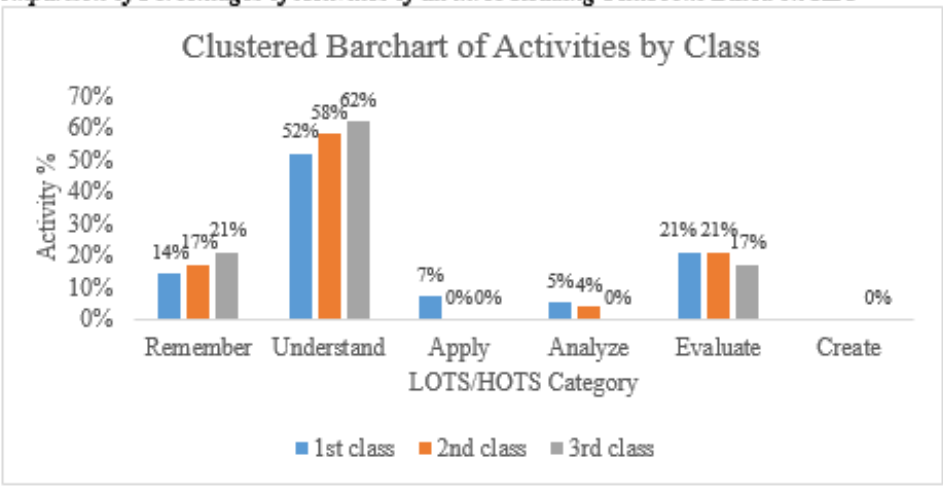
Level	*f*	%
Remember	5	21%
Understand	15	62%
Apply	0	0%
Total Percentage of (LOTS)	20	83%
Analyze	0	0%
Evaluate	4	17%
Create	0	0%
Total Percentage of (HOTS)	4	17

thinking is understanding (62%). For higher-order thinking, the most frequent level is evaluating (17%). No occurrences of applying, analyzing, and creating were observed in the analyzed data.

Table 3 clearly demonstrates that 83% of the sample exhibited at least one lower-order thinking characteristic, while only about 17% exhibited at least one higher-order thinking characteristic. The most frequent level for lower-order

Figure 2

A comparison of Percentages of Activities of all three Reading Textbooks Based on RBT



es, with Class 3 showing the highest proportion at 62%, followed by Class 2 at 58% and Class 1 at 52%. Remembering appears much less frequently, ranging from 14% to 21% across all

Figure 2 illustrates the distribution of LOTS and HOTS reading activities across three classes. Understanding dominates as the most prevalent lower-order thinking category in all three class-

6. 2 Activities used in all three EFL reading textbooks based on RBT

This process examined all activities in the three EFL reading textbooks and noted the association with RBT. The purpose of this procedure was to address research question 2: What types of instructional activities are used in English reading materials for Saudi secondary schools, and how do they align with the levels of Bloom's taxonomy?

Table 4 shows the types of reading textbook activities and RBT cognitive levels.

three classes. According to higher-order thinking, evaluating is the most common, with Class 1 and Class 2 showing 21% of activities, while Class 3 has a slightly lower rate at 17%. Analyzing is less common, with Class 1 at 5%, Class 2 at 4%, and no activities observed in Class 3. The apply and create categories show very low or no activity across all three classes. Specifically, Class 1 shows 7% for applying, while no activities are recorded for this category in Class 2 and Class 3. Figure 2 shows no occurrences of applying for both 2nd- and 3rd-year classes and analyzing in the 3rd-year class. In addition, no activities are reported for creating in any of the three classes.

Table 4
Activities Associated with Reading Textbooks Linked to RBT

Level	Activities
Remember	multiple choice activities matching words with meanings* true or false activities* content analysis word identification
Understand	vocabulary activities comprehension questions sentence completion text annotation paraphrasing* word pairing
Apply	reflection exercises|* discussion activities writing activities vocabulary activities
Analyze	text analysis* reflective writing comparative analysis*
Evaluate	discussion activities* group discussion personal reflection*
Create	N/A

Answer true or false. Rewrite the false statements to make them true.

1. ___ Detective stories are only popular on TV.

2. ___ The success of detective stories is due to a combination of elements.

3. ___ Many elements of a detective story are predictable.

4. ___ All detective stories have an intelligent and charming hero.

5. ___ The formula of detective stories is likely to change in the future.

N/A refers to activities that are not found.

The asterisk (*) signifies examples.

Table 4 outlines a hierarchy of educational activities categorized by cognitive levels based on Bloom's taxonomy. Each level includes specific activities designed to facilitate different types of learning:

Remember: Activities focused on recall and recognition, such as multiple-choice questions, matching exercises, and word identification, help learners retrieve information. Below are examples of data samples:

Apply: Activities such as reflection exercises and writing tasks allow learners to use knowledge in new contexts, reinforcing their understanding through practical application. Examples of samples illustrating the aforementioned levels are shown below:

Reflection exercises

In your own words, write how the different prize winners handled their fortunes.

1. Bud Post

2. Michael Carroll

3. Bob Bradley

(1st year textbook, p. 121)

Analyse: At this level, learners engage in activities like text analysis and comparative analysis, encouraging critical thinking and the ability to break down information into components. Examples are presented below:

Text analysis

Find words in the reading that mean:

1. mysterious and frightening (paragraph 1)

2. creature from another world (paragraph 2)

3. twisting and turning your body like a snake (paragraph 2)

4. causing an explosion (paragraph 3)

5. to talk about something dangerous that might happen (paragraph 4)

(2nd year textbook, p. 197)

Comparative analysis

Look back at the ideas you listed before you read the text. Compare your ideas with the aims in the text and share your comparisons with a partner.

(2nd year textbook, p. 13)

Evaluate: Group discussions and personality reflections foster evaluative thinking, enabling learners to assess and form judgments based on criteria and evidence. Below are examples of data samples:

(3rd year textbook, p. 55)

Matching words with their meanings

Match the words with the meanings.

1. bald

2. to challenge

3. to weave through

4. to hurl

5. to burst

6. to recover

a. to explode

b. to throw with great force

c. to get better

d. having no hair on the head

e. to contest or fight against

f. to move through something by turning and avoiding

(1st year textbook, p. 79)

Understand: This level encourages deeper comprehension through activities like vocabulary tasks, comprehension questions, and paraphrasing, promoting a grasp of concepts and their meanings. The following are excerpts from the reading textbooks:

Paraphrasing

Complete the sentences about the reading in your own words.

1. “In 50 years time, when this car is taken out of the vault, people will.....

2. “If I buy a raffle ticket for the car, I might not.....

3. “When people open the glove compartment in 2007, they.....

(1st year textbook, p. 41)

assessed using multiple-choice questions. The creating level in RBT motivates students to write original works by combining their knowledge and abilities. This could entail producing articles, presentations, or even multimedia projects that assist students in using their language abilities in real-world situations (Tuan, 2023). Importantly, using EFL materials consistent with the most recent version of Bloom's taxonomy improves language competency while also equipping students with the critical thinking and communication skills necessary to excel in a globalized society.

Although creating is pertinent to reading passages in all three textbooks, it is consistently absent and do not occur for a variety of reasons. Given that comprehension is the foundation of reading proficiency, instructional emphasis may be directed towards this area. Instead of focusing on producing original content, many reading exercises above prioritize remembering, understanding, and evaluation (e.g., content analysis, vocabulary activities, discussion activities). This mirrors a prevalent approach in educational contexts, where understanding—rather than creation—is frequently the initial goal (McGeown et al., 2015). Examples of how reading may be creative include writing thematic essays or alternative endings, such as developing new characters. While these exercises may not be considered "reading activities," they include creativity and reading comprehension (Cartwright, 2006). Transdisciplinary projects centred around reading can increase the visibility of the creative process. There are many opportunities to use this HOTS through interdisciplinary approaches and creative projects like project-based learning (Harini, 2021), even though creating may not be explicitly highlighted in standard reading tasks. Engaging students in the creative process fosters creativity and critical thinking, in addition to helping them understand texts better.

One of the most important conclusions drawn from the results is that the activities of all three reading textbooks are distributed unevenly across the levels of RBT. This result aligns with existing literature (Ahmaed et al., 2023; Ramos et al., 2024; Usluoğlu & Toptaş, 2020). It has been noted that certain classes hardly ever include aspects of knowledge or cognitive abilities. These knowledge and cognitive skill characteristics are inadequate, as each cognitive level demands distinct cognitive processes and can vary based on education goals. The unequal distribution of these exercises points to a possible deficiency in

Discussion activities

1. Do you think the technology described in the reading will ever become common? Why or why not?

(2nd year textbook, p. 201)

Personal reflection

In what ways can you 'be accountable and take the initiative' to support Vision 2030 in your city, neighborhood, or school?

(2nd year textbook, p. 13)

Create: This level currently has no occurrence listed activities, suggesting an opportunity for potential development where learners could engage in HOTS by producing original work or ideas.

Overall, the table illustrates a clear progression from basic knowledge recall to HOTS, with a notable emphasis on understanding across all levels. However, the absence of activities at the create level indicates a gap in promoting original thought and creativity. While essential, this focus on understanding suggests a more balanced approach that also encourages learners to engage in HOTS and creative expression.

7. Discussion and conclusion

The purpose of this study is to assess the reading comprehension levels of the lower and higher-level questions included in Saudi EFL textbooks. In general, the reading questions more frequently reflected weaker cognitive ability. However, beyond evaluation, higher levels of thinking were not sufficiently covered. Analyzing and creating, which represent HOTS, were not fully explored in the reading materials, whereas remembering, understanding, and applying—tangible processes of cognition—were explored. This result aligns with Mohammadi et al. (2015), who found no evidence of EFL reading skill development at higher cognitive levels. They explain that the lack of items at the creating level may be due to their productive nature, which makes them difficult to understand in multiple-choice or fill-in-the-blank formats. Mohammadi et al. concluded that when properly constructed, multiple-choice questions can assess aspects of in-depth comprehension. However, they maintained that the synthesis and evaluation levels could not be precisely assessed because creativity and originality could not be readily

ideas or responses based on texts can encourage more thorough engagement and uniqueness. Integrating HOTS of Bloom's taxonomy can provide a more balanced approach to reading assignments that encourage students to think critically and creatively. This integration improves their cognitive abilities, and they are better prepared to tackle difficult challenges in both academic and real-world contexts.

One of the concluding results is the lack of variety in the types of activities of all three reading textbooks, such as in evaluating. This finding echoes the study by Tabrizi and Rideout (2017), which emphasizes the importance of incorporating diverse activities to promote active learning. There are no peer reviews in which students provide constructive feedback on each other's reinterpretations of texts and justify their evaluations, nor is there critical analysis in which students assess the strengths and weaknesses of a text or discuss its effectiveness in conveying ideas or debate in which they can challenge or defend the interpretation of a text based on evidence (Hidayati et al., 2021). This alignment not only supports the theoretical framework of Bloom's taxonomy but also addresses the practical implications for instructional design and student engagement in contemporary educational settings. English teachers and textbook publishers should include more reading text questions to help foreign and second-language English learners improve their productivity using the updated Bloom's taxonomy (Köksal et al., 2023).

The limitation of this study is primarily its narrow scope, as it focuses exclusively on three textbooks freely distributed by the Ministry of Education in Saudi Arabia. This limited selection may not fully represent the diverse educational resources available within the country or the varying pedagogical approaches utilized across different institutions. Consequently, the findings may lack generalizability and may not reflect students' experiences using other textbooks or curricula. The absence of comparative research with other institutions further constrains the study. Exploring how different schools or educational systems implement reading activities could provide valuable insights into effective practices and highlight variations in student engagement and outcomes. Such comparisons could enrich the understanding of how contextual factors influence the development of critical thinking and creativity in reading. Moreover, the study does the development of creative and critical thinking abilities, which are crucial for comprehensive literacy. To address this imbalance, teachers should routinely incorporate HOTS reading assignments to promote a more balanced approach and improve students' overall cognitive engagement with texts. This well-rounded method improves general literacy and engagement by encouraging a more comprehensive understanding of texts and cultivating HOTS abilities.

In EFL reading activities, it is important to move beyond simply focusing on memorization. While remembering is the first level of Bloom's taxonomy, effective EFL reading should engage all levels, including understanding, applying, analyzing, evaluating, and creating. The understanding level is notably prominent in all reading activities in Bloom's taxonomy, likely due to its fundamental function. Students need EFL comprehension to make sense of texts, which directly impacts their capacity to participate in more challenging assignments (Febrina et al., 2019). Many educational frameworks strongly emphasize comprehension as the main objective of reading skills in particular. For example, standards frequently place a high value on abilities like paraphrasing and answering comprehension questions, which require a thorough knowledge of the subject matter. Assessment procedures also reflect this emphasis, as understanding abilities are simpler to gauge and strongly associated with overall academic achievement. Reading exercises primarily targeting the understanding level may hinder students' cognitive growth (Capin et al., 2021). Although comprehension is important, placing too much emphasis on it might hinder the growth of HOTS abilities like applying, analyzing, evaluating, and producing, as outlined in Bloom's taxonomy. Students who interact with HOTS are more likely to understand the material and use it in novel situations. For instance, application-orientated activities help students connect concepts to real-world scenarios, increasing their retention and relevance. By helping students assess facts, recognize biases, and dissect arguments—all vital skills in today's information-rich world—text analysis promotes critical thinking (Voinohovska, 2024). Additionally, evaluating pushes students to form views on the content's quality or dependability, which fosters a more critical reading approach. This is particularly important at a time when misinformation is widespread. Furthermore, promoting creativity through tasks that call for developing original

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not investigate other cognitive or critical thinking scales that could be applied to the same textbooks. Beyond what Bloom's taxonomy can capture, scholars could obtain a more thorough grasp of how these texts foster different levels of cognitive involvement by looking at other frameworks. Future research could explore these dimensions to better assess the effectiveness of reading activities in fostering HOTS among students. In addition, while this study provides valuable insights into the specific textbooks analyzed, the limitations regarding its scope, the need for comparative studies, and the exploration of additional cognitive frameworks highlight areas for further investigation to enhance the understanding of reading education in Saudi Arabia.

Textbook activities of EFL reading skills in Saudi secondary education should be updated to accommodate various cognitive levels, encouraging learners to engage more profoundly with texts. Although the creating level of Bloom's taxonomy may not be heavily emphasized in conventional reading activities above, there are many chances to use HOTS abilities through multidisciplinary approaches and creative projects. These exercises improve students' comprehension of literature, which also encourages critical and imaginative thinking. The unequal distribution of learning activities among Bloom's taxonomy levels suggests a possible deficiency in the development of critical and creative thinking abilities, which are necessary for thorough reading competency. Instructors should consistently incorporate HOTS reading assignments to support a balanced approach and improve students' general cognitive engagement with texts. Moreover, emphasizing the importance of training and professional development can enhance outcomes. Students can effectively address academic and practical difficulties by using this method to hone their critical and creative thinking skills.

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Eighth year, Issue 26
Volume 1, June 2025

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