T.C.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
ENGLISH LANGUAGE EDUCATION PROGRAMME

AN EVALUATION OF SECONDARY SCHOOL PREPARATORY CLASS ENGLISH PROGRAM FROM THE PERSPECTIVE OF BLOOM'S REVISED TAXONOMY

MASTER'S THESIS

CANAN YURDAKUL GÜDE

SUPERVISOR
ASSIST. PROF. DR. NESLİHAN ÖZKAN

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BİLDİRİM

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Canan YURDAKUL GÜDE
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Canan YURDAKUL GÜDE

ÖZET

YURDAKUL GÜDE, Canan. *Ortaöğretim Hazırlık Sınıfı İngilizce Öğretim Programının Yenilenmiş Bloom Taksonomisine Göre Değerlendirilmesi*, Yüksek Lisans Tezi, Ankara, 2020.

Eğitimde program çalışmaları çerçevesinde yapılan uygulamalar, kalite ve niteliğin artmasında büyük rol oynamaktadır. Bu çalışmaların önemli bir basamağı olan değerlendirme basamağı eğitimsel faaliyetlerin iyileştirilmesi ve geliştirilmesi sürecinin hayati bir bileşenidir. Değerlendirme, sistematik araştırmalardan gelen, belli kriterlere dayanarak yürütülen ve sonunda değerlendirilen şeyin etkinliği hakkında görüş elde edilen bir süreçtir. Bloom taksonomisi de bu amaç doğrultusunda sıklıkla başvurulan ve eğitim programlarının kazanımlarını, ders etkinliklerini, kitaplarını ve sınav sorularını değerlendirmek amacıyla kullanılan bir sınıflandırma biçimidir. 1956'dan bu yana kullanılan Bloom'un taksonomisi 2001 yılında güncellenerek iki boyut kazanmış ve günümüze kadar birçok değerlendirme çalışmasına katkı sağlamıştır. Bu çalışmada ise, 2016 yılında güncellenen Ortaöğretim Hazırlık Sınıfı İngilizce ders programındaki kazanım ifadelerinin Bloom'un yenilenmiş taksonomisinin bilişsel süreç ve bilgi boyutuna göre değerlendirilmesi amaçlanmıştır. Nitel yöntem çerçevesinde gerçekleştirilen bu çalışmada veriler doküman analizi kullanılarak toplanmış ve içerik analizi yoluyla analiz edilmiştir. Bu süreçte ders programındaki becerilerin kazanım ifadeleri, yenilenmiş taksonominin bilişsel süreç basamaklarının gösteren fiil listesi kullanılarak analiz edilmiş, aynı zamanda yenilenen taksonomi tablosundaki bilgi boyutlarına uygun düşecek yerlere göre sınıflandırılmıştır. Bulgular betimleyici analiz çerçevesinde yüzde ve sıklık değerleri hesaplanarak tablolar halinde sunulmuştur. Çalışmanın sonuçları, bilişsel süreç bakımından ele alındığında Ortaöğretim hazırlık sınıfı İngilizce ders programındaki kazanımların alt ve üst düzey düşünme becerileri bakımından homojen olarak dağılmadığı, kazanımların alt düzey düşünme becerilerinden olan 'anlama' ve 'uygulama' basamaklarında yoğunlaştığı göstermiştir. Bilgi boyutu bakımından ise kazanımların çoğunlukla kavramsal bilgi basamağında yer aldığı, ve

bilişötesi bilgi boyutuna hiç yer verilmediği saptanmıştır. Bu sonuçlar ışığında öğretmenlere, program geliştiricilerine ve araştırmacılara önerilerde bulunulmuştur.

Anahtar Kelimeler: Program Değerlendirme, Kazanımlar, Ortaöğretim Hazırlık Sınıfı İngilizce Programı, Bloom’un Yenilenmiş Taksonomisi.

ABSTRACT

YURDAKUL GÜDE, Canan. *An Evaluation of Secondary School Preparatory Class English Program from the Perspective of Bloom's Revised Taxonomy,* Master's Thesis, Ankara, 2020.

Program studies in education play a significant role in increasing the quality. The evaluation studies which are important parts of these studies are a vital component of the process of improving and developing educational activities. Evaluation which is the process of obtaining an opinion about the effectiveness of what is evaluated comes from systematic research and it is carried out on the basis of certain criteria. Bloom taxonomy is a form of classification that is frequently used for this purpose, and is used to evaluate the outcome statements, course activities, books and exam questions of educational programs. Bloom's taxonomy which has been used since 1956 has gained two-dimensional structure by a revision in 2001 and has continued to contribute to many evaluation studies until today. In this study, it is aimed to evaluate the outcome statements of Secondary School Preparatory Class English program across the cognitive process and knowledge dimension of Bloom's revised taxonomy. The study has been conducted in a qualitative research design. The data have been collected through document analysis and analyzed through content analysis. In this process, the outcome statements in the program have been analyzed using the verb list showing the cognitive process dimensions of the revised taxonomy. At the same time, they have been classified into the taxonomy table to determine their place in respect to knowledge dimensions. The frequency and the percentages of the findings have been calculated and presented through tables. Findings of the study show that the outcome statements in the Secondary School Preparatory Class English program are not homogeneously distributed in terms of lower and higher level thinking skills. They are mostly categorized into the lower order thinking skills (remembering and applying) across the cognitive process dimension. In terms of knowledge dimension, it is concluded that the outcome statements mostly focus on the conceptual knowledge level, whereas none of the outcome statements is detected to

develop students' metacognitive knowledge. In the light of these results, some suggestions have been given to teachers, program developers and researchers.

Keywords: Program Evaluation, Outcome Statements, Secondary School Preparatory Class English Program, Bloom's Revised Taxonomy.

TABLE OF CONTENTS

Page Number:

ABBREVIATIONS

MoNE	: Ministry of National Education
OBT	**:** Original Bloom’s Taxonomy
BRT	: Bloom’s Revised Taxonomy
CEFR	: Common European Framework of References
YÖK	**:** The Council of Higher Education
CIPP	**:** Context, Input, Process, Product Evaluation Model
UCLA	: Alkin’s Program Evaluation Model
LOTS	**:** Lower Order Thinking Skills
HOTS	**:** Higher Order Thinking Skills

LIST OF TABLES

Page Number:

LIST OF FIGURES

Page Number:

CHAPTER 1

INTRODUCTION

This chapter presents some background information about the study titled as "An Evaluation of the Secondary School Preparatory Class English Program from the Perspective of Bloom's Revised Taxonomy". In this respect; statement of the problem, the purpose and the significance of the study, the research questions that are aimed to be answered along with the definitions of the key terms, assumptions and limitations are provided.

1.1. BACKGROUND OF THE STUDY

Language is one of the most important elements that enables the individual to communicate with the outside world. Transferring thoughts, feelings, culture and traditions through language depends on how well the individuals express themselves both in their mother tongue and in a foreign language. In this regard, education can be considered as the most important contributor to the language development. Education has a multi-dimensional perspective whose components are connected to each other strictly. All of these components should be consistent with each other through a well prepared plan and organization. When the planning dimension of education is taken into consideration, educational programs come to the front. Educational programs guide the instructional activities to manage the education process in a system and in a dynamic structure. Dynamic structure of it requires them to be revised periodically and objectively and changes should be done on them when necessary (Girgin, 2011). As Bowe, Ball and Gold (2017) stated, since continuous developments, changes and increasing expectations of the individuals in the 21st century bring about the need of regulation in education and obliges to evaluation of the programs at regular interval (as cited in Öztürk, 2019) Especially evaluation of the outcomes of the programs plays a crucial role in determining the quality of the program and to deciding the extent of contribution to the student's cognitive knowledge. In this regard, the Ministry of National Education (MoNE) revised the programs taking the issue of fulfilling the needs of the 21st century students into consideration and along with the other subjects, Secondary School English program has been updated after a long-term and comprehensive research conducted by experts, academicians and policy makers (Öztürk, 2019).

Secondary School English program is basically built on developing different competences by integrating authentic and meaningful tasks and emphasizing more on communication instead of memorization of the structures as learning process involves a hierarchy of skills ranging from processing information, constructing, understanding, and applying knowledge into real life to solve problems and synthesize the previous and new ones cognitively (Hoque, 2016). This kind of processing requires the respective activation of lower order thinking skills (LOTS) and higher order thinking skills (HOTS), which are remembering, understanding, applying, analyzing, evaluating, creating as it is shown in Bloom's taxonomy.

Bloom's taxonomy has preserved its importance since the 1950s in the field of education. It has been one of the most referenced sources by researchers and programmers in organizing well-designed learning outcomes and activities (Seddon, 1978; Forehand, 2005). Although alternative taxonomy studies to original Bloom's taxonomy (OBT) have been conducted, Bloom's has always kept its importance by inspiring a number of new theoretical and experimental researches in education.

OBT, which is one of the cornerstones of education, has gone through some revisions in time by transforming into Bloom's revised taxonomy (BRT). BRT still highly focuses on cognitive process dimension of learning by deepening itself in terms of knowledge dimension, but it still maintains its primary purpose of classifying instructional outcomes in a certain systematic way (Anderson, et al., 2001). In the light of the background information provided above, examining the quality of the outcome statements of the Secondary School preparatory class English program in the frame of Bloom's revised taxonomy constitutes the base of this study.

1.2. STATEMENT OF THE PROBLEM

Teaching English has always been an important issue in Turkey and it is also regarded to be a highly problematic issue because of some drawbacks like ineffective educational policies, ill-planned instructional activities, traditional teaching methods etc. Such kind of things can be regarded as the primary reasons of failure in English language teaching (Dinçer & Yeşilyurt, 2013). To be able to handle these, several steps have been taken so far. Especially for foreign language education, the new system adopted by MoNE declared that 2nd grade in primary school would be the first year that English course is introduced to the students rather at the 4th grade as it used to be. This has resulted fundamental revision not only in primary school English program but also in Secondary School including grades from preparatory class to 12th grade. As a result, the outcome statements, the range and the types of tasks, the nature of the assessment and assessment tools have been revised in line with the major philosophy that the new programs adopt (Öztürk, 2019, p.2).

Taking the Secondary School English language program into account, a detailed analysis and evaluation for determining its strengths, weaknesses and appropriateness in the frame of the outcome statements is essential. Determining how well the different components of the program in harmony with the specified criteria and categorizing the outcome statements of preparatory class from the perspective of Bloom's Revised Taxonomy can contribute a lot to the future revisions on the program, which necessitates this study.

1.3. PURPOSE OF THE STUDY

This study aims to evaluate the outcome statements in Secondary School Preparatory Class English program from the perspective of Bloom's revised taxonomy (BRT). By doing so, it is aimed to provide substantial information about to what extent is the Secondary School Preparatory Class English program aligned with the knowledge and cognitive process dimensions of BRT. In order to raise qualified individuals in language education, minister of National Education (MoNE) aims to enable students to become individuals who are able to not only use what they have learned, but also combine what they have acquired with their life and synthesize them with their previous knowledge. Therefore, it is intended to reveal the distribution and frequency of the cognitive process and knowledge dimension in revised taxonomy with regard to outcome statements of the target program. The reason for focusing on Secondary School English program is that this program is formed as a continuation of the program conducted from the 2nd to the 8th grade, so the expectation from students to have a good command of English increases. Therefore, besides aiming to develop four basic skills in a balanced way, this program focuses on students at this level to be able to synthesize their knowledge and culture by being more conscious about their own learning processes and communicate them in an active, productive and functional way (MoNE, 2016). So, it is crucial to provide concrete information to what extend the Secondary School preparatory class English program with such important goals is compatible to BRT. In this scope, following research questions are aimed to be answered by the end of the study:

1. What is the distribution of the outcome statements in secondary school preparatory class English program from the perspective of Bloom's revised taxonomy?

1a. What is the distribution of the outcome statements for listening skill across the cognitive process and knowledge dimensions of the taxonomy?

1b. What is the distribution of the outcome statements for reading skill across the cognitive process and knowledge dimensions of the taxonomy?

1c. What is the distribution of the outcome statements for speaking skill across the cognitive process and knowledge dimensions of the taxonomy?

1d. What is the distribution of the outcome statements for writing skill across the cognitive process and knowledge dimensions of the taxonomy?

1e.What is the distribution of the outcome statements for pronunciation across the cognitive process and knowledge dimensions of the taxonomy?

1.4. SIGNIFICANCE OF THE STUDY

As Rea-Dickins and Germaine (1998) states that systematic evaluation is in the center of a program. Evaluating a program makes it feasible to determine the level of alignment between the outcomes, activities, assessment tools and the major philosophy behind it. What is more; it allows teachers, policy makers and material developers to speak the same language as evaluation and categorization of the outcomes and activities within the scope of a specific taxonomy system makes the whole process more organized (Öztürk, 2019). Bloom's taxonomy has proved to be successful for this purpose by being the most frequently used and referenced taxonomy compared to other classification systems. Furthermore, the revised taxonomy table has a special structure that provides a vivid, certain and visual representation of the alignment among standards educational objectives, products, and activities (Krathwohl, 2002). In addition, revised taxonomy includes both lower order thinking skills together, which are remembering, understanding and applying and higher order thinking skills called analyzing, evaluating, creating. The students need to reach all these skills during their learning process. However, Koch (2016) states that learners generally does not have the opportunity to learn deep concepts, so higher order thinking skills does not activate. According to Öztürk, taking the student-centered learning into consideration, it can be concluded that although the new Secondary School English program has been planned to improve students' higher order thinking skills through well-designed learning outcomes and compatible activities with them, the studies conducted in Turkey and abroad indicate that the educational programs, course book activities and classroom activities are not successful at achieving this aim (2019, p. 4).

In addition to this, another dimension that shows the significance of this study is that it has been determined that such a study has not been conducted before when searched with the keywords "English Teaching Program, Evaluation, Secondary Education English Program, Revised Bloom Taxonomy, lower/higher thinking skills and Cognitive Domain" in YÖK National Thesis Center, DergiPark and Turkish Academic Network and Information Center Database. As a result of these, this study is believed to contribute to the Secondary School Preparatory Class English program to identify the weaknesses and strengths of the outcomes by determining which stage of skills they serve and it is believed that the findings will provide an insight to program developers, policy makers, course book writers and teachers.

1.5. ASSUMPTIONS AND LIMITATIONS OF THE STUDY

The outcome statements of the Secondary School Preparatory Class English program are the heart of the study, so during the teaching process at schools, it is assumed that materials and tasks prepared and implemented accordingly during the teaching process at schools.

When it comes to the limitations of the study; firstly, this study is limited to the outcome statements for four main skills (reading, writing, speaking and listening) and pronunciation in the Secondary School English program.

Another limitation is that even if there are other classification systems in program evaluation studies like Structure of Observed Learning Outcomes Taxonomy by Biggs and Collis (1982) and Fink's Taxonomy of Significant Learning (2003), this study is conducted within the framework of Bloom's Revised Taxonomy.

1.6. DEFINITIONS OF KEY TERMS

Educational Program: A term that is commonly used to mean what schools teach and it includes philosophical, social and administrative choices that contribute to the planning of educational activities (Eisner, 2002).

Program Evaluation: An organized process to collect and analyze some relevant information in a program for judging and assessing the effectiveness of it to promote its improvement (Nichols, Shidaker, Johnson & Singer, 2006).

Learning outcomes: Precise statements of what faculty expects students to know and to be able to do in some measurable way as a result of completing a program, course, unit, or lesson (Huba and Freed 2000).

Taxonomy: The science of classification; sequencing or classifying principles, objects or target behaviors gradually from simple to complex, concrete to abstract, easy to complex difficult known to unknown (Sözer, 2005).

CHAPTER 2

LITERATURE REVIEW

In this chapter, detailed information about the basics of this study are provided. To start with, some definitions of the concept of a program and the basics of the Secondary School Preparatory class English program are detailed. Moreover, the scope of program evaluation is discussed from various aspects such as purposes of evaluation and some primary program evaluation models. Following this, the literature on Bloom's Original Taxonomy is covered including detailed information on taxonomy concept, the structure of the taxonomy, the reasons that led to the revision of the taxonomy, the structure of the revised taxonomy and the differences between the original and the revised versions by referring to the new dimensions of it. Moreover, a review of literature regarding evaluation studies in respect to Bloom's revised taxonomy conducted in Turkey and abroad are provided.

2.1. EDUCATIONAL PROGRAM

The definition of an educational program arises from the planned feature of the instruction concept. The concept of program in education is categorized under some titles as educational program, curriculum, training program, course program. However, the educational program is the broadest term among them (Yüksel and Sağlam, 2014, p.6). Various program definitions have been made in the related literature. According to Demirel (2015, p. 6), a program is the full of experiences that cover all the activities related to teaching of a course consisting of the course contents, subject lists, outcomes, and the mechanism of all of them. It can also be called as a curriculum that is planned for the individuals at school or outside the school. It is a mechanism that covers all activities related to the experiences that should be gained by individuals. Wiles and Bondi define the program as a development process based on a special philosophy. In this process, students' skills are evaluated, possible teaching methods are taken into account, strategies and assessment tools to be implemented are determined and these are organized according to the goals determined beforehand (2014, p. 142). From another perspective, a program is the plan of all experiences involving the learning of students in and out of school (Marsh and Willis, 2003, p. 4). For the same concept, Ornstein and Hunkins (2018, p. 6) claimed that they are action plans that include the strategies determined in order to achieve the goals. Joint committee gives another perspective to the definition of a program and states that it is much more than a set of activities (2010). They explain a program as a set of planned systematic activities using managed resources in order to achieve determined goals related to specific needs of specific and identified individuals or groups in specified contexts resulting in documentable outputs, outcomes and impacts with investigable costs and benefits. As a summary of all these definitions, a program can be defined as the plan to provide learning opportunities to those who will be trained, and it is the design of every step prepared carefully to achieve educational purposes.

Programs are built on four main elements: objectives, content, learning-teaching process, evaluation and assessment. The objectives in an educational program are the features like knowledge, skills, values, attitudes etc. to be acquired by individuals within a certain plan in process. Some of these features can be observed and all can be assessed through learning experiences (Demirel, 2012). Therefore, the objectives affect other elements of the program. In this sense, according to Bloom (1956), the question of " What educational goals or objectives are aimed? should be emphasized because this question highlights the most influential element in all other stages of the program, which is the objectives.

Yalden (as cited in Sarı, 2003) touched on another important aspect of the educational programs and he discussed whether the most effective and the best program can exist or not. He expressed his opinion on this matter by stating that there could not be a program that was accepted by everyone. According to him, each program developer should consider the goals s/he wants to reach and plan the appropriate program model accordingly. From this point of view; since the objectives, needs and experiences of each class will be different from each other, it would be more useful to study on "the program that will match the goals best" instead of "the best program". The evaluation studies of programs matters at this point.

2.1.1. Secondary School Preparatory Class English Program

As Turkish Ministry of Education initiated a noticeable revision in its foreign language policy by introducing English to learners in the 2nd grade, some updates and regulations that were implemented in the Primary School English Program resulted in a revision in the Secondary School English Program, too. These primary principles of the secondary school English program along with the details about preparatory class are elaborated in following aspects.

To start with, the teaching program for English has been prepared in line with the general goals of Turkish National Education as defined in the Basic Law of the National Education along with the Main principles of Turkish National Education (MoNe, 2016). The main goal of the Secondary School English Program including all grades from the preparatory class to 12th grade is to engage learners of English in stimulating, motivating, and enjoyable learning environments so as to let them become more effective and motivated communicators in English. Under the supervision of their teachers, learners are required to contribute to the selection of materials and task design as they are expected to act as decision makers and reflective learners in their own learning process (MoNE, 2016). This rationale comes out of the fact that the personal dimension of the adolescences' need to feel connected and active. Therefore, appropriate challenge factor is suggested to be included in learning environments. In this regard, Crawford (2007) states that when connections are made between different content areas and their personal experiences, the learners cognitive and affective capabilities are enhanced better.

Next, there are several interdependent language teaching and language learning principles taking place in this program. As English's being lingua franca and international language, and its being used mostly as the language and science, the program is designed for learners to be productive, active and independent users of the language. Besides the grammatical competence; discourse, communicative, sociolinguistic and strategic competence (Canale and Swain, 1980) are highlighted more than previous programs as effective communicative competence has remained to be the problem of many learners in Turkey (MoNe, 2016). Therefore, functions of the language and four skills are aimed to be taught in an integrated way.

In the program, parallel to the needs of students' improving communicative competence, another crucial point is highlighted, which is the issue of authentic assessment. Even if we teach communicatively, learners' output is not assessed in this way, so learners are asked to show what they can do and produce rather than what they are able to recall or reproduce (Huerta- Macias, 2002). This point is also what is referred in Bloom's revised taxonomy with regard to cognitive process and knowledge dimensions.

Besides that, collaboration among students is encouraged more than competition within the frame of this program because collaborative activities are more compatible with the natural process of language learning in which learners have to interact with each other to negotiate meaning and practice interpersonal skills that are necessary to become better communicators (Crawford, 2007) as cooperation meets the needs of adolescent learners more than competition in a safe learning environment. In this regard, learners are intended to get support and guidance from their peers, as well.

Fostering learner autonomy is another principle touched in Secondary School English program. Learners are encouraged to be reflective in their own way of learning by recognizing and assessing their own needs, strengths, weaknesses as effective managers (Penaflorida, 2002). To increase their autonomy, they are required to be active in the decision making process especially in providing supplementary materials, which can motivate them easier toward the course.

When it comes to design of the program, eclectic approach was implemented to the process of language learning and teaching. That is, no single method was completely adopted. Instead; different teaching and learning methods were followed. Also, tasks were incorporated to the curriculum and their selection was done in relation to the theme and functions presented in the unit (MoNe, 2016).

When taking a deep look into the preparatory class English program, one of the most prominent principles included in it is interrelated themes within the units. There are 20 units in preparatory class program and thematic unit organization is adopted for each of them. Thematic unit organization encourages learners to make easier connections with language, social issues, and personal concerns (Crawford, 2007). The themes were chosen based on the topics that students are familiar with in their daily lives such as animals and nature, television, school life, foods and drinks etc. Furthermore, material designers built meaningful relationships between home and target culture by taking the names, places, values customs into consideration carefully.

In addition to the thematic organization of the units and language functions, four main language skills; which are reading, writing, listening, speaking are emphasized equally. Some focus on explicit pronunciation is included, as well. The selection of the functions for each skill was implemented in accordance with the descriptors of The

Common European Framework of Reference for Languages (CEFR). Council of Europe (2001) defines the CEFR as follows (as cited in Öztürk, 2019):

> The Common European Framework provides a common basis for the elaboration of language in terms of syllabuses, curriculum guidelines, examinations, textbooks etc. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Council of Europe, 2001, p.1).

In the program, the principles of CEFR were adhered in a flexible way as the functions of the language cannot be strictly ordered in real life use (MoNE, 2016). Also within the frame of CEFR, the intended level for preparatory class in 20 weeks of instruction is B1 as learners are accepted as A1 level of learners when they start the secondary school when taking the differences in their background knowledge into consideration. According to the official CEFR guidelines (2001), B1 level is defined as follows:

1. Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
2. Can deal with most situations likely to arise while travelling.
3. Can produce simple connected text on topics which are familiar or of personal interest.
4. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

What is aimed and required by B1 level in secondary school preparatory class English program is summed up as it is stated below.

In terms of the syllabus design, the preparatory class English program can be regarded as a "multi-syllabus" (McDonough and Shaw, 2003), containing different elements of other syllabus types like functional and skill based syllabus at varying degrees. Different parts of language such as structures, pronunciation, and vocabulary relevant to the themes are presented in this way.

Lastly, instructional design of the preparatory class English program is touched on. While the first academic term is intended to revise most of the content learnt up to the 8th grade English program, the second term includes new language functions that enable the students to achieve smooth transition to the 9th grade program (MoNE, 2016).

When the overall structure of the secondary school preparatory class English program is taken into consideration, it can be concluded that learners' being reflective, autonomous and competent language users is emphasized much. To serve this purpose, the outcomes of the program are designed and revised to foster metacognition and higher order thinking skills. In this regard, this study aims at determining the extent and the level of alliance between the outcome statements of the preparatory class and Bloom's revised taxonomy.

2.2. PROGRAM EVALUATIONS AND ITS PURPOSES

In its simplest form, evaluation means determining the value of something and a typical dictionary definition of evaluation is "to determine or fix the value of: to examine and judge". Early in the development of the evaluation studies, an evaluation is defined as a purposeful, systematic, and careful collection and analysis of information used for the purpose of documenting the effectiveness and impact establishing accountability and identifying areas needing change and improvement by Scriven (1967). Besides this broad explanation, different definitions are given in the literature for evaluation. According to Fitzpatrick, Sanders and Worthen, evaluation is the implementation of a set of predetermined criteria to demonstrate the value of something (2004). From the perspective of another definition, evaluation is the information that comes from systematic research and finally decision makers get an opinion about the effectiveness of what is being evaluated (Weir & Roberts, 1994). According to this definition, it can be stated that a set of predetermined criteria is another key term for a better and systematic research. Program evaluations based on the definition of program and evaluation terms basically mean examining programs to make improvement suggestions (Lynch, 2003). Program evaluations are conducted to assess the quality of a program and serve two main functions: to evaluate process efficiencies and to evaluate program outcomes (McNeil, 2001, p.24). Program evaluation can focus on program effectiveness. Typically, this is referred to as "summative evaluation" (Scriven, 1967). Program evaluation can also focus on program improvement. Traditionally, this has been labeled as "formative evaluation". In addition, program evaluation can focus on informing decisions about future program development. In this respect, evaluation is the most important part of getting feedback from educational activities (Özcan and Oluk, 2007).

To be able to conduct an effective evaluation studies, a program evaluator needs to use some crucial inquiry and judgment methods according to Fitzpatrick, Sanders and Worthen (2004). These methods include determining the criteria and standards for judging quality, deciding if those standards are sufficient or not, collecting relevant information, and applying the standards to decide the value, quality, utility, effectiveness or significance. They all are used to get recommendations to optimize the evaluation object with regard to its intended purposes or to determine whether the evaluation object is worthy of adoption, continuation, or expansion. To sum up, a necessary part of an evaluation is to decide whether to adapt, change or expand the evaluated material.

Program evaluation can be beneficial in a variety of context. It can help develop a concrete understanding of a program's intended outcomes, or it can promote an analysis of the program's efficiency. Even sometimes program evaluation can touch on more complex issues; not only focusing on establishing cause and effect relationship between the expectations and outcomes, but also they are increasingly utilized for making program decisions that relate to effectiveness and adequency by producing a basis for a comparison between similar programs (Rossi , Lipsey and Freeman, 2004). When the evaluation studies provide feedback about the processes, it is inevitable for reconstructing the system of the program (Büyükalan, 2002).

Program evaluations are conducted for many purposes depending on the goals of the researchers. Fitzpatrick, Sanders and Worthen (2004) summarized them as to collect, analyze and interpret the information in systematic and objective processes. Paralel to this, Scriven (1996) argued that evaluation has a single goal or purpose: to determine the worth or merit of whatever is evaluated. According to McNamara (2008), program evaluation more specifically deals with collecting and documenting information about a particular program to enable valid decision making to a particular aspect of that program. Moreover, Posavac and Carey (2003) listed the purposes of program evaluation as assessing unmet needs, measuring the results, comparing the target program with alternative programs, maintaining quality and providing information to improve the negative effects of the program. For them, the main purpose of program evaluation is to assess the extent to which a program has achieved its intended results. The main questions addressed are: What has changed as a result of this program? Has this program made a difference? How are the lives of program participants better as a result of the program?" These questions can be applied during process of program evaluation for getting more objective results. McNeil (2001) touched on another point about the purposes of program evaluation and he stated that evaluation is to improve the quality of a program by comparing the results with the intended program objectives. Effective assessment involves a continuous, ongoing process to identify successful aspects of the program and to discover the elements that need improvement and further development. According to Fitzpatrick, Sanders and Worthen, the ultimate goal of program evaluation is to arrive at a definite, objective and valid conclusion regarding specific objectives and questions related to a program's overall effectiveness (2004). These evaluations provide information for decisions concerning future programming and today many evaluators see evaluation being used for program and organizational improvement in new ways.

In conclusion, it can be stated that evaluation serves many different purposes. Its main purpose is to decide merit or worth, but it serves many other crucial purposes, too. These include assisting programmers, teachers, evaluators or researchers in decision making for improving programs and adding to our base of knowledge whether to continue programs, to initiate new programs, or to change the structure of a program.

2.3. PROGRAM EVALUATION MODELS

Evaluation process of any program can be carried out depending on how the program in this process is planned to be assessed. According to Posner (2004), in the evaluation process of programs it is necessary to ask the correct questions within the framework of correct approach or perspective. There are many different types of evaluation models depending on the objects or programs being assessed and purpose of evaluation, as in recent years, several evaluators have attempted to categorize evaluation theories for different purposes. Evaluators should be familiar with the various models in order to choose the approach or elements of approaches most appropriate for the specific program they are evaluating and its context. The appropriateness of a program evaluation model has a direct relation to nature of information that is being sought. The decision about the model to be used is based on a combination of a methodologies considered and information needed (Fitzpatrick, Sanders and Worthen (2004). The leading program evaluation models are Stufflebeam's CIPP Model, Kirkpatrick's Four Level Model

(Framework), Provus' Discrepancy Model, Alkin's UCLA Model and Tyler's Behavioral Objectives Model.

2.3.1. Tyler's Behavioral Objectives Model

Tyler's Behavioral Objectives Model was born out of the Objectives-Oriented Evaluation Approach. The distinctive aim of the objectives-oriented evaluation approach is that the evaluation focuses on the extent to which the purposes or objectives are achieved. The evaluators may work on articulation of the program objectives, goals or standards. Therefore, to determine whether some or all of the program objectives are achieved and if so, how well they are achieved is the prominent part of this approach.

Tyler's Behavioral Objectives Model out of this approach was developed by between the years 1933-1941 and became the focus of many models that were developed later. Tyler regarded objectives as a way for teachers to define what they wanted students to learn. By stating objectives in terms of what students should be able to do, Tyler believed that teachers could more effectively plan their curricula and lessons to achieve those objectives, so the objectives of the planned education activities are at the center of this model (Erden, 1998).

Tyler (1949) considered evaluation to be the process of determining the extent to which the objectives of a program are actually being achieved. His way of evaluation followed these steps:

1. Determine broad goals or objectives

2. Categorize and define goals or objectives

3. Find situations in which achievement of objectives can be shown.

4. Develop or choose suitable assessment techniques

5. Collect data on performance

6. Compare outcomes with stated objectives (Fitzpatrick, Sanders and Worthen (2004).

The result driven from the steps below can conclude that this model requires a process of determining to what extent the objectives achieve its goals through the applied program. It is stated that the evaluation should be the process of understanding whether learning experiences are managed in accordance with the desired results and detect the strengths and weaknesses of the program (Tyler, 1949). In this way, it can be possible to see what needs to be improved. It means, discrepancies between performance and objectives would lead to modifications intended to correct the deficiency, and the evaluation cycle would be repeated. Therefore, in this model, more result-oriented (summative) assessment tools are used and more emphasis is given on the output rather than the developmental process of learning.

The evaluation model used in this study is Tyler's Behavioral Objectives Model. The aim of this study is to evaluate Secondary School Preparatory Class English program from the perspective of Bloom’s revised Taxonomy and to assess to what extent the outcomes of the program match the cognitive process and knowledge dimension defined in the taxonomy, so Tyler's Behavioral Objectives Model is suitable for this research in terms of focusing on stated program outcomes.

2.3.2. Stufflebeam’s CIPP Model

CIPP model is one of the oldest and thoroughly tested models which was developed by Stufflebeam in the late 1960s. The model was created for improving and achieving accountability for the United States school programs. The model is defined as “a comprehensive framework for guiding evaluations of programs, projects, personnel, products and evaluation system” (Stufflebeam, 2003, p.31). CIPP model has four dimensions; which are context evaluation, input evaluation process evaluation and product evaluation.

As Fitzpatrick, Sanders and Worthen (2004) stated, context evaluation serves for planning decisions. In this stage, what is concerned is studying the context for a program that has not been planned, determining the needs and problems of students, deciding assets and qualifications addressing these needs and clarifying the goals and intended outcomes for a program. During the input evaluation, the evaluators are required to choose a particular strategy to carry out to resolve the problem and decide on how to conduct it. At the process evaluation stage, what is implied is the implementation of decisions. For this, when the program begins, key evaluation questions are asked concerning about these issues such as; whether the program is implemented as planned, whether there are obstacles preventing its success and whether some revisions are needed. Once these questions are answered, the process can be monitored and adapted more effectively. Lastly, during the product evaluation, evaluators recycle decisions. They determine results that are obtained, and decide how well the needs are reduced. After revising these issues, it is necessary to clarify the things should be done with the program. Judgments are made if it should be revised, maintained or terminated (p. 174-176).

In short, program evaluators can use the whole CIPP model for their evaluation or just select one dimension of CIPP model for use. They should consider their needs and also their evaluation experiences to choose the suitable dimension for their evaluations.

2.3.4. Kirkpatrick's Four Level Model

Four level evaluation model designed by Kirkpatrick is broadly applied to evaluate the effectiveness of educational programs (Gill and Sharma, 2013). What is meant by four level in this model are *reaction, learning, behavior and result*. Each level presents an order of steps for evaluation. While the first two levels are considered internal as they focus on what occurs within a program, the last two levels are regarded as external because they focus on changes that take place outside the program (Praslova, 2010).

In reaction level, the attitudes of the students are evaluated. This level is implemented to detect not only how learners react to the program, but also their reaction to the instructor, course and the environment (Kirkpatrick, 1998). Therefore, it gives some emphasis on the affective factors in evaluation. L*earning* level evaluates the knowledge achieved by the learners exposed to that program. Mostly, a pre-test and a post-test are employed so as to determine the cognitive changes of students. *Behavior* level assesses how properly the outcomes are achieved and how well they are put into practice by learners. That is, this level of evaluation involves the transfer of knowledge to the real life and measures learning and application relationship as learning is actually considered to take place when what has been learnt is applied in the real life situations (Nelson and Dailey, 1999). Lastly, *results* level measures the appropriateness of the primary aims of the program attained. In other words, evaluators intend to identify the terminal results of the program.

In short, Kirkpatrick model can be commonly employed at reaction level, however, what should be included as the main indicator at this level should be described well (Topno, 2012). Like Topno, Wang (2010), as one of the proponents of this model claims that it is easy to apply, effective and flexible. Whereas, Holton (1996) states that in this evaluation model, intervening variables affecting learning are not clarified and Kirkpatrick is not clear about the causal linkages in his work.

2.3.5.Provus's Discrepancy Model

Another approach to evaluation was developed by Provus, who based his approach on evaluation assignments. The Discrepancy Evaluation Model was designed to facilitate the development of programs in large public schools. Provus (1969) regarded evaluation as a lasting information-management process and according to him, evaluation is agreeing on standards, deciding whether a discrepancy exists between the performance of some aspect of a program and using information about discrepancies to make a decision whether to adapt, maintain, or end the program. In this regard, its central focus is on identifying discrepancies to help evaluators decide the extent to which program development is proceeding with respect to stated objectives, so it tries to assure effective program development by preventing the activity from proceeding to the next stage until all discrepancies are terminated. Therefore, he called his approach as the Discrepancy Evaluation Model.

In this model, as a program is being developed, it goes through four developmental stages; which are *design, installation, process and product*. During the *design* stage, the aim is on determining goals and activities and describing necessary resources and participants to carry out the activities and reach the specified goals. At the *installation* stage, the program design is used as the standard against which to judge program operation. During the *process* stage, evaluation focuses on collecting data on the progress of participants to decide if the output changed as expected or not. At the *product* stage, evaluation determines whether the final objectives for the program are achieved (Fitzpatrick, Sanders and Worthen (2004).

In short, it can be concluded that the main function of this model is to provide information to decision makers (Rose & Nyre, 1977). To be able to do that, this model declares the alternatives and the reasons for making decisions. Moreover, the evaluator ensures that relevant questions are asked and the information used to answer these questions is accurate (Buttram & Covert, 1978).

2.3.6. Alkin's UCLA Model

Alkin (1969) developed UCLA evaluation framework including five types of evaluation. The first type called as *systems assessment* provides information about the state of the system. This is what is similar to context evaluation in the CIPP model. The second type is *program planning*. This stage involves assisting the selection of particular programs likely to be effective in meeting specific educational needs, which is similar to input evaluation. *Program implementation* is the next type which supplies information about whether a program is implemented to the suitable group as it is intended. *Program improvement* provides information about how a program functions. More specifically, the issues about whether objectives are achieved, or whether unexpected outcomes appear are taken into consideration. This is similar to process evaluation. Lastly, *program certification* involves providing information about the value of the program and decision about the overall worth of the program is given (Rose & Nyre, 1977).

Alkin (1991) explained his UCLA evaluation model with four assumptions:

1. Evaluation is a process of collecting information.

2. The information gathered in an evaluation will be used primarily to decide the alternatives for action.

3. Evaluation should be presented to the decision makers in a form that s/he can make use of it effectively.

4. Different kinds of decisions require different kinds of evaluation procedures (p.94).

As it can be concluded, that evaluation framework is closely parallel to the CIPP model. Both models are decision-oriented and both evaluation models can be considered as the process of collecting information about the effectiveness of the program for decision makers.

2.4. BLOOM'S ORIGINAL TAXONOMY

Taxonomy term refers to a categorization of assets in line with a certain hierarchical system (Tutkun, 2012). The taxonomy of educational objectives is a framework for classifying statements of what is expected or intended from students to learn as a result of instruction. The framework of taxonomies is conceived as a means of measuring the same educational objectives. Taxonomies to facilitate and guide in determining educational goals started to appear in 1950-60 and attracted attention all over the world. From now on, despite some criticism, they have become indispensable for education systems (Bümen, 2006).

In 1948, Bloom, an educational psychologist, in collaboration with Englehart, Furst, Hill and Krathwohl put forward a theory to upgrade the teaching learning process from the lower level of rote-learning and memorization to the higher level of analysis, evaluation, creativity and problem-solving approach (Chandio, Pandhiani and Iqbal, 2016, p.203). They studied on classifying the objectives of educational programs and the book "Taxonomy of educational objectives, the classification of educational goals, handbook I" was published in 1956 (Bloom, 1956). This book has been one of the most accepted ones in the world and in Turkey on studies on taxonomy (Tutkun, 2001). In addition to this, it has been translated into 22 languages worldwide and has taken the most important place among other taxonomies (Ayvacı ve Türkdoğan, 2010).

Bloom's taxonomy was considered more than a measurement tool. Bloom's taxonomy is a framework that was designed to classify the objectives of any educational program in terms of explicit and implicit cognitive skills and abilities (Tutkun, et al., 2012). In this regard, it was believed to serve different dimensions of education such as creating a common language about learning outcomes between people, subjects and grades to facilitate transmission, determining specific purposes of a particular course or curriculum, assessing the consistency between educational goals, activities in a unit or a program and providing a broad perspective on possibilities of various educational possibilities (Köğce, Aydın and Yıldız, 2009).

Such classification of educational objectives aims to assist teachers, administrators, professional experts and researchers on evaluation and curriculum (Amer, 2006). In addition to Amer, Tanık and Saraçoğlu state that Bloom Taxonomy or Bloom's revised taxonomy is taken into account during assessment, evaluation and program development activities. The reason for applying the Bloom taxonomy frequently for this kind of educational purposes is its giving emphasis on assessment by leveling the cognitive domains and order or skills and ensuring consistency (2011). In this regard, Bloom's taxonomy is a great convenience in cconstructing effective objectives by linking learners, subjects, classes and levels; expressing the extensive educational objectives to be able to identify a specific course or curriculum, using the goals of a unit or a course as a tool to determine the appropriateness of tasks in assessment and revealing educational opportunities fully (Krathwohl, 2002). In this way, it can be stated that the taxonomy helps teachers to see the relationship between the desired goals and the observed goals.

Bloom's original taxonomy (OBT) is formed in three sections as cognitive domains, affective domains and psycho-motor domains. It is interesting to note that while the cognitive taxonomy was described in 1956, and the affective in 1964, the psychomotor domain were not fully described until the 1970s (Hoque, 2016, p. 50). These three dimensions of OBT are explained details below:

The cognitive domain contains learning skills predominantly related to mental (thinking) processes. Learning processes in the cognitive domain include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research (Hoque, 2016). There are six levels of cognitive complexity: *knowledge, comprehension, application, analysis, synthesis, evaluation*. The lowest level of the cognitive domain is the knowledge level and it is followed by higher levels respectively. In order to move up into the upper level, it is essential to acquire previous ones successfully (Arı, 2011).

In the original taxonomy, *knowledge level* represents the ability to recall data and/or information. It can be stated that knowledge is at the center of any program. Anderson et al., (2010) covers the knowledge of making an inquiry in different fields, ways of solving a problem or making an organization. At this level of learning, a student can define terms and facts. For example, when a student recites the English alphabet, his/her knowledge level activates. Or in an example given by Öztürk (2019), "Students will be able to ask and answer simple questions in an interview about past times and past events" is directed to knowledge level as it includes the knowledge of the simple questions in an interview about past times and events.

Comprehension level reflects the ability to understand the meaning of what is known. Comprehension is one of the most highlighted intellectual levels when the scope of the instructional activities is considered. Through variety of activities and tasks, learners are expected to grasp the complete meaning. (Anderson et al., 2010). At comprehension level of learning, a student can retell a story by describing the characters and places or paraphrase information in a text. This level includes behaviors, objectives or responses which signal the understanding of the subject matter through translation and interpretation (Öztürk, 2019, p. 55).

Application is the ability to use an abstraction or to use knowledge in a new situation. It means that at this level of learning a student recognizes what methods to use and then use the methods to solve problems (Hoque, 2016). Due to the hierarchical structure of the taxonomy, application level highly requires the 'comprehension' as without comprehending something, it would be impossible to apply it. Considering the need to solve the problems that learners confront with, it can surely be emphasized that application is a crucial signal of cognition. As an example of application, at this level students can write an application letter to an organization or make a role play between a patient or doctor (Öztürk, 2019).

Analysis level is basically the ability to differentiate facts and opinions. According to Anderson et al., (2010) analysis is the breakdown of the material into its parts and detecting the relationship between the parts and the whole. Analyzing enables better comprehension and serves as a prerequisite for evaluation. As an example of analysis, students can distinguish relevant ideas from irrelevant ideas or examine supporting details in a reading text. Analysis level has three sub-categories as analysis of elements, analysis of relationships and analysis of organizational principles.

Synthesis level represents the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established (Hoque, 2016). This level represents both the process of combining the elements and producing something new. If learners devise a method of doing something or if they come up with a product, they can surely be stated they operate at synthesis level. When the hierarchical dimension of the taxonomy is taken into consideration, synthesis level involves the previous four levels (Öztürk, 2019). As an illustration of synthesis, a student can combine the part of a process in new and useful ways.

Lastly, *evaluation level* indicates making qualitative or quantitative judgments about important concepts like values, appropriateness, accuracy and effectives of the phenomenon. Evaluation category involves all previous categories, so it is placed at the highest level in the taxonomy. What makes evaluation different from the other categories is that it serves as a link between cognitive and affective behavior since it involves values, enjoyment and liking (Anderson, et al., 2010). As an example of evaluation, a student can create a variety of ways to solve the problem and based on an established criteria, they can select the solution method best suited for the problem (Hoque, 2016).

The other two domains of Bloom's taxonomy are called as affective and psychomotor domain. *Affective domain* offers that learning is not a just a mental process. Learners can also learn attitudes, behaviors, and physical skills, so the affective domain involves feelings, emotions and attitudes as well. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. This domain is categorized into five sub-domains, which include *receiving, responding, valuing, organization and characterization*. The receiving phenomena is the awareness willingness to hear, and the ability to use selected attention as in the example of listening attentively to someone (Hoque, 2016). Responding is about active participation of the learner, attending and reacting to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding, which can also be understood as motivation (Krathwohl, Bloom, & Masia,1973) Participating in a group discussion, having a conversation, participating in a group discussion can be an example for responding part of affective domains (Hoque, 2016, p.49). Valuing is the ability to see the worth of something and express it. It is concerned with the worth a learner attaches to a particular object, phenomenon, behavior, or piece of information and it is based on the internalization of a set of specified values. This level ranges from simple acceptance to the more complex state of commitment. Organization is the ability to prioritize a value over another and create a unique value system. The emphasis is on comparing, relating, and synthesizing values (Krathwohl, Bloom, & Masia, 1973). Lastly, characterization (internalizing) sub-domain represents the ability to internalize values and lets them control the person`s behavior. In this regard, instructional objectives are concerned with the student's general patterns of adjustment such as personal, social and emotional (Hoque, 2016).

The last domain of Bloom's taxonomy is *psychomotor domain*. Psychomotor objectives are specific to discreet physical functions, reflex actions and interpretive movements. That is, it includes physical coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution (McNeil, 2011). The seven categories under this domain include imitation, manipulation, precision, articulation, and naturalization. According to Dave (1975), imitation is observing and patterning behavior after someone else. While manipulation is being able to perform certain actions by following instructions and practicing, precision is refining is becoming more exact and few errors are apparent in this stage. Articulation level is the coordination of a series of actions, achievement in harmony and internal consistency. Lastly, naturalization is having high level performance and becoming natural, without needing to think much.

2.4.1. The Reasons of Revision on the Original Taxonomy

Bloom's taxonomy which has been widely used for program evaluation studies all over the World since 1956 was criticized for some reasons as 21st century testifies many new and different developments in every field as in education (Intel, 2011). As a result of this, Bloom's taxonomy has been deepened and reconstructed in different ways and its scope has been broadened thanks to its long history and recognizability. As a result of studies on original taxonomy, many different implementations are presented to broaden its instructions. Despite the varieties, only one revision is accepted (Forehand, 2005). This revision was designed by a team led by Krathwohl who was one of the designers of the original taxonomy.

There are some reasons why original taxonomy needed to be revised. To start with, it was designed with a highly hierarchical structure which didn't allow learners to move up to higher levels without achieving the expectations of previous levels, which is a disadvantage to build suitable educational objectives (Seddon, 1978). The revised version does not require such a hierarchical transition between the levels and allows flexibility in respect to achieving educational objectives. Another drawback of the original taxonomy is having a single dimension of the process, which just touches on the issue cognitively (Furst, 1994). However, educational outcomes involve the knowledge dimension, as well. Hence, there was a need for a new dimension in the taxonomy, which was implemented in the revised version.

From another perspective, other reasons were argued regarding the revision of the original one by Anderson et al., (2010). The first reason was about the need for redirecting the educators' attention on the value of the original taxonomy again and making them regard this source durable even beyond its era. The other reason was based on the changes about education and its displacement of thoughts and practices since 1956. That is, new findings and emerging philosophies on how learning takes place gave a birth the need of reorganizing the goals and caused the question the taxonomy's practicality. As a result of this, Bloom was thought to fall behind to measure cognitive skills of today's world (Ayvacı and Türkdoğan, 2010). It was due to the fact that when Bloom Taxonomy started to be developed, education programs had traces of a very behavioral learning approach. Today, behavioral approach loses its effects as humanistic psychology came to the fore in the following years and programs have been student centered. Hence, Bloom's classification developed in 1956 could not integrate with the requirements of higher order skills such as student-centered education, active learning, effective individual participation and learner autonomy (Amer, 2006). Moreover, original taxonomy confused the educators about the analysis and evaluation levels, which led to failure on negotiation and there was an incoordination about matching the taxonomy with the current applications of assessment (Intel, 2011). Lastly, as Tuğrul stated (2002), although Bloom asserted learning would take place in the process of six successive stages, he was unable to suggest a teaching model related to this process.

After taking into consideration all these reasons, Krathwohl's team commenced the revision process in 1995 and the finalized it in 2001 (Anderson, 2005). While revising the taxonomy, the experts considered some factors. Primarily, the revised form was still designed relying on the original taxonomy. Also, new educational theories and the psychological needs of today's World were kept in mind. Lastly, the structure of revised taxonomy was supported by sample educational objectives to apply them easier (Anderson & Krathwohl, 2010).

2.5. BLOOM'S REVISED TAXONOMY

Bloom Taxonomy is used intensively in variety of studies in classification of cognitive process and knowledge dimensions. Even if new classification systems have been developed as an alternative to Bloom's taxonomy, these new classifications have reflected the major understanding of Bloom's taxonomy (Yüksel, 2007, p. 479).

The revised version is different from the original taxonomy in quite significant aspects. There are changes in terms of terminology, structure and emphasis in the revised version. Features of Bloom's revised taxonomy can be listed as follows:

The foremost difference is the two-dimensional structure of the revised taxonomy. A new dimension, knowledge dimension is added to cognitive process dimension. These two dimensions are interrelated and included at any stage of the cognitive process. This revision is important especially for writing the educational objectives (Krathwohl, 2002). Bloom’s Revised Taxonomy and two-dimensional structure of it is presented in Table 1 below.

Table 1:

Bloom’s revised taxonomy and its two-dimensional structure

Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural						
Metacognitive						

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview, *Theory Into Practice, 41*, 212-218, https://doi.org/10.1207/s15430421tip4104_2.

As it is shown in the table 1, knowledge dimension is designed similar to the lower steps of knowledge level of the original taxonomy. While cognitive dimension includes a verb or verb phrase, this dimension reflects the noun or noun phrase parts of learning outcomes as a subject matter content. That is, while noun form is situated in the wide frame of knowledge step, verb forms describing cognitional process (Başbay, 2007). Knowledge dimension consists of four main sub-dimensions which are factual, conceptual, procedural, metacognitive knowledge and in cognitive process dimension, the number of six categories was retained the same in the revision. They are remembering, understanding, applying, analyzing, evaluating, and creating steps. As it is noticed, each category was converted into verb forms in order to ensure the alignment with educational objectives (Anderson, et al., 2010). Namely; knowledge, comprehension, application and analysis skills in the original taxonomy were turned into remembering, understanding, applying, analyzing skills in the revised version. However, the top two and most complex levels in the original taxonomy, which are synthesis and evaluation, underwent changes. Figure 1 below shows the differences on the original taxonomy.

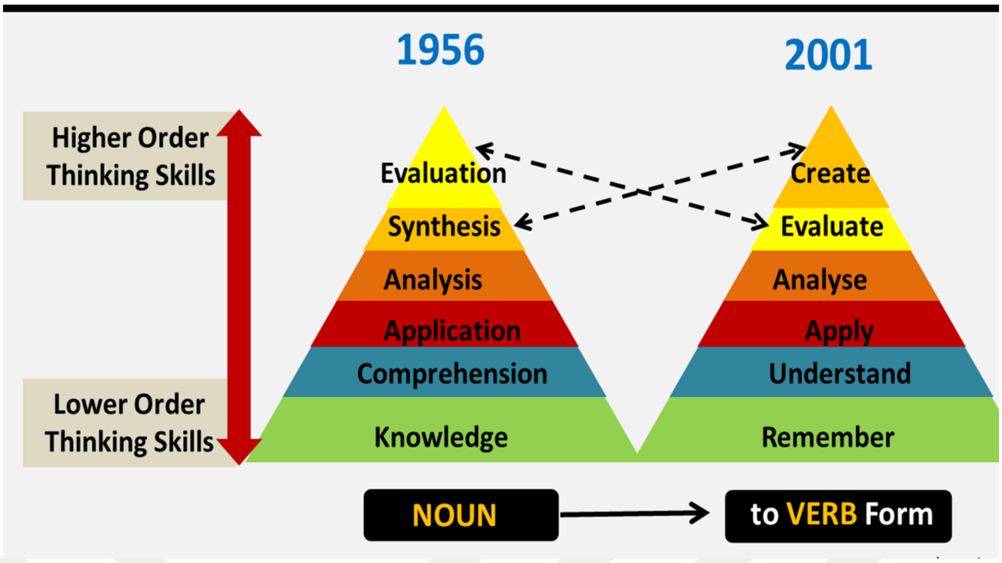

Figure 1: Bloom's original vs. revised taxonomy in terms of cognitive dimensions

Wilson, L. O. (2013). Anderson and Krathwohl–Bloom's taxonomy revised. Retrieved from https://quincycollege.edu/content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf

As it is shown in the figure, synthesis was renamed as creating in the revised version, which was changed places with 'evaluating'. Creating level was placed to be the highest level in the hierarchy which includes generating and producing something original which necessitates making certain judgments (Huitt, 2009). In addition to this, the revised version has a progressive structure like the original one since as one proceeds from 'remembering' to 'creating', the level of complexity gets higher. However, as the revision aims to give flexibility to teacher, a strict hierarchy among order of skills has been left behind (Krathwohl, 2002). Lastly, 19 sub-categories which enable the breadth and depth to the knowledge and cognitive dimensions and sample assessments were included in order to make the new version easy to figure out and implement (Öztürk, 2019). The table below summarizes the changes under the related categories:

Table 2:

Changes in Bloom's revised taxonomy

Changes in Terminology	Changes in Structure	Changes in Emphasis
The major six categories in the cognitive process dimension were changed from noun to verb forms.	The knowledge dimension and cognitive process dimension was separated.	The revised taxonomy is intended to use it as a more authentic tool for curriculum planning, instructional delivery and assessment.
'Knowledge' was renamed as 'Remember'.	The strict hierarchical structure was relaxed.	A larger audience of educators was intended to be addressed.
'Comprehension'was renamed as 'Understand'.	Metacognitive knowledge was added to the knowledge dimension.	Sample assessments were included in order to make it clear to understand.
'Synthesis' was renamed as 'Create'.	The order of 'synthesis' was replaced by 'evaluate'	The subcategories were emphasized.

Anderson, L. W., & Krathwohl, D. R. (Ed.). (2010). A taxonomy of learning, teaching and assessing. A revision of Bloom's taxonomy of educational objectives (D. A. Özçelik, Trans.) Ankara: Pegem.

As it is shown in the table, consequence of the structural change and new two-dimensional structure of the revised taxonomy, knowledge dimension and cognitive process dimension was separated. These dimensions are examined in a detailed way below:

2.5.1. Knowledge Dimension

Knowledge comprises the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting, which differs from cognition. In this sense, the revised taxonomy places the "noun" and "verb" components into two separate dimensions. With this regard, nouns or noun phrases of outcome statements describe the knowledge dimension of teaching activities or assessment questions to be learned (Amer, 2006). To illustrate; in an outcome statement like "students will be able to find specific information in a simple text about jobs/nationalities/countries"; while "to find" is the verb part of the statement, which reflects the cognitive dimension of the revised taxonomy, "specific information in a simple text about jobs/nationalities/countries" reflects the knowledge dimension. Knowledge dimension contains four main categories which are factual knowledge, conceptual knowledge and procedural knowledge and metacognitive knowledge. Detailed explanation of these categories are given below:

Table 3:

Structure of the knowledge dimension in Bloom's revised taxonomy

A. Factual Knowledge – The basic elements that students must know to be acquainted with a discipline or solve problems in it. 1. Knowledge of terminology 2. Knowledge of specific details and elements
B. Conceptual Knowledge –The interrelationships among the basic elements within a larger structure that enable them to function together. 1. Knowledge of classifications and categories 2. Knowledge of principles and generalizations 3. Knowledge of theories, models, and structures
C. Procedural Knowledge – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. 1. Knowledge of subject-specific skills and algorithms 2. Knowledge of subject-specific techniques and methods 3. Knowledge of criteria for determining when to use appropriate procedures
D. Metacognitive Knowledge – Knowledge of cognition in general as well as awareness of one's own cognition. 1. Strategic knowledge 2. Knowledge about cognitive tasks, including appropriate contextual knowledge 3. Self-knowledge

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview, *Theory Into Practice, 41*, 212-218, https://doi.org/10.1207/s15430421tip4104_2

2.5.1.1. Factual Knowledge

Factual knowledge basically refers to the recall of specific and isolable bits of information. It includes the basic elements that students must know to be acquainted with a discipline or solve problems in it. These items are usually representations associated with some concrete objects or symbols that convey important information. Factual information is a type of information that can make sense on its own and it exists at a relatively low level of abstraction. The main difference that distinguishes factual information from conceptual knowledge is its originality. This dimension carries the traces of the original taxonomy intensely. The sub-categories of factual knowledge are knowledge of terminology and knowledge of specific details and elements (Anderson, et al., 2010).

2.5.1.1.1. Knowledge of Terminology

Knowledge of terminology covers all kinds of subject specific words, special names, signs, symbols and numbers (Anderson, et. al., 2010). A learner who starts to learn must recognize these names and symbols and associate with each other. Knowledge of terminology for any discipline is necessary for learners to move on further in that discipline. Examples of terminological knowledge include the knowledge of phonological alphabet, knowledge of scientific terms, knowledge of standardized signs in maps and knowledge of terms related to painting (Anderson, et al., 2010).

2.5.1.1.2. Knowledge of Specific Details and Elements

Knowledge of specific details and elements includes the knowledge of people, places, important dates and events. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. That is, outcome statements containing information related to the exact date of an event or when an event takes place is included in this group (Anderson, et al., 2010). Each discipline has a variety of subject-specific knowledge of people, places, events or dates which ones are necessary to teach. However, the scope of subject specific details has to be searched in detail and made a decision on the necessary things to teach. Moreover, the accuracy of this kind of knowledge should be taken into consideration (Öztürk, 2019). Knowledge of the more significant names, places, and events in the news can be an example of this kind of knowledge.

2.5.1.2. Conceptual Knowledge

Conceptual knowledge basically includes the interrelationships among the basic elements within a larger structure that enable them to function together. It is the knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area. It includes schemas, mental models, or implicit or explicit theories in different cognitive psychological models. These schemas, models, and theories represent the knowledge that a learner has about how a particular subject matter is organized and structured, how the different parts or bits of information are interconnected and interrelated, and how these parts function together (Anderson, et al., 2001). Conceptual knowledge includes three subcategories which are knowledge of classifications and categories**,** knowledge of principles and generalizations, and knowledge of theories, models, and structures.

2.5.1.2.1. Knowledge of Classifications and Categories

According to Anderson, et al., (2001) it basically refers to the knowledge of the processes, directions, and movements of phenomena with respect to time, so it includes the specific categories, classes, divisions, and arrangements that are used in different subject matters. As a subject matter develops, learners who work on it to develop classifications and categories that they can use to structure and systematize the phenomena. This type of knowledge is more general and often more abstract than the knowledge of terminology. A learner’s knowledge on the parts of speech in a sentence or the differences between countable and uncountable nouns can be given as the examples of this sub-category (Öztürk, 2019).

2.5.1.2.2. Knowledge of Principles and Generalizations

Principles and generalizations tend to dominate an academic discipline and are used to study phenomena or solve problems in the discipline. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken. They reflect the principles and generalizations composed of classifications and categories (Bransford, Brown and Cocking, 1999). This principle and generalizations enable learners to make more rational and comprehensive explanations about an issue. Principles and generalizations tend to be detailed ideas that may be difficult for students to figure out because students may not be fully familiar with the phenomena they are intended to study on. Because of this, they should have more insight into the subject matter as well as better memory of it (Anderson, et al., 2010).

2.5.1.2.3. Knowledge of Theories, Models, and Structures

This sub-category includes knowledge of principles and generalizations together with their interrelationships and their specific details, classifications and categories. These are the most abstract formulations. Students should know these different ways of conceptualizing and organizing subject matter and areas of research within the subject matter. Knowledge of the basic structural organization of the local city government can be given as examples of this sub-category (Anderson, et al., 2010).

2.5.1.3. Procedural Knowledge

While factual and conceptual knowledge answer “what” is knowledge, procedural knowledge concerns with the question of "how” and it includes knowledge of the criteria used to determine when to use various procedures. Therefore procedural knowledge deals with how to do something, methods of inquiry, and criteria for using skills, techniques, and methods (deJong and Ferguson-Hessler, 1996). It can be stated that procedural knowledge is the information or knowledge that helps students to do something specific to a discipline, subject, or area of study. Knowing the syntax of a language, knowing how to spell words in English or generating grammatically correct sentences can given as an example for procedural knowledge. Due of the subject-specific nature of these procedures, knowledge of them reflects specific disciplinary knowledge or specific disciplinary ways of thinking in contrast to general strategies for problem solving that can be applied across many disciplines (Anderson, et al., 2001). The sub-categories of procedural knowledge are knowledge of subject-specific skills and algorithms, knowledge of subject-specific techniques and methods, and knowledge of criteria for determining when to use appropriate procedures.

2.5.1.3.1. Knowledge of Subject-Specific Skills and Algorithms

As it is stated, procedural knowledge is based on the knowledge of how to do something. Sometimes, the steps of doing something and the order of those steps are the same, but sometimes they can also be different. In the case of the knowledge of subject-specific skills and algorithms, the order of the steps to take and the result are known beforehand. The emphasis here is on the student's knowledge of the procedure rather· than on his or her ability to use it. Knowledge of the skills used to determine word meaning based on structural analysis can be given an example for this type of knowledge (Anderson, et al., 2001).

2.5.1.3.2. Knowledge of Subject-Specific Techniques and Methods

Knowledge of subject-specific techniques and methods comprises knowledge that is largely the result of consensus, agreement, or disciplinary norms rather than knowledge which is more directly an outcome of observation, experimentation, or discovery (Anderson, et al., 2001, p. 54). That is knowledge of subject-specific techniques and methods differs from knowledge of subject-specific skills and algorithms as the former one reflects the order of the steps to take and the result may change depending on the circumstances. Knowledge of research methods relevant to the social sciences or knowledge of the techniques used by scientists in seeking solutions to problems are some examples of this type of knowledge.

2.5.1.3.3. Knowledge of Criteria for Determining When to Use Appropriate Procedures

Besides knowing subject-specific procedures, students are expected to know when to use the suitable method. Such knowledge is nearly always of a historical or encyclopedic type. When using this type of knowledge, students need to activate both the appropriate procedure and use of the criteria to solve a problem. Therefore, initially, they are likely to appear complex and ·abstract to students, but they acquire meaning as they are related to concrete situations and problems (Anderson, et al., 2001). Adjusting the register of language which means knowing to use formal language and informal language when it is needed or choosing to use skimming or scanning technique are examples of this type of knowledge (Öztürk, 2019).

2.5.1.4. Metacognitive Knowledge

As it has been stated, one of the differences between BRT and OBT is the addition of metacognitive knowledge to the knowledge dimension as the fourth category. Because of the fact that metacognitive knowledge is effective in terms of improving the rate of progress in learning (Victon & Lockart, 1995) and the quality and speed of learners' cognitive engagement (Pintrich, 2000), the team who revised the taxonomy decided to include this category to the knowledge dimension.

Metacognitive knowledge mainly reflects the knowledge of cognition as well as awareness of one's own cognition. Flavell (1979, p.906) defines it as "one's stored world knowledge about cognitive matters". That is, it is the awareness of one's own cognition and particular cognitive processes, which includes knowledge of more general strategies that cut across subject matters or academic disciplines. Similarly, Wells (2000) states that metacognitive knowledge is the information that learners possess about their learning process, task properties and strategies. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self. Flavell (1979) suggested that metacognition included knowledge of strategy, task, and person variables. What is meant with this general framework is students' knowledge of general strategies for learning and thinking, which requires their strategic knowledge and when and why to use these different strategies, which requires knowledge about cognitive tasks. Finally, knowledge about the self -the person variable- involving both cognitive and motivational components includes metacognitive knowledge. According to him (1979), metacognitive knowledge is activated when a task is new or when it requires planning, conscious thinking and problem solving. The sub-categories of metacognitive knowledge are strategic knowledge, knowledge about cognitive task and self-knowledge.

2.5.1.4.1. Strategic Knowledge

Strategic knowledge is knowledge of the general strategies for learning, thinking, and problem solving. The strategies in this subtype can be used across many different tasks and subject matters, rather than being most useful for one particular type of task in one specific subject are. Different kinds of learning strategies can be grouped into three general categories: rehearsal, elaboration, and organizational (Weinstein and Mayer, 1986). Rehearsal strategies include repeating words or terms to be recalled. They are not the most efficient strategies for deeper levels of learning and comprehension. Contrary to this strategy, elaboration includes the use of both various memory tasks and techniques such as summarizing, paraphrasing, and selecting the main idea from texts. Elaboration strategies promote much deeper processing of the material to be learnt and lead to better comprehension when compared to rehearsal strategies. As for organizational strategies, they include various forms of outlining, drawing cognitive maps, note taking etc. Organizational strategies help students transform the material from one form to another s they usually result in better learning than rehearsal strategies. When students can use these strategies, they plan, regulate and monitor their cognition. For instance, when they don't understand something, they go back and repair it with the help of them. (Anderson, et al., 2001). Some elaboration strategies such as paraphrasing and summarizing or various organizational strategies such as outlining or diagramming can be given as examples of this type of knowledge.

2.5.1.4.2. Knowledge about Cognitive Tasks

Besides knowledge about different strategies, learners need knowledge about cognitive tasks. Cognitive tasks include also contextual and conditional knowledge. Flavell (1979) stated that different cognitive tasks may make differential demands on the cognitive system, and may require different cognitive strategies depending on the level of difficulty. To illustrate, a recall task is harder than a recognition task because while a recall task requires the person to search memory actively and retrieve the relevant information, the recognition task requires only that the person differentiate between alternatives and choose the correct answer. A simple memorization task like remembering a phone number may require that kind of knowledge.

2.5.1.4.3. Self-Knowledge

According to Flavell (1979), self-knowledge includes knowledge of learner's strengths and weaknesses in relation to cognition and learning. To illustrate, a student who knows s/he generally does better on rnultiple-choice tests than on essay writing has self-knowledge about test-taking skills. Moreover, self knowledge means to know when learners do not know something and this helps them to have some general strategies for compensation of this information. In this regard, self-awareness is another important aspect of self-knowledge. Students need to be aware of variety of strategies for applying different situations. This reflects the knowledge of one's general cognition. Besides this, learners have beliefs about their motivation. Motivation is a complicated and confusing area, with many models and theories on it. Even though motivation is usually not marked in cognitive models, the studies show important links between students' motivational beliefs and their cognition and learning (Pintrich and Schunk, 1996). Therefore, as it was stated just as students need to develop self-knowledge and awareness about their own knowledge and cognition, they also need to develop self-knowledge and awareness about their own motivation. Accordingly, it is emphasized by Anderson et al. (2001) that teachers need to help students make accurate assessments of students' self-knowledge and try to be careful not to inflate students' academic self-esteem. Knowledge of one learner's goals for performing a task in English can be given as an example of this type of knowledge.

2.5.2. Cognitive Process Dimension

The cognitive process dimension of the revised Bloom taxonomy is handled in six sections as in the original taxonomy. However, as it is stated before, some changes have been made in these sections. As a result of the changes, the revised cognitive process dimension can be summarized as follows in Figure 2.

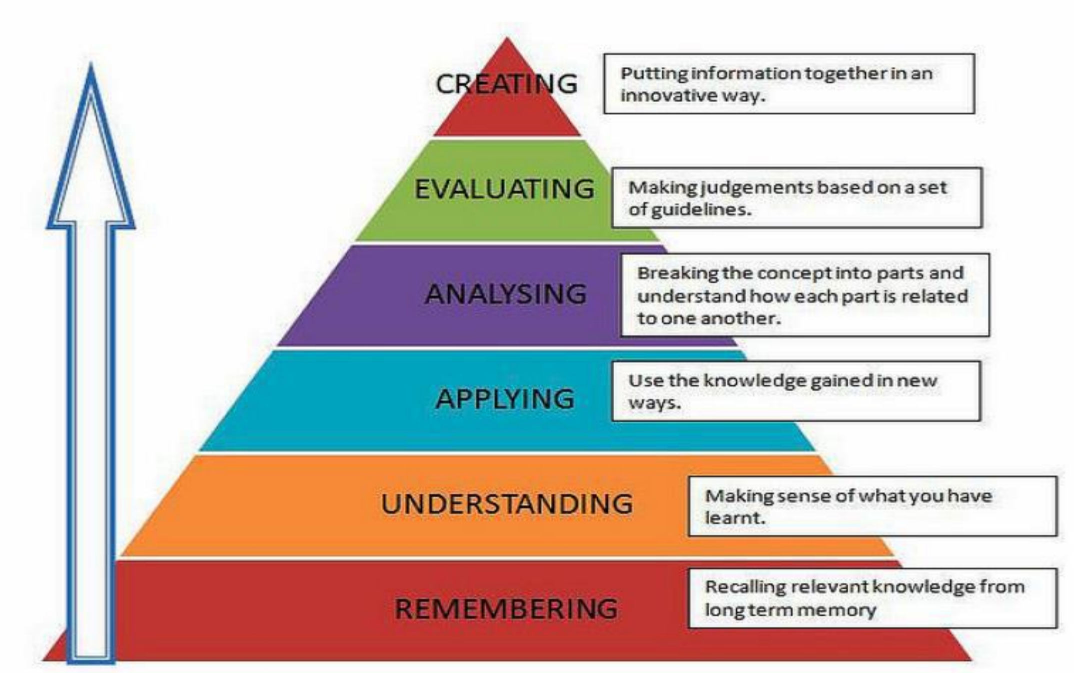

Figure 2: The structure of the cognitive process dimension in the revised taxonomy

Robyn, E. (2014). Bloom's taxonomy. Denver, CO: Expert Beacon. Retrieved from https://expertbeacon. com/blooms taxonomy/#. XAap FtszaM9.

As it can be seen in the figure, revised Bloom's taxonomy involves sections called remembering, understanding, applying, analyzing, evaluating and creating. These cognitive processes follow one another and the previous one are performed to be able to go over the next step.

2.5.2.1. Remember

Remembering is the primary section in the cognitive process dimension. It basically refers to the recalling and retrieving relevant knowledge from long term memory. The relevant knowledge may include factual, conceptual, procedural or metacognitive dimension of knowledge process. What is aimed in this level is persistence of information learnt. As other cognitive processes following after this category are structured on this, remembering is integrated to creating new information in the process of meaningful learning and solving problems (Krathwohl and Anderson, 2010). To illustrate, knowledge of the correct spelling of common English words is essential if the learner is to master writing a piece of essay. Remembering involves recognizing and recalling sub-categories.

2.5.2.1.1. Recognizing

Recognizing is identifying and locating knowledge in long-term memory that is consistent with presented material. It means; in this cognitive process, the student will be able to compare new knowledge with previous knowledge and call them from long-term memory. In this process, when student is presented a new information, s/he needs to review whether these are in long-term memory and identifies sections that are similar or close to the information just encountered. Therefore, this kind of activity can also be called as identifying (Anderson, et al., 2001). Recognizing the dates of important events in U.S. history can be given as an example for this kind of remembering.

2.5.2.1.2. Recalling

Recalling basically involves retrieving relevant knowledge from long-term memory. In *recalling,* a learner applies to his/her long-term memory for searching a piece of information and brings that information to working memory to process it. Therefore, an alternative term for *recalling* can be retrieving. ‘Who wrote the Charge of the Light Brigade*?’* kind of questions activates recalling level of knowledge.

2.5.2.2. Understand

Understanding level of cognitive process dimension basically reflects the construction of meaning from instructional messages including oral, written, and graphic communication. According to Anderson et al., (2001, p.70) students understand when they build connections between the new knowledge gained and their prior knowledge. More specifically, the incoming knowledge is integrated with the students' previous schemas and cognitive frameworks. As the concepts build blocks for the schemas and frameworks, conceptual knowledge sets ground for understanding. Understanding process includes interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining sub- categories.

2.5.2.2.1. Interpreting

What is meant by interpreting is changing from one form of representation to another like paraphrasing important speeches and documents, clarifying, representing or translating. Interpreting takes place when a student is able to convert information from one form to another. To differentiate between remembering and interpreting, assessment tasks must require students to answer them by relying on memory alone (Anderson et al., 2001).

2.5.2.2.2. Exemplifying

Exemplifying basically involves finding a specific example or illustration of a concept or principle such as illustrating and instantiating. In this type of cognitive process, students can identify a general concept or principle and use it to form a specific instance.

2.5.2.2.3. Classifying

Classifying as a sub-category of understanding means the determination of something that belongs to a category. It can also be called as the process of categorizing or subsuming. Classifying occurs when the student is required to find specific instance or example for a general concept or principle. To illustrate, in selected response tasks, a student is given an instance and must select its concept or principle from a list or a student is given a set of instances and must find which ones belong in the related category or multiple categories.

2.5.2.2.4. Summarizing

Summarizing mainly involves abstracting a general theme or main points as in writing a short summary of a reading text in an English class. In this regard, summarizing requires constructing a representation of the information. Therefore, this process is a part of understanding.

2.5.2.2.5. Inferring

What is implied by inferring is drawing a logical conclusion from the presented information as in the example of learning a foreign language and inferring grammatical principles from examples. For assessment, a student can be given the article noun pairs and asked to formulate a principle for when to use ‘a/an’. This process can also involve concluding, extrapolating, interpolating and predicting.

2.5.2.2.6. Comparing

Comparing is detecting correspondences, similarities and differences between two ideas, events, situations or objects as in the example of comparing the different aspects of two tenses. As alternatives to comparing; contrasting, mapping and matching can be used.

2.5.2.2.7. Explaining

As the last sub-category of understanding, explaining involves constructing a cause-and-effect model of a system. According to Anderson et al., (2001, p. 76) a complete explanation is based on construction of a cause-and-effect model, including each major part in a system or each major event in the chain, and using the model to determine how a change in one part of the system. An alternative term for explaining is constructing.

2.5.2.3. Apply

Applying level of cognitive process basically involves carrying out or using a procedure in a given situation to perform an exercise or solve problems. Therefore, applying is directly related to procedural knowledge. Applying category is formed by two cognitive processes: executing and implementing a task. When the task is a familiar exercise, students generally apply executing process in which they typically perform the procedure with little thought. However, when the task is an unfamiliar to them, they need to determine what knowledge they will use, which lead them to apply implementing process.

2.5.2.3.1. Executing

As it is stated above, executing is the first step of applying. It involves applying a procedure to a familiar task. In this sense, an alternative term for executing is carrying out. Executing is more frequently linked to the use of skills than techniques and methods. When a student is confronted by a task which s/he is acquainted with knows what to do in order to complete it, so the student carries out a known procedure to perform the task. This simply explains executing dimension of applying.

2.5.2.3.2. Implementing

Implementing basically involves applying a procedure to an unfamiliar task. Therefore implementing is performed together with other cognitive process categories such as understanding and creating. The reason behind this is when the student is faced with an unfamiliar problem, he or she does not immediately know which of the available procedures to use and s/he is not sure about whether single procedure may be enough for solving the problem.

2.5.2.4. Analyze

Analyzing is the next section of the cognitive process dimension following the applying section. It involves the process of breaking a material into its constituent parts and determining how the parts relate to-one another and to an overall structure or purpose. Distinguishing fact from opinion or connecting conclusions with supporting statements require students to perform this process. In this regard, understand, analyze, and evaluate are highly correlated. Analyzing includes the sub-cognitive categories of differentiating, organizing, and attributing.

2.5.2.4.1. Differentiating

Distinguishing which is the first sub-category of analyzing refers to distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. Comparing similarities and differences between two essay types is a vivid example of differentiating process. In this sense; discriminating, distinguishing, focusing and selecting can be alternative terms to this category.

2.5.2.4.2. Organizing

Organizing involves determining how elements fit or function within a structure. In a broader sense, it can be stated as finding and determining how elements fit or function within a structure. In organizing, a student builds systematic and coherent connections among pieces of presented information. As a result of this, organizing usually occurs together with differentiating. Integrating, outlining, parsing and structuring are some basic parts of organizing.

2.5.2.4.3. Attributing

As the last sub-category of analyzing, attributing determines a point of view, bias, values, or intent underlying presented material as in the example of determining the point of view of the author of an essay in terms of a perspective. Or attributing occurs when a student reading a passage on the battle of Atlanta in the American Civil War because s/he needs to determine the author's perspective. In this regard, an alternative term for attributing is deconstructing.

2.5.2.5. Evaluate

Evaluating is the fifth section of the cognitive process dimension following the analyzing section. It involves making judgments based on some criteria and standards. It means that this process is performed by the students when they make judgments on whether a specific example fits within a category, or when judgments are required about the appropriateness of a particular procedure for a specified problem. In short, basically students apply evaluating section to decide whether two objects are similar or different. It includes two sub-cognitive processes: checking which can be defined as judgments about the intimal consistency, and critiquing which refers to judgments based on external criteria.

2.5.2.5.1. Checking

Checking is defined as detecting inconsistencies within a process or product or it involves determining whether a process or product has internal consistency in terms of determining the effectiveness of a procedure. A suitable task for this section can be carried out by having students read a report and determine whether the conclusion follows the results of the report. Coordinating, detecting, monitoring or testing can be alternative terms for checking.

2.5.2.5.2. Critiquing

Critiquing sub-category of evaluating can be stated as detecting inconsistencies between a product and external criteria, detecting if a product has external consistency; determining the appropriateness of a procedure for a given problem as in the example of judging two things to find out best way to solve a given problem. In critiquing, a student is required to note the pros and cons of a product and makes a judgment. Therefore, this term is closely related to the ability of critical thinking.

2.5.2.6. Create

Create is the last section of the cognitive process dimension of Bloom's revised taxonomy following the evaluating section. Creating involves putting elements together to form coherent or functional whole and reorganizing elements into a new pattern or structure. In this regard, a student is required to make a new product in this cognitive process by coordinating it with the previous learning experiences. This category emphasizes originality or uniqueness and depending on it, the teachers' aim with these two objectives is students' being able to synthesize material into a whole. Creating includes the sub-cognitive categories of generating, planning and producing,

2.5.2.6.1. Generating

Generating basically refers to coming up with alternative hypotheses based on criteria. 'Hypothesizing' can be used as an alternative to generating. To activate this section, a student can be given a description of a problem and must produce alternative solutions. For example; in an English class, an objective could be designed to let students generate some useful solutions for a social problem, which leads them to come up with reasonable and practical responses.

2.5.2.6.2. Planning

Planning involves devising a procedure for accomplishing some tasks as in the example of planning a research paper on a given essay topic. In this sense, this process can be called as designing, also. In planning when given a problem statement, a student starts to develop a solution method. To illustrate; to submit an outline of the paper, prior to writing a research paper on a given essay topic in a writing class, including the steps he or she intends to follow to conduct the research activates this section.

2.5.2.6.3. Producing

The last sub-category of creating is producing. Producing is basically inventing a product for a specific purpose. A common task for assessing producing is a design task, in which students are asked to create a product that corresponds to certain specifications. To illustrate; students can be expected to write the rest of a short story that they have read. In this sense, it can be stated that the term constructing can be used as an alternative to producing.

2.6. BLOOM'S REVISED TAXONMY AS A FRAMEWORK FOR ANALYZING CURRICULAR ALLIGMENT

As a requirement of the 21st century, education has become a measurement of the development among countries and they have started to be leveled in this way. Within this scope, reforms in educational activities have also been attempted in Turkey. Among these changes, MoNE has also started to take some criteria into consideration for program development and evaluation activities (Arı and İnci, 2015). While conducting these activities, educators and programmers cooperate to develop the programs and ensure there are no gaps that may handicap academic progress. In this process, curriculum alignment shows a strong correlation to student achievement. Webb (1997) defines curricular alignment as "the degree to which expectations and assessments are in agreement and to lead the system toward students learning what they are expected to know and do". According to Martone and Sireci (2009), curricular alignment is used as a way to see what the pedagogical material asks from the students, if it fits the requirements, and also to see to what extent what has been taught in class is assessed in the evaluations. As a result of these definitions, it can be stated that what is referred by curriculum alignment is basically the process in which educators formally evaluate a course or an educational program to address the changing needs of students.

For effective learning to take place, there is the need for constructive alignment of the curriculum, which ensures that an education program, the learning outcomes, teaching and learning approaches, assessment techniques, and course evaluation all complement each other (Chadwick 2004; Valsraj and Lygo-Baker 2006). In order to do this properly and accurately, a classification system is necessary and Bloom’s taxonomy table serves this need. Bloom’s taxonomy has been utilized for evaluation studies for program development for a long time because according to Krathwohl, (2002) in combination, the knowledge and cognitive process dimensions form a very useful table for analyzing curriculum alignment since using the taxonomy table to classify objectives, activities, and assessments provides a clear, concise, visual representation of a particular course or unit. Once completed, the entries in the taxonomy table can be used to examine relative emphasis, curriculum alignment, and missed educational opportunities. Based on this examination, teachers can decide where and how to improve the planning of curriculum and the delivery of instruction.

All in all, by using the taxonomy table, an analysis of the objectives of a unit or course provides, among other things, an indication of the extent to which more complex kinds of knowledge and cognitive processes are involved (Krathwohl, 2002). Since the aim of the current study is to find out the level of alignment between the outcome statements and Bloom’s taxonomy, the outcome statements and have been placed into the taxonomy table.

2.7. PREVIOUS STUDIES

“Since the evaluation of programs is at the center of program development studies” (Rea-Dickins & Germaine, 1998, p.8), there can many studies on program evaluation in the literature. These studies have become one of the leading research areas after 2007, following the studies on revision of the educational programs (Kurt & Erdoğan, 2015). In these studies the programs are evaluated from the perspective of many different aspects. However, there is only one study in which the English curriculum is evaluated considering the Bloom revised taxonomy (Öztürk, 2019). In this study, one grade in the secondary school English curriculum was evaluated according to the domains of revised taxonomy. Öztürk (2019) aimed to analyze both 9th grade English program outcomes and 9th grade English textbook according to the BRT. The study carried out within the framework of the mixed method; the data was collected using document analysis and analyzed through content analysis. It has been determined that the 9th grade English curriculum and 9th grade English textbook activities in secondary school education are concentrated in the 'comprehension' and 'application' levels, which are low-level thinking skills in terms of cognitive process. On the other hand, it has been determined that high level thinking skills are limited and the knowledge dimension beyond cognition, which is metacognitive skill is not given importance at all.

In the literature, although other program evaluation studies are found not to be evaluated in terms of Bloom taxonomy, there are researches on English program evaluation that have been conducted from other different perspectives (Topkaya & Küçük, 2010; Gürlen & Cihan, 2013; Fırat, 2016, Celen, 2016, Kandemir, 2016).
One of these studies was carried out by Topkaya and Küçük (2010) in order to reveal the views about 4th and 5th grade English program of 2006. The data was collected through a questionnaire applied to 72 teachers; 51 female, 21 male in Istanbul. According to the findings, teachers expressed positive opinions about the program, but some aspects of the program were found inadequate and weak. They stated that the implementation of the program was problematic due to overcrowded classes, loaded content and limited class hours. They also stated that most schools do not have the necessary materials to run the activities properly. For this reason, it is suggested that the country's facts should be taken into account when designing a program. In addition, it was concluded that teachers need to receive more in-service training for more successful implementation of the program.

Another evaluation study was carried out by Gürlen and Cihan (2013) in terms of the success of content and teaching and evaluation strategies of the 5th grade English program. In the study, the mixed method research model was adopted and the data was collected through survey results obtained from 288 English teachers working in Ankara during the 2008-2009 academic year and also semi-structured interviews with 9 teachers were conducted. Findings revealed that teachers 'goals and materials were in line with students' intellectual level. In addition, teachers stated that their new program is more student-centered compared to the previous program. However, they expressed their concern about the inadequancy of English lesson hours and they suggested more time for English in the curriculum.

In a detailed program evaluation study by Fırat (2016), it was aimed to measure the impact of preparatory school programs on students' autonomy by two state and private universities in Ankara. Programs were evaluated according to a model developed by Reinders (2010). Content analysis was done on program outcomes, course programs and

student handbooks, and interviews were conducted with five lecturers from each university. While the findings show that the programs encourage learners to develop autonomy mostly or partially based on the eight subcategories of this model, findings from the category on students' freedom of material selection have revealed that student autonomy is not sufficiently supported.
In another program evaluation study, Celen (2016) aimed to determine the strengths and weaknesses of an English language teaching program at a public university and to assess to what extent it provides English teaching competencies. In order to reach the data, besides the questionnaires applied to prospective teachers, one-to-one and focus group interviews were also applied. The findings revealed that classroom assessment studies applied for prospective teachers in the relevant program were useful for raising awareness. While the strengths of the program were determined as class experiences at different levels, peer feedback, seminar discussions and good relationships with collaborating teachers, to recover one weakness of the program, it was suggested that the lesson should be implemented earlier.

In the study conducted by Kandemir (2016), the second grade English program was evaluated with the framework of a participant-oriented program evaluation approach. For this study, besides mixed method research design was preferred, semi-structured individual interview form, semi-structured focus group interview form and semi-structured class observation form were developed. In the qualitative part of the research, individual interviews with six teachers, one interview with the principal and two focus group interviews with the students were held. In addition, four different classes, 16 hours each, were observed. In the quantitative part of the research, 104 English teachers participated in the questionnaire designed to learn their opinions about the different aspects of the program. As a result of the study, it was found that teachers had positive views about the program, as long as some changes were made regarding the lesson hours, materials and technological possibilities.

In the literature, apart from program evaluation studies focusing on English course, there are studies evaluating various English books, exams, written questions according to Bloom Taxonomy (Ulum, 2016; Gökler, Aypay & Arı, 2012; Dalak, 2015; Demirci & Gökdeniz, 2020; Köksal & Ulum, 2018; Göktepe, 2015; Ungan, 2007). The first of these evaluation studies was carried out by Ulum (2016) on the questions in Q

Skills 4, which was used as an EFL textbook. Ulum (2016) analyzed the reading chapters of the book to determine the scope of lower and higher order thinking skills in the taxonomy. Reading activities were analyzed through descriptive content analysis, and the findings showed that the reading sections of the textbook did not have a high level of cognitive skills. Based on the findings, it has been proposed to integrate both lower and upper level cognition questions and activities into textbooks.

In another study, Gökler, Aypay and Arı (2012) evaluated the English lesson questions in the 8th grade High School Entrance Exam and 8th grade English questions obtained from different schools according to the cognitive skills of Bloom's revised taxonomy. Within the scope of the study, 51 questions and 747 exam questions were analyzed from the high school entrance exam. Findings showed that questions and results focus on lower order thinking skills in the taxonomy.

Dalak (2015) conducted a research to compare TEOG exam questions and the outcome statements in 8th grade curriculum according to Bloom's revised taxonomy. This study was carried out within the framework of qualitative research, so document analysis method was used. Findings showed that in terms of Religious Education, Mathematics and Science questions in the Fall term TEOG exam, there was over 50% compliance with regard to revised taxonomy, but for English the results were vice versa. However, interestingly, it was observed that the questions asked in the TEOG exam in the spring term were more than 50% compatible with the outcomes in English program.

In another study of the compliance of the TEOG exam English questions with English curriculum and revised Bloom taxonomy conducted by Demirci and Gökdeniz (2020), the aim was to determine measuring level of the relevant outcomes of the TEOG exam questions according to their place in the Revised Bloom Taxonomy. Descriptive scanning model was used to achieve this goal and TEOG English test questions were classified by document analysis method according to BRT. In order to determine the taxonomic level of these questions, a literature review was conducted first and the data obtained was shown in a table. As a result of the research, it was determined that the questions in the exam were appropriate with the relevant outcomes, but outcomes and questions were determined to be in lower order thinking skills according to the revised taxonomy.

In a recent study by Köksal and Ulum (2018), the focus was focused on assessment of higher and lower order thinking skills of questions of general English examinations conducted in various universities in Turkey. Based on a descriptive content analysis design, the study focused on questions about four language skills, grammar and vocabulary. In addition, EFL instructors were interviewed to learn whether they take Bloom's taxonomy into consideration. The findings obtained from the content analysis of the exam questions showed that the questions did not focus on higher-order thinking skills. Instead, it was observed that only questions including only knowledge and comprehension levels were asked. Besides, the findings from the interviews revealed that most EFL instructors were not aware of what Bloom's taxonomy is.

In his study, Göktepe (2015) evaluated two books of English for specific purposes (Business Result Pre-intermediate Student’s Book and Market Leader Business English coursebook) in terms of Bloom's revised taxonomy. The evaluation criteria was the four dimensions of cognitive domain (factual, conceptual, procedural and meta-cognitive knowledge) and the cognitive processes of BRT and the answer of the following question was searched; which one of the two textbooks is more suitable for English for specific purposes? As a result of the research, the Market Leader Business English textbook was evaluated as more suitable for the outcomes of the course as it contributed to the acquisition of higher level thinking skills of the students.

In a case study on critical thinking conducted by Ungan (2007), the sample was the first-year students of Ankara University English Language and Literature department. In the study, the answer of the following question was tried to be answered ‘Which level of thinking skills do the written responses of students to short stories concentrate on?’ The students were expected to read the four short stories given to them and express their own feelings and thoughts about the events and people in the stories. In addition, they were asked to write similarities and differences between them by establishing a connection with their own experiences and other stories or books they have read before. The sentences in the responses for each story were collected by counting them one by one and the percentages of lower and upper level thinking skills were calculated according to Bloom's taxonomy. As a result of the study, it was concluded that the written responses of many students were in the evaluation category, which is the last category of high level thinking skills. However, the percentage of written responses in the other two categories of higher level thinking skills, the analysis and synthesis categories was lower than expected.

In the literature, there are other studies in which the programs of different courses besides English were evaluated according to Bloom's cognitive domains. In these studies, Turkish, History, Physical Education, Science and Turkish Literature courses were evaluated on the basis of Bloom taxonomy (Arı, 2018; Sönmez, 2017; Yürekli, 2019; Cangüven, 2019; Tahaoğlu, 2014).

The first of these studies is the study of the evaluation of the outcomes in 2015 and 2017 secondary school Turkish education programs conducted by Arı (2018) with respect to revised Bloom taxonomy and teacher opinions. In this case study, qualitative research patterns was applied and document analysis and semi-structured interview form were used as data collection tools. Within the scope of the research, 292 of the 2015 program and 289 of the 2017 program, totally 582 outcomes were examined; outcomes were classified by four different researchers. If there was a hesitation about the process, expert opinion was taken. Also, 14 teachers were interviewed, half of whom were male and half were female teachers. As a result of the research, the outcome statements of 2017 Turkish course program did not show a taxonomic difference with respect to the outcome statements of 2015's. In both programs, the conceptual and operational information were emphasized in the information dimension of the taxonomy, and the metacognitive information was not included; In terms of cognitive dimension, it was found that recall and evaluation were not given importance enough.

Sönmez (2017) proposed a model program designed according to the revised Bloom taxonomy for the Turkish course for the secondary school in her doctorate thesis study. In order to determine the effectiveness of the designed model, she implemented and evaluated it according to the revised Bloom Taxonomy. While doing it, it was aimed to find an answer for the question of "What is the effectiveness of the revised Bloom taxonomy in the process of designing an educational program? Moreover, a mixed method was used in this study, so both qualitative and quantitative methods were implemented. While a total of 28 students were selected for the control group- thirteen girls and fifteen boys- in the experimental group, 30 students participated in the implementation process of the designed model. As a result, it was determined that the students' feelings and thoughts about the tools used in the teaching process, the content given, the activities, the measurement and evaluation processes and the level of meeting the needs of the teaching process were mostly positive. Thus, it was concluded that the model program designed according to the Revised Bloom Taxonomy supported the learning needs of the students.

In another study, Yürekli (2019) determined the cognitive level of outcomes of Physical Education and Sports course and examined them according to Bloom taxonomy. 41 outcomes of Secondary Education Physical Education and Sports Course put into practice with the Ministry of National Education on 17.07.2017 were evaluated by using likert- type expressions. As a result, in contrast to what was expected, the number of cognitive outcomes in the new program was higher compared to psychomotor outcomes. The excessive number of outcomes in the cognitive field showed that this curriculum was a theoretically weighted program.

In Cangüven's (2019) comparison study on 2013 and 2018 Science education course program from the perspective of revised Bloom taxonomy, document analysis method was used; as one of the qualitative research methods. To increase the reliability of the research, the reliability study suggested by Miles and Huberman (1994) was conducted. Internal consistency rate was 92% for the program in 2013, 89% for the program in 2018 and 91% for the overall assessment.

In the study of comparing Cangüven's (2019) 2013 and 2018 Science education programs according to the renewed Bloom taxonomy, document scanning method, one of the qualitative research methods, was used. To increase the reliability of the research, the reliability study suggested by Miles and Huberman (1994) was conducted. Internal consistency rate was 92% on 2013 Science Program, 89% on 2018 Science Program and 91% on the overall assessment. In terms of outcomes between the years 2013 and 2018, it was determined that there was 1.62% decrease in remembering level, 5.77% increase in understanding level, 5.73% decrease in application level, 1.95% decrease in analysis level, 2.21% decrease in evaluation level. and 4.56% increase in the rate of creation level.

Tahaoğlu (2014) examined the outcomes of the secondary education Turkish Literature program from the point of cognitive domains. MoNE Secondary Turkish Literature curriculum (2011) was divided into classes and units and the outcomes they contain were classified. As a result of the research, it was observed that the outcomes of the course had been consisted of according to Bloom's taxonomy, but in this classification, higher order cognitive skills were less than lower order cognitive skills. Namely, while there were many examples of the outcomes regarding the comprehension level, it was determined that the outcomes about the application and synthesizing level were found with a lesser extent.

In evaluation studies carried out abroad, it was determined that no program was evaluated from the perspective of Bloom's taxonomy, but the exam questions and books of some courses were examined in accordance with BRT (Oktaviani, 2018; Razmjoo & Kazempourfard, 2012; Rahpeyna & Khoshnood, 2015; Chandio, Pandhiani & Iqbal, 2016; Hashemnezhad, 2011; Mosalanejad, 2010).

The first of these studies was the evaluation of the 5th grade primary level English textbook according to cognitive domains in Malaysia conducted by Oktaviani (2018). According to the results, it was determined that the total 235 outcome statements in the book were at the level of comprehension mostly. It was concluded that there were 41 outcomes about recalling, 20 outcomes about analysis, 14 outcomes about evaluation and 71 outcomes for creation level. The conclusion drawn from this showed that the outcomes in the book were predominantly created for reorganizing skills, creating coherent integrations, and establishing the right relationship between ideas.

In another study, a book evaluation study was conducted to find out which level of cognitive skill were emphasized in the Interchange EFL textbook series by Razmjoo and Kazempourfard (2012). To analyze the data, a coding scheme developed by the researchers was used. The results of the study revealed that most of the activities in the textbook were for lower order thinking skills. In addition, it was determined that there was no activity related to metacognitive level. In the light of the findings, it was suggested that textbook developers should include higher order cognitive activities and exercises, and teachers are suggested to use additional materials to compensate for the lack of higher order cognitive activities.

In a similar study, Rahpeyna and Khoshnood (2015) aimed to evaluate Iranian secondary school English textbooks according to Bloom's revised taxonomy. The two most frequently used English textbooks and 439 activities were evaluated via a coding system. The findings showed that the lowest three cognitive skills were used more frequently than higher order cognitive skills in both books.

A study conducted in Pakistan (Chandio, Pandhiani and Iqbal, 2016) was carried out to find out to what extent the cognitive domains in Bloom's taxonomy were included in the exam questions prepared by the Secondary Education Council. In this context, the last five years of exam questions were analyzed through SPSS, and findings showed that 'remembering' was at the most focused level, but higher order thinking skills including analysis, assessment and creativity were neglected. It was recommended to incorporate higher order thinking skills into the assessment more as a result of the study.

Hashemnezhad (2011) conducted a study on the evaluation of the English grammar textbook (English Grammar for College Students 1 and 2) taught for university students. In his study, two methods were used to achieve the purpose of the research. The first was a questionnaire for the selection of suitable textbooks developed by Daoud and Celce-Murcia (1979), and the other was a checklist based on Bloom's taxonomy. The questionnaire including the subject, vocabulary and structure, exercises, visuals and physical features of the book was filled by 20 English teachers. The researcher evaluated the book in terms of cognitive, affective and psychomotor features via the checklist he prepared. As a result, the book was found sufficient in terms of content, target word choice and physical properties. According to the checklist based on Bloom's cognitive skills, it was determined that the book only included activities involving first level cognitive skills, and there were no synthesis and evaluation steps.

Another study conducted by Mosalanejad (2010) was about an evaluation of learning objectives of English textbooks taught at high school and pre-university level in Iran according to Bloom's taxonomy. In the research, three high school and one university preparatory textbooks were analyzed and their learning objectives were coded based on Bloom's learning taxonomy. When the frequency and percentages of the activities were determined, the results showed that lower order cognitive skills were found more frequently in all books, but it was also concluded that higher order cognitive skills were included in the university level preparatory book.

CHAPTER 3

METHODOLOGY

This chapter presents information about the methodology of this study including the research design, sample, data collection, instruments, analysis and reliability and validity issues.

3.1. RESEARCH DESIGN

In this study, the data was collected by the qualitative research method forms the basis. Qualitative research is one of the processes of producing information to understand people's lifestyles, stories, behaviors, organizational structures and social change (Strauss & Corbin, 1990). The importance of qualitative data analysis in the process of describing and explaining social reality has started to be respected in academic circles, which lets to a significant increase in the number of studies in this field. In recent years, it has been observed that courses titled “qualitative data analysis” have started to be offered in some universities undergraduate and graduate programs (Clark & Lang, 2002). The methods used have also been diversified with the expansion of the scope of qualitative research studies. The main data collection methods of such research including methods such as participant observation, natural observation, document analysis and in-depth interview provides insight into events about phenomenon and events regarding humans without breaking from their context (Bogdan and Biklen, 1997). The exploratory approach is often applied within these methods and it provides a detailed research by diversifying new data with the research, especially in areas where data collection is relatively difficult (Bengtsson, 2016).

In this regard, the study focuses on the following research questions:

1. What is the relationship between the outcome statements in the Secondary School Preparatory Class English program and Bloom’s revised taxonomy?

1a. What is the distribution of the outcome statements for listening skill across the cognitive process and knowledge dimensions of the taxonomy?

1b. What is the distribution of the outcome statements for reading skill across the cognitive process and knowledge dimensions of the taxonomy?

1c. What is the distribution of the outcome statements for speaking skill across the cognitive process and knowledge dimensions of the taxonomy?

1d. What is the distribution of the outcome statements for writing skill across the cognitive process and knowledge dimensions of the taxonomy?

1e. What is the distribution of the outcome statements for pronunciation across the cognitive process and knowledge dimensions of the taxonomy?

The scope of the research questions indicates that the study focuses on the program evaluation in terms of the consistency between the program and the outcomes (Öztürk, 2019). In this sense, Tyler's Behavioral Objectives Model (1942) is adopted. Objectives-oriented program evaluation model deals with to what extent the purposes/outcomes of a program are achieved. To achieve this aim, data has been collected through document analysis and interpreted through content analysis.

Secondary School Preparatory Class English program has been analyzed as the major documents of this study. According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic material. Documents are rich sources for information which serve the data to the researcher directly by the data within organized themes, categories, and case examples (Labuschagne, 2003). Based on this definition, Creswell (2002) clarifies document analysis as scanning and creating a new integrity related to the facts or events from detailed written documents containing information about the research problem. This kind of analysis provides systematization of the data gained through other documents, observation and interview records. As in other methods; in qualitative research method, document analysis requires the data to be examined and interpreted in a system so as to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Due to the necessity of a systematic process of developing an understanding about objectivity, sensitivity and preserving the balance between them, Bengtsson (2016) claims that the data provided by document analysis are organized through content analysis.

Content analysis is the process of organizing information into categories related to the central questions of the research (Bowen, 2009). This process of systematically categorizing the data is based on specific themes and categories. It is extensively used in both theoretical and applied studies and has a lot of advantages as it is objective, systematic, verifiable and rationale (Mayring, 2004). The underlying concepts of data and relationship between these concepts are revealed by coding. Thus, consistent patterns and the relationships between the codes, categories and themes are identified (Baltacı, 2017). In this regard, this study aims to find out the distribution of the outcome statements into the cognitive process and knowledge dimensions in Bloom's revised taxonomy. Therefore, descriptive content analysis has been used as the research method for this study.

3.2. SAMPLE

In this study, the outcome statements in the Secondary School Preparatory Class English program provide the sample. The target program was decided to put into practice by General Directorate of Secondary Education in 22nd July 2016 to be implemented in Secondary Education Institutions with Preparatory Classes onwards 2017-2018 academic years. The program involves the detailed information on the outcomes of pronunciation, reading, writing, speaking and listening skills in preparatory class along with the learning models, assessment techniques and suggested materials. This program and all the other details about the programs of other courses in Secondary School are available on the official website "*müfredat.meb.gov.tr*"of the Ministry of National Education.

3.3. DATA COLLECTION

All the data for the research questions are collected from the outcome statements in the Secondary School Preparatory Class English program of MoNE. The numbers and the classification of the outcome statements are shown in Table 4.

Table 4:

Categorization of the outcome statements in Secondary School Preparatory Class English program

Reading	Writing	Listening	Speaking	Pronunciation	Total
90	54	59	106	23	332

According to Table 4, 332 outcome statements from the preparatory class English program provide the data for the research questions. The program underlines the importance of speaking and interaction in L2. As a result of this, the numbers of the outcome statements for speaking outperform the other skills. In addition to four main skills, outcome statements for pronunciation are also included in the program. Apart from this, as Öztürk stated (2019, p. 90), outcomes for grammar or vocabulary do not take place in the program since it is not aimed to take the attention of the teachers and material designers to grammatical structures by imposing them to clearly defined outcome statements. Rather, grammatical structures are suggested to be presented through other skills. The same thing is observed for teaching vocabulary items, as well. It is up to the teachers and material designers to decide on which vocabulary item to teach depending on the topic of the theme, the needs and the level of the learners. In the light of these, the verbs and noun phrases in the statements and which cognitive process and knowledge dimension they aim to develop set the main data for this study.

3.4. INSTRUMENTS

There are two main instruments for data analysis in this study. The comprehensive Revised Taxonomy Verb Chart retrieved from https://tips.uark.edu/blooms-taxonomy-verb-chart/ and the taxonomy table developed by Krathwohl and his team (Krathwohl et al., 2001) are employed as the instruments.

3.4.1. Verb List

The verb list (Appendix 1) is the main instruments in the study. This verb list includes the categorization of verbs into the six cognitive process dimensions in Bloom’s revised taxonomy. Moreover, some modifications have been done in the original verb list

(Appendix 2) because of the fact that even though the verb list is a very comprehensive one, it does not include some frequent verbs in the outcome statements. Therefore, 22 verbs have been added to list. While adding the new verbs to the modified list, Öztürk's (2019) study was taken into consideration. In her study, she analyzed the outcome statements of 9th grade English program and had the same reason to have modification on verbs.

3.4.2. Taxonomy Table

The revised taxonomy table developed by Krathwohl and his team (Krathwohl et al., 2001) used to categorize the target outcome statements. The table involves two-dimensional structure with 24 cells in it, which reflect knowledge dimension and the cognitive process dimension. In this way, the table enables an explicit representation of the categorizations of the statements.

3.5. DATA ANALYSIS

In this study, the cognitive process and knowledge dimensions in the Bloom's revised taxonomy set up the framework. On the taxonomy table, the knowledge dimensions form the vertical axis of the table, whereas the cognitive process dimensions form the horizontal axis. The intersections of the knowledge and cognitive process categories form the cells. Consequently, the outcomes have been classified in the taxonomy table in one or more cells that correspond with the intersection of the columns appropriate for categorizing the verbs and the rows appropriate for categorizing the nouns or noun phrases (Appendix 3). That is, the data obtained from the outcome statements have been placed into the related categories in the taxonomy table through content analysis as it can be seen in Figure 3.

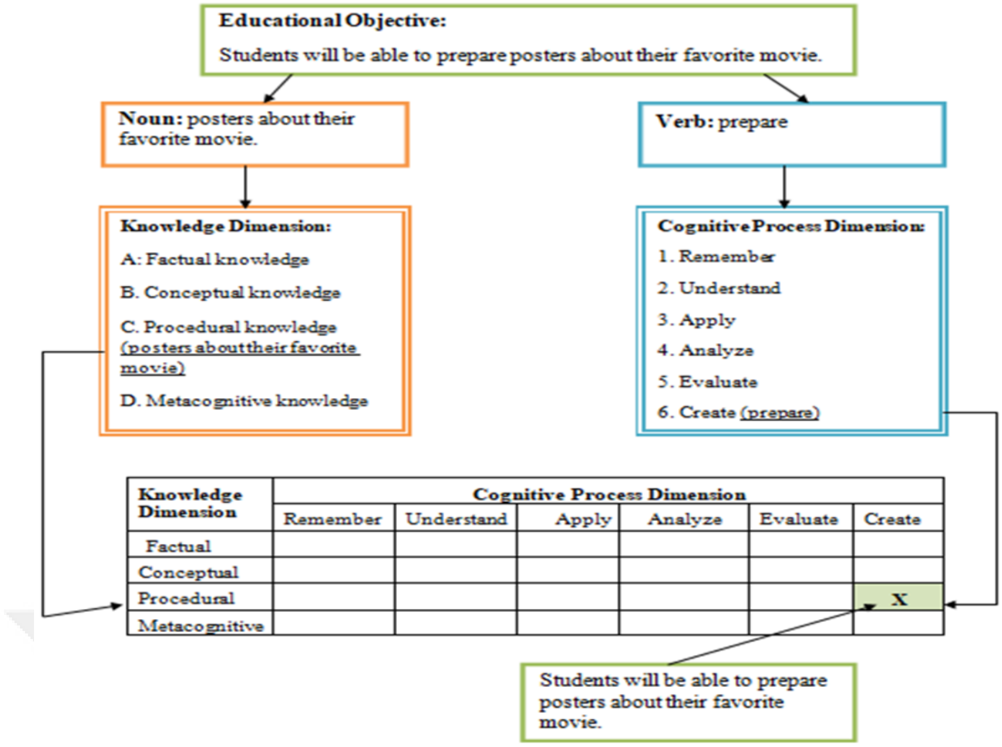

Figure 3: A sample data analysis process for an outcome statement

Next, the findings have been defined and arranged to be able to explicate them. While doing this, frequency and the percentages of the statements have been calculated and demonstrated through tables. Finally, the interpretation of the findings has been reflected by the claims based on the related findings from the literature.

3.6. VALIDITY AND RELIABILITY

Validity and reliability are key aspects of all research. Diligent attention to these two aspects both makes the difference between good and poor research and helps to assure that findings are credible (Brink, 1993). Validity in research deals with the accuracy and truthfulness of scientific findings (Le Comple and Goetz, 1982, p. 32). A valid study demonstrates what actually exists and a valid instrument quantifies what it is supposed to measure. As for reliability, it is connected to the consistency and stability of the research, as well as the researcher’s ability to collect the data accurately (Seltiz et al., 1976, p. 182). This study has been conducted within the framework of qualitative research method. The nature of qualitative research methods does not lend to statistical or empirical calculations of validity. Instead, the qualitative researcher seeks basically the same ends through different methods which are better suited to a human subject matter. In addition, the data has been categorized and quantified through descriptive analysis in order to determine the relationship between the different categories. According to Cohen, Manion & Marrison (2002) the study is based on document analysis technique, following points are considered so as to ensure validity and reliability in qualitative research (as cited in Öztürk, 2019).

To start with, deciding on the suitable research methodology depending on the research questions is crucial because the measures taken for ensuring the validity and reliability varies based on the research paradigm. In this study, document analysis for data collection and descriptive content analysis for analyzing the data are employed regarding the methodology in similar studies in the literature (e.g. Öztürk, 2019; Köksal & Ulum, 2018; Uymaz, 2016; Sönmez, 2017, Gökler, Aypay and Arı, 2012). Especially the study conducted by Öztürk (2019) and the methodology employed in it contributed a lot to this study while constructing the appropriate methodology because of the similar basis of these two studies.

Furthermore, it is crucial to ensure consistency of data set. In this study, as the sample, within the frame of the research question and its five sub questions, all 332 outcome statements for preparatory class English program have been analyzed carefully to ensure that the findings would be valid and reliable. While analyzing the statements, the researcher has gone back over the previous categorizations and reconsidered them to guarantee the consistency.

In addition, the choice of instrument and employing it correctly is a necessary part of the validity and reliability in a study. In this study, the revised taxonomy table and the verb chart have been used for data analysis. As Krathwohl (2001) states, the taxonomy table provides an explicit representation of the alignment between the outcomes and activities. It is very useful to show both knowledge and cognitive process dimensions in BRT at the same time. Moreover, the comprehensive verb chart for data analysis for the outcome statements ensures content validity. In order to increase the validity, no generalization was made according to the similarity of the nouns or verbs in the process of coding of the outcomes. Furthermore, sample categorizations from the previous studies from the literature have been analyzed in detail, especially the study by Öztürk (2019), and they have been taken into consideration for comparing the findings while analyzing the data.

Next, to be able to make sure of clarity in this research, all the components of the study from the data collection to data analysis have been explained in detail by enabling sample categorizations of outcome statements (Appendix 3). Besides, the clear representation of the tables showing findings have been provided in Chapter IV.

Finally, the findings of the analysis have been checked by the researcher at regular intervals in order to ensure reliability.

CHAPTER IV

FINDINGS

The study has been conducted to answer the following research questions:

1. What is the distribution of the outcome statements in secondary school preparatory class English program in terms of the cognitive process and the knowledge dimensions of Bloom's revised taxonomy?

1a. What is the distribution of the outcome statements for listening skill across the cognitive process and knowledge dimensions of the taxonomy?

1b. What is the distribution of the outcome statements for reading skill across the cognitive process and knowledge dimensions of the taxonomy?

1c. What is the distribution of the outcome statements for speaking skill across the cognitive process and knowledge dimensions of the taxonomy?

1d. What is the distribution of the outcome statements for writing skill across the cognitive process and knowledge dimensions of the taxonomy?

1e. What is the distribution of the outcome statements for pronunciation across the cognitive process and knowledge dimensions of the taxonomy?

4.1. FINDINGS RELATED TO THE RESEARCH QUESTION

Within the scope of the first research question, outcome statements in the Preparatory class English program have been analyzed. Findings show that there are 90 outcomes for reading, 54 outcomes for writing, 59 outcomes for listening, 23 outcomes for pronunciation, 106 outcomes for speaking, 332 outcome statements in total in the program.

The outcome statements for speaking skill outnumber the outcome statements for the other three skills and pronunciation. This is consistent with the revised English program as it puts an emphasis on communicative competence, which requires more outcomes for speaking. Following speaking, numbers for reading skill take the second place.

4.1.1. Findings Related to the Outcomes for Listening Skill

59 outcomes for listening skill have been analyzed and categorized into the taxonomy table as it is shown in Table 5.

Table 5:

Classification of the Outcomes for Listening Skill into the Taxonomy Table

Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	16	4	3	3		2
Conceptual	8	4	12	3	2	
Procedural			1	1		
Metacognitive						

Table 5 shows that there is not a homogenous distribution of the outcomes for listening skill into the knowledge and cognitive process dimensions. The table demonstrates that out of 59 outcome statements almost half of them are categorized into the level of 'remembering' (n=24) and 16 of them are categorized into the level of 'applying'. As for the category of 'evaluating' and 'creating' there are only 2 outcome statements.

When it comes to knowledge dimension, it can be concluded that most of the outcome statements (n=29) intends to develop conceptual knowledge. Following conceptual knowledge, there are 28 outcome statements for developing factual knowledge and only 2 outcome statements which require procedural knowledge. The table shows that there are not any outcomes for developing metacognitive knowledge.

Two more tables are provided below which show the percentages of the categorizations across cognitive process dimensions and knowledge dimensions separately.

Table 6:

Frequencies and Percentages of the Outcomes for Listening Skill across Cognitive Process Dimensions

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	24	40,7
Understand	8	13,5
Apply	16	27,1
Analyze	7	11,9
Evaluate	2	3,4
Create	2	3,4
Total	59	100

According to the findings in Table 6, ‘remembering’ is the most focused dimension in the taxonomy (n=24). In this level, the most frequent verbs in the outcome statements are *to identify, to match, to recognize.* A sample outcome statement for remembering is “Students will be able to identify frequently used vocabulary for greetings” This outcome statement aims to have learners locate the knowledge of frequently used vocabulary for greetings in long-term memory. This is the simplest process category in the cognitive dimension (Anderson, et al., 2001) and it is given the most emphasize in the program, which just requires retrieving relevant knowledge.

The second most emphasized cognitive process level is ‘applying’ with a proportion of 27,1 % (n=16). In this level, the most frequently used verbs in the outcome statements are *to complete, to discover, to locate, to respond.* A sample outcome statement as “Students will be able to respond simple questions in an interview” is linked with the level of ‘applying’ because it involves using procedures to perform the given task (Anderson, et al,, 2001).

According to Mayer and Wittrock, two of the most important educational goals are to promote retention and to promote transfer. While retention indicates the ability to remember material at some later time in much the same way as it was presented during instruction, transfer involves the ability to use what was learned to solve new problems, to answer new questions, or to facilitate learning new subject (1996). Considering the results from the table, it can be concluded that the outcome statements of listening skill in the program mostly requires students to remember what they have learned. Besides remembering, students are expected to make sense of and be able to use what they have learned via applying dimension.

The least focused cognitive process dimensions are ‘evaluating’ and ‘creating’. There are only 2 outcome statements focusing on them. While at evaluating level, “Students will be able to predict the content from a picture” can be given as an example, at creating level “Students will be able to organize information on Wonders of the World” outcome statement is provided in the program.

On the whole, it can be concluded that the distribution of the listening outcomes is not homogenous as almost half of the outcomes focus on the level of ‘remembering’. There are not many outcome statements for improving students’ critical thinking, which is required in creating dimension. This distribution can be acceptable when the nature of the listening skill is taken into consideration (Öztürk, 2019), as listening is a receptive skill, it is not suitable for production. Therefore, learners are not involved in the level of ‘creating’. However, the absence of focus on ‘evaluating’ shows that the outcome statements for listening skill are not designed for developing questioning skill of learners. As it is stated by Vandergrift and Goh (2012), effective listeners should have a kind of ability of questioning what they listen to distinguish the fact from the opinion and figure out the speaker’s intentions, which requires sufficient evaluating skills. This can be a limitation of the outcomes of listening skill.

In Table 7, frequencies and percentages of the outcomes for listening skill across knowledge dimensions are provided.

Table 7:

Frequencies and Percentages of the Outcomes for Listening Skill across Knowledge Dimensions

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	28	47,5
Conceptual	29	49,1
Procedural	2	3,4
Metacognitive	0	0
Total	59	100

Findings in the table indicate that with the exception of 2 outcomes for procedural knowledge, factual (n=28) and conceptual knowledge (n=29) knowledge form all the knowledge dimension of the outcomes for listening skill. This shows that there are not any outcomes for metacognitive knowledge.

Conceptual knowledge involves relationships among the basic elements within a larger structure and knowledge of classification and categories as it is stated by Anderson, et al. (2001). A sample outcome statement for conceptual knowledge detected in the program is "Students will be able to distinguish the main differences in vocabulary items between American and British English such as lift and elevator. That kind of outcome statements requires students to make a distinction and classify them as a concept.

As for factual knowledge, it devotes a similar percentage (47,5%) with respect to conceptual knowledge (49,1%). Students will be identifying lexis and jargon related to celebrities or "Students will be able to identify different countries and languages" can be given as sample outcomes statement for factual knowledge because factual knowledge is a piece of simple information that can make sense alone like terminology scientific terms or labels, vocabulary, jargon, and symbols or representations.

Since there is no evidence of metacognitive knowledge for listening skill, this can be the weakness of the program. Metacognitive knowledge involves knowledge about awareness of one's own cognition. It is of increasing significance as it shows the importance of students being made aware of their metacognitive activity, and then using this knowledge to appropriately adapt the ways in which they think and operate (Krathwohl, 2002). Therefore, knowing how to listen or developing listening strategies for enhancing comprehension, coping with problem and developing metacognitive awareness about L2 listening is a part of metacognitive processes, which is valuable for helping learners (Vandergrift and Goh, 2002). As it can be concluded, metacognitive knowledge focuses on what learners can do to help themselves listen better when engaging with aural input and enables systematic support for overall listening development in and outside of the classroom.

4.1.2. Findings Related to the Outcomes for Reading Skill

90 outcomes for reading skill have been analyzed and categorized into the taxonomy table as it is shown in Table 8.

Table 8:

Classification of the Outcomes for Reading Skill into the Taxonomy Table

Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	23	9	2	1	2	
Conceptual	17	23	4	2	1	
Procedural		5	1			
Metacognitive						

The table reveals that outcomes for reading do not have a proportional distribution in terms of knowledge and cognitive process dimensions as in listening skill. The table shows that out of 90 outcome statements, most of them are categorized into the level of 'remembering' (n=40) and 38 of them are categorized into the level of 'understanding'. While there are only 3 outcome statements for the category of 'evaluating' and 'creating', no outcome statement is included for 'creating'.

When the table is analyzed in terms of knowledge dimension, it can be stated that more than half of the outcome statements (n=46) aim at developing conceptual knowledge. Following conceptual knowledge, there are 36 outcome statements for developing factual knowledge and 6 outcome statements which require procedural knowledge. The table shows that there are not any outcomes for developing metacognitive knowledge.

Two more tables are provided below which show the percentages of the categorizations across cognitive process dimensions and knowledge dimensions separately.

Table 9:

Frequencies and Percentages of the Outcomes for Reading Skill across Cognitive Process Dimensions

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	40	44,4
Understand	37	41,2
Apply	7	7,8
Analyze	3	3,3
Evaluate	3	3,3
Create	0	0
Total	90	100

According to the findings presented in Table 9, ‘remembering’ is the most focused dimension in the taxonomy with 44,4 %. In this level, the most common verbs used in the outcome statements are *to identify, to remember, to recognize and to match.* A sample outcome statement for remembering is “Students will be able to identify the words that modify actions in a short text”. This outcome statement aims at having learners recognize the target vocabulary items from a short reading passage, which just requires them requires retrieving relevant knowledge from their long term memory. It can be inferred that the program aims at applying the principle of “from easier to more difficult” by giving a lot emphasize on this level as it is the lowest cognitive level.

The second most emphasized cognitive process level is ‘understanding’ with a proportion of 41,2 % (n=37). Understanding is a cognitive process which includes giving examples, making explanations and summarizing. All kind of comprehension questions can be given as examples of this category. The most frequent verbs in the outcome statements are *to find, to answer, to skim and to scan.* A sample outcome statement as “Students will be able to find out the process of the first aid in emergency cases” is linked to the level of ‘understanding’ because it involves constructing meaning from an instructional message (Anderson, et al., 2001). Reading is characterized by understanding; although understanding is labeled in different ways, success in this process requires that a leaner fully comprehends the message given, interprets between and beyond the lines of text, and constructs personal meaning with the text while elaborating and extending it (Shea and Ceprano, 2017). This explains why the program attaches importance to understanding dimension. Findings for ‘understanding’ are also consistent with the A2 level descriptors in CEFR (2001) as in this level learners are able to understand and identify the general meaning of a reading text.

As for ‘analyzing’, it is one of the least emphasized dimension in the taxonomy (n=3). A sample outcome statement for analyzing is “Students will be able to detect the topic and supporting sentences in a text.” This outcome statement intends learners to understand the text thoroughly and analyze the parts of a text in terms of topic and supporting details, which automatically leads them to have a deeper comprehension. However, that kind of statements are not emphasized much, which is very essential for reading. Shea and Ceprano state that reading with understanding requires micro and macro processes as well as all levels of thinking. Before readers move to higher levels on Bloom's revised taxonomy (analyzing, evaluating and creating), they need to initially manage to work with making meaning (2017). It can be implied from the findings, the program supplies necessary studies for lower level skills to make meaning, but there is a shortcoming about passing these cognitive processes to upper levels.

All in all, it can be concluded that the distribution of the reading outcomes is not in portion. While most of the outcome statements represent LOTS, there are not any outcome statements for promoting students' critical thinking. A critical reader can interrogate such kind of questions like "What is the main point of the writer? Why does the writer think that way? What is implied by the writer? etc." (Öztürk, 2019). Those kinds of questions help learners figure the text better as there is a two-way relationship between comprehension and critical thinking (Norris and Philips, 1987). That type of outcome statements could be added to the program.

Table 10 presents the frequencies and percentages of the categorization of the outcomes for reading skill into knowledge dimensions.

Table 10:

Frequencies and Percentages of the Outcomes for Reading Skill across Knowledge Dimensions

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	37	41,1
Conceptual	47	52,2
Procedural	6	6,7
Metacognitive	0	0
Total	90	100

As for the knowledge dimensions, findings in the table demonstrate that with the exception of 6 outcomes for procedural knowledge, factual (n=37) and conceptual knowledge with the highest proportion (n=47) form all the knowledge dimension of 90 outcomes for reading skill. It means that there are not any outcomes for metacognitive knowledge just like listening skill.

Conceptual knowledge which involves developing learners' knowledge of theories and structures is focused nearly in one of two outcomes statements. A sample outcome statement detected for conceptual knowledge is "Students will be able to read film reviews, advertisements or magazines on blogs to decide which movie to see". As conceptual knowledge involves *knowing what and why* principle, via this outcome statement, the students are expected to read different piece of texts to make a decision which is suitable for their reason.

As for factual knowledge, that kind of knowledge involves the basic elements used to understand and organize a subject; specific details such as knowledge of events, dates, sources of information (Anderson, et al.,2001). Parallel to this, Bárdos (2000) states that first level of reading in a foreign language is the level of physically recognizing the letters, words and very basic phrases. This can explain that the factual knowledge is the second most emphasized knowledge dimension in the program. A sample outcome statement detected for factual knowledge is "Students will be able to recognize family names, words and very basic phrases in postcards and greeting cards". What is expected from the students through this outcome statement is to make students notice very basic elements of a text. Although that kind of outcome statements does not require a complex cognitive skill, it is essential to include factual knowledge so that it would be possible to build on more complex knowledge. At this point, Öztürk states that (2019), making a decision on how much factual knowledge to include needs a careful planning. Having too many outcomes on factual knowledge can lead to rote memorization and this may lead learners to operate at the lower levels in cognition (p.100).

Findings also show that 6,7 % of all the outcomes aim at fostering students' procedural knowledge (n=6). Procedural knowledge involves the knowledge of subject-specific skills and techniques and knowing *how* to do something. A sample outcome statement associated with procedural knowledge is "Students will be able to scan a text about endangered animals/domestic animals/wild animals". This statement includes a subject specific strategy of 'scanning'. Brown (2007, p.119) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Reading skills and awareness of reading strategies are equally essential for language learners as reading comprehension is a matter of developing appropriate and efficient comprehension strategies like skimming the text for main idea, scanning the text for specific information and distinguishing between literal and implied meanings etc. (Brown, 2001). Based on this, outcome statements focusing on that kind of knowledge in the program enrich HOTS.

Lastly, findings indicate that there are not any outcome statements for developing metacognitive knowledge in reading skill. Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. For better reading skills, metacognitive knowledge is an essential component for full and deep comprehension and it suggests effective strategies for reaching the goal. (Harvey & Goudvis, 2000; Zimmerman & Hutchins, 2003). Therefore, an explicit awareness on metacognitive strategies is necessary in the program.

4.1.3. Findings Related to the Outcomes for Speaking Skill

106 outcomes for speaking skill have been analyzed and categorized into the taxonomy table as it is shown in Table 11.

Table 11:

Classification of the Outcomes for Speaking Skill into the Taxonomy Table

Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	1	4	23	1	5	1
Conceptual	1	4	27	3	2	2
Procedural	1	5	9	1	5	11
Metacognitive						

The table shows that outcomes for speaking do not have a homogeneous distribution in terms of knowledge and cognitive process dimensions, but there is a more consistent distribution with respect to the outcomes of reading skill. The table reveals that out of 106 outcome statements, most of them are categorized into the level of ‘applying’ (n=59) and following it, 14 of them are categorized into the level of ‘creating, 13 of them are categorized into the level of ‘understanding’ and 12 of them are categorized into the level of ‘evaluating’. There are only 3 outcome statements for ‘remembering’ and 5 outcome statements are included for ‘analyzing’.

When the table is analyzed in terms of knowledge dimension, it can be stated that less than half of the outcome statements (n=39) aim at developing conceptual knowledge. Following conceptual knowledge, there are 35 outcome statements for developing factual knowledge and 32 outcome statements which require procedural knowledge. The table shows that there are not any outcomes for developing metacognitive knowledge.

Two more tables are provided below which show the percentages of the categorizations across cognitive process dimensions and knowledge dimensions separately.

Table 12:

Frequencies and Percentages of the Outcomes for Speaking Skill across Cognitive Process Dimensions

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	3	2,8
Understand	13	12,2
Apply	59	55,7
Analyze	5	4,8
Evaluate	12	11,3
Create	14	13,2
Total	106	100

According to the findings presented in the table, 'applying' is the most focused dimension (55,7) for speaking skill, which is consistent with the aims of the program. The program basically focuses on having learners use the expressions and structures in real life contexts since lack of effective communicative competence has remained to be the problem of many learners in English language classrooms in Turkey. To overcome this, students are required to practice English in various contexts to become effective communicators (MoNE, 2016). In this level, the most common verbs used in the outcome statements are *to use, to ask about and tell, to talk.* A sample outcome statement for applying is "Students will be able to ask for and give permission in a dialogue". This outcome statement aims at having learners practice a language function which can be encountered with in real life very often.

The category of 'creating' with the frequency of 14, and 'evaluating' with the frequency of 12 out of 106 outcome statements presents some information about the distribution of HOTS in the program. In creating level, the most frequent verbs are *to produce, to prepare, and to modify.* A sample outcome statement as "Students will be able to produce tips to manage stress and tiredness" is linked to 'creating' because this level involves constructing something new and putting different elements together to form a whole (Anderson, et al,, 2001). That is, the students are required to reveal something original by using their creative thinking and their past experiences.

Similar to the findings about the category of 'creating and evaluating', 'understanding' makes up 12, 2% (n=13) of all the outcomes. In this level, the most frequent verbs are *to describe, to respond and to ask and answer".* Students understand when they build connections between the new knowledge and their prior knowledge. The outcome statements involving 'understanding' give students the opportunity to practice structures. In this regard, a sample statement for this category is "Students will be able to describe their favorite celebrity's appearance and character" What is aimed by that kind of outcome is to have students depict something orally while constructing meaning from an instructional message (Krathwohl, 2002). Understanding level belongs to the LOTS and requires mechanical activities, which help them transfer the knowledge easily in real life context. Considering the advantage of understanding level, which enables students to build on more complex knowledge, it can be inferred that having 13 outcome statements is sufficient.

Table 13 presents the frequencies and percentages of the categorization of the outcomes for speaking skill into knowledge dimensions.

Table 13:

Frequencies and Percentages of the Outcomes for Speaking Skill across Knowledge Dimensions

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	35	33
Conceptual	39	36,8
Procedural	32	30,2
Metacognitive	0	0
Total	106	100

As it is indicated in the table, while conceptual knowledge is the most focused dimension (n=39) for speaking skill, the proportion of factual (n=35) and procedural knowledge (32) is very close to the frequency of conceptual knowledge. As conceptual knowledge is the knowledge of theories, structures, principles and models (Anderson, et al.,2001), it is the most related dimension to the ‘applying, which is very consistent with the results of the cognitive process dimension above. A sample outcome statement for this level is “Students will be able to talk about supernatural powers of well known heroes”. That kind of outcomes is beneficial for developing students’ communicative competence as they lead students to speak and interact more in English. Torky (2006) states that students suffer in speaking lessons because of the prevailing traditional methods of teaching speaking. Most of the time, they are just required to say more than a few words in response to close ended questions raised by the teacher.

As for factual knowledge, it is the second most emphasized knowledge dimension for speaking skill (33%). Factual knowledge is “knowledge of discrete, isolated content elements and bits of information and it includes knowledge of terminology and knowledge of specific details and elements” (Krathwohl, 2002). Including a considerable amount of outcome statements emphasizing factual knowledge for speaking skill can be reasonable as (Bygate, 1998& Brown, 2001) state that practically nature of spoken language requires the speaker’s ability to use some specific skills, which are concerned with correctly using basic structures of the language. In this way, students’ factual knowledge dimension can operate. A sample outcome statement for factual knowledge is “Students will be able to introduce themselves, family members and friends”. Having students talk about such basic discrete elements of language can help them to pass a higher knowledge dimension smoothly.

Procedural knowledge devotes a similar percentage to factual knowledge (30,2%). This type of knowledge involves the knowledge of the criteria used to determine and justify *when to do what.* Therefore, activating students’ procedural knowledge can help them a lot in speaking to manage conversation and interact effectively to keep the conversation going. A sample outcome statement for procedural knowledge is “Students will be able to act out a dialogue in groups to make travel plans”. Via this kind of outcome statements, students are required to take part in the conversation by maintaining interaction in accordance with the flow.

Lastly, findings demonstrate that there are not any outcome statements for developing metacognitive knowledge in speaking skill. As metacognitive knowledge is the knowledge on the process or strategy of learning and thinking, and the ability to control and monitor one's own cognition, effective speakers should have the ability use compensatory and achievement strategies in some situations like when they don't know all the words to say, to interrupt the other speaker, to ask for clarification and xplanation or to change the topic (Scarcella & Oxford, 1992, p. 156). Strategic competence subsumes many of other skills involved in other competencies and it includes other sub skills such as compensatory and achievement strategies (Dornyei & Thurrell, 1994), so knowledge on metacognition helps students to manage their output and compensate for difficulties while speaking much easily. Even if the descriptors of the program states that one of the most important goals is guiding students to become autonomous students not only just by focusing on communicative and grammatical competence, but also emphasizing on strategic competence, it is a drawback not having any outcome statements on this dimension.

4.1.4. Findings Related to the Outcomes for Writing Skill

54 outcomes for writing skill have been analyzed and categorized into the taxonomy table as it is shown in Table 14.

Table 14:

Classification of the Outcomes for Writing Skill into the Taxonomy Table

Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	2		8			
Conceptual	2		26			2
Procedural			5			9
Metacognitive						

Table shows that there is not a homogenous distribution of the outcomes for writing skill into the knowledge and cognitive process dimensions just like listening and reading skills. The table reveals that out of 54 outcome statements, most of them are categorized into the level of 'applying' (n=39) and 11 of them are categorized into the level of 'creating'. There are no outcome statements for the category of 'understanding' and 'evaluating'.

When the table is analyzed in terms of knowledge dimension, it can be stated that most of the outcome statements (n=30) aim at developing conceptual knowledge as in reading and speaking skills. Following conceptual knowledge, there are 14 outcome statements for developing procedural knowledge and there are 10 outcome statements involving factual knowledge. The table shows that there are not any outcomes for developing metacognitive knowledge as in all the other skills.

Two more tables are provided below which show the percentages of the categorizations across cognitive process dimensions and knowledge dimensions separately.

Table 15:

Frequencies and Percentages of the Outcomes for Writing Skill across Cognitive Process Dimensions

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	4	7,4
Understand	0	0
Apply	39	72,2
Analyze	0	0
Evaluate	0	0
Create	11	20,4
Total	54	100

Table 15 shows that there is not a homogenous distribution of the outcomes for writing skill into the cognitive process dimensions as ‘applying’ and ‘creating’ level constitute almost all cognitive processes of outcome statements. According to the findings, ‘applying’ is the most focused dimension for writing skill in the taxonomy (n=39). In this level, the most frequent verbs in the outcome statements are *to describe, to use, to write and to apply.* A sample outcome statement for remembering is “Students will be able to apply basic capitalization, spelling and punctuation rules when writing”. According to Sedita (2013), learning to write includes learning two sets of skills: composing skills using the writing and transcription skills (punctuation, capitalization and spelling). These elements of writing should be sufficiently developed and should be automatically applied. Fluency in such skills enables students to improve their content quality, as well. In this regard, this outcome statement aims to have learners carry out or use what have been operated in remembering and understanding level. In these previous levels, the students should acquire that kind of writing mechanics to be able to perform them in the applying level, which is the last level of LOTS. As applying refers to using a learned procedure either in a familiar or new situation, devoting such a high percentage for this level in the program seems very suitable to develop learners writing skills. This can also be a remedy for the fact that Turkish EFL learners are not equipped with sufficient writing practice at secondary school, so they have difficulty in academic writing in higher education (Altınmakas & Bayyurt, 2019). As a result, it can be concluded that it is very crucial to reinforce learners with adequate practice in the very beginning of the secondary school to help them to be qualified writers (Öztürk, 2019).

However, not having sufficient amount of ‘remembering’ and ‘understanding’ levels in the outcome statements indicate that the program does not enable learners to operate for some basic things in writing like sentence structure, unity and coherence etc. To illustrate, since English word order is different from Turkish, especially beginner level learners have difficulty in forming sentences. Especially in preparatory class, the students should be given a lot of opportunity to recall and retrieve this kind of knowledge and construct meaning as they might not have any background knowledge on them before.

The second most emphasized cognitive process level is ‘creating’ with a proportion of 20,4 % (n=11). In this level, the most frequently used verb in the outcome statements is *to prepare.* A sample outcome statement as “Students will be able to prepare a news report for the school magazine by giving detailed information about people, places and events”. Because of the fact that learners do not have to be in advanced level to perform in ‘creating’ level and due to writing skill’s being a productive one, implementing such kind of tasks are very essential for learners. Preparing some authentic materials like posters, notice boards, reports, travel guides school magazines etc. are some common and useful ways to let the students operate in this level as students should be asked to show what they can do and produce rather than what they are able to recall (Huerta-Macias, 2002). In addition, these tasks can be incorporated in assessment to evaluate learners’ performance. As it is stated in the secondary school English program (MoNE, 2016), portfolios are strongly recommended as long as having students perform productive tasks and language assessment should foster students’ production rather than memorization and mechanical drills. All in all, ‘creating’ is the only level that represents

HOTS in the taxonomy as there are not any outcome statements for developing ‘analyzing and evaluating’ levels in the program.

Table 16 presents the frequencies and percentages of the categorization of the outcomes for writing skill into knowledge dimension.

Table 16:

Frequencies and Percentages of the Outcomes for Writing Skill across Knowledge Dimensions

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	10	18,5
Conceptual	30	55,5
Procedural	14	26
Metacognitive	0	0
Total	54	100

Findings in the table indicate that conceptual knowledge (n=30) has the highest frequency among the other knowledge dimensions. Following it, procedural knowledge (n=14) and factual knowledge (n=10) devotes similar frequency for writing skill. However, there are not any outcome statements for metacognitive knowledge.

According to the findings indicated in the table, conceptual knowledge is emphasized highly in the program by such kind of outcome statements like “Students will be able to write a short paragraph of a city that they want to visit”. A possible writing task for this outcome is having students brainstorm about the reasons to visit that city like natural beauties, foods, activities to do there so on. Then, students might be expected to put these reasons together in an organized paragraph. As writing is an extremely complex cognitive activity in which the students are required to demonstrate control of variables simultaneously (Durga & Rao, 2018), it is reasonable to implement such kind of outcome statements in the program because while students are performing them, they also have a chance to practice their use of English implicitly because instead of giving direct emphasis, it is expected that knowledge about grammatical structures to be improved through effective implementation of productive activities, which is consistent with the aims of the program (Öztürk, 2019).

Another finding is related to procedural knowledge, which is the knowledge of subject-specific techniques and methods. There are 14 outcomes (26 %) out of 54 under this category. These outcome statements involve writing a short paragraph, a dialogue on a given task or an informal e-mail. A sample outcome statement for this category is "Students will be able to prepare their own short movie posters". That kind of knowledge requires learners to undergo some certain processes and series of actions to be performed. More focus on procedural knowledge could be implemented in the program due to the fact that such procedural activities improve students' skills on how to do something by using their knowledge of subject-specific skills.

Lastly, findings in the table show that there are not any outcome statements for metacognitive knowledge, which is a drawback for the learners in terms of writing skill, as well. Among all knowledge dimensions, metacognitive knowledge is the highest-order executive skill which entails awareness of one's own planning, monitoring and evaluating. Once learners have metacognitive strategies, they will become more independent and autonomous and will be more capable of critiquing their learning process and thus become efficient learners (Goctu, 2017). That is, as metacognitive strategies are mental operations or procedures that learners use to regulate their learning and understand their self- knowledge, they can deal with the obstacles faced along the way of developing their writing skills. When learners' awareness on metacognitive practices is expanded, they get better in reaching their goals. The importance of this type of knowledge has been emphasized in literature showing that there is a two-way relationship between metacognitive strategies and writing performance (Hayes, 2000; Lavelle, Smith & O' Ryan, 2002) as the learners are proved to identify their own learning style preferences and needs, plan for tasks better, gather and organize materials, arrange a study schedule, monitor their mistakes and evaluate their task success, etc. However, in the program this dimension is neglected.

4.1.5. Findings Related to the Outcomes for Pronunciation

23 outcomes for pronunciation have been analyzed and categorized into the taxonomy table as it is shown in Table 17.

Table 17:

Classification of the Outcomes for Pronunciation into the Taxonomy Table

Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual			12			
Conceptual	3		8			
Procedural						
Metacognitive						

Table 17 shows that there is not a homogenous distribution of the outcomes for pronunciation into the knowledge and cognitive process dimensions. The table reveals that out of 23 outcome statements, most of them are categorized into the level of ‘applying’ (n=20) and 3 of them are categorized into the level of ‘remembering’. There are no outcome statements for the category of ‘understanding’, ‘analyzing’, ‘evaluating’ and ‘creating’.

When the table is analyzed in terms of knowledge dimension, it can be stated that nearly half of the outcome statements (n=12) aim at developing factual knowledge. The rest of the statements (n=11) involves conceptual knowledge. The table shows that there are not any outcomes for developing procedural and metacognitive knowledge.

Two more tables are provided below which show the percentages of the categorizations across cognitive process dimensions and knowledge dimensions separately.

Table 18:

Frequencies and Percentages of the Outcomes for Pronunciation across Cognitive Process Dimensions

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	3	13
Understand	0	0
Apply	20	87
Analyze	0	0
Evaluate	0	0
Create	0	0
Total	23	100

Table 18 shows that there is not a homogenous distribution of the outcomes for pronunciation into the cognitive process dimensions as ‘applying’ level constitutes almost all cognitive processes of outcome statements with 87%. The rest of the statements (n=3) represent ‘remembering’ category, which creates a big gap between frequencies. That means; there are not any detected outcome statements for ‘understanding, analyzing, evaluating and creating’.

In applying level, the most frequent verbs in the outcome statements are *to practice and to pronounce.* A sample outcome statement for this level is “Students will be able to practice the pronunciation of commonly challenging words for Turkish learners of English such as answer, determine, examine, whole, foreigner, career etc”. Especially for preparatory class, the English program (MoNE, 2016, p. 29) marks that paying special attention to pronunciation studies is crucial not to have students acquire fossilized pronunciation. To implement such outcomes is necessary because when not given sufficient attention to pronunciation mistakes, they easily become permanent and it becomes very challenging for learners to correct them. That may cause some communication difficulties in later times. As good pronunciation leads to learning while bad pronunciation promotes to great obstacles in language learning (Gilakjani, 2012).

As for the level of “remembering”, the most frequent verbs in the outcome statements are *to recognize and to identify*. A sample outcome statement for this level is “Students will be able to recognize contracted forms of am/is/are and have got/has got”. Learners are expected to grasp the contracted forms of target structures in a recording through this outcome statement.

Table 19 presents the frequencies and percentages of the categorization of the outcomes for pronunciation into knowledge dimensions.

Table 19:

Frequencies and Percentages of the Outcomes for Pronunciation across Knowledge Dimensions

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	12	52,1
Conceptual	11	47,8
Procedural	0	0
Metacognitive	0	0
Total	23	100

As presented in the table, nearly half of the outcome statements for pronunciation (52, 1 %) focus on factual knowledge, the other half are centered on conceptual knowledge (48,8 %). As factual knowledge refers to the knowledge of all kinds of terminology, knowledge of the alphabet, knowledge of scientific terms and especially knowledge of the symbols used to indicate the correct pronunciation of words, this finding is not surprising. Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Also, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Based on these, the studies on discrete sounds would be suitable to the nature of pronunciation. In the program, there are many outcome statements involving practicing sounds like /s/, /z/, / ð/, /θ/, /ʧ/ and /ʃ/ etc. A sample outcome statement for factual knowledge is “Students will be able to practice sounds /ə/ and /ɜ:/. Through this outcome learners are expected to know how to pronounce ‘cat, hand, nap’ and ‘nurse, heard, third, turn’ correctly.

Conceptual knowledge is another category in which the outcome statements have been categorized. One of 11 outcome statements for this category is “Students will be able to practice intonation in question tags”. Through this outcome, students are required to acquire intonation differences between question tags and other question types.

CHAPTER V

DISCUSSION

The study titled as "An Evaluation of the Secondary School Preparatory Class English Program from the Perspective of Bloom's Revised Taxonomy" has been conducted to reveal the distribution of the outcome statements of reading, writing, speaking, listening and pronunciation in Secondary School Preparatory Class English program into the cognitive process and knowledge dimensions of Bloom's revised taxonomy. Findings show that the outcome statements for cognitive process dimension generally address to LOTS for all skills, which refer to remembering, understanding and applying levels in the taxonomy table. For knowledge dimension; although there is an emphasis on factual and conceptual knowledge, any outcomes have not been detected for metacognitive knowledge.

First of all, when this study and previous studies are taken into consideration in terms of cognitive process dimensions of BRT, it was found that the findings of this study correlates with them (Öztürk, 2019; Ulum, 2016; Gökler, Aypay & Arı, 2012; Dalak 2015; Göktepe, 2015; Ungan, 2007). The foremost study supporting the findings is conducted by Öztürk (2019). She concluded in her research that there was a high emphasize on LOTS for all skills in 9th grade English program and 9th grade English course book. More specifically in her research, she found that 'understanding' level is the most focused dimension for listening skill. Moreover, in terms of writing, she concluded that the most frequent level is 'applying', which shows the same result for this study. When it comes to speaking; again applying is the most focused cognitive dimension just as in this study. Lastly, the study by Öztürk (2019) and this study revealed that applying has the highest frequency for pronunciation, which shows LOTS are really prioritized for all skills.

In another study by Ulum (2016) also reveals that his evaluation on reading tasks of an EFL course book serves just to the lower order thinking skills. The lack of other cognitive processes addresses a significant problem according to him. As it is stated before, in cognitive dimension in the taxonomy, the initial three levels or lower order thinking skills contain remembering, understanding, and applying, while the last three levels or higher-order thinking skills cover analyzing, evaluating, and creating (Orey, 2010). Having students operate in lower order skills is as important as performing tasks in higher order level since a student in analyzing level means that s/he is able to function in both remembering, understanding and applying levels, too. Therefore, including LOTS in the programs are not something disadvantage of that program as long as there is a sufficient place for HOTS, too. However, generally reading tasks present new vocabulary and try to improve reading comprehension skills by asking learners to read the document and then to answer some questions to see if they have comprehended the text (Alfaki, 2014), which does not activate their skills on analyzing, evaluating and creating.

The same situation is valid for the results of the study conducted by Gökler, Aypay & Arı (2012). They indicate that the vast majority of the objectives in the sample examined have been classified under LOTS. More specifically, they revealed that while 8th grade English program required students to remember the vocabulary items or sentence structures, applying grammar rules correctly, there was not any requirement for students to produce something new or making analysis and evaluation on the knowledge.

When results are compared with the findings of other studies conducted for evaluating programs, exam questions and textbooks of other courses, they are again is in line with the findings of the study (Arı, 2018; Sönmez, 2017; Yürekli, 2019; Cangüven, 2019; Tahaoğlu, 2014, Ayvacı & Türkdoğan, 2010, Özcan& Oluk, 2007). They generally concluded that expected skills from students are gathered at LOTS. This result is also in line with the studies conducted abroad. In evaluation studies carried out abroad, it was determined that no program was evaluated from the perspective of Bloom's taxonomy, but the exam questions and books of some courses were examined in accordance with BRT (Alul, 2005; Oktaviani, 2018; Razmjoo & Kazempourfard, 2012; Rahpeyna & Khoshnood, 2015; Chandio, Pandhiani & Iqbal, 2016; Hashemnezhad, 2011; Mosalanejad, 2010). To illustrate; Alul (2005) examined the instructional questions in the eighth grade textbook. The findings again revealed that there are more lower level questions than higher level questions. Miller (2004) by emphasizing on this problem, points out that generally LOTS are given priority at schools. As a result of this, students are deprived from opportunities to develop their HOTS. This is thought to contradict with the aim educational programs which indicate the necessity of developing students' ability to interpret, analyze, think critically, predict results and solve problems. Therefore, Demir (2008) suggests having drastic changes in programs and course books to develop students higher order thinking skills more. All in all, the literature has showed that there is an insufficiency of HOTS and supremacy of LOTS.

The reason why implementing higher order thinking skills in teaching and learning primarily based on the fact that HOTS represent important skills for learners like inferring, generalizing, questioning, detecting, decision making problem solving, testing, systematic, creative and critical thinking, co-ordinating, monitoring, and judging (Zohar & Dori, 2003). According to Rajendran and Idris (2008), students who are taught how to improve their creative insights to solve problems get ready for more complex problems they may encounter in academic or social life . Additionally, Rajendran and Idris (2008) suggest that HOTS enhance academic achievement. As they are major components of critical thinking and creative thinking pedagogy, students can develop more innovative ideas, ideal perspective and imaginative insights academically. Moreover, students with abilities in higher order thinking skills are able to analyze effectively, evaluate by drawing inferences from existing information and content and creating or synthesizing something new and able to demonstrate them by putting them together in a novel way. Furthermore; Heong, et al. (2011) point out that as higher order thinking skills are something teachable and learnable, and all students should be given a chance to learn and apply them both in and out of the school. To be able to do this, teachers in their classes should implement models, strategies, techniques and activities and make use of different approaches as well as self-instructional approach for teaching and learning of higher order thinking skills. Supporting this; King, Goodson and Rohani (2011) suggest that students should be given support about HOTS at the beginning of the lessons and gradually allowed to operate them independently. All in all, it can be concluded that HOTS are very important parts of educational outcomes enabling students to develop their intellect and help them avoid errors much easier in competitive and demanding education systems.

When this study and previous studies are taken into consideration in terms of knowledge dimensions of BRT, the findings highly correlate with this study (Öztürk, 2019, Ulum, 2016; Gökler, Aypay & Arı, 2012, Dalak 2015). Especially, Öztürk's (2019) and this study conclude that conceptual knowledge is at the center for outcomes of reading, listening and writing skill. Similarly, the second most emphasized dimension for these skills is factual knowledge, and there are not any outcomes for metacognitive knowledge for all skills.

Freahat and Smadi (2014) state that program developers should consider the nature of relationship between lower- and higher- order skills. While lower-level outcomes enhance the acquisition of factual knowledge and the foundations for attaining high-cognitive skills, higher level outcomes are effective tools for stimulating thinking and developing other cognitive skills such as problem solving and decision making. Being able to employ them requires the activation of thinking, which leads us the term 'metacognition'. While cognition is a concept referring to the mental processes in remembering, understanding, applying, obtaining or judging a knowledge; meta-cognition is the knowledge of one's own mental actions and capabilities and strategies about these actions (Special Education Support Service, 2009). Since the mid-1970s, learning strategies have been at the center of attention in foreign language learning (Rubin, 1975; Macaro, 2001; Wenden, 2002). Oxford (2003) believes that "language learning styles and strategies are among the main factors that help determine how -and how well– the learners acquire a second or foreign language". Transferring successful metacognitive strategies to new learning context enables students to become more independent, autonomous, and lifelong learners because metacognition can be considered as the 'seventh sense' and one of the mental characteristics that only competent learners use (Birjandi & Rahimi, 2012).

Metacognitive knowledge and success in learning are highly related. Many studies have focused on finding the role of metacognitive awareness in students' learning outcome and achievement in different school subjects (Boekaerts, Pintrich, & Zeidner, 2000; Bolitho et al., 2003; Eilam & Aharon, 2003; Mokhtari & Reichard, 2002). In terms of language learning; the effective use of metacognitive knowledge in oral communication, oral comprehension, reading comprehension, persuasion, writing and various types of self-instruction is indisputable (Flavell, 1979) because sufficient degree of metacognitive knowledge helps learners to be better at processing and storing new information, finding better ways to practice and confirm what they have learned. Moreover, there are also theories and findings in the literature on the relationship between metacognitive knowledge and autonomy and their influence on successful learning. Their mutual involvement help learners have a more active role in the process of learning rather than being passive (Paris & Winograd, 1990), which is one of the prominent aims of MoNE, too (2016).

All in all; even if Wenden (1998) highlights the fact that metacognitive knowledge should be incorporated in learner training programs to make learning process more efficient, research shows that most of the language programmers and teachers are not capable of integrating metacognitive knowledge into their classes (Veenman, Van Hout-Wolters, & Afflerbach, 2006; Zohar, 1999). However, they should be intentional about teaching metacognitive skills. When designing a course or setting goals of a course, it is a need to identify opportunities in which to incorporate strategies to teach metacognitive skills with some ways. To illustrate; they could decide how to build metacognitive strategies into a task, assignment, or an exam and determine when to focus on this knowledge into the course content. In addition; the programmers and teachers should be explicit when teaching metacognitive skills. They may talk about metacognitive skills with students; define metacognition and explain why developing metacognitive skills is important during and after school life (Tanner, 2012).

CHAPTER VI

CONCLUSION

This chapter provides an overall summary of the study and presents some pedagogical implications along with the suggestions for further researchers in the light of findings.

6.1. SUMMARY OF THE STUDY

This study has been conducted with the aim of evaluating the outcome statements of reading, writing, speaking, listening and pronunciation in Secondary School Preparatory Class English program to find out the relationship between them across the cognitive process and knowledge dimensions of Bloom's revised taxonomy.

Within the frame of the research, 90 outcome statements for reading, 54 outcome statements for writing, 59 outcome statements for listening, 23 outcome statements for pronunciation, 106 outcome statements for speaking- in total 332 outcome statements- have been analyzed and categorized into the taxonomy table.

The Bloom Taxonomy verb chart (Appendix1) and the taxonomy table (Appendix 2) developed by Krathwohl and his team (Krathwohl et al., 2001) were used as the main instruments for data analysis. The research has provided the following findings:

To start with, findings of the analysis of the outcome statements show that there is not a homogenous distribution of the outcomes for skills into the knowledge and cognitive process dimensions, which creates an apparent inconsistency. Correspondingly, findings indicate that the outcome statements focus on lower order thinking skills preponderantly. Remembering' is the most dominant cognitive level in the receptive skills while 'applying' is the most emphasized level in the productive skills and pronunciation. MoNE (2016) emphasizes the importance of creating decision makers/reflective individuals in their own learning and fostering learner autonomy, which requires more emphasize on HOTS. However, the findings for the distribution of cognitive process dimension show that there are much more outcome statements for LOTS (75,3%) than HOTS (24,7%).

Considering each cognitive process dimensions one by one; ‘applying’ is the most focused one (141 outcomes out of 332) with a proportion of 42,4%, which is in line with the claim that the program aims to have learners relate what they learn in real-life situations. This is befitting especially for productive skills. When taking the levels into consideration in respect to CEFR, preparatory class students should be A1/B1 level (MoNE, 2016, p. 14). It is intended for learners to start the secondary school English class with a revision of CEFR A1 level, then gradually proceed through B1 when they start 9th grade. Especially in B1 level scale describe learners as independent users who can deal with most situations, exchange, check or confirm information, deal with less routine situations and exchange information on topics that are familiar etc. (CEFR, 2001).Those kind of tasks require students to apply what they have learnt in real life situations. Therefore, giving importance to ‘applying’ in the outcome statements can be deduced to be in accordance with CEFR. However, the second and third most frequent dimension is ‘remembering’ with 74 outcome statements and ‘understanding’ with 58 outcome statements, which leave HOTS behind apparently. In more details; the level of ‘analyzing, evaluating and creating’ constitute just 18% of all the outcomes. This means there is not an emphasize on developing students’ skills like synthesizing, analyzing, reasoning, comprehending, application, and evaluation. That may lead students to remember or memorize facts which result in rote learning. This can be concluded as a limitation of the program.

As for the findings of the knowledge dimension; the outcome statements show that there is not a homogenous distribution of the outcomes into knowledge dimensions, which creates an apparent inconsistency again because findings indicate that the outcome statements mostly focus on conceptual knowledge with 156 outcomes out of 332. That means that the program dominantly requires students to know principles and generalizations; classifications, categories and theories; and models or structures of a subject (Anderson, et al, 2001). That kind of knowledge emphasizes on just ‘knowing what and why’. However, ‘knowing how to do something’ requires procedural knowledge. There are just 59 outcomes for this level. Therefore it can be concluded that the program does not give much importance on knowing *how* to do something such as performing specific skills, techniques and methods while learning English.

Lastly, the foremost shortcoming in the program is that there are not any outcomes for metacognitive knowledge. Metacognitive knowledge is the knowledge of cognition (the process or strategy of learning and thinking), an awareness of one's own cognition, and the ability to control, monitor, and regulate one's own cognitive process. Shortly, it refers to 'knowing how to know'. Lack of metacognitive knowledge can cause students to be unaware of some crucial skills like self-regulation, self-assessment and problem solving.

To sum up, it can be concluded that the secondary school preparatory class English program has some weaknesses in terms of developing higher order thinking skills. The focus is dominantly on understanding and practicing the language just like in Öztürk's study (2019). The shortage of outcome statements involving students use their own judgment to begin analyzing the knowledge they have learned (analyzing), moving students beyond relying on previously learned information and letting them put the parts or information they have reviewed together to create new meaning or a new structure (synthesizing) and putting different elements together to form a novel, coherent whole or to make an original product (creating) creates limitations in the program. Moreover, even if the students know what and why, the scarcity of procedural knowledge may deprive students of knowing how to do something. Lastly, the lack of the outcome statements supporting the development of metacognitive skills in learners is another deficiency in the program. The students may not be aware of 'learning how to learn' by themselves if they are not given opportunity to be informed about metacognition.

In the light of the findings, following suggestions can be made in order to remedy the shortcomings in the program.

6.2. IMPLICATIONS OF THE STUDY

This study attempts to find out to what extend the outcome statements and Bloom's revised taxonomy are compatible with each other by evaluating the outcomes across cognitive process and knowledge dimension. Findings reveal that the outcome statements in Secondary school preparatory class English program does not include adequate outcomes to improve students higher order thinking skills and metacognitive knowledge. Moreover, there is limited number of outcomes for supporting procedural knowledge, which is the knowledge of how to do something. In the light of findings, following educational implications are presented for curriculum developers and teachers.

Curriculum developers hold the primary responsibility of developing and organizing programs to facilitate student mastery. They have also duty to assess how well programs and teaching techniques actually work in the process of learning. Therefore, they are involved in observing the consistence of the aims of the program and outcome, reviewing educational materials and assessment, recommending textbooks, creating new pedagogical strategies to carry out necessary changes in the program. Having such significant responsibilities, they shape the teaching process. This study shows that there is a lack of emphasis on HOTS, which require students to involve in more complex activities cognitively. To compensate for this limitation; program developers should implement outcomes for activation of knowledge on analyzing, evaluating, reasoning, synthesizing and creating etc. To illustrate; providing outcomes like 'Students will be able to write a different ending to the story' would bring out the critical thinking and creative skills of students. The teacher may ask the students to justify the ending that they have thought of for the particular story. In another example can be 'Students will be able to conduct a debate about an issue of special interest' because debating is a skill which needs a critical analysis of the issue. It also brings out the best reasoning abilities of students. As it can be seen, such kind of outcome statements requires that students cannot answer them correctly by relying on memory alone.

In terms of knowledge dimension of BRT, rather than putting much emphasize on conceptual and factual knowledge, program developers should include more outcomes for procedural and metacognitive knowledge. As factual and conceptual knowledge are about the basic elements a student must know, they don't involve students to take part in a deeper level of learning. However, since procedural knowledge is the "knowledge of how" to do something, it often takes the form of a series or sequence of steps to be followed. For example; 'Students will be able to perform functions like exchanging information or expressing opinions' require students to activate procedural knowledge by using specific skills, techniques or methods. As it can be concluded, procedural knowledge is more useful and adaptive.

Lastly, the study reveals that there is a lack of emphasis on metacognitive knowledge. To compensate for this limitation, program developers should make room for outcomes which develop students' strategic and self knowledge, which refers to awareness about one's own cognitive strengths and weaknesses. Outcomes like 'Students will be able to reflect on their progress in writing' or Students will be able to adapt some strategies into their speaking to be more intelligible communicators' will serve to metacognition. Moreover, teachers in the class should both teach learning strategies explicitly and incorporate them into the activities. To illustrate, they can ask reflective questions such as "what could you do differently in….?", "what worked well recently" ? "what do you think about your..?" etc. to encourage students to reflect on their learning process to compensate for their incapability.

All in all, program developers and teachers should work hand in hand to achieve what is aimed. Especially teachers play a critical role in putting the theory into practice as they employ effective instructional methods and techniques. No matter how well a program is designed, without the collaboration between programmers and teachers, it is not possible to succeed fully. Therefore, the implications stated above can shape the teaching process as long as the appropriate outcomes and activities are implemented together.

6.3. SUGGESTIONS FOR FURTHER STUDIES

In this study, the outcome statements in Secondary School Preparatory Class English program have been analyzed in respect to Bloom's Revised Taxonomy. Further studies can be carried out in following aspects.

To start with, further research may be conducted to compare the finding of the study with activities of the preparatory class English text book from the perspective of BRT. This could give chance to see whether the outcomes and activities are consistent or not as Öztürk (2019) has done with the 9^{th} grade program and the course book.

Moreover, future research can be conducted to find out the distribution of the outcome statements in other levels from the perspective of BRT. Comparing the results of them with this study would reveal significant findings.

Next, future research may focus on finding out the distribution of the outcomes of only one skill such as writing throughout the preparatory class -12th grades in respect to BRT. Thus, findings would provide significant information about a specific skill.

Furthermore, a comparative study which compares the distribution of the outcome statements in the program including preparatory class -12th grades with the other program involving 9th-12th grades from the perspective of BRT can be conducted. These two programs are different from each other as the program with preparatory class has more time divided for English while the program involving 9th-12th grades has fewer units to be covered throughout the academic year.

Additionally, further research can be done by implementing other taxonomies into program evaluation studies (Öztürk, 2019). For example, there are some alternative taxonomies like Structure of Observed Learning Outcomes Taxonomy by Biggs and Collis (1982) and Fink's Taxonomy of Significant Learning (2003).

Lastly, future research can focus on the evaluation of outcome statements in specific grades from another perspective such as taking the themes in the program into consideration rather than skill based approach.

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APPENDICES

APPENDIX 1

Blooms's Revised Taxonomy Verb Chart

Remember	Understand	Apply	Analyze	Evaluate	Create
Cite	Add	Acquire	Analyze	Appraise	Abstract
Define	Approximate	Adapt	Audit	Assess	Animate
Describe	Articulate	Allocate	Blueprint	Compare	Arrange
Draw	Associate	Alphabetize	Breadboard	Conclude	Assemble
Enumerate	Characterize	Apply	Break down	Contrast	Budget
Identify	Clarify	Ascertain	Characterize	Counsel	Categorize
Index	Classify	Assign	Classify	Criticize	Code
Indicate	Compare	Attain	Compare	Critique	Combine
Label	Compute	Avoid	Confirm	Defend	Compile
List	Contrast	Back up	Contrast	Determine	Compose
Match	Convert	Calculate	Correlate	Discriminate	Construct
Meet	Defend	Capture	Detect	Estimate	Cope
Name	Describe	Change	Diagnose	Evaluate	Correspond
Outline	Detail	Classify	Diagram	Explain	Create
Point	Differentiate	Complete	Differentiate	Grade	Cultivate
Quote	Discuss	Compute	Discriminate	Hire	Debug
Read	Distinguish	Construct	Dissect	Interpret	Depict

Recall	Elaborate	Customize	Distinguish	Judge	Design
Recite	Estimate	Demonstrate	Document	Justify	Develop
Recognize	Example	Depreciate	Ensure	Measure	Devise
Record	Explain	Derive	Examine	Predict	Dictate
Repeat	Express	Determine	Explain	Prescribe	Enhance
Reproduce	Extend	Diminish	Explore	Rank	Explain
Review	Extrapolate	Discover	Figure out	Rate	Facilitate
Select	Factor	Draw	File	Recommend	Format
State	Generalize	Employ	Group	Release	Formulate
Study	Give	Examine	Identify	Select	Generalize
Tabulate	Infer	Exercise	Illustrate	Summarize	Generate
Trace	Interact	Explore	Infer	Support	Handle
Write	Interpolate	Expose	Interrupt	Test	Import
	Interpret	Express	Inventory	Validate	Improve
	Observe	Factor	Investigate	Verify	Incorporate
	Paraphrase	Figure	Layout		Integrate
	Picture graphically	Graph	Manage		Interface

Retrieved from https://tips.uark.edu/blooms-taxonomy-verb-chart/

APPENDIX 2

Table of Modifications

Cognitive Process Dimension					
Remember	Understand	Apply	Analyze	Evaluate	Create
Place Tell Draw Spell	Read Scan Skim Find out Grasp the idea	Answer Respond Locate Take part in Write Describe Create	Obtain info Search	Agree Guess	Make a dialogue Act out

APPENDIX 3

Sample Categorizations of the Outcome Statements in the Secondary School Preparatory Class English Program

Theme number and Skill	Outcome statement	Knowledge Dimension	Cognitive Process Dimension
Theme 1/ Listening	Students will be able to identify different countries and languages in conversation.	Factual	Remember
Theme 9/ Listening	Students will be able to complete a dialogue about invitations on the phone.	Conceptual	Apply
Theme 5/ Reading	Students will be able to distinguish main differences in vocabulary between British and American English.	Conceptual	Analyze
Theme 11/ Pronunciation	Students will be able to practice /v/ and /w/ sounds.	Factual	Apply
Theme 12 /Speaking	Students will be able to create a meaningful story by uttering several sentences in a row and taking turns.	Procedural	Create
Theme 5 /Speaking	Students will be able to describe the emotions and causes of them such as tired/tiring.	Conceptual	Understand
Theme 8/Reading	Students will be able to guess the meaning of phrases and lexis from pictures.	Factual	Evaluate
Theme 2/Writing	Students will be able to describe their neighborhood via e-mail.	Procedural	Understand