AN EVALUATION OF 8TH GRADE ENGLISH PROGRAM AND HIGH SCHOOL ENTRANCE EXAM ENGLISH QUESTIONS FROM THE PERSPECTIVE OF BLOOM'S REVISED TAXONOMY

MA Thesis

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Eskişehir 2023

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October 2023

JÜRİ VE ENSTİTÜ ONAYI

ABSTRACT

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The purpose of this study is to evaluate the 2018 8th Grade English Program and the High School Entrance Exam (LGS) English questions between 2018 and 2022 in accordance with the cognitive process and knowledge dimensions of Bloom's Revised Taxonomy (BRT). In addition, the relationship between learning outcomes and exam questions regarding their categorization within the taxonomy's knowledge and cognitive process levels is determined. The investigation employed a qualitative research method. Document analysis was used to gather and analyze data. The primary documents of the investigation are the 2018 English program and the LGS exam English exam questions. The program's outcome statements were analyzed according to the cognitive and knowledge dimensions of the revised taxonomy using a verb list adapted from Stanny's (2016) verb list. During the analysis, the LGS exam question measuring the outcome statement was identified and matched. The findings are presented by tables that include the frequency and percentages of the analyzed data. The findings indicate a prevalent emphasis on lower-order thinking skills and conceptual knowledge in both the English program outcomes and LGS exam questions. In addition, the development of metacognitive knowledge was not emphasized in any of the outcome statements or exam questions. Teachers and program developers have been provided with recommendations to promote higher-order thinking skills and metacognitive knowledge.

Keywords: English Curriculum, LGS, Bloom's revised taxonomy

ÖZET

ORTAÖĞRETIM 8. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI KAZANIMLARININ VE LİSELERE GEÇİŞ SİSTEMİ (LGS) İNGİLİZCE SINAV SORULARININ YENİLENMIŞ BLOOM TAKSONOMİSİNE GÖRE DEĞERLENDİRİLMESİ

Zeynep AÇIKGÖZ

Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Eğitimi Programı, Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Ekim 2023

Danışman: Dr. Öğr. Üyesi Meral ÇAPAR

Bu tez çalışması, 2018 ve 2022 yılları arasında 2018 8. Sınıf İngilizce Öğretim Programı ve Liselere Geçiş Sistemi (LGS) sınavı İngilizce sorularının Yenilenmiş Bloom Taksonomisinin (YBT) bilişsel süreç ve bilgi boyutlarına göre değerlendirilmesidir. Bununla birlikte, yenilenen taksonominin bilgi ve bilişsel süreç düzeyleri içindeki dağılımları açısından öğrenim kazanımları ile sınav soruları arasındaki ilişki belirlenmiştir. Doküman analizi yoluyla nitel veriler toplanmış ve analiz edilmiştir. Araştırmanın birincil belgeleri 2018 İngilizce Programı ve LGS İngilizce sınav sorularıdır. Programın öğrenim kazanımları, bilişsel süreç ve bilgi boyutlarına ait kategorilere göre incelenmiş, araştırmacı tarafından oluşturulan bir fiil listesi kullanılarak analiz edilmiş ve Stanny'nin (2016) fiil listesi ile karşılaştırılmıştır. Araştırmada öğrenim kazanımlarını ölçen LGS sınav sorusu belirlenerek eşleştirilmiştir. Bulguların frekans ve yüzdeleri hesaplanarak tablolar halinde sunulmuştur. İngilizce öğrenim kazanımları ve LGS sınavı İngilizce sorularının Yenilenmiş Bloom Taksonomisinin bilişsel süreç boyutu üzerinde alt düzey düşünme olarak sınıflandırıldığı, bilgi boyutunda ise kavramsal bilginin en fazla vurgulanan kategori olduğu belirlenmiştir. Ayrıca, öğrenim kazanımlarının veya sınav sorularının hiçbirinde üstbilişsel bilginin gelişimi vurgulanmamıştır. Öğretmenlere ve program geliştiricilere çalışmanın bulguları ışığında üst düzey düşünme yetenekleri ve üstbilişsel bilginin geliştirilmesine yönelik önerilere yer verilmiştir.

Anahtar Kelimeler: İngilizce Öğretim Programı, LGS, Yenilenmiş Bloom Taksonomisi

ACKNOWLEDGEMENTS

First and foremost, I would like to extend my deepest gratitude to my advisor, Assist. Prof. Dr. Meral ÇAPAR, whose unwavering support, guidance, and invaluable insights have been instrumental in shaping this thesis. Your dedication to my academic growth has been truly inspiring.

I am also thankful to Assoc. Prof. Dr. Gonca SUBAŞI, Assoc. Prof. Dr. Mustafa CANER, and Assist. Prof. Dr. Derya ATİK KARA for their valuable insights and feedback. Without their constructive comments and suggestions, the improvement of this thesis would not have been possible.

To my dear family, your unwavering support and belief in my abilities have been my motivation. Your sacrifices and encouragement have been the driving force behind my academic journey.

I extend my thanks to my friends, Melek KONDAK and Canan SELVİ, for their friendship, shared experiences, and understanding during this challenging period. Your presence made this journey more enjoyable.

Lastly, I would like to express my gratitude to my colleagues for their valuable contributions and insights that expanded my perspective on the research topic.

This thesis is a culmination of the collective efforts and support of these remarkable individuals, and for that, I am profoundly grateful.

Date: 08/09/2023

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me: that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

BRT : Bloom's Revised Taxonomy

CEFR : Common European Framework of Reference for Languages: Learning, Teaching, Assessment

ECFLUEE : English Component of the Foreign Language University Entrance Exam

ELT : English Language Teaching

LGS : High School Entrance System

MoNE : Ministry of National Education

OKS : Selection and Placement Exam to Secondary Education

ÖSYM : Student Selection and Placement Center

SBS : System of Entrance to Secondary Education

SOLO : Structure of the Observed Learning Outcome

TEOG : Transition from Basic Education to Secondary Education

ÜSYM : Interuniversity Student Selection and Placement Center

1. INTRODUCTION

This chapter presents background information for the study. In this sense, the statement of the problem, the purpose and significance of the study, the research questions, limitations, and key terms are provided.

1.1.Background of the Study

Today, children are growing up in a globalized world with an interconnected economy, great levels of migration, and a constant flow of information. Consequently, the importance of learning a foreign language is increasing day by day. (Chiesa, et al., 2012). In this respect, modern education systems aim to prepare learners to thrive in a global world (Topkaya & Küçük, 2020). To meet the language needs of learners, systematic language instruction is the most essential aspect of language development.

Curricula, syllabuses, and teaching programs are interrelated with one another within the systematic structures of education systems. Curriculum is a general term that is commonly used to indicate what is taught at schools. From a more restricted perspective, the term refers to a series of educationally focused activities designed for one or more students (Eisner, 1994, p.31). However, syllabus is a component of the curriculum that describes the subject matter to be taught in schools. In other words, it is the specification and ordering of course content (Dolores, 2007). As for the teaching program, it is generally defined as a sequence of courses interconnected by a shared objective or final outcome (Lynch, 1997). Therefore, a language teaching program is a series of foreign language courses that incorporate a particular methodology to achieve language proficiency. Figure 1.1. presents the relationship between these terms.

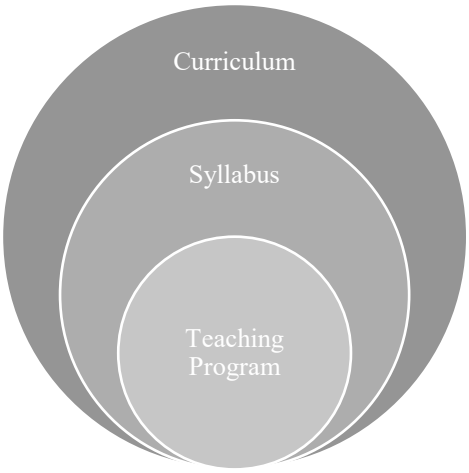

Figure 1.1. *The relationship between curriculum, syllabus, and teaching program.*

Curriculum development or curriculum studies address "what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about the intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated" (Richards, 2001, p.2). In the case of language teaching, curriculum development is concerned with the design, revision, implementation, and evaluation of language programs (Richards, 2001). Long (2005) suggests that a second language curriculum that is not designed according to the needs of target groups is meant to be inefficient or grossly inadequate. As the learner's needs change over time (Bowe et al., 2017), program updates become inevitable. To gain an understanding of a program's functioning, its integration into teaching practices, its alignment with student needs, and more, it is essential to conduct regular evaluations of teaching programs and make informed decisions based on research findings (Akşit, 2007). Furthermore, the dynamism of curriculum updates ensures that educational contexts remain relevant, engaging, and responsive to the evolving needs of learners. By embracing this principle, educational institutions empower themselves to provide holistic, meaningful learning experiences that prepare learners to navigate the complexities of the modern world.

Over the years, along with other subjects, the Turkish Ministry of National Education (MoNE) has developed many English Language Teaching (ELT) curricula. In the 2012-2013 school year, a new approach to a compulsory education system that

consists of four-year primary, four-year secondary, and four-year high school education was adopted. According to the newly accepted education system, a new ELT curriculum has been developed by policymakers. In this curriculum, English education, which had previously begun in the fourth grade, started in the second grade.

After the 2013 update, a revised ELT curriculum for grades 2 through 8 was developed in 2018. The modifications and the updates in the compulsory education system also changed the formal placement examination for high schools. Over the years, different exams have been administered. While these exams had similar contents, they differed in name and application (Tagrikulu & Kesten, 2020). In 2018, High School Entrance System (Liselere Giriş Sistemi/LGS) replaced the Transition from Basic Education to Secondary Education (Temel Eğitimden Ortaöğretime Geçiş Sistemi/TEOG) exam which started being implemented in the 2013-2014 academic year. While TEOG was applied to 8th grade students in a total of four sessions in the fall and spring semesters, LGS exam is now applied in two different sessions (verbal and numerical) on the same day following the end of 8th grade courses.

The principles of the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) were strictly adhered to when designing the 2018 ELT curriculum. Furthermore, the 2018 ELT curriculum includes key competences defined by the European Commission. These competencies encompass the knowledge, skills, and attitudes that students are anticipated to acquire in order to realize their personal and professional growth (MoNE, 2018). Comprehension and implementation of such skills requires the development of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) that are clearly presented in Bloom's taxonomy of educational objectives.

Bloom's Original Taxonomy, which is a framework that categorizes educational goals, has been applied by many teachers and instructors since it was first published in 1959. In 2001, a group of researchers published the revised version of Bloom's Taxonomy titled "A Taxonomy for Teaching, Learning, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives". Looking at this title, it can be assumed that the authors aimed to reach a more comprehensive categorization by this revision (Armstrong, 2016). Bloom's Revised Taxonomy (BRT) is now regarded as the generally

accepted model for the assessment of the learner's ability to perform the specified tasks and educational outcomes in a curriculum (Ahmed et al., 2014).

BRT assumes a crucial role within this study, which examines the alignment between learning outcomes and high school entrance exam questions. By delineating cognitive skills into distinct levels, ranging from LOTS to HOTS, the taxonomy provides a comprehensive framework for assessing the depth and complexity of learning objectives. Furthermore, taxonomy table offers a transparent and graphic portrayal of the parallelism among objectives and assessment instruments (Krathwohl, 2002). As this investigation delves into the relationship between what students are expected to learn and how their knowledge is evaluated through exam questions, the taxonomy offers a lens through which to gauge the compatibility between instructional objectives and assessment practices. The taxonomy's hierarchical structure offers valuable insights into the cognitive demands placed on students, aiding in the analysis of whether assessment instruments effectively measure the intended learning outcomes across the spectrum of cognitive and knowledge dimensions. In essence, BRT serves as an indispensable analytical tool that illuminates the connection between learning objectives and the examination questions analyzed within this study.

Several parallel investigations have delved into the relationship between learning outcomes and placement tests among prior teaching programs across various grade levels within the Turkish educational context. These studies, akin to the current research, have shared a common methodological thread, employing the analytical framework of BRT. This congruence is of paramount significance, not only enhancing the scholarly integrity of the collective body of research but also enriching the academic discourse through a unified lens of analysis. By collectively adopting BRT, these studies not only fortify the reliability of their findings but also pave the way for a more comprehensive understanding of the intricate dynamics shaping student achievement and learning trajectories within the Turkish educational context.

1.2. Statement of the Problem

Curriculum development and evaluation collaboratively work to enhance the quality and impact of education. In this sense, evaluation stands as an indispensable cornerstone within the educational process (Musal et al., 2008). Therefore, teaching

programs should be evaluated and updated regularly to ensure their continued effectiveness and relevance in an ever-evolving world. As societal needs, technological advancements, and pedagogical methodologies shift, it becomes imperative for educational institutions to critically assess their curricula and teaching approaches. The purposes of such evaluation may vary depending on the evaluator's motivation. However, Jansen and Reddy (1994) underline that program evaluation is the principal method to identify problems, recommend solutions, and decide about the continuation of a program. Therefore, evaluation allows teachers and policymakers to identify strengths and weaknesses in their programs, enabling them to make informed decisions about necessary improvements. Moreover, by embracing a culture of continuous improvement and adaptation through program evaluation, educational institutions can better fulfil their mission of equipping learners with the tools they need to succeed in an increasingly dynamic global landscape.

When focusing specifically on the context of English language instruction in Türkiye, it becomes evident that there are several problems in Turkish EFL classrooms. According to Dinçer and Yeşilyurt (2013), these problems include out-branch teachers, traditional methods, material inefficacy, insufficient course hours, and negative affective factors. Most of these problems are interrelated with the operating ELT curriculum. Addressing these multifaceted issues is crucial to fostering a more effective and engaging EFL learning environment. Therefore, these complications necessitate an analysis of the curriculum's advantages and disadvantages. Furthermore, Biggs (2003) suggests that learning activities and assessment tasks within a teaching program should align with the intended learning outcomes. Also, the application of such alignment to EFL programs would help promote learner involvement and the quality of learning (White, 2009). Therefore, assessing if the existing program objectives meet these requirements is essential.

In Türkiye, placement exams are the predominant assessment tools within the formal education system. Placement examinations are administered with the purpose of facilitating the transition of students to a higher level of study. The examination questions administered to facilitate students' progression to the subsequent educational level must align with the educational objectives attained by the students during their prior educational journey. When these components are aligned, students engage in activities

that directly support and reinforce the knowledge, skills, and competencies outlined in the curriculum. Also, assessments that align with learning outcomes enable accurate measurement of students' progress and mastery of desired objectives. Otherwise, these placement tests will not serve their intended purposes. (Dalak, 2015). By promoting the relationship between learning objectives and assessment tools, teaching programs can maximize the effectiveness of teaching, foster deeper understanding, and facilitate the holistic development of students.

Lastly, in my capacity as a public-school EFL teacher, I find myself in a unique vantage point to witness the differences that often emerge between the intended learning outcomes of the curriculum and the subjects my students intensely focus on while preparing for the placement exam for high schools. As I prepare them for this pivotal assessment, I cannot help but recognize the impact it has on their learning experiences. The dynamic interplay between teaching for the test and fostering a comprehensive understanding of the subject matter becomes a delicate balance that requires careful attention. This firsthand exposure to the problem has kindled my academic curiosity, compelling me to delve deeper into the subject through scholarly inquiry. Ultimately, my commitment to understanding and addressing this issue underlines my dedication not only as an educator but also as a proponent of meaningful and effective assessment practices within the field of education. By examining and understanding these dynamics, I aim to help bridge the gap between what my students' study for exams and the broader objectives of learning.

All in all, in view of the 2018 curriculum revision, it is important to examine the learning objectives of the curriculum implemented for the last 5 years in detail and to evaluate whether this curriculum is compatible with the student selection system. Through this analysis, educational stakeholders can benefit from a different perspective on how the curriculum equips students with the knowledge and competencies essential for excelling in the student selection system. In this line of thinking, this study aims to use BRT to categorize the outcome statements of the 2018 8th grade ELT Program and LGS exam English questions between 2018 and 2022. The learning outcomes in the study include all 8th grade outcomes spread over ten units, and the questions include 50 questions that have been administered between 2018 and 2022. In the annual LGS examination, a standardized set of ten English language questions is presented.

1.3. Aim of the Study

The LGS examination English questions are designed to align with the learning outcomes of the 8th grade program. However, the primary objective of this study is to scrutinize this relationship from an alternative perspective, specifically by employing Bloom's Revised Taxonomy as an analytical framework. This analysis not only aims to shed light on the cognitive demands imposed on students but also provide a perspective on the alignment between instructional objectives and assessment practices within the educational landscape.

There are two dimensions in the BRT: cognitive process dimension and knowledge dimension (Anderson et. al., 2001). This classification provides explicit presentation and the compatibility of learning objectives, activities, and assessments in a curriculum (Krathwohl, 2002). Consequently, BRT is an appropriate tool to give a comparison of the educational objectives in the 2018 8th grade ELT Program and LGS exam English questions between 2018 and 2022, which were used as an assessment tool for high school placement. This taxonomy is also chosen since it is the most frequently used and referenced among other classifications (Öztürk, 2019). To this extent, the study aims to provide answers to the following questions:

Research questions:

1. What is the distribution of the 2018 8th grade ELT Program outcomes according to BRT?
2. What is the distribution of the LGS exam English questions between 2018 and 2022 according to BRT?
3. What is the relationship between the 2018 8th grade ELT Program outcomes and LGS exam English questions regarding their distribution according to BRT?

1.4. Significance of the Study

Placement examinations hold a profound significance, serving as a vital conduit for accessing higher education institutions that pave the way for esteemed professions. Achieving placement within the best secondary education institutions in Türkiye necessitates a notable proficiency in LGS exam. This journey towards success in higher education necessitates a preparatory phase that equips individuals with the requisite knowledge, critical thinking skills, and intellectual breadth. By accurately measuring

these distinctive features, the exam questions enable educational institutions to make informed selections, ensuring that the students admitted possess the requisite foundation to thrive in this critical phase of their academic pursuits. To achieve this, the questions presented in the entrance exam must serve their purpose, they must be able to measure the assessment tool's intended feature, and be stable, consistent, and useful (Yılmaz, 1997).

Within the 2018 English curriculum, students are encouraged to develop and utilize vital communicative skills encompassing reading, writing, listening, and speaking. However, the limitations of the LGS exam, which is solely a multiple-choice assessment, make it challenging to directly evaluate fundamental skills like listening, speaking, and writing. Additionally, the absence of a published layout for the LGS exam further complicates matters, as it remains uncertain how extensively these language skills are incorporated into the exam's intended assessments. This ambiguity presents a significant issue when determining whether the exam effectively aligns with the desired learning outcomes of the English curriculum based on BRT.

The development and improvement of teaching programs and placement examinations rely on program evaluation. Therefore, many studies have been dedicated to the evaluation of ELT programs within the Turkish context (Alabaş, 2019; Çarıkçıoğlu, 2019; Civriz, 2019; Kandemir, 2016; Kerimoğlu, 2021). There are also many studies on transition to secondary education exams and BRT (Güde, 2021; Dalkılıç & Büyükahıska, 2021; Koral, 2021; Öztürk, 2019; Gökdeniz, 2018; Dalak, 2015; Gökler, 2012). However, there are few studies investigating the compatibility between the secondary education transition exam questions and the operating curriculum. The studies most relevant to this research are those that compare the previous two curricula with the high school entrance exams of the time. In the first study, Gökler (2012) compared the objectives of 2006 8th grade ELT program and the English questions of the 2008-2009 SBS. In another study, Dalak (2015) analyzed the objectives of six major courses (including English) in the 2013 8th grade program along with the questions on the TEOG test administered during the 2013-2014 academic year. Finally, Gökdeniz (2018) focused on assessing the alignment between English language questions in the TEOG exam and the 8th grade ELT program. All three studies employed BRT of educational objectives. Hence, a comprehensive examination of existing literature reveals a notable gap where no study has delved into

the alignment between the 2018 8th grade ELT program and the LGS exam questions between 2018 and 2022. In order to ensure the efficacy of the education system and to make informed decisions regarding curriculum and assessment development, it is imperative to address this critical gap through comprehensive studies that examine the coherence between the 2018 program and LGS exams.

In this sense, this study aims contribute novel insights into the relationship between 2018 8th grade ELT program outcomes and LGS exam English questions and to fill the gap in the literature by harmonizing the findings with prior scholarly works. The findings are anticipated to provide valuable insights for individuals involved in curriculum development, policy making, coursebook authorship, and teaching.

1.5. Limitations

This study acknowledges and grapples with the inherent limitations associated with qualitative research methodologies, with a specific focus on document analysis. While document analysis provides efficacy, availability, and cost-effectiveness, it also comes with certain constraints that influence the scope and generalizability of findings. One such limitation pertains to the potential lack of depth and detail inherent in certain documents. Information presented within documents might lack the details required for comprehensive insights, leaving researchers with an incomplete understanding of the context. Additionally, the retrievability of relevant documents can pose a challenge, particularly when working with historical or rare materials that might not be readily accessible. Moreover, document analysis can be impaired by biased selectivity, where documents are chosen based on availability or relevance, potentially skewing the representation of perspectives and viewpoints (Bowen, 2009). Being mindful of these limitations is imperative when embarking on document analysis, as it allows researchers to navigate these challenges and approach their analyses with a balanced and critical lens.

The documents used in this study are the 2018 ELT curriculum and LGS exam English questions (2018-2022) obtained from the website of MoNE. Since the questions in the placement exam only cover the 8th grade program, the learning outcomes of this stage in the curriculum were examined. Hence, the scope of this research is limited to the 8th grade learning outcomes of the 2018 ELT curriculum, LGS exam English questions between 2018 and 2022, and BRT. Therefore, the researcher in this study exercised her

discretion in selecting the documents to be analyzed based on their perceived relevance. Despite these limitations, document analysis remains a valuable tool for uncovering insights, corroborating findings, and contextualizing research within broader frameworks as long as researchers approach the process with an awareness of its inherent constraints. Therefore, this study strives to maximize the depth of insights gained through transparent documentation of research procedures. By doing so, the study attempts to mitigate the impact of the limitations and contribute valuable insights to the existing body of knowledge.

1.6. Definitions of Key Terms

Learning outcomes: Specific statements that articulate the knowledge and skills that teachers anticipate students to possess upon completion of a program, course, unit, or lesson (Huba & Freed 2000).

Taxonomy: A system for naming and organizing things into groups that share similar qualities (Cambridge dictionary).

Higher-Order Thinking Skills: The last three skills –analyzing, evaluating and creating in BRT (Anderson et al., 2001).

Lower-Order Thinking Skills: The first three skills –remembering, understanding and applying in BRT (Anderson et al., 2001).

2. REVIEW OF LITERATURE

This chapter entails comprehensive information on the primary principles of this study. Definitions of program evaluation and details on the ELT curriculum developed by the Turkish Ministry of National Education (MoNE) and the high-stakes exams applied in Türkiye are provided. In addition, approaches related to program evaluation are discussed. Detailed information on the structures, dimensions and historical development of Bloom's Original Taxonomy and Bloom's Revised Taxonomy is presented. Furthermore, curricular alignment in terms of BRT is discussed. Lastly, an examination of the literature related to program evaluation research in the field of ELT in Türkiye and abroad, particularly in relation to BRT, is conducted.

2.1. English Language Teaching Curriculum in Türkiye

The distinction between syllabus and curriculum describes two interconnected yet distinct components of the teaching and learning process. Nunan (1988, p. 8) differentiates these terms by stating that the curriculum refers to planning, implementing, assessing, supervising, and regulating the programs. In contrast, the syllabus concentrates more narrowly on the selection and grading of content.

Language curriculum development is a subfield of what is known as curriculum development or curriculum studies. According to Richards (2001), curriculum development includes the processes used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, materials, and finally to evaluate the resulting program. In this case, the program refers to the organized language instruction course. The branch of applied linguistics that tackles these concerns is language curriculum development.

In Turkish primary education, a significant revolution called the Ministry of Education Development Project occurred in ELT curriculum design in 1997. This curriculum reform introduced the Communicative Oriented Curriculum (COC) framework and communicative language teaching (CLT) by MoNE. The communicative approach, rooted in a learner-centered philosophy, encourages the use of the target language as a dynamic tool for authentic communication and interaction rather than a

mere subject of study (Larsen-Freeman & Anderson, 2011). The resulting program and guidelines were implemented in primary schools across the country. The renewed curriculum required a lower age for the students to take English as a standard subject. In this new curriculum, English language teaching began to be implemented in fourth and fifth grades (ages 9–11) (Kırkgöz, 2008).

Over the years, along with other subjects, MoNE continued to develop many English language curricula. In 2006, the language curriculum from 1997 was revised. The 2006 curriculum provided more specific rules for how foreign language instruction and learning should occur in the classroom (Çal, 2010). In the 2012-2013 school year, a new approach to a compulsory education system that consists of four-year primary, four-year secondary, and four-year high school education was adopted. According to the newly accepted education system, a new ELT curriculum has been developed by policymakers. Lastly, a revised ELT curriculum for grades 2 through 8 was developed in 2018 to meet the new educational requirements in the literature.

The revision entails examining of the curriculum in terms of values education, incorporating themes that include fundamental language skills, and increasing specific subsections like assessment. In addition, each grade is revised by reviewing the target language abilities, evaluating and updating the contexts, exercises, and conducting an analysis and general updating of the functions and forms (MoNE, 2018). According to Acar (2019), who compared the 7th grade syllabi of these two curricula, there are minor updates regarding the organization of the syllabus, selection of topics, weekly class hours, assessment, and evaluation in the new curriculum. Also, new sections such as "values education in the curriculum", "key competencies in the curriculum", "suggested testing techniques for the assessment of language skills", and "suggested contexts and task/ activities" have been added to the newly revised curriculum. The section called "communicative functions and sample uses of language" was eliminated from the 2018 ELT curriculum. Moreover, the principles of the CEFR are adopted in the design of the new curriculum. Also, an action-oriented approach has been endorsed. However, to create a positive and helpful washback effect, the curriculum prohibits the excessive use of certain language learning strategies compared to others (MoNE, 2018).

The 8th grade program in the 2018 ELT curriculum aligns with the A2 proficiency level (Basic Level User/Intermediate or Basic Requirement) defined by the CEFR. Hence,

the overarching educational goals of the 8th grade program, similar to those of the 7th grade program, are in line with the general objectives established at the comprehensive level for the A2 proficiency level of the CEFR. The primary skills anticipated to be promoted in pupils within this age are listening and speaking while reading and writing are considered secondary. The program introduces a range of text-writing tasks that serve diverse goals and extend beyond the sentence level. Also, the communicative functions and words/phrases that are intended to be achieved have been identified and provided within thematic integrity. The primary objective of communication is not just centered around grammatical structures and linguistic functions but rather on the authentic use of language within an interactive setting to produce real-life language. The program has been developed to offer students substantial and comprehensive input, which serves as the foundation for their language output. Simultaneously, this program enhances their current language abilities through carefully chosen exercises and assignments.

2018 ELT curriculum's instructional design comprises three distinct learning stages that divide the introduction of language uses, functions, and learning resources. The first stage covers grades two, three and four, the second covers grades five and six, and the final covers grades seven and eight. At stage 3, in addition to the materials and functions employed in stages 1 and 2, additional components are implemented (MoNE). Due to the cyclical nature of the curriculum, only the 8th grade objectives are taken into consideration for the purposes of this study.

2.2. High-Stakes Exams in Türkiye

In the majority of the world, placement in high school and university is determined by results on high-stakes exams. Afflerbach (2005) suggests that high-stakes exams are considered fair since it is presumed that no student is given preferential treatment, as each student receives the same level of engagement and support from the test administrator. Also, Heubert and Hauser (1999, as cited in Cimbricz, 2002) state that standardized tests evaluate student accomplishment reliably and legitimately, and legislators, educators, parents, and the general public act on the test results to increase educational quality and student achievement. However, according to Stecher (2002, as cited in Minarechová, 2012) high-stakes exams may lead to student frustration and a decline in effort, increase student competition, and drive students to devalue grades and school assessments. For

teachers, they encourage them to focus on test content rather than curricular requirements, lead to inadequate test preparation, lower teachers' feeling of professional worth, and encourage cheating when assessing. Also, high-stakes exams cause administrators to implement measures to increase test scores but not necessarily learning, reallocate resources to tested subjects, waste resources on test preparation, and divert administrators' attention from other school needs and problems. Lastly, they produce false data that prompts policymakers to make suboptimal decisions, develop a "blame the victim" mentality among policymakers, and encourage a simplified perspective of education and its purposes.

In Türkiye, the most significant high-stakes exams for further studies at the K-12 level are placement exams in the 8th grade (age 13) for high schools and in the twelfth grade (age 18) for universities. Sayın and Aslan (2016) state that the entrance exam for universities hold a prominent position among high-stakes examinations in Türkiye, and students take the entrance exam more seriously than anything else during that time. Prior to the 1960s, universities accepted only a part of high school graduates without examination. Facing a demand that exceeded their quotas demanded the design of multiple-question and objective exams, as well as the employment of informatics methods. In 1974, the Interuniversity Student Selection and Placement Center (ÜSYM) was founded after the Interuniversity Board agreed to conduct university entrance tests from a single location. This center oversaw the selection and placement of students at institutions until 1981. Under the name of the Student Selection and Placement Center (ÖSYM), ÜSYM was turned into a sub-organization of the Higher Education Council in 1981. In 2017, the university entrance system was given its final form due to the adjustments brought about by the historical evolution of the university entrance system (http-2).

The language skills of prospective undergraduate students are tested through the Foreign Language University Entrance Exam in Türkiye. The test includes 80 multiple-choice questions, and it is mainly taken by the graduates of language majors of high schools. According to their test results, the candidates are placed into foreign language training departments that include language teaching, translation and interpreting studies, language and literature, and linguistics programs. The tested languages include German, Arabic, French, English, and Russian (ÖSYM, n.d.). The English language test is referred

to as the English Component of the Foreign Language University Entrance Exam (ECFLUEE). According to Demirel (1991), students enrolled in foreign language departments are expected to have an appropriate degree of language proficiency. The proficiency level of a language refers to a person's general communication skills in the target language (Canale & Swain, 1980). The conventional concept of language proficiency categorizes linguistic abilities into four categories: listening, speaking, reading, and writing skills. However, reading is the only skill explicitly evaluated in the exam, whereas listening, speaking, and writing are not explicitly tested. Consequently, the candidates place a disproportionate emphasis on grammar, vocabulary, and reading while ignoring other language abilities. (Yıldırım, 2010).

2.2.1. High school entrance examinations in Türkiye

The modifications and the updates in the compulsory education system changed in the formal placement examination for high schools. Over the years, different multiple-choice exams have been administered. While these exams had similar contents, they differed in name and application (Tagrikulu & Kesten, 2020). In 2018, High School Entrance System (LGS) replaced the Transition from Basic Education to Secondary Education (TEOG) exam, which started being implemented in the 2013-2014 school year. In terms of application, while TEOG exam was applied to 8th grade students in four sessions in the fall and spring semesters, LGS exam is now involved in two sessions (verbal and numerical) on the same day following the end of 8th grade courses.

In Türkiye, 8th graders took the first centralized exam for admission to high schools in 1998. During the exam, pupils were held accountable for the subjects and accomplishments of their final year of education (Ertuğrul, 2022). With the extension of high schools to four years from three years and the modification of the high school entrance system in 2005-2006 school year, Entrance Exam to High Schools was abolished, and the Selection and Placement Exam to Secondary Education (OKS) was put into effect. In 2006, the OKS was implemented for the first time. In October 2007, MoNE announced that the single-stage high school entrance exam had been transformed to a three-stage exam. In the newly applied system, exams were administered to pupils once in sixth, seventh, and eighth grades. With the System of Entrance to Secondary Education (SBS), it was claimed that the school's average success would also be effective for

entering high school. The SBS was modified in 2010 on the condition that it be implemented in 8th grade. In the exams that began to be administered after 2009, Foreign Language (English) questions were added (Ömürlüoğlu, 2020). This system, which was implemented from 2009 to 2013, has been abandoned for a variety of reasons, including directing students to resources that are not in-school and accessible to all, degrading the value of the school and the teacher, and conducting a result-based evaluation when a process-based evaluation is required. A new evaluation model, TEOG, was implemented in 2013-2014 (Gür et al., 2013). However, according to reviews of Kitchen et al. (2019), TEOG increased competitiveness between pupils for school placement. In response to these critiques, the government eliminated the TEOG exam in September 2017 and established a new placement system based on catchment areas, student interests, and lower secondary success.

LGS exam, which began being administered to 8th graders at the end of 2017-2018 school year, is still on use. LGS exam intends to provide students greater freedom to enroll in local high schools and programs. Under the previous system, which had fewer places and tougher entry standards, this was perceived as more complex (Kitchen et al., 2019). This program aims to reduce competition for high school placement, but the most prestigious schools continue to admit students according to their achievement in LGS exam.

2.2.2. Relationship between High School Entrance Exam and English Curriculum

MoNE strictly adhered to the fundamentals of the CEFR when designing the 2018 English language curriculum. The new curriculum emphasizes language use in an authentic communicative setting in line with the CEFR standards. As a result, English usage is emphasized in all discussions, assisting students in developing communicative competence (MoNE, 2018).

The curriculum comprises three learning stages regarding the introduced language uses, functions, and learning materials. In the first stage, grades 2 to 4, the focus is primarily on listening and speaking. In this stage, reading, writing, and grammar are not emphasized. At the second stage, grades 5th and 6th, they are introduced to short texts. In the last stage, grades 7th and 8th, reading and writing are an integral part of the curriculum

(MoNE, 2018). However, exams administered at the national level in Türkiye assess only one skill in an explicit way, namely reading skill (Paker, 2018).

The High School Entrance Exam only covers the 8th grade curriculum. The English part of the exam consists of 10 questions corresponding to 10 units examined during the academic year. The beforementioned units are as follows:

Unit 1: Friendship

Unit 2: Teen Life

Unit 3: In the Kitchen

Unit 4: On the Phone

Unit 5: The Internet

Unit 6: Adventures

Unit 7: Tourism

Unit 8: Chores

Unit 9: Science

Unit 10: Natural Forces (MoNE, 2018).

The English part of the LGS exam is in multiple-choice format, as in the rest. The exam does not explicitly assess listening, speaking, or writing skills, while listening and speaking are clearly emphasized in the 2018 English curriculum (Kütük, 2022). The skills and subskills in the program are linked to the functions and useful language relevant to the theme, context, and task demands. Therefore, it is crucial to emphasize that the achievement of each learning outcome can only be accomplished by addressing the language functions and their corresponding linguistic manifestations (MoNE, 2018).

2.3. Program Evaluation

Curriculum development within the field of language education entails a process that encompasses a range of interrelated activities. Curriculum development in language education involves the design, revision, implementation, and evaluation of language programs (Richards, 2001). Needs, goals, and motivations of learners in a second

language context are diverse. A well-crafted language curriculum should consider these factors, tailoring its content, methodologies, and objectives to cater to the unique requirements of the learners it serves. Furthermore, Long (2005) suggests that a second language curriculum devoid of alignment with the specific needs of its target groups runs the risk of being inefficient or significantly inadequate. Long's assertion highlights the essential role of curriculum development, emphasizing that the effectiveness and success of a second language curriculum are tied to its capacity to address learners' distinct needs and facilitate their learning towards linguistic proficiency and cultural competence. As learners' needs shift to align with emerging contexts, technologies, and global challenges, curriculum evaluation becomes paramount. Fitzpatrick et al. (1997) suggests that if the curriculum is focused on modification or enhancement, a curriculum evaluation can be qualified as a program evaluation. Thus, this study uses the term "program evaluation" to assess the 8th grade ELT program in the 2018 ELT curriculum for 2nd-8th grades.

The definition of a teaching program encapsulates its essence as a structured and purposeful initiative within the educational landscape. Fitzpatrick et al. (1997) state that a teaching program may be regarded as an educational endeavor aiming towards the resolution of a specific problem or the enhancement of an educational system's component. Said teaching program would be supported by public or private finances, have clearly defined objectives, and have a structure for managing the processes, resources, facilities, and/or people. Thus, all these components are the subject of program evaluation. Fitzpatrick et al. (1997) further describes program evaluation as assessing the value or usage of a program in enhancing a certain feature of an educational system. Evaluations of a language teaching program, an undergraduate program, or a Ministry of education's personnel training program are examples of program evaluations.

Program evaluation serves as a versatile tool with dual objectives that can shape its trajectory and purpose. It can be approached with a formative goal, which focuses on enhancing and refining the program through ongoing feedback, analysis, and improvements. Alternatively, it can adopt a summative goal, which involves making determinations about the program's continuation or termination based on its overall effectiveness and impact (Scriven, 1967). In alignment with this perspective, this study positions itself within the formative view of evaluation. With a commitment to fostering positive change and continuous enhancement, the study seeks to provide insights that

contribute to the improvement and optimization of the 2018 8th grade ELT program under scrutiny. By adopting a formative lens, the study underlines its dedication to informing program refinement, thus aligning with the goal of maximizing educational efficacy and positive outcomes.

2.3.1. Program Evaluation Approaches

Evaluations are undertaken in several contexts utilizing different approaches and methods. Since the 1990s, the field of evaluation has undergone several significant developments. Therefore, there are several approaches to program evaluation. It is crucial for educators to get familiar with the many approaches since it enables them to make deliberate decisions on the approach(es) they will employ in their evaluations. Table 2.1. presents the most prevalent or well-known approaches to program evaluation.

Table 2.1. *Approaches to program evaluation (Fitzpatrick et al., 2011, p. 249-251)*

	Some proponents	Focus of evaluation
Expertise-Oriented	Eisner Accreditation groups	Providing professional judgments of quality
Consumer-Oriented	Scriven Consumers Union	Judging quality of products to aid decisions about purchases
Program-Oriented	Tyler Provus Weiss Chen Bickman Donaldson	Determining the extent to which program objectives or key elements in the program theory are delivered or achieved
Decision-Oriented	Stufflebeam Alkin Provus Patton Wholey	Providing useful information to aid in making decisions
Participant-Oriented	Stake Guba and Lincoln Fetterman Cousins and Earl House and Howe	Involving many stakeholders or a few stakeholders in depth in the evaluation; understanding and portraying the complexities of programmatic activity; empowering stakeholders; pursuing social justice

The table's contents illustrate the prevalence of program-oriented approaches employed to measure the alignment between program objectives and their real-world implementation. These approaches serve as a compass for assessing the delivery and attainment of critical elements within the program's theoretical framework. Considering this overarching theme, the present study, designed to examine the extent to which LGS exam questions effectively measure the learning outcomes of the 8th grade English program, aptly adopts this program-oriented approach. By employing this methodology, the study seeks to navigate the connection between educational goals and evaluative instruments, investigating the compatibility between the prescribed curriculum and the assessment tools that shape students' educational journeys. In doing so, the study aligns with the program-oriented paradigm, contributing to an understanding of how assessment practices interact with curriculum design to impact the educational landscape.

Of the program-oriented approaches, the Tylerian evaluation approach, formulated by Ralph W. Tyler, holds a prominent position within the evaluation landscape due to its systematic framework and emphasis on alignment between educational objectives and assessment practices. Tyler's approach is characterized by its delineation of clear and measurable learning objectives, which serve as the foundation for designing appropriate assessment instruments. By focusing on the alignment between intended outcomes and evaluative tools, the Tylerian approach facilitates a comprehensive understanding of teaching program effectiveness. Its enduring prominence highlights its relevance in various educational contexts, making it a go-to framework for educators, policymakers, and researchers seeking to systematically assess the attainment of educational goals and enhance the overall quality of teaching programs.

2.3.1.1. The Tylerian evaluation approach

Many ways to assessment begin by gaining a deeper understanding of the program's defining characteristics. These characteristics then assist the assessor in determining which issues should be tackled. The objectives-oriented approach and techniques that employ logic models or program theory are the most unique program-oriented approaches. Logic models and program theory have assisted evaluation in gaining a better comprehension of the logic or rationale of a program's intended effects.

In the objectives approach, which is a sub-category of program-based approaches, the objectives of a particular activity are identified, and then the evaluation centers on the degree to which those objectives are attained. In many circumstances, program objectives are already stated. In other instances, the evaluator might collaborate with relevant parties and define the goals. The primary responsibility of the evaluator in an objectives-based evaluation is to assess if some or all program objectives are met. In education, objectives refer to the aims of specific instruction or the expected learning outcomes for the entire academic year. The information collected from an assessment focused on objectives might be used to evaluate whether to continue the program, make major modifications to it, or investigate alternatives.

The Tylerian evaluation approach stands as a distinguished cornerstone among objectives-oriented methodologies, renowned for its widespread recognition and application. Since its start in the 1930s, many individuals have contributed to improving of the objectives-oriented approach, but Ralph W. Tyler is credited for developing and popularizing the emphasis on objectives in education. Tyler's book *Basic Principles of Curriculum and Instruction* was published in 1949, and he eventually became the most renowned figure in curriculum theory and teaching techniques across American public schools (Pinar et al., 1995).

Tyler began establishing his opinions on evaluation while working closely with teachers and schools. He believed that by setting objectives concerning what students are supposed to perform, teachers might arrange their curricula and instruction more efficiently to attain these outcomes. Figure 2.1. illustrates stages of Tyler's approach.

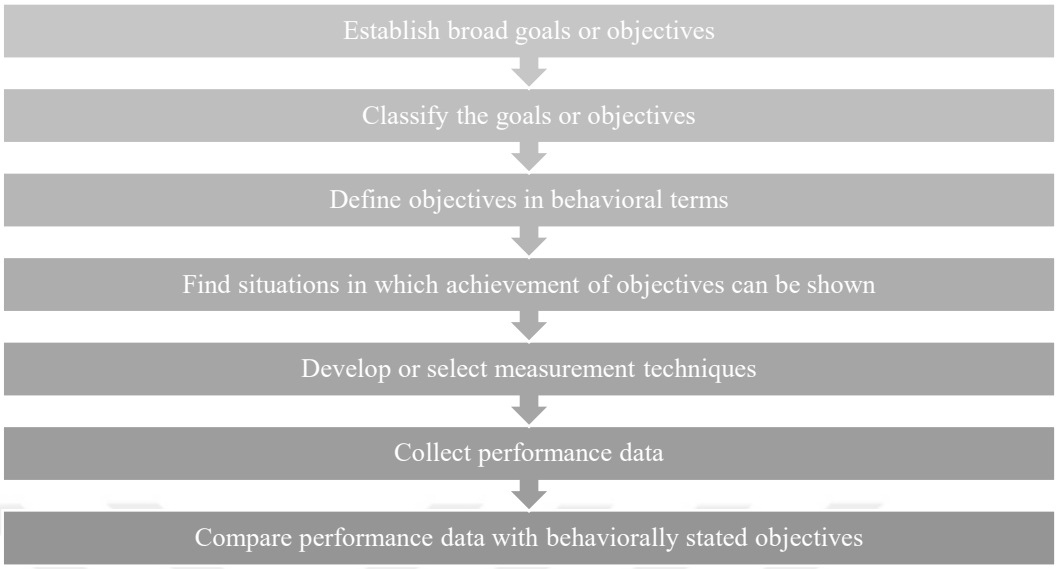

Figure 2.1. *Stages of the Tylerian approach (Fitzpatrick et al., 2011, p. 155)*

The Tylerian approach is logical, scientifically sound, and easily adoptable by evaluators. The current study implements this approach in respect of centering around the educational outcomes of 2018 8th grade ELT Program and LGS exam English questions according to BRT.

2.4. Bloom's Original Taxonomy

A group of undergraduate course examiners agreed that a common framework for educational objectives could further the progress of testing at an informal meeting in Boston, in 1948. They believed that a set of standardized vocabulary could be created to evaluate each intended student outcome. Such evaluation could have been achieved with a carefully defined framework that classifies educational objectives and test items. In 1956, *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 1: Cognitive Domain* has been published by Benjamin S. Bloom, Max D. Engelhart, Edward J. Furst, Walker H. Hill and David R. Krathwohl. The affective domain was later formed by Krathwohl, Bloom, and Masia in 1964 (Anderson et al., 2001). Originally, the framework only included cognitive objectives. The original Taxonomy contained well-crafted definitions for the cognitive domain in six major groups. The sequence of the categories was simple to complex and concrete to abstract.

In addition, it was considered that the original Taxonomy reflected a cumulative hierarchy, in which knowledge of each simple category was a requirement for mastery of the next more complex category (Krathwohl, 2002). Figure 2.2. presents the structure of the original taxonomy:

Figure 2.2. *The structure of the original taxonomy (Kennedy, 2006, p.27)*

In the original taxonomy, *Knowledge level* encompasses behaviors and test settings that highlight the recognition or recall of concepts, materials, or phenomena. The intended student behavior in the recall circumstance is quite similar to the expected student behavior in the original learning context. In the classification of knowledge objectives, the particular and relatively concrete categories of behavior are arranged before the more complicated and abstract types. In the knowledge category, remembering is the primary psychological activity, but in the other categories, remembering is merely one component of a much more complicated process involving relating, evaluating, and reorganizing (Bloom et al., 1956).

In *Comprehension level,* when students are presented with a message, it is assumed that they understand what is being communicated and can make use of the content or concepts it contains. The communication may be spoken or written, verbal or symbolic, or it may apply to material in physical form as well as material contained on paper. The term "comprehension" is used to include objectives, behaviors, and responses that demonstrate a grasp of a communication's literal content. In order to achieve this level of comprehension, the learner may alter the message in their mind or in their overt

reactions into a parallel form that is more relevant to them. There may also be answers that are simple expansions of the information provided in the message (Hoque, 2016).

Application level follows the hierarchy rule in that c*omprehension* of the applied technique, theory, principle, or abstraction is required for application. A problem in the category of comprehension demands the learner to know an abstraction well enough to demonstrate its right application when explicitly requested to do so. However, "application" demands a step beyond this. Given an issue that is novel to the learner, they will apply the proper abstraction without being told which abstraction to use or how to utilize it (Anderson et al., 2001).

In *Analysis level,* the associated abilities are slightly more advanced than *comprehension* and *application*. Analysis stresses the separation of the material into its basic pieces and the identification of their links and organizational structure. It may also refer to the methods and instruments employed to transmit the message or establish the end of a communication (Anderson et al., 2001).

Synthesis level is described as the combination of components and pieces to make a whole. This is the act of working with pieces, parts, etc. and combining them in order to create a pattern or structure that was not previously apparent. In general, this would include the recombination of existing experience with new information, reassembled into a new and cohesive whole. This is the category clearly supports the learner's creative activity. Comprehending, applicating, and analyzing also entail the combination of parts and the production of meanings, although these tasks are often smaller and less comprehensive than synthesis. In addition, these other categories place less emphasis on individuality and originality than synthesis (Hoque, 2016).

2.5. Bloom's Revised Taxonomy

The group that developed Bloom's Original Taxonomy regarded the framework as a continuing progress. Over the years, the taxonomy has been modified by many educators, and advancements in the field of education brought about a need for revision.

In 1995, a group of experts came together to plan a revision for the original taxonomy. The group of researchers published the revised version of the original Taxonomy titled *A Taxonomy for Teaching, Learning, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives* in 2001. Looking at this title, it can be assumed that the authors aimed to reach a more comprehensive categorization by this

revision (Armstrong, 2016). BRT is regarded as the generally accepted model for the assessment of the learner's ability to perform the specified tasks and educational outcomes in a curriculum (Ahmed et al., 2014). Therefore, it is an appropriate tool to analyze the outcome statements and assessment tools in a curriculum for the purposes of this study.

2.5.1. The structure of the revised taxonomy

The two dimensions of BRT are namely the knowledge dimension and the cognitive process dimension. In the Taxonomy, the first three stages of the cognitive process dimension — remember, understand, and apply – are referred to as lower-order thinking skills, whereas the latter three levels are referred to as higher-order thinking skills (Anderson et al., 2001).

Typically, objectives describing desired learning outcomes are articulated in terms of some subject matter content and a description of what is to be done with or to that content. Therefore, objective statements often include a noun or noun phrase describing the subject matter content and a verb or verb phrase describing the cognitive process. In the original Taxonomy, the Knowledge category represented both nouns and verbs. Under the Knowledge category, the noun or subject matter aspect was provided. The Knowledge category also included the verb aspect in that the learner was expected to be able to remember or identify knowledge. This resulted in the framework being unidimensional at the expense of the Knowledge category that was dual in character and hence distinctive from the other Taxonomic categories. The revised Taxonomy removed this inconsistency by enabling these the noun and verb aspects to constitute independent dimensions, with the noun serving as the basis for the Knowledge dimension and the verb serving as the basis for the Cognitive Process dimension (Krathwohl, 2002). Figure 2.3. presents the changes in the revised taxonomy.

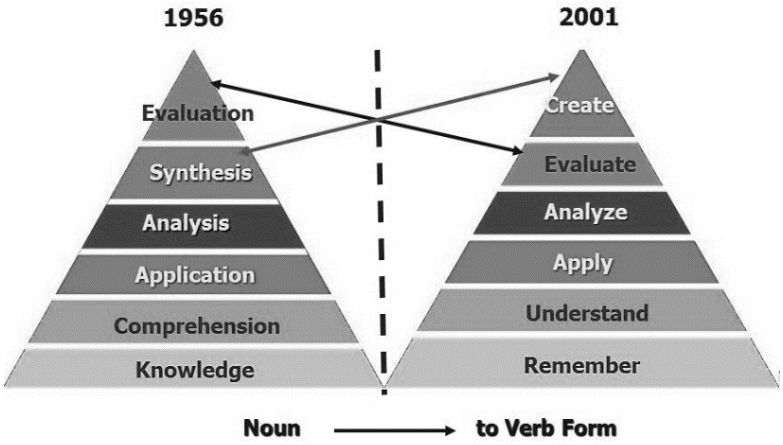

Figure 2.3. *Changes in the cognitive process dimension, http-2*

2.5.1.1.The knowledge dimension

The writers of the BRT contemplated the different types of knowledge and decided on four extensive categories of knowledge: *Factual, Conceptual, Procedural,* and *Metacognitive* (Anderson et al., 2001).

2.5.1.1.1. Factual knowledge

Factual knowledge covers the fundamental components that specialists use to interact, comprehend, and systematically organize their field of study. The components that learners are required to know in order to comprehend the subject or solve any of its problems are included in factual knowledge. Typically, the elements are a string of symbols that convey crucial information and are linked to specific concrete referents. Factual knowledge generally operates at a lower degree of abstraction (Forehand, 2010). Factual knowledge includes *knowledge of terminology* and *knowledge of specific details and elements.*

Knowledge of terminology

This type of knowledge entails familiarity with particular verbal and nonverbal labels and symbols. Each discipline includes a great number of labels and symbols with specific connotations. These are the language elements of the field of study employed by specialists to explain their knowledge. The beginner learner should be aware of these elements, as well as the commonly recognized connotations associated with them. While

the advanced learner needs to interact with these terms, individuals learning the field of study must also be familiar with the terminology and their meanings in order to understand the phenomena of the field. Samples for this category contain knowledge of the numbers, knowledge of the biological terms, or knowledge of the phonetic symbols (Anderson & Krathwohl, 2014).

Knowledge of specific details and elements

This type of knowledge relates to familiarity with situations, settings, individuals, and references, among other articles. It may contain highly accurate and detailed information, like the date of an incident. It could also include estimated knowledge, namely the era that an incident took place. Specific details may be separated as individual pieces, as opposed to the knowledge that could be understood in the context of a greater whole.

Every subject comprises events, locations, individuals, dates, and other data that specialists consider to be essential to the field's understanding. Facts could be contrasted from terminology, whereas facts result from non-consensual agreements established for communicative purposes. This sort of knowledge might include the knowledge of particular names, locations, and situations (Anderson & Krathwohl, 2014).

2.5.1.1.2. Conceptual knowledge

Understanding of categories, classifications, and the relations between intricate, structured information is considered conceptual knowledge. These elements from various cognitive psychology models are examples of conceptual knowledge. These schemas, models, and theories convey the understanding one has of how a specific subject is structured, how various components or pieces of information are integrated in a more orderly fashion, and how these parts work together (Anderson et al., 2001). The three subcategories of conceptual knowledge are *knowledge of classifications and categories, knowledge of principles and generalizations,* and *knowledge of theories, models, and structures*.

Knowledge of classifications and categories

The classifications, categories, sections, and agreements that are employed in many topic areas are included in this type of knowledge. In contrast to terminology and facts, classifications, and categories function as the links between certain pieces. This category of knowledge includes knowledge of the parts of sentences, or knowledge of the geological history of the Earth (Anderson et al., 2005).

Knowledge of principles and generalizations

An academic field relies heavily on principles and generalizations to examine phenomena and address issues. This type of knowledge contains information on specific abstractions that combine observations of occurrences into generalizations and principles. These abstractions are most effective for describing, foretelling, explaining, or determining the best course of action. Principles and generalizations group a lot of specific facts and occurrences, describe how these precise details interact with one another to establish classifications and categories, and then explain how these classifications and categories interact with one another. They provide the advanced learner the ability to assemble the whole in this way. Knowledge of generalizations about different civilizations, knowledge of the chemical equations, or knowledge of the fundamentals of federalism could be given as examples of this type of knowledge (Anderson et al., 2005).

Knowledge of theories, models, and structures

This type of knowledge comprises knowledge of principles and generalizations as well as their interrelations, which provide a precise, comprehensive, and organized picture of a complicated occurrence, issue, or topic. This category of knowledge encompasses familiarity with the many patterns used by various fields of study to define, comprehend, interpret, and anticipate occurrences. Diverse fields have different methods and information for constructing investigations, and learners should become familiar with various methods of thinking in a field of study. Knowledge of genetic models, or the theory of plate tectonics can exemplify this type of knowledge (Anderson et al., 2005).

2.5.1.1.3. Procedural knowledge

Procedural knowledge refers to the "knowledge of how" to complete a task. Frequently, procedural knowledge consists of a list or series of actions. This sort of knowledge also involves an understanding of the criteria used to determine when particular methods should be utilized. It is important to note that knowledge of various "processes" is reflected by *Procedural knowledge*, whereas *Factual and Conceptual knowledge* are concerned with "products." Procedural knowledge is pertinent to certain subjects or academic fields. Consequently, this term is restricted to the knowledge of subject or discipline specific skills, algorithms, techniques, and methodologies. Due to the procedure's specialized characteristics, understanding of the procedures indicates terminology or subject-specific modes of thought, as opposed to basic problem-solving methods that are applicable to many areas (Anderson et al., 2001). The three subcategories 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.*

Knowledge of subject-specific skills and algorithms

It is possible to explain Procedural knowledge as a string or series of actions to be followed. Sometimes these steps are performed in a predetermined sequence, while other times choices must be made regarding which stage to execute next. Similarly, sometimes the final outcome is determined, and sometimes it is not. Although the procedure may be either fixed or more flexible, the outcome of this kind of knowledge is typically regarded as fixed. As an example, the technique for multiplying fractions in mathematics results in a fixed outcome. The use of Procedural knowledge frequently results in Factual or Conceptual knowledge. Thus, emphasis is placed on the learner's comprehension of the procedure instead of the application. Knowledge of the skills used in painting with watercolor, or knowledge of the process of solving equations could be the examples of this type of knowledge (Anderson, 2005).

Knowledge of subject-specific techniques and methods

In contrast to subject-specific skills and algorithms, which frequently lead to a single conclusion, certain procedures do not result in a single response. In contrast to

knowledge of subject specific-skills and algorithms, the outcome of this subtype of Procedural knowledge is less predetermined and more flexible. This kind of knowledge indicates how professionals in field think and approach issues, as opposed to the outcomes of such reasoning or problem resolution. Examples of this subcategory include knowledge of qualitative or quantitative research methods or knowledge of various approaches to literary criticism (Anderson, 2005).

Knowledge of criteria for determining when to use appropriate procedures

Learners are expected to know subject-specific procedures, as well as when to apply them, which frequently requires familiarity with their historical applications. Before conducting an investigation, students may be required to be familiar with the methodologies and strategies that have been utilized in comparable investigations. Consequently, learner s may be asked to apply the criteria in addition to having knowledge of them. The requirements vary significantly from topic to topic. Knowledge of the criteria for choosing which method to use with collected data in a specific case or for deciding the genre of essay to compose could be given as examples for this type of subcategory (Anderson, 2005).

2.5.1.1.4. Metacognitive knowledge

This type of knowledge includes information about cognition, awareness and comprehension of one's own cognition. Since the release of the original *Handbook*, learning theory and research have emphasized making learners more aware of their own knowledge and cognition. Metacognitive knowledge includes information about cognition in general as well as consciousness and comprehension of one's own cognition Flavell (1979). The three subcategories of Metacognitive knowledge include *strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge,* and *self – knowledge.*

Strategic knowledge

Knowledge of the fundamental methods for understanding, reasoning, and solving problems is referred to as strategic knowledge. This subcategory's techniques are suited for a variety of tasks and topic areas.

This type of knowledge involves understanding the various methods that learners may employ to memorize information, decipher the language, study in textbooks, or hear in other course materials. Three broad categories—rehearsal, elaboration, and organizational—can categorize the many distinct learning strategies (Weinstein and Mayer, 1986). Rehearsal techniques entail repeatedly saying words or concepts that need to be remembered to oneself; they are typically less successful for greater degrees of understanding and learning. However, summarizing, paraphrasing, and choosing the key concept from texts are examples of elaboration strategies. Compared to rehearsal strategies, elaboration strategies facilitate a more thorough undertaking of the material to be learned, resulting in greater understanding and retention. As organizational strategies, learners transition the material from one form to another using kinds of outlining, cognitive mapping, and note-taking methods. Rehearsal strategies typically lead to less understanding compared to organizational strategies.

Along with the general learning strategies, learners may also be familiar with several metacognitive strategies. Learners may ultimately employ these strategies to organize, monitor, and control their cognition. However, Metacognitive knowledge is only concerned with learners' knowledge of these strategies, not their usage.

This subcategory also covers general problem-solving and thinking techniques, in which they illustrate the different generic heuristics that learners might employ to tackle situations for which there is no definite solution approach. In addition to tactics for problem-solving, this subcategory includes generic strategies for deductive and inductive reasoning (Anderson, 2012).

Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

Individuals acquire information about cognitive tasks in addition to knowledge about several learning and thinking strategies. As learners acquire knowledge of various strategies, this knowledge depicts both which strategies to employ and how to employ them. Similar to Procedural knowledge, this knowledge might not suffice for competency of learning. Learners must further gain conditional knowledge, in which they must learn when and why these methods should be used effectively. Therefore, conditional knowledge alludes to the understanding of the conditions in that learners might utilize Metacognitive information. Conversely, Procedural knowledge relates to learners'

awareness of the contexts in that they might employ subject-specific skills, algorithms, techniques, and methodologies.

Contextual, cultural, and customary standards for employing various strategies are an additional part of conditional knowledge. A crucial part of Metacognitive knowledge is familiarity with the various settings and cultural norms pertaining to the employment of various tactics in those scenarios. As an example of this type of knowledge, knowledge required for recalling small items usually create more cognitive demands for the individual than recognition tasks such as multiple-choice items (Anderson, 2012).

Self – knowledge

In addition to various cognitive strategies, Flavell (1979) argued that self-knowledge was essential for metacognition. In this paradigm, self-knowledge involves awareness of the cognitive and learning capacities and shortcomings. Also, learners must have awareness of the many sorts of strategies to employ in various scenarios.

Individuals hold opinions regarding their motivation in addition to their overall cognitive knowledge. Pintrich and Schunk (1996) suggest three categories of motivational beliefs. The first category comprises self-efficacy beliefs, or learners' evaluations of their ability to do a certain activity. The second category consists of learners' goals and motivations for pursuing a certain activity. The third category includes value and interest beliefs that reflect learners' assessments of their interest and evaluations of the activity's significance and efficiency for them.

Self-knowledge is a significant element of Metacognitive knowledge; however, the precision of self-knowledge appears to be the principle for understanding. If learners are oblivious to their lack of Factual, Conceptual, and Procedural knowledge, they are reluctant to pick up unfamiliar material. Knowledge of a person's reliance on the type of cognitive strategy in particular circumstances., and accurate, not inflated knowledge of one's skills to execute a given activity can be given as examples for this subcategory (Anderson, 2008).

2.5.1.2. The cognitive process dimension

The cognitive process dimension of BRT comprises six extensive categories: *Remember, Understand, Apply, Analyze, Evaluate* and *Create* (Anderson et al., 2001).

2.5.1.2.1. Remember

Remember is the essential process category when the purpose of education is to encourage retention of the supplied content in a manner similar to how it was taught. Remembering includes recovering pertinent information from long term memory. The necessary information could be Factual, Conceptual, Procedural, or Metacognitive, or a mixture of the four knowledge types. *Recognizing* and *recalling* are the two associated cognitive processes (Anderson et l., 2001).

Recognizing

Recognizing requires retrieval of pertinent information from long-term memory and make comparisons regarding the provided data. The learner explores long-term memory for a component of knowledge that is identical or highly comparable to the provided information during recognition. When confronted with new material, the learner searches for a match with previously acquired knowledge. *Identifying* is an alternate phrase for recognizing. For instance, if a student studied the English translations of 20 French terms, an examination of remembering may entail matching the French words to their English counterparts (Anderson & Krathwohl, 2014).

Recalling

Recalling entails extracting pertinent information from long-term memory in response to a prompt. The prompt is typically a query. When recalling, the learner explores long-term memory for an informational item before transferring it to working memory for processing. *Retrieving* is an alternate phrase for recalling. In the same example of the 20 French words, a test of recalling may consist of writing the appropriate English term alongside each French word (Anderson & Krathwohl, 2014).

2.5.1.2.2. Understand

When retention is the primary objective of instruction, objectives that highlight *Remember* are emphasized. When promoting transfer is the objective, however, the attention changes to the other five cognitive processes. Thus, if exercises aim to measure other cognitive processes, learners are not supposed to accurately respond by depending solely on memory. *Understand* is likely the most stressed category of transfer-based educational objectives in schools and universities. When learners can derive meaning from messages, like oral, written, and graphic transmissions, they use *Understand*.

Understanding occurs when learners make connections between novel information to be acquired and previously acquired information. Specifically, incoming information is combined with previous schemas and frameworks (Anderson et al., 2001). The cognitive processes under the category *Understand* include *interpreting, exemplifying, classifying, summarizing, inferring, comparing,* and *explaining.*

Interpreting

The process by which a learner is able to translate information is known as interpretation. The process of interpreting may entail translating words to words, images to words, words to images, numbers to words, words to numbers, and other similar transformations. Translating, paraphrasing, representing, and clarifying could be used alternatively to interpreting (Anderson et al., 2001).

Exemplifying

When a learner provides a concrete sample of a universal notion or concept, the cognitive process is called exemplifying. Exemplifying requires discovering the distinguishing characteristics of the general notion or philosophy and employing these characteristics to choose or produce a particular occasion. Illustrating and instantiating are the alternative terms for exemplifying (Anderson et al., 2001).

Classifying

When a learner realizes that something pertains a particular category, the process is called classifying. Classifying requires identifying pertinent characteristics or patterns

that are compatible with the event and the concept. The terms subsuming or categorizing could be used alternatively to classifying (Anderson et al., 2001).

Summarizing

Summarizing is the process by which a learner provides a statement that constitutes for the presented information. Summarizing is generating a representation of the information. Generalizing and abstracting could be used interchangeably with summarizing (Anderson et al., 2001).

Inferring

Inferring happens when learners can deduce a notion that explains a set of occurrences by coding the pertinent characteristics of notions and by recognizing their links. Comparing examples within the context of the full set is also part of the inferring process.

Pointing out that *inferring* and *executing* are frequently employed concurrently on cognitive tasks is essential. Also, inferring is different from attributing. Attributing focuses entirely on the understanding the author's perspective or aim, while inferring emphasizes the deduction a pattern from provided facts. Extrapolating, interpolating, predicting, and concluding are the alternative phrases for this cognitive process (Anderson et al., 2001).

Comparing

Identifying resemblances and disparities among two or more entities, occurrences, concepts, subjects, or circumstances, which involves discerning how a familiar event is akin to a less familiar one, is an illustration of comparing. Comparing involves discovering connections among the components of something. When combined with *inferring* and *implementing*, comparing can lead to analogy-based thinking. Contrasting, matching, and mapping are the other terms for comparing (Anderson et al., 2001).

Explaining

Explaining is the process by which a learner can create cause-and-effect relationships. The model may be based on formal theory, study, or experience. A detailed description entails developing a cause-and-effect model that includes every component within a system and utilizing the model to identify how a difference in one component effects another. Constructing a model could be used alternatively to explaining (Anderson et al., 2001).

2.5.1.2.3. Apply

Apply is the utilization of processes to complete tasks or overcome problems. Consequently, Apply is tightly associated with Procedural Knowledge. In an exercise, the learner is already familiar with how to proceed, thus they have formed a standard procedure. In a problem, the learner does not originally acquire the solution technique; therefore, the learner must discover a solution procedure (Anderson et al., 2001). The Apply category includes two cognitive processes: *executing* and *implementing*.

Executing

In executing, a learner performs a technique habitually when presented with a familiar assignment. Frequently, the knowledge of the problem offers adequate indications to lead the selection of the most fitting approach. Therefore, when the problem is familiar, learners usually understand which Procedural Knowledge to apply. Executing is commonly related to the application of skills and algorithms rather than techniques and methods. Skills and algorithms possess characteristics that are highly executable. First, they consist of a series of actions that are often performed in a predetermined sequence. Second, the proper execution of the procedures results in a fixed answer. Carrying out is an alternative term to executing (Anderson & Krathwohl, 2014).

Implementing

When a learner chooses and employs a process to execute an unfamiliar task, the process is called implementing. Because judgement is essential, learners must have a grasp of the sort of problem encountered and the variety of viable solutions. When the

exercise requires Procedural Knowledge and there is no accessible process precisely matches the problem, then it may be essential to modify some Procedural Knowledge. Therefore, implementing is utilized with different categories, including Understand and Create.

Implementing is related more commonly with techniques and methods. Two characteristics of techniques and methods make them specifically receptive to implementing. First, the process may resemble a flowchart rather than a predetermined order; that is, the procedure may contain decision points. Second, it is rare that a single, set answer is predicted when the procedure is successfully implemented. Using is used interchangeably with implementing (Anderson & Krathwohl, 2014).

2.5.1.2.4. Analyze

Analyze entails separating material into its component elements and identifying how those parts relate to one another and to the whole. Understand, Analyze, and Evaluate are connected and frequently employed repeatedly when performing cognitive tasks. Nevertheless, it is fundamental to keep them as distinct categories. A person who comprehends a message might not examine it effectively. In parallel, an expert communicator analyst may provide an unfavorable assessment of the communication (Anderson et al., 2001). This category comprises three cognitive processes: *differentiating, organizing,* and *attributing.*

Differentiating

This category entails separating the pieces of a full structure based on the significance or relevance of the components. The process of differentiating occurs when a learner discerns relevant information from irrelevant or significant information from insignificant information and subsequently focuses on the relevant or significant information. Differentiating differs from Understand in that it includes organizing and, more specifically, identifying the way the pieces fall into the whole. Differentiating varies from comparing in that it uses the greater context to evaluate what is relevant or significant and what is not. Discriminating, selecting, distinguishing, and focusing can be replaceable with differentiating (Anderson et al., 2001).

Organizing

Organizing is determining the components of a situation or message's situation and identifying how they join to form a well-organized composition. Within the process of organizing, a learner creates logical links between the supplied knowledge items. Typically, organizing happens in tandem with differentiating. The learner recognizes the relevant or significant pieces before determining how they fit into the larger framework. When establishing the author's objective or perspective, organizing can occur concurrently with attributing. Other terms for organizing include structuring, outlining, finding coherence, integrating, and parsing (Anderson et al., 2001).

Attributing

A learner is capable of attributing when they can identify the perspective, biases, values, or intent underpinning interactions. This skill requires a deconstruction procedure that a learner discovers the writer's purpose for the provided text. In order to infer the intent or perspective underlying the material, attribution requires going beyond fundamental comprehension. Deconstructing is used interchangeably with attributing (Anderson et al., 2001).

2.5.1.2.5. Evaluate

Evaluate is described as forming judgements based on criteria. Quality, effectiveness, efficiency, and consistency are the criteria most frequently employed. These criteria might be chosen by the learner or by different people, also it might be quantitative or qualitative. The criteria are applied by standards. In reality, most cognitive processes entail some type of judgment. The clearest distinction between Evaluate and other learner judgements is the adoption of performance standards with explicitly specified criteria (Anderson et al., 2001). *Checking* and *critiquing* are the cognitive processes included in the category of Evaluate.

Checking

Checking refers to the judgments about the internal consistency. Checking entails examining a process or a product for internal inconsistencies or errors. Checking occurs, for instance, when a learner determines if statistics support or disprove a theory or whether supplied material has contradictory portions. Testing, detecting, monitoring, and coordinating can be used for checking (Anderson & Krathwohl, 2014).

Critiquing

Critiquing implies the judgments determined by external criteria. Critiquing includes assessing a product or process in accordance with externally inflicted criteria and standards. The learner identifies the good and bad features of a product and bases at least a portion of their evaluation on those features. This category is the basis of critical thinking. Judging is another term for critiquing (Anderson & Krathwohl, 2014).

2.5.1.2.6. Create

Create entails combining pieces into a cohesive or functioning whole. Objectives categorized as Create have learners build a new product by mentally rearranging certain pieces or parts into a pattern or structure not clearly present previously. In contrast to this category, the others require using predetermined components that comprise a presented structure. In Create, however, the learner must gather information from a variety of references and assemble them based on their prior knowledge.

The methods involved in Create are often connected with the learners' past affairs. While Create demands cognitive ability for the learner, the learner's creative expression is not fully unrestrained by the requirements of the learning goal or environment (Anderson et al., 2001). The cognitive processes associated with Create include *generating, planning,* and *producing.*

Generating

This category entails expressing the problem and developing potential solutions that satisfy specific criteria. Frequently, the original representation of a problem indicates potential solutions; yet, altering or creating an alternate depiction of the problem could

offer other answers. When originating overcomes the limitations of past knowledge and current theories, it requires different thoughts and constitutes the essence of creative thinking. Hypothesizing is another term for generating (Anderson et al., 2001).

Planning

Planning entails formulating a strategy for problem resolution. Planning does not include the processes necessary to generate the real answer to a problem. As part of the planning process, a learner could determine subgoals or separate a problem-solving activity into partial operations. Designing is an alternative term for planning (Anderson et al., 2001).

Producing

Producing entails executing a strategy for fixing a particular problem that fulfils specified requirements. While producing, a learner is provided with an operational explanation of an objective and is required to produce a product that fulfils the specification. It entails carrying out a problem-solving strategy. Producing unique and valuable items that satisfy particular standards are examples of objectives. An alternative term for producing is constructing (Anderson et al., 2001).

2.6. Aligning Assessments with Curricular Objectives

The discourse surrounding the scope of assessment has spurred ongoing discussions within the educational domain. Alton-Lee & Nuthall (1992) suggest that, regarding student accomplishment as assessed by standardized tests, *what* is taught is more significant than *how* it is taught. According to Anderson (2002) various terms have been used throughout time to describe the "what" of teaching. The terms "content coverage", "opportunity to learn", and "curriculum alignment" have attracted the most study interest. Anderson (2002) also indicates that curriculum consists of three major components: objectives, instructional activities and supporting materials, and assessments. Curriculum alignment necessitates a solid connection between objectives and assessments, objectives and instructional activities and materials, and assessments and instructional activities and materials. However, Anderson et al. (2001) underline that

assessments should be aligned with objectives, not the other way around. Figure 2.4. shows the relationship among these terms.

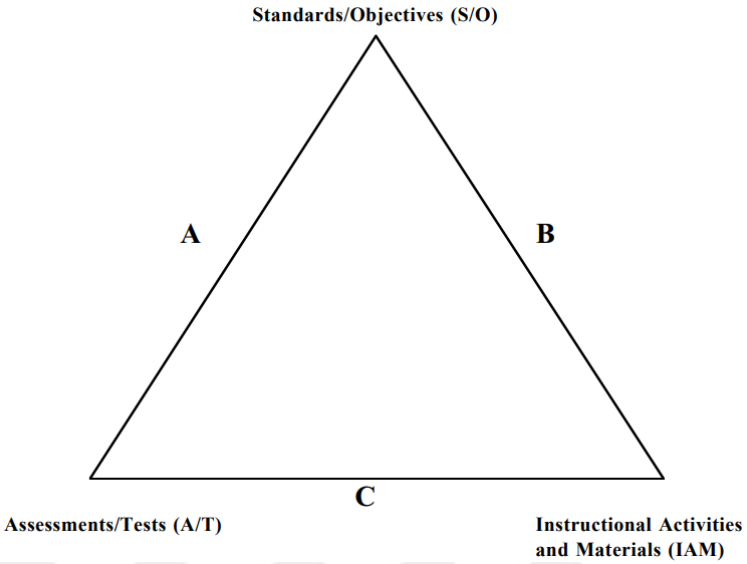

Figure 2.4. *Relationships among standards/objectives, instructional activities and materials, and assessments/tests (Anderson, 2002, p.256)*

Referring to the views of Anderson et al. (2001), we can say that assessments demonstrate how effectively students learn what we intend to teach. However, in today's world of high-stakes assessments, teachers may be placed in circumstances where they must align their objectives with external assessments. Furthermore, most students perceive that objectives are clarified through assessments, especially when their grades depend on them. Their "task" is to do well on exams in order to receive "high grades". When objectives and assessment align, "high grades" indicate better comprehension. In contrast, when there is no alignment, students tend to focus on learning the tested material rather than the objectives. Alignment guarantees that teachers offer students the chance to acquire what is necessary and denying students the opportunity to learn has major ramifications not only for students but also for teachers and administrators. To avoid such situations, teachers should question the important elements to learn instead of the elements to assess. Krathwohl (2002) proposes that combining the dimensions of the Bloom's Revised Taxonomy (BRT) can be a valuable strategy for aligning curriculum.

Employing the Taxonomy Table presented in Table 2.2 to categorize objectives, activities, and assessments provides a clear and systematic representation.

Table 2.2. *The taxonomy table*

	The Cognitive Process Dimension					
The Knowledge Dimension	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive 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

Based on an analysis using the Taxonomy Table, teachers may determine where and how to enhance curriculum preparation and instruction delivery. According to Anderson et al. (2001), in order to provide a consistent framework for objectives and evaluation, one must first pinpoint the learning outcomes and the dimensions which they belong. Second, define the evaluation methods and the dimensions which they belong. Misalignment is noticeable if the cells in the Taxonomy Table are different from each other. If the cells are the same, the alignment must be investigated further. In this sense, BRT Table provides the necessary framework to identify the alignment between outcome statements and exam questions for the purposes of this study.

2.7. Related Studies

Many program evaluation studies within the K-12 education system in Türkiye have been conducted over the years, (Büyükduman, 2001; Cihan & Gürlen, 2009; Erarslan, 2016; Alabaş, 2019) reflecting the growing interest in enhancing educational practices and outcomes. Among these studies, some have employed an objectives-based approach using a Tylerian rationale as a cornerstone of their evaluation methodologies. Additionally, several studies have harnessed the perspective of BRT as a framework for

their evaluations. The following section provides a summary of the studies conducted utilizing an objectives-based approach strategy and Bloom's Revised Taxonomy. Figure 2.5. presents the related studies.

Writer	Title	Curriculum	Aim	Methodology	Results
Güde, 2021	An Evaluation of Secondary School Preparatory Class English Program from the Perspective of Bloom's Revised Taxonomy	2018	To evaluate Secondary School Preparatory Class English program's outcome statements.	Qualitative	Mostly aim at LOTS. No emphasis on metacognitive knowledge.
Dalkılıç and Büyükahıska (2021)	The Evaluation of the Secondary-School English Curricula According to Bloom's Revised Taxonomy	2018	To assess the range of the objectives in the Secondary-School English curriculum.	Qualitative	Mostly aim at LOTS.
Koral (2021)	Analysis of Speaking Skill in High School English Language Curricula and Coursebooks in Turkey	2018	To evaluate the distribution of speaking skills in the ELT curricula and coursebooks of high schools.	Mixed method	Mostly aim at LOTS and conceptual knowledge. No emphasis on metacognitive knowledge.
Öztürk (2019)	An Evaluation of Secondary School 9th Grade English Program and 9th Grade Coursebook Activities from the Perspective of Bloom's Revised Taxonomy	2018	To analyze the outcome statements in the 9th grade English program and the coursebook activities in the textbook.	Mixed method	Mostly aim at LOTS and conceptual knowledge. No emphasis on metacognitive knowledge.
Gökdeniz (2018)	Alignment of TEOG English Questions to the English Language Teaching Curriculum and Classification According to the Renewed Bloom Taxonomy	2013	To determine the alignment of TEOG exam questions and 8th grade outcomes.	Mixed method	No questions among metacognitive knowledge and analyze, evaluate, and create stages. Teachers have positive opinions on the alignment.
Dalak (2015)	The Study of the Objectives in Curriculum of 8th Grade with the Questions of TEOG in Accordance with Revised Bloom Taxonomy	2013	To analyze the objectives of six major courses along with the questions on the TEOG test.	Qualitative	Alignment for English questions according to BRT was set below fifty percent.
Gökler (2012)	Alignment of TEOG English Questions to the English Language Teaching Curriculum and Classification According to the Renewed Bloom Taxonomy	2006	To evaluate the outcomes of the 8th grade ELT curriculum, 2009 SBS exam English questions, and the teacher made exams.	Qualitative	Mostly aim at LOTS and conceptual knowledge. No emphasis on metacognitive knowledge except outcomes.

Figure 2.5. *Related studies*

In a recent analysis by Güde (2021), the Secondary School Preparatory Class English program's outcome statements were evaluated using BRT. The study employed a qualitative research methodology. The data were gathered by document analysis and processed via content analysis. The analysis revealed that the Secondary School

Preparatory Class English program's outcome statements were not evenly dispersed across lower and higher-level thinking skills. On the cognitive process dimension, they were mainly classified as lower-order thinking abilities (remembering and applying). Regarding the knowledge component, it was found that the majority of result statements focus on conceptual knowledge, but none of the outcome statements aimed to improve students' metacognitive knowledge.

In another study, Dalkılıç and Büyükahıska (2021) assessed the range of the objectives in the Secondary-School English curriculum in terms of cognitive levels in BRT, the comparability across grades, and the homogeneity. Using document and content analysis, the objectives were categorized. The findings indicated that each grade level was strongly associated with lower-order thinking skills. Furthermore, understanding was the highest level regardless of grades. Additionally, lower-order thinking levels relied mostly on receptive skills, whereas higher-order thinking skills were utilized primarily in productive skills. The research indicated, as a result, that the curricular goals were insufficient for developing the higher-order thinking abilities of secondary school students.

Koral (2021) aimed to examine, using BRT, the distribution of speaking skills in the ELT curricula and coursebooks of high schools in Türkiye. Document analysis was employed to collect data from the ELT curriculum and coursebooks for grades 9 through 12 in Türkiye's secondary schools. At the conclusion of the study, it was determined that, with the exception of the twelfth grade, the speaking outcomes in the curricula and the speaking exercises in the coursebooks focus on lower-order cognitive process categories. In addition, it has been discovered that the majority of outcomes and activities require conceptual knowledge, but there are no outcomes or activities that target metacognitive knowledge.

In a detailed analysis, Öztürk (2019) intended to analyze the outcome statements in the ninth-grade English program and the coursebook activities in the ninth-grade English textbook based on BRT. The research employed a mixed-methods approach. Through document analysis, data have been collected and examined via content analysis. In the cognitive process dimension of BRT, most of the 9th grade ELT program's learning outcomes and the activities in the employed coursebook have been identified as belonging to the remember, understand, and apply categories. Regarding the dimension of

knowledge, conceptual knowledge was the most emphasized category. Additionally, it was determined that the development of metacognitive knowledge was not emphasized in any of the coursebook objectives or exercises.

Gökdeniz (2018) aimed to assess the alignment of English language questions in the TEOG exam with the 8th-grade ELT program. Additionally, the study sought to determine the placement of questions from the 2016/2017 academic year's first and second periods in the BRT and evaluate the level at which these questions measured their objectives. The research employed a descriptive survey model, gathering data from two different groups. The first group analyzed documents, specifically the 2016-2017 academic year's TEOG English questions and the 8th-grade ELT program. The second group consisted of English language teachers from public secondary schools in Afyon, and their opinions were collected through surveys. The results showed that teachers generally had positive views about the measuring adequacy of TEOG English questions. However, it was noted that none of the questions assessed metacognitive knowledge in the knowledge dimension of BRT.

Dalak (2015) conducted a comprehensive analysis of the objectives of six major courses in the 2013 8th grade curriculum along with the questions on the TEOG test administered during the 2013-2014 academic year. Document analysis was used to determine the survey's data. In line with the findings of the study, the connection between questions in Theology, Science and Technology, and Mathematics on the Fall term TEOG test and their corresponding goals was less than fifty percent. The correlation between the objectives of the History of the Turkish Revolution, English, and Turkish questions and their presence in the same stage according to BRT was set below fifty percent. The link between the goals of questions in Theology, Science and Technology, History of the Turkish Revolution, English, Mathematics, and Turkish and their presence in the same stage according to BRT was found to be at least fifty percent.

Gökler (2012) evaluated the learning outcomes of the 2006 revision of the 8th grade ELT curriculum, the English questions that were first incorporated in the 2009 SBS exam, which was a three-step high school entrance examination conducted before TEOG, and the exam questions conducted by teachers in 2010-2011 school year in Düzce, Türkiye, according to BRT. The investigation comprised the entirety of 8th grade learning outcomes with SBS questions. According to results, most of the outcomes in

the curriculum, SBS questions, and teacher-created test questions belonged to the lower cognitive stages. Moreover, it was discovered that only outcomes were classified as metacognitive knowledge, whereas SBS questions, and teacher-made test questions were not.

In the global sense, research has been carried out on the same subject. In an Iraqi context, Al-Khayyat (2020) intended to examine the cognitive dimension of BRT featured on the Baccalaureate English Language examinations between 2016 and 2019. The results indicated that the Baccalaureate examinations test students' cognitive skills in "Remember," "Understand," and "Create" but they disregard "Apply," "Analyze," and "Evaluate." The ignored cognitive levels are, in fact, present in the "English for Iraq 6th Preparatory Teacher Book Guide." Speaking and Listening skills also were found to be ignored in the examinations.

In another study conducted in Malasia, Singh and Shaari (2019) sought to determine the utilization of higher-order thinking skills items in selected Standard 6 English reading comprehension tests in Malaysia. From several final test papers released in eight different states, 80 reading comprehension questions were chosen. The findings showed that the majority of reading comprehension questions on English test papers required additional changes in order to meet the new curriculum and national education policy criteria for higher-order thinking skills.

In an Indonesian context, Febriyani et al. (2020) aimed to analyze the composition of BRT'S higher-order thinking skills in language tasks of the English Textbook for Grade 11 published by the Indonesian Ministry of Education and Culture in 2018. Another aim of the study was to discover the dominating cognitive dimension employed in this textbook. The research employed a descriptive quantitative design and content analysis to analyze the data. Findings reflected that higher-order thinking skills comprised a smaller proportion of the language skill tasks than lower-order thinking skills. Also, the cognitive factor employed most frequently in the language skill tasks in this textbook was Remember, with 41%. Therefore, using simply the English textbook as a teaching method to increase students' Higher-Order Thinking Skills is found to be insufficient.

The current study has a clear objective: to provide precise data concerning the distribution and comparison of the 2018 8th grade ELT program outcomes and LGS exam

English questions. This analysis is conducted with a specific focus on categorizing these questions within Bloom's Revised Taxonomy. By doing so, the study seeks to shed light on the alignment of educational outcomes with assessment questions, providing valuable insights into the cognitive and knowledge dimensions at which these questions operate. This research aims to contribute significantly to our understanding of how educational objectives and assessment tools correlate within the context of English language education in Türkiye.

3. METHODOLOGY

This section aims to explain the research design, data set, data collection, data analysis, checklists, and trustworthiness and credibility.

3.1. Research Design

Grounded in a qualitative research framework, this study navigates the landscape of program evaluation within the context of language education. Specifically centered on the 2018 8th grade ELT program outcomes and the LGS English exam questions, the study delves into an exploration of alignment and efficacy by using qualitative research methods. Qualitative research is a methodology used to explore and grasp the meaning that individuals or groups assign to a social or human predicament. The research process involves crafting questions and methodologies, gathering data typically within the participants' natural environment, analyzing data through either an inductive or deductive process, and the researcher's evaluation of the significance of the findings (Creswell & Creswell, 2017). Qualitative research approach is chosen for its capacity to delve into the complexities of educational contexts and phenomena, allowing for a holistic understanding of the interplay between program objectives and assessment tools. Through qualitative inquiry, this study can delve into the aspects of curriculum, pedagogy, and assessment that influence the alignment, offering a comprehensive view of how these elements interact within the educational framework.

This study utilizes a case study as its selected research design. Case study research is a qualitative methodology that involves the examination of a specific, contemporary system or multiple systems within a defined scope (referred to as cases) over a period of time. This approach entails conducting thorough and comprehensive data collection using various sources of information, such as observations, interviews, audiovisual materials, documents, and reports. The ultimate goal of case study research is to provide a detailed description of the case(s) and identify recurring themes within them. The unit of analysis in the case study might vary, encompassing either numerous instances in multisite research or a single instance in a within-site study (Creswell & Poth, 2016). The case study design is particularly well-suited to this investigation due to its capacity to explore complex phenomena within their real-life contexts. By delving deeply into a single case, in this instance, the alignment between program outcomes and exam questions, the study

gains the ability to offer rich and contextual insights. The case study approach allows for an in-depth examination of the interplay between these two elements, highlighting the specific intricacies, challenges, and successes that emerge within this alignment. This methodology provides the necessary flexibility to probe multiple dimensions of the phenomenon, capturing a holistic understanding of how educational objectives are translated into assessment practices.

In this study, the evaluation approach to teaching programs devised by Ralph W. Tyler serves as the guiding framework. This approach, rooted in a systematic and structured methodology, has been influential in shaping the field of education evaluation. Tyler's approach emphasizes the significance of defining clear and measurable learning objectives, designing appropriate assessment instruments, and rigorously analyzing the alignment between intended outcomes and achieved results. By adopting Tyler's approach, this study aims to help methodically assess the effectiveness of teaching programs, offering a robust foundation to measure the extent to which learning objectives are met and providing insights into areas for improvement. The systematic nature of Tyler's evaluation approach equips this study with a comprehensive tool to critically analyze and enhance educational practices, contributing valuable insights to the ongoing discourse on program evaluation and educational quality enhancement. In this study, a series of sequential steps that are characterized by Tyler are followed (Fitzpatrick et al., 2011, p. 155):

1) *Establish broad goals or objectives:* The broad objectives of the 2018 ELT curriculum were established by MoNE.
2) *Classify the goals or objectives:* The objectives for each teaching program from 2nd to 8th grades were classified by MoNE.
3) *Define objectives in behavioral terms:* The desired behavior that each objective would reveal in the student was determined by MoNE.
4) *Find situations in which achievement of objectives can be shown:* Suggested tasks, activities, assignments, and testing techniques are recommended by MoNE.
5) *Develop or select measurement techniques:* LGS exam was chosen by MoNE as the main technique to assess 8th grade program.

6) *Collect performance data:* Since the performance of the students is measured by the number of correct answers in the LGS exam, the level of alignment of the exam questions with learning outcomes was accepted as the performance data.
7) *Compare performance data with behaviorally stated objectives:* The study explored the alignment between 2018 8th grade ELT program outcomes and LGS English exam questions from the perspective of BRT.

Methodologically, the study uses document analysis as its primary data collection method by dissecting the relevant program documents and exam questions. In qualitative research method, document analysis refers to the methods involved in evaluating and interpreting data derived from the inspection of relevant documents and records (Schwandt, 2007). Document analysis is a well-suited approach for this study due to its capacity to systematically analyze and interpret written materials, allowing for an in-depth examination of program objectives and exam questions. The method's systematic and structured nature facilitates a rigorous examination of textual data, providing a foundation for robust conclusions regarding the alignment of educational objectives and assessment practices. By strategically integrating these elements, the study seeks to illuminate the alignment between program objectives and assessment instruments, offering insights into the efficacy and alignment of the educational initiatives that shape students' language learning experiences.

3.2. Data Set

In this study, the dataset is derived from the outcome statements for the 2018 8th grade ELT program outcomes the LGS exam English questions spanning from 2018 to 2022. 2018 ELT curriculum includes three distinct learning stages that divide the introduction of language uses, functions, and learning resources. At stage 3 (7th – 8th), in addition to the materials and functions employed in stages 1 and 2, additional components are implemented (MoNE). The cyclical nature of the curriculum, marked by the recurrence of earlier stages within the final stage, underlines the rationale behind the focus on the 8th grade program within this investigation. This deliberate selection is grounded in the understanding that the 8th grade program incorporates essential components from preceding stages, creating a consolidation of prior learning. In alignment with this cyclical structure, the LGS exam questions are tailored to exclusively measure the outcomes of

the 8th grade program, enabling a comprehensive evaluation of students' proficiency and the alignment of program objectives with the evaluative tools at this important educational stage.

Table 3.1. *Number of questions in the LGS exam*

Subject	Turkish	Mathematics	Science and Technology	History of the Turkish Revolution	Religion and Morals	Foreign Language (English)
Number of questions	20	20	20	10	10	10

As illustrated in Table 3.1., a total of 10 English language questions are administered annually as part of the examination. Given that this study focuses on the questions posed during the preceding five years, a total of 50 questions, spanning from 2018 to 2022, were subject to examination and analysis.

3.3. Data Collection and Analysis

The qualitative approach emphasizes a method of data collection and analysis that is iterative or cyclical. This means that as the researcher collects data, the analysis process is initiated simultaneously. The researcher does not wait until data collection is complete before conducting an analysis (Holloway & Galvin, 2016). In qualitative research, concurrent data collection and analysis is a prominent characteristic. The data for this study is collected and interpreted by means of document analysis from the related program and exam questions. Therefore, 2018 ELT curriculum's 8th grade outcome statements were used to gather data for the first research question. For the second research question, 50 English questions from the LGS examination administered between 2018 and 2022 were gathered. Both sets of information have been classified into the taxonomy table using BRT.

For the classification of outcome statements, verb phrases are examined for categorizing cognitive process levels, while noun phrases are examined for categorizing knowledge levels. The verbs that are determined have been classified under the levels of cognitive process dimension of BRT (Appendix-A). Stanny's (2016) verb

list have been employed to cross check the verbs for the classification of the skills-based outcome statements. The parts of the outcome statements containing noun phrases were analyzed qualitatively and it was decided which knowledge dimension they fit. For LGS exam English questions, the aims and skills categories were determined for each question. Then, they were also categorized by finding their correspondent learning outcomes. Both categorizations were arranged according to the taxonomy table by Anderson et al., 2001. Lastly, the frequencies and the percentages have been calculated and interpreted.

Analysis of qualitative data can be both deductive and inductive. When the researcher's focus is on aspects of a phenomenon and the research question is specific and not general, a deductive method of analysis may be employed. In qualitative data analysis, the deductive process enables the researcher to remain at a descriptive level where results are closer to participant accounts, as opposed to shifting to a more interpretive or conceptual level. Regarding a phenomenon, the inductive process entails asking questions based on the extensive and vast data that have been generated from various sources. The inductive method is applicable to all qualitative research in which the research question is more exploratory and comprehensive in terms of comprehending the phenomenon in peoples' lives (Ravindran, 2019). In deductive analysis, a list of codes and themes is created for data analysis, and data units that are compatible with predetermined codes and themes are determined and coded, whereas in inductive analysis, codes and themes arise entirely from the content of the data (Yıldırım and Şimşek, 2021). In this context, the current study follows a deductive approach to qualitative data analysis. Figure 3.1. depicts the deductive process:

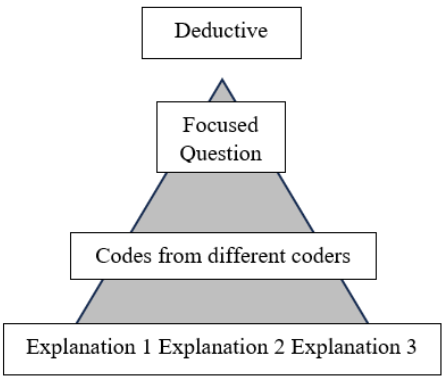

Figure 3.1. *Deductive approach to qualitative data analysis, adapted from Ravindran (2019, p.41)*

Although numbers and figures are typically associated with quantitative research types, it is possible, to a certain extent, to reduce qualitative data to numbers. The objective is to enhance and diversify the qualitative analysis of data with statistics. Quantitative analyses are only acceptable in qualitative research if they are presented alongside qualitative analyses (Yıldırım and Şimşek, 2021). Weber (1990) explains that these quantitative results can be presented in tables containing frequencies or percentages since it is the equivalent in document analysis to survey research. Therefore, the frequencies and the percentages related to qualitative data analysis have been calculated and interpreted for the purposes of this study.

3.4. Data Analysis Checklists

Two checklists have been utilized to analyze the data set.

3.4.1. Adapted verb list

The verb list put together by Stanny (2016), was adapted and used to cross check the verbs determined by the researcher. Stanny's verb list (Appendix-B) assumes a central role within this study by facilitating the categorization of 176 verbs across the cognitive process dimension delineated by BRT. While Stanny's list stands as one of the most comprehensive compilations in the literature, it emerges that certain verbs present within the outcome statements are not encompassed by the existing list. To address this, modifications have been introduced to augment the list with additional verbs that resonate with the specific learning objectives under examination (Appendix-A). This process of refinement and expansion ensures that the verb list comprehensively encapsulates the full spectrum of cognitive activities embedded within the outcomes. This conscientious approach enhances the accuracy and applicability of the verb list, amplifying its utility in the analysis of alignment between program objectives and exam questions.

3.4.2. The taxonomy table

The learning outcomes and the exam questions that were classified through qualitative analysis were tabulated across the taxonomy table that was generated by Anderson et al., 2001 (Appendix-C) in respect to BRT. BRT offers a systematic

categorization of cognitive processes and learning objectives, providing a structured lens through which to analyze the alignment between curriculum intentions and assessment tools. By employing this taxonomy, the study can classify program outcomes and exam questions according to their respective cognitive and knowledge domains, affording a comprehensive view of the alignment between educational objectives and exam questions. In adopting BRT, the study taps into a well-established and a highly recognized framework, enriching its analysis and offering insights into the relationship between educational objectives and assessment practices.

3.5. Trustworthiness and Credibility

The trustworthiness of the findings is acknowledged as one of the most important principles of scientific research. There are two epistemic criteria that are necessary to establish the trustworthiness of a study: validity and reliability. To refer a study as valid, it needs to be "sound, cogent, well grounded, justifiable, or logically correct" (Schwandt, 2007, p.309). As for reliability, "an account is judged to be reliable if it is capable of being replicated by another inquirer." (Schwandt, 2007, p.262).

Lincoln and Guba (1985) suggest some strategies to enhance the trustworthiness of a qualitative study. These strategies are used instead of the traditional epistemic criteria in research: "credibility" instead of internal validity", "transferability instead of "external validity", "dependability" instead of "reliability", and "confirmability" instead of "objectivity". Credibility refers to the accurate representation of truth in research findings. To increase credibility, different strategies are utilized: prolonged engagement, persistent observation, triangulation, peer debriefing and member checks.

The term transferability is concerned with the generalizability of inquiry (Tobin & Begley, 2004). To demonstrate transferability, the researcher should provide a thick description of the research design and/or make use of purposive sampling (Erlandson et al., 1993). To make sure that the research is dependable, the researchers are obligated to provide a logical, traceable, and clearly documented process of inquiry (Schwandt, 2007). Dependability can be achieved through a process of dependability audit where the auditors examine the inquiry process. As for the term confirmability, the researcher is responsible for establishing that the results are clearly derived from the collected data.

Confirmability can also be authenticated by creating an audit trail (Tobin & Begley, 2004).

Interrater reliability is a well-recognized method for assessing the trustworthiness of a study that employs qualitative coding techniques (McAlister et al., 2017). When calculating interrater reliability, researchers encode the same dataset and calculate a coding percentage by numerically comparing the similarities and differences between the encoded datasets. In such investigations, a reliability rate of at least 70% is required. In cases where this ratio is not met, researchers can collaborate to reach a common understanding of the codes. Then, they can attempt to minimize the coding disparity between researchers by obtaining a confidence percentage on a distinct data set (Yıldırım and Şimşek, 2021). Similar to interrater reliability, peer review or debriefing provides an external check of the research procedure. This reviewer may be a peer, and both the peer and the researcher maintain written records of the peer debriefing sessions (Creswell & Poth, 2016).

This study aims to ensure trustworthiness and credibility in following techniques:

- Persistent observation is achieved by constantly comparing, interpreting, and conceptualizing the codes and results.
- A thick description of the data collection strategies and procedure are provided. Examples of the categorizations of outcome statements (Appendix-D) and English exam questions (Appendix-E) have been presented.
- In order to maintain intercoder reliability, the researcher periodically reviewed the results. Furthermore, the researcher utilized the percentage agreement as an indicator of interrater reliability. In this process, calculating the percentage agreement for each probe involves dividing the number of agreements by the total of agreements and disagreements, and then multiplying the result by 100 (Mazzotti et al., 2010). By using this methodology, the intercoder reliability was determined as 77,14% for the classification of outcome statements, and 88% for the classification of exam questions. These percentages suggest a substantial level of agreement between the coders.

4. FINDINGS

This chapter presents the findings for each research question, respectively. Examples of the analyses are provided under each title.

The purpose of this study is to address the following research questions:

1. What is the distribution of the 2018 8th grade ELT Program outcomes according to BRT?
2. What is the distribution of the LGS exam English questions between 2018 and 2022 according to BRT?
3. What is the relationship between 2018 8th grade ELT Program outcomes and LGS exam English questions regarding their distribution according to BRT?

4.1. Findings Concerning the First Research Question

In response to this research question, 2018 8th grade ELT program outcome statements have been examined. According to the findings, the 8th grade ELT program contains a total of 70 outcome statements (See Appendix-F). Also, there are 15 outcomes for listening, 16 outcomes for spoken interaction, 15 outcomes for spoken production, 14 outcomes for reading, and 10 outcomes for writing skill. Hence, it can be derived that the outcome statements are evenly distributed. The following are the findings of the analysis of each skill.

4.1.1. Findings concerning the listening skill outcomes

The listening skill outcomes of the 2018 8th grade ELT program were analyzed and classified. As shown in Table 4.1, the taxonomy table contains qualitative analyses of 15 listening skill outcomes.

Table 4.1. *Categorization of the listening skill outcomes into the taxonomy table*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		3				
Conceptual		3				
Procedural		5		4		
Metacognitive						

Table 4.1. reveals that that the allocation of listening skill learning outcomes is not uniform. Of the 15 learning outcomes, 11 are categorized under the “understanding” level. Four outcome statements take place in the level of “analyzing”. There are no objectives for “remembering”, “applying”, “evaluating”, and “creating” levels. While there is a tendency to require procedural knowledge within the knowledge dimension, no outcome statements belonging to metacognitive knowledge were found. Of those three categories, 9 focus on developing procedural, 3 on factual, and 3 on conceptual knowledge.

The distribution of listening skill outcomes across cognitive process dimensions are presented in Table 4.2.

Table 4.2. *Distribution of the listening skill outcomes across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	11	73,33
Apply	0	0
Analyze	4	26,66
Evaluate	0	0
Create	0	0
Total	15	100

According to Table 4.2., “understanding” is the most emphasized cognitive process dimension, accounting for 73,33 (n=22) of all 15 listening skill outcomes. These findings are expected since “understanding” is the most emphasized category of transfer-based objectives (Anderson, et al., 2001). An example of a learning outcome under the category of understanding level is “E8.5.L1. Students will be able to understand the gist of oral texts”. The verb “understand” is categorized under the level of understanding in the adapted verb list (Appendix-A). Also, this learning outcome have learners identify the meaning of oral instructional messages. Therefore, learners need to comprehend/understand the oral message to determine the general meaning.

Table 4.3. provides details regarding the distribution of listening skill learning outcomes across the knowledge dimension.

Table 4.3. *Distribution of the listening skill outcomes across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	3	20
Conceptual	3	20
Procedural	9	60
Metacognitive	0	0
Total	15	100

Table 4.3. shows that 60% (n=9) of the learning outcomes for the listening skill focus on developing procedural knowledge. Factual and conceptual knowledge were categorized by 20%. A sample outcome for factual knowledge is "E8.2.L1. Students will be able to understand phrases and expressions about regular activities of teenagers". Looking at the noun phrase part, we can state that this particular outcome requires the knowledge of the fundamental terminology that students must understand to become familiar with the context. Therefore, the outcome is categorized under factual knowledge in the taxonomy table.

4.1.2. Findings concerning the spoken interaction skill outcomes

Table 4.4. categorizes 16 outcome statements for spoken interaction skill in the 2018 8th grade ELT program.

Table 4.4. *Categorization of the spoken interaction skill outcomes into the taxonomy table*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual			9			
Procedural			7			
Metacognitive						

As illustrated, outcomes for spoken interaction across cognitive process and knowledge dimensions are not equally distributed. The results reveal that, all the outcomes fall under the level of "applying. Regarding the knowledge dimensions, 9 outcomes highlight conceptual knowledge, whereas 7 outcomes are classified as procedural knowledge. No emphasis is placed on factual or metacognitive knowledge.

Table 4.5. demonstrates the distribution of the spoken interaction skill outcomes across cognitive process dimensions.

Table 4.5. *Distribution of the spoken interaction skill outcomes across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	0	0
Apply	16	100
Analyze	0	0
Evaluate	0	0
Create	0	0
Total	16	100

It can be inferred from the table that "applying" (100%, n=16) is the only category within the spoken interaction skill outcomes. An example of the outcome statements in the applying category is "E8.1.SI1. Students will be able interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing, and making simple inquiries". This learning outcome requires students to utilize the expressions and structures in authentic situations and the verb "interact" is placed in the "applying" category in the adapted verb list (Appendix-A). Therefore, it is classified under this level.

Table 4.6 displays the distribution of spoken interaction skill outcomes across knowledge dimension.

Table 4.6. *Distribution of the spoken interaction skill outcomes across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	0	0
Conceptual	9	56,25
Procedural	7	43,75
Metacognitive	0	0
Total	16	100

According to the table, 56,25% (n=9) of the outcomes emphasize conceptual knowledge, whereas 43,75 % (n=7) emphasize procedural knowledge. However, neither factual knowledge nor metacognitive knowledge is included in the spoken interaction

outcomes. An example of an outcome statement for conceptual knowledge is "E8.6.SI2. Students will be able to talk about comparisons, preferences, and their reasons". The noun phrase part of the outcome statement refers to the knowledge of categories and classifications. Therefore, the outcome statement is categorized as conceptual knowledge.

4.1.3. Findings concerning the spoken production skill outcomes

Table 4.7. categorizes 15 outcome statements for spoken production skill into the taxonomy table in the 8th grade ELT program.

Table 4.7. *Categorization of the spoken production skill outcomes into the taxonomy table*

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

The table findings show a strong focus on "understanding" and "applying" dimensions. There were only two outcomes under "evaluating" and one under "creating." Conceptual knowledge was emphasized in 9 outcomes, while procedural knowledge was emphasized in 6 across knowledge dimensions. No emphasis was found on factual or metacognitive knowledge. Table 4.8. displays the distribution of spoken production skill outcomes across cognitive process dimensions.

Table 4.8. *Distribution of the spoken production skill outcomes across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	7	46,66
Apply	5	33,33
Analyze	0	0
Evaluate	2	13,33
Create	1	6,66
Total	15	100

The findings indicate that “understanding” (46,66%) and “applying” (33,33%) are the most focused dimensions in terms of the spoken production skill. Out of 15 outcome statements, the categories “creating” with a frequency of 1 and “evaluating” with a frequency of 2 display the lack of higher-order thinking skills in the learning outcomes of a productive skill. A sample outcome for the evaluating level is “E8.6.SP1. Students will be able to make comparisons about sports and games by using simple descriptive language”. This objective requires making judgements according to predetermined criteria, also the verb “compare” is categorized under the level of evaluating in the adapted verb list (Appendix-A).

The distribution of spoken production skill outcomes across knowledge dimensions are given in Table 4.9.

Table 4.9. *Distribution of the spoken production skill outcomes across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	0	0
Conceptual	9	60
Procedural	6	40
Metacognitive	0	0
Total	15	100

Table 4.9 displays that most of the learning outcomes of spoken production skill focus on developing conceptual knowledge. The rest of the outcome statements aim to develop procedural knowledge. An example of a learning outcome requiring conceptual knowledge is “E8.10.SP1. Students will be able to express predictions concerning future of the Earth”. The noun phrase part of the outcome statement refers to the understanding of the connections between intricate, structured forms of information to generate original ideas. Therefore, it is classified as conceptual knowledge.

4.1.4. Findings concerning the reading skill outcomes

Table 4.10 contains a taxonomy table that analyzes and categorizes 14 outcome statements for reading skill.

Table 4.10. *Categorization of the reading skill outcomes into the taxonomy table*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		7				
Procedural		3		4		
Metacognitive						

Table 4.10. demonstrates that the reading skill outcomes are not distributed evenly across the cognitive process dimensions. The table shows that the majority (n=10) of the 14 outcome statements are classified as "understanding" level, while 4 are classified as "analyzing" level.

According to the table, fifty percent of the learning outcomes (n=7) focus on the development of conceptual knowledge, while the other half focus on procedural knowledge. The table indicates that there are no outcome statements associated with the development of metacognitive knowledge.

Table 4.11. presents the distribution of reading skill outcomes across cognitive dimensions.

Table 4.11. *Distribution of the reading skill outcomes across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	10	71,42
Apply	0	0
Analyze	4	28,57
Evaluate	0	0
Create	0	0
Total	14	100

Regarding the data presented in Table 4.11, "understanding" is the dimension with the highest frequency (n = 10), while 4 outcomes are categorized under "analyzing" dimension. A sample outcome for analyzing is "E8.5.R1. Students will be able to identify main ideas in short and simple texts about internet habits". This outcome intends learners to separate a text into its component elements and identify how those parts are interrelated and the verb phrase "identify main ideas" is categorized under the level of analyzing in

the adapted verb list (Appendix-A). Hence, the outcome statement is classified under this level. Table 4.12. below displays the distribution of reading skill outcomes into knowledge dimensions.

Table 4.12. *Distribution of the reading skill outcomes across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	0	0
Conceptual	7	50
Procedural	7	50
Metacognitive	0	0
Total	14	100

Among the 14 outcomes, half (n=7) emphasize conceptual knowledge, while the remaining seven concentrate on procedural knowledge. One of the outcome statements labeled as procedural knowledge is "E8.6.R1. Students will be able to understand short and simple texts to find the main points about adventures.". Looking at the noun phrase part, we can state that this particular outcome requires the knowledge of "how to do something". In particular, it refers to the knowledge of how to seek and extract the central themes or key concepts that encapsulate the core message or information within a given text. Therefore, the outcome is categorized under procedural knowledge in the taxonomy table.

4.1.5. Findings concerning the writing skill outcomes

The 2018 8th grade English program's writing skill outcomes have been analyzed and classified using taxonomy Table 4.13.

Table 4.13. *Categorization of the writing skill outcomes into the taxonomy table*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual			1	1	1	1
Procedural			3			3
Metacognitive						

Table 4.13. reveals that 4 out of 10 outcome statements are labeled as “applying.” “Evaluating” and “creating” levels each have one outcome statement, while there are no outcomes falling under “remembering” or “understanding.” Concerning the knowledge dimension, 4 out of 10 outcomes stress conceptual knowledge, while 6 focus on procedural knowledge. The dimension of factual knowledge, similar to the outcomes for productive skills such as spoken interaction and spoken production, receives no emphasis. Additionally, none of the writing outcomes aim to foster student metacognition. See Table 4.14. for the distribution of writing skill outcomes among knowledge dimensions.

Table 4.14. *Distribution of the writing skill outcomes across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	0	0
Apply	4	40
Analyze	1	10
Evaluate	1	10
Create	4	40
Total	10	100

It is illustrated that the “applying” and “creating” levels are the most emphasized ones (n=4), followed by “analyzing” (n=1) and “evaluating” (n=1) levels. A sample learning outcome for creating level is “E8.7.W1. Students will be able to design a brochure, advertisement, or a postcard about their favorite tourist attraction(s).”. This learning outcome intends to have learners combine elements to create a novel, cohesive product in authentic settings, and the verb “design” is classified under “creating” dimension in the adapted verb list (Appendix-A). Table 4.15. displays the distribution of the writing skill outcomes across knowledge dimensions.

Table 4.15. *Distribution of the writing skill outcomes across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	0	0
Conceptual	4	40
Procedural	6	60
Metacognitive	0	0
Total	10	100

According to the table's findings, 60 percent (n=6) of the outcomes seek to develop procedural knowledge. Others relate to conceptual knowledge. There are four (40%) outcomes categorized under in this category. An example of conceptual knowledge is "E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process". The noun phrase part of this outcome refers to the knowledge of the relations between intricate, structured information. Therefore, this outcome is classified as conceptual knowledge.

4.2. Findings Concerning the Second Research Question

To provide answer to this research question, 50 LGS exam questions have been examined. Throughout the process of categorization, a discerning pattern emerged regarding the LGS English exam's assessment format. It became evident that the exam's multiple-choice questions explicitly emphasized reading skills, serving as a direct evaluation of a student's comprehension and interpretation abilities. Conversely, other essential skills were assessed implicitly. The categorization effort revealed that questions designed to assess speaking skills were identified based on their incorporation of essential language elements and effective speaking strategies. Similarly, questions targeting writing skills were recognized for their utilization of language functions, grammatical forms, cohesive devices, and proficient writing strategies. The categorization of the questions among language skills and the classification into taxonomy table are provided below.

Table 4.16. *Categorization of the LGS exam questions into the skills*

	Listening	Spoken Interaction	Spoken Production	Reading	Writing	Total
Number (n)	0	9	1	33	7	50

As shown in Table 4.16., most of the LGS exam questions from five separate central exams are classified under reading skill. During the process of categorization, it was established that the LGS exam's multiple-choice format explicitly assessed reading skills, while other skills were assessed implicitly. Sample exam questions are presented in Appendix-E. According to the analysis, no exam questions were found to assess

listening skill. Taking into account that the 2018 ELT program claims to put emphasis on speaking and listening skills, it is evident that the classification of exam questions is not in accordance with the newly revised program's objective.

Each question in the LGS exams within the years of 2018 and 2022 has been thoroughly analyzed regarding the cognitive and knowledge levels they intend to cultivate in students. The analysis was performed by matching each exam question with the corresponding learning outcome and categorizing them according to the previously determined cognitive and knowledge dimensions. More examples of the analyses are presented in Appendix-E. The results are presented in the following two tables.

Table 4.17. *Categorization of the exam questions into the taxonomy table*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		21	5	1	1	
Procedural		8	9	5		
Metacognitive						

According to Table 4.17., of the 50 exam questions, 29 were classified at the "understanding" level, 14 at the "applying" level, 6 at the "analyzing" level and 1 at the "evaluating" level. This means that a great number of the exam questions are designed to help students improve their reading comprehension. Consequently, it can be asserted that LGS examination questions emphasize four of the six cognitive process dimensions. Also, majority of the activities (n=28) call for conceptual knowledge. There are no activities classified as factual knowledge or metacognitive knowledge.

Table 4.18. *Distribution of the exam questions across cognitive process dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	29	58
Apply	14	28
Analyze	6	12
Evaluate	1	2
Create	0	0
Total	50	100

Table 4.18. clearly presents that the exam questions are not homogeneously distributed across the cognitive process dimension. There are no questions that are classified as “remembering,” or “creating”.

Table 4.19. *Distribution of the outcomes for exam questions across knowledge dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	0	0
Conceptual	28	56
Procedural	22	44
Metacognitive	0	0
Total	50	100

Similar findings are shown in Table 4.19. as the LGS exam questions are distributed among knowledge dimensions in a non-homogeneous way. 56% of the exam questions attempt to develop conceptual knowledge. The absence of metacognitive and factual knowledge is another finding.

4.3. Findings Concerning the Third Research Question

This study’s last research question aims to determine the association among the categorization of learning outcomes and the LGS exam English questions based on BRT. In this respect, the classification of the learning outcomes and the exam questions are compared according to BRT to determine whether the exam questions align with the program’s learning outcomes.

Table 4.20. *Categorization of the overall outcomes*

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		3				
Conceptual		14	13	1	3	1
Procedural		11	12	8		4
Metacognitive						

Table 4.20. shows that majority of 70 learning outcomes are classified as “understanding” (n=28) and “applying” (n=25). There is also a lack of outcome statements that are categorized as “remembering”. Also, there is tendency among learning outcomes to require conceptual and procedural knowledge, while there are no outcome statements that emphasize metacognitive knowledge.

Table 4.21. *Distribution of overall outcomes across cognitive dimensions*

Cognitive Process Dimensions	Frequency (n)	Percentage (%)
Remember	0	0
Understand	28	40
Apply	25	35,71
Analyze	9	12,85
Evaluate	3	4,28
Create	5	7,14
Total	70	100

When Tables 4.18. and 4.21 are examined, it is evident that the levels in which the outcome statements and exam questions are categorized the most is the “understanding” and “applying” levels. Also, no exam questions highlight the level of “remembering” and “creating”. In this sense, the outcomes and exam questions are both unevenly distributed across the taxonomy table in terms cognitive dimensions.

Table 4.22. *Distribution of overall outcomes across cognitive dimensions*

Knowledge Dimensions	Frequency (n)	Percentage (%)
Factual	3	4,28
Conceptual	32	45,71
Procedural	35	50
Metacognitive	0	0
Total	70	100

When Tables 4.19. and 4.22 are examined, it is seen that procedural knowledge is the primary focus in learning outcomes, whereas conceptual knowledge takes precedence in exam questions. Although there are learning outcomes that require factual knowledge,

no exam questions that require were found to be classified as factual knowledge. Finally, none of the learning outcomes and exam questions require metacognitive knowledge.

These findings revealed two main points. First, both the outcome statements and exam questions predominantly emphasized LOTS, particularly understanding, and applying levels. This contradicts the program's goal of emphasizing language use in authentic contexts. Receptive skills like listening and reading focused on understanding, while productive skills like speaking and writing primarily emphasized applying levels. Second, the study highlighted an emphasis on conceptual and procedural knowledge, especially conceptual knowledge, with a significant lack of attention to metacognitive knowledge in both the outcome statements and exam questions. Despite some outcome statements falling under factual knowledge, no questions aligned with this category. In conclusion, the study found alignment between LGS exam questions and 2018 8th grade ELT program outcomes regarding BRT but noted gaps in comprehensively assessing learning outcomes and language skills. Listening skill was notably unassessed in the exam, and higher-order thinking skills and metacognitive knowledge were underemphasized.

5. DISCUSSION

The primary aim of this research was to categorize 2018 8th grade outcome statements and LGS English exam questions between 2018 and 2022 according to the cognitive process and knowledge dimensions of BRT for educational objectives.

The analysis revealed that a significant portion of both the learning outcomes and exam questions predominantly fell within the first three cognitive levels of BRT, which are commonly referred to as LOTS. Learning outcomes for 8th grade and exam questions primarily focus on understanding and applying levels of BRT. The fact that the questions are stacked in only two stages indicates that there is no homogeneous distribution and that not all cognitive levels are measured. Also, none of the outcome statements were classified within the category of "remembering" level. Conversely, HOTS questions were scarce, indicating an insufficient representation of cognitive process steps in both outcome statements and exam questions. Furthermore, there was a notable absence of exam questions related to the remembering and creating steps. In this sense, both outcome statements and LGS exam questions are not evenly distributed among cognitive process levels. There might be several possible reasons for this uneven distribution:

- National educational policies and guidelines might influence the distribution of cognitive processes in both the curriculum and the LGS exam.
- Stakeholders involved in curriculum development and exam design may not be fully aware of the importance of the distribution among cognitive process levels, leading to an unintentional focus on LOTS.
- The design of the LGS exam, which relies on multiple-choice questions, could limit the assessment of higher-order cognitive processes compared to the outcome statements in the teaching program.
- Developing exam questions that assess higher-order cognitive processes might require more resources and expertise, which could affect the distribution of such questions.
- The LGS exam is designed with the goal of achieving standardization across the country, which can sometimes limit the inclusion of more complex cognitive processes.

The integration of HOTS into education serves a crucial purpose, as highlighted by Singh and Marappan (2020), aiming to nurture students' creative thinking abilities. Collins (1991) further emphasizes that language learning can be significantly enhanced by incorporating effective teaching strategies and fostering thinking competencies. Therefore, the inclusion of HOTS within language classrooms with the intent of stimulating critical thinking is not only relevant but also holds the potential to yield enhanced language learning outcomes. This approach aligns with the broader goal of nurturing well-rounded learners who can engage deeply with language, encouraging not just rote memorization but the development of analytical and creative language skills.

Regarding the knowledge dimension, while most learning outcomes and exam questions focused on conceptual and procedural knowledge, there was a lack of emphasis on metacognitive knowledge. Also, despite the presence of learning outcomes that prioritize factual knowledge, none of the LGS exam questions address this dimension. The analysis reveals a predominant emphasis on conceptual knowledge within the course contents and assessment procedures. This type of knowledge is particularly concentrated on models and structural knowledge, with a noticeable focus on fundamental linguistic rules, including aspects like grammar and tenses (Anderson et al., 2001). However, this focus on conceptual knowledge tends to overshadow the primary goal of enhancing communicative skills as specified in the curriculum. Procedural knowledge, which encompasses the practical application of language in diverse contexts, including situational responses and the effective utilization of language structures (Anderson et al., 2001), is a critical facet in language skill development. Thus, the presence of outcome statements and exam questions within the procedural knowledge level can be regarded as a positive aspect, as it provides students with the tools to navigate real-world communication effectively. However, it is important to acknowledge the deficit in factual knowledge, which encompasses essential information and facts, within both outcome statements and exam questions.

Metacognition plays a crucial role in student learning. Having metacognitive knowledge is particularly advantageous for language learners, enabling them to discover more efficient techniques for practice and self-assessment (Bransford et al., 1999). This awareness empowers students to become conscious thinkers and effective communicators, as they can monitor and adjust their learning strategies, ultimately

enhancing their language acquisition journey. In the context of teaching and evaluation, metacognition offers valuable insights into a learner's ability to reflect on their own learning process, identify strengths and weaknesses, and make informed decisions about how to improve their language skills. Thus, fostering metacognitive skills is an essential component of effective language education. Its clear absence within outcome statements and exam questions highlights a missed opportunity for cultivating students' ability to think critically about their learning experiences. Recognizing and addressing the lack of emphasis in metacognitive knowledge within the curriculum and assessments is essential to empower students with the skills necessary for reflective, self-directed learning and problem-solving. These deficiencies could be attributed to several factors:

- LGS exam has a standardized format that relies on multiple-choice questions. This format can be more favorable to assessing discrete language skills like grammar and vocabulary, making it challenging to assess communication and metacognitive skills effectively.
- Multiple-choice questions are often perceived as more objective and easier to score than open-ended questions that assess communication skills or metacognition. This perception can influence the design of exam questions.
- Developing valid and reliable exam questions that assess communication and metacognitive skills can be resource-intensive. Exam boards may face constraints in terms of time and expertise.
- Exam boards might believe that assessing grammar and tenses directly relates to language proficiency and is more straightforward to measure, contributing to the overemphasis on these aspects.
- Parents and students may have certain expectations about the content and format of high-stakes exams, which can influence the design of these exams.

The research findings also revealed that the majority of LGS exam questions were primarily geared towards the explicit assessment of reading skills. Additionally, these questions, albeit implicitly, also touched upon the assessment of speaking and writing skills. However, no questions were identified to assess listening skills, while the newly revised program outcomes put equal emphasis on listening, spoken interaction, spoken production, reading, and writing skills. These findings correlate with Yıldırım's (2010), as he states that only reading skill is explicitly evaluated on the English Component of

the Foreign Language University Entrance Exam (ECFLUEE) causing the neglection of other language skills.

The findings of the present study correlate with those of previous studies, both locally and internationally. The findings regarding the focus on LOTS in the learning outcomes is consistent with the results of prior research conducted in Türkiye. In these studies, the researchers analyzed the outcome statements of 2018 Secondary School Preparatory Class English program (Güde, 2021), 2018 Secondary School English program (Dalkılıç & Büyükahıska 2021), 2018 High School English program (Koral, 2021), 2018 9th grade English program (Öztürk, 2019), 2013 8th grade English program (Gökdeniz, 2018; Dalak, 2015), 2006 8th grade English program (Gökler, 2012). The correlation between these studies and the current study suggests that despite the fact that the programs vary, the learning outcomes tend to focus on LOTS, instead of HOTS. In recent years, teachers have been strongly encouraged to implement higher-order thinking skills in learning and teaching to assist students in solving learning problems through critical thinking and attaining their learning objectives (Umam et al., 2023). Examples of such activities include problem-solving tasks that require analytical thinking, discussions that promote the evaluation of multiple perspectives, and projects that necessitate creativity and innovation. As education increasingly shifts towards nurturing higher-order thinking skills, these activities serve as instrumental tools in preparing students for the demands of an ever-evolving world. However, even though programs are updated to keep up with the current pedagogic philosophy, the programs continue to place an emphasis on LOTS. These results suggest that the revisions do not achieve their intended purposes. One possible reason to explain this might be the influence of traditional teaching methods and assessment practices, which tend to prioritize rote memorization and repetition of facts. Additionally, cultural factors and educational policies may play a role in shaping the focus of educational programs.

Similar results have been obtained regarding language examinations in the literature. The finding concerning the neglection of higher-order thinking skills is consistent with the findings of prior research (Al-Khayyat, 2020; Singh & Shaari, 2019; Febriyani et al., 2020). In research that analyzed the English portion of different high school entrance exams in Türkiye, Dalak (2015) inspected the TEOG exam and concluded that there is a misalignment of learning objectives and TEOG exam English

questions. In another study by Gökler (2012), the majority of learning outcomes and SBS questions were associated with lower-order thinking abilities. Similar to the periodically revised programs, it is evident that the high school entrance examinations continue to work on lower cognitive levels with poor curricular alignment.

Considering the findings of this study, it can be determined that educational objectives and LGS English exam questions fall short on higher-order thinking skills and metacognitive knowledge. Moreover, there is a lack of curricular alignment in terms of the major components of curricula, which according to Biggs (2003) is crucial for high level learning. These results are not in line with the current literature that suggests the maximized use of metacognitive knowledge (Bransford et al., 1999; Hartman, 2001; Wenden, 1998) and higher-order thinking skills (Newmann et al., 2001; Meece, 2003; Wenglinsky, 2004) in instruction.

These findings can be attributed to several potential explanations. Firstly, the education system may have entrenched traditional teaching and assessment methods, rendering the transition to more contemporary, learner-centered approaches challenging. Additionally, the imperative to develop standardized exams for nationwide administration could constrain the incorporation of intricate, open-ended questions that evaluate higher-order skills. Addressing these potential explanations and working collaboratively among policymakers, curriculum designers, teachers, and researchers can help bridge the gap between the current state of assessment and the desired integration of higher-order thinking skills and metacognitive knowledge in education.

6. CONCLUSION

This chapter provides an overview of the study, along with implications and suggestions for future research.

6.1. A Brief Summary

This study was carried out to provide concrete information on the distribution and comparison of outcome statements of the 2018 8th grade ELT program, and the LGS exam English questions conducted between 2018 and 2022 across the two dimensions of BRT.

The first finding is that both the outcome statements and the exam questions primarily emphasize understanding and applying levels, which are also known as LOTS. The most heavily emphasized cognitive process dimension in the learning outcomes and exam questions is understanding level, which contradicts the claim that the revised program seeks to emphasize language use in authentic communicative contexts. Also, understanding is the most prominent dimension in receptive skills (listening, reading), as applying is the leading dimension in productive skills (spoken interaction, spoken production, writing). Finally, while there are a few outcome statements categorized under the level of creating, no questions were categorized under this category.

The second finding highlights that learning outcomes and exam questions primarily center on the domains of conceptual and procedural, with a notable emphasis on conceptual knowledge, particularly. Also, there is a notable lack of emphasis on metacognitive knowledge in both the outcome statements and examination questions. This deficiency underlines a notable shortcoming in the recently revised program. Additionally, it's important to point out that while there are a few outcome statements categorized as factual knowledge, none of the questions were aligned with this specific classification.

The findings substantiate the presence of alignment between the English questions within the LGS examination and the learning outcomes in the 2018 8th grade English program, specifically concerning BRT. Both the examination questions and the learning outcomes predominantly emphasize LOTS, with a particular focus on conceptual and procedural knowledge. However, it was inferred that the LGS exam did not assess all the learning outcomes and language skills in the program comprehensively. According to the

2018 ELT program, the focal point is on communicative skills. However, the findings show that among the assessed language skills within the LGS examination's English questions, reading skill emerged as the sole skill that was explicitly evaluated. In contrast, the skills of speaking and writing were implicitly assessed, while listening skill remained unassessed within the examination. Therefore, the 2018 English program and LGS exam questions are insufficient regarding the encouragement of HOTS and the facilitation of metacognitive knowledge. The focus of the outcome statements is on language comprehension and practice. This study's findings are similar to those of previous research (Gökler, 2012; Öztürk, 2019; Güde, 2021; Dalkılıç & Büyükahıska, 2021; Koral, 2021). In view of the findings, following the implications and suggestions have been made.

6.2. Implications

This study attempts to determine the distribution and comparison of 2018 8th grade ELT program outcomes and LGS exam English questions according to BRT. The following educational implications are presented for policy makers, program developers, and teachers considering the findings.

- In the process of developing program outcome statements and exam questions, program developers should adhere to a designated classification table, such as BRT, strategically aligning these outcomes with various knowledge levels and cognitive processes. Such an approach paves the way for a more harmonious and consistent execution of objectives, course materials, instructional strategies, and assessment and evaluation methods.
- To enhance transparency and facilitate coordination, MoNE should publicly disclose which program outcome statements are addressed by LGS exam questions along with the accompanying table of specifications. This transparency empowers teachers and curriculum developers to design activities, assessments, and evaluations that align with the examination, ultimately simplifying the evaluation process for educational researchers as well.
- It is crucial that LGS exam English questions align with the curriculum's emphasis on developing all four language skills - reading, writing, listening, and speaking. However, the current state of LGS English questions predominantly

focuses on assessing reading skills explicitly, leaving a notable gap in evaluating other essential language proficiencies. Particularly, there is a clear absence of questions dedicated to assessing listening skills, a fundamental aspect of language acquisition and communication. To ensure a more comprehensive evaluation of students' language abilities, it is imperative to consider the implementation of a different type of nationwide examination that encompasses all four language skills, offering a more balanced and equitable assessment of students' language proficiency.

- To compensate for the lack of HOTS, teachers should incorporate creative thinking skills into their teaching. In addition, the curricula should be designed to stimulate HOTS in students. For the sake of curriculum alignment, outcome statements, activities, and evaluation should be designed to enhance HOTS. Figure 5.1. illustrates activities that enhance the significance and foster the development of HOTS within the educational process (Alkhatib, 2019; Cañas & Möllits, 2017; Chen & McGrath, 2005 Eliyasni et al., 2019; Kennedy, 2009; Ollmann, 1996; Richland & Simms 2015; Williams, 2003; Zare & Mukundan, 2015)

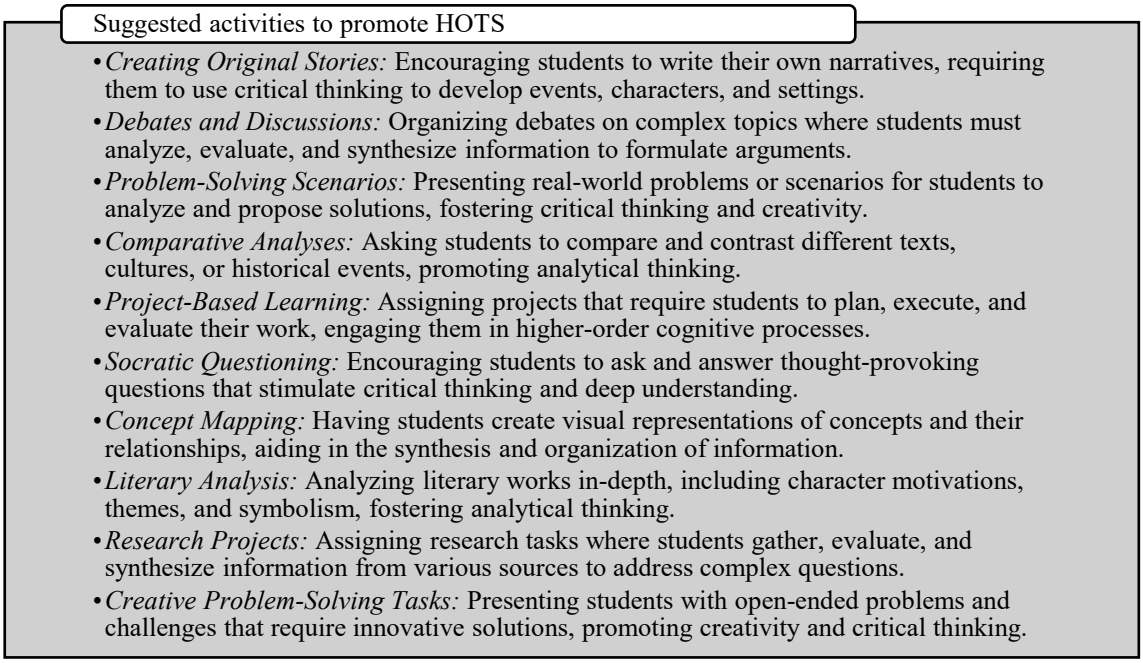

Figure 5.1. *Suggested activities to promote HOTS*

- The research findings highlight a significant oversight in the 2018 8th grade English program and LGS exam questions – the neglect of metacognitive knowledge. To address this, it is recommended that teachers take a proactive role in explicitly teaching metacognitive knowledge to their students. Numerous studies have continuously demonstrated the crucial need of providing explicit education on metacognitive methods in order to enable students to properly utilize metacognitive processes (Schofield, 2012). Therefore, it becomes imperative for educators to include metacognitive instruction in their teaching methodologies, ultimately enhancing students' abilities to understand, apply, and benefit from metacognition in their learning journey. Figure 5.2. shows activities that could be integrated by teachers and program developers to promote metacognitive knowledge (Gillies et al., 2012; Hartman, 2001; Henter & Indreica, 2014; King, 1991; McKeown & Gentilucci, 2007; Meloth & Deering, 1992; Mitsea & Drigas, 2019; Molenaar et al., 2011; Nicolielo-Carrilho & Hage, 2017; Ridley et al., 1992):

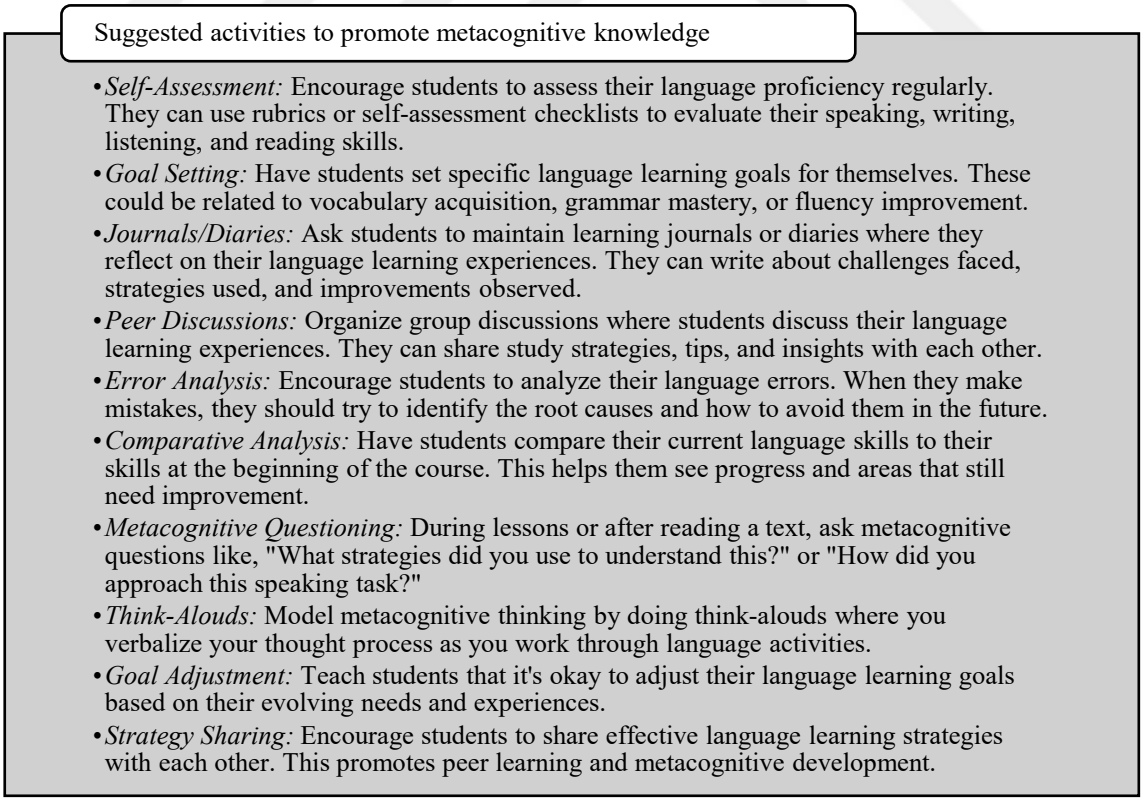

Figure 5.2. *Suggested activities to promote metacognitive knowledge*

6.3. Suggestions for Further Research

Additional research can be conducted in the following areas:

- According to BRT, future research can commence by determining the distribution of outcome statements in rest of the 2018 English curriculum.
- In addition to the program outcomes, additional research may address the evaluation of other central examinations, such as the ECFLUEE. A comparison of this study's results to those of another would yield significant findings.
- Other taxonomies such as the SOLO (Biggs & Collis, 2014), or Fink's taxonomy (Fink, 2003) can be employed to the 2018 8th grade ELT program and LGS exam English questions in comparison to this study.
- Finally, future research may focus on developing programs that highlight metacognitive knowledge and higher-order thinking skills.

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APPENDICES

APPENDIX-A. Adapted Verb List

Remember	Understand	Apply	Analyze	Evaluate	Create
	comprehend	answer	guess the meaning	compare	design
	express	ask	recognize/identify main idea	write	structure
	get the gist	describe	recognize/identify main points		write
	present	discuss	write		
	report	exchange information			
	scan	give			
	understand	interact			
		negotiate			
		respond			
		talk about			
		write			

APPENDIX-B. Stanny's (2016) Verb List

Table 1. Sample of 176 unique words identified for a level of Bloom's taxonomy by 4 or more lists in a sample of 30 published lists (*f* = number of lists that nominate the word for a level of Bloom's taxonomy).

Knowledge	*f*	Understand	*f*	Apply	*f*	Analyze	*f*	Evaluate	*f*	Create	*f*
arrange	6	articulate	4	act	19	analyze	24	appraise	22	arrange	22
choose	4	associate	4	adapt	4	appraise	11	argue	12	assemble	14
cite	17	characterize	4	apply	22	break	8	arrange	5	categorize	7
copy	4	cite	4	back/back up	5	break down	7	assess	17	choose	7
define	21	clarify	5	calculate	10	calculate	9	attach	4	collect	9
describe	14	classify	18	change	9	categorize	19	choose	10	combine	14
draw	5	compare	11	choose	11	classify	10	compare	18	compile	7
duplicate	7	contrast	7	classify	6	compare	24	conclude	13	compose	19
identify	20	convert	13	complete	5	conclude	6	contrast	8	construct	29
indicate	4	defend	12	compute	10	contrast	19	core	6	create	19
label	21	demonstrate	6	construct	13	correlate	5	counsel	4	design	24
list	27	describe	22	demonstrate	20	criticize	11	create	4	develop	18
locate	10	differentiate	8	develop	4	debate	8	criticize	11	devise	13
match	14	discuss	21	discover	8	deduce	6	critique	14	estimate	5
memorize	10	distinguish	12	dramatize	16	detect	7	decide	4	evaluate	4
name	22	estimate	11	employ	16	diagnose	4	defend	15	explain	8
order	5	explain	28	experiment	6	diagram	12	describe	4	facilitate	4
outline	11	express	17	explain	5	differentiate	20	design	4	formulate	18
quote	7	extend	11	generalize	5	discover	4	determine	6	generalize	7
read	4	extrapolate	5	identify	4	discriminate	11	discriminate	9	generate	11
recall	24	generalize	11	illustrate	18	dissect	6	estimate	15	hypothesize	8
recite	12	give	4	implement	4	distinguish	21	evaluate	16	improve	5
recognize	14	give examples	8	interpret	15	divide	12	explain	9	integrate	4
record	13	identify	14	interview	6	evaluate	4	grade	4	invent	10
relate	11	illustrate	9	manipulate	10	examine	18	invent	8	make	6
repeat	20	indicate	8	modify	12	experiment	9	judge	25	manage	8
reproduce	11	infer	15	operate	17	figure	4	manage	15	modify	10
review	4	interpolate	5	organize	4	group	4	mediate	9	organize	21
select	16	interpret	17	paint	4	identify	7	prepare	12	originate	9
state	23	locate	10	practice	15	illustrate	8	probe	4	plan	21
tabulate	4	match	7	predict	9	infer	14	rate	5	predict	8
tell	4	observe	5	prepare	11	inspect	8	rearrange	19	prepare	12
underline	7	organize	5	produce	13	inventory	9	reconcile	12	produce	13

Table 1. *Cont.*

Knowledge	*f*	Understand	*f*	Apply	*f*	Analyze	*f*	Evaluate	*f*	Create	*f*
write	5	paraphrase	22	relate	12	investigate	7	release	6	propose	9
		predict	12	schedule	11	order	5	rewrite	4	rate	21
		recognize	11	select	4	organize	6	select	5	rearrange	8
		relate	7	show	13	outline	10	set up	15	reconstruct	9
		report	10	simulate	5	point out	12	supervise	9	relate	8
		represent	4	sketch	17	predict	4	synthesize	16	reorganize	9
		restate	15	solve	19	prioritize	4	test	8	revise	12
		review	15	translate	5	question	12	value	7	rewrite	7
		rewrite	12	use	25	relate	17	verify	9	role-play	4
		select	7	utilize	4	select	12	weigh	5	set up	9
		summarize	20	write	5	separate	10			specify	5
		tell	7			solve	8			summarize	7
		translate	21			subdivide	10			synthesize	4
						survey	7			tell/tell why	5
						test	14			write	17

APPENDIX-C. Taxonomy Table

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

APPENDIX-D. Sample Classifications of the Outcome Statements (Unit 3)

	Cognitive Process Dimension					
Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		**E8.3.R1.**	**E8.3.SP1.**	**E8.3.W1.**		
Procedural		**E8.3.L1.**	**E8.3.SI1.**	**E8.3.R2.**		
Metacognitive						

Listening

E8.3.L1. Students will be able to get the gist of short, clear, simple descriptions of a process.

Spoken Interaction

E8.3.SI1. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.

Spoken Production

E8.3.SP1. Students will be able to give a simple description about a process.

Reading

E8.3.R1. Students will be able to understand the overall meaning of short texts about a process.

E8.3.R2. Students will be able to guess the meaning of unknown words from the text.

Writing

E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.

APPENDIX-E.

Sample Exam Question 1

4. **Erica** : Hi, Laura. How are things? **Laura** : I feel terrible because Paul has had a bad accident. He has been in the hospital for three days. **Erica** : I am sorry to hear that! - - - - **Laura** : Thanks for your good wishes. A) Do you need any help? B) I read the news on the Net. C) What's wrong with him? D) I hope he gets better soon.	Matching outcome statement: E8.4.SI1. Students will be able to make a simple phone call asking and responding to questions.
Assessed language skill: Spoken interaction	Cognitive process dimension: Applying Knowledge dimension: Procedural

Sample Exam Question 2

5. Below, you see a conversation between a teacher and her students **Teacher** : - - - -? **Ted** : I think it is the best music ever. **Betty** : I can't say that I like it. **Lily** : It makes me feel happy. **Joe** : I can't stand it, it is unbearable. **Which of the following CANNOT be the teacher's question?** A) What is your favorite type of music B) What is your opinion about rock music C) What do you think about jazz music D) What can you say about pop music	Matching outcome statement: E8.2.SP1. Students will be able to express what they prefer, like and dislike.
Assessed language skill: Spoken production	Cognitive process dimension: Understanding Knowledge dimension: Conceptual

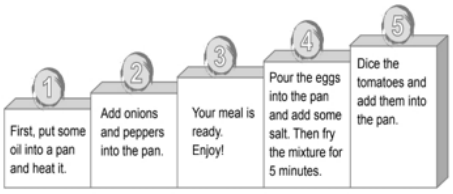
Sample Exam Question 3

<table>
<tr>
<td>8.
NIKOLA TESLA
 
A Famous Scientist
Nikola Tesla was born on July 10, 1856. He became interested in physics when he was just a small boy. He learned different languages, because he wanted to read about scientific achievements in different parts of the world. He invented many new things during his life.

In this paragraph, there is NO information about Tesla's - - - -.

A) relatives B) achievements
C) birthday D) early ages</td>
<td>Matching outcome statement:
E8.9.R1. Students will be able to understand short and simple texts about actions happening currently and in the past.</td>
</tr>
<tr>
<td>Assessed language skill: Reading</td>
<td>Cognitive process dimension:
Understanding
Knowledge dimension: Conceptual</td>
</tr>
</table>

Sample Exam Question 4

<table>
<tr>
<td>5.
 

Which of the following steps of the recipe should change places to get the correct order of the cooking process?
A) 1 - 4 B) 2 - 3 C) 3 - 5 D) 1 - 5</td>
<td>Matching outcome statement:
E8.3.W1. Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.</td>
</tr>
<tr>
<td>Assessed language skill: Writing</td>
<td>Cognitive process dimension:
Analyzing
Knowledge dimension: Conceptual</td>
</tr>
</table>

APPENDIX-F. 2018 8th Grade ELT Program

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 Friendship	**Accepting and refusing / Apologizing / Giving explanations and reasons** Would you like to come over tomorrow? —I'm sorry, but I can't come over because my cousin is coming tomorrow. —Sure, that sounds fun! Would you like some fruit juice? —Yes, I'd love some. —No, thanks. I'm full/stuffed. —Yeah, that would be great. How about going to the cinema this Saturday? —Sure, it sounds good/great/awesome. —Yeah, why not. —I'll text our friends to come over at 7 o'clock, then. **Making simple inquiries** Are you busy tomorrow evening? —No, not at all. Why? back up best/close/true friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s secret, -s share support trust	**Listening** **E8.1.L1.** Students will be able to understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. **Spoken Interaction** **E8.1.SI1.** Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. **Spoken Production** **E8.1.SP1.** Students will be able to structure a talk to make simple inquiries, give explanations and reasons. **Reading** **E8.1.R1.** Students will be able to understand short and simple texts about friendship. **E8.1.R2.** Students will be able to understand short and simple invitation letters, cards and e-mails. **Writing** **E8.1.W1.** Students will be able to write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.	**Contexts** Blogs Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Tables Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students prepare a visual dictionary by including new vocabulary items.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 Teen Life	**Expressing likes and dislikes** I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. **Expressing preferences** I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. **Stating personal opinions (Making simple inquiries)** What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I rarely/seldom go to the theater. I am fond of/keen on camping. argue casual fashion, -s impressive relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable *types of music*	**Listening** **E8.2.L1.** Students will be able to understand phrases and expressions about regular activities of teenagers. **Spoken Interaction** **E8.2.SI1.** Students will be able to talk about regular activities of teenagers. **Spoken Production** **E8.2.SP1.** Students will be able to express what they prefer, like and dislike. **E8.2.SP2.** Students will be able to give a simple description of daily activities in a simple way. **Reading** **E8.2.R1.** Students will be able to understand short and simple texts about regular activities of teenagers. **Writing** **E8.2.W1.** Students will be able to write a short and simple paragraph about regular activities of teenagers.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students write a short and simple paragraph about a music band and state the characterictics of the band.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 In The Kitchen	**Describing simple processes** It's easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add some salt. After that, add some cheese and milk. Finally, pour the mixture into the hot pan. **Expressing preferences** Do you prefer cooking pizza or pasta? —I love cooking and eating pizza. —I usually prefer cooking pasta. **Making simple inquiries** Do I use two or three eggs? What can/should I use to cook soup? bake bitter boil chop flour fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal mix oil peel pour salty slice sour spicy tasty	**Listening** **E8.3.L1.** Students will be able to get the gist of short, clear, simple descriptions of a process. **Spoken Interaction** **E8.3.SI1.** Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed. **Spoken Production** **E8.3.SP1.** Students will be able to give a simple description about a process. **Reading** **E8.3.R1.** Students will be able to understand the overall meaning of short texts about a process. **E8.3.R2.** Students will be able to guess the meaning of unknown words from the text. **Writing** **E8.3.W1.** Students will be able to write a series of simple phrases and sentences by using linkers to describe a process.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Menus Notes and Messages Podcasts Posters Questionnaires Recipes Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about their favorite meal and provide the preparation process.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 On The Phone	**Following phone conversations** Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? **Stating decisions taken at the time of speaking** I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. available connect contact dial engaged extension get/keep in touch get back hang on/up hold line memo, -s pick up polite put someone through	**Listening** **E8.4.L1.** Students will be able to understand phrases and related vocabulary items. **E8.4.L2.** Students will be able to follow a phone conversation. **Spoken Interaction** **E8.4.SI1.** Students will be able to make a simple phone call asking and responding to questions. **Spoken Production** **E8.4.SP1.** Students will be able to express their decisions taken at the moment of conversation. **Reading** **E8.4.R1.** Students will be able to understand short and simple texts with related vocabulary. **Writing** **E8.4.W1.** Students will be able to write short and simple conversations.	**Contexts** Blogs E-mails Illustrations Lists Notes and Messages Podcasts Posters Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students work to act out a call center drama task. In groups, students are given role cards describing tasks for each. One by one they call the call center to share their problems.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 The Internet	**Accepting and refusing / Making excuses** Would you like to join our WhatsApp group? —Yes, sure/That sounds great. —No, thanks. I am really busy. Why don't we chat online at two o'clock? I want to tell you something important. —I'm sorry, but I can't. My internet is broken. What do you mean? Do you mean the Internet connection? —Yes. It isn't working properly. account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete download/upload log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s website	**Listening** **E8.5.L1.** Students will be able to understand the gist of oral texts. **E8.5.L2.** Students will be able to comprehend phrases and related vocabulary items. **Spoken Interaction** **E8.5.SI1.** Students will be able to talk about their Internet habits. **E8.5.SI2.** Students will be able to exchange information about the Internet. **Spoken Production** **E8.5.SP1.** Students will be able to make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. **Reading** **E8.5.R1.** Students will be able to identify main ideas in short and simple texts about internet habits. **E8.5.R2.** Students will be able to find specific information about the Internet in various texts. **Writing** **E8.5.W1.** Students will be able to write a basic paragraph to describe their internet habits.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to illustrate their internet habits and hang it on the classroom walls.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Adventures	**Expressing preferences / Giving explanations and reasons** What do you prefer doing on summer holidays? —I would rather go rafting than canoeing because it is easier. —I prefer rafting to kayaking because it is more entertaining. **Making comparisons** I think bungee-jumping is more/less dangerous and challenging than canoeing. I think extreme sports are more exciting than indoor sports. amusing bungee-jumping canoeing caving challenging disappointing entertaining exciting extreme sports fascinating hang-gliding kayaking motor-racing paragliding rafting skateboarding take risks	**Listening** **E8.6.L1.** Students will be able to follow a discussion on adventures. **E8.6.L2.** Students will be able to understand the main points of simple messages. **Spoken Interaction** **E8.6.SI1.** Students will be able to interact with reasonable ease in short conversations. **E8.6.SI2.** Students will be able to talk about comparisons, preferences and their reasons. **Spoken Production** **E8.6.SP1.** Students will be able to make comparisons about sports and games by using simple descriptive language. **Reading** **E8.6.R1.** Students will be able to understand short and simple texts to find the main points about adventures. **Writing** **E8.6.W1.** Students will be able to write a short and simple paragraph comparing two objects.	**Contexts** Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students search the Internet and find towns/cities from Turkey where different kinds of extreme sports can be performed. They prepare a poster in which they illustrate three of those sports.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 **Tourism**	**Describing places** What do you think about Rome? Did you enjoy your trip? —It was incredible. It's truly an ancient city, and the weather was just perfect. It is in fact usually warm and sunny in Rome. **Expressing preferences** Which one do you prefer? Historic sites or the seaside? —I'd rather visit historic sites because they are usually more interesting. **Giving explanations/reasons** —I think/guess/believe/suppose it is exciting. —In my opinion/to me, it is lovely. —In my opinion/to me, it sounds/looks fascinating. **Making comparisons** —In my opinion/to me, historical architecture is more beautiful than modern architecture. —I think/guess/believe/suppose all-inclusive hotels are more attractive than bed and breakfasts. **Talking about experiences** Have you ever been to ...? —Yes, I have. —No, I have not. —I have been to Side before. —I have never been to Mardin. all-inclusive ancient architecture attraction, -s bed and breakfast countryside culture/cultural destination fascinating historic site, -s incredible resort, -s rural urban	**Listening** **E8.7.L1.** Students will be able to understand and extract the specific information from short and simple oral texts. **Spoken Interaction** **E8.7.SI1.** Students will be able to exchange information about tourism. **E8.7.SI2.** Students will be able to talk about their favorite tourist attractions by giving details. **Spoken Production** **E8.7.SP1.** Students will be able to express their preferences for particular tourist attractions and give reasons. **E8.7.SP2.** Students will be able to make simple comparisons between different tourist attractions. **E8.7.SP3.** Students will be able to express their experiences about places. **Reading** **E8.7.R1.** Students will be able to find specific information from various texts about tourism. **Writing** **E8.7.W1.** Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s).	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Maps Lists News Reports Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 **Chores**	**Expressing likes and dislikes** I like it when my parents give me some pocket money. I don't like it when my mom asks too many questions. **Expressing obligation** Do you have to help your parents in housework? —Well, I must help my parents to set the table. —I must help my brother to do his homework. We must respect the elderly/ people/ each other. My brother has to respect my rights. **Expressing responsibilities** I'm responsible for cooking dinner. S/he is in charge of taking out the garbage. Don't you think it is necessary to tidy up your room? It is time to do the laundry. arrive on time clean up do the laundry doing chores iron keep quiet keep/break promises load/empty the dishwasher make the bed obey the rules return books set the table take out the garbage/trash tidy up to-do list wash/dry the dishes	**Listening** **E8.8.L1.** Students will be able to identify the main points of a short talk describing the responsibilities of people. **E8.8.L2.** Students will be able to understand obligations, likes and dislikes in various oral texts. **E8.8.L3.** Students will be able to follow topic change during factual, short talks. **Spoken Interaction** **E8.8.SI1.** Students will be able to interact during simple, routine tasks requiring a direct exchange of information. **E8.8.SI2.** Students will be able to talk about responsibilities. **Spoken Production** **E8.8.SP1.** Students will be able to express their obligations, likes and dislikes in simple terms. **Reading** **E8.8.R1.** Students will be able to understand various short and simple texts about responsibilities. **Writing** **E8.8.W1.** Students will be able to write short and simple poems/stories about their feelings and responsibilities.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Notes and Messages Podcasts Posters Questionnaires Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students write a short paragraph explaining the responsibilities of their family members.

8. SINIF / 8th GRADE

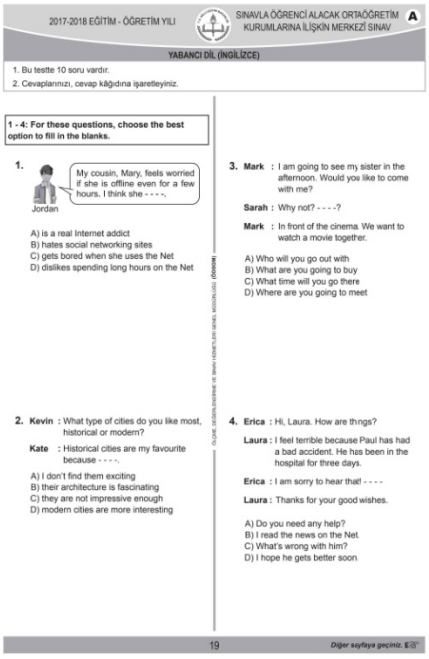
Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
9 **Science**	**Describing the actions happening currently** My brother and his friends are preparing a science project nowadays. They are doing some research in the library. What kind of books are you reading in these days/currently? —I am reading a science fiction novel. —Currently, I am reading a book about space travel. **Talking about past events** Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity. cell, -s cure, -s discover do an experiment explode explore find out genius, -es high-tech invent lab, -s process, -es result, -s safety scientific search succeed test tube, -s vaccination, -s	**Listening** **E8.9.L1.** Students will be able to recognize main ideas and key information in short oral texts about science. **Spoken Interaction** **E8.9.SI1.** Students will be able to talk about actions happening currently and in the past. **E8.9.SI2.** Students will be able to involve in simple discussions about scientific achievements. **Spoken Production** **E8.9.SP1.** Students will be able to describe actions happening currently. **E8.9.SP2.** Students will be able to present information about scientific achievements in a simple way. **Reading** **E8.9.R1.** Students will be able to understand short and simple texts about actions happening currently and in the past. **E8.9.R2.** Students will be able to identify main ideas and supporting details in short texts about science. **Writing** **E8.9.W1.** Students will be able to write simple descriptions of scientific achievements in a short paragraph.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster about scientific inventions/ discoveries.

8. SINIF / 8th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 **Natural Forces**	**Making predictions about the future (Giving reasons and results)** —I think we will have water shortage in the future because we waste too much water. So we should/must stop wasting water sources. —I think there will be serious droughts. So schools should educate students to use less water. Do you think there will be a water shortage? —Yes. There won't be enough water. —No. There will be a lot of rain in the future. avalanche, -s disaster, -s drought, -s earthquake, -s erosion flood, -s global warming hurricane, -s land slide, -s melt suffer survivor, -s tornado, -es tsunami, s volcano, -es	**Listening** **E8.10.L1.** Students will be able to identify the main points of TV news about natural forces and disasters. **Spoken Interaction** **E8.10.SI1.** Students will be able to talk about predictions concerning future of the Earth. **E8.10.SI2.** Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters. **Spoken Production** **E8.10.SP1.** Students will be able to express predictions concerning future of the Earth. **E8.10.SP2.** Students will be able to give reasons and results to support their predictions about natural forces and disasters. **Reading** **E8.10.R1.** Students will be able to identify specific information in simple texts about natural forces and disasters. **Writing** **E8.10.W1.** Students will be able to write a short and simple paragraph about reasons and results of natural forces and disasters.	**Contexts** Advertisements Blogs Charts Diaries/Journal Entries E-mails Illustrations Lists Maps News Notes and Messages Podcasts Posters Questionnaires Reports Songs Stories Videos Weather Reports Websites **Tasks/Activities** Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information **Assignments** • Students complete and reflect on their visual dictionaries.

İngilizce Dersi Öğretim Programı

APPENDIX-G. LGS Exam English Questions (2018-2022)



2017-2018 EĞİTİM - ÖĞRETİM YILI

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

A

YABANCI DİL (İNGİLİZCE)

1. Bu testte 10 soru vardır.
2. Cevaplarınızı, cevap kâğıdına işaretleyiniz.

1 - 4: For these questions, choose the best option to fill in the blanks.

1.

Jordan: My cousin, Mary, feels worried if she is offline even for a few hours. I think she - - - -.

A) is a real Internet addict
B) hates social networking sites
C) gets bored when she uses the Net
D) dislikes spending long hours on the Net

2. Kevin : What type of cities do you like most, historical or modern?

Kate : Historical cities are my favourite because - - - -.

A) I don't find them exciting
B) their architecture is fascinating
C) they are not impressive enough
D) modern cities are more interesting

3. Mark : I am going to see my sister in the afternoon. Would you like to come with me?

Sarah : Why not? - - - -?

Mark : In front of the cinema. We want to watch a movie together.

A) Who will you go out with
B) What are you going to buy
C) What time will you go there
D) Where are you going to meet

4. Erica : Hi, Laura. How are things?

Laura : I feel terrible because Paul has had a bad accident. He has been in the hospital for three days.

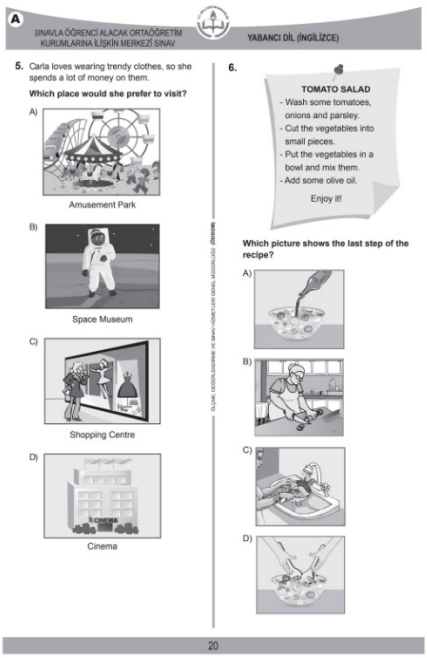
Erica : I am sorry to hear that! - - - -

Laura : Thanks for your good wishes.

A) Do you need any help?
B) I read the news on the Net.
C) What's wrong with him?
D) I hope he gets better soon.

19

Diğer sayfaya geçiniz.



A

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

YABANCI DİL (İNGİLİZCE)

5. Carla loves wearing trendy clothes, so she spends a lot of money on them.

Which place would she prefer to visit?

A)

Amusement Park

B)

Space Museum

C)

Shopping Centre

D)

Cinema

6.

TOMATO SALAD

- Wash some tomatoes, onions and parsley.
- Cut the vegetables into small pieces.
- Put the vegetables in a bowl and mix them.
- Add some olive oil.

Enjoy it!

Which picture shows the last step of the recipe?

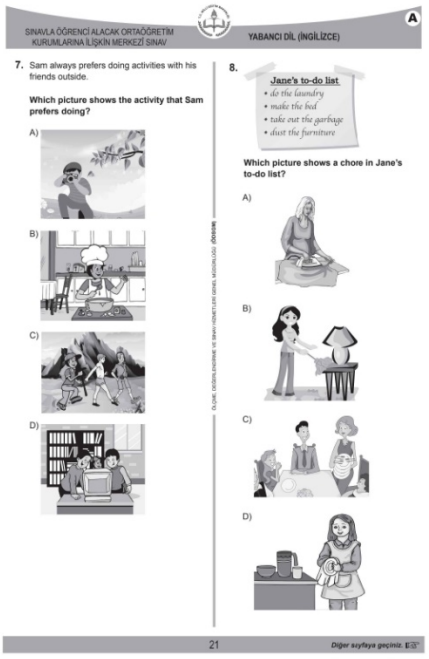
A)

B)

C)

D)

20



SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

YABANCI DİL (İNGİLİZCE)

A

7. Sam always prefers doing activities with his friends outside.

Which picture shows the activity that Sam prefers doing?

A)

B)

C)

D)

8.

Which picture shows a chore in Jane's to-do list?

A)

B)

C)

D)

21

Diğer sayfaya geçiniz.

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

YABANCI DİL (İNGİLİZCE)

A

Answer the questions (9-10) according to the passage below.

9. Larry tells us about - - - -.

A) his next flight to Paris
B) taking photos from the Eiffel Tower
C) the history of the Louvre Museum
D) some well-known places in Paris

10. Larry - - - -.

A) spent a week in Paris
B) saw Mona Lisa's painting
C) took a photo of the Eiffel Tower
D) visited the Louvre Museum on Sunday

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

22

1. Bu testte 10 soru vardır.
2. Cevaplarınızı, cevap kâğıdına işaretleyiniz.

1.

According to the information above, who thinks Tim is an honest friend?

A) Marcy B) Lisa
C) Mel D) Sam

2. This afternoon, Jane's mother is coming home from a short trip. Jane's mother can't stand dirty dishes.

Which of the following chores must Jane finish before her mother comes home?

A) 
B) 
C) 
D) 

3. Fill in the blank according to the table below.

Amanda's Exams	
Subject	**Day**
Chemistry	Monday
History	Tuesday
Physics	Wednesday
English	Friday

Amanda has the - - - -.

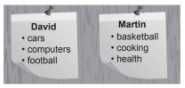
A) chemistry exam after she has the English exam
B) history and physics exams on the same day
C) physics exam two days after the chemistry exam
D) English exam before she has the history exam

4. **Mike** : Good afternoon. This is Mike.
Sally : Good afternoon, Mike. This is Sally.
Mike : - - - -
Sally : Hold on a moment, please. I'll get him.

Which of the following DOES NOT complete the conversation?

A) Is Nick there?
B) Nick has gone out.
C) I want to talk to Nick.
D) May I speak to Nick?

5. David and Martin decided to read the same book and discuss it later. Here are the lists of their personal interests:



Choose the book that both David and Martin will enjoy reading.

A) 

B) 

C) 

D) 

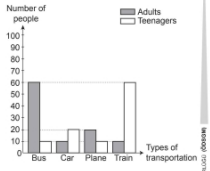
6.

Gary : Hello everybody! Today, our guest is Michael Miller. What is your favorite sport, Michael?
Michael : It's paragliding.
Gary : - - - -?
Michael : Twice a week.
Gary : - - - -?
Michael : Watching the scenery is fascinating.
Gary : - - - -?
Michael : A helmet and a parachute.

Which of the following questions DOES NOT Gary ask Michael?

A) How often do you do it
B) Why do you like it
C) What do you need for it
D) Where do you try it

7. Researchers asked teenagers and adults about the types of transportation they preferred. Here are the results:



Which of the following is CORRECT according to the results?

A) Travelling by bus is popular among teenagers.
B) Teenagers mostly travel by train.
C) Adults always travel by plane.
D) Adults never travel by car.

8.

NIKOLA TESLA

A Famous Scientist

Nikola Tesla was born on July 10, 1856. He became interested in physics when he was just a small boy. He learned different languages, because he wanted to read about scientific achievements in different parts of the world. He invented many new things during his life.

In this paragraph, there is NO information about Tesla's - - - -.

A) relatives B) achievements
C) birthday D) early ages

9. The table below shows the results of a study on daily Internet activities of 100 teens in Japan.

Internet activities	Number of teens
reading news	5
shopping online	5
checking emails	10
doing homework	15
watching movies	20
playing games	45

According to the results, which of the following is CORRECT?

A) Shopping online is very popular among teens in Japan.
B) Most of the students use the Internet to do their homework.
C) Nearly half of the students spend their time checking their emails and reading the news.
D) Many of the teens spend time playing games and watching movies.

10. These are pictures from Lily's video:

Lily is talking about making a delicious dessert.

Which of the following steps DOES NOT match with one of the pictures above?

A) Put some milk, sugar, flour and vanilla in a saucepan.
B) Heat the mixture in the saucepan and stir it.
C) Peel the fruits and chop them into small pieces.
D) Pour the mixture into the bowls and put some pieces of chocolate on each mixture.

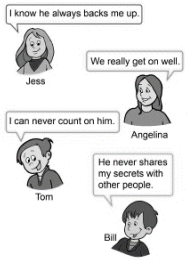
TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

YABANCI DİL (İNGİLİZCE)

1. Bu testte 10 soru vardır.
2. Cevaplarınızı, cevap kağıdına işaretleyiniz.

1. Read the comments about Jack.



According to the comments above, who says something bad about Jack?

A) Jess B) Tom
C) Bill D) Angelina

2. You work at a call center and answer customers' questions on the phone. You are there to solve their problems.

According to the information above, which of the following you should NOT say?

A) If you have a problem again, please contact us.
B) Our friends will solve your problem today.
C) I am too busy to solve your problem.
D) After I talk to our team, I will call you.

Diğer sayfaya geçiniz.

3. Read the statements below.

William : We must listen to our teachers while they are talking.

Charles : We must come home early in the evenings.

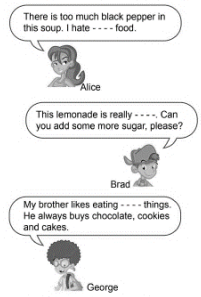
Jane : We mustn't drink or eat during our lessons.

Rachel : We mustn't talk to each other during the exams.

Who does NOT talk about school rules?

A) William B) Charles
C) Jane D) Rachel

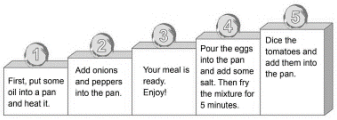
4.



Which of the following words CANNOT you use in any of the sentences above?

A) sour B) sweet
C) spicy D) salty

5.



Which of the following steps of the recipe should change places to get the correct order of the cooking process?

A) 1 - 4 B) 2 - 3 C) 3 - 5 D) 1 - 5

Diğer sayfaya geçiniz.

6. Read the phone conversation below.

Greg : Hello, It's "Green Mobile". How can I help you?
Mr. Carter : Hello, my computer is not working properly. I think it is broken.
Greg : Oh, OK. I understand. Can I take your address, please?
Mr. Carter : 8 Freeway Street.
Greg : Thank you. Our team will be there in an hour to check your computer.
Mr. Carter : Thank you.

Why does Mr. Carter call "Green Mobile"?

To - - - -.

A) tell "Green Mobile" about a problem
B) buy a new computer
C) change his home address
D) say "Thank you" to "Green Mobile"

7.

Dear friends,

Our school basketball team has a match with a team from Johnson High School this Saturday at 3 p.m. Let's watch the match together!

Ted

These are Ted's friends' plans for that day:

- Jason will study for his English exam on that day.
- Kevin has to stay with his grandparents.
- Matt likes basketball matches and he will be there.
- Sandy will meet her cousins.

According to the information above, who will watch the match?

A) Sandy B) Matt
C) Kevin D) Jason

8. Tomorrow is Kate's birthday. So, Joe decides to buy her a book and asks Kate's friends about the books she has read or bought. These are their answers:

Max : I know she has finished "The Friendship".
Zack : She wanted to read "The Old World" and Jane bought it for her.
Rose : She wanted to buy the book "The Indian Music" but she bought "The Great Dog".

According to the information above, which of the following books should Joe buy for Kate?

A) The Indian Music
B) The Great Dog
C) The Old World
D) The Friendship

9. **Read the information and the telephone conversation below.**

ENGLISH DAY
- **Come and Share Your English Project with us.**
- **No rules, just fun!**
- **All schools and students can join.**

Date : 20.06.2020
Time : 5 - 7 p.m.
Place: Concert House

For more information call 0123 456 78 99

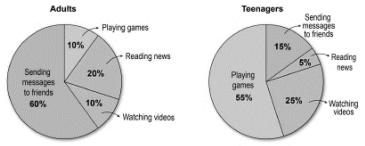
Suzanne : Hello, this is Suzanne Jordan, I'm calling you for the English Day event.
Secretary : Hello Suzanne. How can I help you?
Suzanne : What should I do to join the event?
Secretary : - - - -.
Suzanne : Oh, OK! Thank you.

According to the information above, which of the following completes the conversation?

A) You can't join if you are a student
B) If you need more information, send an email, don't call
C) The event will be in the morning, so come early
D) Just bring your project to the Concert House

Diğer sayfaya geçiniz. ☞

10. These are the results of a survey about the Internet habits of adults and teenagers.



Which of the following is correct according to the results?

A) Many adults like watching online videos.
B) Teenagers prefer reading news to watching videos.
C) Most of the adults enjoy sending messages.
D) Teenagers hate playing online games.

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZİ SINAV

YABANCI DİL (İNGİLİZCE)

1. Bu testte 10 soru vardır.
2. Cevaplarınızı, cevap kağıdına işaretleyiniz.

1. **Andy** : Our basketball team plays a match this Saturday. The match starts at 2 p.m. Would you like to watch the match with us?

David : - - - -.

David accepts Andy's invitation. Which of the following can be David's answer to Andy?

A) I'm sorry but I am having a picnic with my friends on Saturday
B) Oh! It sounds awesome but I have to study for an exam
C) I have to finish my project on Saturday but I'll join you
D) I'm sorry but I have another plan on Saturday

2.

According to the conversation above, Jane - - - -.

A) may come to the event if she can bring her guest with her
B) will organize her own movie night on Friday evening
C) does not like that kind of events
D) does not want to watch a movie that night

3. **Sam** : I want to have steak for dinner. Can you cook it for me, mom?

Mother: Sure.

Sam : - - - -?

Mother: About 30 minutes.

Which of the following completes the conversation above?

A) What are the ingredients
B) Can you give me the recipe
C) Do you need my help to cook it
D) How long does it take to cook it

4. I. I'm sorry. He is not here at the moment. Would you like to leave a message?
II. Hi, this is Kevin. How can I help you?
III. Could you tell him to call me back, please?
IV. Hi, this is Adam. May I speak to Frank, please?

Which of the following is the correct order of the sentences in the phone conversation above?

A) II - III - IV - I
B) II - IV - I - III
C) IV - I - II - III
D) IV - III - II - I

5.

This is Milo. It helps us with the kitchen chores.

Which of the following is Milo's responsibility?

A) Loading the dishwasher
B) Taking the dog for a walk
C) Ironing the clothes
D) Making the bed

Diğer sayfaya geçiniz.

6.

Daniel has read the books above. He wants to buy a new book on a similar topic.

Which of the following books would Daniel buy next?

A) Famous Sports Festivals
B) Children's Poems
C) Traditional Indian Food
D) History of Modern Physics

7. Mike is a university student in İstanbul. He is going to visit his friends in Ankara next weekend. He has ₺70 for transportation and he wants to go there in the shortest time possible.

Which of the following should Mike prefer?

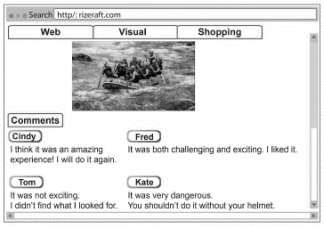
A) Bus ₺60 5 hours
B) Plane ₺100 1 hour
C) Train ₺40 8 hours
D) Car ₺80 4 hours

8.

Which of the following questions has Sandra answered in her blog?

A) Where do you buy your favorite books?
B) How many books do you read a month?
C) When will you write about your own life?
D) What kind of books do you like?

9. You see some comments about rafting in Rize below.



According to the comments above, who says something about safety?

A) Cindy B) Fred C) Kate D) Tom

Diğer sayfaya geçiniz.

10.

According to the information about Tina's and Nick's social media accounts above, which of the following is NOT correct?

A) Tina is younger than Nick.
B) More people follow Tina.
C) Nick has more videos.
D) Nick has less likes.

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

SINAVLA ÖĞRENCİ ALACAK ORTAÖĞRETİM KURUMLARINA İLİŞKİN MERKEZÎ SINAV

YABANCI DİL (İNGİLİZCE)

1. Bu testte 10 soru vardır.
2. Cevaplarınızı, cevap kâğıdına işaretleyiniz.

1. Sally's friends are talking about Sally.

Christina : She is the best student in our class. Her exam results are always good.
Helen : We have similar interests and we like spending time together.
Sue : We get on well and share our secrets with each other.
Amanda : She is very good at Physics and Chemistry.

Which two people talk about their own friendship with Sally?

A) Christina and Sue
B) Christina and Amanda
C) Helen and Amanda
D) Helen and Sue

2. You work at the call center of a company. You are talking to a customer on the phone. He has a problem with the device that he bought.

According to the information above, what should you say to the customer to learn more about his problem?

A) We will call you back when we solve your problem.
B) Please call us if you have a problem again.
C) Please give me some details about the problem.
D) We'll solve your problem as soon as possible.

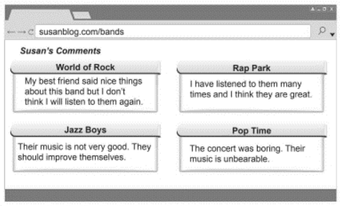
3.

Your friend Jack went hang-gliding in Fethiye and shared the photo above.

You posted a comment to say that you really liked the photo. What was your comment?

A) I think this is one of your greatest photos.
B) I have seen lots of similar photos.
C) You look scared in this photo.
D) You have shared this photo many times!

4. Jane wants to buy a concert ticket for Susan for her birthday. She reads Susan's comments on different bands in her blog.



According to the information above, which of the following bands' concert ticket is Jane going to buy for Susan?

A) World of Rock B) Rap Park C) Jazz Boys D) Pop Time

5. Below, you see a conversation between a teacher and her students.

Teacher : - - - -?
Ted : I think it is the best music ever.
Betty : I can't say that I like it.
Lily : It makes me feel happy.
Joe : I can't stand it, it is unbearable.

Which of the following CANNOT be the teacher's question?

A) What is your favorite type of music
B) What is your opinion about rock music
C) What do you think about jazz music
D) What can you say about pop music

6. Every year thousands of people from all over the world come to Rome, Italy to attend the Pizza Vita Festival. This is one of the biggest food festivals in the world. In the festival, you can eat many different types of pizza, make your own pizza, enjoy folk music and buy local souvenirs. If you love pizza, don't miss this festival.

Which of the following information is NOT in the text above?

A) the place of the festival
B) the name of the festival
C) the type of the festival
D) the date of the festival

7. Laura has some guests for dinner but she will arrive home late after the guests. So, she asks her husband Matt to prepare the dinner before the guests arrive.

According to the information above, which chore is Matt going to do before the guests arrive?

A) vacuum the floor
B) cook some meals
C) do the laundry
D) clean the windows

8. Tina is having a birthday party tomorrow. She invites her friends, but four of them have excuses and they can't go to the party.

According to the responses above, who has an excuse about his/her own health?

A) Andy B) Jessy
C) Terry D) Amy

9. John did research on important inventors and their lives. Then, he filled in the table below.

Inventor	invented	died in
Richard Trevithick	train in 1804	1833
Graham Bell	telephone in 1876	1922
Guglielmo Marconi	radio in 1896	1937
Philo Farnsworth	TV in 1927	1971
Konrad Zuse	computer in 1938	1995

According to John's table, which of the following was NOT possible?

A) Graham Bell went to different places by train.
B) Guglielmo Marconi played games on his computer.
C) Philo Farnsworth listened to music on the radio.
D) Konrad Zuse talked to his friends on the phone.

10. Jenny and Amelia are students in Istanbul. They want to go to a cooking course together. Jenny can attend the course on weekdays. Amelia is busy only on Fridays. Jenny has ₺500 and Amelia can't pay more than ₺400.

According to the information above, which of the following courses should Jenny and Amelia choose?

A) **Make Delicious**
Course days:
Monday and Wednesday
Price: ₺400

B) **Come and Cook**
Course days:
Tuesday and Wednesday
Price: ₺500

C) **Vegetable World**
Course days:
Saturday and Sunday
Price: ₺350

D) **Cook Well**
Course days:
Tuesday and Friday
Price: ₺300

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

CURRICULUM VITAE

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