HACETTEPE ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

ANALYSIS OF SPEAKING SKILL IN HIGH SCHOOL ENGLISH LANGUAGE CURRICULA AND COURSEBOOKS IN TURKEY

Melek AYDOĞAN KORAL

Master's Thesis

Ankara, 2021

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TÜRKİYE'DE LİSE İNGİLİZCE ÖĞRETİM PROGRAMLARI VE DERS
KİTAPLARINDA KONUŞMA BECERİSİNİN ANALİZİ

Melek AYDOĞAN KORAL

Master's Thesis

Ankara, 2021

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis prepared by **Melek AYDOĞAN KORAL** and entitled "Analysis of Speaking Skill in High School English Language Curricula and Coursebooks in Turkey" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on **09/06/2021** in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on ...../...../........

Prof. Dr. Selahattin GELBAL

Director of Graduate School of Educational Sciences

Abstract

The current study aims to investigate the distribution of the speaking skill in the English language curricula and the coursebooks of high schools in Turkey from the perspective of Bloom's revised taxonomy. The relationship and differences between the speaking outcomes in the high school English language curricula and the speaking activities in the high school English language coursebooks have been determined according to the cognitive process and knowledge dimensions in the taxonomy. Based on a mixed-method research design, document analysis has been chosen to collect data from the high school English language curricula and the coursebooks for the grades between 9th and 12th in Turkey. Data have been analyzed through content analysis and placed into the taxonomy table. Findings have been presented with their frequencies and percentages in tables. The interpretation of the findings has been made relating to the dimensions of Bloom's revised taxonomy. At the end of the study, it has been revealed that both the speaking outcomes in the curricula and the speaking activities in the coursebooks are mostly placed in the lower order categories according to the cognitive process dimension, in all the grades except for the 12th grade. Besides, it has been found that most of the outcomes and activities are based on conceptual knowledge and there are not any outcomes or activities aiming at metacognitive knowledge. The study presents suggestions to the curriculum designers, coursebook writers, and teachers.

Keywords: Bloom's revised taxonomy, English language curriculum, curriculum evaluation, coursebook analysis, speaking skill

Öz

Bu çalışmanın amacı, Türkiye'de liselerin İngilizce öğretim programlarında ve ders kitaplarında konuşma becerisinin dağılımını Bloom'un yenilenmiş taksonomisine göre incelemektir. Liselerde İngilizce dersi programlarındaki konuşma kazanımları ve lise İngilizce ders kitaplarındaki konuşma etkinlikleri arasındaki ilişki ve farklar, taksonominin bilişsel süreç ve bilgi boyutuna göre belirlenmiştir. Karma araştırma deseniyle oluşturulmuş çalışmada, lise İngilizce dersi programları ve lise İngilizce dersi kitaplarından veri toplamak için doküman analizi yöntemi seçilmiştir. Veriler, içerik analizi yoluyla analiz edilmiş ve taksonomi tablosuna yerleştirilmiştir. Bulgular, sıklık ve yüzdeleriyle tablolarda sunulmuştur. Bulgular, Bloom'un yenilenmiş taksonomisindeki boyutlara göre yorumlanmıştır. Çalışmanın sonucunda, 12. sınıf haricindeki tüm seviyelerde, hem programdaki konuşma becerisiyle ilgili kazanımların hem de ders kitaplarındaki konuşma etkinliklerinin çoğunlukla bilişsel süreç basamağında alt düzey kategorilere göre yerleştirildiği ortaya çıkmıştır. Ayrıca, taksonominin bilgi boyutuna göre incelendiğinde, kazanım ve etkinliklerin çoğunun kavramsal bilgi kategorisinde olduğu, hiçbir kazanım ve etkinliğin üst bilişsel bilgiyi hedeflemediği görülmüştür. Çalışma, İngiliz dili öğretimi alanında çalışan program planlayıcılara, ders kitabı yazarlarına ve öğretmenlere öneriler sunmaktadır.

Anahtar sözcükler: Bloom'un yenilenmiş taksonomisi, İngilizce dil öğretim programı, program değerlendirme, kitap analizi, konuşma becerisi

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Symbols and Abbreviations

BRT: Bloom's Revised Taxonomy

CEFR: Common European Framework of Reference for Languages

ELT: English Language Teaching

HOTS: Higher Order Thinking Skills

LOTS: Lower Order Thinking Skills

MoNE: Ministry of National Education

OBT: Original Bloom's Taxonomy

Chapter 1

Introduction

English is the medium of communication in international settings, and therefore, is known as a global language (Crystal, 2003). The increasing importance of English has led to changes in planning language learning policies all over the world. Countries are responsible for providing the best language learning environments for their citizens. To do this, it is essential to design an effective language curriculum and improve the quality of the language teachers and coursebooks.

Designing a language curriculum requires paying attention to some factors like the students (what they already know and what they need), the teachers (how competent they are), the resources provided in the learning environment, the curriculum designers, and the principles of teaching and learning (Macalister & Nation, 2010). Although it takes too much time and effort to design a course, there exists the need for evaluation and update to check and improve its effectiveness after the implementation.

In Turkey, primary education curricula have been exposed to radical changes since 2004 (Aktürkoğlu, 2019). Following the changes in primary education, secondary education curricula have been revised. The Ministry of National Education (MoNE, hereafter) aims at equipping the students with 21st-century skills so as to help them survive in the rapidly changing world through restructuring the education system. As a part of this process, English language curricula in primary and secondary education have been revised respectively. In the revised curricula, teachers are supposed to focus more on communicative activities by assigning students with meaningful tasks rather than asking them to memorize separate items without context. In addition, there has been an effort to make a shift from teacher-centered teaching to student-centered teaching. Teachers are not seen as the only source of knowledge anymore and students are expected to take responsibility for their own learning process.

This chapter first presents the statement of the problem related to the study called "Analysis of Speaking Skill in High School English Language Curricula and Coursebooks in Turkey". Afterwards; the aim and importance of the study, main and sub research questions, assumptions, and limitations are provided respectively. The chapter ends with operational definitions of the keywords.

Statement of the Problem

The quality of ELT in Turkey has always been a matter of debate. Lack of competent teachers, traditional teaching methods, inconsistencies in educational policies, learning environment, and teaching materials are among the major problems in teaching English in Turkey (Alagözlü, 2012). However, since the adoption of the CEFR in 2001 as a guideline to shape the English language teaching process in Turkey, the MoNE has promoted revisions in the English language curricula and coursebooks of both primary and secondary education based on the CEFR (Mirici, 2015).

Although the assumption that starting to learn a foreign language as early as possible is better is still debated in the field of ELT, there is a tendency to introduce English to young children in many countries around the world (Copland & Garton, 2014). In this regard, students in Turkey have been taught English starting at the 2nd grade with the new system adopted in 2013 differing from the previous years. This situation led to changes in the English language curricula, learning outcomes, teaching materials, and assessment tools for all grades between 2nd and 12th. The effectiveness of these changes needs to be evaluated through different studies from several perspectives in the field by the experts.

Aim and Significance of the Study

The present study aims to evaluate the outcomes for the speaking skill in the high school English curricula (9th-12th grades) and the speaking tasks in the coursebooks according to BRT. Evaluation of a language program and a coursebook needs to be done systematically and through a reliable classification system. In Turkey, there are numerous studies (Dağ, 2008; Karababa, Serbes & Şahin, 2010; Coşkun, 2018) focusing on the new curricula and coursebooks from the CEFR perspective. However, it might be necessary to approach the situation from different perspectives. Though Bloom's taxonomy is known as widely used in the field of education, the studies in the field of ELT in Turkey are not enough. There is only a master's thesis (Öztürk, 2019) analyzing the 9th-grade coursebook and English program in general according to BRT.

This research is significant as it aims to help to provide a detailed analysis of the speaking skill in the new curricula and the coursebooks used in the high schools in Turkey according to BRT. As the new curricula put an emphasis on the communicative skills of the students in the foreign language, developing speaking skills is highly important. Therefore, this study intends to focus on the speaking skill to analyze its longitudinal development in the new curricula and coursebooks. At the end of this research, it is expected to provide a great deal of information about the design of the outcomes and activities for the speaking skill according to the different dimensions of BRT.

Although researchers have different definitions for "evaluation", it is agreed that program evaluation should be systematic (Brown, 1989; Rea-Dickins and Germaine, 1992; Lynch, 1996). As the findings of an evaluative study are significant for the decision makers in the planning and revision stages, an investigation should be principled (Rea-Dickins and Germaine, 1998). Bloom's taxonomy is a referenced continuum to classify objectives, and it intends to help teachers and decision-makers in the teaching process to speak the same language (Anderson et al., 2001). Differing from the original taxonomy, the revised table is a two-dimensional framework with "knowledge" and "cognitive" processes (Krathwohl, 2002). The hierarchy between the six levels of cognitive process is not as rigid as in the original taxonomy. The categories "remember", "understand" and, "apply" are presented as

Lower Order Thinking Skills (LOTS) whereas the categories "analyze", "evaluate" and, "create" are known to be Higher Order Thinking Skills (HOTS). Therefore, the taxonomy might function as an aid to help learners become critical thinkers and autonomous learners (Athanassiou et al., 2003). Similarly, the updated high school English curriculum in Turkey is presented as having outcomes to foster higher-order thinking skills and learner autonomy. In this regard, it can be assumed that the activities have been planned accordingly. Chapter 2 provides previous research on Bloom's taxonomy conducted in Turkey and abroad. In this study, the learning outcomes for the speaking skill in the new high school curricula and the speaking activities in the coursebooks will be discussed according to BRT, especially in terms of the effects on improving higher-order thinking skills.

Research Questions

The questions of the study are formulated as follows:

1- What is the distribution of the outcomes for the speaking skill in the English curricula throughout the grades between 9th and 12th in Turkey according to BRT?

2- What is the distribution of the speaking activities in the English language coursebooks throughout the grades between 9th and 12th in Turkey according to BRT?

3- What is the relationship between the outcomes for the speaking skill in the high school English language curricula and the speaking activities in the high school English language course books in Turkey according to BRT?

Assumptions

The high school English curricula and the speaking activities in the course books in Turkey are assumed to have been designed in an order to develop students' speaking skills longitudinally. The curricula intend to cover the learning outcomes starting from A1 level at the beginning of the 9th grade and ending at B2 level at the end of the 12th grade.

Another assumption is that the high school English coursebooks chosen by the MoNE are used by the high school teachers and students. The activities in the coursebooks are assumed to be conducted in the classes according to the high school English curriculum.

Limitations

This study has the following limitations:

First of all, the analysis of the English language curricula and the coursebooks is limited to high schools in Turkey. The curriculum and coursebooks used in primary education (1st-8th grades) are not analyzed in this study.

Secondly, the study is limited to the outcomes for only speaking skills in the high school English curricula in Turkey. The outcomes for the other three skills – reading, writing, and listening- and pronunciation are not included.

Thirdly, only the speaking activities in the books used in public high schools are analyzed.

Finally, the evaluation method of the curricula and the coursebooks is limited to BRT.

Definitions

CEFR: a comprehensive framework prepared to provide a basis for language curricula, syllabi, coursebooks and exams in Europe (Council of Europe, 2001).

Coursebook: a book used by students when they do a particular course of study (Cambridge Dictionary, n.d.).

Curriculum: the design of a course and a path to follow in teaching and learning environments to be able to achieve the target learning outcomes (Richards, 2013:6).

Curriculum Evaluation: Systematic process of collecting, analyzing data for the purpose of judging and assessing the effectiveness of the curriculum to improve its quality (Brown, 1995:24).

Higher Order Thinking Skills: The highest three skills in Bloom's revised taxonomy –analyzing, evaluating and creating- requiring more complexity (Saido & Siraj & Bakar & Saadallah, 2015).

Learning Outcome: The statements that focus on what a student can achieve at the conclusion of a course (Kennedy, 2006).

Lower Order Thinking Skills: The first three skills in Bloom's revised taxonomy–remembering, understanding and applying- requiring basic recognition (Saido & Siraj & Bakar & Saadallah, 2015).

Taxonomy: the study of the general principles of scientific classification (Merriam-Webster, n.d.).

Chapter 2

Literature Review

The aim of the study is to analyze the speaking skill in high school English language curricula and the coursebooks used in the public high schools in Turkey. In this chapter, detailed information is presented about curriculum evaluation, coursebook evaluation, and Bloom's Revised Taxonomy. Finally, the importance of higher-order thinking skills and related research studies are provided.

Curriculum and Curriculum Evaluation

The concept of curriculum has been defined in various ways for centuries (Brown, 1995; Johnson, 1989; Macalister & Nation, 2010; Oliva, 2009; Wiles, 2009) although it has been more popular in the twentieth century. In its Latin root meaning "racecourse", school curriculum was seen as "a race to be run" (Marsh, 2004:3). However, the term has been exposed to different interpretations throughout the years.

According to Print (1993), curriculum is all of the learning opportunities that the educational institutions plan in advance to offer to the students and the experiences students have while the curriculum is being conducted. Therefore, the interaction between students, teachers, and the teaching materials cannot be excluded. Marsh (2004) claims that definitions that approach the concept from a single perspective are incomplete, yet they might have some common characteristics to provide the general idea.

While designing a curriculum, desired outcomes and the most helpful methods to achieve these outcomes should be clarified (Wiggins & McTighe, 2005). In this regard, evaluation is required to check to what extent the desired outcomes are achieved. Although the literature is rich in terms of the definitions of the word 'evaluation', Brown (1989) provides a broader definition: "Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved" (p.223). This definition suggests that data should be collected and analyzed in a systematic way both to improve the curriculum and to assess its worth. Evaluation

of the curriculum is of significant importance as an educational program is not complete unless this phase is conducted. (Nunan, 1988).

Brown (1989) implies that the parties involved (parents, teachers, administration, government) will have an impact on the evaluation process. Therefore, the approaches in curriculum evaluation differ from each other depending on the people who evaluate and the specific purpose of evaluation.

Purposes of Curriculum Evaluation

Teaching programs are subject to evaluation for different purposes. Rea-Dickens & Germaine (1992) suggest that evaluation has two main functions to serve which are explaining the current applications in the program and getting informed about these applications to be able to make changes.

Although the overall purpose of an evaluation is providing feedback to decision-makers to improve the efficiency of a program, specific purposes can be summarized as analyzing the needs, reporting how the program has been applied, measuring the outcomes, making a comparison with the alternative programs, presenting information to keep and improve the quality, and identifying the negative side effects (Posavac & Carey, 2003).

Parallel to the abovementioned researchers, Rosenbusch (1991) agrees that one main purpose of an evaluation is to investigate if the outcomes are achieved or not. However, he adds that program evaluation is also performed to analyze whether or not the philosophy behind the program, the goals, classroom applications used for teaching and assessment are in coherence with each other. Similar to this perspective, this research study aims to evaluate the speaking skill in the high school English language program and the coursebooks to check the coherence between them according to BRT.

Dimensions of Evaluation

There are different program evaluation approaches depending on the purpose of evaluation. Brown (1995) proposes that these approaches are based on three dimensions: formative vs. summative, process vs. product, and quantitative vs. qualitative. While evaluating a program, these dimensions can be used in complementary depending on the specific context of education, students, teachers, and administrators.

Formative vs. Summative. Formative evaluation takes place during the implementation of the program often at least twice with the aim of improvement (Scriven, 1991) whereas summative evaluation is conducted after the program has been implemented to check whether the program was effective (Brown, 1995). The differences between formative and summative evaluation are mainly due to the purposes for collecting data. Macalister & Nation (2010:126) compare formative and summative evaluation as in Table 1 below:

Table 1

Comparison of Formative and Summative Evaluation

	Formative	Summative
Purpose	Improve the course	Judge the course
Type of Data	More likely to look at causes, processes, individuals	More likely to look at results, standards, groups
Use of Data	Used for counselling, mentoring, professional development, setting goals, adapting material	Used to make decisions on adequacy
Presentation of Findings	Presented to and discussed with individuals	Presented in a report

Process vs. Product. Process evaluation focuses more on what is happening in the program. On the other hand, product evaluation emphasizes the goals which are expected to be achieved at the end of the program. Therefore, formative evaluation looks at the process more while summative evaluation focuses on the product (Brown, 1995).

Quantitative vs. Qualitative. Both qualitative and quantitative data can be used in program evaluation. Quantitative data are displayed in numbers and statistics. Student rankings, number of students in a class, exam scores are some examples of quantitative data. However, sometimes it can be really difficult to deal with lots of numbers. Therefore, finding common patterns to interpret quantitative data is especially helpful while working with a large number of people (Richards, 2001). On the other hand, Brown (1995) advocates that qualitative data might yield "as complete and useful" results as possible when implemented systematically. Still, some believe that qualitative data are not "scientific" as they are collected mostly through observations and interviews. Therefore, qualitative and quantitative data can be gathered to complement each other in a mixed-method evaluation design. The current study aims to collect qualitative data from the curriculum documents and coursebooks, and quantitative data from the frequencies and percentages of the speaking tasks and outcomes in the curriculum.

Overview of Turkish Ministry of National Education English Language Curriculum

Although it was not the first time for Turkish people being exposed to foreign languages, educational reforms led Turkish students to find more opportunities to get acquainted with foreign languages after the Republic of Turkey was founded by Mustafa Kemal Atatürk in 1923 (Alptekin & Tatar, 2011). As a result of these reforms, many university students were able to study at European universities. Consequently, they both learned the language they were exposed to and mastered in their fields. Following that, English-medium instruction started to appear at universities in Turkey with the foundation Middle East Technical University in 1956 and Boğaziçi University in 1971. Attempts to teach English have also been made in secondary education with Anatolian High Schools in which some of the school subjects were taught in English (Demirel, 1990).

Turkey's international policies, relations with great powers in the world and European countries, and technological and economic developments influenced English language education in Turkey directly (Kırkgöz, 2009). Students started to be introduced to English in the fourth grade with the educational reform in 1997 (Sarıçoban, 2012) and later, at the second grade in 2012. With these changes, the MoNE aimed that students would be exposed to English at an earlier age and for longer periods so that they could learn it better. Apart from decreasing the age that the students start learning English, the English language curricula and the coursebooks have been designed according to the CEFR principles since the CEFR was adopted as a guideline in foreign language teaching by the member countries of the Council of Europe in 2001. Students are supposed to be basic users (A1/A2 level) in the 9th grade and they are expected to be proficient users (B2+ level) at the end of the 12th grade according to the CEFR (MoNE, 2018b). The MoNE adopted an action-oriented approach to follow the principles of the CEFR with the revisions in the English language education curriculum. Therefore, the revised curriculum has been devised to present English "as a means of communication" (MoNE, 2018a:3). In the revised program, it is emphasized to foster learner autonomy and problem-solving skills through authentic materials and appropriate tasks. Students are encouraged to use the language interactively instead of focusing on the grammaticality of the structures. Students need to be motivated to learn the language, so the curriculum intends to make the process of learning English fun for them through enjoyable activities. Four language skills are presented in an integrated way and students are provided with different assessment tasks to serve the language learning goals (MoNE, 2018b). To conclude, the revised curriculum aims to achieve the goal of guiding the students to be "autonomous" learners and "effective communicators of English" (MoNE, 2018b). In this regard, this study intends to examine the learning outcomes in the curriculum and the tasks for the speaking skill in the coursebooks in terms of fostering higher-order thinking skills of high school students.

Curriculum Evaluation Studies Conducted in Turkey

There have been numerous studies carried out to evaluate the effectiveness and success of the revised English curricula from different aspects over the years as evaluation is accepted as an indispensable part of a program (Nunan, 1988; Rea Dickins & Germaine, 1998). In this section, a review of the previous studies on program evaluation is presented with their varying approach, purpose, and scope.

Babacan (2016) analyzed the 9th grade English language curriculum in terms of holistic education. In this mixed-method study, both quantitative and qualitative data were collected from teachers and students from Denizli, Turkey. Moreover, document analysis was carried out with the 9th grade curriculum, workbooks, exams, and photographs from schools. Content analysis and statistical analysis methods were used to interpret the data. The study concluded that the 9th grade English curriculum was not designed in accordance with the holistic education although the stakeholders thought that it was necessary to design the materials and classes accordingly.

Fırat (2016) evaluated the English language programs used in preparatory schools of four universities in Ankara in terms of learner autonomy. The study aimed to investigate to what extent and how these programs try to encourage learner autonomy. In this qualitative study, data were course syllabi, student handbooks, descriptions of program development, and instructors' perceptions. The data were gathered from the administrators and the instructors working in the curriculum development unit. Reinders' framework with eight stages was used to evaluate the programs and the data were analyzed through content analysis. The findings suggested that the programs intended to foster learner autonomy to some extent in all stages according to the framework excluding the fourth stage. The study demonstrated that the programs did not involve the students in the process of selecting learning materials. The interviews with the voluntary instructors revealed that they believed the programs should be more flexible with goal setting and assessment tools by providing the students with choices.

Coşkun (2018) compared the 11th grade coursebook and curriculum to find out to what extent the outcomes of the class align with B2 level outcomes according to the CEFR. She analyzed the outcomes in the curriculum and the activities in the coursebook in detail using the document analysis method. She reported that both the activities in the coursebook and the objectives in the curriculum are suitably designed for B2 level learners to some extent. However, the study suggested that some objectives need revision while some new objectives should be added according to the B2 level in the CEFR. Similarly, the researcher concluded that the coursebook needs to be revised so that the activities that are related to B1 or C1 levels can be adapted to the B2 level.

Likewise, Yüce (2018) evaluated the 9th grade English language curriculum from the CEFR perspective. In this qualitative study, the data were collected through document analysis, interviews, and observations and analyzed through descriptive analysis. The analysis of the curriculum according to the proficiency descriptors of the CEFR, the interviews with the Anatolian high school teachers, and the observations made in Anatolian high schools showed that the curriculum is not fully compatible with the CEFR principles. The tasks were found to be appropriate to the level and communicative needs of the students; however, there exists the need for some changes in the course materials and course hours. Besides, it was proposed that self-assessment and in-service training workshops are needed to be able to implement the program more effectively.

In her mixed-method study, Alabaş (2019) analyzed the English language programs of the MoNE for 2nd -8th grades. The data were the English language curricula and the syllabi for these grades, views of one specialist and two English language teachers working for the MoNE. Analyzing the documents through content analysis, the results revealed that the programs were in line with the principles of the CEFR. It was also seen that the English language teaching program for 2nd-8th grades followed the latest trends in language teaching and emphasized the importance of the use of authentic language. The results were mostly positive about the variety of tasks and the assessment tools except for the inadequacy of the technology integrated activities, pronunciation practice, and presentation of the target culture. The interviews revealed that the teachers had generally positive thoughts on the content, outcomes, and tasks; however, they stated that the class

hours were insufficient, technological and cultural elements are not satisfactorily involved in the curriculum, and the teachers' practice did not conform to the theory of the curriculum. The study suggested some strategies to help the English language teachers take precautions for these problems.

In Özden's (2019) qualitative study, the updated 2nd grade English curriculum was evaluated according to Eisner's educational criticism model. She collected data from 16 English teachers in 16 different schools through interview forms during the 2018-2019 academic year. Descriptive data analysis demonstrated that teachers were positive about the updated 2nd grade English curriculum in general except for the appropriateness of the assessment to the program and the adequacy of the coursebook, activities, and the period of subject. The study suggested increasing the weekly English course hours.

Öztürk (2019), on the other hand, evaluated the 9th grade English program comparing it to the coursebook according to the cognitive process and the knowledge dimensions of Bloom's revised taxonomy. In this mixed-method study, the objectives in the curriculum and the coursebook activities were analyzed through content analysis. It was detected that the outcomes for the English language course for 9th grade students do not help them improve their higher order thinking skills enough. The study ended with suggestions to teachers, program designers, and coursebook writers to support the students' higher-order thinking and metacognitive skills.

Aksoy (2020) evaluated the 2017 updated secondary English curriculum from the perspective of Stake's (1967) congruence-contingency model. In this mixed-method study, data were collected through document analysis, interviews, structured questionnaires, and in-class observations. He gathered data from 96 English language teachers from different cities in Turkey through a questionnaire and 7 English language teachers who work at a public school in Ankara through the interviews. Besides, he observed classes at four different grades in the same public school. The findings demonstrated that although the teachers' perceptions of the updated curriculum were mainly positive, there seemed to be a gap between the suggestions in the curriculum and the applications carried out in classrooms. The elements of theme-based teaching and communicative language teaching, and the use of alternative assessment tools are given as examples of this gap.

Güde (2021) conducted a study in which she evaluated the outcomes in the secondary school preparatory class English language program according to the cognitive process and knowledge dimensions of BRT. In this qualitative study, she carried out a document analysis and categorized the outcomes into the categories of the taxonomy. Document analysis was used for data analysis. The findings of this study indicated that the outcomes in the secondary school preparatory class English language program mostly focused on lower-order categories according to the cognitive process dimension. In terms of the knowledge dimension, it was suggested that there were not any outcomes aiming to improve metacognitive skills. Most of the outcomes were determined to be based on conceptual knowledge.

To sum up, there have been studies on program evaluation in the field of language education in Turkey conducted at different levels and from various aspects. Through this study, it is aimed to contribute to the studies in the field from a different perspective.

Significance of Coursebooks in English Language Teaching

Materials are an indispensable component of language teaching no matter what different forms they might have (Richards, 2001:251). As an important teaching material in language education, coursebooks have been widely used in ELT for years owing to the advantages stated below:

Coursebooks help reduce teachers' workload and stress (Nunan, 1998) since they are ready-made materials for the teachers. As Hutchinson and Torres (1994) point out, coursebooks serve as a solid framework to meet the varying needs of the students in a classroom, thus provides a secure atmosphere for the teachers and students. Apart from presenting a clear and systematic outline, Ur (1996) argues that coursebooks are advantageous because a) they might function as a syllabus, b) they guide novice teachers, and c) they lead the students to become more autonomous by monitoring their own progress. Additionally, coursebooks are preferable because they provide attractive texts with colourful design, alternative tasks, opportunities for revision, extra materials like workbooks and CDs for the students (Harmer, 2001; Richards, 2001). Richards (2001) adds that coursebooks supply actual language models and input, and support non-native teachers.

Despite all the advantages abovementioned by different researchers, coursebooks have been criticized a lot for their limitations and possible disadvantages.

Because coursebooks are marketing products and prepared in advance, Ur (1996) suggests that they have the following disadvantages:

- As each class is unique, a single book cannot address to the needs of every class.

- The topics might be outdated, irrelevant, or boring for some classes.

- They might have "irrelevant, uninteresting", irritating or offensive cultural issues.

- As they aim to reach the average students, they may not address the students with different abilities and proficiency levels.

- Teachers might avoid taking initiative and cover the book without adapting it according to the specific needs of the class.

Richards (2001) proposes that coursebooks are expensive for many students in different parts of the world and they sometimes provide "inauthentic language" as they are designed to have didactic points. He maintains that coursebooks have to demonstrate "an idealized view of the world" as they are commercial products that need to be accepted by the majority.

Harwood (2005:154) presents the three views on the use of textbooks in classrooms as in *Figure 1*. Although both the strong and weak anti-textbook approaches focus more on the disadvantages, the weak anti-textbook approach provides some flexibility and the possibility to make revisions where necessary. However, the strong anti-textbook attitude emphasizes that the coursebooks are commercial products and their priority is being sold rather than being pedagogically effective.

When all these advantages and disadvantages are taken into account, the necessity and importance of coursebook analysis become clearer.

Strong anti-textbook	Weak anti-textbook	Pro-textbook
Textbook content, no matter of how unsound and inaccurate it may be, is reified, officially sanctioned, and beyond criticism of both teachers and learners	There is scope for both teachers and learners to be misled by textbook content	Teachers and learners make their own minds up about the accuracy of a textbook's content
The individual teacher is in a better position than the textbook writer to determine an appropriate syllabus for their learners. No matter how much structure the textbook can provide, if its syllabus is unsound, teachers and learners will suffer	While the textbook can provide structure, its syllabus should be flexible enough to allow the local teacher to input additional locally appropriate content	Textbooks provide the teacher and learner with a more considered syllabus and structure than week-by-week planning on the part of the teacher
Textbook writers' (and publishers') knowledge of applied linguistics research is patently lacking	Textbooks are taking far too long to incorporate the findings of applied linguistics research	Textbooks are products of years of research and dialogue between teachers, writers, and publishers
Textbooks do not make life easier for the teacher since the material will not be appropriate for local contexts and is unsound	Textbooks may make life easier for the teacher if the material is locally appropriate and pedagogically sound	Textbooks make the overworked teacher's life easier by doing their work for them
The fact a textbook is a commercial artefact means the pedagogical soundness of the materials will inevitably suffer	The fact a textbook is a commercial artefact means the pedagogical soundness of the materials may suffer	There is no inherent tension between sound pedagogy and product marketability

Figure 1. Summary of the views about the use of textbooks

Coursebook Evaluation

Being one of the most used teaching materials, coursebooks need to be evaluated in terms of their effectiveness (Rea-Dickens and Germain, 1992:5). Teachers of English should be good evaluators as a part of their profession. Thus, they can better plan their lessons seeing the strengths and weaknesses in the book (Sheldon, 1988), which meanwhile contributes to their professional development (Cunningsworth, 1995). As not a single coursebook is perfect, teachers might identify their priorities depending on the specific needs of their learners and the learning context. They analyze the tasks and the format of the book. They need to think of the possible ways to compensate for the weak points of the book and this awareness-raising role of coursebook evaluation finally contributes to teachers' improvement. As a result, when teachers know the content, tasks, and format of the book in detail, it is easier for them to teach more effectively and more confidently.

Although the teachers benefit from coursebook analysis, it is important not to be subjective in this process (Hutchinson and Waters, 1991). Therefore, Nunan (1988) believes that systematicity is the key to the efficiency of the coursebook evaluation. Similarly, Byrd (2001) suggests that coursebook analysis be conducted in a systematic way to check whether the material suits the students, teachers, and the curriculum applied. To ensure this, it is important to follow "certain guiding principles using carefully designed criteria" during the evaluation process (Rea-Dickens and Germain, 1992:4).

Coursebook Evaluation Models

Although it is mostly agreed that coursebook evaluation should be systematic, the literature is rich in terms of the variety of the methods, types, and criteria proposed by different people. The methods put forth by different scholars are presented chronologically as in the following:

Grant's model of coursebook evaluation. Grant (1987:119) contends that teachers should evaluate a book to determine the best book for their students "since the perfect book does not exist". He maintains that the book should fit the teacher, students, and official public teaching syllabi and examinations in a country. It can be concluded that the teachers need to evaluate the book to be able to adapt it to their students, teaching styles, and exams even if they are not given any chance in the decision-making process.

Grant (1987) believes that coursebook evaluation is a three-staged process with initial evaluation, detailed evaluation and, in-use evaluation respectively.

At the initial evaluation stage, the coursebook is evaluated according to a test called "CATALYST" suggested by Grant (1987). In fact, the name of the test is an acronym in which eight letters stand for eight questions to consider in the evaluation process:

C- Communicativeness (Does the book have activities for students to use the language communicatively?)

A- Aims (Do the aims stated in the book correspond to your aims?)

T- Teachability (Is it easy for the teacher to use the book?)

A- Availability (Are there any additional materials such as teacher's book, workbook, or CDs?)

L- Level (Is the level of the book right?)

Y- Your impression (Is your overall impression positive?)

S- Student interest (Does it seem to be interesting for your students?)

T- Trying and testing (Has the book tried and tested in a real classroom before? Where and by whom? What are the results?)

If the coursebook passes the test above, the coursebook is exposed to detailed evaluation, which is the second stage. The evaluators are expected to fill in a three-part questionnaire investigating its suitability for the teacher, students, and the syllabus being followed. By choosing "yes", "partly" or "no" for each question, the evaluators make a decision in the end; however, Grant (1987) admits that even such a detailed questionnaire does not guarantee that the coursebook will work in the classroom. If the coursebook passes this stage, it is started to be used.

Grant (1987) recommends conducting an in-use evaluation to identify the strong and weak aspects of the book and to check whether it is an effective teaching tool or not. At this stage of constant evaluation while using the coursebook, it is possible to make observations and take notes in the class, having meetings with colleagues using the same book, and making use of student questionnaires.

Hutchinson's model of coursebook evaluation. Hutchinson (1987) believes that material evaluation process should be taken seriously because while selecting and evaluating a coursebook, teachers can set their priorities, analyze their teaching environment better, and improve their own teaching behaviors in the classroom.

He regards evaluating the coursebook as "a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available solutions". Therefore, the teachers need to evaluate the book in detail

through the four stages. According to Hutchinson (1987), the first thing to do is defining the criteria that the evaluation will be based on. After determining the criteria, the second step is analyzing the nature of the particular teaching/learning situation. The third stage requires the teacher to analyze the nature of the coursebook. At the final stage, the teacher needs to compare the findings of the two analyses and reach the conclusion about how far the coursebook matches the needs of the learners. Hutchinson (1987:42) illustrates this process as in *Figure 2*:
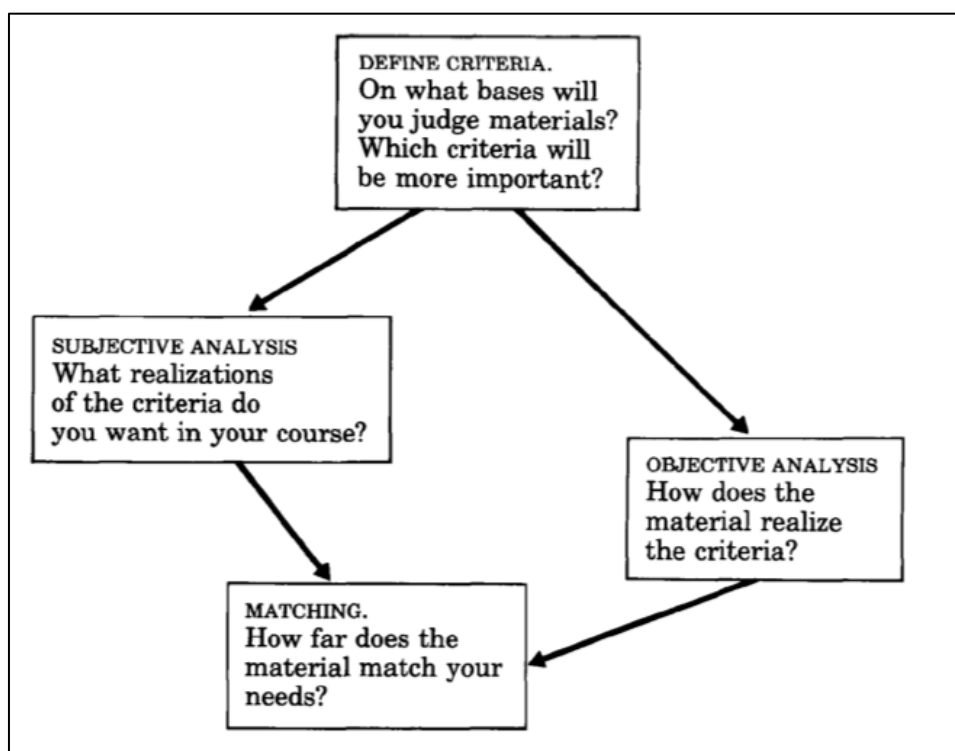
Figure 2. Materials evaluation stages

McDonough and Shaw's model of coursebook evaluation. McDonough and Shaw (1993) suggest evaluating textbooks in three stages: external evaluation, internal evaluation, and overall evaluation.

In external evaluation, teachers briefly check the cover, introduction, and table of contents. Thus, they can have an idea about the intended audience, proficiency level of learners, the objectives stated in the coursebook, and the organization of the units. Besides, they might check whether or not there are any supplementary tasks and tests, the book is culturally biased, the layout is clear to

follow. If the coursebook is found to be appropriate at the end of the external stage, it is exposed to internal evaluation.

Internal evaluation requires the evaluators to analyze at least two units in the coursebook in detail in terms of the distribution of the four skills, authenticity, and appropriateness of the texts and tasks, learners with different learning styles.

Overall evaluation is conducted following the internal evaluation. There are some parameters suggested to be used at this stage (Mc Donough & Shaw,1993, p.70):

- Usability: How can the coursebook be integrated into the syllabus?
- Generalizability: Can the coursebook be used as a whole or with some units/parts?
- Adaptability: Is it possible to add, extract, shorten some parts when necessary?
- Flexibility: How flexible is the book in terms of sequencing the units/tasks?

In conclusion, McDonough and Shaw (1993:75) provide a clear framework to evaluate a coursebook. Keeping their suggestions in mind might help the teachers think of ways how to adapt the coursebooks according to their students' needs and the syllabus.

Cunningsworth's model of coursebook evaluation. Cunningsworth (1995) contends that coursebook evaluation can be conducted for different purposes like selecting a new coursebook, determining the strong and weak aspects of the books that are already being used, and helping teachers familiarize themselves with the material. He distinguishes evaluating for potential from evaluating for suitability (p.15). While *evaluating for potential*, there is no specific group of learners in mind. It is evaluating a book in general and for its potential advantages as often done in teacher-training courses. On the other hand, *evaluating for suitability* is conducted to identify to what extent the coursebook is suitable for a specific group.

Cunningsworth (1995:3) suggests a basic checklist for the evaluation and selection of the coursebooks with the eight criteria stated below:

1) Aims and approaches: To what extent do the aims of the coursebook correspond with the aims of the program and with the needs of the learners?

2) Design and organization: Is the layout and sequence of the content clear?

3) Language content: Does the coursebook provide the learners with the grammatical structures, vocabulary, and pronunciation items that they need to learn?

4) Skills: How well are the four skills covered and integrated?

5) Topic: Ate the topics interesting and far from any cultural biases?

6) Methodology: Are the techniques appropriate for the learners and program?

7) Teachers' books: Are they supportive enough?

8) Practical considerations: Is the book long-lasting, easily available, and affordable?

In his checklist, he provides detailed questions for each criterion to help the evaluator. However, he clearly states that teachers can modify the checklist depending on their own priorities and needs.

Ellis's model of coursebook evaluation. Ellis (1997) divides coursebook evaluation into two main categories as predictive and retrospective evaluation. Predictive evaluation takes place for the purpose of selecting the book that will be used. Ellis (1997) recommends two ways to carry out a predictive evaluation. The first way is to follow what "expert reviewers" in reliable journals state about the book. The other way is conducting a predictive evaluation using the guidelines and checklists provided in the literature so that the evaluation could be systematic.

On the other hand, teachers need to evaluate the coursebook that they have already used retrospectively to determine whether it has worked in their specific teaching environment. According to Ellis (1997), retrospective evaluation also helps teachers improve the checklists they use for predictive evaluation. He maintains that most teachers usually prefer conducting coursebook evaluations impressionistically by assessing the overall enthusiasm and participation of the students during the course. Empirical evaluations which require collecting information more systematically are less common because they are more time-consuming. However, Ellis (1997) suggests making use of micro-evaluations to facilitate empirical evaluation. For micro-evaluation, teachers can select a specific task of their choice from the coursebook and evaluate it practically and validly.

Coursebook Analysis Studies

There have been various studies on coursebook analysis conducted both in Turkey and in other countries around the world. In this section of this research, some of these studies are presented with their varying instruments and contexts.

Litz (2005) conducted a study to find out the effectiveness of the textbook called *English Firsthand 2* which was used by undergraduate science students at the University of Sung Kyun Kwan. The textbook was evaluated for its suitability for this specific program. In this comprehensive study, data were collected through a questionnaire for eight instructors, a questionnaire for 500 students, and a needs analysis for the students. The questionnaire had questions about the language type, content, skills, layout and design, cultural issues, and practical considerations. According to the findings, the textbook was satisfactory in terms of its layout, skills, and tasks; however, lack of authenticity and repetitive activities were criticized. At the end of the study, some recommendations were provided for the instructors to compensate for these weaknesses of the coursebook.

Sevi (2006) aimed to evaluate *English Today-8*, 3rd grade coursebook used in state schools in terms of communicativeness and the principles of the Multiple Intelligences Theory. In this quantitative study, data were collected from 265 students from Ankara, Bursa, and Mersin through a needs and interests analysis questionnaire. A second questionnaire was given to 30 teachers to reflect their opinions on the effectiveness of the activities in the coursebook. The findings of the

study revealed that the students expressed their goal as learning the language for communication. The student questionnaire demonstrated that the students differed in terms of their intelligence profiles. However, the teachers believed that the activities in the coursebook were not satisfactory in terms of the ideas in the Multiple Intelligences Theory. They found the activities limited both in number and variety to cater to the needs of students with different intelligence profiles. Therefore, the study presents various supplementary activities to address each student's needs and interests.

Özdemir (2007) intended to explore the perceptions of 4th grade students and teachers in public schools about the English coursebook *Time for English 4*. Data were collected through a student questionnaire, a teacher questionnaire, and a teacher interview to evaluate the coursebook in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. 102 randomly selected students and 15 teachers took part in the study through the questionnaires. Six of these teachers were also interviewed to collect some qualitative data. The findings revealed that the coursebook was found to be satisfactory by both the students and the teachers; however, the students had more positive attitudes towards the coursebook. Both the students and the teachers were content with the visual design of the book, the presentation of vocabulary and language items, the activities and exercises, organization, approach, purpose, and the supporting sources. Students reported that the instructions and the songs in the coursebook could have been better while the teachers stated some shortcomings about the teachers' book, the number of vocabulary items, the number of units, and the presentation of grammar.

In her master's thesis, Can (2011) sought to find out how proverbs were taught in the coursebooks used in Anatolian Teacher Training High Schools in Turkey. In order to explore future English teachers' perceptions about learning English proverbs in these schools, freshman ELT students were given a questionnaire and a semi-structured interview was held with voluntary students. The coursebooks used in these schools were evaluated in terms of the use of proverbs through an analysis form and a checklist. According to the findings, the teacher trainees reported that they did not feel comfortable with the English proverbs as their teachers and coursebooks did not teach them sufficiently. However, these students

were found to be willing to learn English proverbs. The analysis of the coursebooks revealed that there was almost no place for the proverbs in the coursebooks published in Turkey while the international coursebooks contained relatively more proverbs.

Lawrence (2011) conducted an empirical study to test to what extent the New Senior Secondary textbooks meet the objectives of the curriculum in Hong Kong. Major data sources were the results of the post-evaluation of the textbook (the Theme book of the Longman Elect series) using a self-constructed checklist and the interviews conducted with the two teachers who were involved in the evaluation process. The results of the checklist piloted by the two teachers and the interviews with the same teachers indicated that the framework was effective to help the teachers identify the strengths and weaknesses of the coursebook. Although the teachers found the checklist quite satisfactory, they had some suggestions to make it more practical and useful. The teachers also recommended avoiding the use of ambiguous technical words in the statements in the checklist and adding the option 'not applicable' to the checklist. However, the use of post-evaluation through a detailed checklist was reported to be impractical in real-world limitations.

Boyraz (2018) investigated the perceptions of English language teachers and eighth grade students about the coursebook *Moonlight*. In the study, quantitative data were collected through the checklists provided to 65 teachers and 300 eight grade students. Qualitative data were gathered through semi-structured interviews with 15 teachers and focus-groups interviews with 10 teachers. The participants were all from five districts of Adana, Turkey. Quantitative data were analyzed through SPSS 24.0 whereas content and thematic analysis methods were used to interpret the qualitative data. The findings revealed that the coursebook was perceived to be a convenient size, have an attractive cover page, and present useful workbook activities. On the other hand, the coursebook was criticized for especially pronunciation, grammar, and vocabulary parts. In addition, some topics were found to be irrelevant. Cultural considerations were reported to be inadequately covered. The participants also stated that the coursebook did not provide chances for students with different learning styles. In conclusion, both the teachers and the students taking part in the study mostly had negative attitudes towards the coursebook.

Elmalı (2019) evaluated the speaking activities in the 11th grade coursebook *Silver Lining* in terms of the criteria of the classroom-based assessment in order to explore whether or not the coursebook involves teachers and students actively in the process of assessment. Document analysis was carried out and a checklist prepared from the perspective of CBA was used. The results showed that the activities were mainly satisfactory in terms of their communicative aspect and the cognitive demand they placed on students. The objectives of the coursebook were suitable for the speaking tasks. Nevertheless, some activities were found to be limited in the aspects of the variety of input, the sufficiency of context, and the existence of meaningful purpose. Moreover, the range of activities proved to be distributed unevenly.

In her master's thesis, Öz (2019) carried out a post-use evaluation of the coursebook *New Language Leader Intermediate* from the perspectives of students and instructors. 202 students and 20 instructors from a preparatory school at a public university in Turkey took part in the study. Quantitative data were collected through a researcher-developed survey from the students and the instructors. The questionnaire had open-ended questions to gather some qualitative data. Qualitative data were also gathered through semi-structured interviews with students and instructors. The results of the quantitative data showed that both the students and the instructors were moderately satisfied with the coursebook. Qualitative data demonstrated the strengths and weaknesses that the participants identified in the coursebook. The findings indicated that the participants agreed that the variety of text types was not sufficient. It was also found that the coursebook was repetitive in terms of presenting new grammar items. Regarding the issue of skills coverage, the students and the instructors were in disagreement. Whereas the students were quite content, the instructors did not find the coursebook satisfactory in terms of providing enough practice for each skill. As for the strengths, it was found that the coursebook promoted cultural diversity.

Bloom's Taxonomy

Although the idea of developing a method to classify educational objectives appeared during the 1948 American Psychological Association Convention, the first handbook of "Bloom's Taxonomy" was published in 1956 (Forehand, 2010). In this taxonomy, there are six categories in the cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories order "from simple to complex and from concrete to abstract" (Krathwohl, 2002). Due to its hierarchical structure, students first need to master the previous categories before going further. Kennedy (2006:27) displays the hierarchical structure of Bloom's Taxonomy as in *Figure* 3:

Figure 3. The structure of Bloom's taxonomy

Bloom believed that the taxonomy was multifunctional providing a basis for learning goals, educational activities, and assessment. Besides, it has often been used to classify curricular objectives and test items (Krathwohl, 2002). It has been assumed that the higher the stage in the pyramid is, the more complex the skills are. Except for the "application" stage, others have subcategories. The complete structure of Bloom's taxonomy illustrated by (Krathwohl, 2002:213) is displayed in Table 2.

Bloom's original taxonomy has been used by teachers, material and curriculum designers for years although it was not appreciated much at first (Anderson et al., 2001; Krathwohl, 2002). However, it has been exposed to several criticisms. First, it has been criticized for having a cumulative hierarchical structure and this has been seen as a negative aspect by some educators while designing a program (Ormell, 1974). Similarly, Furst (1994) criticizes that the original taxonomy is one-dimensional. Therefore, cognitive processes are considered to be in strict order from simple to complex although they might overlap. Another criticism is that although "synthesis" is more complex and demanding than "evaluation" (Kreitzer & Madaus, 1994), the category "evaluation" is at the top of the higher-level order thinking skills. In order to compensate for the shortcomings in OBT and meet the needs caused by the recent developments in education, a team of researchers led by Krathwohl presented the revised version of the taxonomy in 2001 (Anderson et al., 2001). In the revised taxonomy, they tried to "use common language" and suggested useful examples about how to apply the framework.

Table 2

Complete Structure of Bloom's Taxonomy

1. Knowledge	1.1 Knowledge of specifics
	1.1.1 Knowledge of terminology
	1.1.2. Knowledge of specific facts
	1.2 Knowledge of ways and means of dealing with specifics
	1.2.1 Knowledge of conventions
	1.2.2 Knowledge of trends and sequences
	1.2.3 Knowledge of classifications and categories
	1.2.4 Knowledge of criteria
	1.2.5 Knowledge of methodology
	1.3 Knowledge of universals and abstractions in a field
	1.3.1 Knowledge of principles and generalizations
	1.3.2 Knowledge of theories and structures
2. Comprehension	2.1 Translation
	2.2 Interpretation
	2.3 Extrapolation
3. Application	-
4. Analysis	4.1 Analysis of elements
	4.2 Analysis of relationships
	4.3 Analysis of organizational principles
5. Synthesis	5.1 Production of a unique communication
	5.2 Production of a plan or proposed set of operations
	5.3 Derivation of a set of abstract relations
6. Evaluation	6.1 Evaluation in terms of internal evidence
	6.2 Judgments in terms of external criteria

Bloom's Revised Taxonomy

BRT is different from OBT in several aspects with the changes it has brought about the terminology, structure and emphasis (Anderson et al., 2001).

Changes in terminology. The first change about the terminology is converting the name of the categories to make them consistent with the statement of educational objectives.

Secondly, the category "knowledge" was renamed as "remember". "Knowledge" became a dimension rather than a category. The subcategories of the "knowledge" were reframed and divided into four.

Third, the subcategories of the cognitive process were rephrased with their verb forms. The categories "application, analysis, evaluation" were relabeled as "apply, analyze, evaluate" respectively.

Finally, the two major categories "comprehension" and "synthesis" were retitled as "understand" and "create" respectively.

Changes in structure. One significant difference is that BRT is two-dimensional as opposed to the single dimension of the OBT. The two dimensions are knowledge and cognitive process. Thus, an outcome statement can be stated by a noun or a noun phrase to present the content and a verb or a verb phrase for the cognitive process.

Secondly, a more flexible structure is suggested in BRT rather than the strict cumulative hierarchical structure of the OBT.

Another change is about the order of "synthesis". The category "synthesis" in OBT was rephrased as "create" in BRT and its order was replaced by "evaluate". Since the ability to create has been considered more complex than to evaluate, the former is at a higher place in the revised version.

The final change in terms of the structure is the addition of "metacognitive knowledge" to the knowledge dimension. The knowledge dimension has four subcategories and the cognitive process dimension has six categories in the BRT. Structural changes can be seen in *Figure 4* (Anderson et al. 2001:268) below:
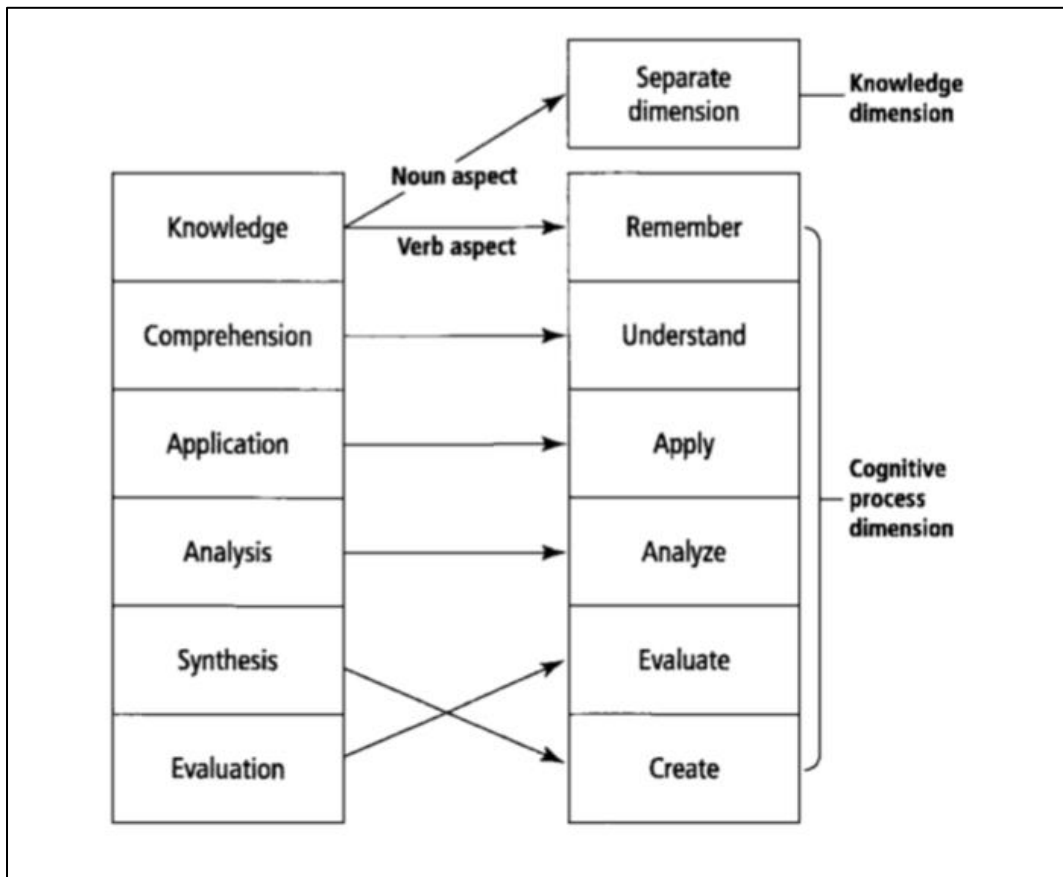
Figure 4. Summary of the structural changes in BRT

Changes in emphasis. To begin with, differing from the focus on assessment in the OBT, the revised version emphasizes the use of BRT in curriculum planning, instruction, and assessment.

Next, the revised version includes examples mostly for elementary and secondary school teachers as opposed to the original version focusing on higher education. Therefore, BRT addresses a larger audience enlarging its examples.

Another change in the revised taxonomy is that sample assessment tasks are presented to clarify and illustrate the categories. Unlike the BRT, the initial version focused more on model test items.

Finally, the subcategories are emphasized in the revision whereas the original version explained the six major categories in detail.

The revised version of the taxonomy table with two dimensions can be seen in Table 3 (Anderson et al., 2001:28).

Table 3

Bloom's Revised Taxonomy

Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural						
Meta-cognitive						

Dimensions of Bloom's Revised Taxonomy

The knowledge dimension. In their book, Anderson et al. (2001) state that they decided on the four main types of knowledge among many different types. Factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge are the four categories in this dimension. The first three types were subcategories of the knowledge level in the original taxonomy. Metacognitive knowledge was included in the revised version of the taxonomy as the fourth category. Each category is divided into subcategories.

Factual knowledge. Factual knowledge is the basic piece of information that students need to learn in a specific discipline or subject matter (Anderson et al., 2001). This type of knowledge is usually not very abstract. The two subcategories are knowledge of terminology and knowledge of specific details and elements.

Knowledge of terminology refers to the knowledge of specific labels and symbols --either verbal or nonverbal- in a specific subject matter (Anderson et al., 2001). Experts might find it impossible to communicate in their area without using these specific terms. Therefore, learners first need to recognize the terminology in their field. Knowledge of the alphabet and the phonetic symbols can be counted as examples from the field of ELT.

Knowledge of specific details and elements includes either very specific or approximate knowledge of people, locations, events, dates, and sources of information (Anderson et al., 2001). Since every subject has a lot of specific facts, educators need to decide what specific information is more important to teach.

Conceptual knowledge. Conceptual knowledge is more complex than factual knowledge as the former is about the relationships between and among different pieces of information. To display the link between interconnected parts, conceptual knowledge is composed of the knowledge of categories and classifications; principles and generalizations; theories, models, and structures.

Knowledge of categories and classifications requires understanding the relationships between concepts. Therefore, it is often more abstract and more difficult to learn than factual knowledge (Anderson et al., 2001). For example, knowledge of the parts of speech is an example of knowledge of categories and classifications in ELT.

Knowledge of principles and generalizations is "broad ideas" formed by categories and classifications (Anderson et al., 2001). As it requires the ability to organize, summarize, and relating the concepts, students might find it difficult to understand.

Knowledge of theories, models, and structures is more abstract than the other two subcategories. It is broader and more abstract since it is composed of knowledge of principles and generalizations. However, this type focuses on the interrelationships to present a theory, model, or structure.

Procedural knowledge. Procedural knowledge is about the knowledge of a process and answers the question "how" (Anderson et al., 2001). Therefore, it mostly includes steps to be followed in a process and criteria about when to use various procedures. In ELT, learning how to form grammatically acceptable sentences is an example of procedural knowledge. The subcategories of this type of knowledge are subject-specific skills and algorithms, subject-specific techniques and methods, and criteria for determining when to use appropriate procedures.

Knowledge of subject-specific skills and algorithms refers to the knowledge of a procedure with a fixed outcome. Knowledge of algorithms in mathematics is a common example of procedural knowledge. If a student knows that adding 2 and 2 in addition exercises even if s/he cannot reach the correct answer, it means that s/he has this procedural knowledge.

Knowledge of subject-specific techniques and methods is the knowledge of a procedure that does not yield fixed outcomes. The results can vary depending on several factors. Knowledge of the general scientific method is an example of this subtype.

Knowledge of criteria for determining when to use appropriate procedures is the knowledge of when and where to use the subject-specific procedures. Students are supposed to learn about the methods and techniques that have been used before and to display how these methods are linked with the methods they apply. Deciding when to use the necessary listening strategies can be an example of knowledge of criteria for determining when to use appropriate procedures in ELT.

Metacognitive knowledge. The revised taxonomy has metacognitive knowledge as the fourth category in the knowledge dimension to compensate for its lack in the original version. Flavell (1979) defines metacognitive knowledge as "knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises". According to him, the factors affecting cognition are *person*, *task,* and *strategy*. Anderson et al. (2001) included these factors in the subcategories of metacognitive knowledge.

Strategic knowledge is "the knowledge of learning, thinking and problem-solving" (Anderson et al., 2001; Pintrich, 2002). Strategic knowledge is not specific to a certain subject matter. Instead, the strategies can be used in various tasks and subject areas. Despite the abundance of the learning strategies, Weinstein and Mayer (1986) divide them into three main categories as rehearsal, elaboration, and organizational. Rehearsal strategies help students remember words or terms by repeating them over and over. These strategies are not effective for comprehension and higher levels of cognitive processes. Therefore, elaboration strategies are required "for more complex processes" like summarizing, paraphrasing, and identifying the main idea in a text (Anderson et al., 2001). Organizational strategies

promote the use of outlining, drawing concept maps, and note taking. Both elaboration and organizational strategies are better for comprehension than rehearsal strategies leading students to make connections between different terms. Apart from the three general learning strategies, there are also general strategies for problem-solving and thinking, planning, monitoring, and regulating cognition. For example, students can decide to set goals for their learning process to plan their cognition, raise their own questions about a reading text to monitor their cognition, and try to solve a problem from the beginning when they make a mistake to regulate their cognition (Anderson et al., 2001).

Knowledge about cognitive tasks is related to the knowledge that different cognitive strategies might be needed for different cognitive tasks (Flavell, 1979). For example, "an open-ended" question is a recognition task and students are supposed to select the correct answer among alternatives whereas a "fill in the blanks" type question is an example of a recall task and it requires students to search their memory and find the information. However, knowing that different tasks might require different strategies is not enough. In addition, students need to have conditional knowledge that helps them realize when and why to use these strategies appropriately (Paris, Lipson, and Wixson, 1983).

Self-knowledge refers to a person's awareness of their strengths and weaknesses in cognition and learning. According to Flavell (1979), self-knowledge is the third component of metacognition. It is important because when students notice that they do not know something about a topic, they can apply general strategies to compensate for the gap they have noticed. However, it is very critical that students have accurate perceptions about their self-knowledge. Therefore, Pintrich and Schunk (2002) warn teachers against providing proper feedback about their academic performance. If students have false and inflated self-knowledge, they may not have the chance to recover learning losses. Apart from developing self-knowledge about cognition, motivational beliefs should also be taken into account to improve students' learning (Anderson et al., 2001).

The cognitive process dimension. Anderson et al. (2001) add the cognitive process dimension as the second dimension in the revised version of the taxonomy. The process category varies depending on the objectives of the instruction.

Remember. Remembering is the first and simplest process category. It refers to the retrieval of knowledge from long-term memory (Anderson et al., 2001). Teachers assess what students remember usually through a recognition or recall task which resembles the materials used in the presentation of the material. For example, an English language teacher might give students a recognition test in which they are supposed to match 10 English words in a table with their Turkish equivalents in another table or a recall test asking students to write the corresponding Turkish words next to each of the English words in the table.

Although remembering is known as the lowest process category, it is very important. When students concentrate on meaningful learning in a context rather than remembering items in isolation, they might proceed to sophisticated tasks more easily.

Recognizing is known as identifying previously learned knowledge from the long-term memory and comparing it to the new information. Appropriate tasks to check recognition are matching, true-false and multiple-choice questions. A sample objective could be "Students will be able to match words in English with their definitions".

Recalling is retrieving previously learned knowledge often when a question is asked. An objective for recalling in an English lesson could be "Students will be able to list past time expressions".

Understand. Understanding is making connections between the previously learned knowledge and the new knowledge. Its scope is wider than the other categories in the taxonomy and it is based on conceptual knowledge (Anderson et al., 2001). The subcategories are interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Interpreting involves changing the information from one form to another. What distinguishes interpreting from remembering is that students are not provided with the same task they did during the instruction in an interpretation task. Therefore, students cannot answer a question that requires interpretation only by relying on their memory. A specific example for interpreting could be "Students will be able to paraphrase information given in a text about endangered animals".

Exemplifying is also known as illustrating and it refers to giving examples about a concept or principle. Students can either choose among alternatives or produce their own examples. However, it is expected that the examples have not been encountered before. A sample objective could be "Students will be able to exemplify various kinds of celebrations in English" after students learned the meaning of the word "celebration".

Classifying is categorizing examples of a concept according to their common patterns. For example, an English language teacher may teach vehicles, and relating to that, the specific objective for classifying could be: "Students will be able to categorize the modes of transport into four types".

Summarizing involves identifying the main points of the information and providing brief information that represents the original version. Students can be asked to watch a video or read a story and then summarize the events. A sample objective for summarizing in an English lesson could be "Students will be able to summarize an informational text about volcanoes".

Inferring means making predictions or drawing conclusions based on the pattern of the information that is presented. Students need to detect the relationships between different items and draw conclusions accordingly. "Students will be able to draw conclusions for the qualities of a good hotel through a reading text" could be an example of an educational objective statement for inferring.

Comparing requires students to identify similarities and differences between items, concepts, events, or ideas and to detect correspondences. Sample comparing learning objectives can be "Students will be able to compare clothes by using phrases related to shopping" and "Students will be able to compare the main characters in two stories".

Explaining requires students to form a cause-and-effect model in a system or situation that is described. For a literature class, the following objective could be an example of explaining: "Students will be able to explain how the author develops the theme of responsibility in the reading text".

Apply. Applying is related to procedural knowledge and refers to "using procedures to perform exercises or solve problems" (Anderson et al., 2001). This category is composed of two cognitive processes: execution and implementation.

Executing is also known as carrying out. In executing, students carry out a procedure that they are already familiar with. Therefore, they do it with little thought.

Implementing involves an unfamiliar task. Students are supposed to select a procedure to fit a new situation. The other term for implementing is using.

Sample objectives for this category can be as follows: "Students will able to act out a dialogue in clothes shop", "Students will be able to ask for directions".

Analyze. Anderson et al. (2001) state that "*Analyze* involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure." This category covers the processes of differentiating, organizing, and attributing.

Differentiating requires structural organization and discriminating relevant information from irrelevant information. Students need to differentiate important information and focus on it.

Organizing is determining the connections between the parts and structuring them coherently and systematically.

Attributing is identifying the underlying intention in the message.

Sample objectives for this category can be "Students will be able to distinguish relevant ideas from irrelevant ideas in a text", "Students will be able to identify the purpose of the writer in an essay", "Students will be able to distinguish the facts from opinion in a text".

Evaluate. This category involves "making judgments based on criteria and standards" in most cases, in relation to quality, effectiveness, efficiency, and consistency. (Anderson et al., 2001). Qualitative or quantitative standards can be used and students can be involved in the process of deciding the criteria.

Not every judgment is made for evaluative purposes. Therefore, the existence of criteria and standards can help differentiate judgments for evaluation. The two processes in this category are checking and critiquing.

Checking can be defined as testing for internal consistencies or flaws. Students can check whether or not the examples support the argument, whether the material has any inconsistent parts, or whether a logical conclusion can be drawn from the statements presented.

Critiquing is judging a product or a topic based on external criteria and standards. It is closely related to critical thinking.

A sample objective for this category from an English class could be "Students will be able to decide which cartoon to see by scanning the reviews".

Create. As being at the top of the taxonomy table, this category refers to gathering parts together to make a useful and logical whole (Anderson et al., 2001). Students are expected to produce something observable synthesizing their previous knowledge and experiences. Create category has three sub-categories: generating, planning, and producing.

Generating is related to creative thinking and requires students to produce different solutions when confronted with a problem.

Planning can be defined as designing a solution method related to a problem. Students decide on the steps to follow for the solution of the problem; however, they do not carry out them in this subcategory.

Producing is "carrying out a solution plan for a given problem" (Anderson et al., 2001).

The following statement can be an example of Create category for an English language lesson: "Students will be able to write a poem about a famous person".

The Importance of Developing Higher Order Thinking Skills

Despite the existence of different definitions of higher-order thinking, researchers have almost agreed that it requires going beyond memorization of facts (Newmann, 1990; Resnick, 1987; Zohar and Dori, 2003). It has often been referred to as critical and reflective thinking and associated with elaborate cognitive activities such as analyzing, evaluating, applying, constructing, and creating (Lewis and Smith, 1993; Newmann, 1990; Resnick, 1987). Resnick (1987) provides an overall summary of higher-order thinking as follows:

> Higher order thinking involves a cluster of elaborative mental activities requiring nuanced judgment and analysis of complex situations according to multiple criteria. Higher order thinking is effortful and depends on self-regulation. The path of action or correct answers are not fully specified in advance. The thinker's task is to construct meaning and impose structure on situations rather than to expect to find them already apparent (p.44).

As technology has facilitated access to information, fostering students' higher-order thinking skills has become more important. Although higher-order thinking skills are often considered to be restricted to advanced levels (Resnick&Klopfer,1989; Zohar and Dori, 2003), they can be taught to "all students, from the earliest grades" (Resnick & Klopfer,1989:2).

In Bloom's Revised Taxonomy, the first three skills (remembering, understanding, and applying) are accepted as lower-order skills and the last three levels are referred to as higher-order skills (Orey, 2010). In educational settings, it is quite important to create opportunities for students to develop higher order thinking skills through meaningful activities. The revised curriculum in Turkey (2017) intends to support students' higher order skills with the changes in the activities and assessment methods. In this study, the outcomes for the speaking skills in the high school English curricula and speaking activities in the coursebooks have been evaluated in terms of their alignment.

Research on Bloom's Taxonomy

There have been a lot of studies conducted on Bloom's original and revised taxonomy both in Turkey and abroad. Some studies focused on learning outcomes and instructional activities whereas others studied assessment in relation to the taxonomy. Some of these studies are provided below.

In a recent study conducted by Hamurcu & Ekinci (2020), 5th grade English curriculum was evaluated in relation to Bloom's Revised Taxonomy. Data were collected through document analysis and converted into charts and graphics. The objectives were found to be in the categories "remember, understand and apply" according to the cognitive process dimension of the taxonomy. The researchers could not find any objectives in the categories of analyze, evaluate and create. The findings showed that the objectives stated in the curriculum were appropriate to the level of the learners. However, the researchers suggested that objectives should be added to foster higher-level cognitive skills.

Evcim & Özenici (2019) conducted a qualitative study to evaluate 2016 Public Personnel Selection Exam (KPSS in Turkish) English Language Teaching Profession Field (TPFE) according to the principles of Bloom's Revised Taxonomy. English Language Teaching Content Knowledge Test questions were analyzed by the researchers. The results displayed that 85 percent of the questions were focused on lower-order thinking skills. The research showed that there were no questions in the levels of "evaluate and create" of the cognitive process dimensions. As for the knowledge dimension, there were no questions related to metacognitive knowledge. The researchers concluded the study with their suggestions to vary the questions in different levels of the taxonomy so as to be able to recruit more qualified teachers.

The study conducted by Gökdeniz (2018) aimed to identify the alignment of English language questions at TEOG Exam to 8th grade English language teaching curriculum according to Bloom's Revised Taxonomy. Data were collected through document analysis of the questions and surveys conducted with 158 teachers working in public secondary schools in Afyon. The findings proved that most of the teachers agreed that the questions were appropriate to the outcomes stated in the curriculum. However, document analysis showed that there were no questions

related to metacognitive knowledge and the questions were focused on the lower-level cognitive skills. The researcher suggested preferring multiple assessment methods to be able to fully cover the outcomes.

Köksal & Ulum (2018) carried out a study to examine the exam questions of General English courses at different universities in Turkey according to Bloom's taxonomy. Data were collected through content analysis and semi-structured interviews with 8 university EFL instructors. The analysis of the questions revealed that the exam questions were only in the knowledge and comprehension categories of the taxonomy. They could not find any questions at the higher levels. Similarly, the interviews with the instructors showed that most of them were not aware of how to incorporate Bloom's taxonomy into their classes.

Gökler (2012) conducted a study to investigate the objectives and functions in the 8th grade curriculum, exams prepared by the teachers, and SBS questions asked in the years 2009, 2010, and 2011 according to BRT. The results showed that most of the objectives and functions in the curriculum, teacher-made exams, and SBS questions were in the lower categories according to the cognitive process dimension of the taxonomy. In terms of the knowledge dimension, it was suggested that there were not any items placed into the metacognitive knowledge category among the functions, SBS questions and teacher-made exams. There was only one objective found in the metacognitive knowledge category.

It would be useful to present similar studies conducted abroad to understand the issue better. For example, Qasrawi, R., & BeniAndelrahman, A. (2020) intended to measure to what extent Unlock English textbooks (first and second editions) foster lower and higher-order thinking skills. In their descriptive content analysis study, the researchers used a checklist based on the cognitive levels of Bloom's taxonomy combining the revised taxonomy as well. The findings suggested that the objectives in the first edition of the book mainly focused on comprehension and analysis. However, some of the objectives were restated in the second edition to foster the "synthesis" category of the taxonomy. The researchers ended the study with their suggestion to conduct more research on the Unlock textbooks for all levels.

Kartika & Abdullah (2019) conducted a study to investigate the use of higher-order level questions in the English National Examination in Indonesia. 210 multiple-choice questions were analyzed quantitatively through content analysis according to Bloom's Revised Taxonomy. The findings indicated that the percentage of higher-order level questions was quite low. The questions in higher-order were only from the category "analyze" according to the taxonomy. The researchers recommended the test developers to vary the questions in different categories of higher-order levels.

Tangsakul et al. (2017) attempted to analyze and compare the reading comprehension questions in the textbook Team Up in English 1-3 and in Grade 9 English O-NET tests (the test 9 grade Thai students have to take). A checklist was formed based on the Bloom's Revised Taxonomy. The results of the study revealed that both the test and the textbooks had most of the reading comprehension questions in Remember and Understand levels. In the O-NET test and the textbooks Team Up in English 1 & 2, there were not any questions in the Create level, but Team Up in English 3 had a very low percentage of questions in the Create level. The researchers ended the study with their suggestions to the teachers to support their students with extra materials.

To conclude, the results of the studies presented above suggest that the outcomes in the curricula and the exam questions need to be diversified in order to foster the development of HOTs of the students.

Chapter 3
Methodology

This chapter presents detailed information about the research design, data collection, instruments, and data analysis.

Research Design

The current study is based on a mixed-method research design. Mixed method studies attempt to answer a complicated research question benefiting from both qualitative and quantitative data in the process of data collection and data analysis (Creswell, 1999). For the qualitative part of this study, document analysis has been used. Through document analysis, qualitative data can be evaluated systematically to provide a comprehensive understanding of the research question (Bowen, 2009). Content analysis has been adopted to interpret the qualitative data since it is advantageous to analyze qualitative data by systematically categorizing them (Mayring, 2000). After the analysis and interpretation of the qualitative data, the relationships that appeared in the qualitative data have been presented quantitatively both in frequencies and percentages.

Data Collection

In this study, high school English language coursebooks and curricula have been chosen to examine the outcomes in the recent curricula and the activities in the coursebooks according to the principles of BRT. In the study, the speaking outcomes in the curricula and the speaking tasks in the coursebooks were taken into consideration because the recent English language curricula in the high school claims to have integrated all four skills "with an emphasis on listening and speaking" to develop communicative competence (MoNE, 2018b). Speaking skill has been decided as the sample to be explored through typical case sampling. Typical case sampling is one of the purposive sampling methods and it is used to display a typical case to provide an overview of the phenomenon to the people who are not familiar with it (Patton, 2002). Since this study aims to examine the speaking outcomes in the curricula and the speaking tasks in the coursebooks, the typical case is speaking. Therefore, the results of this study cannot be generalized to the outcomes and activities related to the other three skills.

Outcomes for the speaking skill throughout different grades have been counted to obtain data for the first research question (MoNE, 2018b). As it can be clearly seen in Table 4, there are 93 outcomes for the speaking skill in the high school English curricula.

Table 4

Categorization of the Speaking Outcomes in the Curricula

	9th grade	10th grade	11th grade	12th grade	Total
Number	29	23	19	22	93

The speaking activities in the coursebooks provide data for the second research question. The English coursebooks for the grades 9th, 10th, 11th, and 12th will be analyzed for the scope of this study. The commission of the MoNE suggests the use of the coursebooks by different publishers for each grade. For the grades 9th and 11th, there are two possibilities. The school administration chooses to use the coursebooks either published by the MoNE or by different publishers. The names and order of the units are the same in the coursebooks published by the MoNE and by different publishers, so some 9th and 11th grade students follow the coursebook published by the MoNE whereas others are taught through different coursebooks. In the current study, the speaking tasks in the following books will be investigated since they have not been examined before:

- High School Relearn! Student's Book (Pasifik Publications, 9th grade)

- Ortaöğretim İngilizce 10 Ders Kitabı (Gizem Publications, 10th grade)

- Sunshine English 11 Student's Book (Cem Publications, 11th grade)

- Count Me In 12 Student's Book (MoNE Publications, 12th grade)

Each of the abovementioned coursebooks has 10 units and each unit has speaking activities varying in number and content. The 9th and 10th grade coursebooks include a separate part for speaking. The coursebooks used in grades 11th and 12th do not have separate parts for different skills. They are divided into 10 themes and each theme presents activities for the four skills differing in number. The main speaking tasks in the speaking parts of these coursebooks have been analyzed with a reference to the BRT. Pre and post-speaking activities in the other

sections of the coursebooks are not included since their purpose is either to introduce a topic and draw interest in students or to wrap up the lesson. Table 5 presents the number of speaking tasks in the English coursebooks for each grade in high school.

Table 5

Categorization of the Speaking Activities in the Coursebooks

	9th grade	10th grade	11th grade	12th grade	Total
Number	34	38	29	25	126

Instruments

The table of BRT (Anderson et al., 2001) and the verb list compiled by Stanny (2016) have been used as the instruments to analyze the outcomes and tasks required for this study.

The revised taxonomy. The revised version of Bloom's taxonomy was presented by a team of researchers pioneered by Krathwohl in 2001 (Anderson et al., 2001). The taxonomy table with the two dimensions of "cognitive process" and "knowledge" was elaborately explained in Chapter 2. The outcomes for the speaking skill in the high school curricula and the speaking tasks in the high school English coursebooks have been placed accordingly in the taxonomy table (Appendix-A). Sample categorizations can be seen in Appendix-D.

Verb list. Stanny (2016) analyzed the top 30 verb lists with 788 verbs suggested by the websites and presented a reduced collection of 176 verbs (Appendix-B). In the current study, this reduced list has been used to categorize the outcomes. For the verbs that are commonly used for different levels in the taxonomy, it is important to pay attention to the context to prevent ambiguity. Therefore, they have been categorized appropriately after checking the rest of the statements.

Data Analysis

In this study, the outcomes for the speaking skill in the high school English language curricula and the speaking activities in the high school English language coursebooks have been examined within the framework of BRT. The data have been categorized according to the knowledge and cognitive process dimensions of the taxonomy through content analysis. The outcomes for the speaking skill have been divided into two parts as the verb phrase and the noun phrase. The verb phrases determine the cognitive process level whereas the noun phrases in the outcomes are considered to determine the knowledge level according to BRT. Therefore, the revised taxonomy has mainly helped to categorize the outcomes. Stanny's compiled verb list (2016) has helped for the verbs that are not clear in the taxonomy. For the verbs that do not exist in the tables, similar verbs have been taken into account and related studies have been carefully investigated. Also, an email was sent to Carolina Distinguished Professor Emeritus Lorin W. Anderson, who is one of the writers of the book explaining BRT. His feedback on how to distinguish an outcome from an activity (presented in Appendix-C) helped a lot in the categorization process. Based on the taxonomy table and his feedback, the underlying objectives have been determined with two colleagues and the final decision has been made based on the experts' opinions. On the other hand, the procedure for the categorization of the speaking activities in the coursebooks is different since there is not a statement as in the outcomes. Therefore, the subskills required for each activity have been determined and then they have been placed into the revised taxonomy table accordingly. The frequency and percentage tables have been presented to interpret the quantitative data.

The researcher has carefully investigated the previous studies related to program evaluation, coursebook analysis, and Bloom's revised taxonomy to ensure the validity of the research. The methodology of the current study is similar to the previous studies that adopted document analysis to collect data and content analysis to analyze the data (Coşkun, 2018; Gökdeniz, 2018; Köksal & Ulum, 2018; Öztürk, 2019). The revised taxonomy (2001) and the verb list compiled by Stanny (2016) have been used to categorize the outcomes and the activities. These instruments have been used in similar studies and are known to be reliable. The researcher has placed the outcomes and activities into the categories of the

taxonomy after carefully examining the related studies. During this process, two colleagues have been involved in the study to ensure inter-rater reliability. They both have more than eight years of experience in the field and hold a Master's degree in ELT. The categorizations have been finalized based on two experts' opinions. One of the experts holds a Ph.D. degree in Assessment and Evaluation, and the other expert has a Ph.D. degree in ELT.

Chapter 4

Findings

This chapter presents findings related to the research questions under three titles. First, the distribution of the outcomes for the speaking skill throughout the grades between 9th and 12th is presented and analyzed according to Bloom's revised taxonomy. Next, the speaking activities in the related coursebooks are evaluated in terms of meeting the principles of the taxonomy. Finally, the distribution of the outcomes in the curricula and the speaking tasks in the coursebooks is compared.

Analysis of the Outcomes for the Speaking Skill in the High School Curricula

The outcomes for the speaking skill in the high school English curricula have been analyzed in detail to answer the first research question, which is "What is the distribution of the outcomes for the speaking skill throughout the grades between 9th and 12th in English curricula in Turkey according to Bloom's revised taxonomy?". As it can be clearly seen in Table 6, there are 93 outcomes in total for speaking in the high school curricula. The number of outcomes in the English curriculum of each grade in high school is provided in Table 6 below.

Table 6

Categorization of the Speaking Outcomes in the Curricula

	9th grade	10th grade	11th grade	12th grade	Total
Number	29	23	19	22	93

The table displays that the number of outcomes for the speaking skill is different for each grade. The 9th grade curriculum has the highest number of outcomes whereas 11th grade curriculum includes the lowest. The number of outcomes in the curricula of the grades 10th and 12th is very close to each other. The analysis is elaborated for each grade under the related subheadings below.

Speaking outcomes in the 9th grade curriculum. The number of the outcomes for the speaking skill in the 9th grade curriculum is 29. These outcomes have been divided into categories according to the BRT table as shown in Table 7.

Table 7

Categorization of the 9th Grade Speaking Outcomes According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	3	10,34	18	62,07	-	-	4	13,79	-	-	25	86,21
Procedural	-	-	-	-	3	10,34	-	-	-	-	1	3,45	4	13,79
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	3	10,34	21	72,41	-	-	4	13,79	1	3,45	29	100

When the latest 9th grade curriculum is examined according to the cognitive process dimension, it is seen that the outcomes stated for the speaking skill focus more on the category "apply" according to the cognitive dimension of BRT. Since speaking is accepted as a productive skill, the latest 9th grade English language curriculum mainly aims at students using the language to communicate in daily life. Consistently, 72.41% of the learning outcomes for the speaking skill aim to provide the students with the chance to use the language in different situations, and therefore, they are placed in the category "apply" according to the cognitive process dimension. A sample outcome for this category is "Students will be able to take part in a dialogue about ordering food at a restaurant/café." Ordering food requires an interaction between a customer and a waiter/waitress. To do this, students need to know the related vocabulary, comprehend the use of the necessary structures through repetitive activities, and apply this knowledge in a real-life situation. In the category "understand", it is expected that the students "construct meaning from instructional messages" (Anderson et al., 2001). They might understand the grammatical structures by giving specific examples, comparing them with other structures, or inferring principles from sample sentences. To overcome the problems related to speaking skill, students need to practice the structures through mechanical exercises to help them remember and understand better. Therefore, it

is important to have some outcomes in this category in the English language curriculum. 10.34% of the outcomes for the speaking skill are in the category "understand" in the 9th grade curriculum. "Students will be able to ask and answer simple questions in an interview about past times and past events." is an example of this category. It is aimed that the students understand the use of the past simple tense with affirmative, negative, and imperative forms, and practice the tense through a repetitive exercise of asking and answering simple questions about past events. They are expected to practice the structures "Did you?, Yes, I did, No, I did not.". As can be seen in the table, 17.24% of the outcomes are aimed at higher-order categories in total. 13.79% of them are in the category "evaluate", aiming at students to think critically and make judgments. The outcome "Students will be able to express their opinions about free-time activities." is an example of this category. To be able to express opinions, it is not enough to know certain vocabulary and structures. Students need to evaluate the alternatives and form an opinion about the topic. On the other hand, the curriculum includes only 1 outcome for the highest category, "create". Students are supposed to "reorganize elements into a new pattern or structure" (Anderson et al., 2001) in this category and "Students will be able to give a short simple presentation about an ancient civilization they have searched before." is the only outcome in this category. For this outcome, students need to search the topic, synthesize the information they find, decide on the organization, and deliver their presentation in their self-prepared format. There are not any outcomes stated aiming at the categories "remember" and "analyze".

As for the categorization of the outcomes according to the knowledge dimension in the revised taxonomy, the noun phrases should be examined (Anderson et al., 2001). When the noun phrases are analyzed to determine the knowledge dimension of the outcomes, it is seen that the 9th grade English language curriculum does not include any outcomes based on factual and metacognitive knowledge. 86.21% of the outcomes focus on "conceptual" knowledge, which is described as the knowledge of classifications principles, and structures. In foreign language education, grammatical structures are a part of conceptual knowledge, so students are required to remember, understand, and apply conceptual knowledge to be able to speak in English classes. "Students will be able to describe future plans and arrangements." is a sample outcome with conceptual knowledge since students

are supposed to know the meaning and use of the structure "be going to". On the other hand, procedural knowledge is associated with knowing how to do something and being able to determine when to use the appropriate procedure. 13.79% of the outcomes in the curriculum are based on "procedural" knowledge. A sample outcome is "Students will be able to take part in conversations that can occur while travelling." Through this outcome, students are expected to start and maintain a dialogue taking turns appropriately. Therefore, it requires the students to apply procedural knowledge.

Speaking outcomes in the 10th grade curriculum. There are 23 outcomes for the speaking skill in the 10th grade curriculum and they have been categorized as in Table 8 below.

Table 8

Categorization of the 10th Grade Speaking Outcomes According to BRT

The Knowledge Dimension	The Cognitive Process Dimension													
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	4	17,39	10	43,48	-	-	5	21,74	-	-	19	82,61
Procedural	-	-	-	-	3	13,04	-	-	-	-	1	4,35	4	17,39
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	4	17,39	13	56,52	-	-	5	21,74	1	4,35	23	100

As displayed in the table, 56.52% of the outcomes are found to be in the category "apply" in terms of the cognitive dimension. The 10th grade curriculum emphasizes the importance of supporting students to use the language in real life. A sample outcome for the speaking skill in this category is "Students will be able to book a room at a hotel/a table in restaurant etc.". This statement aims to help learners use the vocabulary and structures they need to learn if a service is available or not and make a reservation. The category "understand" constitutes 17.39% of the outcomes. "Students will be able to retell a story by describing characters and places." is a sample outcome for this category. To retell a story, students need to interpret and paraphrase the presented information. The number of outcomes that require higher-order thinking skills is 6 in total. 21.74% of the outcomes are intended to have students "evaluate" through speaking. As a sample outcome for the category "evaluate", the statement that "Students will be able to make comments on innovations by stating causes and effects." aims at having students think about the reasons and effects, and make judgments related to the topic. The only outcome in the category "create" is "Students will be able to deliver a short speech using visuals on traditions.". Students are required to prepare a speech benefiting from different sources. Although the information they find might be similar, their speech is expected to be unique. Each student is different in terms of their background knowledge and language abilities. They have their own way of combining different elements, which places this category at a higher place in the taxonomy. There are not any outcomes aimed at the categories "remember" and "analyze" as in the case of the 9th grade curriculum.

When the distribution of the outcomes is analyzed in terms of the knowledge dimension, it is clear that there are not any outcomes based on solely factual or metacognitive knowledge. The most emphasized category of knowledge is "conceptual" with 82.61%. "Students will be able to talk about several things they used to do when they were children." is a sample outcome for this category since conceptual knowledge includes the knowledge of classifications, categorizations, and structures. This outcome requires the students to think of their past habits and to use the structure "used to". Categorizing grammatical structures is an example of conceptual knowledge in a language curriculum. Only 17.39% of the outcomes are based on procedural knowledge. As a sample outcome with procedural knowledge,

"Students will be able to act out a dialogue in a clothes shop." can be given. In this outcome, the phrase "acting out a dialogue" determines the type of knowledge because students need to be knowledgeable about conservational skills such as maintaining eye contact and turn-taking. Even if students use the grammatical structures and words related to the topic correctly and fluently, they might not be successful in maintaining the dialogue if they do not know the procedural knowledge of a dialogue. Similar to the 9th grade curriculum, there are not any outcomes for the speaking skill with factual or metacognitive knowledge in the 10th grade curriculum.

Speaking outcomes in the 11th grade curriculum. In the 11th grade curriculum, there are 19 outcomes for the speaking skill. The outcomes have been grouped into the knowledge and cognitive process dimensions of Bloom's revised taxonomy as shown in Table 9.

Table 9

Categorization of the 11th Grade Speaking Outcomes According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	3	15,79	9	47,37	-	-	3	15,79	-	-	15	78,95
Procedural	-	-	-	-	3	15,79	-	-	-	-	1	5,26	4	21,05
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	3	15,79	12	63,16	-	-	3	15,79	1	5,26	19	100

Being the most emphasized category in the speaking outcomes, 63.16% of the outcomes are in the category "apply" in the 11th grade curriculum according to the cognitive process dimension. A sample outcome for this category is "Students will be able to make an appointment on the phone.". With this outcome, students are expected to use the expressions they need to make appointments on the phone. It is essential to equip learners with skills and knowledge that they might use in real-

life contexts. It is expected that if students have the opportunity to practice certain structures in their classes, they can use these structures more fluently and confidently in case of necessity. "Understand" is a lower order category and the outcomes in this category help learners understand the grammatical structures better. 15.79% of the outcomes are aimed at this category in the 11th grade curriculum. One example is "Students will be able to ask and answer questions about their present and past abilities.", which requires learners to understand the use of the modal verbs "can" and "could" for abilities. Students need to make a comparison between the two modal verbs, give examples, infer the meaning from examples. They are supposed to use the structures "Can you?, Could you?, Yes, I can, No, I can't, Yes, I could, No, I couldn't". As they ask and answer these questions in such a mechanical activity, they are expected to be ready to apply this conceptual knowledge in real-life situations. The next category "evaluate" is a higher-order category and 15.79% of the outcomes are in this category. "Students will be able to make comments about moral values and norms in different cultures." is a sample outcome that aims students to evaluate the information that is presented. Students first need to learn about different cultures and their values. Based on the knowledge they have had, they are expected to appreciate or criticize their values. To be able to do this, they need to make a judgment and defend their ideas. There is only one outcome in the highest-level category, which is "create". The outcome that "Students will be able to give a presentation on a monument or historical site." requires students to make a presentation combining the results of their research and their presentation skills. As each student is different in terms of their educational background, they synthesize the information differently. In the end, they are expected to present their own product. There are not any outcomes stated aiming at the categories "remember" and "analyze".

As for the knowledge dimension, it is seen that the category "conceptual" outweighs it with 78.95%. 100% of the outcomes in the categories "understand" and "evaluate" are based on "conceptual" knowledge. Similarly, 75% of the outcomes in the category "apply" aim at "conceptual" knowledge. Therefore, students are expected to use the grammatical structures in appropriate tasks accordingly. To exemplify, the outcome "Students will be able to criticize an action in the past." aims learners to use the structure "should have + past participle" to talk about an action

that is regretted or desired to have happened differently. Procedural knowledge is often associated with the category "apply" and in the 11th grade curriculum, 75% of the outcomes with "procedural" knowledge are in the category "apply". For these outcomes, students need to know the procedures of maintaining a dialogue and making a presentation. A sample outcome based on procedural knowledge is "Students will be able to take part in a dialogue about likes dislikes, interests and preferences.", which belongs to the cognitive process category "apply".

Speaking outcomes in the 12th grade curriculum. The 12th grade curriculum includes 22 outcomes for the speaking skill. The distribution of these outcomes is as displayed in Table 10 below.

Table 10

Categorization of the 12th Grade Speaking Outcomes According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	2	9,09	4	18,18	1	4,55	9	40,91	-	-	16	72,73
Procedural	-	-	-	-	1	4,55	-	-	3	13,64	2	9,09	6	27,27
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	2	9,09	5	22,73	1	4,55	12	54,55	2	9,09	22	100

Differing from the curricula of the previous grades, the most focused category in the speaking outcomes of the 12th grade curriculum is "evaluate" with 54.55%. A sample outcome is "Students will be able to participate in an informal debate about alternative energy in the future.". Students need to think about the possible alternative energy sources in the future and defend their ideas in a debate. They are expected to try to make a judgment based on the arguments proposed by different teams. Being the second most focused category, 22.73% of the outcomes are in the category "apply". "Students will be able to make a roleplay between a

psychologist/school counsellor and a client." is an example of the outcomes in this category. They are expected to play their roles to use the expressions that might be used by a psychologist and a client. Thereby, they are prepared for real-life situations. 9,09% of the outcomes are in the category "understand", which aims at helping the students practice the structures to improve their understanding through mechanical activities and to develop automaticity. "Students will be able to ask and answer questions about personal features." is a sample outcome for this category. A little difference between the curricula of the previous grades (9th, 10th, 11th) and 12th grade curriculum is that the percentage of the outcomes in the category "create" is slightly higher with 9.09%. Students are expected to "act out a self-prepared dialogue about requests/favours" and "make a presentation about unusual/odd news stories". Both of these outcomes ask learners to prepare and present their own products. The category "analyze" includes one outcome for speaking. "Students will be able to distinguish between formal and informal language while accepting and declining requests." is the only outcome that requires learners to analyze and make a distinction among all the outcomes for speaking in the high school curricula.

As for the knowledge dimension, 72.73% of the outcomes are based on "conceptual" knowledge. This finding is similar to the curricula of the previous grades in that they all focus on "conceptual" knowledge more. An example of an outcome with "conceptual" knowledge from the 12th grade curriculum is "Students will be able to make suggestions about improving human rights." since learners need to be knowledgeable about the concept of suggestion and the structures that they can use while making suggestions. 27.27% of the outcomes are based on "procedural" knowledge. A sample outcome with procedural knowledge in the 12th grade curriculum is "Students will be able to use different voice levels, phrasing, and intonation to give and follow instructions in different moods.". This outcome aims to equip learners with the knowledge of the criteria for determining which voice levels, phrases, and intonation to be used in different situations. As a part of procedural knowledge, *knowledge of criteria for determining when to use appropriate procedures* is exemplified in this outcome.

Analysis of the Speaking Activities in the High School English Coursebooks

The speaking activities in the high school English coursebooks have been evaluated to answer the second research question, which is "What is the distribution of the speaking activities in the English language coursebooks throughout the grades between 9th and 12th in Turkey according to Bloom's revised taxonomy?". In total, there are 126 speaking activities in the coursebooks. The number of activities for each grade is provided in Table 11 below.

Table 11

Categorization of the Speaking Activities in the Coursebooks

	9th grade	10th grade	11th grade	12th grade	Total
Number	34	38	29	25	126

According to the table, the highest number of speaking activities are found to be in 10th grade coursebook whereas the number is relatively low in the 12th grade. The distribution of the speaking tasks for different grades is explained in detail under the subheadings below.

Speaking activities in the 9th grade coursebook. The coursebook offers a variety of speaking activities including monologues, dialogues, presentations in terms of the interaction types. The distribution of these activities according to Bloom's revised taxonomy is not homogenous as presented in Table 12 below.

Table 12

Categorization of the 9th Grade Speaking Activities According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	3	8,82	17	50,00	-	-	5	14,71	-	-	25	73,53
Procedural	-	-	-	-	8	23,53	-	-	-	-	1	2,94	9	26,47
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	3	8,82	25	73,53	-	-	5	14,71	1	2,94	34	100

The activities that require students to use the knowledge in different situations are placed in the category "apply" according to the cognitive process dimension with a percentage of 73.53%.
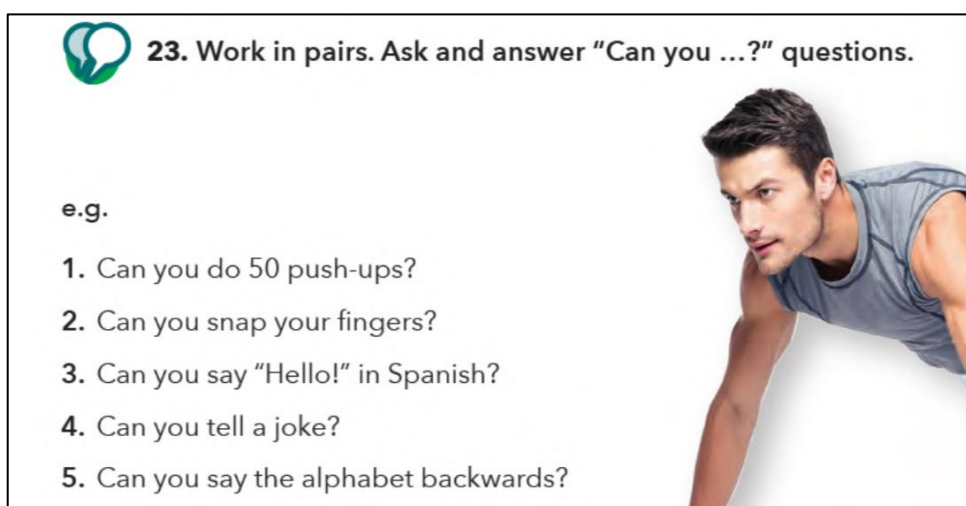
Figure 5. Sample activity 1

In "Sample activity 1" from Theme 3 in the coursebook, students need to apply the knowledge of how to invite somebody somewhere and how to accept or refuse an invitation. In the previous activity, which is listening, they are provided with a conversation between two friends about going to the cinema. After they listen to the dialogue and reorder the sentences, they are expected to become familiar with the structures and the procedure. They are asked to apply this knowledge in a real-life situation of their choice with their partner. To illustrate, they might prefer to have a conversation about having a coffee, going on holiday or attending a party together. 8.82% of the activities are placed into the category "understand" since they are aimed at making students comprehend and practice the use of the structures in the English language.

Figure 6. Sample activity 2

In "Sample activity 2" from Theme 4, students need to ask and answer "Can you…?" questions in pairs. Through this mechanical activity, it is expected that the students can exemplify the situations in which they can use this structure, and thus, they can apply this knowledge into different contexts automatically. Being a higher-order thinking skill, the category "evaluate" has 14.71% of the activities.

Figure 7. Sample activity 3

In "Sample activity 3" from Theme 10, students need to talk about the good and bad points of TV in pairs. They are supposed to express their opinions, ask for opinions, and agree or disagree with their partner using the clues. Completing this activity requires higher cognition since students need more than using certain structures. They need to have an opinion about TV and defend their opinion. Therefore, they are expected to make a judgment and evaluate the use of TV comparing the positive and negative sides. The least emphasized category is "create", which is at the top of the higher-order skills, with the frequency of one.

Figure 8. Sample activity 4

"Sample activity 4" from Theme 7 asks students to search about an ancient civilization of their choice and prepare a short presentation about it. Students are expected to search about it, read and understand the information they find, decide on the information to include, appropriately organize the information, and finally, present it to the teacher and classmates.

Similar uneven distribution is seen in the categorization of the activities into the knowledge dimension. 73.53% of the activities are based on conceptual knowledge. In "Sample activity 5" from Theme 5, students are expected to describe and compare three people from their country in terms of appearance and personality. They need to apply the "conceptual" knowledge of the structures to compare and the adjectives to describe personality and appearance. Since "conceptual knowledge" is the knowledge of structures and categories, the comparative structure and grouping adjectives as personality or appearance are considered in this category. With 26.47%, procedural knowledge requires learners to be knowledgeable about the techniques or strategies to complete a task.

19. Work in pairs. Find photographs of three people from your country. Describe and compare their appearances and characters. You can choose words from the list below.

e.g.

In the picture, Zeynep's hair is shorter than Fatma's. Fatma is thinner than Zeynep. Zeynep is more cheerful in the photos.

Appearance
attractive, good-looking, handsome, ugly, unattractive, well-dressed, casually dressed, clean, dirty, untidy

Height
not very tall, medium height, average height

Weight and Build
slim, medium-build, strong, athletic

Hair
dark, fair, blond, grey, white, straight, curly, wavy

Age
young, old, middle-aged, about forty, twenty years old

Character
easy-going, sociable, unsociable, strong, honest, energetic, careful, careless, shy, selfish, aggressive, modest, generous, boring

Mind
clever, intelligent, foolish, stupid

Figure 9. Sample activity 5

14. Work in groups of three. Read the roles and make a telephone call changing roles. Use the clues on the next page and refer to part 12.

YOU:

Call your friend's home. His / Her mother answers the phone. Ask to speak to him / her and invite to your goodbye party on Sunday at 3 p.m. Say you've had a good chance to study abroad and talk about your future plans. You are going to live with your cousin there. You are planning to finish high school and university there. You are going to come back to Turkey only in summers.

You are going to talk, eat and watch a film at your party.

Your friend suggests having it at 5 p.m. Accept it and remind him/her to bring his / her camera.

MOTHER:

Answer the phone. It is for your son / daughter. Call your son / daughter to phone.

YOUR FRIEND:

Your friend calls you to invite his / her goodbye party. Ask why he / she is going to say goodbye.

Say you can't come because you have a wrestling / marbling / photography, etc. course at the time. You are going to make a presentation there. Request changing the time. Suggest having it at 5 p.m.

Say you are going to bring your camera.

Figure 10. Sample activity 6

In "Sample activity 6" from Theme 9, they need to work in groups of three and make a phone call about an invitation. In this activity, they are expected to know when and how to take turns in addition to the structures of how to suggest and respond to suggestions.

Speaking activities in the 10th grade coursebook. The coursebook offers the highest number of speaking activities among the coursebooks of other grades in the high school. The number of group activities is relatively higher compared to the activities in the 9th grade coursebook. Therefore, students can practise the language with different people. The distribution of the activities across the cognitive process and knowledge dimension of the revised taxonomy is displayed in Table 13 below.

Table 13

Categorization of the 10th Grade Speaking Activities According to BRT

The Knowledge Dimension	The Cognitive Process Dimension													
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	15	39,47	8	21,05	-	-	5	13,16	-	-	28	73,68
Procedural	-	-	-	-	6	15,79	-	-	-	-	4	10,53	10	26,32
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	15	39,47	14	36,84	-	-	5	13,16	4	10,53	38	100

The findings indicate that speaking activities in the 10th grade coursebook focus almost equally on the categories "understand" and "apply" in terms of the cognitive process dimension with 39.47% and 36.84% respectively. It can be inferred that speaking skill is aimed to be improved through repetition tasks to understand certain structures first and using that knowledge in various situations. Therefore, 76.31% of the activities foster lower-order thinking skills.

Figure 11. Sample activity 7

To exemplify the category "understand", in "Sample activity 7" from Theme 6, students are provided with a list of phrases and related jobs. They are expected to practice the first conditional structure by looking at the example and repeating the same question and answer cycle. The activity aims to help learners comprehend the structure and make a practice to be able to use it more fluently when they need it.

Figure 12. Sample activity 8

An example for the category "apply" is "Sample activity 8" from Theme 7. Students are expected to use the sequence words to give a recipe in a cookery show. In the previous activities, they are assigned mechanical activities to comprehend the use of sequence words, and then they are supposed to use them in a specific context. According to the findings in Table 13, only 23.69% of the

activities are aimed to improve higher-order thinking skills of the students, which is relatively higher than the situation in the 9th grade coursebook. 13.16% of the outcomes are in the category "evaluate".

A. Work in pairs. Look at activity B in While You Listen again. Make comments on the smartwatch by answering the questions.

What's your opinion about the smartwatch?
Do you think it's an important innovation? Why/ Why not?

B. Work in groups of 4. Brainstorm the latest innovations and make a list.

C. Look at activity B. Make comments on the innovations in your list. Say what you think about them. Use some of the words below.

| because | as | since | so | therefore |

Figure 13. Sample activity 9

"Sample activity 9" from Theme 8 requires learners to make comments on innovations and justify their opinion. Therefore, it is placed in the category "evaluate". 10.53% of the activities are found to be in the category "create". This category can be exemplified with "Sample activity 10" from Theme 3, in which students are expected to write a conversation in pairs about a story they read and act it out. To do this, they need to produce an output using the language. It is a quite complex task and requires critical thinking.

> **B.** Work in pairs. Write a conversation about the first Nasreddin Hodja story. Then choose a character, the Hodja or the neighbor, and memorize your lines. Finally, act out your conversation for your classmates.

Figure 14. Sample activity 10

When the table is analyzed in terms of the knowledge dimension, it is seen that the activities are based on either "conceptual" or "procedural" knowledge similar to the case in the 9th grade coursebook. 73.68% of the activities are based on "conceptual" knowledge since they are based on functions and useful language such as "describing habits and routines in the past" or "giving and receiving advice".

> **A.** Work in pairs. Read the information below and role-play the situation.
> **Student A**
> Imagine you're visiting your doctor. You want to be healthier and you ask your doctor for advice.
> Say, "I want to be healthier. Could you please give me some advice? What should I do? What shouldn't I do?"
> **Student B**
> Imagine you're a doctor and your partner is visiting you. Listen to your partner and answer his/her questions. Start as follows.
> "If you want to be healthier, you should/ shouldn't ...."
> **B.** Change roles and role-play the situation again.

Figure 15. Sample activity 11

"Sample activity 11" from Theme 6 is an example of an activity in this category since students are expected to give advice on health problems using the modal verb "should". The knowledge of modal verbs and categorizing them according to their meaning and use is classified as "conceptual" according to the revised taxonomy. On the other hand, 26.32% of the activities are based on "procedural" knowledge. Students are expected to follow certain steps so as to be successful in maintaining a conversation or making a presentation. To exemplify an activity with "procedural" knowledge, "Sample activity 12" from Theme 4 can be given.

A. Choose a foreign country and do research into its common traditions. Make notes and find some visuals. Prepare a short speech for the next lesson.

B. Use your notes and visuals. Deliver your speech on traditions to the whole class. Then listen to your classmates' speeches carefully as you'll need some of the information when you do the activity in Writing 1.

Figure 16. Sample activity 12

In this activity, students prepare a speech on the traditions of a country of their preference. They need to know how to start and end their speech, how to make transitions, how to present their visuals, and how to accept questions from the audience. Therefore, the knowledge of such a process is categorized under "procedural" knowledge.

Speaking activities in the 11th grade coursebook. 29 speaking activities have been analyzed and placed into the taxonomy table as shown in Table 14.

Table 14

Categorization of the 11th Grade Speaking Activities According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	4	13,79	13	44,83	-	-	3	10,34	-	-	20	68,97
Procedural	-	-	-	-	2	6,90	-	-	-	-	7	24,14	9	31,03
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	4	13,79	15	51,72	-	-	3	10,34	7	24,14	29	100

The table displays that speaking activities in the 11th grade coursebook emphasize the importance of using language in different contexts. 51.72% of the speaking activities are determined to be in the category "apply". Activities in this category have been found to ask learners to make predictions, talk about their regrets, make an interview or a phone call.

20. Work in pairs. Use the prompts and interview with your friend about the places he / she has visited to gain detailed information.

Name of the place			
Where it is			
Where you can visit			
What you can do there			
What it is famous for			
When it is best to visit			

Figure 17. Sample activity 13

In "Sample activity 13" from Theme 7, students are asked to make an interview with a partner to ask for and give detailed information about the places they have visited. They need to use the structures to give information about where the place is, what it is famous for, when it is best to visit and what they can do there. Since they are supposed to use grammatical structures and certain phrases, this activity is categorized under "apply". The second most emphasized category in the coursebook is "create", which is different from the 9th and 10th grade coursebooks. 24.14% of the activities aim that the students use the language to create something. The activities in this category are usually in the form of preparing a dialogue, interview, poster, or roleplay.

Work in groups. Prepare an interview with a celebrity from an Oscar's ceremony. Role-play the dialogue and make a video.

Figure 18. Sample activity 14

"Sample activity 14" from Theme 9 asks learners to prepare an interview with a celebrity, roleplay the dialogue, and make a video of it. To accomplish this task, students need to express their opinions and decide on the celebrity, the questions to ask, and the answers. They are supposed to roleplay the interview they created. Therefore, each interview is expected to be unique. 13.79% of the activities are in the category "understand", which is much less than the percentage in the 10th grade coursebook.

Figure 19. Sample activity 15

"Sample activity 15" from Theme 2 illustrates that students practice the structures "can" and "could" for present and past abilities through an ask and answer activity in pairs. In this controlled activity, they are expected to comprehend the use of the structure in affirmative, negative, and interrogative forms. This activity is aimed to prepare students for less controlled activities and situations. Although the importance of critical thinking is emphasized in the 11th grade curriculum, only 10.34% of the activities provide the students with an opportunity to "evaluate".

Figure 20. Sample activity 16

In "Sample activity 16" from Theme 10, they are expected to form two groups to debate the importance of values in today's society. Since members of the two opposite groups defend their opinions and develop arguments in a debate, this activity is placed in the category "evaluate".

According to the knowledge dimension, the case is similar to the 9th and 10th grades. There are not any activities based on "factual" and "metacognitive" knowledge. Students are not provided with activities that are related to terminology, subject-specific knowledge, or knowledge of their own cognition. 68.97% of the activities focus on "conceptual" knowledge.

Figure 21. Sample activity 17

In "Sample activity 17" from Theme 6, students need to criticize a person's behavior using the structure "should have done" in affirmative and negative forms. The knowledge of how to use this structure to express regret or criticism is categorized under "conceptual" knowledge since it is related to grammatical structures. 31.03% of the activities are based on "procedural" knowledge, which is relatively higher than the percentage in both the 9th and 10th grade coursebooks.
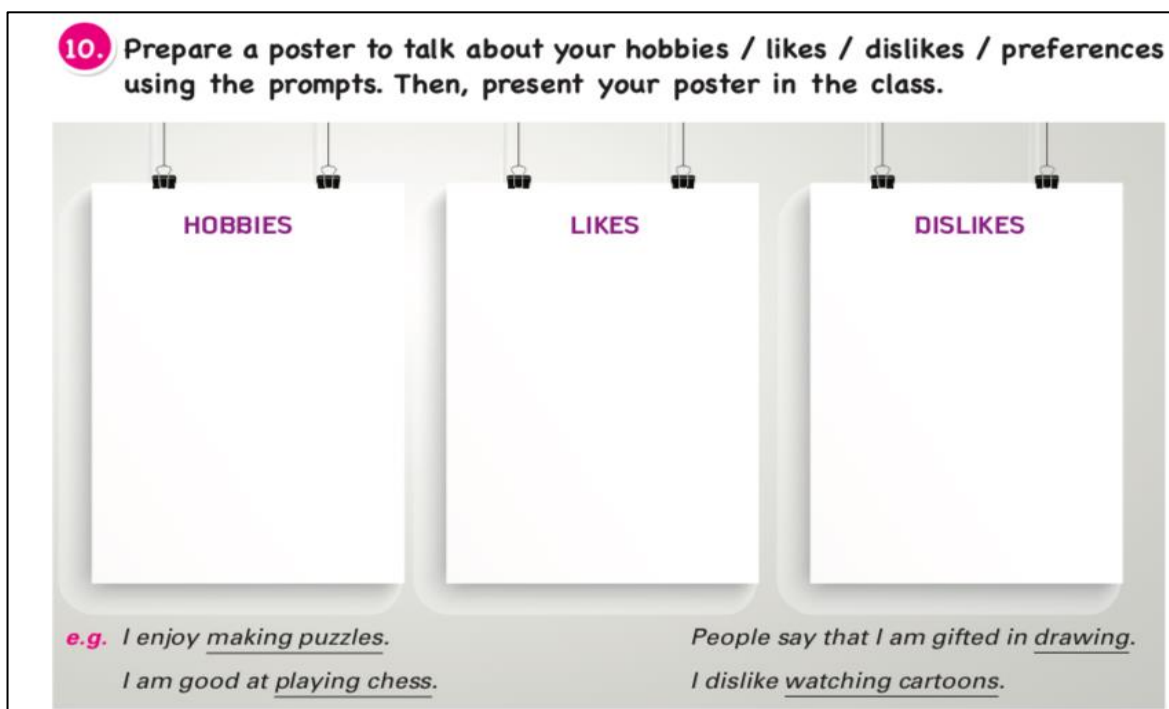
Figure 22. Sample activity 18

"Sample activity 18" from Theme 2 is an example that requires learners to be familiar with the procedure of presenting a poster. Being able to express hobbies, likes, and dislikes is not enough in this activity. Learners need to make their presentation interesting in the beginning to draw the attention of the audience, make smooth transitions between different parts of their presentation, refer to their poster to make it easier for the audience to follow. This process requires knowing "how" and "when" to do things in an activity, and therefore, is accepted as an example of "procedural" knowledge.

Speaking activities in the 12th grade coursebook. 25 speaking activities have been analyzed and categorized according to the revised taxonomy as displayed in Table 15. It is seen that 12th grade coursebook provides the least number of speaking activities among the high school English coursebooks.

Table 15

Categorization of the 12th Grade Speaking Activities According to BRT

The Knowledge Dimension	The Cognitive Process Dimension												
	Remember		Understand		Apply		Analyze		Evaluate		Create		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Factual	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conceptual	-	-	3	12,00	7	28,00	1	4,00	11	44,00	-	-	22	88,00
Procedural	-	-	-	-	1	4,00	-	-	-	-	2	8,00	3	12,00
Meta-cognitive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	3	12,00	8	32,00	1	4,00	11	44,00	2	8,00	25	100

The findings suggest that speaking activities have been designed to foster 12 grade students' critical thinking skills since 56% of the activities are found to be in the HOTS categories. The percentage of activities in the HOTS categories in 12th grade coursebook is much higher than the percentages in the previous grades. The coursebook differs from the coursebooks for previous grades in that its focus is more on the category "evaluate". 44% of the activities require students to think critically, make evaluations, express and defend their opinions.

Figure 23. Sample activity 19

"Sample Activity 19" from Theme 8 asks students to exchange their opinions on whether or not the council members are doing the right thing about a problem related to their town. After discussing this, they are expected to make suggestions as to what should be done to solve the problem. In this activity, students need to make judgments, criticize, and offer their solutions. Therefore, it is placed in the category "evaluate". Being the second most emphasized category among HOTS levels, 8% of the activities are found in the category "create", which is surprisingly lower than the percentages found in the 9th, 10th, and 11th grade coursebooks.

Figure 24. Sample activity 20

"Sample Activity 20" from Theme 8 asks learners to prepare a dialogue about an environmental problem and its possible solutions. Students need to prepare a conversation between a person who wants to make a complaint and a local authority to deal with it. They are expected to choose their roles, decide on the issue to complain about, think of the solutions, write the conversation and act it out in front

of their classmates. Therefore, this complex process of production is considered an activity that aims at improving students' creative skills. 12th grade coursebook is the only coursebook in high school that offers an activity in the category "analyze".

D. Decline or accept the requests below depending on whether they are formal or informal.	
"Could you please open the door?"	Decline
"Would you mind turning down the heater?"	Accept
"Can I borrow your laptop?"	Decline
"Will you please help me carry these bags?"	Accept
"Would you mind if I turned the volume up?"	Decline
"Would you please pass me the shaker?"	Accept
"Will you shut down your computer?"	Decline

Figure 25. Sample activity 21

The only activity in this category is "Sample activity 21" from Theme 6. In this activity, students first need to determine whether the requests are formal or informal. Depending on that, they are expected to accept or decline the requests. Being able to distinguish between formal and informal forms of a request requires students to analyze. Therefore, this activity is placed in the category "analyze". As for the LOTS categories, 32% of the activities are in the category "apply". This percentage is low compared to the coursebooks of the previous grades.

B. Jot down some notes about a past experience or an event in the past considering the setting, climax and resolution and narrate it to your friends.

Figure 26. Sample activity 22

In "Sample activity 22" from Theme 7, students are expected to narrate a past experience thinking about the setting, climax, and resolution. To complete this task, they need to use the past simple tense and include the elements of a story. Finally, 12% of the outcomes are in the category "understand" since they are aimed at facilitating comprehension through controlled activities.

A. Below is Mr. Robbins' attitude rubric and the weight of some criteria for him. Study the rubric and then, discuss what kind of students Mr. Robbins wants. The adjectives in the box may be of help.

Attitude	Points
arriving on time	10
task/assignment fulfillment	30
cooperation with friends	20
participation in class	20
respecting other students	20

apathetic	distracted
considerate	active
respectful	punctual
praising	responsible
cooperative	sensitive

E.g. He wants his students to be punctual and respectful.

Figure 27. Sample activity 23

"Sample activity 23" from Theme 2 is an example of this category because it asks the learners to look at the rubric and a list of adjectives. They need to interpret the rubric using the adjectives presented. According to the revised taxonomy, interpreting a graphic is an activity considered in the category "understand".

When the table is analyzed in terms of the knowledge dimension, it is seen that the findings are similar to the findings of the previous grades. "Conceptual" knowledge is the most focused category in the knowledge dimension with 88% of the activities. Since the language is based on structures, this finding is not surprising. Students might be expected to remember, understand, apply this type of knowledge and analyze, evaluate, and create something using it.

B. Look at the pictures below and describe the people. Then, tell the similarities and differences between them in each picture by stating reasons as in Part 6 A.

Figure 28. Sample activity 24

"Sample activity 24" from Theme 2, students need to tell the similarities and differences to describe the people in pictures by stating reasons. In order to do this task, they need to use the structures to describe people's appearances and the phrases to talk about similarities and differences. Since the knowledge of categories, principles, and structures is "conceptual" knowledge, this activity is placed in this category. 12% of the activities require the students to know about a process or a procedure and therefore, they are placed in the category "procedural" knowledge.

Figure 29. Sample activity 25

"Sample activity 25" from Theme 5 asks the students to create a dialogue between a school counselor and a student. In order to succeed in this task, it is not enough for the students to know the structures to express themselves. Additionally,

they need to know how to maintain a conversation taking turns appropriately. The findings show that the 12th grade coursebook lacks activities to help students develop metacognitive skills as in the cases with the coursebooks used in the other grades in the high school.

Relationship between the Speaking Outcomes and the Speaking Activities

To answer the last research question of the current study, the researcher has compared the distribution of the speaking outcomes in the high school English curricula and the speaking activities in the high school English coursebooks according to the cognitive process and knowledge dimensions. The aim is to identify to what extent the outcomes and activities align. The findings of the last research question are presented separately for each grade below.

Relationship between the speaking outcomes and the speaking activities in the 9th grade. The findings related to the distribution of the speaking outcomes in the 9th grade display that most of them (72.41%) are in the category "apply", which is among LOTS categories, according to the cognitive process dimension (see *Figure 30*). In terms of the knowledge dimension, 86.21% of the outcomes are found to be based on "conceptual" knowledge (see *Figure 31*). On the other hand, the analysis of the speaking activities in the coursebook shows that 73.53% of the activities are classified into the category "apply" according to the cognitive process dimension and 73.53% of the activities are based on "conceptual" knowledge in terms of the knowledge dimension. It can be concluded from the comparison of the findings that both the outcomes and the activities are mostly aimed at the categories "apply" and "conceptual". Comparative analysis of the categories "understand, evaluate, create" and "procedural" indicates that the percentages found in the outcomes and activities are very close to each other. Therefore, it can be suggested that the speaking outcomes in the curriculum and the speaking activities in the coursebook align in the 9th grade.

Figure 30. Comparison of the outcomes and activities in the cognitive process dimension (9th grade)

Figure 31. Comparison of the outcomes and activities in the knowledge dimension (9th grade)

Relationship between the speaking outcomes and the speaking activities in the 10th grade. Findings from the analysis of the outcomes in the 10th grade curriculum reveal that the most focused categories according to the cognitive process dimension are "apply" with 56.52% and "evaluate" with 21.74% (see Table 8). In terms of the knowledge dimension, 82.61% of the outcomes are in the category "conceptual" (see *Figure 33*). When the categorization of the speaking activities in the 10th grade coursebook is elaborated, findings show that the highest number of activities are in the category "understand", which is different from the expectations in the outcomes. 39.47% of the activities are in the category "understand" and the category "apply" follows it with 36.84% (see Table 13). In terms of the knowledge dimension, 73.68% of the activities are based on "conceptual" knowledge. To conclude, 73.91% of the outcomes and 76.31% of the activities are in the LOTS categories (see *Figure 32*). 82.61% of the outcomes and 73.68% of the activities are based on "conceptual" knowledge. Therefore, it can be claimed that the speaking activities in the coursebook are in line with the speaking outcomes in the curriculum in the 10th grade.

Figure 32. Comparison of the outcomes and activities in the cognitive process dimension (10th grade)
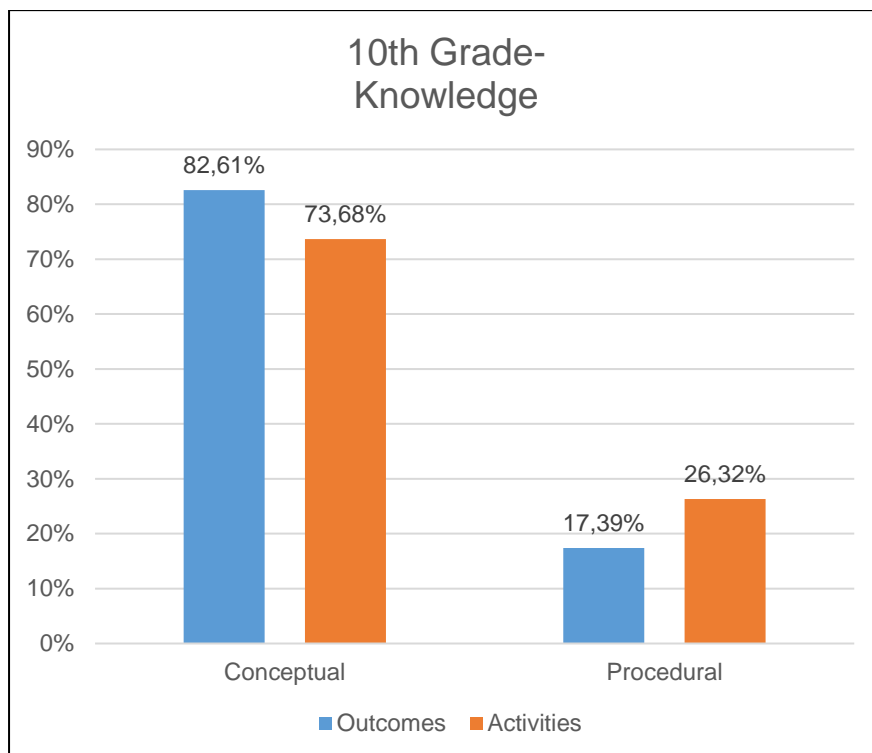
Figure 33. Comparison of the outcomes and activities in the knowledge dimension (10th grade)

Relationship between the speaking outcomes and the speaking activities in the 11th grade. Findings display that 63.16% of the speaking outcomes in the 11th grade curriculum are in the category "apply" according to the cognitive process dimension, and the percentage of the outcomes in the LOTS categories is 78.95% (see *Figure 34*). In terms of the knowledge dimension, 78.95% of the outcomes are related to "conceptual" knowledge (see *Figure 35*). As for the analysis of the activities in the coursebook, findings show that 51.72% of the outcomes are in the category "apply" and the percentage of the activities in the LOTS categories is 65.51%. When the activities are analyzed according to the knowledge dimension, it is seen that 68.97 of the activities are based on "conceptual" knowledge. To summarize, 78.95% of the outcomes and 65.52% of the activities are in the LOTS categories. 78.95% of the outcomes and 68.97% of the activities are based on "conceptual" knowledge. Therefore, it can be concluded that the speaking activities in the coursebook are, to a great extent, consistent with the speaking outcomes in the curriculum in the 11th grade since they both focus more on the LOTS categories and "conceptual" knowledge.
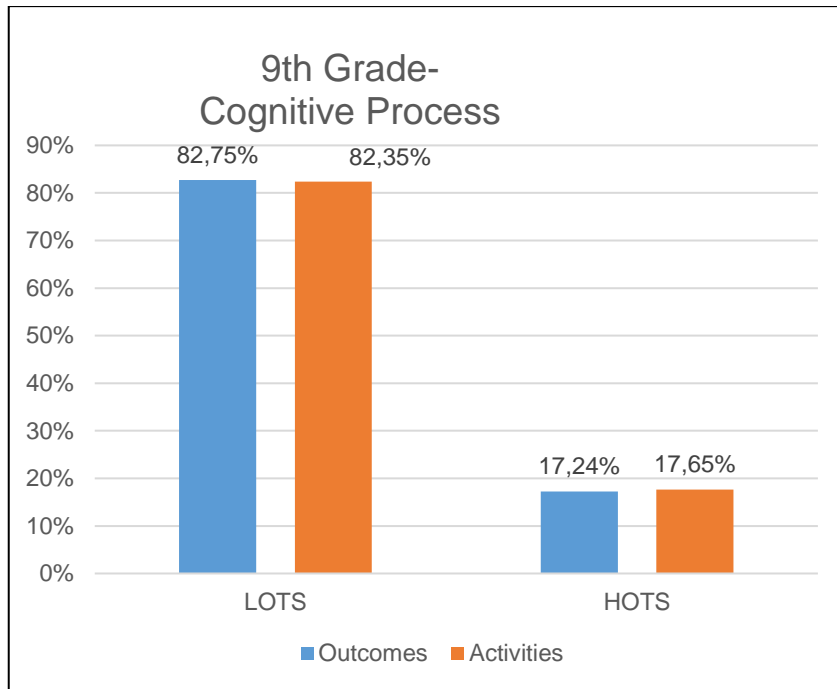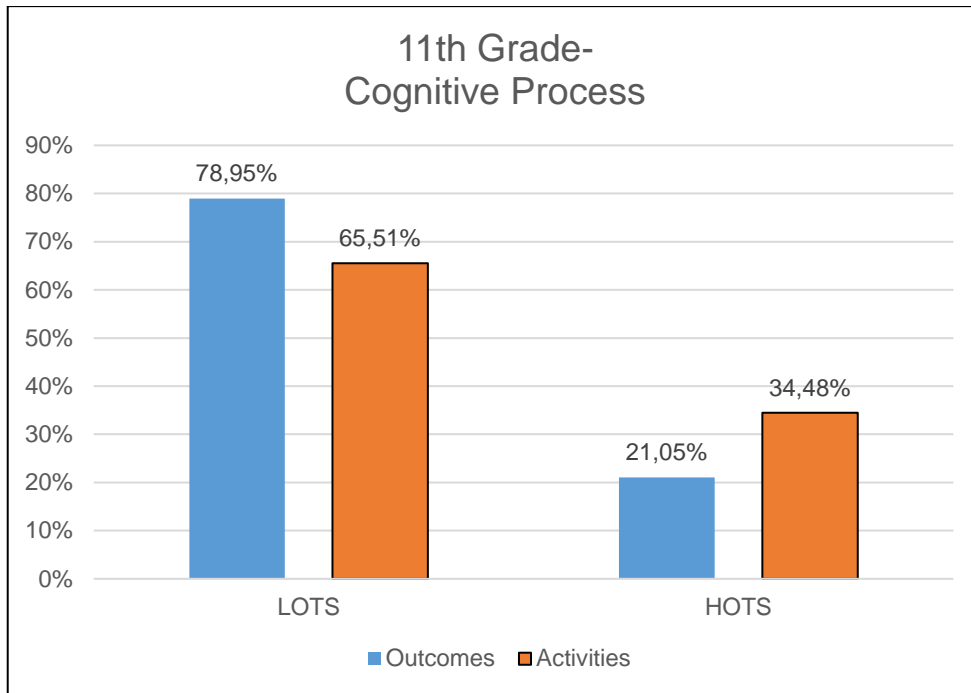
Figure 34. Comparison of the outcomes and activities in the cognitive process dimension (11th grade)
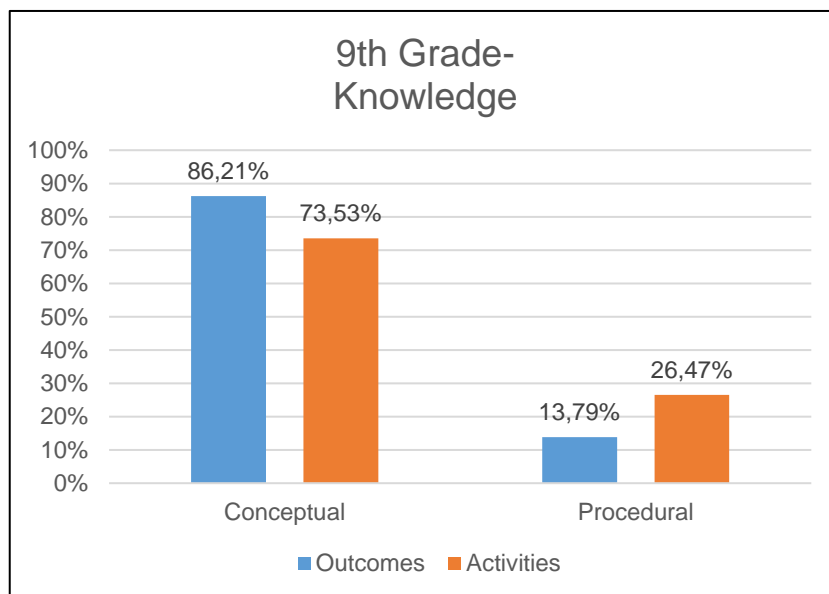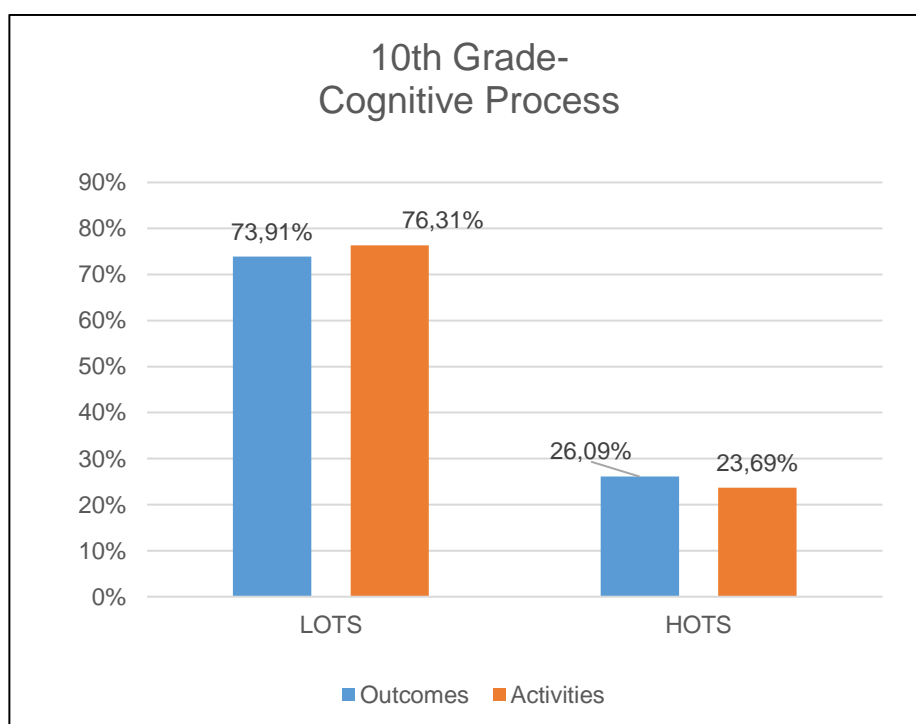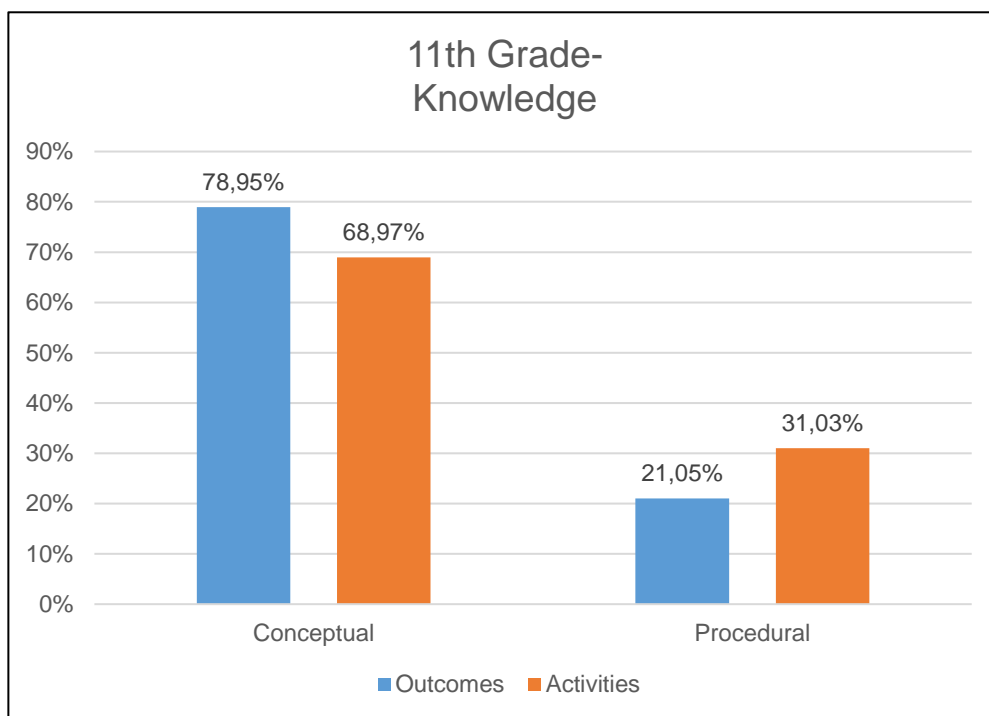

Figure 35. Comparison of the outcomes and activities in the knowledge dimension (11th grade)

Relationship between the speaking outcomes and the speaking activities in the 12th grade. Distribution of the speaking outcomes in the 12th grade curriculum according to the cognitive process dimension indicates that 54.55% of the outcomes are in the category "evaluate", and the percentage of the HOTS categories is 68.19% (see Table 10). In terms of the knowledge dimension, 72.73% of the outcomes are based on "conceptual" knowledge. Findings from the coursebook analysis reveal that 44% of the activities are in the category "evaluate" and the percentage of the activities in the HOTS categories is 56% (see Table 15). According to the knowledge dimension, 88% of the activities are based on "conceptual" knowledge. To conclude, 68.19% of the outcomes and 56% of the activities are in the HOTS categories (see Table 10 and 15) and 72.73% of the outcomes and 88% of the activities are seen to exist in the category "conceptual". Therefore, it can be deduced that the speaking outcomes in the curriculum and the speaking activities in the coursebook are mostly aligned in the 12th grade. It is the only grade in which more than half of the outcomes (68.19%) and activities (56%) are placed in the HOTS categories.
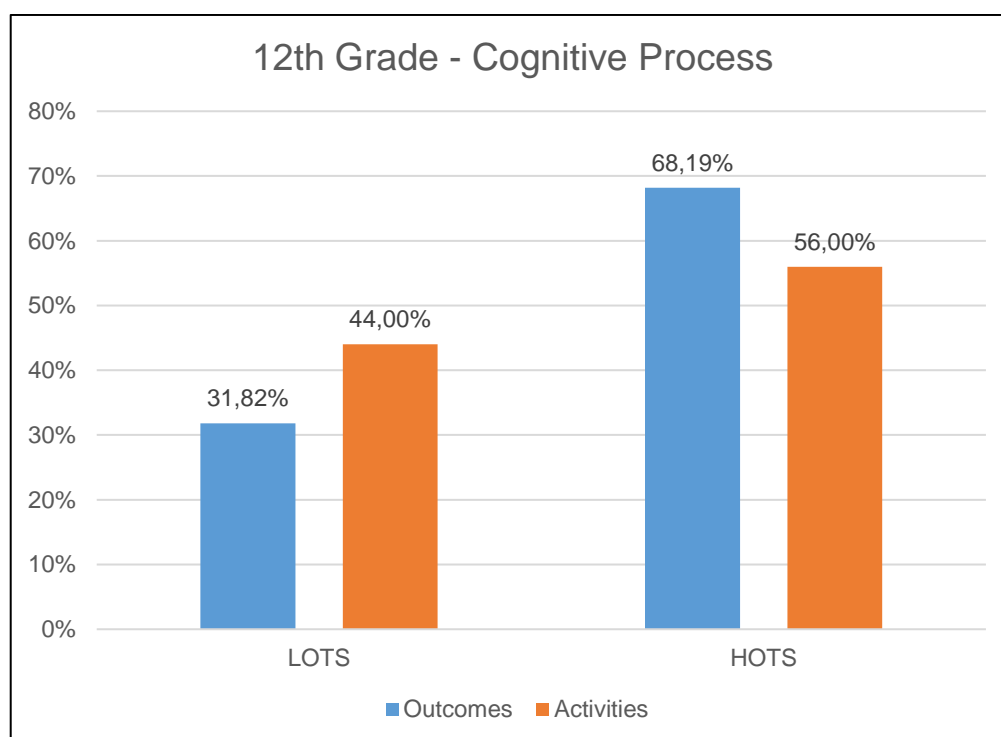
Figure 36. Comparison of the outcomes and activities in the cognitive process dimension (12th grade)
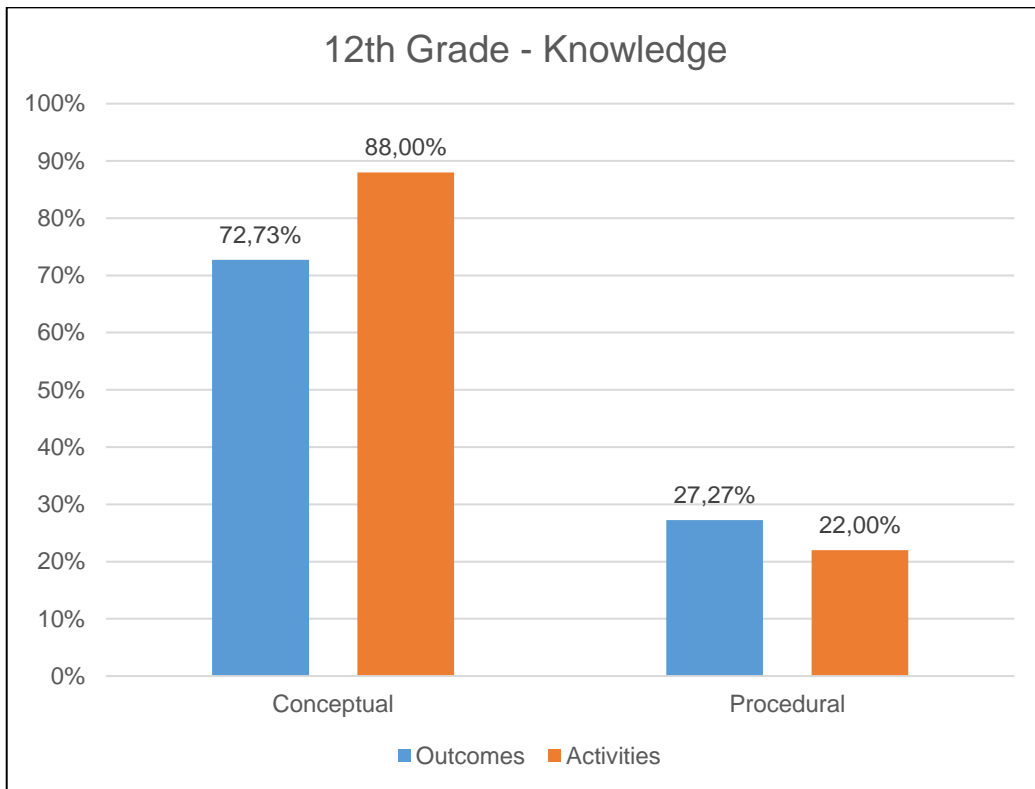
Figure 37. Comparison of the outcomes and activities in the knowledge dimension (12th grade)

Chapter 5
Conclusion, Discussion and Suggestions

In this chapter, an overview of the study is presented and the conclusions are made based on the findings of the research questions. Following that, the results are discussed. Finally, pedagogical implications and suggestions for further research are presented.

An Overview of the Study

The present study was conducted to investigate the distribution of the outcomes for the speaking skill in the high school English language curricula and the speaking activities in the high school English language coursebooks according to the cognitive process and knowledge dimensions of BRT. It was carried out with an objective to provide the curriculum designers and English language teachers with data related to the alignment of the outcomes and activities.

93 outcomes for the speaking skill and 216 speaking activities were analyzed and grouped into the categories in the taxonomy table. The taxonomy table (Anderson et al., 2001) and a verb list (Stanny, 2016) were used to categorize the data. Document analysis was used as a data collection method in this qualitative study. Data were analyzed through content analysis. The findings were reported using frequency and percentage tables and graphs.

Conclusion

In the 9th grade English language curriculum and coursebook, it has been found out that both the outcomes and the activities for the speaking skill have been mostly distributed into the LOTS categories. The number of outcomes and activities in the HOTS categories is quite low. There are not any outcomes or activities in the categories "remember" and "analyze". In the knowledge dimension, the focus is on "conceptual" knowledge. The percentage of the outcomes and activities based on "procedural" knowledge is low. There are not any outcomes or activities related to "factual" or "metacognitive" knowledge. The outcomes and activities have been found to match each other in the 9th grade.

Findings from the analyses of the 10th grade curriculum and coursebook reveal that most of the outcomes and activities are in the LOTS categories. Although the distribution of the outcomes and activities into the categories are not the same, they are mostly close to each other. Neither the outcomes nor the activities focus on the categories "remember" and "analyze". The distribution of the outcomes and activities into the categories in the knowledge dimension is similar, with an emphasis on "conceptual" knowledge. There are not any outcomes or activities based on the categories "factual" or "metacognitive". The outcomes and activities for the speaking skill in the 10th grade can be claimed to be in agreement.

The outcomes and activities in the 11th grade focus more on the LOTS categories in the cognitive process dimension with some differences in the percentages between categories. Although the percentage of outcomes in the HOTS categories is higher in the category "evaluate", the percentage of activities is higher in the category "create". However, it does not change the result, which is the dominance of LOTS categories over HOTS in the 11th grade. There are not any outcomes or activities found in the categories "remember" and "analyze" again as in the cases with the 9th and 10th grades. In the knowledge dimension, the emphasis is on "conceptual" knowledge in both the outcomes and activities despite the difference in their percentages. There are not any outcomes with a focus on "factual" or "metacognitive" knowledge. The outcomes and activities for the speaking skill have been decided to be mostly in line in the 11th grade.

The 12th grade coursebook and curriculum differ from the ones in the other grades since both the outcomes and the activities are distributed to HOTS categories more. Also, there is an outcome and an activity found in the category "analyze" for the first time. The percentage of the activities in the category "create" is almost three times higher than the percentage of the outcomes stated in this category. The distribution of the outcomes and activities in the knowledge dimension is similar to the case in the other grades, in which "conceptual" knowledge is highly emphasized, and "factual" or "metacognitive" knowledge does not have a place. There are small differences in the distribution of the outcomes and activities into the categories in the cognitive process dimension. However, since the focus is on HOTS categories in both, the 12th grade curriculum and coursebook can be claimed to be aligned.

Based on all these findings,

- Both the outcomes for the speaking skill in the high school English language curricula and the speaking activities in the high school English language coursebooks are designed to foster LOTS.

- Despite the low percentages, there are some outcomes and activities in the HOTS categories.

- 12th grade has the highest percentage of outcomes and activities in HOTS categories.

- 12th grade is the only grade in which the outcomes and activities outweigh in HOTS categories.

- There are not any outcomes or activities in the category "remember" in the high school English language curricula and coursebooks.

- The outcomes and activities are mostly in line with each other at all levels.

- There is only one outcome and activity aimed at the category "analyze" in the high school English language curricula and coursebooks.

- The cognitive process category "apply" has the highest percentage of outcomes and activities, on average, in the high school curricula and coursebooks.

- There are not any outcomes or activities based on "factual" or "metacognitive" knowledge in the knowledge dimension.

- The most emphasized knowledge category is "conceptual" in the high school curricula and coursebooks.

Discussion

In the light of the research questions, a discussion of the findings is presented in this section.

The findings that show the dominance of the outcomes in language curricula in the LOTS in terms of the cognitive process dimension are consistent with the findings of the previous studies (Gökler, 2012; Gökdeniz, 2018; Öztürk, 2019; Güde, 2021). In these studies, the programs that are analyzed are different; however, they all report that the outcomes are found to be in LOTS categories. For example, Gökler (2012) evaluated the objectives and functions in the 8th grade English course

curriculum, SBS questions, and exam questions according to BRT. In her study, it was concluded that most of the objectives and functions in the curriculum, SBS questions, and exam questions aimed at LOTS categories. Similarly, Öztürk (2019) examined the 9th grade English language outcomes in the curriculum and coursebook activities and reported that the outcomes and activities for all four skills and pronunciation focused more on LOTS categories. In her recent study, Güde (2021) analyzed the outcomes for four skills and pronunciation in the secondary school preparatory class English language program. The findings of this study suggested that most of the outcomes have been placed in LOTS categories.

Similar results have been obtained in the studies which were carried out to analyze English language coursebooks (Mizbani & Chalak, 2017; Oktaviani, 2018; Öztürk, 2019; Rahpeyma and Khoshnood, 2015; Ulum, 2016). These studies were conducted to investigate the activities in different coursebooks from the perspective of BRT and all of them concluded that the number of the activities in LOTS was more than the number of those in HOTS. Especially, in the study conducted by Mizbani & Chalak (2017), it was revealed that all of the listening and speaking activities in the coursebook Prospect 3 were in LOTS categories. All in all, the results displaying that the outcomes and activities aim at LOTS imply that learners are expected to remember facts, comprehend principles, and apply them in appropriate situations. It is acceptable that especially students with low English proficiency level feel more confident and safer speaking in a controlled activity since they are often reported to have high levels of foreign language speaking anxiety (Dalkılıç, 2001). However, activities that lead students to think critically and creatively should be included in all levels (Zohar & Dori, 2003). Regardless of their proficiency levels, students should be exposed to activities in which they can analyze the information, discuss their opinions and produce something using the language that is appropriate to their level since critical thinking should be enhanced continuously (Liaw, 2007).

As for the findings related to the knowledge dimension, the current study concluded that both the outcomes for the speaking skill and the speaking activities in the coursebooks in the high school focused most on conceptual knowledge and lacked metacognitive knowledge, which is similar to the findings of the studies conducted by Gökler (2012), Gökdeniz (2018), Öztürk (2019) and Güde (2021). For instance, Gökdeniz (2018) investigated the questions in the TEOG exam and the outcomes in the 8th grade English language teaching curriculum. She suggested

that there was neither a question in the TEOG exam nor an outcome in the curriculum which was based on metacognitive knowledge. Similarly, Öztürk (2019) concluded that none of the outcomes and activities were related to metacognitive knowledge in the 9th grade curriculum and coursebook. However, students who can use metacognitive strategies tend to be more successful since they are better at planning and checking their own learning processes (Rahimi and Katal, 2012). Defined as one's awareness of cognitive strengths and weaknesses (Pintrich, 2002), metacognitive knowledge should be taught at all levels while teaching a foreign language. Studies on metacognition display that using metacognitive skills effectively "empowers learners" (Öz, 2005:151). In speaking classes, students can learn how to plan what to say when, monitor their speech, and evaluate their improvement with the help of metacognitive strategies if they are taught. Being knowledgeable about these strategies might also help students feel less anxious while speaking since they know how to overcome their strengths and fears. However, as Veenman, Van Hout-Wolters, & Afflerbach (2006) stated, teachers themselves are not knowledgeable enough about metacognition. Although they are willing to incorporate metacognitive knowledge into their teaching, they need guidance and training on what metacognitive strategies can be taught to students and how to integrate them into their classes.

Pedagogical Implications

The current study has been conducted in an attempt to find out the rate of alignment of the outcomes and activities in the high school English language curricula and coursebooks according to the cognitive process and knowledge dimensions of Bloom's revised taxonomy. In the light of the findings related to the inadequacy of the HOTS and lack of metacognitive knowledge both in the outcomes and the activities, some implications have been presented:

- While revising the curriculum, it could be beneficial to place the outcomes in the categories of the taxonomy to be able to see their distribution concretely. Outcomes could be rewritten with more emphasis on HOTS categories to help learners realize more complex tasks using the language. Students who are able to improve HOTS can use the language confidently in

- presentations, speeches, debates, and discussions. They can organize information, generate hypotheses, design and construct products.

- While deciding on the coursebooks to be taught, it should be carefully checked if the activities in the coursebook match the objectives or not.

- Even if the activities in the coursebooks do not support students in terms of improving their critical thinking skills, teachers should be knowledgeable about these skills and how to help their students improve HOTS. They should let the students take responsibility for their own learning and provide them with the opportunities to practise the skills to analyze, differentiate, question, criticize, plan and prepare either adapting the activities in the coursebook or using additional materials. Teachers could be informed about how they can extend the activities to this end.

- The curricula and coursebooks could be revised in a way to include metacognitive knowledge. Students should be introduced to strategic knowledge and self-knowledge. Teachers could help learners become aware of their strengths and weaknesses related to the learning process. High school students are mature enough for learning strategies to be taught explicitly. If students are aware of these strategies, they can have a chance to use them when necessary, which might also help them to become more autonomous learners.

- Training programs should be planned both for in-service and pre-service teachers to help them integrate metacognitive strategies into their classes more effectively.

- More outcomes based on procedural knowledge could be stated. Teaching subject-specific skills, techniques, and methods is appropriate for high school learners instead of pure factual or conceptual knowledge which could be more helpful in beginner levels.

Suggestions for Further Research

In this study, the speaking outcomes in the high school English language curricula and the speaking activities in the high school English language coursebooks have been investigated according to BRT.

Further studies can be conducted:

- To analyze the distribution of the speaking outcomes in the primary and secondary school curricula, and the speaking activities in their coursebooks according to BRT.

- To examine how the speaking outcomes are assessed in the high school English classes. A comparative analysis of the assessment tools used for speaking and the outcomes can be made. The rate of their alignment could be searched.

- Focusing on different skills to find out the distribution of the outcomes and activities according to BRT. Listening or reading, for example, might yield totally different results as they are receptive skills.

- To investigate the outcomes in the English language curricula for all grades in terms of the knowledge dimension only. Outcomes for different skills might be based on different types of knowledge according to BRT.

- Employing a different taxonomy to evaluate the speaking outcomes in the high school English language curricula and the activities in the English language coursebooks in the high school.

- To find out the teachers' opinions of the speaking outcomes and activities in the high school English language curricula through surveys and interviews.

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APPENDIX-A: The Revised Taxonomy

4.1 THE KNOWLEDGE DIMENSION

MAJOR TYPES AND SUBTYPES	EXAMPLES
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it	
AA. Knowledge of terminology	Technical vocabulary, music symbols
AB. Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together	
BA. Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB. Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC. Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods	
CA. Knowledge of subject-specific skills and algorithms	Skills used in painting with water colors, whole-number division algorithm
CB. Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC. Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one's own cognition	
DA. Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a text book, knowledge of the use of heuristics
DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC. Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level

5.1 THE COGNITIVE PROCESS DIMENSION (CONTINUED)

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, intergrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

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5.1 THE COGNITIVE PROCESS DIMENSION

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g. Write a short summary of the event portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system(e.g., explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

APPENDIX-B: Verb List

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
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: Feedback by Lorin W. Anderson

From: Lorin Anderson <anderson.lorinw@gmail.com>

To: Melek Aydoðan

Dear Melek Aydoğan Koral,

Thank you for your email. I believe the difficulty you are having stems from the fact that all of the examples that you give are activities, not objectives. Consider, for example, "introduce themselves and their family members." That's what they have to DO; what are they supposed to learn by doing it? The answer to this question is your objective. One way of determining the objective for this activity is to identify the criteria that you would use to evaluate the activity. That is, how would you evaluate how well the students "introduce themselves and their family members." Typically, activities are evaluated as "yes" or "no." That is, did they introduce themselves and their family members or did they not. With respect to objectives, on the other hand, you are interested in <u>how well</u> they introduced themselves and their family members. Did they follow the procedures taught in class? Were the introductions clear and understandable? Were the introductions sufficiently comprehensive to allow the listener to get to know the speaker and his or her family? These are just a few examples and I'm sure there are many others. But, this is where to begin the transformation from activities to objectives.

With respect to your second-to-the-last sentence, the revised Taxonomy does not following the sequential requirement of the original Taxonomy (e.g., remember, then understand, then apply). Often, it is by applying that we understand (as an example).

I hope this is helpful.

With regards,

Lorin W. Anderson
Carolina Distinguished Professor Emeritus
University of South Carolina, Columbia (USA)

APPENDIX-D: Sample Categorizations of the Outcomes in the High School English Curricula

Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		E9.7.S1. E11.2.S2.	E10.2.S1	E12.6.S1.	E11.10.S2	
Procedural			E9.6.S1 E10.10.S2			E12.6.S2.
Meta-cognitive						

E9.6.S1. Students will be able to take part in a dialogue about ordering food at a restaurant/café.

E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events.

E10.2.S1. Students will be able to talk about their own plans for the future.

E10.10.S2. Students will be able to act out a dialogue in clothes shop.

E11.2.S2. Students will be able to ask and answer questions about their present and past abilities.

E11.10.S2. Students will be able to make comments about moral values and norms in different cultures.

E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests.

E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours.

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APPENDIX-E: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı   : 35853172-300
Konu   : Melek AYDOĞAN KORAL (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 30.09.2020 tarihli ve E-51944218-300-00001258402 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi **Melek AYDOĞAN KORAL'**ın **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Türkiye'de Lise İngilizce Öğretim Programları ve Ders Kitaplarında Konuşma Becerisinin Analizi"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **13 Ekim 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun görülmüştür.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

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APPENDIX F: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

09/06/2021

(Signature)
Melek AYDOĞAN KORAL

APPENDIX-G: Thesis/Dissertation Originality Report

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: ANALYSIS OF SPEAKING SKILL IN HIGH SCHOOL ENGLISH LANGUAGE CURRICULA AND COURSEBOOKS IN TURKEY

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
14/06/2021	125	159959	09/06/2021	18%	1606131049

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Melek AYDOĞAN KORAL	
Student No.:	N19130364	Signature
Department:	Foreign Language Education	
Program:	English Language Teaching	
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
(Prof. Dr. İsmail Hakkı MİRİCİ, Signature)

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricinde YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

09 / 06 / 2021

(imza)

Melek AYDOĞAN KORAL

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.