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Exploring the Impact of Revised Bloom's Taxonomy in a Turkish as a Foreign Language Textbook

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Abstract

Revised Bloom's Taxonomy is a framework that classifies cognitive skills into six hierarchical levels, ranging from lower-order thinking skills to higher-order cognitive abilities. This taxonomy was revised in 2001 to align with modern educational practices, emphasising active learning, critical thinking, and creativity. This study explores the rationale for incorporating Revised Bloom's Taxonomy in school textbooks. By integrating this taxonomy into educational materials, educators can promote higher-order thinking, depth of understanding, and the development of essential skills needed for real-world challenges. Additionally, it facilitates personalised learning, supports effective assessment, encourages active learning, and aligns with global educational standards. In an era marked by rapid change and information abundance, including Revised Bloom's Taxonomy in textbooks serves as a valuable tool to enhance the quality of education and better prepare students for the demands of the 21st century. Hence, the current research seeks to determine the degree to which Revised Bloom's Taxonomy is incorporated into a Turkish as a Foreign Language (TFL) textbook. The study's results revealed an absence of advanced cognitive abilities in the examined textbook. Corresponding implications were postulated within the related context.

Keywords: Revised Bloom's Taxonomy, Turkish as a Foreign Language (TFL), textbook, textbook evaluation, cognitive skills

Bir Yabancı Dil Olarak Türkçe Ders Kitabında Yenilenmiş Bloom Taksonomisin Etkisinin İrdelenmesi

Özet

Yenilenmiş Bloom Taksonomisi, bilişsel becerileri altı hiyerarşik seviyede sınıflandıran bir çerçevedir. Bu seviyeler alt düzey düşünme becerilerinden üst düzeyde bilişsel yeteneklere kadar uzanır. Taksonomi, 2001 yılında modern eğitim uygulamalarıyla daha iyi uyum sağlaması amacıyla revize edilmiş ve aktif öğrenme, eleştirel düşünme ve yaratıcılığı vurgulamıştır. Bu çalışma, Yenilenmiş Bloom Taksonomisini okul kitaplarına dâhil etme gerekçesini araştırmaktadır. Bu taksonominin eğitim materyallerine dâhil edilmesiyle eğitimciler, yüksek düşünme, anlama derinliği ve gerçek dünya zorlukları için gerekli olan temel becerilerin gelişimini teşvik edebilirler. Taksonomi ayrıca kişiselleştirilmiş öğrenmeyi kolaylaştırır, etkili değerlendirmeyi destekler, aktif öğrenmeyi teşvik eder ve küresel eğitim standartlarına uyum sağlar. Hızlı değişim ve bilgi bolluğu ile özdeşleşen bir dönemde, Yenilenmiş Bloom Taksonomisinin ders kitaplarına dâhil edilmesi, eğitimin kalitesini artırmak ve öğrencileri 21. yüzyılın gereksinimlerine daha iyi hazırlamak için değerli bir araç olarak hizmet eder. Bu nedenle, mevcut araştırma Yenilenmiş Bloom Taksonomisinin bir TYD ders kitabına ne ölçüde dâhil edildiğini belirlemeyi amaçlamaktadır. Araştırmanın sonuçları, incelenen ders kitabında ileri düzey bilişsel yeteneklerin eksikliğini ortaya çıkarmıştır. Bu bağlamda ilgili öneriler sunulmuştur.

Anahtar Kelimeler: Yeniden Düzenlenmiş Bloom Taksonomisi, Yabancı Dil Olarak Türkçe (TYD), ders kitabı, ders kitabı değerlendirmesi, bilişsel beceriler

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Introduction

Revised Bloom's Taxonomy, often referred to simply as Bloom's Taxonomy, is a framework used in education and cognitive psychology to classify and categorise different levels of cognitive thinking skills that students can demonstrate (Krathwohl, 2002). It was originally developed by Benjamin Bloom in 1956 and was later revised by a group of educators in 2001, which is why it's called "Revised Bloom's Taxonomy" (Forehand, 2005). The revised version was created to better reflect the learning process and make it more applicable to modern educational practices (Forehand, 2005).

The updated version represents a significant advancement in educational theory and practice. Drawing on insights from cognitive psychology and educational research, the revised taxonomy offers a more nuanced understanding of cognitive processes and their application in learning. By emphasizing the dynamic nature of learning and the diverse ways in which students engage with content, the revised taxonomy provides educators with a versatile tool for instructional design and assessment (Alaghbary, 2021).

One of the key motivations behind the revision was to ensure that Bloom's Taxonomy remained relevant and adaptable to contemporary educational practices. As educational methodologies evolved and new approaches to teaching and learning emerged, it became imperative to update the taxonomy to reflect these changes accurately. The revised version addresses this need by incorporating contemporary perspectives on learning theory and instructional design, making it more responsive to the demands of modern education (Vavilina, 2020).

Furthermore, the revision process sought to enhance the taxonomy's practical utility for educators and curriculum developers. By refining the categories and descriptors used to classify cognitive skills, the revised taxonomy offers clearer guidance on how to design learning objectives, develop instructional materials, and assess student learning outcomes. This clarity and specificity empower educators to create more effective learning experiences that foster critical thinking, problem-solving, and other essential skills (Adijaya et al., 2023).

Revised Bloom's Taxonomy represents a significant evolution of Benjamin Bloom's original framework, reflecting advances in educational theory and practice. By refining the taxonomy to better align with modern educational principles and practices, the revised version continues to serve as a valuable tool for educators seeking to promote meaningful learning experiences and support student success (Arievitch, 2020).

The original Bloom's Taxonomy had six cognitive domains, arranged from lower-order thinking skills to higher-order thinking skills (Wilson, 2016; Anderson & Krathwohl, 2001).

Knowledge: This level involves recalling facts, terms, and basic concepts.

Comprehension: This level involves understanding the meaning of information and being able to explain it in one's own words.

Application: At this level, students can use their knowledge and understanding to solve problems or apply concepts in new situations.

Analysis: Here, students break down information into its components, identify patterns, and make connections between different ideas.

Synthesis: This level involves creating something new by combining elements and ideas in novel ways.

Evaluation: At the highest level, students can judge the value or worth of ideas, theories, or solutions based on criteria and evidence.

The revised version of Bloom's Taxonomy retains the same six levels but revises the terminology and descriptions to make them more accessible and applicable to contemporary education. The revised levels are as follows (Darwazeh & Branch, 2015; Huitt, 2011).

Remember: This corresponds to the Knowledge level in the original taxonomy and involves recalling facts and basic concepts.

Understand: Similar to Comprehension, this level involves grasping the meaning of information and being able to explain it.

Apply: This corresponds to the Application level in the original taxonomy and focuses on using knowledge and concepts in practical situations.

Analyze: Similar to Analysis, this level involves breaking down information, identifying patterns, and making connections.

Evaluate: This corresponds to the Evaluation level in the original taxonomy and involves making judgments based on criteria and evidence.

Create: This is equivalent to Synthesis and involves generating new ideas, solutions, or products by combining existing elements.

The revised Bloom's taxonomy indeed maintains the same cognitive process dimensions as the original version: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. However, what distinguishes the revised taxonomy is the addition of knowledge dimensions alongside these cognitive processes. These knowledge dimensions include factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. By incorporating these two dimensions—cognitive processes and types of knowledge—the revised taxonomy provides a more comprehensive framework for educators to design learning objectives and assess students' learning outcomes effectively.

Revised Bloom's Taxonomy is widely used by educators to design curriculum, develop assessment tools, and guide instruction. It provides a framework for promoting higher-order thinking skills and encouraging deeper understanding and critical thinking among students (Pujawan et al., 2022; Noble, 2004). The following figure represents the original and revised form of the taxonomy.

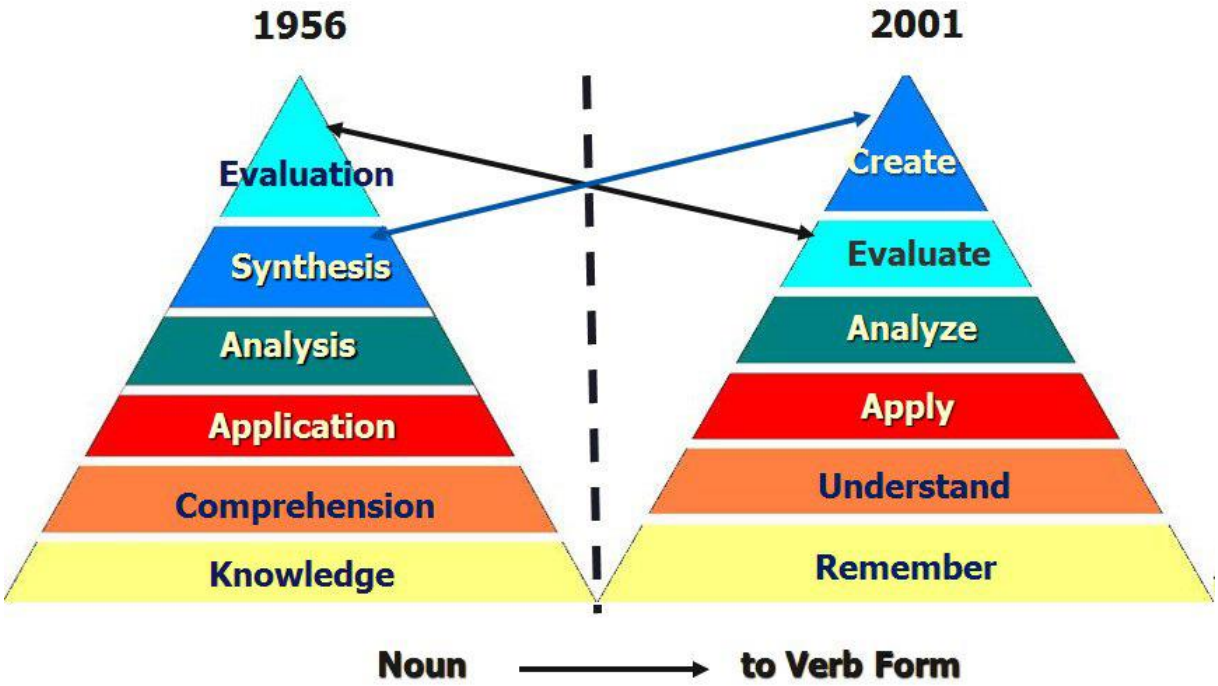

Figure 1. Comparative Table: The original and revised taxonomies (Wilson, 2006)

The Use of the Revised Bloom's Taxonomy in Textbooks

The application of Revised Bloom's Taxonomy in textbooks offers several compelling reasons for its adoption. First of all, the Revised Bloom's Taxonomy emphasizes higher-order cognitive skills like analysis, synthesis, and evaluation. By incorporating these levels into textbooks, educators encourage students to think critically, solve problems, and engage in meaningful learning experiences (Susan et al., 2020). Besides, textbooks that align with the taxonomy provide opportunities for students to delve deeper into subject matter. This depth of understanding goes beyond rote memorization, fostering a more profound grasp of concepts and principles. In addition, in today's rapidly changing world, students need more than just factual knowledge (Olimat, 2015).

The taxonomy helps students develop skills that are essential for success in various professions and real-life situations, such as problem-solving and decision-making. Moreover, by structuring textbooks around the levels of the taxonomy, educators ensure a balanced and comprehensive curriculum. This approach allows students to progress from basic knowledge acquisition to advanced critical thinking, ensuring a well-rounded education (Ulum, 2022). The taxonomy also supports differentiated instruction. It enables teachers to adapt their teaching methods and materials to meet the diverse learning needs of students, ensuring that all learners can reach their potential. Furthermore, textbooks designed with the taxonomy in mind enable educators to create assessments that align with the learning objectives (Ulum, 2021). This ensures that assessments are fair, valid, and assess a range of cognitive skills, providing a more accurate measure of student learning (Febrina et al., 2019).

The taxonomy also encourages active learning experiences in the classroom. Students are more engaged when they are asked to analyze, evaluate, and create, rather than passively receiving information. Textbooks that incorporate these elements can make learning more enjoyable and effective (Mansoor, 2023). Revised Bloom's Taxonomy is a widely recognized framework with global applicability. It can be applied across different cultures and educational systems, making it a versatile tool for improving education worldwide. Besides, the taxonomy aligns with the development of 21st-century skills, such as critical thinking, creativity, and information

literacy. These skills are increasingly important in an information-rich and technology-driven world (Stevani & Tarigan, 2023). Therefore, by incorporating the taxonomy into textbooks, educators signal their commitment to continuous improvement in education. They are actively seeking ways to enhance the quality of instruction and better prepare students for the challenges they will face (Putri, 2018).

In brief, applying Revised Bloom's Taxonomy in textbooks enriches the learning experience, fosters critical thinking, and better equips students for the complexities of the modern world. It serves as a valuable framework for educators to create more engaging, effective, and relevant educational materials (Laila & Fitriyah, 2022). Therefore, the present study aims at figuring out the extent of Revised Bloom's Taxonomy in a TFL textbook. Thus, the following research questions were formulated:

To what extent does the TFL textbook *Istanbul Turkish for Foreigners Course book A1* incorporate the lower order cognitive skills defined by Revised Bloom's Taxonomy?

To what extent does the TFL textbook *Istanbul Turkish for Foreigners Course book A1* incorporate the higher order cognitive skills defined by Revised Bloom's Taxonomy?

Significance of the Study

Many educators face constraints in terms of time, opportunities, and the capacity to create their own instructional materials for teaching Turkish language. Consequently, they rely heavily on commercially available textbooks. This study focuses on the analysis of one such TFL textbook, "Istanbul Turkish for Foreigners Course book A1". The primary objective of this analysis is to assess the extent to which this book incorporates both higher-order and lower-order questions as defined by Revised Bloom's taxonomy. This evaluation involves a comprehensive examination of the instructions and questions within the book. Essentially, this analysis aims to determine the cognitive level of all the questions in alignment with Revised Bloom's taxonomy. The results of this analysis will shed light on whether the instructions and questions within the book adequately address higher-level thinking skills.

Limitations of the Study

The study focuses on a specific TFL textbook, "Istanbul Turkish for Foreigners Course book A1". Findings from this single textbook may not be broadly applicable to all TFL textbooks, as different textbooks may have varying degrees of alignment with Revised Bloom's Taxonomy. Categorizing questions according to Bloom's Taxonomy levels can involve subjectivity. Various researchers may interpret and categorize questions differently, potentially leading to variations in results. The study primarily focuses on the cognitive level of questions within the textbook but may not consider other critical aspects of language teaching and learning, such as teaching methods, materials, or classroom dynamics. The study may not account for specific teaching contexts in which the textbook is used, such as the proficiency levels of students or the teaching approach employed by instructors, which can influence the effectiveness of the textbook. The selection of the "Istanbul Turkish for Foreigners Course book A1" for analysis may introduce publication bias if the choice was based on specific criteria or recommendations, as it may not represent the full spectrum of TFL textbooks available. The study does not compare the "Istanbul Turkish for Foreigners Course book A1" with other TFL textbooks, which could provide valuable insights into the relative effectiveness of different materials. The study relies primarily on quantitative analysis of questions and may not include qualitative perspectives from teachers or students, missing valuable insights into the practical implications

of using the textbook. When interpreting the study's findings, researchers and readers should take note of these limitations and acknowledge the importance of further research to address them, thus achieving a more thorough understanding of the topic.

Methodology

This study employs descriptive content analysis to precisely document the occurrence of particular analysis categories by two experts. The fact that two experts in the related field are involved suggests a level of expertise and reliability in the analysis process, as their insights can help ensure the accuracy and thoroughness of the findings. The TFL textbook employed in this research is "Istanbul Turkish for Foreigners Course book A1." This textbook, published in 2012, still remains in use within educational institutions in Turkey. The study utilises the cognitive levels defined in Revised Bloom's Taxonomy to classify the pertinent textbook instructions and questions. Initially, question stems corresponding to each cognitive level and keywords exemplifying the taxonomy's phases were employed to address the research problem. This enabled an evaluation of the extent to which various categories of critical thinking were evident in the sections analysed. Frequencies and reporting percentages represent the quantitative aspect of the study, while excerpts from instructions and questions represent the qualitative aspect. Samples of instruction origins, question stems, and question terms that correspond to the cognitive thinking levels of Revised Bloom's Taxonomy were included in the study. Each section of the TFL textbook was analysed descriptively. Questions and instructions were collected, collated, and evaluated based on Revised Bloom's Taxonomy, which distinguishes between low-order thinking skills (remember, understand, and apply) and higher-order thinking skills (analyse, evaluate, and construct). The study then determined the prevalence and proportions for each cognitive level within each unit. In addition, each categorization category included samples of word stems for each cognitive domain. To make the data more manageable, the results are presented in tabular format, including both frequency counts and percentages of cognitive stages. Through these stages, the study casts light on the Bloom's Taxonomy sequence of cognitive thinking processes. In conclusion, Revised Bloom's Taxonomy functions as the theoretical foundation for this study.

Data Analysis and Results

The descriptive analysis encompassed the categorization of all questions based on the six cognitive levels defined by Revised Bloom's Taxonomy. This process involved calculating frequencies and presenting percentages. The results of this analysis provided insights into the prevalence of both lower and higher-level categories within the instructions and questions found in the TFL textbook “Istanbul *Turkish for Foreigners Course book A1* ". All data derived from the descriptive analysis, including frequency counts and percentages, were utilized in the inferential phase of data analysis. The subsequent tables and their explanations shed light on the aforementioned aspects. As evident from the table below, the presentation of both lower and higher-order cognitive thinking skills is detailed.

Table 1. The Extent of the Revised Bloom's Taxonomy in Unit 1

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	25	73.53	-	-
Reading	1	2.95	-	-
Writing	3	8.82	-	-
Listening	3	8.82	-	-
Speaking	2	5.88	-	-
Total	34	100.00	-	-

Table 1 demonstrates that the "Remember" level is predominantly identified within the "Use of Language" category at 73.53%. It is subsequently observed in the categories of "Reading" (2.95%), "Writing" (8.82%), "Listening" (8.82%), and "Speaking" (5.88%). Conversely, there are no instances detected at the "Understand" level. Therefore, we can infer from the table that the first unit exclusively encompasses lower-order cognitive abilities as elucidated by the Revised Bloom's Taxonomy. This suggests that the focus of the first unit is on basic recall and comprehension of information rather than higher-level thinking skills such as analysis or evaluation. It is important for educators to be aware of this emphasis when designing instructional activities and assessments for this unit.

Table 2. The Extent of the Revised Bloom's Taxonomy in Unit 2

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	25	71.42	3	30.00
Reading	4	11.43	3	30.00
Writing	1	2.86	2	20.00
Listening	4	11.43	-	-
Speaking	1	2.86	2	20.00
Total	35	100.00	10	100.00

Table 2 illustrates that the highest occurrences are found within the "Use of Language" category, with a percentage of 71.42 for the "Remember" level and 30.00 for the "Understand" level. Limited instances are also identified in the categories of "Reading" (11.43% for the "Remember" level, 30.00% for the "Understand" level), "Writing" (2.86% for the "Remember" level, 20.00% for the "Understand" level), "Listening" (11.43% for the "Remember" level), and "Speaking" (2.86% for the "Remember" level, 20.00% for the "Understand" level). However, no occurrences were observed in the higher-order cognitive domain. This data suggests that students are primarily focused on lower-level cognitive skills such as remembering and understanding, with limited instances of higher-order thinking skills in the categories of reading, writing, listening, and speaking. This indicates a potential need for instructional strategies that promote critical thinking and problem-solving abilities.

Table 3. The Extent of the Revised Bloom's Taxonomy in Unit 3

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	20	62.50	3	23.08
Reading	5	15.62	5	38.46
Writing	1	3.13	3	23.08
Listening	5	15.62	-	-
Speaking	1	3.13	2	15.38
Total	32	100.00	13	100.00

Table 3 makes it evident that the highest number of instances is concentrated in the "Use of Language" category, accounting for 62.50% for the "Remember" level and 23.08% for the "Understand" level. There are also limited occurrences in the "Reading" category (15.62% for "Remember" and 38.46% for "Understand"), "Writing" (3.13% for "Remember" and 23.08% for "Understand"), "Listening" (15.62% for "Remember"), and "Speaking" (3.13% for "Remember" and 15.38% for "Understand"). However, no instances were detected in the higher-order cognitive domain. This indicates that the majority of language use in the assessed material is at lower levels of cognitive processing, such as remembering and understanding. Higher-order cognitive skills, such as analyzing, evaluating, and creating, seem to be lacking in the text.

Table 4. The Extent of the Revised Bloom's Taxonomy in Unit 4

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	18	50.00	1	20.00
Reading	11	30.56	3	60.00
Writing	1	2.78	1	20.00
Listening	4	11.11	-	-
Speaking	2	5.55	-	-
Total	36	100.00	5	100.00

Table 4 highlights that the majority of instances are concentrated within the "Use of Language" category, constituting 50.00% for the "Remember" level and 20.08% for the "Understand" level. Additionally, there are instances present in the "Reading" category (60.56% for "Remember" and 60.00% for "Understand"), and there are limited occurrences in the "Writing" category (2.78% for "Remember" and 20.00% for "Understand"), "Listening" (11.11% for "Remember"), and "Speaking" (5.55% for "Remember"). Nevertheless, no instances were identified in the higher-order cognitive domain. This data suggests that the majority of language learning activities focus on the lower levels of cognitive skills such as remembering and understanding. However, there is a lack of emphasis on higher-order cognitive skills such as analyzing, evaluating, and creating in language learning tasks. This imbalance may limit students' ability to apply their language knowledge in real-world contexts and develop critical thinking skills.

Table 5. The Extent of the Revised Bloom's Taxonomy in Unit 5

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	18	62.06	-	-
Reading	5	17.23	2	18.18
Writing	-	-	4	36.36
Listening	6	20.68	-	-
Speaking	-	-	5	45.46
Total	29	100.00	11	100.00

Table 5 emphasizes that the majority of occurrences are centered within the "Use of Language" category, accounting for 62.06% of the "Remember" level. Furthermore, there are instances present in the "Reading" category (17.23% for "Remember" and 18.18% for "Understand"), and there are limited instances in the "Writing" category (36.36% for "Understand"), "Listening" (20.68% for "Remember"), and "Speaking" (45.46% for "Understand"). However, no instances were detected in the higher-order cognitive domain. These findings suggest that the majority of students struggle with language usage when it comes to the "Remember" level. Additionally, it is concerning that there were no instances detected in the higher-order cognitive domain, indicating a potential gap in critical thinking skills among students.

Table 6. The Extent of the Revised Bloom's Taxonomy in Unit 6

Level	Remember		Understand	
	frequency	percentage	frequency	percentage
Use of Language	14	66.67	-	-
Reading	4	19.05	5	38.46
Writing	-	-	3	23.08
Listening	3	14.28	2	15.38
Speaking	-	-	3	23.08
Total	21	100.00	13	100.00

Table 6 underscores that the majority of occurrences are concentrated within the "Use of Language" category, representing 66.67% for the "Remember" level. Furthermore, there are occurrences in the "Reading" category (19.05% for "Remember" and 38.46% for "Understand"), and there are also limited instances in the "Writing" category (23.08% for "Understand"), "Listening" (14.28% for "Remember" and 15.38% for "Understand"), and "Speaking" (23.08% for "Understand"). However, no instances were identified in the higher-order cognitive domain. This indicates that the majority of errors and mistakes made by the students are related to their use of language, particularly at the "Remember" level. Additionally, there are some occurrences of errors in reading, writing, listening, and speaking tasks, but these are relatively limited. It is worth noting that no instances were found in the higher-order cognitive domain, suggesting that students have a better grasp of critical thinking and problem-solving skills about language use.

Table 7. The Extent of Each Level as Defined by Revised Bloom's Taxonomy

Level	frequency	percentage
Remember	187	78.24
Understand	52	21.76
Apply	-	-
Analyze	-	-
Evaluate	-	-
Create	-	-
Total	239	100.00

Table 7 reveals that the majority of occurrences are found in the "Remember" level (78.24%), while the "Understand" level appears at a rate of 21.76%. However, there are no instances observed in the levels of "Apply," "Analyze," "Evaluate," and "Create." This distribution of occurrences suggests that the focus of the data is primarily on recalling and comprehending information rather than applying critical thinking or creative skills. The absence of instances in the higher levels indicates a potential gap in the utilization of these advanced cognitive abilities.

Table 8. The Extent of Low and High Order Domains as Defined by Revised Bloom's Taxonomy

Domain	Low order		High order	
	frequency	percentage	frequency	percentage
	239	100.00	-	-

Table 8 makes it clear that the examined textbook exclusively covered lower-order cognitive domains (100.00%), with no instances found in the higher-order cognitive domains. This finding suggests that the textbook may not be adequately promoting critical thinking or higher-level learning skills among students. The lack of coverage in higher-order cognitive domains could potentially limit students' ability to analyze, evaluate, and apply knowledge in real-world situations. The following samples depict remembering and understanding levels within the lower-order cognitive domain covered in the textbook.

Sample 1

Complete the following dialogue. (Remember Level, Use of Language, p. 9)

Ayşe: ……..

Timo: Good evening.

Ayşe: ……..?

Timo: My name is Timo. What's your name?

Ayşe: ……. How are you?)

Timo: ……. How about you?

Ayşe: I'm good too. …… .

Timo: Nice to meet you.

Ayşe: ……?

Timo: I'm Spanish. Where are you from?

Ayşe: ……..

Timo: ……..

Ayşe: Goodbye.

Sample 2

Let's listen to the text and fill in the blanks. (Remember Level, Listening, p. 11)

Figure 2. Listening (p.11)

Sample 3

Let's close the book. Let's ask the same questions to our friends. (Remember Level, Speaking, p. 11)

Sample 4

Let's look at the picture. Let's write down the objects. (Remember Level, Writing, p. 17)

Burası ev. Şurası salon. Bu koltuk.

.....

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Figure 3. Writing (p.17)

Sample 5

Let's answer the following questions based on the text. (Remember Level, Reading, p. 22)

Where is the school?

Who is at the school?

What is in the office?

How many classrooms are there at the school?

Where are the students?

Sample 6

Let's write a sentence for each of the following words. (Understand Level, Use of Language, p. 41)

Now: ……. Tonight: ……. Tomorrow: ……. Every day: ……. Every summer: ……. Never: …….

Sample 7

Listening. Let's match the following words. What illnesses do you know? When was the last time you were sick? (Understand Level, Listening, p. 88)

Sample 8

What are your 'best' things? Let's discuss. (Understand Level, Speaking, p. 88)

Example:

The most handsome actor is Brad Pitt.

The most delicious meal is kebab."

Figure 4. Speaking (p.88)

Sample 9

Let's introduce our own family members using kinship terms. *(Understand Level, Writing, p. 82)*

Example: My uncle's name is Ali. He is 32 years old and a teacher.

Sample 10

Figure 5. Reading (p.89)

1. For you, which tradition do you find the most difficult and interesting? Let's compare.

2. Are there any such traditions in your country? Let's write about them." (Understand Level, Reading, p. 89)

Discussion

The findings reveal a strong emphasis on lower-order cognitive skills, particularly at the "Remember" and "Understand" levels, across various language skill categories, including "Use of Language," "Reading," "Writing," "Listening," and "Speaking." However, there is a conspicuous absence of instances in the higher-order cognitive domains of "Apply," "Analyze," "Evaluate," and "Create." (Widyantoro, 2017; Freahat & Smadi, 2014). The predominant focus on lower-order cognitive skills, such as remembering and understanding, indicates that the textbook places a significant emphasis on foundational knowledge and comprehension. While these skills are essential for language learning, an overemphasis on them may hinder the development of critical thinking and problem-solving abilities, which are crucial for real-world language use (Rinjaya & Halimi, 2022). The imbalance between lower-order and higher-order cognitive skills in the textbook suggests that students may not have sufficient opportunities to engage in activities that require deeper thinking, analysis, evaluation, and creativity. This imbalance could limit their ability to apply their language knowledge effectively in practical contexts (Febriyani et al., 2020). Educators using this textbook need to be aware of the cognitive skill emphasis within each unit. They should consider supplementing the textbook with activities that promote higher-order thinking skills to ensure a more balanced and comprehensive language learning experience for their students (Ulum, 2016). This study serves

as a valuable example of how textbooks can be systematically evaluated to determine the extent to which they align with educational goals and pedagogical approaches. Textbook evaluation is a critical aspect of curriculum development, and the results of such evaluations can inform decisions about textbook selection and adaptation (Assaly & Smadi, 2015). In the context of modern educational practices, there is a growing recognition of the importance of active learning, critical thinking, and creativity. Textbooks should align with these pedagogical principles to better prepare students for the demands of the 21st century, where problem-solving and adaptability are highly valued skills (Bereiter & Scardamalia, 1998). Furthermore, the findings of this study highlight the need for further research and potential revisions in TFL textbooks to ensure a more balanced integration of cognitive skills. This could involve the development of supplementary materials or the modification of existing textbooks to better promote higher-order thinking. This study's analysis underscores the importance of considering the cognitive skill balance within educational materials. While foundational knowledge and comprehension are essential, a well-rounded education should also nurture critical thinking and problem-solving abilities. Achieving this balance is crucial for preparing students to effectively apply their language skills in real-world situations and meet the challenges of the contemporary world.

Conclusion

The present study has provided a comprehensive analysis of the incorporation of Revised Bloom's Taxonomy in the TFL textbook "Istanbul Turkish for Foreigners Course book A1." The findings indicate a predominant emphasis on lower-order cognitive skills, particularly at the "Remember" and "Understand" levels, across all language skill categories, including "Use of Language," "Reading," "Writing," "Listening," and "Speaking." However, there was a notable absence of instances in the higher-order cognitive domains of "Apply," "Analyze," "Evaluate," and "Create." This study's significance lies in its recognition of the potential limitations in the development of critical thinking and problem-solving skills among students using this textbook. The absence of higher-order cognitive activities suggests a need for instructional strategies that encourage deeper thinking and the application of language knowledge in real-world contexts. Educators should be aware of the predominant focus on lower-level cognitive skills when designing instructional activities and assessments for their students, especially in the initial units of the textbook. In light of the rapid changes and information abundance in the 21st century, educational materials need to align with modern pedagogical approaches that prioritize critical thinking, creativity, and active learning. While this study has provided insights into the current state of the TFL textbook, further research and revisions in educational materials are warranted to better equip students with the skills necessary for the challenges of the contemporary world. In summary, the analysis presented in this study underscores the need for a more balanced integration of cognitive skills, encompassing both lower-order and higher-order thinking abilities, within TFL textbooks to enhance the quality of language education and better prepare students for the demands of the 21st century.

Implications

The study underscores the significance of meticulously assessing and choosing instructional materials, such as textbooks. It suggests that curriculum developers should ensure that these materials reflect contemporary pedagogical principles, which prioritize critical thinking, problem-solving, and active learning. Additionally, the study advocates for a balanced integration of both lower-order and higher-order cognitive skills in language learning materials.

To achieve this, developers may need to revise existing textbooks or develop supplementary materials that foster higher-order thinking abilities like analysis, evaluation, and creativity.

For educators utilizing textbooks like the "Istanbul Turkish for Foreigners Course book A1," the study advises awareness of the initial units' focus on lower-order cognitive skills. To provide a more comprehensive language learning experience, instructors are encouraged to supplement the textbook with activities that stimulate higher-order thinking skills among their students.

The study calls for further research into TFL textbooks and potential revisions to better integrate cognitive skills. This may involve collaborating with educators, linguists, and instructional designers to enhance the quality of language education materials.

The findings emphasize the importance of considering the alignment of educational materials with educational goals and pedagogical approaches. Textbook selection committees should use systematic evaluation methods to choose materials that best meet the needs of students and align with modern teaching practices.

The study highlights the potential limitations in the development of critical thinking and problem-solving skills among students using the textbook. Educators should actively incorporate activities that promote these skills into their teaching methods. Ultimately, the goal of language education is to prepare students to effectively apply their language skills in real-world situations. Achieving a balance between lower-order and higher-order cognitive skills is crucial for this preparation.

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