2016 KPSS ÖABT İngilizce Öğretmenliği Sınavının Bloom'un Yenilenmiş Taksonomisine Göre Analizi

Analyzing 2016 PPSE English Language TPFE According To Bloom's Revised Taxonomy

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Öz

Bu çalışmanın amacı, 2016 yılı KPSS sınavı Öğretmenlik Alan Bilgisi Testi Yabancı Dil (İngilizce) Öğretmenliği sınav sorularını Bloom'un yenilenmiş taksonomisine göre incelemektir. Bu araştırmada nitel bir araştırma modeli olan doküman analizi yöntemi kullanılmıştır. Araştırmanın sonuçlarına göre 2016 yılı Kamu Personeli Seçme Sınavı (KPSS) Öğretmenlik Alan Bilgisi Testi Yabancı Dil (İngilizce) Öğretmenliği sınavında yer alan soruların %85'inin düşük bilişsel seviyede sorulmuş olup; soruların yalnızca %16'sı yüksek bilişsel seviyede sorulduğu görülmüştür. Buna göre hatırla basamağında 18; anla basamağında 17; uygula basamağında 8 ve analiz et basamağında ise 7 sorunun olduğu ortaya çıkmıştır. Soruların taksonomideki bilgi boyutuna bakıldığında ise soruların 15'inin Olgusal Bilgi, 19'nun Kavramsal Bilgi, ve 16'sının da İşlemsel Bilgi düzeyinde olduğu tespit edilmiştir. Bununla beraber bilişsel süreç boyutunun değerlendir ve yarat basamaklarında hiç soru sorulmadığı; bilgi boyutunda ise üstbilişsel bilgi düzeyinde hiç soru yer almadığı görülmüştür. Çalışma sonunda daha iyi eğitimli bireylerin yetiştirilmesini sağlayacak olan nitelikli öğretmenlerin yetiştirilmesi ve bunların mesleğe kazandırılmasında eleme noktası olarak kullanılan KPSS sınavı Öğretmenlik Alan Bilgisi Testinde yer alan soruların Bloom'un yenilenmiş taksonomisinde yer alan bilişsel süreç boyutlarının ve özellikle yüksek bilişsel seviyenin göz önünde bulundurulması önerilmiştir.

Anahtar Kelimeler: KPSS ÖABT, öğretmen yetiştirme, yenilenmiş Bloom taksonomisi, İngilizce öğretmenliği

Abstract

The aim of this study is to analyze 2016 Public Personnel Selection Exam (PPSE KPSS in Turkish) English Language Teaching Profession Field Exam (TPFE) in Turkey According to Bloom's Revised Taxonomy. The qualitative research model was used in this study; and the document analysis method was adopted. Written documents containing the 2016 KPSS English Language Teaching Content Knowledge Test questions were used as the data collection instruments in the study. According to results of the study, 85% of the questions in the 2016 PPSE English Language Teaching Profession Field Exam were asked in low cognitive level; only 16% of the questions were asked in high cognitive level. As for the knowledge dimension, on the other hand, there were 18 questions pertaining to remember level; 17 questions were pertaining to understand level; 8 questions were pertaining to apply level; and, 7 questions were pertaining to analyze level. Considering the knowledge dimension in the taxonomy, 15 questions were pertaining to the factual knowledge; 19 questions were pertaining to the conceptual knowledge; and 16 questions were related to the procedural knowledge. Thus, this analyze reveals the fact that in the cognitive process dimension no question seems to have been asked to measure evaluate and create levels. Moreover, as for the knowledge dimension, there were no questions pertaining to metacognitive knowledge. In the conclusion and recommendation part of the study, it was suggested that the questions in the English Language Teaching Profession Field Exam in the PPSE in Turkey should take into consideration the cognitive process dimensions, especially the high cognitive dimensions, and the

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knowledge dimension in the Bloom's revised taxonomy, which, therefore, will lead to the better selection and recruitment of the teachers who will raise better educated individuals.

Keywords: PPSE TPFE, teacher training, revised Bloom's taxonomy, English language teaching

INTRODUCTION

Teachers are one of the most important elements for the development of a country and therefore their training in the desired qualifications will ensure that the development of the country in the future will be in the desired direction and level (Kaya, 1984, cited in, Özer & Alkan, 2017). Besides, there are cultural and social responsibilities of teachers in transferring the values of society to future generations by ensuring social peace (Özden, 2005). For this reason, countries attach great importance to the training and selection of qualified teachers and are continuing their quests on the issue that teachers are trained in the best way in both pre-service and in-service education (S. Baştürk, 2011).According to the Turkey's 2023 Education Vision, ´´The main purpose of the 2023 Education Vision is to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being of humanity (MEB, 2018)´´. Here, the Ministry of National Education (MoNE) clearly states what are qualifications required from not only prospective teachers but also the stakeholders of the system. Taking this aim as the basis of education, it could be implied that education is the core of a country's future. In other words, the future and prosperity of the country lie in the quality of the teacher education and the selection of these teachers. According to Özoglu, teachers who are one of the most important factors for education, determine the quality of education, which is the most important role in the development of the countries, and have the quality of educating human resources and transferring it to the next generation. Within this context, it can be asserted that education is an important discipline that cannot be separated from any phase of individuals' lives from birth to death.

There are three main parts of the education system, which keep interacting with each other: student, teacher and curriculum. The effectiveness of an education system depends on these three components working in a harmony towards a goal. Any failure, defect or malfunction in any of these crucial constituents may lead to interruption in the functionality of the whole system. Any of these components should have no superiority to another. However, the teacher requires a more careful analysis because the education faculties training teachers have no control over the students, which is the input of the education system. The curriculum component, on the other hand, is determined by Ministry of Education. Therefore, the part which could be control to enable the education system to work efficiently is ´´teacher training´´ process. The teacher has the most effect on the other two components (Karagözoğlu et al, 1995, 209).

It must be highlighted that the importance of qualified and efficient teaching is increasingly important in contemporary society. The expected standards for teaching and learning are now higher than they have ever been before, people need greater knowledge and skill to succeed. Education is increasingly crucial to the success of both individuals and nations, and growing evidence shows that—among all educational resources—teachers' abilities are especially important contributors to students' learning. Furthermore, the demands on qualified teachers are increasing. Teachers are supposed not only to be able to keep order and provide useful information to students but also to be increasingly effective in enabling a diverse group of students to learn even more complex material. In previous decades, teachers were expected to prepare only a small minority for ambitious intellectual work, whereas they are now expected to prepare virtually all students for higher order thinking and performance skills once reserved to only a few (Linda Darling-Hammond). These students are using high cognitive levels due to the fact that they are interacting with their environment more deeply than they

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did in the past. Therefore, the system is expected to catch up with them, fulfilling their needs and expectations.

Problem of the study

Training qualified people requires training qualified teachers. Teacher training and recruiting them are key factors to create effective teaching and learning environment in the schools. Aslan and Kocaman (2018) states that the quality of foreign language education has always been discussed, debated and criticized. The qualities of teachers, of course, lie in the center of this criticism. The foremost factors affecting the teacher qualities are the policies and ways of recruiting teachers. Within this context, it could be asserted that teachers possessing crucial roles in the education system, teaching process and the development of new generations are supposed to have the qualifications in the level of improving not only the quality of students but also of the education itself. Thus, it might be pointed out that without qualified teachers, it becomes impossible to educate students no matter how good an education system is. According to Barber and Mourshed (2007) ´´The quality of an education system cannot exceed the quality of its teachers´´ Therefore, no matter how well-prepared curriculum we have, if the teachers are not qualified and have high cognitive skills, the output of the education will not be able to exceed the qualities of the teachers.

Abazoğlu, Yıldırım, and Yıldızhan (2016) underline that 21st century, in parallel with the developments in science and technology, has brought along many developments in social life; and has required competitive, qualified human force that develops and shares information, and internalizes democratic values. To train qualified people requires a qualified education. A qualified education is undoubtedly possible with qualified teachers. Therefore, in accordance with changing needs, teaching profession, its importance, its qualifications, and its roles are the most fundamental educational topics in each society. Thus, teacher training has become the prior problem area to be solved in our educational system and continues to be like so.

As for foreign language teacher education, since Turkey is located at the intersection of Asia and Europe and in proximity to the Middle East and Africa, this strategically important status brings many responsibilities to Turkey. When Turkey's status as a cultural bridge between West and East when its geopolitical location is taken into consideration, and this makes the learning of English particularly important for Turkey in order to reach international communication, together with following the developments (Sarıçoban, 2012).

According to Evcim (2013) within this context, considering the job opportunities foreign language plays a crucial role. In Turkey, finding a good and well-paid job is getting more and more difficult to find. People are required to have distinctive features and qualifications that will put them one-step ahead many other candidates. Being fluent in a foreign language is a key factor helping people to be a better candidate than others. The market conditions are always getting more and more difficult making it very difficult to find a good job requiring a lot of qualifications. One of these qualifications is definitely being fluent in a foreign language. Almost all parents want their children to be able to speak a foreign language. Therefore, this necessitates training qualified teachers to teach a foreign language.

Barber and Mourshed"s (2007) study of the world's best-performing school systems (the McKinsey Report) showed that these do not simply employ rigorous and effective selection procedures at the certification and licensure stages; they also begin the process of seeking to ensure the selection and recruitment of the potentially most effective teachers at an earlier stage, through restricting entry to initial teacher preparation (ITP) while at the same time attempting to ensure that the pool of candidates for ITP is as large and strong as possible. The report thus notes that "The top performing systems we studied recruit their teachers from the top third of each cohort graduat[ing] from their school system" (Barber and Mourshed, 2007: p.16).

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They also state that almost universally, the top school systems do two things: they have developed effective mechanisms for selecting teachers for teacher training, and they pay good starting compensation. These two things have a clear and demonstrable impact on the quality of people who become teachers. These same features are frequently absent in lower-performing systems. (Barber and Mourshed 2007: 17). They recognize that a bad selection decision can result in up to 40 years of poor teaching. These mechanisms acknowledge that for a person to become an effective teacher they need to possess a certain set of characteristics that can be identified before they enter teaching: a high overall level of literacy and numeracy, strong interpersonal and communications skills, a willingness to learn, and the motivation to teach and high cognitive skills. The selection procedures are therefore designed to test for these skills and attributes, and select those applicants that possess them.

Failure to control entry into ITP is said to have a detrimental effect on teacher quality because (for example) it tends to lead to an oversupply of candidates, resulting in a situation whereby some ITP graduates are unable to secure teaching posts. This, in turn, makes ITP less appealing to potential new recruits. Making ITP more selective is considered to make teaching more attractive to high performers. Ladd (2007, p.205) thus notes that "Too great a supply ... is not necessarily a blessing. Some countries with teacher surpluses find it hard to ensure that talented people choose to enter teaching. And surveys find that school principals in countries with a teacher surplus worry more about teacher morale and enthusiasm than do those in countries without such a surplus. "

According to OECD report(2018) many education systems compensate school socio-economic disadvantage by increasing the quantity of teacher resources. However, studies conducted on national or local data have shown that investing in teacher quantity is often done at the cost of teacher quality. Teachers' pre-service education and training aim to equip teachers with the necessary skills to help students learn. Because the content and the quality of teachers' education can affect student learning (Clotfelter, Ladd and Vigdor, 2007; Clotfelter, Ladd and Vigdor, 2010; DarlingHammond, 2004; Monk, 1994; Ronfeldt and Reininger, 2012), the distribution of quality teachers across schools can influence equity in student performance. Specifically, some studies have found that students taught by teachers who hold a subject-specific certification do better in that subject.

So as to enhance the quality of an education system, teachers should be equipped with the necessary knowledge and skills in order to achieve effective teaching and learning which results in student success. In addition to high cognitive skills, according to Andrew, Cobb, and Giampietro (2005, p. 353), "Good teaching is a complex interaction of a wide range of teacher characteristics, abilities, dispositions, knowledge of subject fields, experience, and pedagogical knowledge."

Regarding the qualities, Darling-Hammond (2008, p.20) has found the following qualities important:

- knowledge and skills that are associated with desired student outcomes and achievement,
- teachers' performance on teaching assessments measuring students known to be associated with student learning,
- contributions to growth in student learning.

Therefore, the qualities of teachers mean they have better cognitive skills to convey students to 21st century´s skills. However, in order to achieve this, assigning or recruiting teachers they must be given an exam requiring high level cognitive skills. the problem with the PPSE could be that it is highly criticized for having low level cognitive skills questions, which is contradictory to the explanations made above about the quality of the teachers.

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As for the high level of cognitive skills of teacher, it is wise to mention the qualities and characteristics of "good" foreign language teachers. According to Met (1989) foreign language teachers are supposed to possess "competencies in the general areas of education, interpersonal skills, and professional education (p.177)". In addition to these, they are required to have the following as well:

- A high level of language proficiency in all of the modalities of the target language-- speaking, listening, reading, and writing.

- The ability to use the language in real-life contexts, for both social and professional purposes.

- The ability to comprehend contemporary media in the foreign language, both oral and written, and interact successfully with native speakers in the United States and abroad (Phillips, 1991).

- A strong background in the liberal arts and the content areas.

- Understanding of the social, political, historical, and economic realities of the regions where the language they teach is spoken.

- Pedagogical knowledge and skills, (Guntermann, 1992).

In addition to the skills employed by foreign language teacher, the kinds of knowledge they possess bears crucial importance. As for these kinds of knowledge Day and Conklin (1992) claim that the knowledge base of second language teacher education consists of four types of knowledge:

- Content knowledge: knowledge of the subject matter

- Pedagogic knowledge: knowledge of generic teaching strategies, beliefs and practices, regardless of the focus of the subject matter (how we teach); e.g., classroom management, motivation, decision making

- Pedagogic content knowledge: the specialized knowledge of how to represent content knowledge in diverse ways that students can understand; the knowledge of how students come to understand the subject matter,

- Support knowledge: the knowledge of the various disciplines that inform our approach to the teaching and learning of English; e.g., psycholinguistics, linguistics, second language acquisition, sociolinguistics, research methods

The procedure of foreign language teacher recruitment in Turkey

According to Barber and Mourshed (2007), not only the selection process is important but also it must be made certain that this selection process occurs at the correct point in time. In every education system analyzed in their report, teachers begin their professional careers with a period of teacher training. In most of the systems this involved either a three-or-four- year undergraduate program, or one-year-postgraduate program following an undergraduate major in a subject rather than teaching. They also put forward that the school systems, thus, "have two options of selecting and recruiting teachers.

Option 1: The first model selects people before they start teacher training and limits places in the training programs to those who are selected.

Option 2: The second model leaves the selection process until after the prospective teachers have graduated from teacher training and then selects the best graduates to become teachers. (p.17)". Figure 1 shows the two options mentioned above.

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Both options have their pros and cons considering the conditions and policies of the countries. In the first option candidates are selected based on the number of teachers needed in the future. Thus, the graduates have no problems of finding a job. In the second option, however, training program accept more candidates than the system needs; therefore a selection exam is required to choose as a second selection step. Considering the system in Turkey mentioned above, it is easy to understand that the second option is used in Turkey. As for the system in Turkey, teacher trainees of English language teaching candidates enroll in a four-year program (sometimes five-year depending on the language proficiency requirements of the department) at the department of foreign language education in faculties of education following the exam conducted nationwide to select candidates. The programs followed at the departments, though there might be some differences in terms of the courses offered as elective or must, are accredited by YOK (Higher Education Council). During their education, teacher trainees follow the curricula as specified by YOK (1998), not always strictly, including courses on linguistics, foreign language teaching methodology, pedagogy and other related courses such as use of computers in language teaching, literature and free electives.
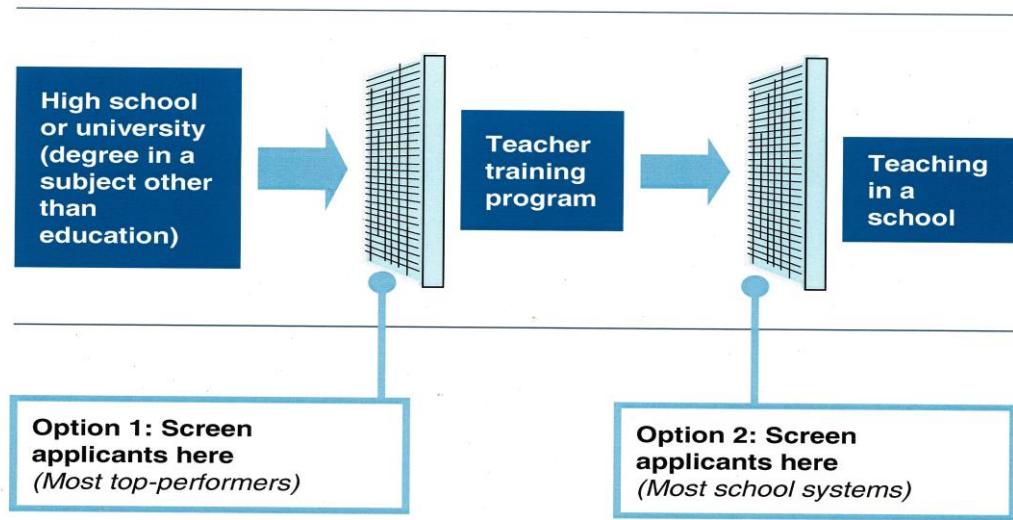

Figure 1. Options of teacher selection in most countries (Barber and Mourshed, 2007)

As Kılıçkaya and Krajka (2013) state that graduates can be recruited at private schools via exams and interviews held by these schools and the public schools through KPSS. However, as for public schools, teacher candidates are not supposed to prove their language proficiency in English using any language proficiency test, nor do they have to take any language test while taking KPSS. "In other words, their subject knowledge test is in no way assessed (Kılıçkaya and Krajka,2013 p.98)". All the teachers who want to be hired in public schools have to take PPSE, the central exam for positions in the state, and respond to the same questions regardless of their field of study. Based on the scores, quota for each field and their choices regarding the school that they would like to be employed, teachers are selected and assigned to primary or secondary schools. The authorities in the government guide and finalize the recruitment procedure, which means that the local school lacks the authority in participation in the teacher recruitment process. Only in private schools, school administrators have the authority to select and recruit teachers using more comprehensive tools, focusing on the school objectives (Basar & Akyol, 2009), and candidates' profiles, which results in creating a positive atmosphere.

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According to Aslan and Kocaman (2018), when we look at Turkey's foreign language teacher recruitment policies in the past, it is clear that they benefited from different sources. Today most of these methods are abandoned and only the candidate teachers graduated from English departments of Faculties of Science and Letters, Translation and Interpretation Departments as well as, of course, Faculties of Education are being assigned. The same applications and procedures for teachers of other languages such German, French are used. Students in Faculties of Science and Letters, decidedly, are educated with different methods and philosophy from the students in Faculties of Education. It is a serious matter of debate to assign the students not having teaching education as teachers after a short period of formation training.

In the past, with reference to the drawbacks of this phenomenon, essentially Faculty of Education graduates were hired, but being unable to meet the teacher gap, Faculty of Science and Letters graduates were also assigned. Today, as mentioned above Faculty of Education graduates and Faculty of Science and Letters graduates and Translation and Interpretation Departments, having formation training, are being assigned in accordance to PPSE scores regardless of their order of priority. At the present time, Ministry of Education reports that Turkey's English teacher shortage is about 13 thousand and this is one of the biggest branch gaps in statistics of teacher gap (MEB, 2019). However, the number of candidates applied PPSE Professional Teaching Examination in 2016 in order to be an English teacher was 13,459 (OSYM 2016). Besides, in October 2016, 6636 candidates have applied for English teacher positions during assignment period and only 3124 of them have been assigned. In the following year July, 2017 when the applicants from 2016 exam applied the number of applicants was 4877 and only the 2193 of them were assigned and recruited (MEB,2017). The conclusion inferred from these figures, only Faculty of Education graduates will not adequate to close the English teacher gap in near future and current implementations will continue.

In order to close this gap, thus, High Education Board (YOK) have put 1.5 years non-thesis master programs in 1997 into practice with the justification that teaching certificate programs being far from application and insufficient in terms of contents and duration for secondary education branch teaching. But, in 2010, non-thesis master programs were closed and faculties of science and letters graduates and the ones currently studying were entitled to be teachers by taking formation education. And in 2014, YOK has included formation education in the scope of lifetime learning for all faculty graduates (Demirtas and Kirbac 2016:139). However, the number of the graduates from education faculties in Turkey exceeds the number of available positions offered by the Ministry of Education for the public schools, creating a supply-demand gap; therefore, it became inevitable to apply an exam for the teachers to be recruited (Baştürk, 2008).

Although the number of graduates exceeds the number of teachers needed for the public schools, the government cannot assign these teachers due to the problems related to budget. In order to resolve this pile-up problem, teacher candidates were asked to succeed in the General Knowledge, General Abilities and Educational Sciences sections of the PESE, which was prepared by Student Selection and Placement Center (SSPC). If we need to give a little more detail about the PPSE, it helps to select personnel for first-time public service duties and pre-select personnel to be appointed for public sector positions and bodies through special talent tests. A candidate entering the PPSE can use his/her score for two years. Prospective teachers should take two sessions on Saturday morning and Saturday afternoon of the PPSE. The first session is composed of the General Ability and General Cultural Knowledge tests in which there are 120 questions. Candidates have 130 minutes in order to complete this test. In the second session, candidates should complete the Educational Sciences test including 80 questions, in 100 minutes (ÖSYM, 2019).

Until 2013, the prospective teachers only had to take an exam consisting of General Skills, General Culture and Educational Sciences tests. Since 2013 in addition to PESE, also a branch-

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based knowledge and education examination has been made compulsory in some branches including only English, German and French languages called Teaching Profession Field Knowledge (TPFK). For the other foreign language teacher recruitments Teaching Profession Field Knowledge (TPFK) is not applied. The distribution of the questions is 80% from the subject-matter knowledge and 20% from the pedagogical content knowledge. This session is held 3-5 weeks following the first two. All the questions in the PPSE are in multiple-choice form. Also, with a regulation issued in 2015, candidate teachers should take under a performance assessment and success in written and oral exams to be recruited in the public schools. However, oral exam here is not intended for measuring basic language skills of foreign language teachers, but for measuring candidate's communication skills, occupational presentation talent and educator qualities.
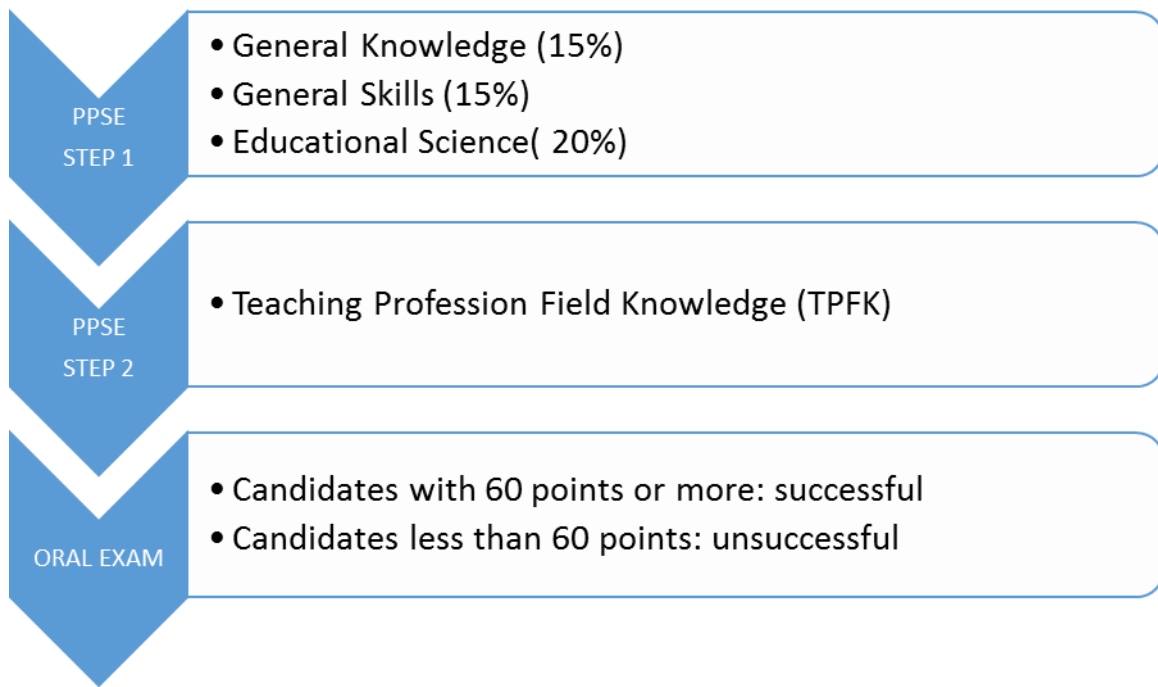
PPSE STEP 1	• General Knowledge (15%) • General Skills (15%) • Educational Science(20%)
PPSE STEP 2	• Teaching Profession Field Knowledge (TPFK)
ORAL EXAM	• Candidates with 60 points or more: successful • Candidates less than 60 points: unsuccessful

Figure 2. The process of teacher selection exam in Turkey.

Table 1. Test contents of TPFK exam for English language teachers in 2016

Tests of TFDK Exam	Question Type	Number of Questions	Percentage
Subject matter knowledge test 80%	1. Language proficiency	25	50
	2. Linguistics	8	16
	3. Literature	7	14
Pedagogical content test	1.English language teaching	10	20
Total		50	100

Teacher selection process in other countries

Considering the application in other countries in selecting and recruiting teachers, it varies from a country to another country. It can be reported that central examinations are used as the sole method in Greece, Spain, Malta, Lichtenstein and Malaysia. However, in Denmark,

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Hungary, Finland, Netherlands, Iceland, Norway and Scotland, prospective teacher candidates have to pass a test done by local authorities so as to become teachers. In Bulgaria, Slovakia, Croatia, Estonia, Slovenia, Belgium, Ireland, Latvia, Lithuania, Check Republic, Poland, Sweden, England, Wales, and Northern Ireland, schools are the one and only responsible authority in selecting teachers (Eurydice, 2013, M. Polatcan and A. Polatcan, 2015).

In France, a Proficiency File is prepared for every teacher candidate by the institution in which the candidate is attending as a student. Towards the end of the year, this file is examined and analyzed, and the teacher candidates that fail are taken to interviews by the Evaluation Commission. The candidates that are accepted to be successful as a result of the evaluations start their jobs as teachers (Uygun, 2011). According to Mete (2013) in Japan, teacher candidates have to be successful in the examination conducted by provincial education board in order to be appointed. This exam includes individual and group interview techniques in it. Successful teacher candidates are accepted as teachers provided that they have the first two years as the trial period.

Finland has introduced a national first-round in its selection process which, from 2007 onwards, will consist of a multiple-choice examination designed to test numeracy, literacy and problem solving skills. The top-scoring candidates are then passed through to second round in the selection procedure which is run by the individual universities. In this round the applicants are tested for their communication skills, willingness to learn, academic ability, and motivation for teaching. Upon graduation from teacher training, the prospective teachers nevertheless need to pass yet further tests run by the individual schools to which they apply for teaching positions. As for Finland, the candidates who are successful in University Entrance Exams have to pass written entry exam, skills test, individual interview and group discussion stages (Aras and Sözen, 2012). In Finland, some teachers are determined not when they graduate from the teaching departments but before they enter the faculty. For example, in the Classroom Teachers program, there is a written and a skill test in the entrance exam. There may be interview and group applications in the skills test (Eurydice, 2013).

According to Barber and Mourshed (2007), Singapore's and Finland's selection procedures are one of the most effective systems. Both these systems place a strong emphasis on the academic a-chievement of candidates, their communication skills, and their motivation for teaching. Singapore has implemented a single, state-wide selection process that is managed jointly by the Ministry of Education and the National Institute for Education. Figure 3 and 4 shows the teacher selection systems in Finland and Singapore.

Teacher candidates in England are selected before they are accepted to the education departments which is also the case in Singapore as Barber and Mourshed explained in their research. "In Germany, there are two levels or phases of training. The first (university- based) phase – in which candidates study two (secondary school) or three (primary school) subject disciplines, along with courses in pedagogy and other aspects of education – is assessed by an examination, success in which leads to the second (practicum or internship) phase of ITP (Ostinelli 2009). The internship phase is itself followed by an examination called first Städt Exam which is designed to evaluate trainees" ability to critically reflect on professional practice, the results of which are fed into a classification system used in assigning teaching posts (Hobson et al, 2010 p.13)". If the teacher candidates pass the second Städt Exam they will be recruited in the public schools.

According to Mete (2013) in South Korea, there is a 2-stage examination in teacher selection processes. In the first stage, the curriculum knowledge and dominance in educational sciences of teacher candidates are tested; and in the second stage, the skills such as writing an article, interview and application are measured.
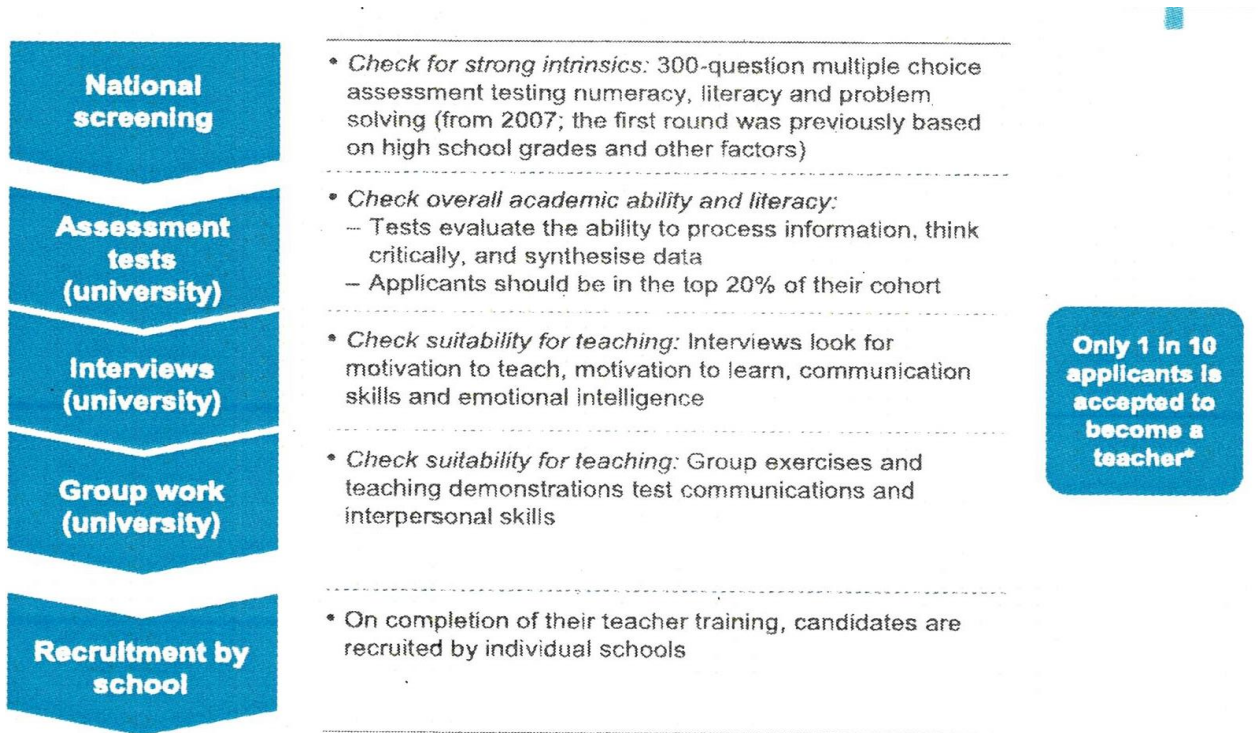
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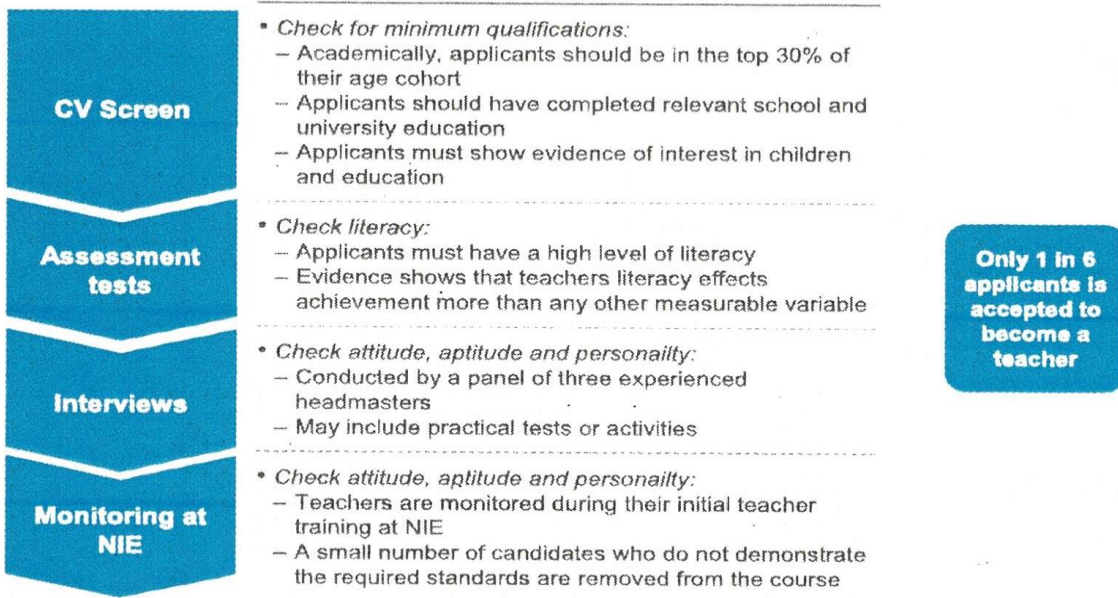**Figure 3.** Teacher selection system in Finland (Barber and Mourshed, 2007)

Figure 4. Teacher selection system in Singapore (Barber and Mourshed, 2007)

Bloom's Revised Taxonomy

Literature contains plenty of taxonomies regarding the levels of cognitive fields to be assessed. Influencing educational systems throughout the whole world including Turkey, these taxonomies have long served as the basic reference point for program design, development, and evaluation. These taxonomies within cognitive field have also been effectively used in order to develop assessment tools, and they are still at large.

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The first taxonomy study was conducted by a group chaired by Benjamin S. Bloom. Specializing in cognitive domain, this taxonomy was developed to make it easier to exchange questions among universities in order to create a bank of questions that test each of the same educational objectives (Krathwohl, 2002; Trans: Kogce et al., 2009). Translated into various languages after the publication, this book had real deep impact on especially assessment and evaluation studies (Ozcelik, 2010).

Based on this taxonomy, many other taxonomies have been devised by educational scientists. One of them, and maybe the most influential one, was developed by Anderson and Krathwohl. Chaired by Anderson and Krathwohl, the study group redesigned Bloom's hierarchical educational objectives through their efforts initiated in 2001.

The biggest change in the new version of Bloom's taxonomy was that it evolved into a bi-dimensional layout from a unidimensional one. At the end of the study, knowledge level of the original taxonomy was transferred into a different domain, hence, the bi-dimensional layout. These two domains are inter-related, and four types of knowledge within the knowledge domain can be used at any moment of the cognitive processes domain (Anderson and Krathwohl, 2001). The new version of the taxonomy includes a four-level structure, namely; Factual, Conceptual, Procedural, and Metacognitive Knowledge. Factual Knowledge refers to basic knowledge such as terminology, information about specific details and elements in any subject field while Conceptual Knowledge means knowing the relations, principles, generalizations, theories, and patterns among the main components of a structure that can be regarded as more complicated than factual knowledge. Procedural Knowledge, on the other hand, covers knowledge on how to use information, which techniques and methods to employ, and what and when to do. The highest of knowledge domain, Metacognitive Knowledge, mostly regards an individual's self-awareness and self-cognition (Anderson and Krathwohl, 2001).

The cognitive processes domain of the updated version of Bloom's taxonomy is similar to the previous one; however, the levels have different names, and the order has been changed. What was known as Knowledge level in the original classification is now Remember with a narrower scope. The Comprehension level in the old one has turned into Understand in the new one, and now it is more detailed with a higher number of sub-levels (Yüksel, 2007). One of the most important changes in the taxonomy was applied to Synthesis and Evaluation levels. The highest level in Bloom's taxonomy, Evaluation has shifted places with Synthesis, what is now known as Create in the new version. As a result, Create has become the highest cognitive process.

The aim of the study

The purpose of this study is to analyze the 2016 civil servant selection examination (KPSS) English Language Teaching test questions according to the revised Bloom taxonomy.

METHODOLOGY

Research Model

The qualitative research model was used in this study; and the document analysis method was adopted. Document analysis; involves analyzing written materials that contain information about events and facts and can be used as a method in educational studies (Yıldırım and Şimşek, 2010).

Data collection Tools

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Written documents containing the 2016 KPSS English Language Teaching Content Knowledge Test questions were used as the data collection instruments in the study.

Analysis of Data

The questions of the 2016 KPSS English Language Teaching Content Knowledge Test were examined according to the Revised Bloom's Taxonomy. The table, developed by Krathwohl (2002), which contains the knowledge and cognitive process dimension of the revised taxonomy was used in the data analysis process. The questions were examined and which cognitive process dimension each question was placed under was determined. Based on the opinions of Bekdemir and Selim (2008), in cases where the test questions signified more than one dimension at the same time with regards to the cognitive process dimension, they were placed to a higher rank category. Then the findings gathered from 50 English Language Teaching questions were placed in the table developed by Karthwohl (2002). The stages of the questions on The Revised Bloom's Taxonomy's cognitive process dimensions were determined according to the table. The frequency and percentage values of the tests' distributions were identified.

Reliability of the Study

As for the reliability of the study, the Hubermann ve Miles (1994) Model was used. The items were put into categories by the authors individually and each item was in the category of agreement or disagreement. Then, based on this model, the number of agreements and the number of disagreements were determined. The reliability of the study was calculated via Miles and Huberman's (1994) formula. The data were analyzed by the researcher.

Reliability = <u>Agreement</u>

            Agreement + Disagreement

RESULTS
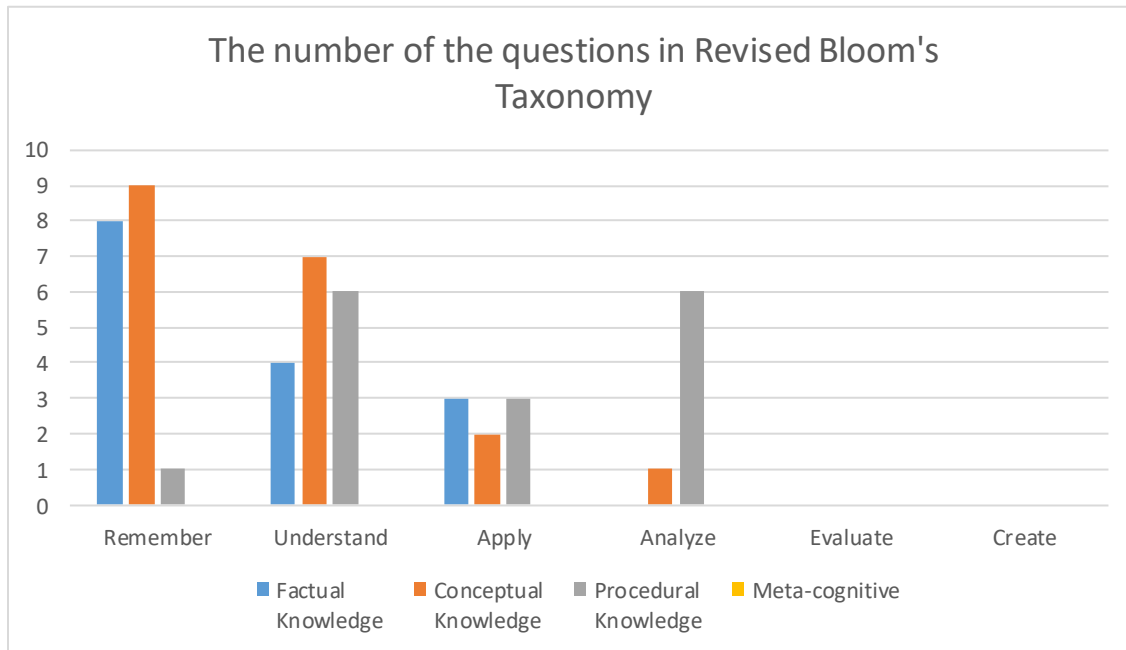
Table 3: Frequency of the questions in the knowledge and the cognitive dimensions

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In table 3, the frequency of TFPK questions in cognitive dimensions according to Bloom's revised taxonomy is shown. The table reveals the fact that the distribution of the questions ranges from "to remember" to "to analyze". The other high cognitive levels of the taxonomy are not tested. In addition, when the "knowledge" dimension of the taxonomy is analyzed, it can be easily seen that the distribution of the questions does not appeal all types of knowledge, Moreover, as for meta-cognitive dimension, there are no questions focusing on this dimension, revealing the fact that meta-cognitive knowledge dimension has not been tested in this exam. The frequency of the questions shows that the questions cluster mostly around the "to remember" and "to understand" dimensions.

RESULTS and DISCUSSIONS

The issue of how to select candidates as teachers signifies high priority and one of the most debated subject in teacher training. In Turkey, the teacher selection and recruitment is a hot issue as well. Due to the problems mentioned above teacher training and selection has always been debated and argued in Turkey. In order to resolve the pile-up problem of graduates outnumbering the available positions in the MoNE, different types of exams and selection ways were implemented. Moreover, when the number of available teachers was not enough, temporary ways of recruiting teachers from different branches was applied in Turkey. Because of abnormal increase in the number of candidates waiting for posts, the importance of PPSE for the prospective teachers is getting more and more important.

According to the literature, the first three levels are the low cognitive level; the last three levels are high cognitive level. Analyzing the 2016 TFPK questions in PPSE according to the Knowledge and Cognitive Dimension in Revised Bloom Taxonomy revealed that the almost 90 % of the questions were in the lowest level of the taxonomy. The distribution of the question based on the taxonomy are the following: 19 were in "to remember" level; 17 were in "to understand"; 11 were in "to apply" and finally 7 were in "to analyze" levels of the taxonomy. The results also showed that there were no questions in "to evaluate" and "to create" levels of the taxonomy.

As for Knowledge Dimension, the results showed that 15 of the questions were in the Factual Knowledge, 19 of the questions were in Conceptual Knowledge and 16 of the questions were in Procedural Knowledge. For Meta-Cognitive Dimension, no questions were found to have been asked in this dimension.

It can be inferred from the data above revealed by the table and diagram that almost half of the questions were in the lowest level of the taxonomy and one fifth of them were in the "to analyze" dimensions. The study showed that in TFPK the questions do not ask the prospective teachers to use their high cognitive skills only requiring them to use mostly the lowest two levels, which are "to remember" and "to understand". These results raise doubts about the validity of the exam in terms of selecting 21st century teachers who "are willing to use present and future skills for the well-being of humanity (MEB, 2018)".

As it can be seen, the present system can only measure the necessary skills called 21st century skills (problem solving, communication, meta-cognition, etc.) to a certain level and lacks to measure the affective domain in terms of content and structure (Atav and Sönmez, 2013; Nartgün, 2008; Sezgin and Duran, 2011; Yüksel, 2004). Studies conducted in this field show that questions in TPFK have limited content validity, and measuring very low level of cognitive processes and knowledge domains (Adıgüzel, 2013; Kala and Çakır, 2016; Korkmaz and Ünsal, 2016).

Moreover, since the number of applicants outnumbers the available positions, the aim of the exam turns into screening the candidates rather than selecting qualified candidates with teaching competencies. This situation leads to the fact that candidates with very low scores can

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be recruited in fields which need a great number of teachers. Because of the same situation, even if the candidates have very high scores, they may not be recruited in fields where the number of applicants outnumbers the available posts (Kılıçkaya and Krajka, 2013).

According to Demirpolat (2015), foreign language teachers should not be recruited with multiple-choice exams but with interviews, teaching demos where they can show their abilities in teaching. Therefore, the candidates' language competencies and teaching skills can be observed. But for such selection ways, the best candidates whose language competencies and teaching skills meet the necessary requirements may not be chosen efficiently.

Moreover, this multiple-choice exams may only select the candidates who are good at test techniques but not with teaching skills which require using the target language and communicative skills to teach. According to Bayraktaroğlu (2012), teaching a foreign language differs from teaching other course in its essence and quality. Foreign language education is not like history, sociology, physics, etc. where students are mostly taught in just loading information; on the contrary, it is a kind job which requires internalizing language skills such as listening, speaking, reading and writing to be developed. Unfortunately, foreign language teachers are recruited without their skills of teaching them tested.

According to Youngs, Odden and Porter (2003) using tests for basic skills, content knowledge, and pedagogical knowledge in making initial licensure decisions has been the subject of much debate and controversy among educators, researchers, and policy makers. On one hand, researchers have found strong relationships between student achievement gains and teachers' performance on some licensure tests or comparable teacher tests (e.g., Ehrenberg & Brewer, 1995; Ferguson, 1991; Hanushek, 1992). In addition, many policy makers feel that licensure tests are an appropriate way to ensure that teachers have adequate literacy skills, subject matter knowledge, and knowledge of teaching. On the other hand, test developers and states that implement teacher tests have sometimes been criticized for providing insufficient evidence of test validity and reliability and for not adequately addressing issues related to fairness (Haertel, 1991; Haney, Madaus, & Kreitzer, 1987; Smith, Miller, & Joy, 1988).

However, the PPSE is largely based on theoretical knowledge. Because many teaching skills cannot be measured with this exam, the PPSE cannot be considered as a sufficient test of teacher selection (Baştürk, 2014; Nartgün Sezgin, 2008; Yılmaz, 2010). In the study of Sezgin and Duran (2011), most of the prospective teachers believe that an exam in teacher appointment is necessary, but the PPSE is not a suitable exam to select a qualified teacher. As a result, these requests of the prospective teachers in our study are very far from being accepted.

The questions prepared in the measurement and evaluation process of teacher selection are supposed to be in compliance with the teachers' field knowledge and also cognitive development levels. There are many taxonomies developed to measure the people's success in cognitive levels (Filiz, 2004). The most frequently used taxonomy is Bloom' taxonomy developed to measure cognitive development levels. The levels of the questions used to select and recruit teachers and whether they measure all cognitive levels is an important question. (Kala and Çakır, 2016)

Another controversial point with PPSE could be asserted that it is impossible to measure all kinds of information via multiple-choice questions. In PPSE the questions will be limited to the low-cognitive levels due to the nature of the exam. This is one of the most limiting qualities of formal evaluation (Gardner, 1992). However, it seems contradictory to use such low cognitive level questions to select high cognitive level teachers. Moreover, considering the fact that not only cognitive but also affective domain plays a crucial role for teachers, the importance of selecting teachers with high qualities could be understood better. Analyzing the PPSE, it is obvious that such these are not evaluated at all (Başol and Türkoğlu, 2006)

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In case teacher candidates were successful in both examinations, they were appointed within a limit set by the budget and number determined by Ministry of Finance by minister of National Education (MoNE). It is highly beneficial that candidates to compete with each other. However, this examination consisting of multiple-choice 50 questions does not assess four basic language skills targeting to provide students with foreign language learning and be far from qualified foreign language teacher selection. Including a content measuring foreign language oral communication skills into this examination would serve better for the main object.

Conclusion and Recommendations

In this study, we tried to analyze the 2016 PPSE English language teaching profession field exam in Turkey according to Bloom's revised taxonomy. It is one of the open-ended issues to be solved not only in Turkey but also in other countries which have better and more sophisticated teacher selection and recruitment system than Turkey. We believe that the results of this study will contribute to the development of teacher selection and recruitment system in Turkey by changing the exam system focusing on more high cognitive level questions.

In the context of the gathered and discussed results above from this study, the following recommendations could be suggested for decision-makers, researchers and practitioners:

- In order to raise 21st century's generation, the teacher education system should train high-cognitive-level-teachers.

- To prepare a more sophisticated exam, testing high cognitive level abilities of the teachers, the knowledge and the cognitive dimension should be taken into consideration.

- High cognitive level questions and meta-cognitive type questions should be asked to encourage teachers to perform unique and original lessons.

- Prospective teachers should take more teaching practice courses.

- Foreign language teachers, thus English teachers, should take an additional exam measuring four basic language skills as well as currently implemented exams, seems mandatory for an efficient foreign language education.

- Consistent policies being followed in training and recruitment of foreign language teachers will play an essential role in achieving the desired success.

- Designing new curriculum for foreign language teaching departments, the course should enable prospective teachers to be involved in tasks requiring high cognitive level skills.

- Prospective teachers should be required to prepare a thesis so as to perform their high cognitive levels.

- Curriculum might be changed in accordance with the requirements of school levels.

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