PIONEER AND ACADEMIC STUDIES IN EDUCATIONAL SCIENCES



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How Much Has Changed? A Bloom's Taxonomy-Based Comparative Evaluation of the 2018 and 2024 English Curriculum for Grade 6

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ABSTRACT

This study aims to presents a comparative analysis of the Turkish 6th grade English curriculum in the context of the 2018 curriculum and the 2024 revised curriculum's goals based on Bloom's Revised Taxonomy. The objectives of both curricula were contrasted in terms of the four major language skills of listening, speaking, reading, and writing. All the goals were coded and sorted based on the six intellectual levels of Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating. The findings indicate that both curricula employ predominantly lower-order thinking skills of "remembering" and "understanding." The 2024 curriculum, on the other hand, grapples with more contextually richer and societally more relevant issues such as environmental awareness, emotions, and democratic values. Although it is thematically enhanced, few of the evidence support goals of higher-order cognition of "analyzing," "evaluating," and "creating." Comparative analysis reveals that although the new curriculum provides increased specificity of tasks and richness of content, it does not make the learners cognitively distinctive. Araştırmanın sonuçları, 21. yüzyıl becerileri dikkate alındığında taksonominin bilişsel düzeyleri arasında bir denge kurulması ve öğrencilerin vazgeçilmez üst düzey düşünme becerilerinin her bir dil becerisi için kullanılması gerektiğini ortaya koymaktadır. Bu çalışma, dil öğretiminde daha derin düşünme becerilerini ve eleştirel okuryazarlığı geliştirmek isteyen öğretmenler, politika yapıcılar ve müfredat geliştiriciler için de çıkarımlar üretmektedir.

Keywords – Bloom's taxonomy, curriculum objectives, language skills, 6th grade English curriculum, 2024 Framework Program

INTRODUCTION

Language has a key role in the realm of human existence since it enables individuals to comprehend and acquire knowledge. The concept in question serves as a metaphorical connection between knowledge and individuals, facilitating the transmission of information through written or spoken means. The utilization of language played a pivotal part in facilitating the emergence of education, which subsequently evolved into a well-structured and widely available system. During the initial stages of education, students acquire the fundamental skills of proper written expression and spoken communication, while also making progress in their listening and reading abilities. Concurrently, the identical approach is implemented in the second language acquisition phase. In the realm of second language acquisition, it is anticipated that students would develop

proficiency in four fundamental skills, namely listening, speaking, writing, and reading. In everyday existence, communication refers to the capacity to articulate one's thoughts and ideas through the fundamental and utilitarian aspects of language.

On the other hand, 2018 English curriculum of the Ministry of National Education (MoNE) states that the curriculum encompasses the desired outcomes for students in each course. These outcomes encompass the knowledge, abilities, and attitudes that students are anticipated to gain, in accordance with the specified objectives. This approach serves as a means of guiding educators and parents, offering them insight into the specific linguistic knowledge and skills that children are anticipated to develop (Aksoy, 2020).

Students can examine various materials while learning a second language through a well-designed language curriculum. Yet, learning a new language requires a lot of practice in the four language skills. 2018 Turkish Ministry of National Education 6th Grade English Language Teaching Curriculum was designed according to communicative language teaching principles and was structured to combine language skills with real-life themes. The curriculum consisted of ten thematic units and had 56 learning objectives in four language skills: listening, speaking, reading, and writing. Each was coded systematically (e.g., E6.3.R1 for reading) and stated in measurable, skill-descriptive terms for performance assessment. The 2018 curriculum was designed for simple, functional communication tasks at the developmental levels of the learners and had an emphasis on basic cognitive skills such as remembering and understanding. Although praised for its pragmatism and simplicity, it was criticized extensively for failing to develop higher-order thinking skills or for failing to include 21st-century skills such as critical thinking, creativity, and problem-solving in the language objectives. This version is the point of reference of this study's cognitive analysis.

Regarding listening skills, students must possess the ability to perceive auditory input and grasp the intended message to engage actively in productive communication. Teachers expect that students would comprehend auditory information both within and beyond the educational setting, and engage in effective communication by transforming their listening abilities into meaningful dialogues. In Turkey, the program makers

demonstrate a keen focus on the goals and objectives set forth by the Ministry of National Education and develop an educational plan in alignment with these directives. The educational objectives of the curriculum significantly influence the academic term and facilitate teachers in pursuing a substantial progression. The program encompasses a variety of objectives, which are achieved through a range of activities including auditory exercises involving noises, songs, and word pronunciations, among others. To attain proficiency in a foreign language, students must be immersed in an environment where the target language is consistently present. Following the curriculum plan established by the MoNE for the sixth grade, educators may employ a diverse range of instructional strategies and tasks. The course book for this level is the "English Route 6 Course book," prepared by Birincioğlu Kaldar and Karamil in 2021, which was accepted by MoNE on 18.04.2019 to be utilized for 5 years. In the first unit, "Life," there are a lot of tasks and disagreements. At the end of this unit, students should be able to spot phrases, words, and expressions that have to do with actions that are done over and over again (Objective E6.1.L1). The 6th-grade course book states that the tasks include listening to how words are pronounced and understanding dialogues and information, as well as filling in a blank or naming the topic of the dialogue. They also match pictures to what they are hearing or put the pictures in the right order based on what they are hearing. The second unit is "Yummy Breakfast," which mainly focuses on food and beverage names. At the end of the unit, students are expected to identify different food and drink names in an oral text (Objective E6.2.L1). In this unit, students listen to the pronunciations of foods and drinks and match the photos to the numeral system and they are expected to express their likes and dislikes, and they can learn these terms with songs. The third unit is "Downtown". Students are expected to express phrases about present events and compare things. They listen to the words related to the unit and repeat them to pronounce them correctly. They listen to dialogues containing comparative and superlative terms, so they adjust them and use them correctly when they produce the language. The next unit is "Weather and Emotions". In this unit, students are required to "to pick up specific information from short oral texts about weather and emotions" (Objective E6.4.L1). They listen to the pronunciations of weather words, like in previous units, they listen to the text and ask for specific information, and

they are expected to match photographs. Also, there are open-ended questions about the text. Unit 5 is “At the Fair” and there are listening activities about emotions, and students are expected to pick them up (Objective E6.5.L1), and match the pieces of information with emotions, which is useful for both objectives that the unit demands. Unit 6, Unit 7, Unit 8 and Unit 9 utilize a similar format of listening activities as previous units utilized. The main objectives of all of these units mainly focus on listening to the pronunciations of words and comprehending these words in an oral text (Objectives E6.6.L1 & E6.6.L2 & E6.7.L1 & E6.8.L1 & E6.8.L2 & E6.9.L1& E6.9.L2). Teachers can benefit from songs, dramas, poems, and tongue twisters to teach this skill, as MoNE suggested in the current curriculum.

Speaking is another crucial aspect of language. In the context of ELT in Turkey, it may be argued that speaking skill is the most intricate and multifaceted capacity. Since 2019, there has been a significant focus on enhancing speaking skills in both primary and secondary schools in Turkey through intensive language programs. In the curriculum and course book created for 6th grade, students are required to engage in spoken dialogue and production. In the first unit, "Life” students are expected “to talk about repeated actions resulting from spoken interaction”. (Objective E6.1.SI1) For spoken production, students “use a series of phrases and simple expressions to express their repeated actions and tell the time and dates” (Objective E6.1.SP1-2). In the course book, illustrations, tables, and conversations are used to achieve the objective. Tasks like drama, songs, and games in the curriculum support learners' speaking improvement. In the second unit “Yummy Breakfast”, it is anticipated that students can “ask about weather”. (Objective E6.2.SI1) For the spoken production section, students are expected “to talk about the weather and their emotions in a simple way” (Objective E6.2.SP1). This unit's activities contain information/opinion gaps, drama, games, and Question and Answer. After the first two units, tasks are set to similar. The third unit is called “Downtown”. In this unit, spoken interaction includes the ability to “ask people what they are doing at the moment” (Objective E6.3.SI1) and compare things (Objective E6.3.SI2). In production, students are to describe different actions that people are doing (Objective E6.3.SP1) and “make comparisons between two things” (Objective E6.3.SP2). Unit 4 is named “Weather and Emotions” in which the

objectives are the same as Unit 3. This unit reinforces the purpose of the previous unit. In Unit 5 “At the Fair, the objective of spoken interaction is to “talk and express feelings/opinions about places and things” (Objective E6.5.SI1). In Unit 6 named “Occupations,” students are expected to “talk about occupations for interaction” (Objective E6.6.SI1). In production, they are supposed to “ask personal questions” (Objective E6.6.SP1) and “state the dates” (Objective E6.6.SP2). At the end of the seventh unit “Holidays”, students “talk about holidays for interaction” (Objective E6.7.SI1). Production for this unit is “being able to describe past activities and personal experiences” (Objective E6.7.SP1). The objectives of Unit 8 “Bookworms” are the same as Unit 1. In the ninth unit “Saving the Planet”, student interaction is determined as the objective (Objective E6.9.SI1). The production object of this unit is the same objective as the previous production objections. For the last unit, Unit 10 “Democracy” spoken interaction is the same as other interaction objectives. In the production stage, students are expected “to give short descriptions of events” (Objective E6.10.SP1).

Alongside listening and speaking, writing is an effective tool for the enhancement of language learning. Learners must actively consider grammar, vocabulary, and sentence structure when they are completing writing-related tasks. Writing allows learners to internalize grammar, linguistic norms, and idiomatic expressions, so enhancing their ability to use this knowledge effectively in the course of their language acquisition journey. Therefore, the English curriculum of MoNE places a high importance on the development and mastery of writing abilities. Within the curriculum, there exists a multitude of objectives for each specific talent. For the 6th grade, every unit has objectives and activities according to the unit's topic. In the first unit, “Life”, there is not an objective about writing skills, but there are questions and answers and reordering activities that can relate to the skill. If we examine the second unit named “Yummy Breakfast”, again, there is not a writing skill objective other than question and answer activities. Also, in the third unit, “Downtown” there is not an objective about writing. This unit’s writing-related activities are question-and-answer activities and students are expected to expand their vocabulary by including new items. In the “Weather and Emotions” unit, no objectives can be found about writing skills. As for the activities, there are no other writing-related

activities. In the fifth unit, "At the Fair," there is no objective about writing skills. There is a question and answer activity for the activities on the account of writing skills. In the sixth unit entitled “Occupations,” there is the first writing objective of the curriculum, through which students will “produce a piece of writing about occupations and the dates” (Objective E6.6.W1). There is a question-and-answer activity along with the reordering activity. In the seventh unit, which is named “Holidays,” there is an objective that students are to “write short and simple pieces in various forms about holidays” (E6.7.W1). Question and answer, and reordering are the activities that were chosen for this unit. In the “Bookworm” unit, there are two writing objectives, students are supposed to “write about past events with definite time” (E6.8.W1), and “to write about the locations of people and things” (E6.8.W2). The writing activities are question and answer and reordering. Within the ninth unit titled "Saving the Planet," there exists a writing objective that necessitates students' ability to compose concise compositions pertaining to the preservation of the environment (E6.9.W1). Activities that are chosen for writing skills are question and answer and reordering. In the tenth unit, “Democracy,” there is one objective suggesting “writing simple pieces about concepts related to democracy” (E6.10.W1). Question and answer and reordering activities are chosen for the writing skill.

The ultimate component of the curriculum is reading which facilitates the development of fluency through the exposure to various reading paces and the inclusion of relatable everyday life examples. The 2018 Turkish teaching program is designed to impart effective utilization of various skills discussed thus far, as well as enhance social interaction through the application of these skills. Additionally, it aims to improve abilities such as reading, writing, and speaking fluently and confidently in real-time situations, as stated by the MoNE (2019). In a study conducted by Demir (2022), it was found that about half of the outcomes of all skills were related to the reading skill, which supports the fact that reading is an essential part of English learning. The first reading objective of the 6th grade English curriculum (E6.1.R1.) says that the students can understand a short and simple text on personal narratives and repeated acts, and a visual dictionary preparation is advised as an assignment that would require them to read a dictionary to find words they want to use. The second unit is the

first unit that has two objectives (E6.2.R1., E6.2.R2). In the first objective, the texts are about foods and preferences, and the second objective says that the students will be able to read the labels of the food products they have learned about. The third unit adds visuals to the texts provided (E6.3.R1.), and it is recommended that students expand their visual dictionary. In the fourth unit, a new topic is introduced and the texts are about weather, its conditions, and human emotions (Objective E6.4.R1.) The fifth unit has two objectives that are faintly related to each other but fully on theme with the unit, which states that the students are to be able to understand the general meaning of simple texts related to feelings and opinions on places and things, (E6.5.R2), which is about reading particular information from a poster about a place. The sixth unit's objective is somewhat different from the rest of the objectives in that familiar words and simple sentences about occupations and dates are understood by the students (E6.6.R1). The seventh unit states that the students must understand brief, simple sentences and expressions related to past actions and tenses (E6.7.R1). Unsurprisingly, yet accordingly, the eighth unit has one objective that is slightly different from the seventh unit's objective via the past related expressions having a definite time (E6.8.R1). The final unit with two objectives is the ninth unit. The first objective (E6.9.R1) is that the students will be able to understand texts on how to protect the environment. The second objective that is different from the former objectives, is that the students are now able to follow written rules and instructions (E6.9.R2). The tenth unit also has goals that are different from the usual ones mentioned above. The final objective states that the students can recognize the words they are now familiar with as well as some phrases related to democracy as a concept (E6.10.R1).

Earlier Studies in Turkey

Analyzing curricula according to Bloom's taxonomy is neither new nor common in Turkey in the secondary school context. Despite the small number of studies, there are still important studies available, one of which was conducted by Kozikoğlu in 2018. The primary objective of this study was to assess the alignment between the objectives outlined in the 8th-grade English Curriculum and the questions included in the TEOG exam, which serves as the national assessment exam. This evaluation was conducted using Bloom's revised taxonomy as a framework. The findings of the research

indicated that within the 8th grade English curriculum, a majority of the objectives were classified as "apply" level, with almost half of these objectives specifically targeting the application of procedural knowledge. Nevertheless, Kozikoğlu (2018) discovered that a significant portion of the English course inquiries featured in the TEOG examination mostly targeted cognitive abilities associated with lower-order thinking, such as "remembering" and "understanding." There was a lack of alignment between the learning objectives of the English curriculum and the English course questions in the TEOG examination. The researcher (Kozikoğlu, 2018) proposed a suggested alignment between educational objectives and assessment.

Another important study was carried out by Sönmez (2019) who aimed to examine The Revised Bloom's Taxonomy as a guide for creating the Turkish secondary school curriculum. Several measurement devices were used in various environments as part of the data collection process and it was concluded that the Revised Bloom's Taxonomy can be applied as a model for designing the curriculum (Sönmez, 2019).

In another study conducted by Dalkılıç and Büyükkahiska in 2021, secondary grade curriculum objectives were scrutinized from a broader perspective in terms of the Revised Bloom Taxonomy, in light of previous studies. Three remarkable results were found at the end of the evaluation. The current curriculum advocates lower-order thinking skills most of the time. "Understanding" was the most dominant level in the curriculum. According to Dalkılıç and Büyükahiska (2021), lower-order thinking levels predominantly relied on receptive skills, whilst higher-order thinking skills were primarily employed in productive skills.

Meanwhile, another study done by Gökler, et.al (2012) tried to assess the 8th-grade ELTP curriculum according to Bloom's taxonomy. They included 8 aims, 73 objectives, and 747 written exam copies (Gökler, et. al., 2012). It was found that there were not sufficient aims to fully cover each objective, which left most of them unattained, as it is stated that "Applying" level-related aims were not existent in the curriculum yet existent in exams. It was found that the students were not expected to remember grammatical rules and were not even tested on them in the 2010-2011 fall semester (Gökler, et. al., 2012, p.123). It is clear from the article that the aims and objectives of the 8th-grade teaching program are insufficient and that the

students are mostly expected to remember simple sentences and words rather than create a product of this knowledge.

Research Questions

Based on the above information, this paper will focus on 6th-grade English lesson objectives and identify their role in Turkish education programs prepared by MoNE according to Bloom's taxonomy. The curriculum is examined through four research questions stated below:

Q1: What levels of Bloom's Taxonomy are compatible with the listening objectives of the 6th-grade English curriculum?

Q2: What levels of Bloom's Taxonomy are compatible with the speaking objectives of the 6th-grade English curriculum?

Q3: What levels of Bloom's Taxonomy are compatible with the writing objectives of the 6th-grade English curriculum?

Q4: What levels of Bloom's Taxonomy are compatible with the reading objectives of the 6th-grade English curriculum?

METHOD

Research Design

The data of the research were collected through document analysis and subjected to content analysis. By taking advantage of a qualitative approach, the present study examines the 6th-grade English curriculum objectives and indicates the results for these four skills.

Data Collection

The 2018 6th-grade English Curriculum and the 2024 Framework Program of the Minister of National Education taken from MoNE's website was utilized as the main source of data in the study. Using the 2018 6th grade English curriculum as the point of analysis for conducting the research was based on the fact that it is an earlier and comprehensive set of learning aims preceding the 2024 reforms. Inasmuch as the revised model incorporates some lexical and thematic reform, it retains the essence of the 2018 curriculum's underlying coding and organizational schematics. A diachronic analysis enables a more effective evaluation of whether revised curricula entail substantial pedagogic change or are limited to surficial revision. On that basis, the present work starts by conducting a comprehensive cognition analysis of the 2018 objectives based on the Revised Taxonomy of Bloom, followed by a comparative reading of the 2024 editions to determine whether shifts occur with respect to language, focus, or cognition.

Additionally, the revised Bloom taxonomy was also used as the reference point which helped the researchers identify the objectives according to the cognitive domains of the taxonomy.

*Revised Bloom's Taxonomy***.** In order to assess these abilities, this study employs Bloom's revised taxonomy, a hierarchical framework for categorizing cognitive processes into six levels of complexity (Forehand, 2005). According to Bloom's taxonomy, traits are intended to be given to an individual through education and teaching. The cognitive field is about knowledge which involves recognizing, understanding, and using information (Doğanay and Sarı, 2017). Most prominent in the new editing is that the one-dimensional structure of the cognitive field is brought into a two-dimensional shape (Krathwohl, 2002). Bloom and his colleagues originated the taxonomy to classify educational goals in line with the cognitive domains of the learners in 1956 (Bloom, 1956). From simple to complex, from abstract to concrete, Bloom and his associates' initial taxonomy was divided into categories. During the 1990s to add relevance for 21st-century students and teachers, the taxonomy was revised. The revision was published in 2001 and includes minor yet vital changes (Forehand,2005). The new terms are defined as:

● Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory. "Define", "find" and "choose" are a few instances of verbs that indicate "Remembering" level objectives.

● Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. "Classify", "compare" and "contrast" are some verbs that show "Understanding" level objectives.

● Applying: Carrying out or using a procedure through executing, or implementing. "Apply", "build" and "utilize" are some verbs that show the "Applying" level.

● Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing. "Analyze", "assume" and "categorize" are the verbs that are at the "Analyzing" level.

● Evaluating: Making judgments based on criteria and standards through checking and critiquing. "Agree", "asses" and "compare" are a few instances of verbs that show the "Evaluating" level.

● Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. "Adapt", "build" and "change" are some verbs that indicate "Creating" level objectives (Anderson & Krathwohl, 2001, pp. 67-68).

By using this taxonomy as its basis, this paper aims to analyze the skills objectives of MoNE and understand which level of taxonomy they serve; and to show it visually employing quantitative methods and statistical analysis of data.

Data Analysis

The study employed a descriptive analysis model to identify the alignment of the objectives with Bloom's revised taxonomy. A comprehensive examination of a total of 56 objectives of the English curriculum for the sixth grade was conducted in two stages. First, an extensive review of relevant literature pertaining to Bloom's taxonomy was conducted. Subsequently, an assessment was made to ascertain the specific skill domain in which the objectives of the 6th-grade English curriculum were identified, as well as the corresponding cognitive level as classified by the taxonomy.

The second stage of the investigation determined which acquisition occurred at which cognitive level. The literature review was conducted to establish the cognitive level and identify the verbs associated with each phase. These verbs were subsequently utilized in the analysis. The data indicated in the tables are summarized descriptively using frequencies. Each researcher worked individually first and then compared their checklists with each other, and an expert opinion was additionally received at the end to ensure the reliability and validity of the research.

FINDINGS

The 2019-2020 school year curriculum for the 6th grade English course includes a total of 56 objectives. Thirteen of the these belong to reading skill, while twenty are about speaking, six are writing, and the remaining thirteen are listening.The program's 56 objectives are individually addressed in accordance with the corresponding cognitive levels of the Revised Bloom Taxonomy.

Analysis of Listening Objectives

The analysis of the sixth-grade listening objectives (n=13) is shown in Table 1, along with an illustration of the levels to which each objective relates, conforming to the revised Bloom's taxonomy. The levels delineated below are predicated on the principal cognitive emphasis of each objective.

Table 1: Analysis of Listening Objectives of 6th Grade According to Bloom's Taxonomy

Objectives	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
E6.1.L1.	X					
E6.2.L1.	X					
E6.3.L1.	X					
E6.3.L2.	X					
E6.4.L1.	X					
E6.5.L1.	X					
E6.6.L1.	X	X				
E6.6.L2	X	X				
E6.7.L1.	X					
E6.8.L1	X	X				
E6.8.L2.	X	X				
E6.9.L1.					X	
E6.9.L2.					X	
f	11	4	0	0	2	0

Most of the learning goals for listening are at the lower levels of Bloom's Taxonomy, especially "Remembering" and "Understanding." This means that the main focus should be on how well students can remember and understand information from speaking texts, as well as how well they can pick out specific details and recognize phrases and expressions. Out of 13 objectives, 11 of them are related to "Remembering", 4 of them are in the "Understanding" level, and 2 of them align with the "Evaluating" level. It is obvious that %84,6 of the objectives that aim at improving listening skills are "Remembering" and the least focused levels are "Creating", "Applying", and "Analyzing". Even though it seems like the curriculum gives students chances to use and analyze knowledge in an auditory setting, these goals are not stated directly. In addition, the program has two goals that align with the "Evaluating" level. These goals focus on students' ability to recognize the right attitudes and suggestions for protecting the environment. Bloom's Taxonomy's top level, "Creating," does not have any specific goals that match up with it. This shows that the curriculum aims to develop the receptive listening skill but without offering opportunities for higher-order thinking in auditory situations. In the revised 2024 curriculum, while the coding and general format of the listening objectives are very much the same, some rewording and change in theme can be observed. New objectives still focus on recognition and identification but with rather more elaborated contexts such as environmental awareness or emotions. However, these additions do not substantially move the cognitive demand of the objectives. Most remain in the lower levels of Bloom's Taxonomy, and no new objectives are formulated to promote critical or creative

listening. So, although the revised program introduces contextual accuracy, it does not substantially enhance the cognitive engagement of listening outcomes.

Analysis of Speaking Objectives

In Table 2, the 6th grade English curriculum speaking objectives (n=20) are analyzed in line with Bloom's taxonomy. Each objective is matched to a suitable level to show the diversity of the levels of the speaking objectives, including at least one objective from each unit.

Table 2: Analysis of speaking Objectives of 6th Grade According To Bloom's Taxonomy

Objectives	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
E6.1.SI1.	X					
E6.1.SP1.		X				
E6.1.SP2.		X				
E6.2.SI1.	X					
E6.2.SP1.			X			
E6.3.SI1.	X					
E3.3.SI2.	X					
E6.3.SP2.		X				
E6.4.SI1.	X					
E6.4.SP1.		X				
E6.5.SI1.	X					
E6.5.SP1.		X				
E6.6.SI1.	X					
E6.6.SP1.		X				
E6.7.SI1.	X					
E6.7.SP1.			X			
E6.8.SI1.	X					
E6.8.SP1.			X			
E6.9.SI1.	X					
E6.10.SP1.	X					
f	11	6	3	0	0	0

As is the case in the listening curriculum, the main goals of the speaking curriculum are mostly related to the lower levels of Bloom's Taxonomy, especially "Remembering" and "Understanding." There are 20 objectives and 11 of them are designed at the "Remembering" (%55) level while 6 of them align with the "Understanding" (%30,) level, and only 3 of them are found at the "Applying" (%15) level. Bloom's Taxonomy shows that no specific goals match the "Applying" and "Analyzing" levels. These goals focus on the student's ability to remember and understand knowledge about a wide range of topics. One thing that stands out is that there aren't many goals at the "Applying" and "Analyzing" stages. Also, at the

"Evaluating" and "Creating" levels, which require higher-order thought and creativity, there are no specific goals. The 2024 syllabus continues this overall trend but makes a subtle change in communicative orientation. Although the cognitive level of the objectives generally stays the same, there is a more distinct separation between spoken interaction and spoken production, and speaking task conditions are elaborated with functions such as making suggestions, comparing tastes, and giving opinions. All these are intended to promote more purposeful and interactive oral communication. But for all such thematic extensions, the new objectives remain in the lower-order thinking categories, with no apparent move to analytic or creative application of spoken language. The new curriculum, then, increases functional variety in speaking activities but not so much their intellectual complexity.

Analysis of Writing Objectives

In Table 3, the writing objectives (n=10) of the 6th grade English curriculum's all units are shown in line with Bloom's Taxonomy. Every object is linked with at least one level of Bloom's Taxonomy. Table 3 shows Bloom's Taxonomy's levels and its compatible objectives from the 6th-grade English curriculum.

Table 3: Analysis of Writing Objectives of 6th Grade According To Bloom's Taxonomy

Objectives	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
E6.6.W1.	X					
E6.7.W1.		X				
E6.8.W1.		X				
E6.8.W2		X				
E6.9.W1.		X				
E6.10.W1.		X				
f	1	5	0	0	0	0

As Table 3 shows, similar to the speaking and listening courses, the main goals of the writing curriculum are at "remembering" and "understanding" levels. 83,3% of the objectives concentrate on "Understanding" and 16,6% of the objectives concentrate on the "Remembering" level of Bloom's Taxonomy. It is noteworthy that the stages of "Applying" and "Analyzing" do not possess any explicit objectives. Students would be more likely to think critically and use their knowledge in real-world situations if their goals involved applying writing skills to real-world situations. At the "Evaluating" and "Creating" levels, which require higher-order thought and creativity, there are also no clear goals. Whereas in the 2024 curriculum

the targets of written work grow marginally and the activities are more specified—e.g., writing about past experiences, personal experiences, or environmental issues—cognitive demand remains low. Most of the writing activities are again focused on the transmission of plain ideas or the provision of factual knowledge. Although these could be beneficial to students in fluency and basic organizational skill development, they are not ideally suited to argument, synthesizing, or creative writing. Inclusion of relevant subject matter of a socially oriented nature is a strength for content value, but raising the cognition level of writing tasks beyond prior levels is not met. Changes in 2024 thus improve contextual content but neglect to produce higher levels of writing competency at upper levels of Bloom's Taxonomy.

Analysis of Reading Objectives

Table 4 displays the compatibility of the objectives of the 6th grade English reading curriculum (n=13) with the levels of Bloom's Taxonomy.

Table 4: Analysis of Reading Objectives of 6th Grade According To Bloom's Taxonomy

Objectives	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
E6.1.R1.		X				
E6.2.R1.		X				
E6.2.R2.	X					
E6.3.R1.	X					
E6.4.R1.		X				
E6.5.R1.		X				
E6.5.R2.	X					
E6.6.R1.	X					
E6.7.R1.	X					
E6.8.R1.	X					
E6.9.R1		X				
E6.9.R2.	X					
E6.10.R1.		X				
Total	7	6	0	0	0	0

The majority of the reading curriculum's goals are in line with Bloom's Taxonomy's lower levels, especially "Remembering" and "Understanding". 53,84% of the objectives are in line with the former, whilst 46,15% of the objectives are in line with the latter. These goals emphasize students' capacity for information retention, text comprehension, and word recognition. While these goals are essential

for increasing reading fluency, there is room for higher-level goals that would encourage more sophisticated reading comprehension and critical thinking. As the table portrays, there are no other levels of the pyramid that any of the objectives align with. The absence of objectives at the "Applying" and "Analyzing" levels is one noteworthy finding. At the "Evaluating" and "Creating" levels, which require higher-order reasoning and creativity, there are, again, no set objectives. In the 2024 revised curriculum, cognitive orientation is unchanged but some objectives are made more specific in vocabulary and scope. The addition of objectives like comprehending product labels or reading brief written instructions gives functional daily applications of reading. These changes imply a modest move in the direction of functional literacy but within the confines of "Understanding" and straightforward "Applying.". Overall, then, the 2024 curriculum presents reading inputs that are richer in context but still doesn't present objectives that engage students in textual analysis or evaluation of a higher order. In this manner, it still values comprehension and recognition more than critical engagement with texts.

Overall Results

The present study examines the distribution of learning objectives in accordance with Bloom's Taxonomy within the analyzed dataset.

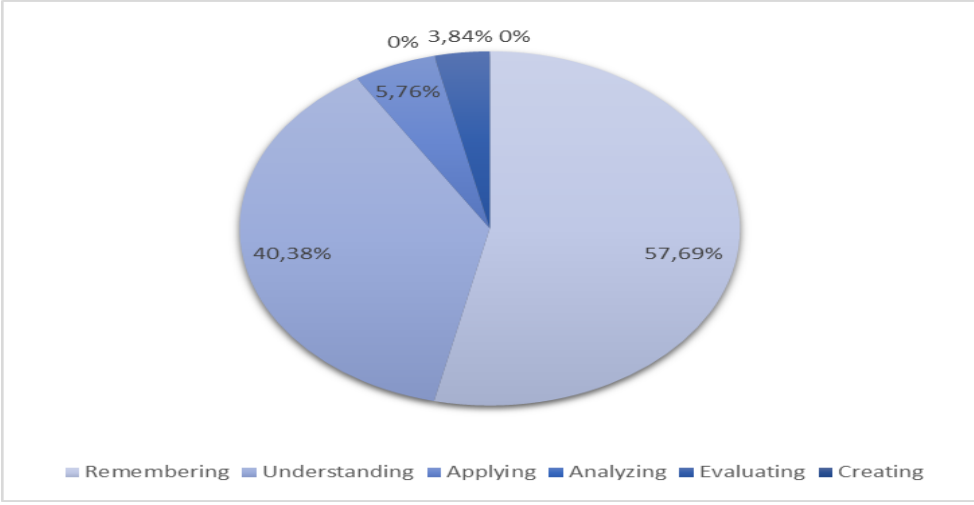

Figure 1. Distribution of the objectives according to the levels of the taxonomy.

The analysis revealed that the majority of objectives pertained to the Remembering category, constituting 57.69% of the total objectives (n = 30). Following this, the Understanding category encompassed 40.38% of the objectives (n= 21), while Applying represented a smaller proportion at 5.76% of the objectives

(n = 3). Notably, objectives categorized under Analyzing were absent from the dataset, and Evaluating accounted for 3.84% of the objectives (n= 2). Conversely, no objectives were classified under the Creating category. These findings underscore the predominant focus on Remembering and Understanding levels of cognitive engagement in the instructional design, with limited emphasis on Applying and Evaluating levels, and a notable absence of Analyzing and Creating levels within the specified dataset.

DISCUSSION AND CONCLUSION

In education, objectives play a crucial role in determining how to educate, how the learning and teaching settings will function, and how the final results will be guided (Hamurcu & Ekinci, 2020). As the results show, the objectives of the listening skill mostly correspond to the "Understanding" and "Remembering" levels of Bloom's taxonomy. The course book contains different activities, such as listening to a text and completing a blank according to a piece of information that students hear; and listening to songs about the unit's words and pronunciations. The course book comprises nearly every unit in the same structure of activities, which might be monotonous or boring. While these activities are suitable to meet the objectives, they are not enough which is in line with the literature (Dalkılıç & Büyükahiska, 2021). Meanwhile, the ability to speak successfully stands out in every language curriculum. In our context, the most frequently used level is remembering while creating and evaluation levels are the least, which is disputable. Students should be able to express themselves in the target language at an A1 level by the end of the sixth grade. Therefore, the course book's exercises and assignments are well-suited to the skill level of the students using them. However, after the first couple of courses, students may find the exercises and tasks to be repetitive and tiresome, therefore, to stimulate the speaking production of younger learners, speaking objectives in the curriculum can be revised according to the last two steps of Bloom's taxonomy pyramid.

The results of the study also revealed that writing skill has the fewest objectives among all the skills. Still, these objectives are quite effective for learners to practice their writing skills. When performing writing-related tasks, learners need to actively take grammar, vocabulary, and sentence structure into account. Learners can effectively use syntax, language rules, and idiomatic expressions throughout their language-learning process via writing if the objectives are designed this way.

Finally, it is apparent from the results of the study that Turkish curriculum designers did take into account the fact that reading is crucial for the mental, social, and academic improvement of students. However, the objectives are most aligned

with the “Understanding” level of Bloom’s taxonomy and the fact that there is no emphasis on high-order thinking skills weakens the efficiency of the curriculum.

Overall, the current curriculum advocates lower-order thinking skills most of the time, and “Remembering” was the most dominant level in the curriculum. As was also discovered by Dalklç & Büyükahiska (2021), lower-order thinking levels mostly consulted receptive skills, while higher-order thinking levels were primarily used to productive skills. Additionally, there were not sufficient aims to fully cover each objective, which left most of them unattained, which was also implied by Gökler, et. al., (2012) and the fact that there is limited emphasis on Applying and Evaluating levels, and a notable absence of Analyzing and Creating levels within the specified dataset constitutes the weakest side of the current curriculum.

It is also important to note that, the new 2024–2025 English Language Teaching Framework introduced by the Turkish Ministry of National Education are mostly in line with the results of the present study, yet, there are still some impressive innovations that squarely address some of the cognitive imbalances emphasized in this study. In contrast to the 2018 version, the revised curriculum overtly includes outcome statements framed on higher-order thinking skills such as "Analyzing," "Evaluating," and "Creating." A few examples of some new 6th-grade objectives are task-based, open-ended learning experiences such as making presentations, creating posters, comparing viewpoints in conversations, and resolving real-life issues in group activity. These tasks encourage language use beyond recognition and recall, facilitating cognitive transfer and genuine communication. Moreover, the new framework includes performance-based standards of evaluation and further stresses digital literacy, intercultural competence, and socio-emotional communication—abilities submerged or implicit in the former curriculum. These changes signal that upcoming curriculum assessments should no longer merely examine the frequency of cognitive levels but also task complexity and authenticity, the presence of transversal competencies, and alignment with CEFR-based communicative competences.

Suggestions

To make a more balanced and complete listening program, teachers could try to change the cognitive levels of the goals. By using goals from different levels of Bloom's Taxonomy, students can use a wider range of mental processes, which helps them understand and remember the information better. Educators can learn more about their student's ability to understand what they hear and think critically by asking questions that target different brain levels. Lastly, the curriculum should move from easy tasks like recognizing words and phrases to more difficult ones like understanding historical events and judging how people feel about environmental

issues. Teachers can use this progression to build up learning situations and help students get better at understanding what they hear. Adding goals at higher levels would also help students learn how to think more deeply and solve problems.

The currently offered speaking curriculum could be expanded to include more types of public communication, such as debates, role plays, interviews, and presentations, among others. Students would be able to improve their flexibility and fluency in spoken language by speaking in a variety of situations and settings. Having goals based on group talks, teamwork, and interactions with peers has the potential to create a productive and interesting learning environment. Collaboration jobs encourage active participation and give students the chance to learn from each other by sharing ideas and points of view. Teachers can add real-world oral communication assignments to the curriculum to make it more meaningful. Also, students could learn more about other cultures and be more sensitive to them by putting cultural aspects into speaking tasks and taking context into account. Students' communication skills would improve if they are encouraged to change how they use words depending on the situation and who they are talking to.

When developing a more complete writing curriculum, teachers should think about integrating objectives that demand analytical and creative thinking. Teachers and students can enhance their abilities to analyze content, assess ideas, and produce essays with a range of perspectives by combining objectives that promote higher-order thinking. A writing program that maintains cognitive equilibrium may be more beneficial and rewarding. A clear transition from easier writing assignments, such as writing about employment, vacations, and historical events, to more challenging ones, like evaluating and synthesizing material or expressing personal viewpoints, should be used in the writing curriculum. By including components for reading, speaking, and other language skills, the writing curriculum could be improved. This integration helps students apply their language abilities in a variety of circumstances and enhances their overall language development.

To develop a more thorough reading curriculum, teachers should think about including objectives that call for students to analyze texts, assess content, and take part in imaginative and reflective activities related to the readings. Students can have a deeper grasp of the texts and improve as readers by balancing their cognitive levels. There should be a clear development in text complexity for the reading curriculum. Students' reading skills ought to be developed in a scaffolded way by starting with straightforward texts describing common behaviors and preferences and progressively introducing more difficult themes and structures. Although the curriculum might explicitly include reading skills to assist students become more proficient readers, the objectives emphasize comprehension and recognition, which are greatly important yet not enough by themselves. It was shown in a recent study

(Sönmez, 2022) that interactive reading and repeated reading are both considerably effective ways of influencing reading comprehension, which is also supported by Stahl (2003). The curriculum can be made more relevant and interesting for students by using actual texts, such as news items, ads, or literary excerpts. As a result, students would be exposed to actual language use and cultural nuances through authentic materials. In short, teachers can develop a more thorough and dynamic reading curriculum that encourages students' reading comprehension abilities, critical thinking skills, and a love of reading by taking both content and classroom methodologies throughout the curriculum design and implementation process without being too prescriptive or all-inclusive. Achieving a balance between cognitive levels will act as a guide for teaching and learning and finally enable students to develop into more capable readers who can successfully navigate a range of texts.

Statements of Publication Ethics

The authors state that their work is not subject to ethics committee approval and declare that the rules set by the Committee on Publication Ethics (COPE) have been complied with throughout the entire process of the study.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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