



COMPARISON OF END-OF-THEME ASSESSMENT QUESTIONS OF TURKISH AS A FOREIGN LANGUAGE TEACHING BOOKS ACCORDING TO THE REVISED BLOOM'S TAXONOMY¹

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Abstract

The aim of this study is to make a comparison between the courses by analyzing the end of theme assessment questions in the textbooks used in teaching Turkish as a foreign language according to the revised Bloom's Taxonomy. As a result of the analysis, the end-of-theme assessment questions were classified according to the cognition stages in the revised Bloom's taxonomy. "Document analysis", one of the qualitative research designs, was used in the study. The study group of the research consists of "Yeni İstanbul Turkish Teaching Set for Foreigners" and "Yedi İklim Turkish Yunus Emre Institute Teaching Set". When the findings of the study are examined, it is seen that end-of-the-the-theme evaluation questions are included at the end of each unit. However, the publishing houses are not parallel to each other in terms of the amount of questions they use. Yeni İstanbul Turkish for Foreigners Teaching Set is superior to Yedi İklim Turkish Yunus Emre Institute Teaching Set in terms of the amount and variety of questions. Both teaching sets concentrate on basic level (recall, comprehension, application) cognition stages. Higher (analyzing, evaluating, synthesizing) cognition stages are not sufficiently included. There is no significant parallelism between the progression of cognitive steps as the level of the course increases.

Keywords: Teaching Turkish as a foreign language, Textbook, Revised Bloom's Taxonomy, end of theme evaluation questions.

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Introduction

In today's world where the globalization process is very fast, knowing a foreign language has become a necessity. This necessity has paved the way for many studies on how to teach any foreign language in a more innovative and effective way. Today, it is seen that it is vital to learn more than one foreign language by increasing awareness of globalization and ensuring effective interaction between countries. Therefore, teaching Turkish as a foreign language (TFL) has become an increasingly important issue in economic, political and educational contexts (Büyükikiz, 2014).

Studies have been carried out for centuries to teach Turkish to foreigners. In fact, the history of these studies dates back to the writing of Kashgarlı Mahmud's *Divân-ı Lügâti't-Türk*. According to Güzel and Barın (2016), *Codex Cumanicus* (Kuman Book) is an important and old source for teaching Turkish to foreigners. Some works such as *Kitabü'l-İdrak Li-Lisâni'l- Etrak*, *Kitabü Bulgati'l-Müştak Fi Lugâti't-Türk ve'l-Kıfçak*, *El-Kavaninü'l-Külliyye Li- Zabtı'l-Lügati'T-Türkiyye* are also important sources used for teaching Turkish as a foreign language (Bozkurt 1995: 300).

Textbooks, which are considered as the basic materials of language teaching, should be able to meet the interests and needs of students. According to Williams (1983), a multidisciplinary approach should be taken into account in the design process of textbooks; a textbook is evaluated in terms of the application of the inputs provided, its functional use and the appropriateness of the activities. In order for a textbook to teach knowledge, it should present an organized perspective within a certain system (Bayezit & Çubukçu, 2015: 28).

Among the textbooks used in the field of teaching Turkish as a foreign language (TFL) are "Foreign Language Teaching Set BENGÜ", Istanbul University's "Yeni İstanbul", Yunus Emre Institute's "Yedi İklim", Gazi University's "Turkish for Foreigners", and Ankara University's "Yeni Hitit". Textbooks are printed sources that are widely used in the world and students can easily access the information they need (Güneş, 2002: 2). In addition, they also have an important place in reinforcing information. Institutions teaching Turkish both in Turkey and abroad actively use textbooks as materials.

Today, Maarif Foundation and Yunus Emre Institute are the leading institutions active in teaching Turkish abroad. YEE (2020) has taught Turkish to 99,261 students to date by introducing Turkish culture to the world through its projects. YEE continues to produce projects to increase interest in Turkish by sending Turkish instructors to more than 80 universities abroad through YÖK. In addition to all these, although the increase in the number of institutions has a positive effect on Turkish education and interest in Turkish education, there is no leading method or theory for teaching Turkish as a foreign language. The method and approach do not differ from the path followed for mother tongue teaching (Avcı, 2012).

In teaching Turkish as a foreign language, the teaching process of Turkish descendant students and other foreign students should not be evaluated in the same way. Teaching Turkish to students of Turkish ancestry involves a different process. Coming from the same language family and the existence of common features lead to generalization in learners. This situation causes the attention on distinctions to remain in the background while learning Turkish. For example, while "money" in Turkish means an instrument used to make a payment, "money" in Kyrgyz Turkish means bribe. The student understands the sentence "They gave me money" as "They gave me a bribe" and does not realize the mislearning. This situation proves that Turkish should be taught to students of Turkish descent from a different perspective (Başkan, 2023:275).

According to Adams (2015), Bloom's Taxonomy is the most widely accepted model of assessment as well as a systematic classification of learning outcomes of the curriculum. It was produced by Bloom in 1956 according to a certain hierarchical structure and complexity. However, it needed to be renewed as today's society's perspective on knowledge and how knowledge is acquired has changed (Furst, 1981: 442; Forehand, 2010: 50). It was revised and finalized by Anderson and Krathwohl (2001). The revised Bloom's taxonomy reconsiders the structure of the original taxonomy, which has been criticized for years (Krathwohl & Anderson, 2010: 67). Thus, it has become an important planning tool in which contemporary developments in the field of curriculum and instruction are tried to be reflected. In the revised taxonomy, there has been a transition from a single dimension to two dimensions: cognitive process dimension and knowledge dimension. Making it two-dimensional and visual has

made significant contributions to the field of curriculum development (Huitt, 2011: 5). According to Radmehr and Drake (2017), the cognitive process dimension consists of six sub-dimensions. These are: recall, comprehension, application, analysis, evaluation and synthesis. The striking element in the revised taxonomy is that the synthesis step is seen as a higher cognition skill than the evaluation step. The revised taxonomy considers the ability to produce original products as a more difficult and advanced skill compared to the ability to make decisions.

Although there are studies in the literature in the field of Revised Bloom's Taxonomy, there are limitations in the field of teaching Turkish to foreigners (Kana & Güney, 2020; Biçer, 2019; Ulutaş & Kara, 2019; Tekşan & Kaynak, 2023). It is expected that the study will contribute to the literature in terms of shedding light and giving more importance to cognitive steps in the question preparation phase.

The problem statement of the research is "What is the level of comparison of the end-of-the- theme evaluation questions in the textbooks used in teaching Turkish as a foreign language according to the Renewed Bloom's Taxonomy?"

The sub-problems of the problem are as follows:

- What is the level of the end-of-the-theme evaluation questions in the A1 course books used in teaching Turkish as a foreign language according to the Revised Bloom's Taxonomy?
- What is the level of end-of-the-theme assessment questions in A2 level course books used in teaching Turkish as a foreign language according to the Revised Bloom's Taxonomy?
- What is the level of the end-of-the-theme evaluation questions in the B1 course books used in teaching Turkish as a foreign language according to the Revised Bloom's Taxonomy?
- What is the level of the end-of-the-theme assessment questions in the B2 course books used in teaching Turkish as a foreign language according to the Revised Bloom's Taxonomy?
- What is the level of the end-of-the-theme evaluation questions in the C1 course books used in teaching Turkish as a foreign language according to the Revised Bloom's Taxonomy?

Method

In this section information about the research design used, the study group and the analysis of the data used in the research is given.

Research Design

Since the study is based on written documents, document analysis method was used. According to Kırал (2020), document analysis is a systematic procedure for examining or evaluating both printed and electronic (transmitted over the internet) materials. Like other analytical methods in qualitative research, document analysis requires the examination and interpretation of data to uncover meaning, gain understanding and develop empirical knowledge. Documents that can be used for systematic evaluation as part of a study can take various forms (books, journals and brochures, etc.). Document analysis is often used as a triangulation tool in combination with other qualitative-quantitative research methods. The qualitative researcher is expected to draw on more than one (at least two) sources of evidence. In addition to documents, such sources include interviews, participant or non-participant observations, and physical artifacts (Başkale, 2016: 25).

Books Reviewed

In the study, "Yeni İstanbul" (A1, A2, B1, B2 and C1) textbooks of İstanbul University and "Yedi İklim" (A1, A2, B1, B2, C1) textbooks of Yunus Emre Institute were analyzed. Since Yunus Emre Institute, which teaches Turkish online and offline in the field of teaching Turkish as a foreign language, uses Yedi İklim Turkish Teaching Set and Yeni İstanbul Turkish Teaching Set is used in international colleges, these two teaching sets were examined in this study.

Data Analysis

The data obtained in this research were analyzed with the content analysis technique. Content analysis forms the basis of the analysis process by conceptualizing the data and explaining the patterns that contain the integrity of meaning between concepts through themes (Yıldırım & Şimşek, 2021).

As a research method, it represents a systematic and objective way of describing and measuring phenomena. Because content analysis can be applied to a wide range of texts, it is used in various fields, including

marketing, media studies, anthropology, cognitive science, psychology and many social science disciplines. A prerequisite for successful content analysis is that the data can be reduced to concepts that describe the research phenomenon by creating categories, concepts, model, conceptual system or conceptual data (Elo and Kyngäs, 2008: 110).

Validity and Reliability

The credibility of the data is of great importance in terms of ensuring validity and reliability in studies using document analysis. For this reason, the data obtained should be presented in a clear, understandable and consistent manner (Cansız Aktaş, 2014). In order to ensure validity and reliability in the study, the data obtained were analyzed by two field experts and researcher diversification was provided. In this regard, Yeni İstanbul Turkish Language Teaching Set and Yedi İklim Turkish Language Teaching Set textbooks were used as materials and the end of theme evaluation questions in the textbooks were examined and evaluated in terms of method and approach.

Findings

This section of the study presents the findings obtained from the analysis of the study.

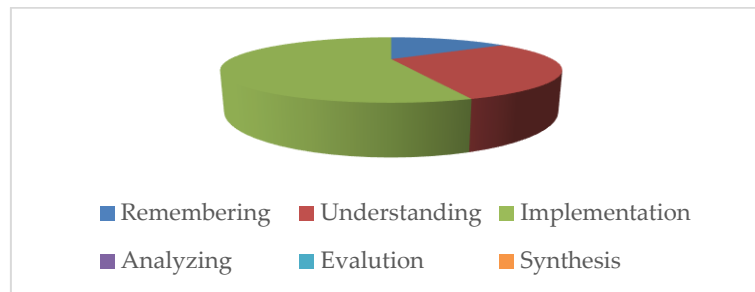


Figure 1. Analysis of the end-of-the-theme assessment questions in Yeni İstanbul A1 dry textbook according to CLT

When Figure 1 is analyzed, it is seen that the most common taxonomy step in the end-of-theme assessment questions in the New Istanbul A1 course textbook is the application step. This stage is followed by the comprehension stage and the recall stage. In this section, there are no questions that would constitute an example for the analysis step, evaluation

step and synthesis step. There are a total of 230 questions in Yeni İstanbul A1 dry textbook. It is seen that 15,2% of these questions belong to the recall stage, 23,9% to the comprehension stage and 54,3% to the application stage.

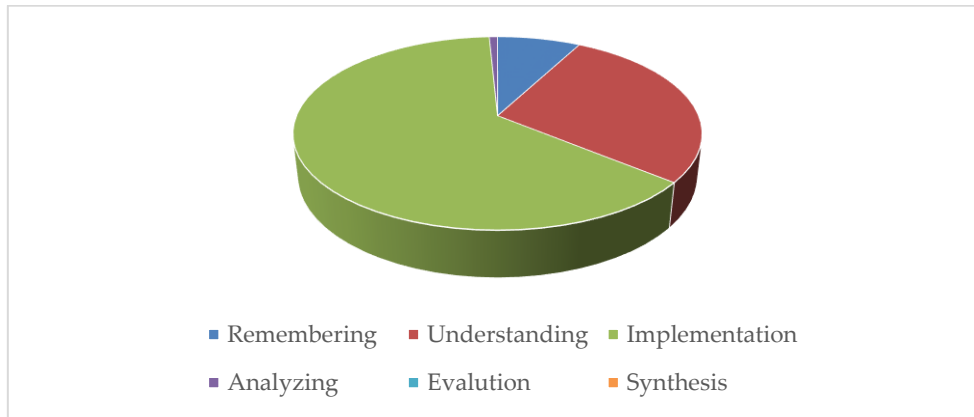


Figure 2 Analysis of the end-of-the-theme assessment questions in Yeni İstanbul A2 course book according to CLT

When Figure 2 is analyzed it is seen that the most common taxonomy step in the end-of-the-theme assessment questions in the New Istanbul A2 course textbook is the application (f=97) step. This step is followed by comprehension (f=43) and recall (f=12). In this section, there were no questions that would constitute an example for the analysis step, evaluation step and synthesis step. There are a total of 152 questions in Yeni İstanbul A2 level textbook. 7.9% of the questions belong to the recall, 21.7% to the comprehension, and 63.8% to the application stage.

When Figure 2 is analyzed, it is seen that the most common taxonomy step in the end-of-the-theme assessment questions in the New Istanbul A2 course textbook is the application (f=97) step. This step is followed by comprehension (f=43) and recall (f=12). In this section, there were no questions that would constitute an example for the analysis step, evaluation step and synthesis step. There are a total of 152 questions in Yeni İstanbul A2 level textbook. 7.9% of the questions belong to the recall, 21.7% to the comprehension, and 63.8% to the application stage.

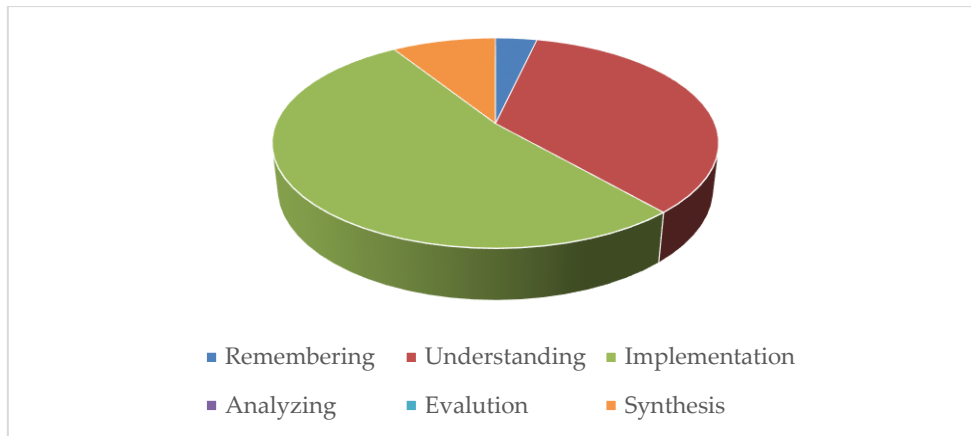


Figure 3 Analysis of the end-of-the-theme assessment questions in Yeni İstanbul B1 course book according to CLT

When Figure 3 is analyzed, it is seen that the most common taxonomy step in the end-of-the-theme assessment questions in the New Istanbul B1 course textbook is the application step. This step is followed by the comprehension step, synthesis step and recall step ($f=8$). In this section, there were no questions that would constitute an example for the analysis step and the evaluation step. There are a total of 220 questions in the Yeni İstanbul B1 course book. 3.6% of the questions belong to recall, 32.7% to comprehension, 53.2% to application, and 9.1% to creation.

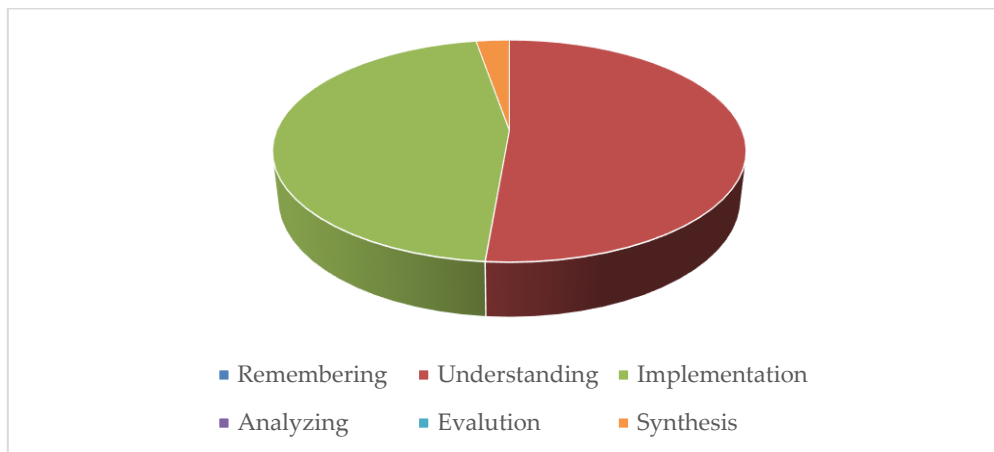


Figure 4 Analysis of the end-of-the-theme assessment questions in the New İstanbul B2 course book according to CLT

When Figure 4 is analyzed, it is seen that the most common taxonomy level in the end-of- theme assessment questions in the New Istanbul B2 course textbook is the comprehension level. This stage is followed by the application stage and the synthesis stage. In this section there are no questions that would constitute an example for the analysis step and the evaluation step. There are 185 questions in total in Yeni İstanbul B2 course book. 51,35% of the questions belong to comprehension, 45,95% to application and 2,7% to synthesis.

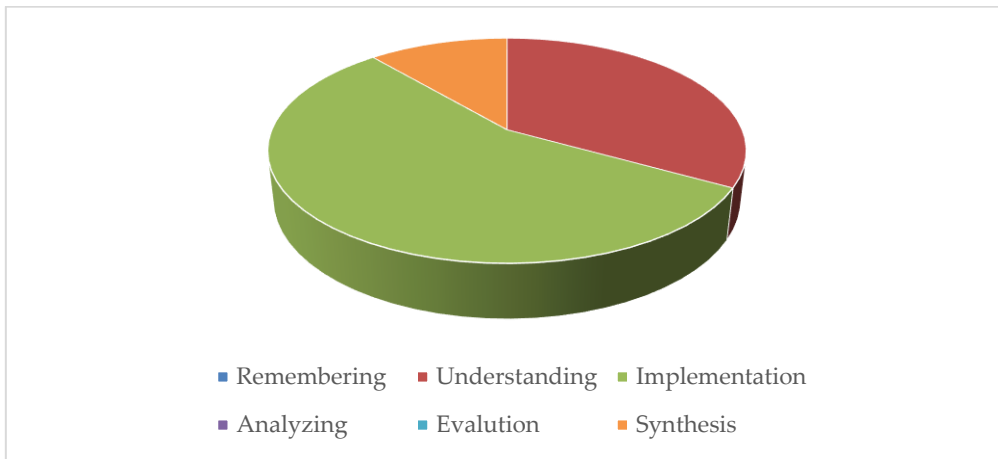


Figure 5 Analysis of the end-of-the-theme assessment questions in the Yeni İstanbul C1 course book according to YBT

When Figure 5 is analyzed, it is seen that the most common taxonomy step in the end-of-theme assessment questions in the New Istanbul C1 course textbook is the application step. This stage is followed by the comprehension stage and the synthesis stage. In this section, there are no questions that would constitute an example for the comprehension stage, analysis stage and evaluation stage. There are 151 questions in total in Yeni İstanbul C1 course book. 33,1% of the questions belong to comprehension, 55,6% to application and 11,3% to synthesis.

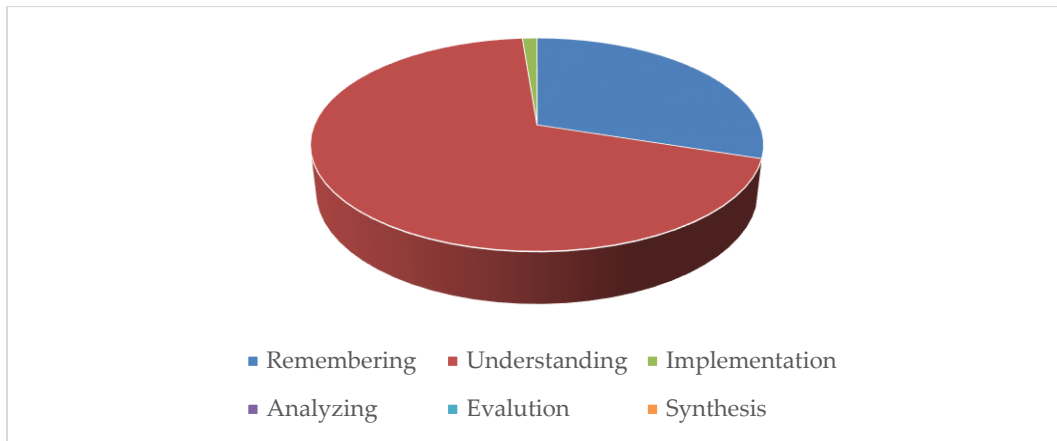


Figure 6 Analysis of the end-of-the-theme evaluation questions in Yedi İklim A1 dry textbook according to YBT

When Figure 6 is analyzed, it is seen that the most common taxonomy step in the end-of- theme assessment questions in the Yedi İklim A1 dry textbook is the comprehension step. This stage is followed by the recall stage and the application stage. In this section, there are no questions that would constitute an example for the analysis step, evaluation step and synthesis step. There are 80 questions in total in Yedi İklim A1 dry textbook. 30,0% of the questions belong to the recall stage, 68,8% to the comprehension stage and 1,2% to the application stage.

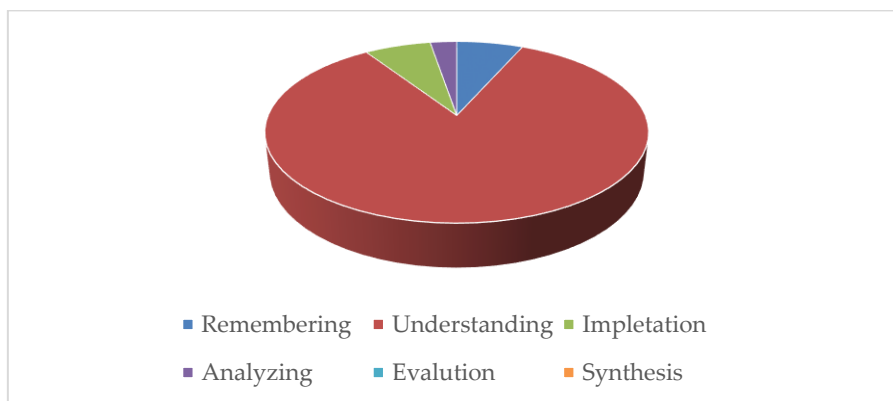


Figure 7 Analysis of the end-of-the-theme assessment questions in Yedi İklim A2 dry textbook according to YBT

When Figure 7 is analyzed, it is seen that the most common taxonomy step in the end-of-theme assessment questions in the Yedi İklim A2 dry textbook is the comprehension step (f=64). This step is followed by the application step, recall step and analysis step. In this section, there were no questions that would constitute an example for the evaluation step and synthesis step. There are 75 questions in total in Yedi İklim A2 dry textbook. 6,67% of them belong to recall, 84% to comprehension, 6,67% to application and 4% to analysis.

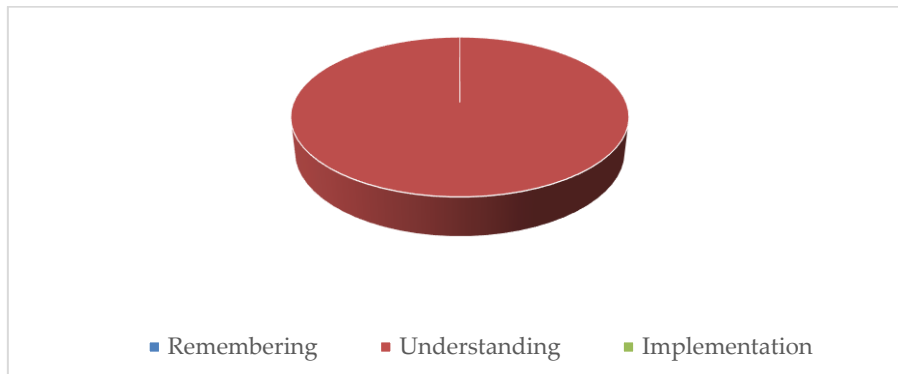


Figure 8 Analysis of the end-of-the-theme evaluation questions in Yedi İklim B1 dry textbook according to YBT

When Figure 8 is analyzed, it is seen that the only taxonomy step in the end-of-theme assessment questions in the Yedi İklim B1 course book is the comprehension step. This step is followed by the comprehension step. In this section, there were no questions that could serve as an example for the application stage, recall stage, analysis stage, evaluation stage and synthesis stage. There are 84 questions in total in Yedi İklim B1 dry course book. All of the questions belong 100% to the comprehension stage.

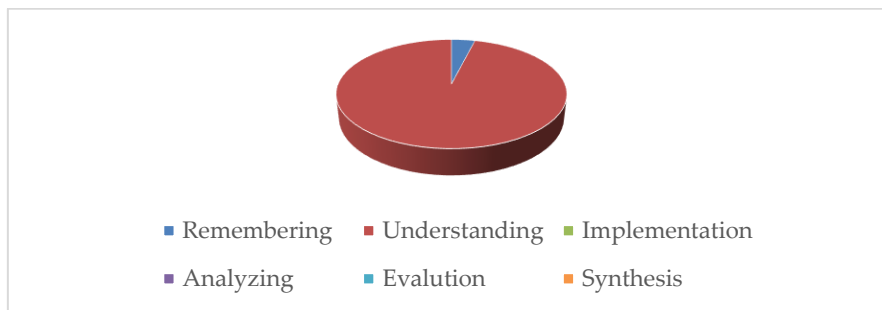


Figure 9 Analysis of the end-of-the-theme evaluation questions in Yedi İklim B2 dry textbook according to YBT

When Figure 9 is analyzed, it is seen that the only taxonomy step in the end-of-theme evaluation questions in the Yedi İklim B2 dry textbook is the comprehension step. This step is followed by the comprehension step. In this section, there were no questions that would serve as an example for the application stage, recall stage, analysis stage, evaluation stage and synthesis stage. There are a total of 80 questions in Yedi İklim B2 dry textbook. 3.8% of the questions belong to the recall stage, 91.2% to the comprehension stage, and 5% to the analysis stage.

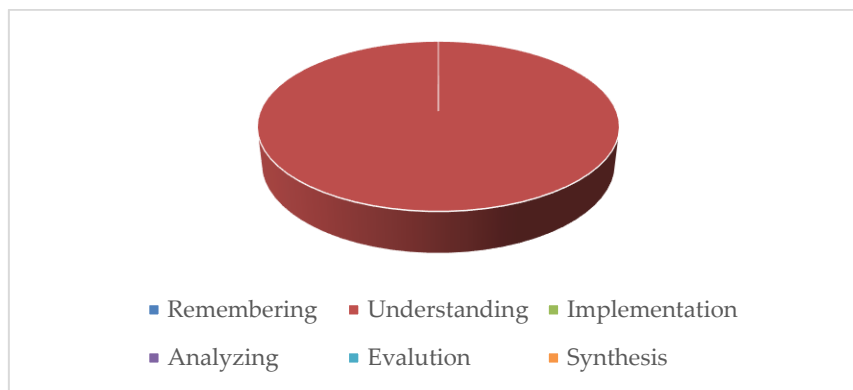


Figure 10 Analysis of the end-of-the-theme assessment questions in Yedi İklim C1 dry textbook according to YBT

When Figure 10 is examined, it is seen that the only taxonomy step in the end-of-theme assessment questions in the Yedi İklim C1 course book is the comprehension step. This step is followed by the comprehension step. In this section, there were no questions that would serve as an example for the application stage, recall stage, analysis stage, evaluation stage and synthesis stage. There are 49 questions in total in Yedi İklim C1 dry course book. 2% of the questions belong to the recall stage and 98% to the comprehension stage.

Conclusion and Discussion

In this part of the study, the results and discussion of the data obtained are given. The courses in the analyzed books were compared and analyzed according to the Revised Bloom's Taxonomy.

Yeni İstanbul A1 book places more emphasis on developing students' ability to apply what they have learned as well as their recall and

comprehension of information; the high percentage at the application level indicates that it aims to reinforce students' ability to use theoretical knowledge in practice. In contrast, Yedi İklim A1 places more emphasis on recalling and understanding information; the high percentage at the comprehension level indicates that it aims to improve students' ability to comprehend and make sense of information. However, Yedi İklim A1 falls short in developing application skills. In addition to all these, it is seen that both publishing houses do not address metacognitive skills sufficiently. This situation may cause students to experience deficiencies in terms of generating new ideas, establishing cause and effect relationships and decision-making skills.

Yeni İstanbul A2 book gives more importance to developing students' ability to apply what they have learned as well as remembering and understanding the information. The significantly high rate in the application step shows that it aims to reinforce students' ability to use theoretical knowledge in practice. On the other hand, Yedi İklim A2 book gives more weight to the steps of remembering and understanding information. The significantly high rate in the comprehension step shows that it aims to improve students' ability to comprehend and make sense of information. However, Yedi İklim A2 is insufficient in developing application skills. It is seen that Yedi İklim A2 course textbook includes a low amount of questions related to metacognition skills, unlike Yeni İstanbul A2 course textbook. However, it is seen that both publishing houses do not address metacognitive skills sufficiently. This situation may cause students to experience deficiencies in terms of generating new ideas, establishing cause and effect relationships and decision-making skills.

The New İstanbul B1 level textbook places more emphasis on developing students' ability to apply and synthesize what they have learned, as well as their ability to recall and understand information. The significantly high rate of the application step shows that it aims to reinforce students' ability to use theoretical knowledge in practice. The synthesis step, which is included at a low rate, shows that it aims to reinforce their ability to generate new ideas. On the other hand, Yedi İklim B1 focuses entirely on the comprehension stage; the fact that all of the questions belong to the comprehension stage shows that it aims to improve students' ability to comprehend and make sense of information. However, Yedi İklim B1 dry textbook is insufficient in developing application and synthesis skills,

which may cause students to lack practical skills and creative thinking abilities.

The New Istanbul B2 book places more emphasis on developing students' ability to apply and synthesize what they have learned as well as their comprehension of information; the high rates at the comprehension and application levels indicate that it aims to reinforce students' ability to grasp theoretical knowledge and use it in practice. Furthermore, the inclusion of the synthesis step aims to support creative thinking and higher order thinking skills. However, the synthesis step does not find a ratio that will make a significant difference in this section. On the other hand, Yedi İklim B2 focuses largely on the comprehension stage. The fact that the majority of the questions belong to the comprehension stage shows that it aims to improve students' ability to comprehend and make sense of information. The inclusion of the recall step improves the skills for remembering basic information. The fact that the analysis step is included shows that it is aimed at supporting cause and effect relationships and examining skills. However, the share allocated to comprehension and analysis is low. Seven Climates B2 is insufficient in developing application and synthesis skills, which may cause students to lack practical skills and creative thinking skills.

Yeni İstanbul C1 book seems to give more importance to developing students' ability to apply and synthesize what they have learned as well as understanding the information. The emphasis on comprehension, application and synthesis shows that it aims to reinforce students' ability to comprehend theoretical knowledge, use it in practice, think creatively and develop original products. On the other hand, Yedi İklim C1 focuses largely on the comprehension step. The fact that most of the questions belong to the comprehension stage shows that it aims to improve students' ability to comprehend and make sense of information. The fact that there is a small amount of recall shows that activities related to the recall of basic knowledge are included. However, Yedi İklim C1 dry textbook is insufficient in terms of developing application and synthesis skills, which may cause students to lack practical skills and creative thinking skills and to create original products.

The end-of-theme assessment questions are an important and practical section that gives students feedback on their learning products at the end of the units. The aim of this section is to develop students' language skills

and to obtain information about their learning status, and it also has an important place for developing their cognitive skills. When the two publishing houses are compared, it is seen that the analysis and evaluation steps are not given enough importance. The books focus more on recall, comprehension and application. Although the taxonomy steps in the Yeni İstanbul series do not go far enough above the metacognition step, they show more diversity compared to the Yedi İklim series. The Seven Climates series, on the other hand, focuses on similar taxonomy steps. With all these, the New Istanbul series outperforms the Seven Climates series in terms of the amount of questions.

When the relevant literature is examined in detail, it is seen that the results of the review of Turkish as a foreign language teaching books are similar. In the study conducted by Kana and Güney (2020), it is seen that there is no gradual progression from lower level cognition stages to higher level cognition stages. In addition, the applications in the metacognition stages do not find enough space. According to Ulutaş and Kara (2019), it was stated that the books examined focused on the basic level (recall, comprehension, application) steps of the Revised Bloom's Taxonomy, but were insufficient in terms of high-level cognition steps (analysis, evaluation, synthesis). In his study, Biçer (2019) states that in general, Turkish teaching to foreigners textbooks are prepared to include lower cognitive steps instead of reflecting higher cognitive steps. He bases this on the idea that lower level activities are more standardized and easier to prepare. Çırak (2023) analyzed Gazi Tömer textbooks and found that metacognitive steps were not given enough importance. Güler and Mert (2022) stated that the Revised Bloom's Taxonomy Steps should be distributed more evenly in the textbook activities.

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