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EXAMINATION OF THE READING COMPREHENSION SKILL ACCORDING TO REVISED BLOOM'S TAXONOMY

Yenilenmiş Bloom Taksonomisine Göre Okuduğunu Anlama Becerisinin İncelenmesi

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Abstract

The aim of this research is to determine how the secondary school - age children understand the texts they read according to Revised - Bloom's Taxonomy (RBT). As the study group, 200 eighth-grade students were selected who belong to the two secondary education schools. As a result of the literature search made before the application, it is determined that there are very few studies in which reading comprehension skills of the secondary school children are examined and evaluated according to the cognitive processes in Turkey. Thus, this research is needed. An achievement test was developed in order to obtain the findings in the study. This achievement test developed was completed as a result of the expert opinions and evaluations. In the first section of the achievement test, a personal information form was included to determine the actors which are predicted to affect the comprehension skill. After the necessary permissions for the application are received, first the Personal Information Form was given and then Reading Comprehension Achievement Test According to RBT was applied to the children. Independent group t-Test was used in order to determine whether the scores of achievement test change according to gender factor and being bilingual and monolingual. It is observed that gender factor and number of the language spoken (bilingual-monolingual) affect the reading comprehension skill as a result of the analysis made. Moreover, it is determined that the reading comprehension skills of the children change according to the cognitive processes

Keywords: The secondary school students, Reading comprehension skills, Revised Bloom's Taxonomy.

Öz

Bu araştırmanın amacı, Yenilenmiş Bloom Taksonomisine (YBT) göre ortaokul çağındaki çocukların okudukları metinleri nasıl anladıklarını belirlemektir. Çalışma grubu olarak, iki ortaöğretim okulundaki 200 sekizinci sınıf öğrencisi seçildi. Uygulama öncesi yapılan literatür taraması sonucunda, Türkiye'de ortaöğretim çağındaki çocukların okuduğunu anlama becerilerinin bilişsel süreçlere göre incelenip değerlendirildiği çok az sayıda çalışmanın olduğu tespit edilmiştir. Bu nedenle bu araştırmaya ihtiyaç duyulmuştur. Araştırmada bulguları elde etmek için bir başarı testi geliştirilmiştir. Geliştirilen bu başarı testi, uzman görüş ve değerlendirmeleri sonucu tamamlanmıştır. Başvuru için gerekli izinler alındıktan sonra uygulama sürecine geçilmiştir. Uygulamada katılımcılara önce Kişisel Bilgi Formu, sonra YBT'ye göre Hazırlanan Okuduğunu Anlama Başarı Testi verilmiştir. Başarı testi puanlarının cinsiyete, iki dilli ve tek dilli olma değişkenlerine göre değişip değişmediğini belirlemek için bağımsız grup t-testi kullanılmıştır. Yapılan analiz sonucunda cinsiyetin ve konuşulan dil (iki dilli-tek dilli) sayısının okuduğunu anlama

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becerisi üzerinde etkili olduğu belirlenmiştir. Bunlara ek olarak çocukların okuduğunu anlama becerilerinin bilişsel süreçlere göre değiştiği tespit edilmiştir.
Anahtar Kelimeler: Ortaokul öğrencileri, Okuduğunu anlama becerisi, Yenilenmiş Bloom Taksonomisi.

1. Introduction

1.1. Literature review / Theoretical background

With the invention of writing, the need for reading has taken an important place in human history. Particularly after the discoveries and inventions, technological advancement has generalized this need for reading. Despite being a social fact, the beginning and basis of reading are individual. The adventure of reading, which starts in primary school, continues for a lifetime with the human. Tinker and McCullough (1968, p.8) define reading, in which people learn the world by means of the letters, as recognizing, remembering and perceiving the meanings formed by past experiences with written and printed symbols. Reading comprehension, however, is defined as "1.To comprehend what the meaning of something is, what it indicates. 2. To obtain information, which serves as a conclusion, by combining the new information with the old ones." (Türk Dil Kurumu, 2005, p.101). Reading comprehension skill is an engagement developing in the course of time. Therefore, it is possible to say that it is realized as a result of some stages. Durkin (1978) states that reading comprehension skill will be realized with a three-stage method which comprises first saying the instructions about the things understood, then practicing in relation to the new information and evaluating it (cited in Klinger, Vaughn, and Boardman, 2007, p.3).

Important factors affecting the reading comprehension skill can be arranged as reading interest and behaviors, attitude to reading, scope, and results of the materials used while reading skill is developed with reading comprehension in different text types, and the methods used. Having the requirements for being a good reader is another factor affecting the reading skill. According to Luke (1990) and Freebody (2002), a good reader should exhibit four different roles or skills as a code breaker, meaning maker, text user, and text analyst. Coder breakers are provided in the first stage of the reading skill. Codebreakers analyze the text they read in the most basic level such as letters, words, and sentences. However, there is a more important stage for reading than the code-breaking (cited in Yang and Wilson, 2006, p.366). This stage is the understanding of the texts read. The dimension of reading comprehension in which the information starts to be processed is formed in a different way by being simple, interpreting and questioning. According to Bloom's Original Taxonomy (OBT), remembering and comprehending processes are simple understanding: In simple understanding, the skills such as finding the location of the information, collecting the information, following the categories, determining the characters, determining the locations, following the instructions, and explaining the structural plan of the author are realized. The interpretive understanding in which the skills such as application, analysis, and synthesis are formed and which is in a higher level compared to the simple understanding in Bloom's cognitive taxonomy comprises the skills such as finding the main idea, selecting the important ideas, organizing the ideas, developing the concept and principles, understanding, generalizing, determining the relationships, forward-looking predictions, determining the important and relevant things, comparing the information, determining the applications, performing the application, determining the object of the author, dispositions and motivations of the characters, getting pleasure, determining the idea and disposition of the author, completing an idea belonging to the author, comparing the environment with other environments, combining the environment with personal experiences, forming emotional images, forming emotional responses, restructuring what is read, and deducing. In

Bloom's taxonomy evaluation, however, comprises understanding by questioning. The skills acquired in such understanding can be arranged as follows: Comparing what is read in terms of quality, value, accuracy, reality, preoccupation, consistency, propaganda, relevance, truth or idea; evaluating the objects and attitudes of the author, evaluating the subject with respect to the environment, evaluating the language of the environment, evaluating the general structure, evaluating the specialty of the author, evaluating the information resources (Robinson, and Good 1987, cited in Yılmaz, 2008).

The power of reading comprehension which starts in the first step of education plays a great role in almost all of the subsequent learning processes. Bloom (1979, p.60) states that there is a relationship between the power of reading comprehension of the students and their success in math, physical sciences, language and literature courses. Thorndike (1973), detected in the research he made for determining the educational success between the nations that there is a close relationship between reading comprehension and physical sciences and literature course and reading comprehension skill (cited in Bloom, 1979, p.49). In this research, Thorndike states that the power of reading comprehension decreases depending on the age by drawing attention to the relationship between the power of reading comprehension and age factor.

Bloom who is a good teacher and also a good academician started the researches in relation to how the children acquire information based on cognitive processes in early periods. He improved his researches in the Department of Education in University of Chicago as of 1944, participated in the duties abroad as an advisor in the education policies of some countries such as Israel and India in those years. Bloom has made great contributions to education either with the studies he conducted in the field of education or with the students he educated. The most important groundbreaking study of Bloom in education is the cognitive taxonomy known as the operationalization of educational objectives. Bloom published this study in the book called Taxonomy of Education Objectives: Handbook I, the Cognitive Domain (Bloom, Engelhart, Furst, Hill, and Krathwohl, 1956), (Eisner, 2000). As a result of the observations, Bloom tried to determine how the thinking and problem-solving skills are developed and how these skills are applied and evaluated in the school environment in the education process. As a result of this research, Bloom attained the importance of the learning differences between the children in thinking and problem-solving skills. According to Bloom, the reason for the difference between thinking and problem-solving skills is related to the features of the education provided to the individuals. If suitable educational environments are formed according to the learning feature of each individual, taking this point into account, the children can receive the information more effectively, easily, accurately and completely. Thus as for Bloom, there is not any individual who does not learn. According to him, if suitable conditions for learning are provided by taking the differences between the individuals into consideration, which is an important factor in learning, then learning will be realized completely. Therefore, the programs taught in schools are very important. Bloom emphasizes that their primary objective is to classify the intended behaviors aimed to be acquired to the students. In other words, the main objective is to objectively reveal the difference between the intended behaviors and real behaviors of the students after a certain educational process. Thus, good performance exhibited by the students is observed. Bloom's taxonomy prepared for this purpose is based on the following principles: The first principle of the taxonomy is the importance of the role of the teacher in learning processes in the class. Taxonomy pays attention to which curriculum and plan are followed by the teachers, to how they use the teaching materials and methods and to the effects thereof on the students. In other words, the way how the teachers

determine the learning of the students with an objective perspective is one of the first principles of the taxonomy. The second principle, however, is the requirement for internal consistency and logical development between the cognitive main and sub-processes according to the given information. It is closely related to the information given to the children. Namely, the information given should be in a logical framework and develop stage by stage. For instance, first of all, "remembering" category should be provided in order to proceed to the "understanding" category. The third principle is the compatibility between the taxonomy and the current information of the individual's psychological. In other words, new information should support the previous learning of the individual. To specify exactly: The new scheme should be compatible with the current scheme. Finally, the cognitive classification made in the taxonomy should be descriptive. Moreover, any educational object in this classification should be in a natural way and neutral (Bloom et al.1956). Bloom facilitated the classification of the information by dividing them into two as fiction and non-fiction in the taxonomy he developed. Original Bloom's Taxonomy (OBT) before revision is divided into six categories as knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories are hierarchically classified in itself. Namely, the behavior provided in the previous category should be acquired in order to proceed to the next category. It is because each category serves as a prerequisite for the next category (Arı, 2013, p. 260-p.64). Due to these effects, Original Bloom's taxonomy is still used by some researchers as a functional educational tool (Cumhur, Çavdar, and Polat, 2018).

Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001) completed the deficiencies after the detailed research they made and revised the taxonomy based on the latest educational developments as well. Revised taxonomy is composed of six cognitive processes. In the revision, the functions and scope of the application, analysis and evaluation categories were protected and the names thereof were changed as apply, analyze and evaluate. Synthesis category was replaced by evaluation category and evaluation category was substituted by the create category. Each category named as cognitive processes has a complex structure in itself. Therefore it is stated that there is not any hierarchal relationship between these processes, unlike original taxonomy. It is because the specific complex conditions of each process are emphasized in the revision. The revised cognitive processes created the perception that works of the teachers are increased and made more difficult in the educational environment. However, they helped the teachers due to showing how the information categories within a strict hierarchy proceed from one category to another. It is because taxonomy facilitates coincidence of the information categories, which seem to be complex, with each other.

In the revision, subcategories of the cognitive processes were for the first time classified under the relevant category. As a result of the revision, cognitive processes were divided into 6 main categories and 19 subcategories. How the information is structured is explained with these subcategories composed of more specific cognitive processes. Sub categories also reflect the width and depth of each category on which they depend: Category and subcategories of the Cognitive Process Dimension of the Revised Taxonomy are arranged as follows. 1.0 Remember – Retrieving relevant knowledge from long-term memory. 1.1 Recognizing 1.2 Recalling 2.01 Understand – Determining the meaning of instructional messages, including oral, written, and graphic communication. 2.1 Interpreting 2. 2 Exemplifying 2. 3 Classifying 2. 4 Summarizing 2. 5 Inferring 2. 6 Comparing 2. 7 Explaining 3. 6 Apply – Carrying out rousing a procedure in a given situation. 3.1 Executing 3. 2 Implementing 4. 0 Analyze – Breaking material into its

constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. 4.1 Differentiating 4. 2 Organizing 4. 3 Attributing 5. 0 Evaluate – Making judgments based on criteria and standards. 5.1 Checking 5. 2 Critiquing 6. 0 Create – Putting elements together to form a novel, coherent whole or make an original product. 6.1 Generating 6. 2 Planning 6. 3 Producing (Anderson, et al. 2001; Krathwohl, 2002).

The category "remember" comprises the simple and non-complex sub-cognitive processes such as knowing the symbols of specific information, remembering the references to which they are related, recognizing the easily learned materials, and remembering the simple terms of the non-complex simple forms and technological information, the common meanings thereof. Besides, in category remember, the cognitive processes such as recalling, defining and remembering the information in the long-term memory are performed. Understand is the bottom process of comprehending. In this category, the meaning is given to the information and they are transferred. In this category processes such as understanding the concepts such as metaphor, symbol, and irony, which are among the verbal skills, and converting mathematical processes into a symbolical language are performed. The category understand is the competence for interpreting the information gained from various areas and is to make a prediction about new information based on what is learned. In the category understand, in addition to speaking about the information acquired, mental processes such as interpreting, sampling, classifying and summarizing the messages given in written or graphics language; deducing, comparing and explaining are performed. The apply category, on the other hand, is the abstraction of a general idea, rule or generalized method and the concentration on special information. Moreover, the apply category is the process of using the terms or concepts of the information gained from any text in another text. The analysis is the competence for breaking the information forming a whole into its parts. This category also comprises the mental processes such as making a prediction about how the information is gathered and determining with what kind of a method the information is directed. The category evaluate is to make a judgment in relation to the value of a method and material given for a certain purpose. It is making a judgment about the internal and external factors of a term. In the category evaluate, the individual acquires the skills of supporting, advocating, judging, criticizing the information that s/he gained. Moreover, s/he will have the competence for expressing an opinion in relation to the logical error and deficiencies in the arguments (Bloom et al. 1956). Create is the process of forming a new product or idea with the use of the parts which are formed based on the previous information. What is important in this category is the skill of creating an original product or gathering the parts forming a whole together. The person acquires the skill of designing and creating a new and original product in this category (Sönmez, 2017; Sönmez 2019; Arı, 2013, p. 260-64).

1.2. *Research questions*

-How does change the students' reading comprehension skills according to the cognitive levels of the RBT?

-Does the gender factor make a meaningful difference on reading comprehension skills?

-Does monolingual or bilingual factor make a meaningful difference on reading comprehension skills?

2. Method

In this research, which was conducted in order to examine whether the reading comprehension skills (the bilingual and monolingual children) of secondary school age change with respect to the cognitive thinking categories according to RBT, of the general screening model types of relational screening model (Karasar, 2002) and situational analysis (Yıldırım and Şimşek, 2013) was used to reveal the current condition or the conditions as it/they is/are and to give information about the level of the relationship between the two or more conditions.

2.1. Participants: The research population is composed of the eighth-grade students in the secondary education schools in Muş city center. As a result of the research, eighth-grade students were chosen because the students in this grade acquire the skill of completely and accurately comprehending what they read. The two schools in Muş city center were determined by random assignment in order to determine the research sample. 221 students were chosen in order to determine the children' reading comprehension levels in the sample according to Bloom's taxonomy. After these students were determined, the information regarding whether there is any medical condition which will affect the reading comprehension of the children was collected from their teachers. As a result of the information given it is detected that the children do not have any medical problem which will negatively affect their reading comprehension. Then, reading comprehension achievement test and personal information form were applied to the students. While the data was analyzed, the answer sheets obtained by 21 students are observed to have been irrelevant to the study. Since these would lower the validity and reliability of the study, they were excluded from the sample group and the answers of 200 students were examined. Before the application was performed in the class, application instruction was read and explained to the children by the researchers and the Personal Information Form was distributed and then Reading Comprehension Achievement Test According to RBT was given to them. Of 200 students included in the study, 91 were boys, 109 were girls; 117 were monolingual and 83 were bilingual. The research was applied to the students by the researcher and Turkish teacher in Turkish course hours in the class environment. Physical facilities were supplied in advance for the application. First of all, "Personal Information Form" was given to the students and after this section was completed by all of the students, "Reading Comprehension Achievement Test According to RBT" was distributed and the application was completed in one course hour.

2.2. Instrument(s): Personal Information Form and Reading Comprehension Achievement Test According to RBT were applied to the students in order to collect data in the study.

Personal Information Form: In this form, personal information such as gender, age, occupation of the parents, educational status of the parents, languages used by the children in daily life, frequency of visiting the library, and presence or absence of the environments for reading books in the school were included.

Reading Comprehension Achievement Test According to RBT and validity of Data Collection Tools: The achievement test applied in the study was developed by the researcher. The story called Mutluluğun Formülü (Yazgan, 2016) which was suitable to the children' cognitive levels was chosen as the sample text. Based on this text, a pool of twenty-four questions, each being formed of four questions, each of which measures the skill according to revised RBT was formed. Four experts' opinion from the field and education program department was consulted in order to detect the compatibility of the questions with the intended objects. In line with the opinions, five questions were determined to be

incompatible and removed from the question pool. Necessary adjustments were also made in the other articles and the pilot application was conducted. As a result of the pilot application performed in 25 students, two questions were detected to measure the same feature and these were removed from the test. Thus, an achievement test composed of a total of seventeen questions was developed.

2.3. Data analysis: Analysis of the data has been carried out through SPSS 15 program. Independent group t-Test was in order to determine whether the achievement scores of reading comprehension test differed by gender and being monolingual or bilingual under the RBT. The significance of the data has been determined according to the p<.005 level. Descriptive statistics methods have been used for the evaluation of the data and answers to questions have been indicated in tables in frequency and percentage forms. As a result of reliability analysis, Cronbach's Alpha value of, 793 is reached. These results indicate that the measuring tool has good reliability.

3. Results

3.1. Findings about the first research question

Table 1. The Results of Pearson for six categories of the RBT

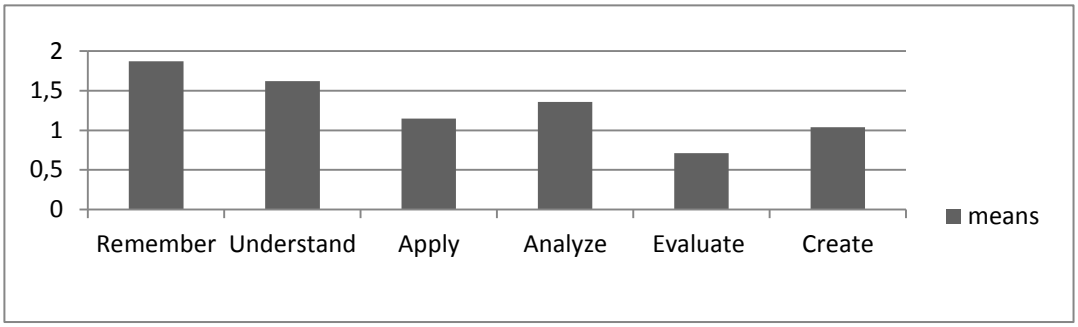
		Remember	Understand	Apply	Analyze	Evaluate	Create
Remember	Pearson Correlation	1	,313**	,130	,216(**)	,110	,162(*)
	Sig. (2-tailed)		**,000**	**,066**	**,002**	**,121**	**,022**
	N	200	200	200	200	200	200
Understand	Pearson Correlation	,313(**)	1	,293(**)	,473(**)	,331(**)	,334(**)
	Sig. (2-tailed)	**,000**		**,000**	**,000**	**,000**	**,000**
	N	200	200	200	200	200	200
Apply	Pearson Correlation	,130	,293(**)	1	,456(**)	,333(**)	,299(**)
	Sig. (2-tailed)	**,066**	**,000**		**,000**	**,000**	**,000**
	N	200	200	200	200	200	200
Analyze	Pearson Correlation	,216(**)	,473(**)	,456(**)	1	,491(**)	,482(**)
	Sig. (2-tailed)	**,002**	**,000**	**,000**		**,000**	**,000**
	N	200	200	200	200	200	200
Evaluate	Pearson Correlation	,110	,331(**)	,333(**)	,491(**)	1	,451(**)
	Sig. (2-tailed)	**,121**	**,000**	**,000**	**,000**		**,000**
	N	200	200	200	200	200	200
Create	Pearson Correlation	,162(*)	,334(**)	,299(**)	,482(**)	,451(**)	1
	Sig. (2-tailed)	**,022**	**,000**	**,000**	**,000**	**,000**	
	N	200	200	200	200	200	200

** Correlation value is significant at 0.01 level * Correlation value is significant at 0.05 level.

Table 1 shows the significance relation of the six cognitive categories of the RBT to one another with respect to students' reading comprehension skills. When looked at the

Table, we understand that there is not an insignificant relation between remembering and evaluation categories (, 121). On the other hand, there is not very big high significance between remembering and applying categories (, 066), and a significant relation between remembering and other cognitive categories. Understanding category has significance in general to other five categories (, 000). While applying category has a low significance to remembering (, 066), it has a high significance to other four categories (, 000). Analyzing level has a high significance to all other cognitive categories (, 002; , 000). While the evaluation category does not show an insignificant relation to remembering (, 121), it shows a high significance (, 000) to other four categories. The relation between creating and remembering is significant to a low level (, 022) compared to other categories.

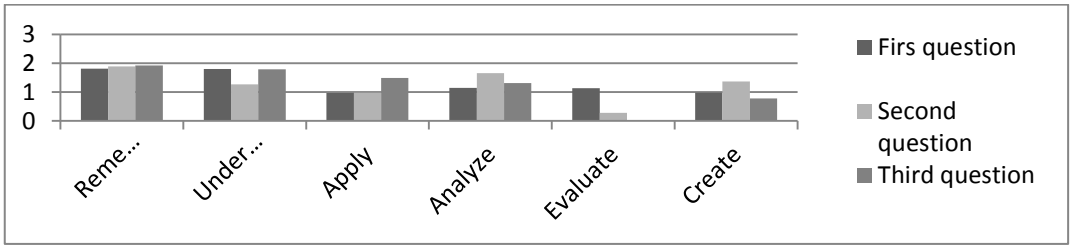
Graphic 1. The mean of students' reading comprehension levels in six categories of the RBT



The graphic above shows that the students understood the story they read best in the remembering category. In this category, we have only assessed at which level the story elements are remembered. This category, the principle of which is to remember the basic knowledge, is the cognitive level the students achieved best. That means the students to remember the elements of the story they have read according to Bloom's Taxonomy. Understanding category, where the cognitive skills flourish, is the second category where participation level is high. However, since the participation rate in the understanding category is lower than the participation rate in remembering category, we can conclude that although the students remember what they read well, they have difficulty in understanding the same. In other words, the students' skills to perceive the information in the understanding category are not as good as they are in remembering category. This rate is much lower in the applying category. One of the most prevailing causes of this could be related to understanding (comprehension) category, where complete learning did not take place. Bloom (1956, p.120) suggests If a student really comprehends a subject, then he can apply it, highlighting the importance of the relation between understanding and applying categories. Even though the students remember and understand the knowledge they read in the text, they are not that successful in transferring that knowledge or utilizing it in or adapting it into a new situation. This shows that the students have difficulty in adapting or transferring new information into real or fictional life. In the analyzing category, we see the students understand well the content of the story they have read because the students' achievement rate increased in this category where the story was divided into parts and analyzed. This shows the students comprehended the parts of the story well.

In the evaluation category where the other cognitive skills have been assessed the students' achievement rates decreased. It is understood that the students have difficulty in this category where they have been asked to evaluate the story, either in a positive or negative way. In this category, the students failed to explain why they liked or did not like the parts of the story they read. It suggests students' abilities to criticize over the information they have learned have not improved to a good extent. The graphic above shows the students faced the greatest difficulty in this category. This shows the students' critical thinking skills. Creating category, the last category of the taxonomy, consists of complicated cognitive processes of other thinking skills. The graphic shows that although the students have not shown a high rate of success in this category, they have been more successful in it than they have been in the evaluating category. In this category the students were asked to create a new text based on the story they read, however, they could not perform the expected success. They had difficulty in creating a new text. This shows that the students are not much successful in creating something new based on previous knowledge. In other words, the students' skills to synthesize previous knowledge with new-learned knowledge and to create a new product are weaker than their skills to remember, understand, apply and analyze.

Graphic 2. Students' reading comprehension levels with respect to cognitive categories of the RBT



Graphic 2 illustrates how the students processed the story with respect to the six basic cognitive categories. In the first category, the students were asked three questions that would enable them to remember the story. These are 1. *Write the professions mentioned in the story; 2. How many daughters and sons has Ahmet got? 3. What is the password for the treasure Ahmet left to his children?* The questions asked in this step involve easy mental processes like remembering and repeating the knowledge, which come at a simple stage of cognitive development. The aim of the questions in this category is to make one (the student) remember the rendered knowledge. Therefore, it is important to remember the hypotheses, theories, concepts and scientific knowledge in their rendered form without adding any interpretation to them. "What, where, when, who" are the questions to ask in this category to reach knowledge. Among Bloom's cognitive categories, remembering is the category the students have been most successful since this category involves cognitive processes that do not require high order thinking. In this category, participation was the highest in the question *How many daughters and sons has Ahmet got?* With this question to what extent and how the students remembered the knowledge they learned from the text was assessed. Thereby we were able to determine how the retrieving relevant knowledge from long-term memory skill was gained by the students. As the students utilized only remembering skill while answering this question, it was mostly answered correctly and completely. In this category, the questions *Write the professions mentioned in the story and What is the password for the treasure Ahmet left to his children?* were asked to determine how the retrieving relevant knowledge from long-

term memory skill was gained and the rate of answering these questions was high. The high rate of answering these questions, by which the sub-cognitive processes recognizing and recalling were assessed, it is understood that the students easily remembered the knowledge they learned from the story they read.

In the understand category, the second cognitive category in RBT, the students were asked to interpret, exemplify, classify, summarize, infer from, compare and explain the story. In order to determine the reading comprehension level of the students, the following questions were asked: *1. Explain the main idea of the text; 2. Describe the knowledgeable person based on the text; 3. Match the people given below with their characteristics.* In the understanding category, the successive remembering category, after remembering and absorbing the knowledge in the story, the students tried to explain the meaning of the story with original sentences. In this category, students provide answers to questions such as why, for what reason, how with their own sentences in order to understand the story. In their explanations, students provide justifications and examples, thereby make sense of the story and realize knowledge transfer (Ensar, 2002). In order to determine how students define the knowledge they gained from the text, a sub-cognitive level of understanding process, interpreting, they were given the instruction Explain the main idea of the text. Most of the students answered this question as such: Knowledge is the most valuable treasure or they wrote similar sentences with a close meaning to the former. The answers to this question indicate that the students are able to comprehend the main idea of a text. In order to determine the skill to envision the characters of the story and determine how the explaining skill, one of the sub-cognitive processes of the taxonomy, was gained, the students were instructed to *Describe the knowledgeable person based on the text*. The answers of the students to this question suggest that the participation rate in this was rather limited compared to the first question for the understanding category. In this question, the students mainly focused on two characters in the story; Ahmet and Yunus. However, the expected success was not realized because Yunus stood out more than Ahmet, the symbol of knowledge. Besides, the question was not fully answered; therefore no full points are given, thus the mean was low. The reason why the students preferred Yunus in their answers instead of Ahmet could be explained as such: Since Yunus stood out and was mentioned more than Ahmet in the story, he was considered to be the most important character in the story by the students. Therefore, although it is Ahmet who is the symbol of knowledge and reading, the students related this role to Yunus. It suggests the frequency of repeating knowledge is quite important in the coding of information by students. Because the students consider the most repeated knowledge to be the knowledge closest to the right answer.

In the understand category, in order to determine the sub-cognitive process of exemplifying the knowledge in the story and classifying this knowledge, the students were instructed to *Match the people given below with their characteristic*s. Most of the answers to this question were complete and correct; therefore the mean was high. The reason for the high participation level in this question is thought to be related to the type of question. While all questions in the test were based on open-ended answers, the answer to this question was based on matching knowledge. In other words, it is close to questions asked in national exams such as TEOG (Temel Eğitimden Ortaöğretime Geçiş) or SBS (Seviye Belirleme Sınavı) for which the students get prepared, so they are familiar with this kind of questions. Therefore the participation rate in this question was high. This finding underlines the importance of how knowledge is rendered to students in our education system. The students apply the knowledge in its rendered form. As the students are familiar with this type of questions (matching), their participation rate was

high, which increased the rate of reading comprehension skill in the understanding category.

In the apply category, the third category of Bloom's Taxonomy, the students were asked to provide answers to the following questions: *1. How would you end the story if you were the author of this story? 2. What kind of settings would you use if you were the author of this story? Explain. 3. What would the password for the treasure be if you were the author of the story?* Before reaching applying category, the students need to absorb well the knowledge they learned in the knowledge and comprehension categories. The knowledge learned well and completely will be transferred to different or new situations more easily and correctly in the applying category. With the questions in this category, we aimed to examine the students' applying skills based on the knowledge received from the text. In order to determine the sub-cognitive processes of executing and implementing the knowledge learned from the text, which takes place in the basic applying category, the students were asked the question: How would you end the story if you were the author of this story? The students answered this question in general. In most of the answers provided, the students tried to highlight the efforts of Ahmet, representing the value of knowledge. The students explain the process as such: If I were the author, I would ensure Ahmet to witness the children' success. Apart from this, the students provided answers indicating that the characters in the story would do favors for Yunus in order to pay for his good deeds to them.

With the question *What kind of settings would you use if you were the author of this story? Explain* we tried to assess how the students would put into practice what they learned from the story. The participation rate for this question was low. Most of the answers to this question were I would use the same settings, *I wouldn't change anything, I think it is good enough in this way which decreased the participation and achievement rates*. The fact that original answers could not be derived in this question decreased the mean score of the applying category. Therefore it is possible to suggest that the students were not able to transfer knowledge and create original knowledge. Those whose answers were in parallel with the knowledge in the story answered that they would use settings such as a school, a library or a house. These answers support the meaning of the story as the suggested settings are related to reading. With the question *What would the password for the treasure be if you were the author of the story?* we aimed to ensure students to put the new knowledge into practice based on the previous knowledge. This question was answered by more students compared to the first two questions under this category. However, most of the answers given were very similar to the original password in the story, thus almost no original answer was provided for this question, either. In other words, answers to this question were similar in nature to the answers to the question about the setting. In their answers to this question, the students either transferred the knowledge in its rendered form or did not answer it at all as they could not come up with an original answer. The reason for low participation in the applying category could be related to students' inability to adapt new knowledge to different or new situations. In other words, the knowledge received in the knowledge or comprehension levels cannot be put into practice or miscellaneous cognitive drawbacks are involved in the process because putting knowledge into practice, a high order thinking ability, is considered to be a difficult process by the students. This gives rise to difficulties in students' creative thinking skills.

In order to determine how the students processed the story in the analyze category, the fourth category of Bloom's Taxonomy, the following questions were asked: *1. Write the introduction, exposition and conclusion parts of the text above; 2. "—May God grant you long*

lives, my dear children! I'm sorry that I can't leave you a wealth. However, I found the password for a hidden treasure while I was reading a very old book. I won't give you the password, though. However, I've hidden each and every word of that password in the books in this closet." Thus spoke Ahmet, why didn't he tell the password for the treasure to his children? Explain. 3. Which part of this story do you think is the most important? Explain with reasons. In order for a child to answer a question in analyzing level, s/he needs to comprehend and absorb well the knowledge s/he has learned in the knowledge, comprehension and application categories. After reaching the acquisitions in these categories, a student can render the cognitive skills in the analyzing level more abstractly and deeply as the knowledge in the analyzing category requires one to think more deeply and abstractly (Filiz, 2004). With these questions in the test, we aimed to examine the students' cognitive processes such as dividing the knowledge as a whole into its elements, relating those elements to one another and organizing the same.

The students were given the instruction *Write the introduction, exposition and conclusion parts of the text above* in order to assess their differentiating and organizing skills, the sub-cognitive processes of the basic analyzing category. Most of the students answered this question. The examination of the answers given showed that the students were able to divide the text into parts. However, full points were not awarded to answers as the answers were short and explanations were limited, which decreased the achievement means of the question. We aimed to examine the students' skills for attributing from a text with the question: *"—May God grant you long lives, my dear children! I'm sorry that I can't leave you a wealth. However, I found the password for a hidden treasure while I was reading a very old book. I won't give you the password, though. However, I've hidden each and every word of that password in the books in this closet." Thus spoke Kitap Ahmet, why didn't he tell the password for the treasure to his children? Explain.* In this question, the students were provided an extract from the text to observe how they organize knowledge. Thereby we were able to examine how the students relate this part, one of the solution parts of the story, to the whole story. In other words, the students were expected to organize the whole story based on a single part of the story. Most of the answers given were as the following: In order to make them read the books. In order to make them win [their bread] by their own sweat of the brow. In order to [raise curiosity] and make the children read the books... Here the high participation level increased the achievement rate in the analyze category. It was also observed in this way that the students caught the hint of the important parts where the denouement is resolved.

With the final question of the analyze category, we aimed to examine the differentiating and organizing skills of the students. The question is: *Which part of this story do you think is the most important? Explain with reasons.* This is a spot-on question and it aims to assess the students' skills to examine a part of the story (the part they understood best) and to justify their arguments. In other words, whether the students could recognize the differences between the new knowledge units received from the text and how they organized these new knowledge units were assessed. The students provided different answers to this question. While some of them found the introduction, some of them found the exposition and some of them found the conclusion part the most important, the rest focused on a certain event in a certain part. Although the students found a certain part the most important, they did not provide any reasons for that. As the answers were mostly insufficient or missing, no full points were given, which decreased the mean. An examination of the answers to this question shows that the students were able to recognize the differences between the parts of the story in general, whereas they fell short in explaining the reasons for those differences.

Another reason for the high mean score in the analyze category could be that the students found the story intimate to themselves. Because the answers given by the students in this category are related to the whole story or a part of it. That means the students created new knowledge based on the knowledge from the text. In addition, the answers were not provided for a closed environment or another environment away from the text, so the answers were provided directly according to the text. This helped students understand and process the knowledge better. Therefore the participation rate of the students was high. This shows that proximity to text is an important factor in reading comprehension skills.

In the evaluate category the students were asked to answer the following questions: 1. *Do you think the importance of reading is stressed in the story? Why, why not? Explain with reasons. 2. Do you think there is a crucial deficiency you have observed in the story? Discuss.* The aim of these questions was to examine how the students' skills to justify or reject a certain subject were formed and developed at the cognitive level. In this category, a student expresses the importance of the knowledge s/he is justifying, attains a value to it, appropriates it and supports it. While justifying the knowledge, s/he selects the most appropriate among the choices and puts forward his/her arguments (Kalaycı and Büyükalan, 2001). Similarly, s/he questions criticizes and finds the inconsistencies and mistakes while rejecting a certain subject or knowledge. In this category, the student prefers to appropriate knowledge (Özçelik, 1987; Küçükahmet, 1999). These questions were asked to students in order to examine these skills and understand how the students evaluated the story they read. The graphic, in general, is significant with respect to the low participation and achievement rates in this category. The basic reason for this is the inability of the students to criticize the story in a positive or negative way. In other words, the students had difficulty in evaluating the story.

Evaluate the questions asked for this part one by one will help us observe the cognitive process in this category in detail. In order to determine whether the students could think over criticize the checking elements such as the importance level of the messages in the story, redundant messages, the sufficiency or insufficiency of the messages, the authenticity, feasibility and usefulness of the message the following questions were asked: *Do you think the importance of reading books has been rendered in an effective way or not in the text above? Evaluate by giving reasons.* Although the participation rate for this question was low, a large part of the answers were affirmative. However, although the answers were affirmative, the reason for that was not provided. The students did not explain why they liked the story. This shows that the students have difficulty in evaluating and making judgments on a certain topic.

The question *Is there any significant deficiency you detected in this story? Please, discuss* was asked in order to determine how critiquing the true and false together and reasoning skills of children develop. This question is the least answered one in the success test because of the fact that most of the children left this question blank. Therefore, few score is given to this question. The majority of children who answered this question assessed the story in non-unique and deficient way with answers like *definitely not; it is very good; everything is perfect. Good for the writer...* Just as in other questions, the answers were short in this question and the explanations were not enough. A few children stated that the story was deficient in terms of fiction, narration, lack of transferring messages correctly and efficiently. However, the reasons of the deficiencies were not stated. Taking stand from the answers given for the questions, we can say that children find it hard to give reasons why they pass judgment on a story they read.

In the create category added following the revision of Bloom taxonomy (Anderson, et al. 2001), following questions were asked to define how children create new information taking a stand from a story they read: *1. If you were the Book Ahmet in the text above, what kind of heritage would you leave for your children? Please, explain. 2. Please imagine a country where everyone reads books and write down your dreams taking a stand from the text that you read. 3. If your parents gave you extra pocket money this week, what would do with the remaining money?* In order to determine how the skill of producing which takes place among sub-cognitive categories of the creating category, is acquired by children, the question "If you were the Book Ahmet in the text above, what kind of heritage would you leave for your children? Please, explain." was asked and the success rate fell down for this question due to the insufficient and wrong answers. In addition, the answers given for these questions are not related to the story. Children generally answered the question as follows; "If I were the Book Ahmet, I would leave the property, house, car, land, etc. for my children" which is not associated with the reading and the story.

In the create category, the question of "Please imagine a country where everyone reads books and write down your dreams taking a stand from the text that you read." was asked in order to determine the meta-cognitive skill of producing through imagination. This question was asked in order to find out how children imagine the story in their mind and how they associate this information structure with their real world. The questions in the stage of creating require children to create a unique product, solve the problem and estimate simultaneously. To ensure these cognitive processes, a student should have creative thinking skill. Therefore, this question is among high-level questions which require meta-thinking. The participation of children to this question was higher compared to the previous question and they gave correct answers to it. Answers to this question are as follows; "Everyone would be happy, it would be very good, no one would make each other sad, it would be an informed country..." The final question of the creating category was “If your parents gave you extra pocket money this week, what would do with the remaining money?" and it aimed to enable children to internalize the main idea of the story and to create a product in parallel. This question helped to observe how children transfer the information and how they acquire creative thinking skill. This question is the least answered question of the creating stage. Children gave answers which are irrelevant to the story such as "I would go to the Internet Cafe, I would buy food, I would put it in my money box, I would buy clothes..." Some children did not answer the question. This case resulted in a decrease in the mean value of creating the level. The reason for this failure is related to the fact that children are not able to associate a text with the same or another text.

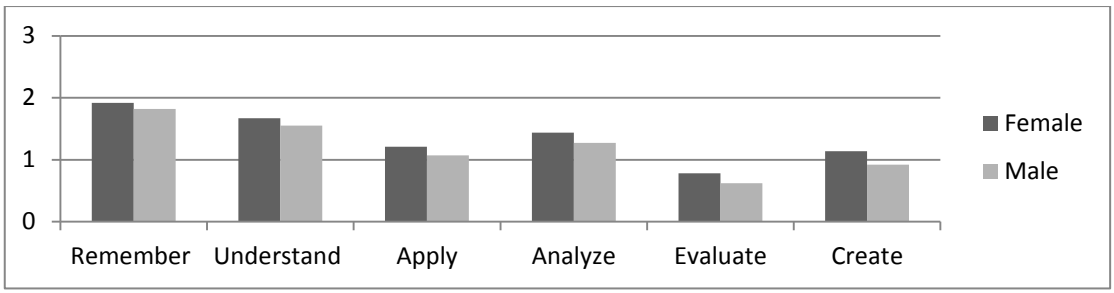
3.2. Findings about the second research question

Table 2. The results of the independent t-sample test to for gender factor

Score	Groups	N	$\bar{x}$	ss	$Sh_{\bar{x}}$	t Test		
						t	Sd	p
Remember	Female	109	1,9205	,23526	,02253	2,361	198	**,019**
	Male	91	1,8205	,35938	,03767	2,277	149,9	
Understand	Female	109	1,6758	,35270	,03378	2,104	198	**,037**
	Male	91	1,5568	,44737	,04690	2,060	169,5	
Apply	Female	109	1,2141	,58886	,05640	1,600	198	**,111**
	Male	91	1,0733	,65509	,06867	1,584	182,9	
Analyze	Female	109	1,4434	,49702	,04761	2,210	198	**,028**
	Male	91	1,2784	,55836	,05853	2,187	182,0	
Evaluate	Female	109	,7844	,54589	,54589	2,140	198	**,034**
	Male	91	,6209	,52884	,52884	2,146	193,6	
Create	Female	109	1,1437	,55623	,05328	2,146	198	**,006**
	Male	91	,9231	,56235	,05895	2,780	190,9	

As can be seen in Table 2, the results of the Independent Samples t-Test conducted to determine whether the comprehension success test scores differ by gender factor according to the Revised Bloom Taxonomy showed that the differentiation in the groups were significant in the stage of remember the difference (t=2,361; p<,05), of understand (t=2,104; p<,05), of analyze (t=2,210p<,05), of evaluate (t=2,140p<,05) of create (t=2,146; p<,05) but in stage of apply by meaning (t=1,600; p>,05) was insignificant.

Graphic 3. Distribution of girls' and boys' comprehension level means in cognitive categories of RBT



In Graphic 3, we can see the same distribution with Graphic 1 and 2. In this graphic, girls' and boys' comprehension level means in three categories of cognitive classification of Bloom's Taxonomy are investigated. Just as in Graphic 1 and 2, both girls and boys are more successful in remember and understand categories. While this success falls down in apply category, it increases in the analysis category once again. On the other

hand, in the categories of evaluating and create cognitive skills take place, story comprehension level of children gradually decreases.

The most prominent point is the fact that story comprehension means of girls are higher than those of boys in every six categories. Taking stand from this finding, we can say that girls comprehend the story better than boys in every six cognitive categories. At the same time, the decrease in the comprehension rates of both groups is similar in the categories involving thinking skills. In other terms, the rates of decreasing scores of both girls and boys during the transition to the upper stage are close to each other. For example, the decreasing rate of girls is 0.3 and of boys is 0, 4 during the transition from remembering to comprehension stage; the decreasing rate of girls is 0.42 and of boys is 1.39 during the transition from comprehension to application stage; the decreasing rate of girls is 0.22 and of boys is 0.33 during the transition from analysis to evaluation stage; decreasing rate of girls is 0.19 and of boys is 0.17 during the transition from evaluation to creating stage. Considering the data in this graphic, we can see that both girls and boys are more successful in remember, understand and apply skills and this success falls down during the transition to analyze, evaluate and create skills. However, it can be said that girls comprehend stories better than boys in all cognitive categories. In other words, boys find it more challenging to comprehend a story compared to girls.

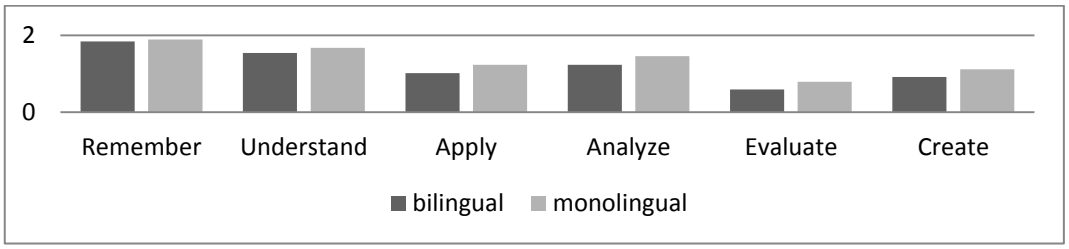
3.3. Findings about the third research question

Table 3. The monolinguals and bilinguals' result about comprehension success test

Score	Groups	N	$\bar{x}$	ss	$Sh_{\bar{x}}$	t -Test		
						t	Sd	p
Remember	monolingual	117	1,8974	,25694	,02375	1,251	198	**,212**
	bilingual	83	1,8434	,35437	,03890	1,186	140,7	
Understand	monolingual	117	1,6752	,39016	,03607	2,260	198	**,025**
	bilingual	83	1,5462	,40851	,04484	2,242	171,6	
Apply	monolingual	117	1,2365	,59863	,05534	2,360	198	**,019**
	bilingual	83	1,0281	,63801	,07003	2,334	169,6	
Analyze	monolingual	117	1,4615	,53039	,04903	3,007	198	**,003**
	bilingual	83	1,2369	,50614	,05556	3,031	181,6	
Evaluate	monolingual	117	,7906	,54234	,05014	2,526	198	**,012**
	bilingual	83	,5964	,52648	,05779	2,538	179,8	
Create	monolingual	117	1,1254	,54444	,05033	2,453	198	**,015**
	bilingual	83	9277	58446	,06415	2,424	168,8	

In the Table, the results of the Independent Samples t-Test conducted to determine there is a significant difference in sampling groups' (students) comprehension success test scores in accordance with the cognitive category differ by the number of spoken languages can be seen. Accordingly, the difference between arithmetical means of groups was found significant in understand (t=2; p< ,05), apply (t=2; p< ,05), analyze (t=2; p< ,05), evaluate (t=2; p< ,05) and create (t=2; p< ,05) stages and was found insignificant in remember stage (t=2 p> ,05).

Graphic 4. The monolingual and bilingual children' comprehension level in terms of six cognitive categories



Graphic 4 represents monolinguals and bilingual children' story comprehension rates according to RBT. The most remarkable thing in this graphic is the fact that the distribution is close to Graphic 1, 2 and 3. Taking stand from this information, we can say that being monolingual or bilingual does not have any effect on the general distribution of the graphic. It means that the differences in the comprehension levels of both monolingual and bilingual children are similar to the group in general. In other words, both monolingual and bilingual children find it hard to comprehend a story in the apply, evaluate and create categories. Despite the increase in comprehension in the remember and understand categories, the decrease in comprehension rates in the evaluation and creating cognitive categories are close together with the rates of 200 children.

The most remarkable point in this graphic is the bilingual children' lower comprehension rates within the same category compared to monolingual children. Although the difference between the two groups is very low in remember category; it gradually increases in understand, apply, analyze, evaluate and create categories where cognitive skills increase as well. Especially in evaluate and create categories where cognitive skills increase, bilingual children find them very challenging to comprehend. Taking stand from this data, it is possible to detect that monolingual children' comprehension skills are better than the bilingual children' comprehension skills.

4. Discussion and Conclusion

The prerequisite for children to learn the information in the comprehension stage is to learn them in remembering category. Similarly, the prerequisites of creating new information out of the previously learned information for students are to remember the new information, comprehend it correctly, apply this information in new cases and environments, be able to analyze the new information and conduct positive or negative evaluations about it; therefore previous stages are very important. For that reason, when the information is completely learned, success rate gradually increases and when the attention is not enough or the information is not learned correctly, success is expected to decrease slowly.

We can say that there is a significant correlation between other cognitive categories apart from remembering and evaluate categories; although it is a non-linear correlation. However, according to the Pearson significance correlation (in Table 1), low rates indicate a low significant correlation. The reason for this could be associated with the fact that children did not comprehend well. Therefore, the success or failure (significance) correlation between categories occurs in low rates. Another reason for this can be

associated with the high number of activities towards teaching especially remembering, understanding and applying skills in the education system. Because the previously conducted studies detected that especially the questions in Turkish language course books consist of intertextual questions based on memorizing remembering at the rate of 77.4%. However, the lack of the intertextual questions which assess the analyzing, evaluating and creating skills show to what extent this issue is ignored (Ensar, 2002).

The reason for high means in analysis and evaluation categories can be associated with that children internalize the story. In other words, it is very important if the answer to the question is close to the story or not. As a matter of fact, children showed participation in accordance with getting closer to or away from the text. If answers should be taken from the information given in the text or taken from another text, the participation of children is higher. At this point, we can talk about the closeness or distance to the text. In other words, the closest is the answer to the text; the more correct is the answer and the more is the participation. On the other hand, when the answer is away from the text, answers and participation are low at the same rate. All of the questions especially asked in the analysis stage have text-focused answers such as fragmenting; organizing the story, detecting the differences, etc. and thus they are close to the story. Therefore, participation in the test is high.

In Graphic 2 which assess meta-cognitive skills, the importance of reading books according to some of the children is effectively explained. However, most of them could not conduct the expected evaluation of how the importance of the reading book is given. In other words, children showed participation in the fact that the story bears a message but they showed less participation or could not explain the reasons. Just as in the questions in the analysis stage, students passed a certain judgment in these questions yet, could not explain the reasons for this judgment. Therefore, half-scores were given to the questions and this decreased the mean values.

At the end of this research, one of the remarkable results is children' skills of adapting or not being able to adapt the information obtained from the story into real life. Children are successful in associating a text with another or the same text. However, they cannot show the same attention and success in adapting the information learned from the text into real life. The analyses we have conducted so far support this finding. The questions being in parallel with this question revealed the same finding. For example, three questions in the application stage, the first question in the evaluation stage and three questions in the creating stage target to investigate the skills of adapting the story into the real world and using the learned information in real life. Almost all of the answers given to these questions were deficient or left blank. This case shows that children find it hard to adapt new information into the real world.

At the end of the study conducted to determine whether the comprehension skill differs from the gender factor, we found that this factor is the determiner. Although it was observed that girls and boys have challenges in comprehending during the transition to complex thinking skills from the basic ones, girls' comprehension rates are much higher in every six categories. In the results of the analysis conducted in Graphic 4 in order to determine whether the comprehension skill differs from the fact of being bilingual, we can see that this factor is important for comprehension as well. According to the analysis, bilingual children' comprehension skills are lower compared to monolingual children in cognitive skills. This difference is low in some cognitive skills especially like remembering; this difference rate is higher in cognitive categories such as application, analysis, evaluation and creating. In order to evaluate these findings in more detail, more

comprehensive research designed with experimental pattern is needed. In this context, it is recommended to carry out studies based on needs analysis.

As a result of this study, it was experimentally seen that the Revised Bloom's Taxonomy can be used as an effective and functional tool in measuring and evaluating the language teaching process. This result supports the results of previous studies on this topic (Sönmez, 2019; Sönmez, 2018; Sönmez, 2017). Therefore, RBT is recommended as an effective teaching tool for research focused on reading comprehension skill and language teaching.

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