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Prohlašuji

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ABSTRACT

This bachelor thesis deals with the issue of learners' needs in the process of learning English grammar. The theoretical part summarizes the main findings relevant to this topic and provides a basic framework for the research in the practical part, which is based on the evaluation of the tasks aimed at grammar in the selected textbook. The main intention of the research is to find out whether the given grammatical tasks correspond with the cognitive needs of learners and whether all types of multiple intelligences are addressed.

KEYWORDS

grammar, textbook, tasks, learner needs, Bloom's Taxonomy, multiple intelligences

ABSTRAKT

Tato bakalářská práce se zabývá problematikou potřeb žáků v procesu učení se anglické gramatice. Teoretická část práce shrnuje relevantní poznatky k tomuto tématu a poskytuje základní rámec pro výzkum praktické části, který je založen na hodnocení úloh cílených na gramatiku ve vybrané učebnici. Hlavním záměrem výzkumu je zjistit, zda dané gramatické úlohy korespondují s kognitivními potřebami žáků a zda úlohy oslovují všechny typy vícečetných inteligencí.

KLÍČOVÁ SLOVA

gramatika, učebnice, úlohy, potřeby žáků, Bloomova taxonomie, vícečetné inteligence

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Introduction

Learners differ from one another in many respects. Possessing various talents, skills and abilities, they should have the opportunity to meet their needs and thereby make their learning of grammar successful.

This thesis explores the issue of learners' needs more closely and its primary purpose is to find out whether the selected textbook reflects these needs in the grammar tasks. In both the theoretical and practical parts, the needs are examined from two perspectives. One of them is the Theory of Multiple Intelligences which distinguishes between several ways of looking at human intelligence and individual strengths and weaknesses of learners. The other one is Bloom's Taxonomy. This theory has been used in this paper for determining the cognitive demands of the grammar tasks in the textbook as well as their relevance to the cognitive needs of learners.

The theoretical part provides an overview of the main findings of previous research that are relevant to the research presented in the practical part. At first, the importance of a textbook as a didactic aid is highlighted and the process of making the content available for learners is described. Tasks and some of their taxonomies are briefly outlined. Furthermore, the attention is devoted to the criteria which influence the ability of learners to learn. Cognitive needs are discussed in more detail, especially with regard to adolescent learners. Also, the term learning style is defined and compared to the concept of multiple intelligences. Then, the individual types of intelligences are characterized. Finally, basic information connected with learning grammar is given, as well as the general aim of grammar practice.

In the practical part, the research is introduced. It consists of a textbook evaluation and aims at determining whether the grammar tasks in the textbook address different types of intelligence and also whether the learners' cognitive needs are met. After the research questions are posed and the textbook is briefly described, the process of analyzing the data is explained, together with the description of the research method. At the end of the paper, the results of the research are presented.

Theoretical Part

1 Textbook

Since this thesis focuses on the analysis of grammar tasks in a textbook, at first it is necessary to explain the term and put it into context.

1.1 The Textbook as a Didactic Aid

The textbook has been a significant aid in the process of learning and teaching. Hohmann (1988) says that knowledge and attitudes have been gained through textbooks and they may be considered a source of values which are valid for the whole human society (quoted in Maňák and Knecht 2007, 12)

Průcha, Walterová and Mareš clarify the term textbook as “a kind of a book publication adapted for a didactic communication by its content and structure. It consists of a set of subtypes, of which the most widespread being textbooks used at school” (2009, 323). Nevertheless, Průcha highlights the fact that the textbook, as an educational construct, is a part of a larger system, consisting of more components. These include school didactic texts, all didactic aids and curricular projects. It is, thus, difficult to define the term textbook precisely (1998, 13).

To put the notion into a larger context, it is important to realize that the textbook is just one of the types of didactic aids, i.e. anything that is used by a teacher or learners to achieve an educational aim. As apparent from the characteristics, didactic aids may facilitate the learning process as it is possible to depict and illustrate the subject matter. (Kalhous and Obst 2002, 340) Of course, proper didactic aids must be selected by teachers with regard to other factors of the educational process (Černá and Píšová 2002, 28).

Generally, didactic aids are classified into two groups. The first one, called *non-material didactic aids*, comprises all the strategies, methods, attitudes and organizational forms which are actively used in learning and teaching. The second one, known as *material didactic aids*, comprises the physical classroom environment and its equipment; technology; real objects, their depictions and models; and lastly text aids, textbooks being one of them. (Kalhous and Obst 2002, 338-339) Nevertheless, specialists agree that a textbook does not function separately as a solitary medium. It is accompanied by a considerable number of other didactic texts which work primarily as supplementary materials for what is being thought and learned.

A textbook is therefore one type, though the most common one, out of many instructional texts. It is advisable that a textbook does not become the only material used while learning and teaching and that a teacher incorporates other aids into teaching. Thereby, the better understanding of a topic is promoted and learners are encouraged not to work with and rely on one didactic aid only.

To provide examples of other materials, Průcha further mentions workbooks, exercise books, maps and atlases, chemistry tables, etc. In English language teaching, it can be a dictionary or a phrase book. (1998, 16-17) Skalková completes the list with other documents, such as video and audio recordings, television and computer programs. According to her, a textbook is enhanced by using all these materials, however, its underlying value remains the same. (2007, 103)

1.2 Didactic Transformation

Let us now look closer at the content of a textbook. In the first place, it must be remembered that the subject matter which is supposed to be taught and learned needs to be made accessible and understandable for the learners; it must not be presented in its initial academic form. It would not be possible for teachers to present and convey the topic to learners to the complete extent and it is beyond the learners' abilities to absorb all the pieces of information of the given field. For that reason, the subject matter must be *didactically transformed*. Skalková provides an explanation of this operation saying that the content of any scientific field including expert knowledge (e.g. art, technology or culture) is processed into a form suitable for curricular plans and textbooks (2007, 71). Janík, Maňák and Knecht divide didactic transformation into three consecutive levels, with one common aim, to convert the content from its expert form into the one which is more achievable for the learners (2009, 37). The action is divided into three steps:

- a) Ontodidactic transformation;
- b) Psychodidactic transformation;
- c) Cognitive transformation.

(Janík, Maňák and Knecht 2009, 38)

To define ontodidactic transformation, Janík, Maňák and Knecht highlight the fact that all educational norms and requirements are stated in curricular documents. It is a responsibility of the curriculum creator to select suitable information and transform it into curricular

documents and textbooks with respect to the given field of study. The content of the scientific discipline which is being adapted is a summary of “generally accepted truths and beliefs”, chosen by experts, beyond the discipline of educational sciences. When determining the relevance of these facts, the aims of education must be particularly taken into consideration, together with other criteria, such as usefulness, historical importance and its implications for the future. (2009, 38-40)

Psychodidactic transformation, as Janík, Maňák and Knecht (2009, 41) explain, consists of converting curricular content to the learning and teaching process. In this case, the agent is a teacher. It depends upon him/her to decide on the content which is going to be taught and learned. When doing so, several aspects must be considered. These include, for instance, the learners’ age, gender, attitudes and aptitudes. Teachers apply so called “principle of accessibility”, the gist of which lies in respecting the individuality of learners, their distinctive mentality and perception.

Also, the subject matter to be selected must relate to the learners’ previous experience and draw on the knowledge which has already been learned and handled successfully (Janík, Maňák and Knecht 2009, 41-42). From this step of didactic transformation, it is obvious that it is allowed (and desirable) that teachers adapt the content of a textbook according to what they think is important for the given group of learners. The process requires teachers to employ their pedagogical content knowledge, which is the knowledge of the discipline he/she teaches and the ability to connect it with his/her understanding of teaching itself (Cochran, DeRuiter and King 1993, 263). Češková suggests that a teacher use various methods to organize his/her teaching to make learning more comprehensible for learners. To be more specific, for instance, a teacher can alter a task or its instructions in a textbook, the form of assessment, he/she can explain anything which may not be clear or make it more explicit. (2016, 542)

The last step is called cognitive transformation. It is made up of the actions of learners who are, while encountering the subject matter, encouraged to create and further develop their knowledge, skills, attitudes and competencies. When learners are acquiring them, the subject matter which is being presented, for instance, in a textbook, undergoes the process of cognitive transformation (Janík, Maňák and Knecht 2009, 42-43). Perception is considered one of the cognitive processes and therefore we might assume that if the type of a learner’s intelligence is in alignment with the task the learner is working on, the gaining of the given knowledge may be easier for such a learner.

More attention is going to be directed to the tasks in a textbook in the following sub-chapter.

1.3 Tasks

Before we focus on how diverse tasks can be and how they can be categorized, the term *task* should be clarified. Breen (1987) defines a task as an effort in language learning which is organized, with suitable content, trying to reach a certain aim and ranging from the simplest exercises to those that are more complicated. Its general purpose is to promote an efficient and smooth learning of the language. (quoted in Nunan 2004, 3)

Similar to Breen, other authors also tend to agree on the fact that there is crucial importance in making the tasks relevant to the particular didactic objectives and the overall aim of education. Průcha, Walterová and Mareš define a task as “every pedagogical situation which is created to ensure that learners achieve a certain educational aim” (2009, 323). Kalhous and Obst state that a task may serve as a tool for determining whether the intended goals have been met. Accordingly, tasks should always be formulated with respect to the overall goal which is to be reached as well as the objectives of individual activities. Stating the goal and objectives should always precede forming a task. Moreover, provided that a subject matter is to be acquired by the learners, it must be worked with, and learners are made to participate in a lesson by working on a task. It is, therefore, an efficient way of managing the classroom and activating learners. (2002, 328)

Tasks may be looked at from several perspectives and many authors categorize them according to different criteria. Various taxonomies can be mentioned, for instance, the division by Littlewood (1981) the principle of which lies in distinguishing pre-communicative and communicative activities. The first type is concerned mainly with the accuracy of linguistic structures produced by a learner; whether the meaning is conveyed is more important for the second type of task.

Another task taxonomy was developed by Tollingerová (1976). It shares features with the Bloom’s Taxonomy and comprises five categories of cognitive demands that are further subdivided. They start with the tasks which require the recalling of information based on memory and end with the tasks providing opportunities for creative thinking.

For grammar practice, a taxonomy was established by Ur (1996) who highlights that learners should be provided with activities aiming both at the correct form of a language and the ability to communicate a meaning successfully. According to her, it is desirable that learners proceed from the activities concentrating on form to the communication activities (1996, 83). Ur’s taxonomy includes seven levels, ranging from highly structured tasks that are

focused on form, through those that are less guided, culminating in free communication activities.

Mareš notes that five parameters of tasks can be distinguished (2013, 366-371). Two of the parameters are briefly characterized because they relate directly to the focus of this thesis. The first of them is the content-related parameter. According to Mareš, the nature and the form of a task are determined by the school subject in which the task is given to learners. Some subjects share more similarities with each other, such as mathematics and physics; some are more distant from one another, for example, mathematics and cultural studies. The second parameter, called operational, deals with the actions that are employed while performing a task and tries to discover how demanding the task is in terms of thinking. (2013, 366-369)

1.4 Textbook in ELT

Before the position of a textbook in English language teaching is described, it is important to remind the fact which has already been mentioned: a textbook should serve as a guide or a help to accomplish the educational goal.

The general aim of English language teaching and learning is the development of the *communicative competence*, which is defined by Hymes (1972) as the ability to know “when to speak, when not, [...] what to talk about with whom, where, in what manner” (quoted in Pride and Holmes 1985, 277). According to CEFR, all competences which an individual has at his/her disposal contribute to the capability of communication. These are general competencies, such as declarative knowledge, skills and know – how, existential competence and the ability to learn; all of them are further subdivided. To make the learner capable of producing meaningful language on his/her own, *communicative language competences*, which include three components, need to be combined with general competencies mentioned above. Learners should develop their linguistic level (knowledge of morphology, phonology, syntax, semantics, lexicology), sociolinguistic level (usage of an appropriate style and the conventions of politeness, differences in register) and pragmatic level (discourse and language functions [Council of Europe 2001, 101-130]).

Given these facts, it is obvious that a textbook functions as a support when teaching and learning, however, it is not the aim of education in itself. As Černá and Píšová state, it is important to bear in mind that it is the language which is supposed to be taught, not the textbook (2002, 28).

Without dispute, a textbook can be a useful tool when learners acquire the subject matter as it fulfills various functions¹. When characterizing the role of a textbook, the perspectives of the subjects who use the textbook must be taken into account. Educationalists specify what the functions are like for teachers and for learners. Průcha (1998, 19) asserts that for teachers, textbooks are used as an efficient source of planning the lesson content as well as its presentation in front of the class. For learners, textbooks represent materials from which they may gain knowledge, values, attitudes and norms. Hutchinson and Torres share a similar opinion and claim that both learners of English and their teachers perceive textbooks as an important aid in the educational process. The findings of a survey conducted by Torres have shown that the most significant function of a textbook is the management of learning and teaching. In other words, it functions as a sense of direction, a “framework” or a “guide”. More than 45 percent of learners and more than 74 percent of teachers feel that such a role of a textbook is the most crucial one. (1994, 318) Since technology has been on rise in the recent years, the views on textbooks might have changed; nonetheless, its value and significance has remained.

Undoubtedly, the efficiency of textbooks depends heavily on the manner of the usage and its frequency. Individual differences among the ways in which learners obtain, process and store information should be taken into consideration. For instance, as Kalhous and Obst write, research has shown that an average human being gains 80% of information by the sense of sight, 12% by hearing, 5% by touch and 3% by other senses. In traditional school approaches, these facts often may not be respected, as 12% of information is gained by sight and 80% by hearing. (2002, 337-338) Naturally, any group of learners is heterogenous and the results among other learners may differ. It is therefore necessary that the teacher know about these differences, adapt the teaching and enable learners to learn according to their individual needs.

¹ Průcha states that by the textbook function, we mean its role or a purpose which a textbook is supposed to fulfill in the educational process (1998, 19).

2 Learner

2.1 Learners' Needs

For learning to be implemented successfully, learners' needs should be fulfilled. Here, it is unavoidable to think about what may influence the efficiency of learning. Although the opinions on this issue differ, the author considers it essential to mention Abraham Maslow and his hierarchy of needs which explains the dependency of cognitive needs on other needs.

Huitt (2007) points out the importance of Maslow's hierarchy, a theory developed in the second half of the 20th century, which describes the needs which are usually considered valid for the majority of individuals. The concept assumes that needs which are towards the top of the hierarchy can only be met if the lower needs are met as well.

The hierarchy consists of the needs below, described by Thoron and Burluson as follows:

- a) Physiological – biologically determined, food, water, oxygen, secretion;
- b) Safety – avoiding danger, feel of security at home/school/other environments;
- c) Belonging – satisfactory family relations or friendship;
- d) Esteem and self-esteem – feeling of being accepted, trust in oneself;
- e) Self-actualization – being recognized by the others, achievement of a goal;
- f) Cognitive needs – desire to know more and explore the unknown;
- g) Aesthetic needs – need to be surrounded by beauty;
- h) Self-transcendence – longing to help the others increase their possibility for achievement.

(Burluson and Thoron 2017)²

Maslow divided the needs into two groups, deficiency and growth needs. As Mareš and Čáp mention, not meeting the growth needs, as opposite to the deficiency needs, does not disrupt the biological and psychological well-being of a person (2001, 133). If learners experience deprivation in terms of deficiency needs, that is, the first four categories, it is probable that their ability to learn might decrease. To be more specific, pupils who are

² Some authors do not include the need of self-transcendence. For instance, the interpretation of the hierarchy described by Čáp and Mareš consists of seven needs only (2001, 133). Their characteristics are, however, the same.

hungry, sleepy or thirsty can hardly concentrate on a task fully. Also, their cognitive abilities are slower when solving a problem or whilst paying attention to the tasks which are written in a textbook or which have been set by teachers. Similarly, learners who experience some emotional difficulties, for instance, undergo a parent divorce or are being bullied, are not likely to achieve positive results at school. Such children feel that their needs of belonging, safety, self-esteem and self-actualization are threatened and their organism subconsciously tries to fulfill these needs, and therefore they are not being able to focus on cognitive needs. Nevertheless, Desautels (2014) remarks that if learners satisfy their deficiency, they may proceed to cognitive needs and their path to recognition may thus be facilitated.

2.2 Cognitive Needs of Adolescent Learners

Grammar tasks aimed at learners attending the ninth grade of basic school are analyzed in the research of this thesis, thus it is necessary to provide some characteristics of the cognitive needs of these learners.

As it has been already mentioned in the previous sub-chapter, cognitive needs include the desires of an individual to deepen his/her existing knowledge as well as to explore the topics which he/she is not familiar with and to gain new experience. When learners want to meet these needs, they are being driven by their inner motivation and their curiosity is being aroused.

Huitt (2003) claims that cognitive needs may usually change as the learner ages and goes through the distinct stages of cognitive development. The phases of the mental growth of a person throughout his/her whole life were described, for instance, by Jean Piaget, a psychologist who, while working on intelligence tests in France, noticed that the reactions of younger children varied from those of older children. Piaget reached the conclusion that the reason for different responses was not the low intelligent capacity of young children, but the difference in their way of thinking.

McLeod (2015) acknowledges that although Piaget's theory was questioned by other specialists, its high value cannot be denied. He divided an individual's cognitive development into four stages. The first of them, typical for children till the age of two, is called sensorimotor and is followed by pre-operational, covering the period of childhood until 7 years of age. The third stage involves thinking in concrete operations and concerns individuals at the age of around seven to eleven years old. Given the focus of this bachelor paper, the last stage, called formal operational, is analyzed in more details. It begins at the age of eleven or twelve

and continues further till adulthood. A person at this phase of development is capable of abstract and more creative way of thinking, relating to ideas and situations which are hypothetical and for which certain results can be deduced. Čáp and Mareš emphasize that an individual's intelligence reaches its peak at this phase of development and learners are likely to solve the tasks which are more abstract and cognitively more demanding. Nevertheless, here it is relevant to remind Maslow's hierarchy of needs because it is often the case that learners do not feel motivated enough to make use of their mental capacities. Their poor motivation may be caused by personal emotional and social difficulties that do not allow them the desire to meet their cognitive needs. (2001, 235)

The cognitive development of a person was also studied by Lev Vygotskij who held a different opinion from that of Piaget. He believed that social conditions and the environment in which a child lives have a stronger impact on one's development. According to him, social influences are more important than the biological. (Sternberg 2002, 481) Generally, cognitive development may therefore be viewed from the social as well as the biological perspective.

3 Bloom's Taxonomy

Having brought the issues of cognitive needs into a sharp focus, the attention should now be turned to the cognitive domain in which the intended cognitive outcomes are grouped. The domain of cognition is going to be examined in relation to Bloom's Taxonomy, very influential and an internationally recognized framework used for setting out proper educational aims. It was developed by Benjamin Bloom and his colleagues in 1956 and described in the book *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain* (Bloom et al. 1956).

It was designed for several purposes. Since the taxonomy was created to facilitate the process of communication between people in the educational sphere, it may serve for them as a reliable tool to compare their educational goals and be more objective when communicating. Also, it is considered a common integrated measure that ensures an agreement of all learning and teaching goals of an activity, a lesson, a course or any other educational unit. (Bloom et al. 1956, 10-12; Krathwohl 2002, 212)

Bloom and his co-workers managed to classify several levels of three domains which a goal may be aimed at. These are called the cognitive, affective and psychomotor domains. The affective domain consists of the aims which describe how learners' attitudes, motivations, values and interests are formed. The psychomotor domain considers the "motor-skill area". The cognitive domain, being the major focus of this thesis, was described by Bloom as the ability of "recalling or recognition of knowledge and the development of intellectual abilities and skills". (Bloom et al. 1956, 7)

The original cognitive domain (see appendix A) includes six consecutive levels, ranging from the simplest ones to those that require more complex thinking. Each level, except for the level of application, consists of subcategories which are commonly used to determine exactly what an educational outcome is supposed to look like. It is important to point out that learners may become proficient in the complex levels of the hierarchy provided they have already acquired the simpler categories successfully (Krathwohl 2002, 212-213). After Bloom had created the original version of the taxonomy, Anderson and Krathwohl made significant changes in some of the aspects of the hierarchy and in 2001, they introduced a revised concept of the Bloom's Taxonomy (see appendix B). The main reason for this review was, as both authors explain, the development of the knowledge about the human way of thinking, the overall advance of science and technical progress which happened during the forty-five

years since original publication. The new views on how learners learn could not remain unnoticed. (Anderson and Krathwohl 2001, xxi-xxii)

Let us look at the difference between the two versions of the taxonomies. Černá and Kostková list three principal areas that underwent some changes. The changes were made in emphasis, terminology and structure. Concerning structural differences, the most significant is probably the division of the taxonomy into two separate dimensions. (2009, 29) Generally, aims are stated with the use of a noun phrase, to specify the content of the subject matter which is to be acquired by learners; and a verb phrase, which is the process of cognition that learners are employing when dealing with the subject matter. To illustrate this principle, an example of a sentence is given: “The student shall be able to remember the law of supply and demand in economics”, where “the law of supply and demand” is a noun phrase and “remember” a verb (Krathwohl 2002, 213). The original Bloom’s Taxonomy merges both the noun and the verb features into one unit, however, the revised concept separates these two elements and creates two dimensions. One of them is the Knowledge Dimension based on the noun features and the other one the Cognitive Process Dimension based on the verb features. So, nouns were supplemented by verbs, the order of the levels of synthesis and evaluation were changed, and synthesis was renamed create. (Krathwohl 2002, 213-215)

Action verbs of the Cognitive Process Dimension were used in the research of this thesis and the procedure is going to be presented in the practical part.

4 Learning Styles and the Theory of Multiple Intelligences

It has already been mentioned that the fulfillment of deficiency needs is a prerequisite to growth needs. To retain the emotional stability of a learner, it is important to bear in mind that any groups of learners differ, and the differences should be respected.

Members of a class and their school achievements are influenced by many factors. Learners are provided with various levels of parental support, they are affected by the social and cultural background they come from or a political situation they live in. Motivation, intelligence abilities, personal character and learning styles are unique expressions of a learner and play a significant role in learning (Průcha 2002, 102-105). This thesis is going to concentrate on learning styles and their relation to different types of multiple intelligences.

4.1 Learning Styles

To work with learning styles, it is important to realize that most people are capable of learning, only there are differences in the way in which they learn and how they obtain and process information. Everyone has a potential to learn as well as various strengths and weaknesses. The weaknesses can be suppressed only by those methods of teaching and learning which suit the learner (Čechová, Seifert and Vedralová 2011, 10).

To provide an unequivocal definition of the term learning styles, which would be generally accepted, is not an easy task because, as Mareš comments, there are many different perspectives on this issue. According to him, learning styles are expressions of a person's individuality. They are proceedings preferred by a learner when acquiring a subject matter. They stem from an inborn base but can be slightly changed, either intentionally or accidentally, throughout life. The learner usually employs them unconsciously without systematic analysis and considers them habitual and convenient for his/her needs (1998, 75-76).

Conversely, other specialists comment that a person's learning style can hardly be shifted from one to another. These authors describe learning styles as a "biologically and developmentally determined set of cognitive and personal characteristics which predetermine that a certain way of teaching and learning will be successful for some learners and for other learners will not"³ (Čechová, Seifert and Vedralová 2011, 9). Having a similar opinion to Mareš, they point out that many attitudes towards learning styles exist, each derived

³ The citations of Czech authors have been translated by the author of this thesis.

from different hypotheses. This thesis is going to mention only the most pertinent of these approaches.

One of the taxonomies commonly used is based on human senses. As Lojová and Vlčková explain, psychological findings indicate that individuals who do not suffer from any health complications are able to perceive by all the five senses, however, some senses are more dominant than others. Depending on how learners perceive and which sense they employ the most, three basic categories of learning styles are usually distinguished – visual, auditory and kinesthetic, commonly referred to as the VAK model. (2011, 47) Some authors even incorporate other two senses into the classification, identifying them as olfactory and gustatory (Berman 2001, 135).

Certain taxonomies depend on the assumption that learning styles are connected also with the relationships that a learner establishes with other people. These approaches are concerned with what role social interaction plays in learning and teaching. Schmeck and Lockhart (1983, 54) emphasize the need for respecting different personality types and making the class environment suitable both for introverts and extroverts. The division stems from the difference in the function of the nervous system. While introverts' brains get activated easily because their senses need little stimulus, extroverts' senses must receive more stimulation for the brain to perceive a stimulus. Consequently, introverts become "overstimulated" relatively quickly and thus they search for an environment which provide them with little stimulus. On the contrary, as extroverts' nervous system demands strong impulses for the stimulus to be perceived, they tend to enjoy an environment which enables them to meet this need. Such a division has a profound impact on learning. Čechová, Seifert and Vedralová say that, if allowed, learners seek for various organizational forms when learning and the forms range from independent learning through pairs or smaller groups to a large-group and whole-class learning (2011, 21). On some occasions, learners should have the possibility to choose an organizational form which best suits their learning preferences.

4.2 The Theory of Multiple Intelligences

For this thesis, the Theory of Multiple Intelligences has been chosen as the one to base a part of the research on. The author assumes that this taxonomy reflects all the aspects of learning differences described above and merge them into one unit within one framework. This was the main reason for the selection of the theory.

Firstly, it is concerned not only about sensual preferences but also about the learners' natural inclination towards working alone or, oppositely, for cooperating with others.

Secondly, the theory allows for the distinction between learners who are more successful while solving mathematical and logical problems and those who seem to be more effective when it comes to understanding the humanities. These tendencies may have a powerful impact on learning and should not be forgotten. Lojová and Vlčková argue that it is common for a person with excellent logical-mathematical skills to have difficulties in a language field in which verbal-linguistic intelligence is dominantly applied (2011, 87).

In the past, there were certain attempts to measure human intelligence, however, tests in their traditional form had the tendency to look at it from a limited point of view. Usually, merely people with strong verbal/linguistic and logical/mathematical abilities have scored high results and consequently they have been labeled intelligent. (Nicholson-Nelson 1998, 8)

A breakthrough came when The Theory of Multiple Intelligences was developed in 1983 by Howard Gardner and introduced in his book *Frames of Mind: The Theory of Multiple Intelligences* (Gardner 2011). Gardner was the first one to realize that intelligence is not a unitary concept but it is a multidimensional construct. He proposed the idea that there are more ways of being intelligent. According to his theory, human intelligence is located in different parts of a brain and those areas are either able to cooperate together or be autonomous (Armstrong 2009, 6). As Fleetham (2014, 10) notes, this idea occurred to Gardner while he was working with mentally disabled people. He realized that despite the fact some brain areas of the people had suffered damage, other areas were able to retain their functionality, preserving all the abilities, skills and talents that a person possessed.

The opinions differ whether the Theory of Multiple Intelligences shall be considered one of the classifications of learning styles. Lojová and Vlčková refer to the theory as the one of those which form a category of learning styles, saying that it is based on a dominant component in the intelligence structure. According to their statement, it is apparent that they consider the theory of multiple intelligences interchangeable with and equal to the term learning styles. (2011, 86) Similarly, Brualdi asserts that every learner has a certain set of intelligences at his/her disposal, some of which are more prominent than the others, and she refers to this collection of intelligences as learning styles (1996, 2). An akin opinion is held by Richards and Rogers who claim that the model of multiple intelligences is "one of a variety of learning style models that have been proposed in general education" (2001, 115).

Of course, the opinion of the author of the theory must be mentioned. Gardner (1995) himself believes there is a difference between learning styles and multiple intelligences and says that:

The concept of style designates a general approach that an individual can apply equally to every conceivable content. In contrast, an intelligence is a capacity, with its component processes, that is geared to a specific content in the world (such as musical sounds or spatial patterns).

The author of this thesis respects the opinion of Gardner, nevertheless, believes that learning styles and multiple intelligences are very similar. Fleetham shares this opinion and argues that learning styles determine in which way learners absorb information, however, multiple intelligences are various skills and talents that learners possess and use them to solve a problem. According to him, the two terms are very strongly interconnected but they should not be considered interchangeable. (2006, 11–12)

Gardner managed to identify seven intelligences described by Fleetham (2014) and Hoerr, Boggeman and Wallach (2010) as follows:

a) Verbal/linguistic

Learners having excellent reading and writing abilities; use complicated expressions; are able to distinguish between different forms and meaning of words; like to tell stories or give speeches; remember factual information quickly; have a wide vocabulary range.

b) Logical/mathematical

Learners possessing advanced logical thinking; count quickly and accurately; like to classify and categorize items; distinguish between patterns and relations easily; plan actions systematically; tend to think in numbers; are good at solving mathematical problems and playing strategic games.

c) Visual/spatial

Learners thinking in pictures; like to draw, design or build; use maps and charts; are good at orienting in a space; possess three-dimensional thinking; learn by seeing; can recall actions or memories clearly and vividly; enjoy recording videos and taking photographs.

d) Kinesthetic

Learners communicating via body; have the tendency to use an expressive body language with a lot of gestures; possess highly developed body control and motor skills; like

to move, dance, do sports, role-play and demonstrate an action rather than describe it verbally; their sense of touch is dominant.

e) Musical

Learners enjoying singing, playing an instrument or listening to music; are sensitive to sounds and can distinguish between them; are able to repeat a melody correctly; learn by hearing; remember lyrics and poems easily; feel rhythm intuitively.

f) Interpersonal

Learners enjoying communication and cooperation with others; make friends easily; understand relationships between people; possess leading skills; can integrate in a group without difficulties; have a wider circle of friends; are good at organizing social events.

g) Intrapersonal

Learners understanding their own emotions and feelings; are independent-minded; prefer working alone; often set their own goals and are persistent at reaching them; rely on their intuition and instincts; judge their strengths and weaknesses objectively.

Over the 1990s, Gardner described two more types of intelligences – naturalist and existential. Naturalist intelligence is typical for people who are interested in nature, take care of the environment, recognize various kinds of plant and animal species and classify them. People possessing existential intelligence deal with questions about the meaning of life, the universe, life and death and religious issues. (Fleetham 2014, 10)

5 Learning Grammar

The research of the paper concentrates solely on grammar tasks and that is why the term *grammar* is defined.

Harmer explains that grammar is “the way in which words change themselves and group together to make sentences” (1991, 1). Thornbury provides a similar definition, stating that grammar determines the rules which are employed when a sentence is being formed in a language (1999, 1). Also, grammar can be understood as a language mechanism that enables one to produce sentences based on given rules (Průcha, Mareš and Walterová 2009, 85).

Ur claims that the general aim of grammar practice is “to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own.” The emphasis is put on the correct usage of grammar in all situations, not only in those in which the learner is being tested on a certain grammar structure. Some learners may make mistakes when they are trying to communicate a message the focus of which is on other phenomenon than on certain grammar structure. In such case, the subject matter has not been acquired properly. (1996, 83)

It has been a subject of controversy whether grammar has an indispensable place in the process of English language teaching and learning, or not. This thesis is going to introduce two opposing views on the issue.

Since the aim of the learning process is developing learners’ communicative competence (see chapter 1.4.), one of the main arguments against grammar teaching and learning is that the knowledge of grammar represents only one part out of the whole competence (Thornbury 1999, 18). Not only does not knowing the grammar mean knowing the language itself, but there are certain opinions held that grammar knowledge is not necessary for correct language producing and communication. Fotos and Ellis support this idea stating that native speakers are usually unable to explain what grammatical features are employed in their language (1991, 606). Also, even if a learner understands grammar rules, it does not necessarily mean he/she has achieved the communicative competence. Thornbury illustrates this reasoning with an example of riding a bike; one can be aware of what is necessary to do this activity, for instance, keeping balance, but it is still possible that the person might not be able to ride a bike (1999, 18). According to some authors, a language can be acquired by learners only under naturally-occurring circumstances in a natural environment. Thornbury describes a theory formulated by Stephen Krashen which says that every child, if not mentally

or physically disabled, is able to acquire and produce his/her mother tongue successfully, not having serious problems with grammar structures and communicating the message. Krashen separated acquisition, a natural way by which the first language is acquired subconsciously, and learning, a conscious studying of grammar structures through which correct sentences are formed. Based on this theory, learning can hardly be as successful as acquisition. (1999, 19)

Undoubtedly, language acquisition seems to be the most efficient when it is made at an early age and in an environment which is not created artificially. Nevertheless, usually it might not be within the powers of learners to surround themselves with native or at least fluent speakers. Learners may often spend little time listening to English language and producing it. Many of them do not have the possibility to develop their knowledge of English outside school and the number of language lessons is limited. Moreover, it is very frequent that children start their English lessons having no (or almost no) knowledge of this language. Also, they are influenced by their mother tongue which they have already acquired. Awareness of grammatical rules and their proper usage therefore do not come intuitively as it happens with one's mother tongue. Accordingly, the author of this theses assumes that teaching and learning grammar is very important in such cases in which it is not possible to acquire the language in a way by which a mother tongue is acquired. Harmer shares a similar opinion and argues that the situation of learners attending English lessons cannot be compared to the one of children acquiring their mother tongue or people living among native speakers (1991, 6). Thornbury calls attention to "fossilization" which means that if learners are not provided with the information about how English grammar rules work, they might stagnate on a certain level, not moving forward. Consequently, their language development might be endangered. (1999, 24)

It is vital to think about grammar as an indispensable component of communicative competence, however, teaching and learning should not focus solely on producing correct structures but also on using these structures to convey the meaning that is intended. Ur supports this opinion commenting that learners should be able to form "interesting and purposeful meanings within the context of real-life language use" (1996, 78).

Cullen also highlights the importance of using grammar in real and meaningful contexts. Such practice is one of the three processes which they describe as crucial for grammar to be learned. To make the correct usage of grammar automatic, the subject matter must not be decontextualized, too distant from a real life. The second process involves learners noticing the specific features of English while reading or listening, and paying conscious attention to them. The last process, based on forming hypotheses, is employed by learners when they are

recognizing the grammar structures they have already noticed and accordingly, they deduce the rule about how the system works in English. (quoted in Richards and Burns 2012, 260-261)

To conclude, learning and teaching grammar is very important and necessary, and even though it is rejected by some specialists, the opinion that grammar is necessary for learning a language prevails. Grammar thus remains a significant part of Czech education (Průcha, Walterová and Mareš 2009, 85).

Given the importance of grammar in the process of English language learning and teaching, the tasks aimed at grammar should reflect the needs of learners who work on these tasks.

Practical Part

The practical part of this thesis applies the findings described in the theoretical part to the research.

6 Introduction to the Textbook

Project is a series of five textbooks, ranging from levels A1 to B1. The textbook *Project 4*, the Third Edition, which has been chosen as the subject of the research, has been written by Thomas Hutchinson and published by Oxford University Press. The reason for this selection is the high usage of this textbook in Czech basic schools.

Project 4, Third Edition, is a textbook intended for pupils at the age of ten to fifteen. It is also accompanied by a CD and a workbook, other material aids that can facilitate the process of learning and offer more possibilities to improve students' grammar. The workbook also provides a well-arranged summary of the grammar that is being taught and learned throughout the textbook.

The successful completion of the textbook assumes that the acquired knowledge of English is at the level A2. Given this fact, *Project 4* is suitable for ninth graders because the standard in the Czech Republic, as described in RVP ZV, is for the learners to gain their proficiency in English at the level A2 (MŠMT 2017, 17)⁴. Grammatical accuracy, being one of the linguistic components of the communicative language competences, is specified in a relevant document. For the learners having A2 level of English, it is characterized by the ability to produce correct simple structures from which the communicated meaning is clear, however, learners still make basic mistakes, especially in the usage of tenses or subject and verb agreement (Council of Europe 2001, 114).

The textbook *Project 4*, Third Edition composes of the Introduction unit consisting of two two-paged sub-chapters and other six units, each of them further divided into four sub-units. All of the units are followed by a page called "Culture" and a page called "English across the curriculum" in which learners are provided with the opportunity to practise the knowledge of other subjects in English. Each new unit is preceded by two revision pages in which the attention is devoted to the subject matter which was presented in the previous unit.

⁴ An English equivalent for RVP ZV is The Framework Educational Programme for Basic Education, abbreviated as FEP BE.

A considerable number of exercises intended for grammar practice is provided. To be more specific, there are 59 tasks that have been labeled by the author of the textbook as grammar tasks. Some of the them are further subdivided into sub-tasks and therefore, the total sum of the exercises is 106. For the purpose of the research, each sub-task has been considered as one independent task and it has been dealt with accordingly. The reason for this is that each sub-task has its own nature as well as the instructions for its fulfillment.

All of the exercises are set in English and they don't allow for the use of the learners' mother tongue.

7 Research Aims and Research Method

7.1 Research Aims

The overall aim of the research presented in the practical part of the thesis is to find out whether the grammar tasks in the selected textbook correspond with both cognitive and individual needs of learners. More specifically, two parameters of tasks (see chapter 1.3.) were dealt with. Content-related parameter comprises tasks aimed at grammar, operational parameter includes the analysis of the grammar tasks from two perspectives, one of them being the Bloom's Taxonomy and the other one the Theory of Multiple Intelligences.

The research is primarily aimed at providing an insight into the issue of whether the cognitive needs of learners who work with the textbook are met, whether their individual potential is taken into account and whether all types of learners are provided with a sufficient number of tasks that enhance their thinking. With respect to the overall research aim, two sets of research questions have been posed as this was considered important to clarify the issue of learners' needs.

The part of the research which concentrates on the needs of the pupils from the perspective of The Theory of Multiple Intelligences answers the following research questions:

- Are all the types of multiple intelligences addressed in the grammar tasks in the selected textbook?
- Which intelligences are addressed the most?
- Which intelligences are addressed the least?

The main goal of the second part of the research, which is focused on evaluating the tasks according to Bloom's Taxonomy, is to answer the following set of research questions:

- Are all the levels of the cognitive domain of Bloom's Taxonomy addressed in the grammar tasks in the selected textbook?
- Do the cognitive demands of grammar tasks increase throughout the textbook?
- Which levels of the cognitive domain are addressed the most?
- Which levels of the cognitive domain are addressed the least?

The last research question connects both aspects evaluated in this thesis:

- Do all the learners possessing different intelligence types meet their cognitive needs in all the levels of Bloom's taxonomy?

The research method which has been used for conducting the research, and therefore answering the questions mentioned above, is going to be dealt with in later chapters, after the textbook and its selection is described.

7.2 Research Method

The analysis of the research is going to be explained separately for both issues, which means that the procedures of evaluation of the grammar tasks are going to be described individually for the perspective of The Theory of Multiple Intelligences and Bloom's Taxonomy. The method used for conducting the research is content analysis. As it is apparent from the name of the method, its purpose is to examine, describe and evaluate the content of a document, which may be in a form of a recording, a written text or a picture (Denscombe 2007, 236).

The textbook Project 4, Third Edition is a document that may be evaluated through the content analysis as it fulfills the main criteria needed for its application. It is authentic and genuine, not biased, written in a clear, unambiguous manner with no hidden meanings and can be considered a typical representative of its type (Denscombe 2007, 232). Before we look at the process of tasks evaluation according to the Theory of Multiple Intelligences, it must be explained that both parts of the research are analyzed both quantitatively and qualitatively. To conduct the analysis, features of tasks had been explored with respect to their meaning and this part of the research represents the qualitative aspect of the analysis. Its principle, according to Gavora, lies in interpreting the meaning of a text and not only in its mechanical categorizing (2000, 117). In the following step, certain categories were established and evaluated based on their frequency. This may be viewed as the quantitative phase of the analysis because, as Gavora (2000, 118) clarifies, quantitative analysis concentrates on the frequency of occurrence or order of the given features. The text characteristics are usually categorized into individual groups called analytical categories and evaluated with the help of numbers.

The number of analytical categories was strictly determined in Bloom's Taxonomy as each of the cognitive levels represents one analytical category.

Conversely, to evaluate the tasks according to the Theory of Multiple Intelligences, seven charts were designed, one for each intelligence included in the research (see appendices C–I). Only the original seven multiple intelligences were worked with; two types of intelligences, namely the existential and the naturalist, developed by Howard Gardner later in his life, were not incorporated in the analysis. Gavora (2000, 120) asserts that “any number of any analytical categories” can be used in the research providing they are suitable for the intentions of the research. Therefore, after a thoughtful consideration, it has been decided not to use these two types of intelligences in the textbook evaluation. It was assumed that naturalist and the existential intelligences are not a part of grammar tasks and also, the author of this paper thinks it is not necessary that grammar tasks develop these two types of intelligences.

8 Data Analysis

8.1 Tasks Analysis According to the Theory of Multiple Intelligences

To begin with, let us concentrate on the first part of the research, which is the evaluation of the grammar tasks according to the Theory of Multiple Intelligences. As it has been suggested earlier, the intention was to discover whether the grammar tasks in the textbook are concerned with all the types of intelligences included in the research, which intelligences prevail and which seem to be overlooked. The aim was, therefore, to find out what types of learners can better meet their individual needs and which pupils may be at a disadvantage when working with the tasks.

To find answers to some of the issues stated above, it had been decided to determine certain key words or phrases for each intelligence type. The reason for selecting this particular method was its objectivity; it allowed for creating explicit categories in which the intelligence types could be grouped. The idea of such a coding of information is also supported by Denscombe who considers developing keywords as a relevant procedure for analyzing the data (2007, 237). All the key words and phrases were determined with the help of literature. Based on the characteristics described for each type of intelligence, the key words and phrases were established. Some of them were chosen in the same form in which they were written in the literature, others were slightly changed and adapted for the purpose of the research by the author of this thesis.

As already mentioned above, seven charts were designed. Each chart consists of five columns into which the information was entered. In the first column, the key words/phrases which were established based on the descriptions in literature can be seen. The sources which were used for determining the key words/phrases are indicated in the second column as well as the page where the key word/phrase or certain characteristics can be found. The tasks which were assigned to the given key words/phrases are recorded in the fourth column, the textbook units in the third one. The last column is dedicated to other pertinent comments.

It should be reminded that the research paid attention to the tasks which had been labeled as grammatical by the author of the textbook himself, other exercises were not analyzed. When determining what intelligence type/s was/were addressed in each of the tasks, not only instructions but also the overall nature of a task was taken into account. In some cases, if a certain key word or a phrase appeared in a task, it became clear immediately what

intelligence type is the word/phrase connected to. Nevertheless, in a number of instances, it was inevitable to look at a task as a single integrated unit and the context that surrounded a particular expression had to be considered as well. Often, the key word/phrase did not occur in a task but according to the structure and the purpose of the task it was clear that it should be classified within a certain group. More specifically, the decision was reached that such a task would be put into the category of a particular key word/phrase that was closest to its meaning. Denscombe points out that the primary restraint of the content analysis is its inclination to separate the language segments from the context in which they exist (2007, 238). It is thus necessary to treat a piece of a text as a whole and be aware of its possible different meanings. Such an approach ensures that the consequent results are unbiased and more objective. To illustrate, an example of this procedure is provided. The task 2 in unit 4 revision is written in the following way:

Work with a partner. Student A, read out one of the scenes. Student B, close your eyes. Describe what you can see, hear or feel.

a robbery	a winter's day	a rock concert
autumn	a football match	a swimming pool

(Hutchinson 2016, 54)

This task was classified as belonging to the the category of the keyword imagine which falls, among other types, into the visual/spatial type of intelligence. The reason for this choice is that in order to describe what is required, learners must imagine the situation, otherwise they would not be able to give the information that the instructions require. In this case, the meaning of the task had to be respected. Therefore, in the last column of the chart, there is an abbreviation *DAM*, which means that the task was determined according to its meaning.

Using the same task, another issue that had to be dealt with during the analyses may be exemplified. As it can be seen in the instructions, three different verbs are used, i.e. *see*, *hear* and *feel*. Accordingly, this task was categorized in three other categories as well because the word *hear* refers to the musical intelligence, *feel* to the intrapersonal intelligence and since learners are asked to work in pairs and divide themselves the roles of student A and student B, the task is also classified as an instance of the interpersonal intelligence. The majority of tasks had to be grouped into more types of intelligences at once, usually there were more words or phrases indicating them. Since every person possesses all types of intelligences some of which are, indeed, more dominant than the others (Baum, Viens and Slatin 2005, 22), it is natural that most of the tasks aim at more than one intelligence type. For instance, the task 3 in unit 6 revision is as follows:

Choose a cue from A and a cue from B. Make sentences starting with if.

A

- 1 you / like helping people
- 2 Jason / leave school
- 3 you / write to Katrina
- 4 teenagers / not talk to their parents
- 5 Luke / play tennis all the time
- 6 teenagers and parents / discuss things calmly
- 7 Megan / talk to her mum and dad
- 8 you / tell lies

B

- a he / not have time for his schoolwork
- b she / give you good advice
- c people / not trust you
- d they / avoid a lot of arguments
- e they / understand
- f he / not get a good job
- g you / love volunteering
- h their parents / not understand their problems

(Hutchinson 2016, 78)

There are two columns in which the cues are written and learners are supposed to match the two parts together and put them into correct forms to create sentences. In this case, it was decided to put the task into two categories. One of them is the verbal/linguistic as there is the key phrase *make sentences*, the other one the logical/mathematical, because, even though it is not written explicitly, it is clear that learners have to match the two parts of sentences to be able to make a whole sentence. They must use their logical thinking to compare the sentence parts and find the one which fits with another one, otherwise they would not be able to match it and make the sentence. *Match* belongs to the category of the logical/mathematical intelligence; therefore the task was assigned in that category too. Also, in the last column of this keyword, there is also the abbreviation *DAM* as the word is not directly included in the instructions, but it may be concluded according to its meaning that the task requires the action of matching for its fulfillment.

Furthermore, when conducting the analysis, the question how to deal with synonyms had to be considered. For instance, there is the key word *select* in the category of the logical/mathematical intelligence. Of course, it was probable that in a task, a different word with similar or the same meaning might appear. The word *select* is listed as one of the synonyms of the word *choose* (Goepp and Kay 1984, 146). It was thus decided that the word *select* could be replaced by its synonym *choose* and vice versa. Therefore, all synonyms were used interchangeably in the research. This principle was also applied to other words, such as the words *route/journey*, *principle/rule*, *complete/fill in*, *logos/ads*.

Some key words or phrases may be noticed in more than one category. It is, however, vital to distinguish between these expressions. It was discovered that there are 33 tasks in the textbook which include the instruction *complete*, which means that it was the most

common instruction throughout the textbook. However, the meaning of the tasks that contain the verb complete is different. In the first type of the exercises including the verb to complete, learners are supposed to give information based on a story or a text provided. Often, it is sufficient to copy the exact words or phrases as they are written in the story or a text. An example can be seen in exercise 3a in Introduction A:

Complete the sentences from the story.

1 Holly _____ normally _____ to school on Saturdays. She usually _____ a piano lesson.

2 She _____ piano lesson today. She _____ to school with all her friends.

(Hutchinson 2016, 5)

In this case, the task was labeled as addressing the visual/spatial intelligence, and so other tasks of this type also were labeled as such. The reason for this was that learners must use their visual sense to orientate in the story or the text to find the word they need to fill in the gaps.

Another type of an exercise which uses the verb to complete in the instructions was the one that required learners to put given verbs in the correct form. Similarly to the previous example, there were gaps provided for the learners to write their answers, nevertheless, the activity did not ask them to find the verbs visually in a story or a text. The verbs which were required to be added in the text were always written right after the gap in their basic forms and according to the meaning, learners were supposed to create a grammatically correct form of the given verbs. This can be illustrated in the task 5a in the Introduction B:

Complete the dialogues. Use the correct form of will or going to and the verbs in brackets.

- 1 ● I'm sorry. The bus is full.
 - Ok. We'll wait for the next one. (wait)
- 2 ● Shall we go to the cinema this evening?
 - I can't. I _____ for the exams. (revise)

(Hutchinson 2016, 7)

Only the role model sentence and the first sentence to fill in are shown as the task is too long to be written here. It is illustrated that any task of such a nature was assigned to the key phrase *create a correct word form* in the category of the verbal/linguistic intelligence. The main instruction is for the learners to complete the dialogue with certain verbs but they are not required to find the verbs in a text or choose a verb out of more options, they are required to create correct forms of the verbs which are already given to them. That is the reason why these types of task were all categorized as verbal/linguistic.

Also, another issue may be illustrated using the previous example of a task. The instructions tell the learners to complete the dialogues. Although the word *dialogue* is one of the keywords which were established for the verbal/linguistic intelligence, the task was not assigned to this keyword as the meaning of the word *dialogue* is different in this context. Learners are not supposed to lead a conversation with each other but they are only presented with an artificial dialogue in which certain verbs should be put into the correct form. Again, the need to look at a task as a whole is emphasized.

8.2 Tasks Analysis According to Bloom’s Taxonomy

At this moment, it is important to proceed to the second part of the research which is, as mentioned earlier, the analysis of the grammar tasks from the perspective of the Revised Bloom’s Taxonomy. The primary purpose was to find out whether all levels of the cognitive domain are addressed in the tasks, which of them the most and which of them the least, and whether the cognitive demands increase throughout the textbook. To explore these issues, it was decided to set an aim for every task according to which the cognitive level would be determined. As the space of the thesis is limited, the evaluation focused on the cognitive process dimension only and therefore the knowledge dimension was not the subject of the analysis.

When determining the aims, the principles of the SMART concept were followed:

Table 1 SMART aim setting (Miner 2016; Elias 2014)

S	specific	The aim defines precisely what should be achieved.
M	measurable	It is possible to determine whether the aim has been accomplished or not.
A	achievable	The aim corresponds with learners’ abilities and possibilities.
R	relevant ⁵	The aim is consistent with the intended curricular outcomes.
T	time-bound	The time reference is indicated.

⁵ Other interpretations of the letter R may occur, such as rigorous, realistic or result-focused (Elias 2014).

The aim for this task was stated in this way: “By the end of the activity, the learners will have identified the examples of given verbs in a story and recognized the tense they are in.” Although the verb *identify* is included both in the cognitive level of understanding and the level of analyzing, the task was categorized as addressing the second cognitive level. The reason is that learners are supposed to go through the given story and the identification of the given verbs does not require them to employ more demanding cognitive processes. They must only identify the verb form and recognize the tense the verb is in.

A similar procedure was applied in the majority of cases. For example, let us look at the following part of the task 3a in the unit 3 revision:

What might happen in these situations? Write sentences with might.

- 1) Someone has left a laptop on the seat of their car;
- 2) It’s getting very cloudy;
- 3) You’re bending over to lift something that’s heavy.

(Hutchinson 2016, 42)

It was considered to use the verb *predict* for the aim of this task, however, it is necessary to compare it with the task 1c in the unit 1 revision:

What do you think happened next? Listen to the whole story and check your ideas.

(Hutchinson 2016, 18)

This task is preceded by a story and learners are supposed to imagine its continuation. Not only do they have to apply their knowledge of grammar rules they have already learned but they must also employ a higher cognitive process to continue logically with the story. The task may be considered more cognitively demanding than the previous task 3a and therefore, the action verb *predict* was used to determine the aim for the task 1c, whereas the verb *apply* was used to determine the aim for the task 3a.

Also, it had to be considered whether it was necessary to name the specific grammar features when stating the aims. As an illustration, such an aim would be stated as follows: “By the end of the activity, the learners will have identified an affirmative statement, a question and a negative statement in the text.” Eventually, formulating the aims on a general level only was regarded sufficient and the expressions “given features, given text,” etc. were used.

Furthermore, it should be reminded that Bloom’s Taxonomy is based on a cumulative hierarchy and it presupposes that only after lower levels are handled successfully, the higher levels can be mastered. Thus, when there is a task addressing, for example, the third level of the domain, it automatically means that the first two levels must have already been

accomplished by learners. In some cases, two levels are written in the last column.

As an example, we can mention exercise 3a in unit 1A:

Complete the sentences from the text. What are the two tenses? Why are they different in the first sentence, but the same in the second sentence?

- 1) They _____ along a path, when they _____ something in the ice.
- 2) They _____ and _____.

(Hutchinson 2016, 9)

The aim for the exercise mentioned was stated as follows: “By the end of the activity, the learners will have found proper verb forms in the given text, named the tenses they are in and differentiated between their usage.”

The task consists of three sub-tasks. At first, learners are supposed to find certain expressions and write them down exactly in the same form as they were used in the text. This part of the task was determined as the first cognitive level remember. Then, learners should name the tenses and compare their usage in the two sentences, which was determined as the second level understand. Both levels were indicated in the chart to clarify fully what cognitive levels the task is aimed at.

9 Data Interpretation and Results

Before we start presenting the results of the research, the fact that grammar tasks only were the subject of the analysis must be reminded. Accordingly, all the results are related exclusively to these tasks.

In addition, the textbook evaluation was based on the identification of words which categorized a task into individual groups of Bloom's Taxonomy and the Theory of Multiple Intelligences. Given the fact that in many cases a task was evaluated according to its meaning and the context, the results may slightly differ if analyzed by other researchers.

9.1 Outcomes of the Bloom's Taxonomy

First of all, the results of the textbook analysis from the perspective of Bloom's Taxonomy are presented. To gain the results for the first graph, the number of grammar tasks addressing a certain cognitive level was added up. Then, as the total number of tasks was 106, the values were divided by one percent.

The graph shows the overall cognitive demands of the whole textbook:

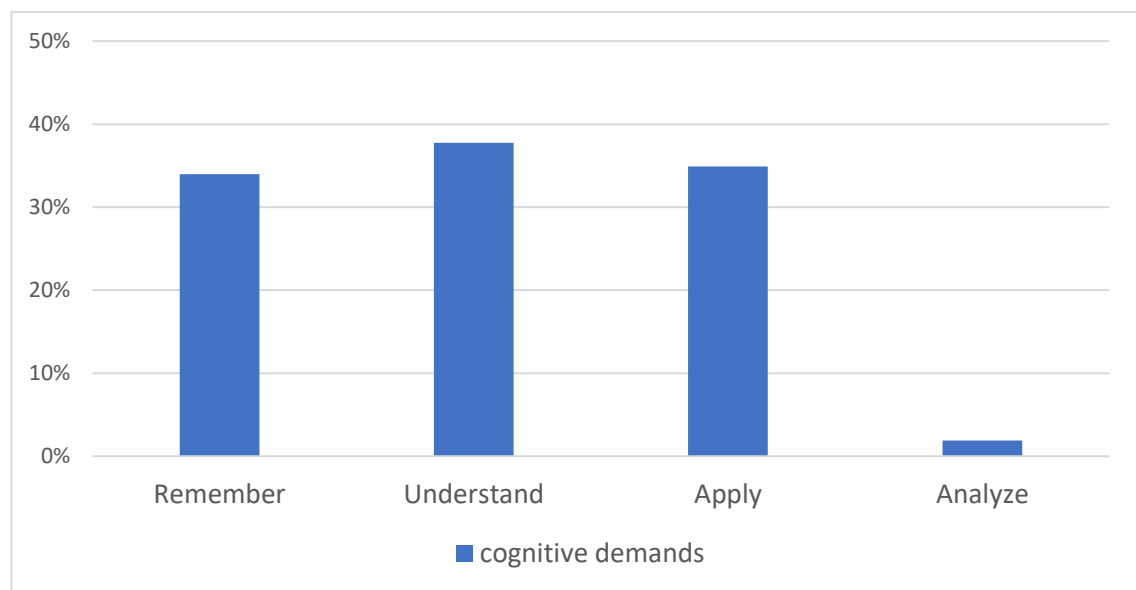


Figure 1 Cognitive Demands of the Whole Textbook

From the graph, it is apparent that the first three cognitive processes of the taxonomy, i.e. remember, understand and apply, are the most frequent levels that the grammar tasks in the textbook are aimed at. The level of understanding is the most dominant with 37.74%, the level of remembering occupies 33.96% of tasks and the level of applying 34.91%. The fourth level, analyze, is addressed only in 1.89% of tasks. According to the research,

the last two levels of the taxonomy, i.e. evaluate and create, were not addressed at all. However, the number of the most common level of understanding is 2.83% higher than the level of applying and 3.78% higher than the level of remembering. It is possible to say that there are minor differences between the three categories and thus the grammar tasks aim at the three cognitive processes almost equally.

As it has been mentioned, one of the questions the research tried to answer was related to finding out whether the cognitive demands increase. To examine how the cognitive levels are distributed within individual units, the number of tasks aimed at a certain cognitive level was added up and then divided by one percent of the tasks included in a particular unit. The result was converted into percentages.

Here, it is necessary to mention that in each unit, there was a different number of grammar tasks. In the chart, there are the exact numbers of grammar tasks aimed at a certain cognitive level displayed. While calculating the distribution of cognitive levels within a particular unit in a textbook, it was necessary to work exclusively with the number of grammar task in that specific unit, otherwise the results could not have been gained.

Table 2 Numerical Analysis of Individual Units

Textbook Unit	Remember	Understand	Apply	Analyze	Total number of tasks
Introduction	8	3	2	0	13
1	6	7	5	1	19
2	8	6	9	0	23
3	7	10	5	0	22
4	1	3	4	1	9
5	3	6	7	0	16
6	3	5	5	0	13

The first column of the chart lists all the units of the textbook, the numbers of grammar tasks aimed at the cognitive levels are written in the other four columns. The fifth and the sixth levels of evaluating and creating are not incorporated in the chart as they did not appear in any of the tasks. The total number of grammar tasks of a particular unit can be seen in the last column of the chart.

The chart shows that the first and the last unit of the textbook contain the same number of grammar tasks. The fourth unit includes the lowest number of grammar tasks which are,

however, more extensive. Five out of nine tasks were categorized as the level apply and analyze, which is almost 56% of all the tasks in this unit. No other unit had such a high percentage of these two cognitive levels. After the numbers had been calculated, a graph displaying the cognitive demands within individual units was designed:

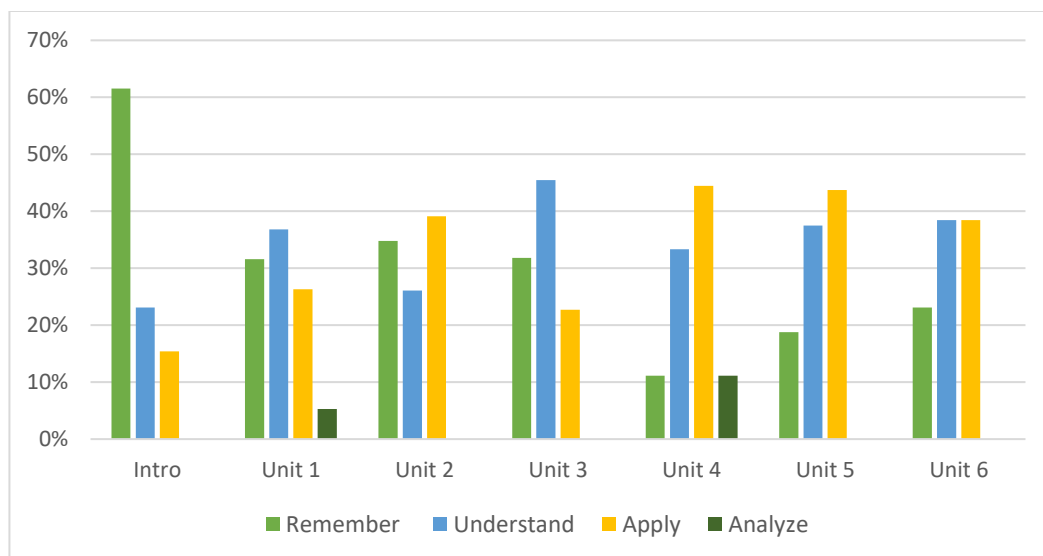


Figure 2 Cognitive Demands Within Individual Units

The graph was designed with the help of the chart (see Table 2). The different absolute number of grammar tasks in individual units was not considered dominant. We can claim that the level of remembering is the highest predominantly in the Introduction Unit with the value of 61.54% and decreases significantly after Unit 3. On the contrary, the level apply dominates mainly the last three units and the unit 2 whereas in other units, its number is lower. It is clear that the demands increase as in the last three units, the level remember reaches little value compared to the first four units.

9.2 Outcomes of Multiple Intelligences

In the previous part of the thesis we focused mainly on the cognitive analysis of grammatical tasks. Let us turn our attention to the evaluation of the grammar tasks according to multiple intelligences.

To create a graph displaying the distribution of individual multiple intelligences types within the textbook, all 106 grammar tasks were categorized into seven groups. As already mentioned, the categorization was based on key words and phrases. Although there were tasks

containing more key words or phrases of one particular type of intelligence, such a task was treated as one task in one intelligence type. The results are presented in the following graph:

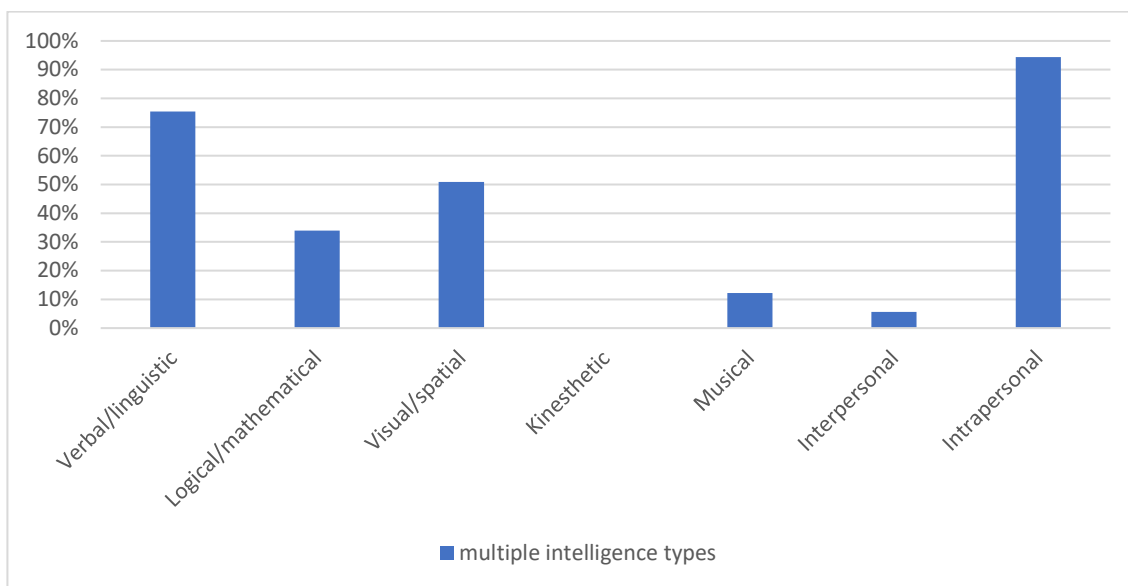


Figure 3 Distribution of Multiple Intelligences Within the Textbook

As we can see, the intrapersonal intelligence is addressed in the majority of the grammar tasks, occupying 94.33% of them. In most cases, learners are thus supposed to work independently. The interpersonal intelligence is addressed in 5.66% of tasks only, that means that learners are encouraged to cooperate with other learners only in these tasks. Of course, we need to bear in mind that a teacher may alter the instructions and the way in which a task is being fulfilled, so a task may be carried out using other organizational forms than the independent work only. However, the tasks were evaluated according to the exact form in which they were written in the textbook, so if the learners proceed in correspondence with the given instructions, they will work independently in most cases, without direct communication with their classmates.

After the intrapersonal intelligence, there is the verbal/linguistic intelligence with 75.47% of tasks. It is followed by the visual/spatial intelligence with 50.94%, the logical/mathematical intelligence with 33.96% and the musical intelligence with 12.26%. As it can be seen in the graph, the kinesthetic intelligence does not appear in any grammar task. If learners were to carry out the tasks exactly the way the tasks are presented in the textbook, kinesthetic learners might be at a considerable disadvantage.

9.3 Outcomes of Distribution of Cognitive Processes Within Intelligences

Having shown the results of the evaluation from the perspective of Bloom’s Taxonomy and multiple intelligences, it is time to display the outcomes of the last analysis. It answers the question whether the learners possessing distinct types of intelligence meet their needs in all cognitive levels. Before the results are explained, it is extremely important to emphasize that the values in this graph were not calculated using the total number of tasks, i.e. 106. The reason was that the majority of grammar tasks were categorized as addressing more than one multiple intelligences at the same time and therefore could not be used only once. Consequently, the original number of 106 tasks was not considered the total number for this evaluation. Instead, the number 217 was used for this calculation as it represents the overall number of evaluations which were worked with. 217 evaluations were divided between individual types of intelligences, every evaluation out of 217 were considered independent. Within each intelligence, the evaluations were further categorized into the first four cognitive levels because, as mentioned earlier, two higher categories did not appear in any of the tasks. The results were then converted into percentages.

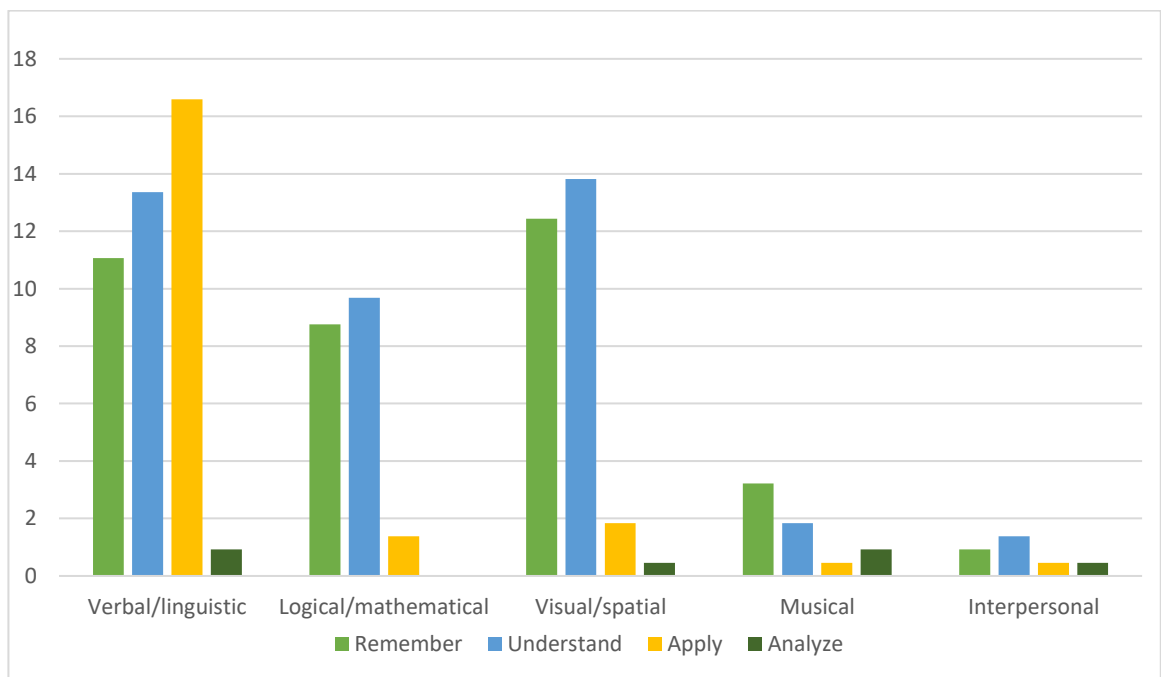


Figure 4 Connection of Bloom's Taxonomy and Multiple Intelligences

The results indicate that the third cognitive level of applying is primarily dominant in the grammar tasks addressing the verbal/linguistic intelligence. Although the cognitive process apply occupies 34.91% of the grammar tasks in the textbook, it predominantly aims at the verbal/linguistic intelligence. Furthermore, this intelligence type also includes the fourth

cognitive level analyze, though its number is not very significant. For that reason, we can claim that the verbal/linguistic tasks are the most demanding in terms of cognitive processes. Also, the demands increase within three levels of this type of intelligence as there are 11.06% of tasks aimed at the level remember, 13.36% at the level understand and 16.59% at the level apply.

On the contrary, tasks of the logical/mathematical intelligence primarily consist of the levels remember with 8.76% and understand with 9.68% that are followed by a substantial decrease in the level apply with 1.38% only. The fourth level analyze is not included at all in this type of intelligence. Although the logical/mathematical tasks may be considered frequent to a certain extent, they may not allow the learner to employ more demanding thinking.

An analogous situation occurs in the visual/spatial intelligence in which the level remember covers 12.44% and the level understand 13.82%. Then we can see a sharp drop in the level of applying, covering merely 1.84% of grammar tasks. The level analyze is also included, though it only occupies 0.46%. Again, we can assert that the tasks aimed at the visual/spatial intelligence do not provide many opportunities for enhancing higher cognitive processes, in spite of the fact that the visual/spatial tasks are fairly common within the textbook.

The number of grammar tasks addressing the musical intelligence is rather low but again, levels remember and understand appear the most frequently in these exercises. Despite the level of applying and analyzing being included, their numbers are very low. The interpersonal intelligence shows comparable results, including the level remember with 0.92%, understand with 1.38%, apply with 0.46% and analyze with 0.46%. The percentages are very low because the absolute number of tasks in the given intelligences is little.

The category of the interpersonal intelligence was defined with the help of keywords (see appendix H). Grammar tasks were labeled as intrapersonal if they did not meet the criteria for interpersonal intelligence, i.e., the tasks were determined as the intrapersonal intelligence if there was no indication that the learner was working with other classmates. This is the reason why the intrapersonal intelligence is not included in the graph. It comprises all the types of multiple intelligences except for the tasks which were identified as interpersonal. Another reason why it was decided not to display the intrapersonal intelligence was practical; as the number of the intrapersonal tasks prevails over other intelligence types, it would be misleading to create the graph showing all the types of intelligences simultaneously. Nonetheless, we can show how individual cognitive levels are distributed within

the intrapersonal intelligence. The level remember covers 35.48%, the level understand 38.7%, the level apply 20.27% and the level analyze 2.3%.

10 Final Summary

The closing chapter of the practical part intends to summarize all the findings of the research presented previously.

The research has shown that the grammar tasks in the textbook Project 4, Third Edition do not aim at the fifth and the sixth cognitive levels of Bloom's Taxonomy, i.e. levels of evaluating and creating and thus it cannot be claimed that all the cognitive levels are applied in the grammar tasks. The cognitive level understand dominates the textbook and it is closely followed by the level apply and remember, therefore, we can assert that each of these three levels occupies approximately one third of the grammar tasks. The fourth level analyze is also included, however, its number is very low. When examining whether there is an increase in the cognitive demands throughout the textbook, it can be stated that the Introduction unit is the least cognitively demanding because almost two thirds of grammar tasks are composed of the level remember. In the following three chapters in the textbook, about two thirds of tasks are composed of levels understand and apply. The remaining three chapters contain less than one quarter of the level remember only. Based on this, we can say that the cognitive demands gradually increase, although not completely regularly.

While analyzing the grammar tasks according to multiple intelligences, it was found out that not all intelligence types are addressed; the kinesthetic intelligence does not occur in the grammar tasks at all. The intrapersonal intelligence is the most dominant throughout the textbook and is followed by the verbal/linguistic intelligence. The third most common intelligence is the visual/spatial, succeeded by the logical/mathematical and the musical. The interpersonal intelligence is addressed the least in the grammar tasks.

Nonetheless, we should bear in mind that there are many exercises in the textbook which aim at the development of other subskills and skills and if all the tasks were the subject of the research, the results might be different.

The connection of the cognitive processes of Bloom's Taxonomy and multiple intelligences reveals that majority of the grammar tasks identified as the level apply are in the group of the verbal/linguistic intelligence. Oppositely, the logical/mathematical and the visual/spatial intelligences contain only a minimum value of the level apply. The cognitive level analyze occurs in all the intelligences except for the logical/mathematical. In the logical/mathematical, the visual/spatial and the musical intelligences, the first two cognitive levels prevail.

To summarize, although there might be some deficiencies in the grammar tasks in the textbook, a teacher, who knows his/her learners he/she teaches, is allowed to alter a task so that it is in alignment with the needs of learners.

Conclusion

A textbook is one of the most valuable material didactic aids used in the learning and teaching process. Provided that it is used adequately and in a way that helps to develop learners' communicative competence, it provides a fundamental framework for both teachers and learners. Undoubtedly, certain criteria ought to be fulfilled to make their learning successful.

The primary aim of this bachelor thesis was to find out whether there was a correspondence between learners' needs and the grammar tasks in a textbook for the ninth grade of basic school. The activities which learners work with should provide opportunities to develop their thinking and they should be in alignment with their cognitive needs. Nevertheless, the research showed that not all the cognitive levels of the Bloom's Taxonomy were included in the tasks; the last two cognitive levels of evaluating and creating did not occur in any of the them. The fourth level analyze appeared; however, infrequently. The first three levels of the domain, i.e. remember, understand and apply, were found in the majority of the tasks. It was found out that the cognitive demands slightly increased throughout the textbook, although not as a consistent trend.

The grammar tasks were also examined from the perspective of the Theory of Multiple Intelligences. The research findings indicated that grammar tasks in the textbook did not address all the multiple intelligences; the kinesthetic intelligence was not included. Most of the grammar tasks were aimed at the intrapersonal and the verbal/linguistic intelligences. The interpersonal intelligence was the least frequent. Eventually, the result of the relation between the cognitive processes as presented in Bloom's Taxonomy and multiple intelligences was investigated. The intrapersonal intelligence was dominant in all cognitive levels as it covers all the intelligences except for the interpersonal. In other intelligence types, the level *apply* was addressed mainly in the verbal/linguistic intelligence, the level *remember* and *understand* dominated in other intelligences. The level *analyze* appeared in all the intelligences except for the logical/mathematical.

Since every learner has his/her own unique potential and possesses various strengths and weaknesses, the tasks should be varied enough so that the learners can learn in a way that is the most effective for them. Given the fact that the grammar tasks in the selected textbook do not target all the types of intelligences equally, it would be desirable for teachers to adapt the tasks to the needs of learners whose intelligence types are addressed the least or are not addressed at all. Namely, it would be suitable to provide more tasks for the kinesthetic,

interpersonal and musical learners. Also, teachers could alter the form or the instructions of a task to employ higher thinking into the grammar teaching and learning process.

RESUMÉ

Úspěšnost, s jakou se žáci učí, závisí na mnoha faktorech. Je třeba mít na paměti, že jakákoli skupina žáků je velmi heterogenní; každý disponuje odlišnými schopnostmi i zájmy a pochází z jiného sociokulturního prostředí. Přirozeně se vyskytují rozdíly i mezi tím, jak žáci získávají informace a pro jakou oblast jsou talentovaní. Je tedy žádoucí, ne-li dokonce nutné, aby byl každému z nich poskytnut dostatek příležitostí učit se způsobem, který nejlépe vyhovuje jeho potřebám.

Tato bakalářská práce je rozdělena do dvou částí, teoretické a praktické. Jejím cílem je zhodnotit, zda gramatické úlohy ve vybrané učebnici anglického jazyka korespondují s potřebami žáků. Ty jsou zkoumány ze dvou hledisek, z nichž první se opírá o velmi vlivnou a mezinárodně uznávanou Bloomovu taxonomii a zabývá se otázkou, jak kognitivně náročné jsou dané úlohy a zda se tato náročnost v rámci učebnice zvyšuje. Druhé hledisko je založené na teorii vícečetných inteligencí a jeho záměrem je zjistit, zda gramatické úlohy oslovují všechny typy inteligencí, které pak nejméně a které nejvíce. Poslední část výzkumu, která spojuje oba tyto koncepty, zjišťuje, jak jsou jednotlivé kognitivní procesy náročnosti rozloženy mezi jednotlivé inteligenční typy.

První kapitola je věnována učebnici jakožto velmi důležitému materiálnímu didaktickému prostředku. Zde je vysvětlen proces didaktické transformace spočívající v převedení expertních znalostí do podoby, která je pro žáky dosažitelná a ze které si dále formují své vlastní znalosti. Dále jsou definovány úlohy a stručně představeny vybrané klasifikace úloh. V závěru první kapitoly je objasněna role učebnice v procesu výuky a učení se anglickému jazyku a jsou porovnány úhly pohledu učitelů i žáků.

Druhá kapitola se zabývá problematikou potřeb žáků. Je vysvětlena závislost mezi potřebami kognitivními a potřebami, které jsou umístěny níže v Maslowově pyramidě potřeb. Právě kognitivní potřeby jsou rozebrány detailněji, a to zejména ve vztahu k žákům adolescentního věku, jelikož výzkum je zaměřen pouze na tuto věkovou kategorii. V této části je zdůrazněn fakt, že kognitivní potřeby se mění především s narůstajícím věkem žáků a odlišnými fázemi kognitivního vývoje, jimiž žáci prochází.

Třetí kapitola je vyhraněna pouze Bloomově taxonomii a její kognitivní doméně, která popisuje souvislost edukačních cílů s myšlenkovými procesy. Po objasnění účelu této taxonomie se pozornost obrací na její dvě verze, originální, vytvořenou Benjaminem Bloomem v padesátých letech dvacátého století a revidovanou, jež vznikla téměř o padesát let později. Jsou popsány hlavní rozdíly mezi těmito dvěma verzemi, zvláště pak změny ve struktuře

a rozdělení původní taxonomie na dvě dimenze, tj. dimenzi znalostní a dimenzi kognitivních procesů, která byla použita ve výzkumu této práce.

Další kapitola teoretické části pojednává o učebních stylech, vícečetných inteligencích a jejich vzájemném vztahu. Poté, co jsou definovány nejpodstatnější termíny spojené s touto problematikou, jsou prezentovány některé z klasifikací učebních stylů; konkrétně ty, které jsou založeny na smyslovém vnímání a také ty, ve kterých hraje roli sociální interakce a vztah jedince k okolí. Tyto klasifikace jsou relevantní, jelikož některé typy vícečetných inteligencí se zakládají na podobných poznacích. Diskutovány jsou také názory, zda je možné považovat učební styly a vícečetné inteligence za rovnocenné pojmy, přičemž se tvrzení opírají jak o mínění samotného autora teorie, Howarda Gardnera, tak o pojetí dalších autorů.

Poslední kapitola teoretické části má za cíl shrnout základní informace na téma učení se gramatice. V současné době se jedná o poměrně aktuální téma řešící, zda by se gramatika měla vyučovat a učit. Specialisté zastávají různé názory. Někteří tvrdí, že osvojení jazyka je možno dosáhnout pouze za přirozených podmínek a způsobem, jakým se osvojuje mateřský jazyk. Další tvrdí, že takové osvojení ale není vždy možné, a tudíž má gramatika nezastupitelné místo v edukačním procesu při výuce cizích jazyků a k tomuto názoru se kloní i autor této práce.

Praktická část bakalářské práce prezentuje výzkum problematiky popsané výše. Nejprve je stručně charakterizována vybraná zkoumaná učebnice Project 4, Third Edition, je popsán počet lekcí i gramatických úloh. Vzhledem k tomu, že výstupem učebnice je získaná jazyková úroveň A2 dle SERR pro jazyky, jsou krátce popsány i znalosti, kterých by žáci měli v gramatice dosáhnout.

Další kapitola praktické části specifikuje výzkumný cíl a klade výzkumné otázky, na které se průzkum snaží najít odpovědi. Je popsána výzkumná metoda zvaná obsahová analýza a postup, jakým byla použita v praxi. Pro zjištění zastoupení jednotlivých inteligenčních typů v gramatických úlohách jsou s pomocí odborné literatury pro každou inteligenci stanovena klíčová slova, která jsou využita ke klasifikaci daných úloh. Pro určení kognitivních úrovní těchto cvičení jsou autorem formulovány vzdělávací cíle s použitím sloves obsažených v revidované Bloomově taxonomii, která se autorovi této práce jeví jako vhodnější vzhledem k účelu výzkumu. Obě části výzkumu jsou poté vyhodnocovány numericky, stejně jako šetření zabývající se otázkou, jak jsou kognitivní procesy distribuovány mezi všechny zastoupené inteligence. Obsahová analýza tedy obsahuje jak kvalitativní, tak kvantitativní prvky.

Následně se značná část práce věnuje analýze dat; hodnocení úloh podle vícečetných inteligencí a podle Bloomovy taxonomie je rozebíráno odděleně. Podstatné množství

argumentů je ilustrováno na doslovných příkladech jednotlivých úloh v učebnici. Jsou vysvětleny základní problémy, které byly v průběhu analýzy řešeny. Je rovněž zdůrazněno, že úlohy je třeba v mnoha případech hodnotit také dle kontextu a jejich celkového smyslu, protože ne vždy zadání obsahuje přesné klíčové slovo. Také při určování kognitivních úrovní náročnosti je přihlíženo k celkovému významu dané úlohy a jejím požadavkům, které klade na žáky.

Stěžejní kapitola práce se sestává z prezentace výsledků a jejich interpretace. Jsou vytvořeny čtyři sloupcové grafy, z nich každý znázorňuje procentuální rozložení zkoumaných jevů v gramatických úlohách. Na jejich základě lze obecně říci, že gramatické úlohy v dané učebnici oslovují všechny typy vícečetných inteligencí kromě kinestetické; některé inteligence, zejména pak interpersonální a hudební, jsou oslovovány jen velmi málo. Z pohledu Bloomovy taxonomie je zjištěno, že kognitivní náročnost se v rámci učebnice mírně zvyšuje, ačkoli ne zcela pravidelně. Dvě nejvyšší kognitivní úrovně, tj. hodnotit a tvořit, se nevyskytují v úlohách vůbec.

V závěrečné kapitole jsou dosažené výsledky přehledně shrnuty a rekapitulovány, je však také vyzdvížen fakt, že učebnice obsahuje i další množství úloh, které mohou cílit na inteligenční typy odlišnou mírou a mohou mít vyšší kognitivní náročnost. Nicméně, realizované šetření ukazuje, že by bylo vhodné, aby učitel zahrnul do výuky více úloh oslovujících nejméně zastoupené inteligenční typy, stejně tak i úlohy podporující vyšší kognitivní procesy a umožnil tak žákům učit se způsobem, který je pro ně efektivnější a přirozenější.

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Appendix A Structure of the Original Bloom's Taxonomy

1.0 Knowledge

1.10 Knowledge of specifics

1.11 Knowledge of terminology

1.12 Knowledge of specific facts

1.20 Knowledge of ways and means of dealing with specifics

1.21 Knowledge of conventions

1.22 Knowledge of trends and sequences

1.23 Knowledge of classifications and categories

1.24 Knowledge of criteria

1.25 Knowledge of methodology

1.30 Knowledge of universals and abstractions in a field

1.31 Knowledge of principles and generalizations

1.32 Knowledge of theories and structures

2.0 Comprehension

2.1 Translation

2.2 Interpretation

2.3 Extrapolation

3.0 Application

4.0 Analysis

4.1 Analysis of elements

4.2 Analysis of relationships

4.3 Analysis of organizational principles

5.0 Synthesis

5.1 Production of a unique communication

5.2 Production of a plan, or proposed set of operations

5.3 Derivation of a set of abstract relations

6.0 Evaluation

6.1 Evaluation in terms of internal evidence

6.2 Judgments in terms of external criteria

Source: (Kratwohl 2002, 213)

Appendix B Structure of the Cognitive Process Dimension of the Revised Taxonomy

- 1.0 Remember – Retrieving relevant knowledge from long-term memory.
 - 1.1 Recognizing
 - 1.2 Recalling
- 2.0 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
- 3.0 Apply – Carrying out or using 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

Source: (Krathwohl 2002, 215)

Appendix C Table of key words and task classifications for the verbal/linguistic intelligence

VERBAL/LINGUISTIC INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
read	Fleetham 2014, 18	Intro B 2 A 2 B 4 revision	5c 4a 3 2	
write	Fleetham 2014, 18	1 A 1 revision 2 A 2 revision 3 revision 4 A 4 revision	6 3 6 2 2a, 3a 4 1	
rewrite	Fleetham 2014, 58	3 A 5 revision	4b 3	
inform	Fleetham 2014, 18			
describe	Fleetham 2014, 18	1 revision 4 revision	1a 1	DAM
tell	Fleetham 2014, 61	2 A 3 B	5a 3	DAM DAM
make sentences	Fleetham 2014, 65	1 B 1 revision 2 A 2 A 2 B 2 revision 3 A 3 B 3 revision 4 B 5 A 5 B 5 revision 6 B 6 revision	4 2 5a 8a 4 1a, 2 4a 6 1a, 2a, 3a 3a, 4 6 5 3 4 3	DAM DAM DAM DAM DAM DAM DAM
persuade	Fleetham 2014, 18			
story	Fleetham 2014, 69	Intro A Intro B 1 B 1 revision 2 B 3 B 4 A 4 B 5 B 6 A	3a, 3c, 4 4a, 4b 3a, 3b, 3c 1b, 1c 5a 2, 5a, 5b 4 3a, 3b 3a, 3d 4a, 4c	

		6 B	3a	
Conversation, interview, debate, dialogue	Fleetham 2014, 18	2 A	5b, 8b	DAM
ask questions	Fleetham 2014, 19	2 A	5b, 8b	
define	Nicholson-Nelson 1998, 40	Intro B 2 B	4a 5b	DAM DAM
correct	Nicholson-Nelson 1998, 40			
parts of speech	Nicholson-Nelson 1998, 104	5 A	4b, 4c	
meaning	Rule and Lord 2003, 14	5 A	4a	
word parts	Rule and Lord 2003, 14			
name	Rule and Lord 2003, 74	5 B	3b	DAM
create a correct word form	Nicholson-Nelson 1998, 10	Intro A Intro B 1 A 1 revision 2 B 2 revision 3 A 4 A 4 revision 5 B 5 revision 6 A 6 B 6 revision	5a 5a 7a 1b 6 1a 4a 5 3 4 1, 2 5 4 1, 2	DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM
principle/rule (and its explanation)	Rule and Lord 2003, 15	Intro A Intro B Intro B 1 A 1 B 2 A 3 A 3 A 4 A 5 A 5 B 6 A 6 B	3b 4a 4b 4b 3b, 3c 7b 3b 3d 4 5a 3c 4b 3c, 3d	DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM DAM
recite	Nicholson-Nelson 1998, 106			
do you think	Lure and Lord 2003, 48	1 revision	1c	

why	Lure and Lord 2003, 48	1 A	3a	
would you	Lure and Lord 2003, 58			
spell	Hoerr, Boggeman, Wallach 2010, 106			

Appendix D Table of key words and task classifications for the logical/mathematical intelligence

LOGICAL/MATHEMATICAL INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
how much	Fleetham 2014, 93			
how many	Fleetham 2014, 93			
winning debates/arguments	Fleetham 2014, 16			
spotting mistakes	Fleetham 2014, 35			
problem – solving	Fleetham 2014, 16			
sorting according to criteria	Fleetham 2014, 58			
if...then statements	Fleetham 2014, 17	6 revision	3	
what if	Fleetham 2014, 61			
flow chart	Fleetham 2014, 63			
count	Fleetham 2014, 63			
label	Nicholson-Nelson 1998, 40			
specify	Nicholson-Nelson 1998, 40			
locate	Nicholson-Nelson 1998, 40			
solve	Nicholson-Nelson 1998, 41			
identify	Nicholson-Nelson 1998, 40			
group	Nicholson-Nelson 1998, 40			
analyze	Fleetham 2014, 69			
discover	Nicholson-Nelson 1998, 41			
divide	Nicholson-Nelson 1998, 41			
assess	Nicholson-Nelson 1998, 41			
evaluate	Nicholson-Nelson 1998, 41			

estimate	Nicholson-Nelson 1998, 41			
select/choose	Nicholson-Nelson 1998, 41	3 revision 5 A 6 revision	1b 5a 3	DAM
match	Berman 2001, 80	6 revision	3	DAM
numbers	Berman 2001, 80			
complete (gaps using a proper word)	Berman 2001, 81	Intro A Intro B 1 A 1 B 2 A 2 B 2 revision 3 A 3 B 4 A 5 A 5 B 6 A 6 B 6 revision	3a 4a 3a, 3b 3a, 3c 7a 3, 5a, 5b, 5c 3a 3d, 4a 2, 4, 5a 4 4a, 4d, 5a 3a, 3c 4a 3a 1	
list	Rule and Lord 2003, 10			
correct order	Rule and Lord 2003, 10			
schedule	Rule and Lord 2003, 10			
graph	Rule and Lord 2003, 10			
calculate	Rule and Lord 2003, 10			
conclude	Rule and Lord 2003, 14			
compare/contrast	Rule and Lord 2003, 80; Baum, Viens and Slatin 2005, 79	1 A 2 A 3 revision	3a 7b 2 b, 3b	DAM DAM
timeline	Rule and Lord 2003, 24			
put in order	Rule and Lord 2003, 24			
rank	Rule and Lord 2003, 24			
diagram	Rule and Lord 2003, 28	1 A	3b	
tell how to	Rule and Lord 2003, 80			

determine	Rule and Lord 2003, 70			
explain how sth works	Rule and Lord 2003, 74	Intro A Intro B 1 A 1 B 2 A 3 A	3b 4b 4b 3b, 3c 7b 3b	DAM DAM DAM DAM DAM DAM

Appendix E Table of key words and task classifications for the visual/spatial intelligence

VISUAL/SPATIAL INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
picture	Berman 2001, 133	1 revision 2 A 4 revision	1a 8a 1	
map	Berman 2001, 133			
draw, drawing	Berman 2001, 133			
chart	Berman 2001, 133			
diagram	Berman 2001, 133	1 A	3b	
imagine	Fleetham 2014, 14	4 revision	2	DAM
look at	Fleetham 2014, 69	2 A 3 A 4 B	4c, 8a 3a, 3c, 3e 3a	
watch	Fleetham 2014, 69			
what could be...	Fleetham 2014, 14			
observe	Nicholson-Nelson 1998, 41			
copy	Nicholson-Nelson 1998, 41	1 A	3b	
illustrate	Nicholson-Nelson 1998, 41			
demonstrate	Nicholson-Nelson 1998, 41			
show	Nicholson-Nelson 1998, 41			
compare/contrast	Nicholson-Nelson 1998, 41	1 A 2 A 3 revision	3a 7b 2b, 3b	DAM DAM
design	Nicholson-Nelson 1998, 41			
plan	Nicholson-Nelson 1998, 41			
recommend	Nicholson-Nelson 1998, 41			
arrange	Nicholson-Nelson 1998, 41			
match sth with a picture	Rule and Lorde 2003, 11			
visualize	Rule and Lorde 2003, 16	2 A	8b	DAM

label	Rule and Lorde 2003, 25			
differentiate	Rule and Lorde 2003, 25			
logos/ads	Rule and Lorde 2003, 35			
fill in/complete	Rule and Lorde 2003, 50	Intro A Intro B 1 A 1 B 2 A 2 B 2 revision 3 A 3 B 4 A 5 A 5 B 6 A	3a 4a 3a 3a, 3c 4a, 7a 3, 5a, 5b, 5c 3a, 4 3d 2, 4, 5a 4 4a, 4d, 5a 3a, 3c 4a	
route/journey	Rule and Lorde 2003, 50			
display	Rule and Lorde 2003, 60			
definition	Rule and Lorde 2003, 60	Intro B 2 B	4a 5b	DAM DAM
find	Rule and Lorde 2003, 66	Intro A Intro B 1 A 1 B 2 A 3 B 4 B 5 A 5 B 6 A	3c, 4 4b 4a, 4c 3b 4b 3 3a, 3b 4b, 5b 3d 4c	DAM
place	Rule and Lorde 2003, 71	4 A	4	
see	Fleetham 2006, 14	4 revision	2	
underline	Nicholson-Nelson 1998, 41	3 A 3 B 6 B	3b, 3c 5b 3b	
close your eyes (and visualize/ imagine...)	Fleetham 2014, 63	4 revision	2	

Appendix F Table of key words and task classifications for the kinesthetic intelligence

KINESTHETIC INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
mime	Fleetham 2014, 24			
build	Fleetham 2014, 24			
construct	Fleetham 2014, 24			
role-play	Fleetham 2014, 24			
impersonate	Fleetham 2014, 24			
gestures, body language	Fleetham 2014, 25			
objects/materials to handle	Fleetham 2014, 25			
change position	Fleetham 2014, 25			
move	Fleetham 2014, 25			
touch	Fleetham 2014, 35			
movements to punctuate a text	Fleetham 2014, 63			
exhibit	Nicholson-Nelson 1998, 41			
use	Nicholson-Nelson 1998, 41			
show	Nicholson-Nelson 1998, 41			
simulate	Nicholson-Nelson 1998, 41			
operate	Nicholson-Nelson 1998, 41			
produce	Nicholson-Nelson 1998, 41			
invent	Nicholson-Nelson 1998, 41			
measure	Nicholson-Nelson 1998, 41			
act	Rule and Lord 2003, 10			
find a person who...	Rule and Lord 2003, 39			
roll a die	Rule and Lord 2003, 39			

group	Rule and Lord 2003, 49			
game	Fleetham 2014, 24			
sport	Fleetham 2014, 24-25			

Appendix G Table of key words and task classifications for the musical intelligence

MUSICAL INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
memorize (a song, poem)	Rule and Lord 2003, 21			
dramatize	Rule and Lord 2003, 21			
music	Fleetham 2014, 26			
musical instrument	Fleetham 2014, 26			
compose	Rule and Lord 2003, 21			
sound	Rule and Lord 2003, 25			
record	Rule and Lord 2003, 35			
recite	Rule and Lord 2003, 60			
sing	Rule and Lord 2003, 60			
listen	Fleetham 2014, 26	Intro A Intro B Intro B 1 A 1 revision 2 A 2 revision 3 A 3 revision 4 revision	5b 5b 5c 7b 1c 5b, 8b 1b, 3b 5 2b, 3b 2	DAM DAM DAM DAM
pitch	Hoerr, Boggeman, Wallach 2010, 173			
rhythm	Hoerr, Boggeman, Wallach 2010, 173			
poem	Hoerr, Boggeman, Wallach 2010, 173			
repeat	Nicholson-Nelson 1998, 41			
recall	Nicholson-Nelson 1998, 41			
hear	Berman 2001, 15	4 revision	2	

Appendix H Table of key words and task classifications for the interpersonal intelligence

INTERPERSONAL INTELLIGENCE				
Key word / phrase	Source	Textbook Unit	Task number	Note
teamwork	Fleetham 2014, 20			
cooperate	Fleetham 2014, 20			
persuade	Fleetham 2014, 20			
negotiate	Fleetham 2014, 20			
relationship	Fleetham 2014, 20			
organize an event	Fleetham 2014, 20			
groups	Fleetham 2014, 21			
debate	Fleetham 2014, 21			
discuss	Fleetham 2014, 21			
interview	Fleetham 2014, 21			
game	Fleetham 2014, 21			
ask questions	Fleetham 2014, 21	2 A	5b, 8b	
partner	Rule and Lord 2003, 17; Fleetham 2014, 21	Intro B 2 A 3 revision 4 revision	5c 5b, 8b 2b, 3b 2	
recommend	Rule and Lord 2003, 11			
tell	Rule and Lord 2003, 17			
interpret	Rule and Lord 2003, 26			
demonstrate	Rule and Lord 2003, 30			

Appendix I Table of key words and task classifications for the intrapersonal intelligence

INTRAPERSONAL INTELLIGENCE				
Key word / phrase	Source	Textbook unit	Task number	Note
think	Fleetham 2014, 23	1 revision	1c	
reflect	Fleetham 2014, 23			
self-assess	Fleetham 2014, 23			
diary	Fleetham 2014, 23			
set an aim	Fleetham 2014, 23			
independent work	Fleetham 2014, 22	All the exercises apart from: Intro B – 5c 2 A – 5b, 8b 3 revision – 2b, 3b 4 revision – 2		
self-chosen topics	Fleetham 2014, 23			
feeling/feel	Hoerr, Boggeman, Wallach 2010, 42	4 revision	2	
self-awareness	Hoerr, Boggeman, Wallach 2010, 53			
self-control	Hoerr, Boggeman, Wallach 2010, 53			
individual progress	Hoerr, Boggeman, Wallach 2010, 53			
personal experience (I have, I like, I am good at,...)	Hoerr, Boggeman, Wallach 2010, 55	2 A 2 revision 3 A 6 B	5a, 5b, 6 2 3b 3d	DAM DAM DAM DAM

Appendix J Aims set for every task

Textbook unit	Task number	Aim By the end of this activity, the learners will have...	Level of cognitive domain
Intro A	3a	...found proper expressions in the given text.	1
Intro A	3b	...named the given tenses and explained their usage.	1, 2
Intro A	3c	...recognized the examples of the given tenses in a story.	1
Intro A	4	...identified the examples of given verbs in a story and recognized the tense they are in.	2
Intro A	5a	...applied their knowledge of the given tenses to produce grammatically correct verb forms.	3
Intro A	5b	...recognized correct verb forms in the previous exercise with the help of a recording.	1
Intro B	4a	...defined how given future tenses are used and found the proper expressions in the given text.	1
Intro B	4b	...explained the rule for making negatives and questions in given future tenses and found examples in the given story.	1, 2
Intro B	5a	...applied their knowledge of the given future tenses to complete the correct forms of the given verbs.	3
Intro B	5b	... recognized correct verb forms in the previous exercise with the help of a recording.	1
Intro B	5c	...repeated the correct pronunciation while reading the dialogue from the previous exercise.	1
1 A	3a	...found proper verbs forms in the given text, named the tenses they are in and differentiated between their usage.	1, 2
1 A	3b	...recognized and named the given tenses.	1
1 A	4a	...identified given grammar forms in the given text.	2
1 A	4b	...explained the rule for making two given verb forms.	2
1 A	4c	...identified given grammar forms in a text.	2
1 A	6	...found true sentences in the given text.	1
1 A	7a	... applied their knowledge of the given tenses to produce grammatically correct verb forms.	3
1 A	7b	... recognized correct verb forms in the previous exercise with the help of a recording.	1
1 B	3a	...found proper expressions in the given text.	1
1 B	3b	...recognized the negative form of a sentence in the given text and explained a grammar rule.	2
1 B	3c	...found proper expressions in the given text and explained a grammar rule.	1, 2

1 B	4	...applied their knowledge of a grammar rule to produce correct sentences according to the given pattern.	3
1 rev.	1a	...described what is happening in a picture.	2
1 rev.	1b	... applied their knowledge of the given tenses to produce grammatically correct verb forms.	3
1 rev.	1c	...predicted what might happen next in a story and compared their ideas with those heard on a recording.	4
1 rev.	2	... applied their knowledge of a grammar rule to produce correct sentences according to the given pattern.	3
1 rev.	3	...applied specific grammar rules in their own sentences.	3
2 A	4a	... found proper expressions in the given text.	1
2 A	4b	... found more examples of the given tense in the given text.	1
2 A	4c	...differentiated between two given grammar features.	2
2 A	5a	... applied their knowledge of the given tense to produce grammatically correct sentences.	3
2 A	5b	... applied their knowledge of the given tense to ask and answer the questions in the previous exercise.	3
2 A	6	... applied their knowledge of the given tense to produce their own sentences according to the given pattern.	3
2 A	7a	... found proper expressions in the given text.	1
2 A	7b	...differentiated between two given grammar features.	2
2 A	8a	...applied their knowledge of the given tense to produce sentences according to the given pattern.	3
2 A	8b	...recalled the information from the previous exercise and reported on it.	1, 2
2 B	3	... found proper expressions in the given text.	1
2 B	4	... applied their knowledge of a grammar rule to produce correct sentences according to the given pattern.	3
2 B	5a	... found proper expressions in the given text.	1
2 B	5b	...differentiated between two grammar features.	2
2 B	5c	...differentiated between the grammar features from the previous exercises to complete the given sentences.	2
2 B	6	... applied their knowledge of the given tenses to produce grammatically correct verb forms.	3
2 rev.	1a	... applied their knowledge of the given tenses to produce grammatically correct verb forms.	3

2 rev.	1b	... recognized correct verb forms in the previous exercise with the help of a recording.	1
2 rev.	2	... applied their knowledge of the given tense to produce their own sentences according to the given pattern.	3
2 rev.	3a	...differentiated between two grammar features to complete the given dialogues.	2
2 rev.	3b	... recognized correct use of the given grammar features in the previous exercise with the help of a recording.	1
2 rev.	4	... applied their knowledge of the given grammar rule to complete correct forms according to the given pattern.	3
3 A	3a	...understood the grammar rule presented.	2
3 A	3b	...underlined the given grammar feature in the previous exercise and explained the rule for its usage.	1, 2
3 A	3c	...recognized the given grammar feature in the given text.	1
3 A	3d	...differentiated between two grammar features.	2
3 A	3e	...recognized a grammar rule in the given text.	1
3 A	4a	...chosen proper expressions to complete the given sentences.	2
3 A	4b	...applied the given grammar rule to rewrite the given sentences.	3
3 A	5	...understood the given recording and recognized the given grammar feature.	2
3 B	2	...found proper expressions in the given text.	1
3 B	3	...found proper expressions in the given text.	1
3 B	4	...identified the correct grammar form to complete the given sentences.	2
3 B	5a	... found proper expressions in the given text.	1
3 B	5b	...underlined the given grammar feature in the given text and determined another grammar feature.	1, 2
3 B	6	... applied their knowledge of a grammar rule to combine the given sentences.	3
3 rev.	1a	... applied their knowledge of the given grammar rule to combine the given sentences.	3
3 rev.	1b	...differentiated between two grammar features.	2
3 rev.	2a	...applied their knowledge of a grammar rule to produce sentences according to the given pattern.	3
3 rev.	2b	...compared their sentences with those of their partner.	2
3 rev.	3a	...apply their knowledge of the given grammar feature to create follow-up sentences.	3
3 rev.	3b	... compared their sentences with those of their partner.	2

4 A	4	...found proper expressions in the given text and understood certain grammar rules.	1, 2
4 A	5	... applied their knowledge of the given grammar rule to complete correct verb forms.	3
4 B	3a	... applied their knowledge of the given grammar rule to join the given pairs of sentences.	3
4 B	3b	...recognized the given grammar feature in the given story.	2
4 B	4	... applied their knowledge of the given grammar rule to join the given pairs of sentences.	3
4 rev.	1	...described what is happening in the picture.	2
4 rev.	2	...developed their own ideas on the given topics.	4
4 rev.	3	... applied their knowledge of the given grammar rule to complete correct verb forms.	3
5 A	4a	... applied their knowledge of the given grammar rule to complete the given sentence.	3
5 A	4b	...identified given grammar features in the given sentence.	2
5 A	4c	...identified given grammar features in the given sentence and recognized a grammar rule.	2
5 A	4d	... found proper expressions in the given text and understood certain grammar rules.	1
5 A	5a	...chosen correct grammar features to complete the given rule.	2
5 A	5b	...recognized the given grammar feature in the given text.	2
5 A	6	... applied their knowledge of the given grammar rule to create sentences according to the given pattern.	3
5 B	3a	... found proper expressions in the given text.	1
5 B	3b	...named the given tenses.	1
5 B	3c	...chosen the correct option to complete the given rule.	2
5 B	3d	...recognized the given grammar feature in the given story.	2
5 B	4	...applied their knowledge of the given tenses to create correct verb forms.	3
5 B	5	...applied their knowledge of the given grammar rule to create sentences according to the given pattern.	3
5 rev.	1	... applied their knowledge of the given grammar rule to create correct verb forms.	3
5 rev.	2	... applied their knowledge of the given grammar rule to create correct verb forms.	3
5 rev.	3	...applied their knowledge of the given grammar rule to create sentences according to the given pattern.	3
6 A	4a	... found proper expressions in the given text and named the given grammar features.	1

6 A	4b	...determined a grammar rule according to the given sentence.	2
6 A	4c	...recognized the given grammar feature in the given story.	2
6 A	5	...applied their knowledge of the given grammar rule to create correct verb forms in the given sentences.	3
6 B	3a	... found proper expressions in the given text.	1
6 B	3b	...underlined the given grammar feature in the given sentences.	1
6 B	3c	...determined the given grammar rule.	2
6 B	3d	...differentiated between the usage of the given tense in two different languages.	2
6 B	4	...applied their knowledge of the given grammar rule to create sentences according to the given pattern.	3
6 rev.	1	...chosen the correct option and applied their knowledge of the given grammar rule to create correct verb forms.	2, 3
6 rev.	2	... applied their knowledge of the given grammar rule to create correct verb forms	3
6 rev.	3	...employed their knowledge of the given grammar rule to match the sentence fragments and put them into a correct form.	3

Appendix K Action verbs used to set an aim

ACTION VERBS APPROPRIATE FOR EACH LEVEL OF BLOOM'S/ANDERSON & KRATHWOHL'S TAXONOMY (Cognitive Domain)					
Remember	Understand	Apply	Analyze	Evaluate	Create
Define	Choose	Apply	Analyze	Appraise	Arrange
Identify	Cite examples	Demonstrate	Appraise	Assess	Assemble
List	Demonstrate	Dramatize	Calculate	Choose	Collect
Name	use of	Employ	Categorize	Compare	Compose
Recall	Describe	Generalize	Compare	Critique	Construct
Recognize	Determine	Illustrate	Conclude	Estimate	Create
Record	Differentiate	Interpret	Contrast	Evaluate	Design
Relate	between	Operate	Correlate	Judge	Develop
Repeat	Discriminate	Operationalize	Criticize	Measure	Formulate
Underline	Discuss	Practice	Deduce	Rate	Manage
Retrieve	Explain	Relate	Debate	Revise	Modify
Find	Express	Schedule	Detect	Score	Organize
	Give in own words	Shop	Determine	Select	Plan
	Identify	Use	Develop	Validate	Prepare
	Interpret	Utilize	Diagram	Value	Produce
	Locate	Imitate	Differentiate	Test	Propose
	Pick		Distinguish	Check	Predict
	Report		Draw	Detect	Reconstruct
	Restate		conclusions		Set-up
	Review		Estimate		Synthesize
	Recognize		Evaluate		Systematize
	Select		Examine		Devise
	Tell		Experiment		
	Translate		Identify		
	Respond		Infer		
	Practice		Inspect		
	Simulate		Inventory		
	Give examples/ exemplify		Predict		
	Conclude		Question		
	Compare		Relate		
	Infer		Solve		
	Clarify		Test		
	Paraphrase		Diagnose		

Source: Zitková 2016; verbs in blue added by the author of this thesis using Bloom et al. 1956;

Anderson and Krathwohl 2001