Investigating Bloom's Taxonomy in the EFL classroom

Ayshe E.Aliyeva

interim assistant professor of foreign

languages department,GDPI

Abdurashidova Sarvinoz Alisher Qizi

the student of foreign languages department, GDPI

Abstract: Integration of education into global community has popularized teaching and learning foreign languages in our country. Consequently, the main task for teachers in their students' foreign language acquisition is to organize systematic work educate the growing young generation in a comprehensive manner, and to create all the conditions for this (Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 34 dated 19.01.2022 https://lex.uz/docs/-5831978). One way of consistent implementation of EFL in the English classroom is by designing lessons starting from simple recall of information an ending by complex, creative thinking. The implementation of Bloom's Taxonomy will enable English teachers not only to structuralize the students' learning types, but also achieve effective results through clear goal setting. The six levels of the taxonomy comprise remembering, understanding, applying, analyzing, evaluating, and creating. The levels help learners move from basic skills like memorizing vocabulary to more advanced tasks like analyzing texts and creating original content in a new language thus delivering better learning experiences.

Key words: Bloom's Taxonomy, the six levels of the taxonomy, comprise remembering, understanding, applying, analyzing, evaluating, and creating, basic language skills, advanced tasks, content creation.

Annotatsiya: Ta'limning jahon hamjamiyatiga integratsiyalashuvi mamlakatimizda xorijiy tillarni o'qitish va o'rganishni ommalashtirdi. Binobarin, o'quvchilarning chet tillarini o'zlashtirishda o'qituvchilar oldiga qo'yiladigan asosiy vazifa – o'sib kelayotgan yosh avlodni har tomonlama tarbiyalash borasida tizimli ishlarni tashkil etish, buning uchun barcha shart-sharoitlarni yaratishdan iborat (O'zbekiston Respublikasi Vazirlar Mahkamasining qarori. 19.01.2022 yildagi 34-son https://lex.uz/docs/-5831978). Ingliz tili sinfida EFLni izchil amalga oshirish usullaridan biri ma'lumotni oddiy eslab qolishdan tortib, murakkab, ijodiy fikrlash bilan yakunlangan darslarni loyihalashdir. Bloom taksonomiyasini amalga oshirish ingliz tili o'qituvchilariga nafaqat talabalarning o'rganish turlarini tizimlashtirish, balki aniq maqsadlarni belgilash orqali samarali natijalarga erishish imkonini beradi. Taksonomiyaning olti darajasi eslab qolish, tushunish, qo'llash, tahlil qilish, baholash va yaratishni o'z ichiga oladi. Bu darajalar o'quvchilarga lug'atni yodlash kabi asosiy ko'nikmalardan matnlarni tahlil qilish va yangi tilda original kontent yaratish kabi ilg'or vazifalarga o'tishga yordam beradi, shu bilan o'rganish tajribasini yaxshilaydi.

Kalit so'zlar: Bloom taksonomiyasi, taksonomiyaning olti darajasi, eslash, tushunish, qo'llash, tahlil qilish, baholash va yaratish, asosiy til ko'nikmalari, ilg'or vazifalar, kontent yaratish.

Аннотация: Интеграция образования в мировое сообщество популяризировала преподавание и изучение иностранных языков в нашей стране. Следовательно, основной задачей преподавателей в освоении иностранного языка их учениками является организация системной работы по всестороннему воспитанию подрастающего молодого поколения и создание для этого всех условий (Постановление Кабинета Министров Республики Узбекистан, №34 от 19.01.2022 https://lex.uz/docs/-5831978). Одним из способов последовательного внедрения EFL в классе английского языка является разработка уроков, начиная с простого вспоминания информации и заканчивая сложным творческим мышлением.

Внедрение Таксономии Блума позволит учителям английского языка не только структурировать типы обучения учащихся, но и добиться эффективных результатов за счет четкой постановки целей. Шесть уровней таксономии включают запоминание, понимание, применение, анализ, оценку и создание. Уровни помогают учащимся перейти от базовых навыков, таких как запоминание словарного запаса, к более сложным задачам, таким как анализ текстов и создание оригинального контента на новом языке, что обеспечивает лучший опыт обучения.

Ключевые слова: Таксономия Блума, шесть уровней таксономии, включают в себя запоминание, понимание, применение, анализ, оценку и создание, базовые языковые навыки, сложные задачи, создание контента.

Introduction

The organization of effective communication among EFL students is a subject matter of all methodologies in language teaching. The use of Bloom's Taxonomy in the English classroom is an innovative way for EFL teachers to create educational materials for effective planning and assessing EFL students' language skills.

This article highlights the main levels of Bloom's taxonomy and explores its practical use in the English classroom by the students of the third course of Foreign languages department.

In his works Benjamin Bloom, a psychologist investigating cognitive skills, focused on aligning educational goals to promote "higher forms of thinking" (Nurmatova & Altun,2023).

Bloom's Taxonomy levels describe a systematic classification of learning objectives and their arrangement into six hierarchical levels, each representing a different cognitive skill (Gupta,2024) comparing to the revised taxonomy that includes verbs and actions rather than nouns (Krathwohl, 2002).

Krathwohl states that taxonomy is a hierarchy of levels and declaration of explicit educational objectives. Moreover, he adds that the successiveness of levels presupposes mastering of levels as they are approached by their complexity.

Methods

As an educational framework, Bloom's taxonomy is aimed at differentiating learning with the implementing levels of cognition. The integration of the ascending levels of complexity ensures EFL teachers to adapt the learning materials to the needs of their students.

Bloom's Taxonomy is divided into six levels

1. Remembering: Recalling basic facts like vocabulary and grammar rules.

2. Understanding: Comprehending the meaning of words, sentences, and texts.

3. Applying: Using language knowledge in real situations.

4. Analyzing: Breaking down language into smaller parts to understand how it works.

5. Evaluating: Making judgments about how language is used based on certain standards.

6. Creating: Producing original language through speaking or writing.

These levels help students gradually build from basic understanding to more advanced thinking. The revised version of Bloom's Taxonomy, by Anderson and Krathwohl (2001), focuses on active learning through actions like recalling, applying, and creating (Anderson & Krathwohl, 2001).

Language learning is a cognitive process that benefits from Bloom's structured approach. It supports the development of the four main language skills—listening, speaking, reading, and writing—at every level of the taxonomy. According to Harmer (2007), learners develop from simple recall to more advanced, critical language use as they move through these stages (Harmer, 2007).

1. Remembering: In the early stages, learners memorize basic vocabulary and grammar. Flashcards, quizzes, and repetition exercises help students remember the key building blocks of the language (Ur, 2012).

2. Understanding: Students then understand how words and grammar work together. Exercises on developing reading skills, listening skills enhancing activities, and discussions help students grasp meanings in context (Larsen-Freeman & Anderson, 2011).

3. Applying: At this stage, learners start using their knowledge practically, such as in role-playing or writing activities. These exercises help them apply language to real-world situations (Richards & Rodgers, 2014).

4. Analyzing: Students analyze language structures to understand more complex texts or conversations. This helps them think critically about how language is used (Brown, 2007).

5. Evaluating: At this level, learners evaluate language, such as by critiquing others' speeches or writing essays that require careful reasoning (Bloom, 1956).

6. Creating: Students create original content like stories or presentations, which encourages them to experiment with language (Harmer, 2007).

Results and Discussion

EFL teachers who practiced Bloom's Taxonomy in the classroom marked the activities which involved all six levels of learning. At each level instructions for the third-year students varied in the type of exercises based on the degree of difficulties:

Remembering: students could perform vocabulary quizzes and grammar exercises.

Understanding: students were involved in group discussions or reading comprehension tasks.

Applying: Students were interacting in writing or speaking tasks that use new vocabulary.

Analyzing: Students were comparing texts to find differences in style or tone.

Evaluating: Students were writing essays or critiquing a classmate's speech.

Creating: Students were writing a story or preparing a speech on a personal topic.

The results showed that the students at Year Three of their studies admitted that activities led by the use of Bloom's taxonomy were able to promote their individual growth while guiding the students from simple recall to more complex thinking, helping them build a well-rounded understanding of the language.

The analysis of students' performance based on Bloom's Taxonomy marked the following progress in the English language teaching and learning:

1. Structured learning: It provided a clear learning path from memorization to creative use of language in the English Language acquisition and experience (Anderson & Krathwohl, 2001).

2. Balanced skill development: It ensured that lessons cover all key language skills, listening, speaking, reading, and writing (Richards & Rodgers, 2014).

3. Active learning: By focusing on higher-order thinking, it encouraged students to participate actively, which helps them retain what they learn for the long term (Brown, 2007).

4. Critical thinking: It helped students develop critical thinking skills by analyzing and evaluating language (Harmer, 2007),thus adapting the students to developing lifelong learning.

Conclusion

Bloom's Taxonomy is a powerful tool for teaching languages, guiding students through different levels of learning. By using this approach, teachers can help students not only improve their language skills but also develop the critical and creative abilities they need to communicate effectively. As students move through the stages of Bloom's Taxonomy, they gain a deeper understanding of language and can use it more confidently in real-world situations.

References:

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 34 dated 19.01.2022 https://lex.uz/docs/-5831978

2. Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.

3. Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. Longman.

4. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Longman.

5. Gupta D. Levels of Bloom's Taxonomy. https://whatfix.com/blog/blooms-taxonomy/

6. Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.

7. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

8. NurmatovSh., Altun M. A Comprehensive Review of Bloom's Taxonomy Integration to Enhancing Novice EFL Arab World English Journal (AWEJ) Volume 14. Number 3. September 2023.

9. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

10. Ur, P. (2012). A course in English language teaching (2nd ed.). Cambridge University Press.