

ნინო წულაია¹

სოხუმის სახელმწიფო უნივერსიტეტი

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**ბლუმის ტაქსონომიის გამოყენებით საკლასო აქტივობების
შექმნა ინგლისურის, როგორც
უცხოური ენის, შემსწავლელებისთვის**

აბსტრაქტი. ბლუმის ტაქსონომია წარმოადგენს ჩარჩოს, რომელიც სხვადასხვა ტიპის აზროვნების პროცესების კატეგორიზაციას ახდენს, დაწყებული ქვედა დონიდან, დამთავრებული უმაღლესი სააზროვნო დონით. ცოდნა და გაგება მიიჩნევა ქვედა დონის სააზროვნო პროცესებად, გამოყენება განიხილება საშუალო დონის სააზროვნო პროცესად, ხოლო ანალიზი, შეფასება და შექმნა კლასიფიცირდება, როგორც უმაღლესი დონის სააზროვნო პროცესები. პედაგოგს, საგნობრივი ცოდნის გადაცემასთან ერთად, გადამწყვეტი როლი აქვს მოსწავლეებში უმაღლესი დონის სააზროვნო უნარების განვითარების ხელშეწყობის კუთხით. ყოველი პედაგოგი უნდა ესწრაფოდეს, წარმართოს მოსწავლეთა აზროვნება დაბალი სააზროვნო დონეებიდან უმაღლეს დონემდე. ბლუმის ტაქსონომიაზე დაფუძნებული ეფექტური საკლასო აქტივობების შეთავაზებით, მასწავლებელს შეუძლია ხელი შეუწყოს მოსწავლეთა მაღალი დონის სააზროვნო უნარების განვითარებას.

უმაღლესი დონის სააზროვნო უნარების გამომუშავებით, მოსწავლეებს აქვთ უნარი ჩამოაყალიბონ ჰიპოთეზები, დასვან საკვლევ კითხვები, შეიმუშაონ პასუხები, ამოხსნან პრობლემები, მოახდინონ ცოდნის სინთეზირება სხვადასხვა წყაროდან, გამოთქვან ვარაუდები, მოახდინონ განსჯა, განავითარონ მსჯელობა, აწარმოონ იდეების გენერირება, მოახდინონ სხვადასხვა თვალსაზრისის შეფასება, გამოიტანონ დასკვნები და ა. შ. უმაღლესი დონის

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სააზროვნო უნარები საშუალებას აძლევს მოსწავლეებს გამოიყენონ მიღებული ინფორმაცია ინოვაციური გზებით, მოახდინონ ინფორმაციის ინტერპრეტაცია და მანიპულირება, გამოიყენონ ცოდნა ახალ კონტექსტში, შეიმუშაონ ახალი გადაწყვეტილებები და განავითარონ ორიგინალური იდეები. უმაღლესი დონის სააზროვნო აქტივობები ამზადებს მოსწავლეებს ჩამოყალიბდნენ მოაზროვნებად, ნოვატორებად და შემქმნელებად. ისეთი საკლასო აქტივობების წარმოდგენით, რომლებიც უბიძგებს მასწავლებლებს გამოიყენონ უმაღლესი დონის სააზროვნო უნარები, მასწავლებელი ხელს უწყობს მათ აკადემიურ ზრდას და ამზადებს მათ წარმატებული და სრულფასოვანი მომავლისთვის. სტატიაში წარმოდგენილია ბლუმის ტაქსონომიის კოგნიტური აზროვნების დონეებზე დაფუძნებული საკლასო აქტივობების ნიმუშები ინგლისურის, როგორც უცხოური ენის შემსწავლელებისთვის, რომლებიც სწორედ სხვადასხვა დონის სააზროვნო უნარების ჩართვას მოითხოვს მოსწავლეებისგან.

საკვანძო სიტყვები: ბლუმის ტაქსონომია, უმაღლესი დონის სააზროვნო უნარები, საკლასო აქტივობები, ინგლისურის, როგორც უცხოური ენის შემსწავლელები.

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Crafting classroom activities for EFL learners using Bloom's Taxonomy

Abstract. Bloom's Taxonomy is a framework that categorizes different types of thinking processes, ranging from lower to higher order. *Remembering* and *understanding* are associated with lower-order thinking processes, *applying* is considered a middle-order thinking process, while, *analyzing*, *evaluating*, and *creating* are classified as higher-order thinking processes. Along with the transfer of subject knowledge, the teacher has a crucial role in promoting the development of higher-order thinking skills in students. Every educator should aspire to guide students in advancing from lower to higher-order thinking. Through providing effective classroom activities based on Bloom's Taxonomy teachers can cultivate higher-order thinking skills of students. By honing higher-order thinking skills, students can formulate hypotheses, pose research questions, elaborate on answers, solve problems, combine knowledge from different sources, make inferences, form judgments, develop reasoning, brainstorm ideas, evaluate different perspectives, draw conclusions, and more. Higher-

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order thinking skills enable students to use learned information in innovative ways, manipulate information, apply knowledge in new situations, devise new solutions, and generate original ideas. Higher-order thinking activities equip learners to be original thinkers, innovators, and creators. By incorporating activities that challenge students to use higher-order thinking skills, educators facilitate their academic growth and prepare them for successful and prosperous futures. The article sheds light on sample classroom activities crafted using cognitive thinking levels of Bloom's Taxonomy for EFL (English as a Foreign Language) learners, which require students to engage different levels of thinking skills.

Keywords: Bloom's Taxonomy, higher-order thinking skills, classroom activities, English as a Foreign Language (EFL) learners.

Introduction. In 1956, Benjamin Bloom, an American educational psychologist, along with collaborators Edward Furst, David Krathwohl, Max Englehart, and Walter Hill, developed a classification scheme for educational objectives. This scheme, also known as a taxonomy, is divided into three domains: cognitive, affective, and psychomotor. The cognitive domain deals with mental processes, the affective domain involves emotional processes, and the psychomotor domain focuses on skills that connect the mind with the body. The cognitive taxonomy consists of six sub-domains: *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, and *Evaluation*. Bloom's Taxonomy of Educational Objectives is a hierarchy of thinking levels, ranging from lower-order to higher-order thinking.

In 2001, a group of cognitive psychologists and education experts introduced a revision of Bloom's Taxonomy titled "A Taxonomy for Teaching, Learning, and Assessment". The revised taxonomy labeled the subdomains of the cognitive domain as *Remembering*, *Understanding*, *Applying*, *Analyzing*, *Evaluating*, and *Creating*. In this revised taxonomy, *Creating* was placed at the top of the hierarchy, followed by *Evaluating* below it. Figure 1 depicts the sub-domains (or levels) of the cognitive domain of both the original and revised versions of Bloom's Taxonomy.

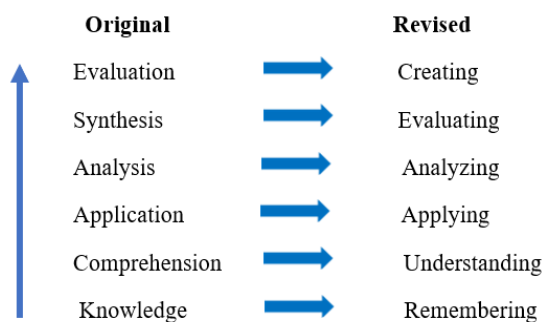


Figure 1. 1956's Bloom's Taxonomy and 2001's Revised Taxonomy

Crafting classroom activities for EFL learners using Bloom's Taxonomy

The first level *Remembering* deals with recognizing or recalling facts, basic concepts, terms, or specifics. Keywords for activities that a teacher can carry out include *name, label, list, indicate, match, restate, define, identify, arrange, order, locate, select, and quote*.

The teacher may ask *wh*-questions (questions beginning with *what, who, when, where, whom, which, whose, why, and how*) related to the story, poem, or other reading material. Yes/No questions, True/False questions, matching exercises, and information gap-filling exercises can be embedded in the lesson focusing on this level of Taxonomy. Answers to the questions are generally given in the texts.

Sample question and statement stems are as follows:

- ✓ Which one ? When (/Where/How) did ? / Who was the person who ? How is ?
- ✓ Label the sections of [a specific text or document].
- ✓ Arrange the events of in chronological order.
- ✓ Name [the specific thing or event]. / List the main events. / List the reasons for
- ✓ Identify and underline all the adverbs in the story.
- ✓ Define in your words. / Provide a definition of [a specific term or concept].
- ✓ Recall/Recollect [specific information].
- ✓ Recite the poem.
- ✓ Can you tell three ? / Name two

In the second level *Understanding*, learners are expected to show their grasp of facts, ideas, or concepts by summarizing, describing, explaining, or generalizing information. Keywords for activities are *describe, discuss, explain, compare, summarize, report, paraphrase, restate, rewrite, give examples, interpret, review, translate*. Learners may be required to summarize a story, describe its characters or setting, discuss the purposes of behaviors, or translate passages to their native language. Comprehension questions can be used to assess students' overall understanding of texts. Sample question and statement stems are:

- ✓ What is meant by ? / How would you rephrase the meaning of?
- ✓ What is the main idea of ?
- ✓ What facts or ideas show ? / What evidence or concepts demonstrate?
- ✓ Retell the story / Restate the story in your own words.
- ✓ Summarize what the story was about. / Summarize the main points of the story.
- ✓ Explain how to
- ✓ Which statements support / provide evidence for?
- ✓ Explain why is the story titled “ “? / What is the significance of the story's title, “.....”?
- ✓ Translate the passage into English.

In the third and upper levels, students are imposed to process the received information. In the third level **Applying**, learners are required to use information in new situations or contexts. Keywords for activities at this level include *use, apply, construct, demonstrate, solve, sketch, practice, make use of, show, carry out, implement, execute*.

Learners are expected to apply the given or learned information to address problems, complete tasks or carry out procedures. For example, students may illustrate, act out, or interpret a story. Group work activities can be carried out at the language lesson focusing on this level of Bloom's taxonomy. Students are awaited to convert information into actionable content. This level also involves applying theories, rules, methods, concepts, etc. Sample question and statement stems at this level are as follows:

- ✓ How would you use ?
- ✓ How would you demonstrate your comprehension of?
- ✓ What examples can you find to support ?
- ✓ How would you address/solve using what you've learned?
- ✓ Which approach would you use to? / Which approach would you adopt to [specific task or project]? What elements would you choose to change? / What components would you alter to enhance [specific process or system]?
- ✓ How would you [action] if you [certain circumstance or condition]?
- ✓ What inquiries would you make if [certain situation or scenario]?
- ✓ Imagine a scenario in which [specific condition or event] occurs and describe your course of action.
- ✓ Draw a flow chart depicting [specific process or system] / Develop a storyboard of digital images to illustrate [specific concept or idea].

The fourth level **Analyzing** involves scrutinizing the issue in detail, breaking information into parts and understanding the link among them. Keywords for activities are *analyze, compare, contrast, differentiate, distinguish, examine, organize, prioritize, experiment, test, highlight in-depth, investigate, motive, inspect, focus*.

At this level, learners are asked to examine the topic in detail, break information into components, determine the relationships between these components, draw connections among ideas, and compare and contrast elements. Students may be requested to split a story into main actions, and use graphic organizers to organize, contrast, and compare facts. Sample question and statement stems are given below:

- ✓ How would you categorize/classify ? / Make an organizational chart of ...
- ✓ What are the parts or features of [subject]?
- ✓ How is [subject A] related to [subject B]?
- ✓ What was the most important part of / Differentiate the distinct parts of
- ✓ Compare and contrast [subject A] and [subject B].

- ✓ Can you make a distinction between [subject A] and [subject B]?
- ✓ Please write sentences explaining the sequential order of [subject].
- ✓ Analyze data according to [certain criteria].
- ✓ What is the theme of [topic]? What motives are there related to [topic]?
- ✓ What inference can you make from [data/observations]? What conclusions can you draw from [data/observations]?

The final two levels are regarded as the most challenging phases requiring higher-order thinking. In the fifth level **Evaluating**, learners are required to make judgments about information. Keywords for activities at this level include *assess, evaluate, conclude, judge, value, estimate, defend, agree, justify, critique, predict, decide, rate, and recommend*. Students might be asked to evaluate the appropriate or inappropriate actions of characters, predict the continuation of a story, evaluate the work of an author, etc. Effective evaluation of the content points to mastery of the material. Activities related to decision-making or critiquing are often used at this level. Sample question and statement stems can be:

- ✓ Kindly share your rating on a scale of 1-10 for the / How would you prioritize ?
- ✓ Would you recommend [this product]? / Would it be better if ? / Would you agree that a different approach would be more beneficial?
- ✓ Do you agree with ? / Do you concur with the decision?
- ✓ What do you anticipate will happen next? / What are your predictions for the next steps?
- ✓ How could you determine ?
- ✓ Do you think [the strategy] was correct? Why or why not? / Do you believe that was the correct approach? Why or why not?
- ✓ How would you justify your stance on this matter? / How do you defend your perspectives on ?
- ✓ Let's engage in a robust debate on the merits of

The sixth level **Creating** concerns making something new by combining elements of information. Some keywords for activities are *create, combine, compile, compose, assemble, design, plan, develop, produce, formulate, hypothesize, make up, generate*.

At this level, students create an output or develop a new point of view. For example, students may compose a story, create an original piece of writing, invent ideas, provide solutions to unsolved problems, add details to a story, etc. Sample question and statement stems are:

- ✓ Create a [something] that shows [something specific]. / Plan and design a [certain thing] that will [achieve a particular goal].
- ✓ Devise a problem set for [a specific group or purpose]. / Formulate a theory for [a specific situation or subject].
- ✓ How could you change the plot?

- ✓ What changes would you make to [specific aspect]?
- ✓ How would you improve [specific thing]?
- ✓ Invent a new character for the story and explain how he/she would [do something specific].
- ✓ How would you rewrite the ending of the story?

The importance of using activities based on Bloom's Taxonomy

Acquiring higher-order thinking skills is imperative to thrive in today's world. Education is no longer solely focused on rote memorization of facts but on developing skills beyond basic observation and factual memorization. Bloom's Taxonomy serves as a framework that categorizes various thinking processes from lower to higher order. We enhance our higher-order thinking skills by progressing from activities that involve remembering and recalling information to engaging in the application, analysis, evaluation, and creation operations. *Remembering* and *Understanding* represent lower-order thinking processes while *Applying* falls under middle-order thinking processes. *Analyzing*, *Evaluating*, and *Creating* are considered higher-order thinking processes. The ultimate objective for educators should be to guide students in progressing from lower to higher-order thinking skills.

Higher-order thinking encompasses skills like analysis, evaluation, and synthesis. These skills involve processes such as analyzing, comparing, contrasting, organizing, assessing, judging, defending, critiquing, recommending, developing, designing, generating, constructing, composing, and inventing. Higher-order thinking skills propel students beyond mere understanding to more comprehensive levels of thinking. Why are higher-order thinking skills crucial? By fostering these skills, students can formulate hypotheses, pose research questions, elaborate on answers, solve problems, synthesize knowledge from various sources, make inferences, form judgments, develop reasoning, brainstorm ideas, evaluate different perspectives, draw conclusions, and more. Higher-order thinking equips learners to be original thinkers, innovators, and creators, involving logical, critical, creative, and metacognitive thinking. Higher-order thinking skills allow students to apply learned information in innovative ways, interpret and manipulate information, apply knowledge in novel contexts, devise new solutions, and generate original ideas.

It is essential that the learning process places a significant emphasis on nurturing higher-order thinking skills. Teachers should encourage and facilitate the development of these skills in students, alongside imparting subject knowledge. Higher-order thinking skills promote students' deep comprehension of the subject matter, facilitate students' personal growth, and support their academic achievement. These skills are essential for success in 21st-century education and the professional world. Teachers' focus on higher-order thinking facilitates students' equipment with a versatile set of transferable skills they can utilize throughout their lives. Thus, by incorporating

activities that challenge students to employ higher-order thinking skills, teachers prepare them for fulfilling and prosperous futures.

Conclusion

Bloom's Taxonomy represents a structure that categorizes different types of thinking processes, ranging from lower to higher order. The goal of every educator should be to help students move from lower to higher-order thinking. Teachers should craft learning activities that necessitate the use of higher-order thinking skills. By challenging students to engage in high-level thinking, teachers prompt students to delve deeper into the material leading to a better understanding of the subject matter, help students cultivate the skills that are valuable in real-life scenarios, equip them with meaningful experiences, and prepare them for success in their future endeavors.

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