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DOI: 10.46793/KDNN25.319M
UDK: 37.012:811.111
37.012:821.111-93

APPLYING BLOOM'S TAXONOMY IN A SECONDARY-GRADE EFL LITERATURE CLASS

Abstract: This paper aims to apply Anderson's (2001) revised Bloom's Taxonomy to a short story analysis in a secondary-grade EFL (English as a Foreign Language) classroom. Literature can significantly benefit teachers in language teaching and learning, serving as an effective way to improve EFL classes. Therefore, the goal of the paper is to employ a literary text as a means for practicing four language skills (i.e. reading, writing, listening, and speaking), grammar points, and vocabulary acquisition. Moreover, the paper explains the taxonomy's dimensions, their respective processes, and provides practical examples that other teachers can adopt. Therefore, the schematic categorization of teaching goals, known as Bloom's Taxonomy, serves as the framework according to which we created a series of exercises ranging from the lower-order to higher-order cognitive skills. Such an order and variety of activities enables students of all proficiency levels to participate actively. Finally, we concluded that constructing activities based on the literature analysis is achievable and can also be adapted to fit particular class objectives. Overall, this paper seeks to contribute to the national academic community of EFL teachers and encourages readers to promote greater engagement in their classrooms.

Keywords: Bloom's Taxonomy, EFL/ESL class, children's literature, secondary school, language skills.

1. INTRODUCTION

To achieve pre-defined aims and goals, the teacher must set appropriate objectives. Objectives are a part of a lesson plan or curriculum, referring to the skills and the knowledge students are expected to acquire. For an EFL teacher, the crucial objectives are mastering a certain tense, perfecting a language skill, and acquiring the necessary vocabulary. Incorporating Bloom's taxonomy in an EFL classroom represents an effective way to achieve set objectives. Moreover, it is the

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first attempt to systematically analyse the taxonomy with the classroom teacher in mind (Gershon 2015: 11). This method significantly influences classroom management and class improvement. Therefore, in this paper, we propose a lesson plan for analyzing the literature piece while creating and organizing tasks according to the taxonomy's increasing levels of cognitive effort. Such a lesson plan is of significant importance for EFL lessons in Serbia, for the pupils are exposed to literary analysis only in their Serbian language classes. This is an expected and encouraged practice, but it should not prevent FL (Foreign Language) teachers from including this practice in their classes. Moreover, according to a 2019 study, EFL teachers tend to give lower-order cognitive tasks to older students, while not many application-level tasks were given to eighth-graders (Glusac, Pilipovic, Marcicev 2019: 45). This study concludes that the eighth-graders are mostly required to recall the information or simply understand it, but not to evaluate their abilities and apply it in a new situation.

Overall, the taxonomy ensures that students clearly remember and understand a certain lesson unit, allowing them to break it into smaller parts and see their connections. In this way, they can use and apply the knowledge they have gained in real-life situations.

2. THE NATURE OF BLOOM'S TAXONOMY AND ITS ADVANTAGES

In 1948, at an informal meeting, a group of educational psychologists discussed creating a common framework for classifying intended learning objectives, teaching objectives, and outcomes. By organizing comprehension of material, learning outcomes, and knowledge acquisition, they aimed to improve testing procedures and the overall approach to testing. The original Bloom's taxonomy was published in 1956 as a specific framework in which objectives are classified according to the required level of cognitive effort. The original taxonomy consisted of the cognitive dimension, which involved the following six processes: knowledge, comprehension, application, analysis, synthesis, and evaluation. The first three levels are more passive than the others, for they do not require as advanced a level of cognitive effort as the last three processes. Therefore, the first three are referred to as lower-order thinking skills (LOTS), while the last three are higher-order thinking skills (HOTS). Such a framework provides a concrete and practical scheme, model, and instructions on how to follow and use it, to create teaching plans on both micro and macro levels. It serves as a guide to help new teachers and motivate more experienced ones to create a unique and effective lesson plan, as well as a unit plan. Furthermore, its arrangement can improve both the teacher's and students' performance inside and outside the classroom.

Ultimately, the taxonomy ensures students clearly remember and understand a lesson unit. This allows them to break it into smaller parts and see their connection. In this way, they can use and apply the knowledge they have gained in real-life situations.

2.1 The Revision of Bloom's Taxonomy

Since the publication of the original taxonomy, many changes have occurred in the educational system, but also in society at large, as well as in the ways children learn and acquire information. In each following generation, students become progressively more advanced compared to the previous generation, due to the development of technology and the increasing pace of information access. Considering everything, the taxonomy required revision, which was published in 2001. Revised Bloom's taxonomy comprises cognitive and knowledge dimensions, which imply specific learning processes. These processes continued to be organized hierarchically based on their complexity level. The cognitive dimension shifted slightly, from a noun to a verb title for the six processes: remember, understand, apply, analyze, evaluate, and create. The added knowledge dimension consists of factual, conceptual, procedural, and metacognitive knowledge. The revised framework increases precision and promotes understanding. It is structured as a two-dimensional grid, in which the rows represent knowledge dimensions (the material that students need to know), and the columns represent the cognitive dimension (how students can apply their knowledge). Taxonomy consists of 24 cells, each signifying an intersection between a specific type of knowledge and a particular cognitive process. Because of the neatly and carefully defined categories and subcategories, any educational objective could be easily classified. Moreover, as Bümen observes, having two dimensions "to guide the processes of planning and guiding instruction leads to a sharper, stronger connection of assessment to both objectives and instruction" (Bümen 2007: 441). Such an organization of tasks offers a thorough and quality examination of students and their knowledge. In the following pages, we will define and briefly explain each process of the revised Taxonomy.

Possessing factual knowledge implies familiarity with the basic elements, understanding, and organizing them systematically. The students should know dates, names, titles, and formulas specific to certain subject matter. When solving a problem, these pieces of information serve as a base to connect it with other information and use it in certain contexts. The following Conceptual knowledge includes knowing the organization, placement, and classifications of previously mentioned objects and their respective relationships. It implies knowing their place and role in theories, schemas, mental models, or principles. More importantly, it refers to grasping the interrelationships of these structures.

Whereas Factual knowledge and Conceptual knowledge represent the "what" of knowledge, Procedural knowledge concerns the "how" (Anderson et al. 2001: 52). The students are asked to solve a problem by applying the previously analyzed and understood theory or a scheme. The focus is on how they implement this knowledge and whether they succeed. Finally, Metacognitive knowledge refers both to knowledge about cognition in general and to awareness of one's own cognitive processes. Students should become more aware of and responsible for their own knowledge, as well as for monitoring their progress. According to Anderson, the best way of assessing self-knowledge is helping them learn how to monitor and evaluate their beliefs (Anderson et al. 2001: 61). The students can discuss different studying strategies, how they take notes, and whether they are satisfied with their knowledge.

The initial and primary cognitive process is *Remember*, which involves retrieving the relevant pieces of information. This process is crucial for learning new facts, procedures, and formulas, simply by locating the knowledge in long-term memory. It is seen as a first step in perfecting a certain knowledge or a skill, so the teacher should not stop here, but upgrade the tasks to higher cognitive processes. Subsequently, *Understand* is the ability to construct meaning from instructional messages, including oral, written, or graphic (Anderson et al. 2001: 70). This process is achieved when students successfully connect the new and the prior knowledge. Determining whether something belongs in a specific category and detecting the difference between the two ideas are all examples of this process.

The third process, *Apply*, involves using certain procedures to solve a problem. Moreover, it is closely linked with procedural knowledge, so the task is solved using a certain method or approach. For this reason, the students should remember all the existing facts and elements, understand how to use them correctly and effectively in a familiar or an unfamiliar task. *Analyze* involves breaking material into its constituent parts and determining how the parts are related to one another and an overall structure (Anderson et al. 2001: 79). Distinguishing between relevant and irrelevant information or connecting conclusions with supporting statements is an expected task for this process.

Evaluate is defined as making decisions and judgments based on certain standards, which can be quantitative or qualitative. To complete this process, the students must use their critical thinking skills. Testing this process can be done by asking students to determine and opt for the best approach for solving a problem. Lastly, the highest cognitive process is to *Create* a new product, using all the necessary knowledge in new, realistic situations. Therefore, at the end of a unit, the students should be able to create an alternative ending or a story, or plan a research procedure for a certain project. Generally, very few tasks target higher-order thinking levels (Glusac, Pilipovic, Marcicev 2019: 35).

Because of unchanging initiative that students mostly engage in Lower cognitive processes and activities, this paper aims to raise awareness of the importance and increased usage, but are not used as much as they should be, especially in literary classes, which not only enhances language learning but also critical thinking.

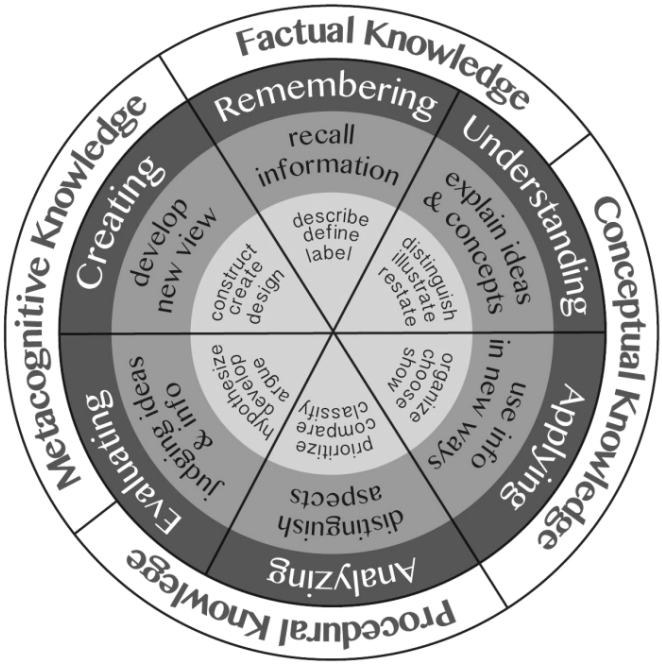


Figure 1. Revised Bloom's taxonomy wheel (Martha Bradley Evans Center for Teaching Excellence, Undergraduate Studies, University of Utah) [1]

3. THE ROLE OF LITERATURE IN TEACHING

Despite looking like a simple task, incorporating literature in an English lesson plan involves many aspects that should be considered. From the pupils' age and their English language proficiency level, to their maturity in interpreting and discussing stories. Due to the prevailing opinion that literary analysis should take place in high school and college, rather than in elementary school, theorists and researchers tend to neglect all the advantages of literary analysis in an EFL classroom.

[1] Retrieved from https://cte.utah.edu/instructor-education/Blooms-Taxonomy.php accessed: 1/5/2025

Firstly, it interrupts the monotonous order of the standard grammar-centered classes and similar units that reappear every school year. Moreover, besides that material, it is more valuable than a generic superficial course book text, for a literary work would provide a meaningful and memorable context for processing and interpreting the English language. Literature reading becomes "an important way of supplementing the inevitably restricted input of the classroom" (Lazar 1993: 17). The children would not only read about a known author and literary piece, but they could also form a bond with characters of different nationalities, developing their cultural awareness. Secondly, even though they analyze literary texts in the Serbian classes, they mostly cover the national stories and poems, with a couple of translated worldly classics such as *The Little Prince*, *The Old Man and the Sea*, and *The Catcher in the Rye*. However, these few selected texts are analysed similarly to the Serbian texts, which defeats the purpose of including the foreign texts in the curriculum. Other than finding out about a known piece of literature, the pupils do not engage with the text in the original language, so the class leads to another repetitive literary analysis. Unlike such a method, discussion about literary text in a foreign language encourages students to use the vocabulary from the text, and the teacher is provided with additional material for language practice. Discussions of literature bring out "reasoning related to cause and effect, character motivation, critical analysis of the story and creative responses" (Viorela Stan 2015: 455).

Not only do children acquire new phrases and vocabulary, but they also get educated on the subject matter, get introduced to different traditions and cultures, and read about human experiences. However, there is always a threat of getting the wrong impression and generalizing, which can lead to forming "superficial knowledge of a foreign literature, false assumptions and false ideas (notably, stereotypes) about the society and culture" (Lengyel 1975: 62). These concerns are expected and justified, but they are not insoluble. It is a part of the teacher's task to choose an appropriate story with non-demanding vocabulary and an engaging and educational storyline. According to Lengyel and Lazar, when selecting reading material, we should observe the following criteria: 1) the number of English classes the students have per week; 2) their age and gender; 3) the complexity of grammatical structures and the complexity of ideas; 4) whether the material presents universally shared experiences and esthetic values; and 5) the students' cultural background (Lengyel 1975: 65; Lazar 1993: 51). Following these criteria helps the teacher in choosing the most appropriate literary piece.

Among the possible obstacles that could arise are unfamiliar words, a lack of appropriate vocabulary, discussions that lead to quarrels, and students speaking over each other. However, these occurrences do not differ significantly from already established impediments in the EFL classroom and could be overcome simply by implementing standard classroom management techniques.

Moreover, for every struggling point for students, the teacher should guide them towards grammatically correct language usage and a better understanding. The aim is to engage students by "setting the scene, and eliciting learners' own feelings about the central situation of moving into new, unfamiliar surroundings" (Collie, Slater 1998: 220). Discussion in their native language should be avoided because it would diminish all the devoted effort of both the teacher and the students, and it would be highly impractical. If there is a need for further practice of a certain grammar point, the teacher can use the analyzed text. For example, in the fairytale *Goldilocks and the Three Bears* the characters often use the present perfect tense when asking questions such as "Who has slept in my bed?". Such a phrase would show the usage of the tense in context, and it would encourage example-based learning. Finally, as Collie and Slater observe, "each story can spark off a wealth of different activities […] tasks and exercises based on a literary text can provide valuable practice in listening, speaking or writing, as well as improving reading skills" (Collie, Slater 1998: 36). The story discussion covers speaking exercises, or it can serve as a base for creative writing and reading excerpts. Furthermore, throughout the entire class, the pupils have to be attentive listeners and comprehend the shared information.

Taking everything into consideration, the diverse advantages of incorporating literature in EFL classes have the potential to improve teaching and learning foreign languages. The following paragraphs demonstrate the manner in which Bloom's taxonomy can be used in a class.

4. THE APPLICATION OF BLOOM'S TAXONOMY IN THE EFL LITERATURE CLASS

Before we demonstrate the application of Bloom's taxonomy and suggest questions and tasks that could be used in an EFL literature class, we will clarify our methodology and approach adopted in this paper. Due to its fairytale-like writing and its recognition of moral and social themes, we chose Oscar Wilde's short story "The Happy Prince" as an illustrative example of how language activities can be organized around literary text. The practical part of this paper is structured according to the revised knowledge dimensions. Each subchapter is titled by a knowledge process, in which the tasks progress, requiring more cognitive effort, from remembering to creating. Such an organization enables a more cohesive classification of the activities. Due to the large number of tasks, the suggested lesson plan can be divided into two lessons or selectively adapted according to the teacher's needs. Some questions and activities are standard ones in a story analysis class. Therefore, they will not take up too much time in the class, nor will they stand out. The different activities prevent monotony and keep the students engaged.

As the activities are interconnected and belong to a broader group, the class will look like a cohesive unit, with a natural transition between activities, creating a more captivating and productive atmosphere.

4.1. Factual knowledge

Firstly, we will organize the tasks according to the cognitive processes, progressing from the simple ones to the complex within factual knowledge. The typical but necessary question of any story analysis is remembering the story's name, the characters, and the setting. They are only required to recall basic facts, which is their lowest thinking skill. Such a question is great for motivating students with lower proficiency in English, for even the students who are not confident in their language use will be able to answer such questions. This will encourage them to remain interested during the class and eager to participate in the following activities.

After recalling the basic information, the teacher offers the students the prepared papers that they pick blindly. On one half are unfamiliar and unusual words written, and on the other half are their definitions, all from the story. The students should match the words with the appropriate definitions. They should look for their pair and engage with the rest of the class. Interpreting the vocabulary enables them to comprehend the story's meaning better.

Since they covered the important data and unfamiliar words, the class can proceed to undertake the story's plot. The students are asked to summarize the story in 5-6 sentences. However, they have to act like a narrator, each student saying one sentence. To make the activity more interesting, the following student is chosen when the previous one passes the ball to them. As a result, they all have to pay attention to the order of the summarizing because they could be next. Such a technique not only refreshes the necessary plot recall but also requires the students to apply the storytelling technique.

Once the students cover the plot, they can analyze the characters' actions. They are asked to compare the Prince's behaviour before and after his death. How did he behave when he was alive towards his kingdom, as opposed to his behaviour as a statue? The same can be asked for the bird's actions. The students have to identify the relevant pieces of information and compare the differences. Starting from this process, the class has to employ more advanced cognitive strategies. They have to spot the differences and use the comparative vocabulary. To help them, the teacher can first write useful phrases so the students can participate in the activity.

To involve as many students as possible, the teacher can encourage peer assessment of how successfully their peers summarized the plot in the role of narrators.

Such a task encourages critical thinking and requires students to be familiar with the narrative style. Finally, to stimulate their creativity, each student should formulate a story-related question for their pair. Questions should be different from the ones discussed in class. This activity represents a higher-order cognitive process, as students create something new by using the facts and information gathered in the class. This creative assignment can be completed in class or as homework.

4.2. Conceptual knowledge

To incorporate the process of remembering with conceptual knowledge, the students must describe the notable events of the story. They will depict who the poor citizens were and how the bird helped them. Contrary to recalling isolated facts in factual knowledge, this activity requires recognizing the concept of characters, actions, and the social hierarchy, and identifying them in their descriptions.

The language of the story is simple and understandable, yet rich with symbolic comparisons and a fairytale-like tone. Therefore, to enhance a finer understanding of phrases such as "breaking of the metal heart" and "not being completely golden, only on the outside", the students first identify the similar metaphors and symbolic representations. Then, they will interpret why certain matters and values are symbolically represented. As Lazar notes, by encouraging our students to grapple with the multiple ambiguities of the literary text, the students are developing the capacity to infer meaning, making interpretations based on implicit evidence (Lazar 1993: 19).

To apply certain concepts and differentiate between them, the children are given a set of adjectives, some familiar and some new, which they use to describe the prince, the bird, and the people from the city. In this manner, they not only demonstrate their understanding of the vocabulary but also their ability to use it in a proper context. The students should be familiar with primary literary terms such as main characters, setting, plot, theme, metaphors, and symbols, and identify them in the story. Since they already use them in Serbian, learning and employing these terms in English is a more advanced approach than simply knowing such concepts. The higher cognitive challenge implies a more thorough understanding of these elements and an influential discussion.

As one of the pivotal wishes the bird had was to be reunited with its friends, the students should make judgments about whether it acted righteously. Staying with the prince was the bird's major sacrifice, so the students have to evaluate why its actions were admirable or irrational. In this case, the text is used as "the basis for generating discussion, controversy, and critical thinking in the classroom" (Collie, Slater 1998: 3).

The creation process can remain for the homework. The students are asked to write "chapter 0", events that took place before the story's beginning. In our case, they will write about the prince's youth and his behaviour towards his citizens. This serves as both vocabulary practice and tense practice, while being innovative and using the previously covered material.

4.3. Procedural knowledge

The teacher chooses six students and gives each an isolated story excerpt, which they read to the class. The excerpts are not given in order, so the students must listen carefully and arrange them correctly. Contrary to factual knowledge, the students recall not only isolated facts but also dialogues, among which they have to find connections. Moreover, while one group is practicing reading, the other is practicing listening and receiving information, which they have to arrange later.

An easy and appealing way to evoke a light-hearted atmosphere is to ask students to act out a dialogue from a story. According to Lengyel, foreign learners find "nonverbal clues very helpful in understanding any story […] using dramatized versions of children's stories is very instructive" (Lengyel 1975: 67). To act something out, they first have to understand it and be familiar with the acting elements, all of which this task tests.

Due to the difference between the reported speech structures in English and Serbian, the teacher should motivate the students to practice them as much as possible. Therefore, the students can answer the questions "What did the prince ask the bird?" and "What did the bird reply to the prince?", using reported speech. The students should apply the rules of reported speech in new situations and discuss the events from the story. By doing so, the teacher does not rely on repetitive grammar exercises but instead combines engaging activities with discussion and language practice.

Because the majority of the tasks emphasize speaking practices, the teacher should use these HOT skills to include grammar exercises. The pupils are given worksheets to choose the most appropriate adverbial clause to complete the sentences based on the story. This way, literary texts may provide "a novel way of revising grammar and vocabulary, and promoting skills practice" (Lazar 1993: 192).

For a higher cognitive process, they can judge which important social, moral, and ethical themes are discussed in the story. The teacher guides the students, asking them to discuss how these themes were represented (e.g. *How was the theme of poverty depicted?*). To evaluate such matters, they have to understand concepts of morality and social (in)justice. If such a task is slightly more advanced, the teacher should pair less proficient ones with more proficient ones to encourage peer support.

Finally, they will apply the third conditional and think about all the possibilities and directions in which the story could have gone: *What would have happened if the bird had left in the beginning?*, *What would have happened if the prince hadn't asked the bird to help him?* Creation is practiced alongside grammar, which is a meaningful combination, for this task covers both the practical and inventive use of language.

4.4. Metacognitive knowledge

As the most demanding knowledge process, the teacher should avoid creating abstract tasks, but ask children to share strategies for better literary analysis and remembering details. The class openly discusses these remembering and comprehension methods and techniques. These discussions inspire students to realise that they can approach some matters methodically. Likewise, since the students' feedback is essential and must not be neglected, the teacher should ask them whether they enjoyed the short story analysis class. The question of whether they would participate in a similar class again helps the teacher improve and adjust some activities if necessary. This question is useful to both teachers and students, for the latter have to interpret the quality of understanding.

After discussing the story's themes and problems, the pupils apply their knowledge and problem-solving skills in the contemporary context. They are asked to think of ways to help those in need in our contemporary society. Therefore, the story should educate the students, help them form a set of values, and form attitudes towards them (Viorela Stan 2015: 456). The discussion is subsequently transferred from the literary world to real life.

Not only should students be familiar with their abilities and learning skills, but they should also clearly analyze their preferences and know whether they liked the story or not. The teacher asks students why they like an old-fashioned fairytale-like story. Moreover, even though the teacher is monitoring the whole class, students' self-reflection is valuable feedback for themselves and the teacher. Therefore, the teacher can ask the students to evaluate whether they are satisfied with their understanding and analysis of the short story. The students put in higher cognitive efforts and asses if they have confusions regarding the language tasks and story analysis.

Finally, as this task can be given for homework, the students are asked to imagine themselves as a little bird from the story. All their friends are in a different place, warm and safe, while they are in the town with the prince. How would they respond to the favors the prince had? Would they leave to be reunited with their friends, or would they stay and help the prince? We refer to this task as metacognitive, since the students are "thinking about thinking" and must envision themselves as a bird, reflecting on their self-awareness by imagining their actions in a hypothetical scenario.

The taxonomy enables students to interact actively with each other, with the teacher, and with the material. They are not passive spectators nor "vessels" to contain obtained knowledge. Therefore, as Gershon views it, the taxonomy can be seen as a metaphor for building a house. We lay foundations and keep adding until we have produced the complete package (Gershon 2015: 38).

Table 1: Application of Bloom's revised taxonomy to a Short Story Tasks

	Cognitive Process Dimension					
Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual	Recall the names of the author and characters.	Match a word from the story with its definitions.	Summarize a part of the story as a narrator.	Compare Prince's behaviour before and after his death.	Evaluate your peers' performance as narrators.	Pair work: Create new questions about the story for your pair.
Conceptual	Describe the notable events of the story.	Explain the usage of metaphors in the story.	Attribute adjectives to certain characters.	Use literary terms to identify them in the story.	Evaluate whether the bird acted righteously.	Create events that could have happened before the story's beginning.
Procedural	Listen and arrange the isolated story excerpts in the correct order.	Act out a dialogue from the story with your pair.	Answer the questions using reported speech.	Choose the appropriate adverbial clause to complete the sentences.	Judge whether certain themes and symbols were represented correctly.	Rewrite some scenes using the third conditional.
Metacognitive	What method helps you remember the events and characters?	Did you enjoy the short story analysis class?	How would you help the ones in need in a contemporary context?	Did you like the story? Why? Why not?	Are you satisfied with your understanding and analysis of the story?	Imagine yourself as a swallow from the story. What would you do?

5. CONCLUSION

After doing thorough research and proposing various pieces of advice on how the discussed technique could be implemented, we can conclude that applying Bloom's taxonomy in a secondary-grade EFL literature class is achievable. Unlike the elementary grades, the secondary grades developed more advanced language skills, proficiency level, and critical and analytical skills. Such a class would be of great significance, for it creates a more engaging, different, and inspiring atmosphere. Moreover, incorporating literature into a curriculum enables students to use the vocabulary and grammar knowledge they already possess, including the new ones, in different situations.

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ПРИМЕНА БЛУМОВЕ ТАКСОНОМИЈЕ У ОБРАДИ КЊИЖЕВНОСТИ НА ЧАСУ ЕНГЛЕСКОГ ЈЕЗИКА У ВИШИМ РАЗРЕДИМА ОСНОВНЕ ШКОЛЕ

Резиме: Циљ овог рада је примена Андерсонове (2001) ревидиране Блумове таксономије на анализу кратке приче на часу енглеског језика виших разреда основне школе. Књижевност може значајно послужити наставницима у настави и учењу језика, као ефикасно средство за унапређивање наставе енглеског језика. Сходно томе, циљ рада јесте да се покаже како се књижевни текст може користити као средство за вежбање четири језичке вештине (тј. читање, писање, слушање и говор), граматике, као и за усвајање вокабулара. Штавише, рад објашњава димензије таксономије, њихове процесе и пружа практичне примере које други наставници могу усвојити. Стога, шематска категоризација циљева наставе, позната као Блумова таксономија, служи као оквир на основу ког смо формирали вежбе, од мање когнитивно захтевних вештина до сложенијих. Такав редослед и разноликост активности омогућавају ученицима свих нивоа знања да активно учествују. Закључујемо да је конципирање активности заснованих на анализи књижевних дела остваривo и да се може прилагодити одређеним циљевима часа. Овај рад настоји да допринесе националној академској заједници наставника енглеског језика, тиме што ће охрабрити читаоце да повећају ангажовање ученика у својим учионицама.

Кључне речи: Блумова таксономија, енглески језик као страни, књижевност за децу, основна школа, језичке вештине.