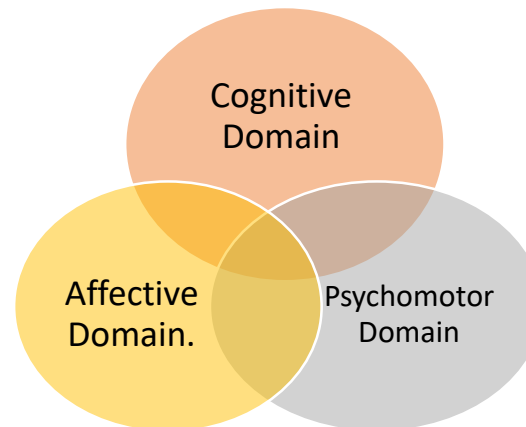




Teachers' Attitude toward Bloom's Taxonomy Model in Designing Formative Assessment in EFL Classroom, Saudi Arabia

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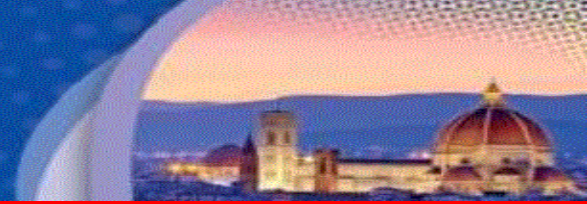
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The Objective of the Study

The main objective of the study was to examine teachers' attitudes in using formative assessment in the EFL classroom in improving both lower and higher thinking skills through Bloom Taxonomy Levels 'BTL'.



What is Bloom's Taxonomy?

Blooms' Taxonomy model was created by Benjamin Bloom and some of his colleagues in 1956 and revised by Anderson, Krathwohl, et al., 2001. It is an instructional theory consists of 3 domains: cognitive, affective and psychomotor that categorizes levels of learning.

A tool for instructors to assist with English learning outcomes, curriculum planning, content delivery as well as assessment of learning levels.



Questions of the Study

Q1. To what extent do teachers use formative assessment to improve Saudi EFL students' lower thinking through Boom Taxonomy Level?

Q2. To what extent do teachers use formative assessment to improve Saudi EFL students' higher thinking via Boom Taxonomy Level?






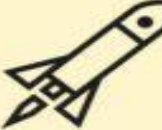


Bloom's Taxonomy Levels

Each level has a list of action verbs to identify the type of cognitive activity being performed by the student. Remember is the lowest level using action verbs- memorize, reproduce, or recognize facts and terms. Each step-up builds on the one below requiring a higher level of thinking and more difficult learning activities.



Bloom's Taxonomy Plan

					
Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieving relevant knowledge from long-term memory.	Determining the meaning of instructional messages, including oral, written, and graphic communication.	Carrying out or using a procedure in a given situation.	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards.	Putting elements together to form a novel, coherent whole or make an original product.
<p><i>Example verbs:</i></p> <p>Recognizing Recalling</p>	<p><i>Example verbs:</i></p> <p>Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining</p>	<p><i>Example verbs:</i></p> <p>Executing Implementing</p>	<p><i>Example verbs:</i></p> <p>Differentiating Organizing Attributing</p>	<p><i>Example verbs:</i></p> <p>Checking Critiquing</p>	<p><i>Example verbs:</i></p> <p>Generating Planning Producing</p>



Methodology

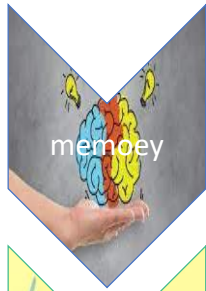
This study descriptive and conducted at King Khalid University and Jazan University during the academic year 2021.

All participants are members of EFL Institutes in the study setting. The most of them are the doctorate of philosophy holders and have enough experience of more than seven years of teaching English at Universities.

Period from 11-1-2021 to 30-4-2022. 64 English teachers were participated in the study.

Online a 15-item-questionnaire used for data analysis with SPSS.

Results for Q1. To what extent do teachers use formative assessment to improve Saudi EFL students' lower thinking via 'BTL'?



- There were 64 English teachers participants. About 92.2% of the participants agree to use the formative assessment in activities to motivate their students' memory and understanding.



- There were 90.7% of the participants evaluate their students' comprehensive abilities in their EFL practices.



- About 79.7% of the participants agreed to apply solving problem strategy as a formative assessment for applying knowledge.



Results for Q2. To what extent do teachers use formative assessment to improve Saudi EFL students' higher thinking via 'BTL'?



- It's found that 76.5 % of the participants having positive attitude regarding using analysis level activities in their teaching practices.



- Regarding evaluation, (52.4%) the majority of the participants disagreed to let their students evaluate themselves via formative assessment.



- The general mean of 47.6% of the participants believe that students can create their own projects such e-book.



Conclusion

Teachers' attitude have some strengths in lower level thinking rather than higher levels.

The participants have some weakness in higher-level thinking. Although, the teachers have positive attitude to motivate students' lower thinking skills: remembering, understanding and applying.

They have moderate attitude toward utilizing assessment in analysing, evaluation and creation.



Recommendations

- ❖ Therefore, they need a type of a new pattern of training and innovative approaches by giving students many opportunities in exploring, creating projects evaluating themselves, solving problems and, writing research papers. Moreover, the researchers suggest that, policy- makers, educators and teachers focus on learning, teaching and formative assessment can design different types of strategies and assessment forms to develop teaching process.



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