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BLOOM'S TAXONOMY FOR EFFECTIVE ENGLISH FOR SPECIFIC PURPOSES (ESP) LEARNING FOR IT STUDENTS

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Abstract. *This study explores the use Bloom's Taxonomy to design effective ESP lessons for IT students by analysing existing lesson planning methods. We demonstrate how Bloom's Taxonomy can promote higher order thinking skills. Our approach helps IT students to become proficient language users and critical thinkers through student-centred learning.*

Key words: *Bloom's Taxonomy, ESP, IT students, higher-order thinking, student-centred learning.*

Introduction

Effective English language teaching is vital for IT students in today's globalised world. While the importance of English for IT professionals is clear, developing effective practical language instructions remains a challenge. Existing research on foreign language teaching for non-language majors provides valuable insights, but tailored strategies for IT students are rare.

This study addresses this gap by investigating the benefits of carefully planned practical English classes for IT students. Our research aims to identify effective teaching approaches that enhance language acquisition, critical thinking, and student engagement. Ultimately, we aim to develop strategies for optimising English

language learning in the IT context.

Main text

Effective planning of practical English lessons for IT students is crucial for successful language acquisition. To optimize learning, teachers should take into account individual student needs, different learning styles, and the integration of technology. Regular assessment is essential to monitor student progress and inform teaching strategies. To improve English classes Bloom's taxonomy can be applied.

Bloom's Taxonomy is a hierarchical model used to categorize learning objectives. It categorises learning into three domains: cognitive (thinking), affective (feeling), and psychomotor (doing). The cognitive domain progresses from basic knowledge to higher-order thinking skills such as analysis and evaluation. By understanding this framework, educators can design lessons that challenge students to think critically and creatively. The affective domain is associated with the concept of "Feeling". This area is associated with feelings and emotions. The main aim of the affective sphere is to form an emotional attitude towards the phenomena of the world around us, how a person reacts to different situations, his/her values, interests, and inclinations. The psychomotor sphere is concerned with the concept of "Doing". Psychomotor objectives are related to the development of practical skills and the ability to use different tools.

Bloom's Taxonomy structures learning from basic to complex. Teachers use it to set goals, create tasks, and assess student progress. It encourages higher order thinking skills. According to (Krathwohl, 2002) there are 5 levels to be acquired to reach the level of proficiency. Let's apply it to ESP English language studies.

The first level "**Knowledge**" begins with memorising and reproducing the information received. The student learns basic terms, specific facts, rules and can repeat them. At the first level, a general idea of the subject is formed. IT students can create a glossary of technical terms, write definitions for key concepts in industry, name the steps in a technical process, and describe the functions of different computer components.

At the second level "**Comprehension**" the learners know and understand rules

and principles, and can explain facts and phenomena, for example, interpret graphs and diagrams, explain in English how a piece of technical equipment or software works in English, summarise information from a technical text, formulate a conclusion based on the data and so on. They can narrate in their own words, give a brief outline etc.

The purpose of the third level "**Application**" is to learn how to use the knowledge acquired in specific situations. Students work with verbs such as solve, distribute, show, explain, apply, calculate, investigate, describing the relationships between ideas and concepts. They can write instructions on how to use a piece of technical equipment or software, create a presentation on a technical topic, write an email or letter of appeal to a technical specialist etc.

At the fourth level "**Analysis**" the student's aim is to understand the structure of the material and to be able to divide it into related parts. Students can see the principle of data construction, can find logical errors, analyse a technical text and identify its main ideas and arguments etc. They will also need to answer more complex questions such as "How does ... compare / contrast with ...? Classify ... according to ... Outline / diagram / web / map ...".

At the fifth level "**Synthesis**", students summarise and combine their knowledge, and use it to create a new construct, such as method of classification or a plan for solving a problem. An example of a task would be 1) writing an essay comparing and contrasting theories, events or 2) identifying and analyzing errors in an English-language text. Students predict, infer or hypothesise.

At the highest level "**Evaluation**" students evaluate a statement using criteria that they can formulate or that the teacher can help to formulate. The main aim of this level is to analyse the logic of the material, check the accuracy of the conclusions, and argue different points of view. The tasks include carrying out the research, writing an essay on a technical subject, evaluating a particular technical phenomenon etc. Students must be able to form an opinion, make an assessment, or take a decision. Imagination and creativity can be used to form other assignments that meet the needs of the students.

Regular assessment and feedback are essential for student success. Teachers need to use a variety of assessment methods, such as projects and discussions, give specific feedback to help students improve their skills and understanding. By giving feedback teachers engage students into an important part of the learning process. Feedback helps students understand how well they have achieved their learning objectives and how they can improve. When giving feedback, it is important to focus on the student's progress in mastering knowledge and skills at each level of cognitive thinking. For example, rather than simply telling a student that their essay is wrong, you can help them improve it by pointing out specific areas where they can use their grammar and critical thinking skills more effectively.

Summary and conclusions.

Ultimately, Bloom's Taxonomy is a valuable tool for designing effective and engaging learning experiences. It helps teachers clarify learning goals and design varied activities. By focusing on different levels of thinking, as outlined above, teachers can effectively engage students effectively. Clear feedback is essential for student development.

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