

# The Application of Revised Bloom Taxonomy in Assessing Iranian EFL Classroom Activities

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**Abstract** The present research was formed to study one aspect of classroom activities; namely the type of thinking and whether they happen at higher or lower level of thinking as defined by Bloom's revised Taxonomy (2001) - in Iranian EFL context. To this end and to get a general picture of the kind of thinking that Iranian EFL teachers preferred their classroom activities to invoke, Bloom's taxonomy questionnaire was mailed to 250 language instructors 25 Universities. The results of the data analysis done by SPSS uncovered that both Higher Order Thinking Skills and Lower Order Thinking Skills are prevalent in their classes. Moreover, it was also discovered that factors such as experience and level of education had a direct influence on the results. The findings of this study can inform and help educational planners and language instructors in designing and exercising new activities because as the findings indicated classroom activities are good regulators to develop the right type of thinking.

**Keywords :** thinking

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