

Bloom's Taxonomy and Moroccan Children's Vocabulary and Critical Thinking Skills Development

Mounia Benjelloun

Faculty of Letters & Human Sciences
Mohammed V University, Rabat, Morocco

Yamina El Kirat El Allame

Faculty of Letters & Human Sciences
Mohammed V University, Rabat, Morocco

Abstract

Children normally feel unable or less confident to express their ideas clearly, freely, and critically both orally and in writing when learning a language. Research has demonstrated that children's early exposure to Bloom's Taxonomy levels in stories has a "remarkable power" on them (Dickinson, et al. 2012) and helps develop their language and critical-thinking skills (Egan, 1997; Curtain & Dahlberg 2004). The aim of this research project is to investigate the role of Bloom's Taxonomy in the development of the vocabulary and critical-thinking skills of young Moroccan English learners. The study adopts a qualitative approach and addresses two research questions, namely, (i) To what extent does Bloom's Taxonomy contribute to the development of the children's vocabulary and critical thinking skills? (ii) How can the children's vocabulary and critical-thinking skills development be justified? The comparison and analysis of the children's story reviews at the start and end of a term reveals significant improvement, among the Moroccan young learners, especially the average ones. They are able to use a wider range of more appropriate and accurate vocabulary and to make use of a more extended, analytical and relevant discourse. Hence, children's early exposure to Bloom's Taxonomy is highly recommended as it contributes to the development of their vocabulary and critical-thinking skills.

Keywords: Accurate vocabulary, Bloom's taxonomy, critical-thinking skills, English learning, language development, Moroccan children

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