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Libyan Teachers' Beliefs about Utilizing Bloom's Taxonomy for Lesson Planning: A Case Study of English Language Teachers in Selected Secondary Schools in Albeida, Libya

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معتقدات المعلّمين الليبيين حول استخدام تصنيف بلوم في تخطيط الدروس: دراسة حالة لمعلمي اللغة الإنجليزية في بعض المدارس الثانوية المختارة في مدينة البيضاء، ليبيا

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Abstract:
This study examined the role of Bloom's Taxonomy in planning language instruction and investigated the extent to which Libyan educators implement its hierarchical levels in lesson design. It also explored the challenges teachers face, the cognitive levels most frequently emphasized, and whether teachers follow systematic planning approaches or rely on unsystematic methods. Data were collected using a questionnaire completed by 30 teachers and semi-structured interviews with 10 participants. Quantitative data were analyzed using the Friedman Test and One-Sample T-Test, while qualitative data were examined through deductive conceptual content analysis. The findings indicated a moderate level of integration of Bloom's Taxonomy, with the "remembering" level being the most prevalent, followed by understanding, application, analysis, evaluation, and creation. Furthermore, the study highlighted teachers' recognition of Bloom's Taxonomy as a valuable framework in language education, their preference for structured lesson planning, and their concerns about the limitations of unplanned instructional practices.

Keywords: Bloom's Taxonomy, teaching-learning process, teacher beliefs, creative thinking, critical thinking, higher-order thinking skills.

الملخص:
استكشف هذه الدارسة دور تصنيف بلوم في تخطيط تدريس اللغة ودرس مدى تطبيق المعلمين الليبيين للمستويات الهرمية للتصنيف في تصميم الدروس. كما تناول التحديات التي يواجهها المعلمون، والمستويات المعرفية الأكثر استخدامًا، وما إذا كان المعلمون يتبعون أساليب تخطيط منهجية أو يعتمدون على طرق غير منظمة. تم جمع البيانات من خلال استبيان أجيب عليه من قبل 30 معلمًا ومقابلات شبه منظمة مع 10 مشاركين. تم تحليل البيانات الكمية باستخدام اختبار فريدمان واختبار العينات الأحادية(One-Sample T-Test) ، بينما خضعت البيانات النوعية لتحليل المحتوى المفاهيمي الاستنتاجي.

أشارت النتائج إلى وجود مستوى متوسط من دمج تصنيف بلوم، حيث كان مستوى "التذكر" الأكثر شيوعًا، يليه مستوى الفهم، ثم التطبيق، التحليل، التقويم، وأخيرًا الإبداع. علاوة على ذلك، أبرزت الدراسة اعتراف المعلمين بأهمية تصنيف بلوم كإطار قيّم في تعليم اللغة، وميولهم نحو اتباع تخطيط دروس منظم، ومخاوفهم من سلبيات التدريس غير المخطط له.

الكلمات المفتاحية: تصنيف بلوم، عملية التعليم والتعلم، معتقدات المعلمين، التفكير الإبداعي، التفكير النقدي، مهارات التفكير العليا.

Introduction:

Education is widely recognized as a fundamental pillar of society, playing a critical role in shaping strong and progressive nations. Teachers and educational institutions are central to this process, as they contribute to the development of capable and adaptable individuals. Among all stakeholders, teachers hold a particularly significant role, as their efforts directly influence the formation of future professionals, such as doctors, engineers, and educators, who contribute to societal advancement. Therefore, valuing teachers' insights and supporting their ongoing evaluation of the education system are essential for fostering meaningful educational improvements.

Teachers' beliefs significantly affect their decisions regarding curriculum design, including the selection of content, instructional strategies, and assessment methods. According to Aykan and Yıldırım (2022), effective lesson planning requires teachers to consider multiple educational systems and adopt strategies that address the diverse needs of their students. Such beliefs are shaped by teachers' understanding of educational theories, their views on teaching and learning, and their practical classroom experiences. This study aims to examine Libyan teachers' beliefs regarding the use of Bloom's Taxonomy in lesson planning. Specifically, this research investigates how teachers apply Bloom's six cognitive levels, knowledge, comprehension, application, analysis, synthesis, and evaluation, within their lesson plans. The study seeks to understand the extent of its application, identify the levels most frequently emphasized by teachers, and provide recommendations for strengthening instruction and enhancing student learning outcomes.

To ensure instruction is meaningful and well-structured, early education scholars introduced classification systems outlining the mental processes involved in memory and learning. Considering these systems during lesson planning helps teachers address multiple aspects of student cognition and supports improved learning outcomes (Forehand, 2005). Notable frameworks include Bloom's Taxonomy (1956), Guilford's Structure of Intellect (1959), Merrill's Component Display Theory (1983), and Gagné's Hierarchical Taxonomy (1992).

Bloom's Taxonomy originated in 1948 when Bloom and a group of educators and psychologists convened at an American Psychological Association conference to improve education by organizing learning objectives. Their efforts culminated in the publication of *Taxonomy of Educational Objectives* in 1956, which primarily focused on the cognitive domain and outlined a progression from simple to complex thinking (Bloom, 1956). Bloom and his colleagues identified three learning domains: cognitive (mental abilities), affective (emotional responses), and psychomotor (physical abilities) (Forehand, 2005). They also highlighted that educational assessments frequently emphasized lower-order thinking skills, prompting the development of a structured system for categorizing educational goals (Lord & Baviskar, 2007).

The original taxonomy included six stages: knowledge, comprehension, application, analysis, synthesis, and evaluation. This framework has served as a foundational model for both teaching and assessment. In 2001, Anderson and Krathwohl revised Bloom's original taxonomy to reflect evolving educational practices and the influence of technology. Notable changes included transforming the level labels from nouns to action verbs, for instance, knowledge became *remember*, and synthesis became *create*, and reorganizing the sequence to: remember, understand, apply, analyze, evaluate, and create. The revised model emphasizes the cultivation of higher-order thinking skills, progressing from basic knowledge acquisition to more complex cognitive processes.

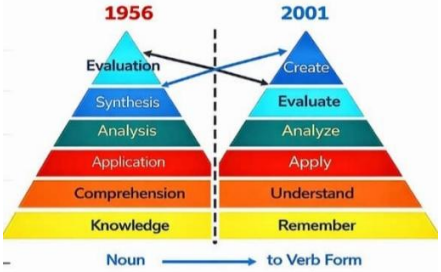

Figure (1): Illustration of Anderson's Revised Version of Bloom's Taxonomy of Educational Objectives (2001).

Bloom's Taxonomy consists of three principal domains, cognitive, affective, and psychomotor, which educators are encouraged to consider when designing learning objectives across different subjects. Each domain targets a specific aspect of the learning process. However, since the present research is limited to examining how extensively teachers implement the cognitive domain in their instructional planning, the study will primarily focus on explaining the six levels within this domain, along with example keywords.

A. Cognitive Domain:

This domain encompasses intellectual skills and mental capabilities through which learners acquire knowledge, including facts, concepts, and theories that require both memory and critical thinking. Bloom (1956) structured this domain into six progressive levels, organized hierarchically from basic to advanced. These levels reflect increasing cognitive complexity, with foundational abilities such as recalling information being more commonly utilized, while higher-order skills like evaluation are less frequently applied. The six levels include:

1. **Knowledge** – The ability to remember previously learned material (e.g., listing, identifying, defining).
2. **Comprehension** – Understanding and restating information in one's own words (e.g., summarizing, interpreting).
3. **Application** – Using acquired knowledge in new or practical contexts (e.g., applying rules, solving problems).
4. **Analysis** – Examining and breaking down information into components (e.g., comparing, categorizing).
5. **Synthesis** – Integrating different ideas to form a new whole (e.g., constructing, designing).
6. **Evaluation** – Making judgments about the value or effectiveness of ideas and methods (e.g., critiquing, defending).

b. Affective Domain:

This domain pertains to learners' emotions, attitudes, and values. It ranges from simple emotional responses to more complex traits such as ethics, integrity, and moral awareness. It includes elements such as appreciation, empathy, respect, cooperation, and a sense of justice, reflecting the learner's internalization of values and emotional engagement with learning.

C. Psychomotor Domain:

This domain involves physical abilities, coordination, and motor skills. It includes tasks that require movement and manual dexterity, such as writing, drawing, playing musical instruments, or participating in physical activities. Although this domain is essential, it has received comparatively less attention than the cognitive and affective domains, especially at the secondary and higher education levels.

Statement of the Problem:

Research on English language teaching in Libya shows that many challenges are linked to teachers, particularly their limited understanding of lesson objectives and the selection of appropriate teaching methods and strategies. Therefore, further investigation into the use of Bloom's Taxonomy is needed, given its effectiveness in foreign language acquisition. These issues are significant because they directly affect the quality of English language instruction in Libya. When teachers are unclear about lesson objectives or struggle to select suitable methods, effective learning is hindered. Bloom's Taxonomy provides a structured framework that helps address these challenges by guiding objective setting, method selection, and student assessment.

Research Questions:

This study seeks to answer the following questions:

1. To what extent do Libyan teachers consider Bloom's levels when planning language lessons?
2. Which of Bloom's levels do teachers prioritize most in their teaching plans?
3. Why is it important to incorporate Bloom's learning objectives when teaching English as a foreign language?
4. Do teachers follow a specific framework, or do they teach in a more random manner?

Objectives of the Study:

English language teachers in Libya face many difficulties in lesson planning and delivery. This study aims to:

- Determine the extent to which Libyan teachers incorporate Bloom's levels during lesson planning and identify which levels they emphasize most;
- Investigate whether teachers establish clear frameworks and lesson objectives;
- Explore whether teachers focus on students' metacognitive strategies;
- Promote the development of students' higher-order thinking skills.

Limitations of the Study:

The study involved thirty English language teachers (five males and twenty-five females) from various public and private secondary schools in Albeida, Libya.

Rationality of the Study:

This research is necessary to determine whether English teachers in this context are aware of Bloom's Taxonomy, consider it when setting lesson objectives, and apply its levels effectively.

Significance of the Study:

The study aims to raise teachers' awareness of the importance and effectiveness of applying Bloom's Taxonomy in language classrooms. It also seeks to highlight the challenges that Libyan teachers face in implementing this framework and to offer possible solutions that may help enhance the quality of lesson planning and instructional practices.

Literature Review:

Globally, educational authorities are committed to improving teaching methods by developing various learning models that prioritize learners' cognitive engagement and practical skills rather than relying solely on memorization. Among these models, Bloom's Taxonomy is widely recognized as an effective framework for designing instruction and assessments. It has been extensively researched for its role in enhancing teaching quality, encouraging critical thinking, and promoting student engagement across different disciplines and educational levels. Additionally, scholars highlight its flexibility in meeting modern educational demands, such as integrating technology and personalized learning strategies (Anderson & Krathwohl, 2001). For instance, Jannah (2023) developed and validated Arabic dictation worksheets based on Bloom's cognitive taxonomy at Alrayah University, Indonesia. Using a mixed-methods design combined with the ADDIE instructional model, the study demonstrated the worksheets' effectiveness, revealing a 7.89% increase in student achievement and a 92.2% expert approval rate. These findings confirm that exercises structured around Bloom's taxonomy can significantly enhance language proficiency.

Similarly, Al Shareef (2022) investigated the impact of augmented reality (AR) on the cognitive levels of Bloom's taxonomy and reflective thinking among graduate students at Taibah University. Using a quasi-experimental design, the study found that mobile AR was particularly effective in improving cognitive skills, student engagement, and active participation compared to fixed AR. The combination of real and virtual elements created immersive learning experiences that supported higher-order thinking. Students performed best on the lower levels of retrieval and comprehension, while fewer mastered the higher levels; only three students demonstrated application and evaluation skills, seven excelled in analysis, and eight in synthesis. Overall, the results showed stronger performance at the foundational cognitive levels.

Theoretical Framework:

Developed by Benjamin Bloom in 1956, Bloom's Taxonomy is a foundational educational framework that organizes learning objectives into six cognitive categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. This study employs Bloom's taxonomy as its theoretical foundation to explore Libyan teachers' beliefs regarding its use in lesson planning.

Concepts and Definitions:

Teachers hold various beliefs about their profession, their students, the subjects they teach, and their own roles. Educational beliefs are viewed as subjective understandings shaped by individual experiences (Pehkonen & Pietilä, 2003; Raymond, 1997). According to Rokeach (1968) and Pourhosein Gilakjani (2012), beliefs are often expressed as statements beginning with "I believe that," with core beliefs exerting strong influence on related thoughts and behaviors. Cabaroglu and Roberts (2000) describe beliefs as mental frameworks that guide cognition and behavior by shaping how individuals interpret reality and truth.

Critical Thinking:

Critical thinking refers to the capacity for reasoning developed through the analysis and evaluation of factual information. At more advanced levels, it involves integrating knowledge, expressing creativity, and making informed decisions. Paul and Elder (2006) define critical thinking as a transparent, logical, and evidence-based process. Facione (2011) highlights its importance in evaluating arguments, identifying biases, and making sound judgments. Research by Vdovina (2013) and Quiz (2018) emphasizes its significance in English language learning and cultural adaptation, linking critical reasoning to creativity and successful language acquisition.

Lesson Planning:

Lesson planning is a crucial component of teaching, similar to an engineer's blueprint. Teachers design instructional plans grounded in scientific principles that include content, instructional methods, and learning resources. Planning occurs at multiple levels, yearly, term-based, unit, weekly, and daily, with daily lesson plans specifying the activities intended to achieve specific learning objectives (Yinger,

1980; Thomas, 2014).

Curriculum Development:

Nunan (1988) defines curriculum as a systematic arrangement of educational experiences designed to promote student learning, including content delivery and assessment processes. Curricula are dynamic and evolve in response to learners' needs and global developments (Silawat, 2023). Changes in labor market demands, societal transformation, and political, economic, and technological factors often influence curriculum updates (Annala & Mäkinen, 2013; Thanavathi & Vimaleswari, 2013). Hidayani (2018) emphasizes that curriculum development should be a systematic and collaborative process involving educators, specialists, policymakers, and community members to formulate goals, content, assessment tools, and materials, ensuring that students are prepared to contribute effectively to society.

Methodology:

Research Design:

Improving language teaching enhances communication and cultural understanding worldwide. Educators widely use frameworks such as Bloom's Taxonomy to refine instructional practices. This study investigates how Libyan teachers incorporate Bloom's Taxonomy into their lesson planning using a mixed-methods design that combines questionnaires and interviews, following the integrated approach described by Creswell and Plano Clark (2017).

Participants:

The participants were 30 English teachers from secondary schools in Albeida who completed questionnaires, with 10 of them selected for follow-up interviews. All participants held degrees in English from Libyan universities and had experience teaching English as a second language, with teaching experience ranging from five to fourteen years. The sample consisted of 25 female and 5 male teachers aged 25–45, working in both public and private schools, representing diverse educational environments.

Sampling Method:

This study employed simple random sampling, a method of probability sampling. Dhivyadeepa (2015) defines a sample as a subset of a population used to make inferences. Thirty teachers were randomly selected from public and private secondary schools in Albeida, each responsible for teaching students in first, second, and third secondary grades.

Data Collection Techniques:

Using a mixed-methods approach, the study collected both quantitative and qualitative data to achieve a comprehensive understanding of teachers' use of Bloom's Taxonomy. Quantitative data were collected through a structured questionnaire consisting of closed-ended items. Oppenheim (1992) notes that closed-ended questions facilitate easier classification and analysis**.**

The questionnaire addressed two primary research questions:

1. To what extent do Libyan teachers apply Bloom's cognitive levels when planning English lessons?
2. Which cognitive levels are most frequently emphasized in their lesson planning?

The questionnaire was distributed to teachers from eight public and private secondary schools in Albeida. It included 24 items representing the six cognitive levels of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Responses were measured using a five-point Likert scale (Never, Rarely, Sometimes, Often, Always), a commonly used tool for measuring attitudes and perceptions (MDPI, 2021). The items addressed both lower- and higher-order thinking skills to determine which cognitive levels teachers prioritized. They also examined student difficulties related to recall, comprehension, application, analysis, synthesis, and evaluation. Questions were phrased indirectly to avoid explicitly referencing Bloom's Taxonomy, thereby enhancing response validity.

Qualitative data were collected through semi-structured interviews. Kvale (1996) states that semi-structured interviews offer a balance between structured guidance and flexibility, allowing deeper exploration of participants' experiences. Ten teachers were interviewed to address two additional questions:

3. What importance does teachers attribute to integrating Bloom's learning objectives in English as a foreign language instruction?
4. Do teachers follow structured instructional plans, or do they teach more spontaneously?

Interviews lasted 15–20 minutes each and were conducted individually in quiet, private locations to ensure comfort and confidentiality. All interviews were audio-recorded and transcribed verbatim for accurate analysis. Questions were phrased indirectly to minimize pressure and encourage honest responses.

Data Analysis Methods:

Quantitative data from the questionnaires were analyzed using SPSS software. Descriptive statistics, frequencies, percentages, means, and standard deviations, were used to summarize the

data, as recommended by Brace (2018). The Friedman test, suitable for ordinal data and small samples (Friedman, 1937), was used to compare teachers' use of Bloom's six cognitive levels. A one-sample t-test was also conducted to determine whether mean responses differed significantly from a reference value.

Qualitative data from interviews were analyzed using conceptual content analysis with a deductive approach based on Bloom's Taxonomy. This method aligned with the study's objective of examining teachers' beliefs related to the six cognitive levels. According to Luo (2023), conceptual content analysis helps identify recurring themes, which are then coded and organized according to the theoretical framework.

Procedure of the Study:

To ensure diversity and representativeness, eight schools from both the public and private sectors were selected. After obtaining permission from school officials and explaining the research purpose, questionnaires were distributed to 30 English teachers across various grade levels. Participation was voluntary, and teachers completed both the questionnaires and the interviews.

The researcher collected the questionnaires after two weeks, ensuring confidentiality and anonymity. Quantitative data were entered into SPSS for analysis, while interview transcripts underwent content analysis to identify common themes and insights. The mixed-methods design provided a richer understanding of teachers' perceptions and practices regarding Bloom's Taxonomy.

Validity and Reliability of the Study:

Validity refers to the accuracy and credibility of research outcomes (Dörnyei, 2011), while reliability denotes the consistency of research instruments. According to Cohen, Manion, and Morrison (2018), reliability is fundamental for achieving validity. To ensure both, the researcher conducted a pilot study involving six teachers to test the clarity and appropriateness of the questionnaire items. Thabane et al. (2010) describe pilot studies as preliminary tests used to refine instruments and research procedures.

Findings from the pilot study confirmed that the items effectively measured the intended concepts and were written in clear language. Two educational psychology experts reviewed the questionnaire to ensure alignment with Bloom's six cognitive levels, leading to revisions for clarity and the removal of redundancies. The final version was approved by the academic supervisor and reviewers, who confirmed that all relevant cognitive domains for lesson planning were covered comprehensively.

Ethical Considerations:

The researcher maintained ethical standards by safeguarding participant confidentiality through anonymous coding and respecting voluntary participation, including the right to withdraw at any time. Data were reported honestly and without manipulation. These ethical practices helped ensure the integrity and credibility of the research and contributed responsibly to the field of educational knowledge.

Results and Discussing:

Field Data Analysis Description – First Section:

This section presents an analysis of data collected from a questionnaire completed by thirty English teachers working in secondary schools in Albeida. The questionnaire consisted of 24 closed-ended items designed to assess students' performance across Bloom's six cognitive levels. The data were coded and analyzed using SPSS software. Descriptive statistics, including frequencies and means, were used to identify patterns in teachers' responses. Inferential statistics, specifically the One-Sample t Test and the Friedman Test, were employed to evaluate the significance of student achievement and to compare performance across the cognitive levels. The primary objective was to examine how teachers implement Bloom's Taxonomy and determine which cognitive levels receive the most emphasis.

Research Question One:

- To what degree do Libyan teachers take Bloom's cognitive levels into account when planning English language instruction?

The One-Sample t Test results indicated no significant difference between the expected and actual means of teachers' responses. This suggests a moderate and acceptable application of Bloom's cognitive objectives in lesson planning. Descriptive statistics supported this finding, showing a medium level of commitment to integrating Bloom's Taxonomy.

The t test yielded a mean score of 72.77 (SD = 12.54), with a significance value of .740, which exceeds the .05 threshold, confirming the absence of a statistically significant difference. These findings suggest that although Libyan teachers possess theoretical knowledge of Bloom's Taxonomy, practical implementation may be constrained by external factors such as workload. The variation in responses further indicates differing degrees of commitment among teachers.

It is recommended that professional development programs focus more on the practical application of Bloom's Taxonomy. Possessing theoretical understanding alone is insufficient; teachers need to apply the taxonomy consciously and consistently to enhance educational quality and foster students'

cognitive growth.

Therefore, the results do not indicate a lack of interest in Bloom's Taxonomy among Libyan teachers. Instead, they demonstrate existing awareness and moderate commitment, both of which require ongoing support and improvement. This highlights the need to revise teacher preparation programs to prioritize practical application in classroom instruction rather than solely theoretical knowledge.

Moreover, school administrations and educational supervisors should provide continuous feedback on lesson planning and support teachers in adopting instructional methods that address individual differences and promote critical and creative thinking.

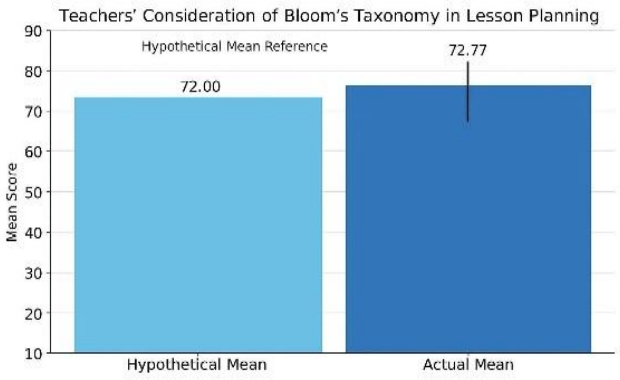

Figure (2): Comparison between the hypothetical mean and the actual mean teacher's consideration of bloom's Taxonym in lesson planning.

Research Question Two:

- Which cognitive level of Bloom's Taxonomy is most emphasized by teachers in their instructional planning?

Results addressing the second research question revealed statistically significant differences among the six cognitive levels based on the Friedman Test. Teachers placed the greatest emphasis on the "Remembering" level, followed by "Understanding," "Applying," "Analyzing," "Evaluating," and finally "Creating," which received the least attention.

To answer this question comprehensively, multiple statistical procedures were used, including descriptive statistics (NPar Test), the Friedman Test, and a One-Sample t Test with a benchmark value of 12.

Descriptive Statistics (NPar Test):

Results showed that "Remembering" had the highest mean (M = 17.43), followed by "Understanding" (M = 14.63). "Creating" recorded the lowest mean (M = 8.87). The remaining levels appeared in the following order: "Applying" (M = 10.93), "Analyzing" (M = 10.23), and "Evaluating" (M = 10.67).

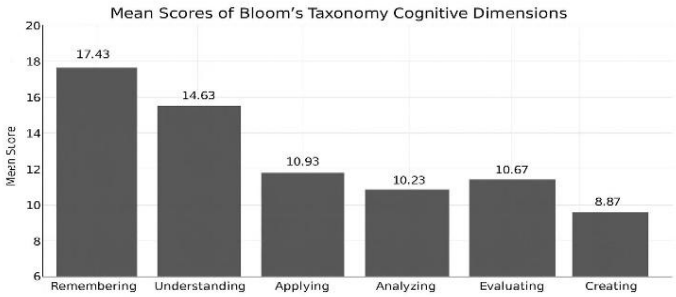

Figure (3): Mean scores of teachers' emphasis bloom's taxonomy cognitive.

Friedman Test Results (Ranks):

The Friedman Test showed similar rankings: "Remembering" (5.53), "Understanding" (4.40), "Applying" (3.23), "Evaluating" (3.10), "Analyzing" (2.75), and "Creating" (1.98). This indicates strong emphasis on lower-order cognitive skills and limited attention to creative thinking.

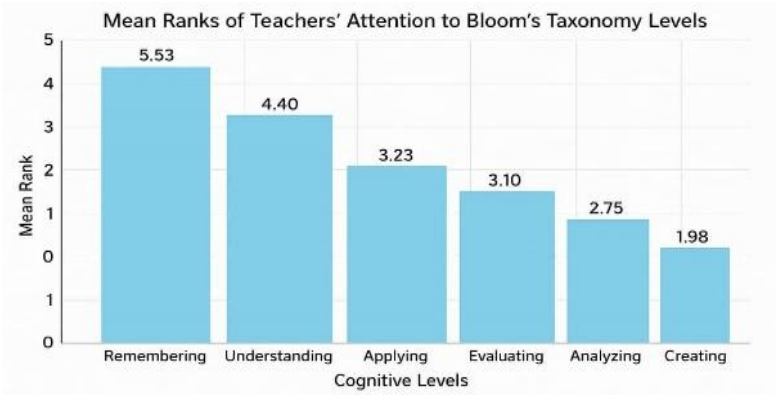

Figure (4): Mean Ranks of Teachers' Attention to Bloom's Cognitive Levels.

Friedman Test Statistics:

The chi-square analysis revealed significant differences across the six levels ($\chi^2 = 72.273$, df = 5, p = .000), reaffirming uneven emphasis across the taxonomy.

One-Sample t Test Results:

The t test indicated that "Remembering" and "Understanding" scored significantly above the benchmark value of 12, while the other levels either fell below it or showed no significant differences. These findings verify teachers' predominant focus on lower-order thinking and limited attention to higher-order skills such as "Evaluating" and "Creating."

Field Data Analysis Description – Second Section:

This section presents findings from interviews with ten English teachers in Albeida City. The interviews included seven open- and closed-ended questions designed to explore teachers' use of Bloom's Taxonomy in lesson planning. The responses were analyzed using deductive content analysis, with statements categorized according to Bloom's cognitive domains. The analysis examined the importance teachers placed on the taxonomy and whether their instructional practices were systematic or spontaneous.

Question Three

- Why is it important to incorporate Bloom's Taxonomy when planning for teaching English as a foreign language?

Most participants viewed Bloom's Taxonomy as essential for structuring language lessons. They noted that it helps guide learners from simple recall to advanced skills such as critical thinking and creativity. Teachers believed that the taxonomy promotes meaningful communication, encourages real-life application, and reduces reliance on memorization.

Several teachers preferred structured instructional approaches for foundational skills, while others favored interactive, context-based methods. Teachers also highlighted peer learning and self-correction as indicators of critical thinking, though some expressed concerns about classroom discipline during such activities.

Question Four:

- Do teachers follow a particular framework, or do they teach randomly?

Findings showed that all ten teachers rely on planned, organized instructional frameworks. None supported random or improvised teaching. They emphasized that planning ensures effective instruction, efficient time management, goal alignment, and improved student outcomes.

Recurring themes included the importance of purposeful, goal-oriented planning and the rejection of unsystematic teaching methods. Teachers confirmed that their practices reflected structured planning aligned with educational standards and professional expectations.

These findings align with previous research, including studies by Said (2019), Al Shareef (2022), and Jannah (2023), which consistently found greater emphasis on lower-order cognitive levels and limited focus on higher-order skills across various educational contexts.

Conclusion:

Teaching is a demanding and essential profession that helps shape an educated and reflective generation. It involves far more than delivering content; it requires fostering values, influencing behavior, and developing critical thinking. In a rapidly changing world, teaching strategies must evolve to meet students' needs.

This study examined how Libyan English teachers apply Bloom's Taxonomy in lesson planning, highlighting the cognitive levels they emphasize, the challenges faced, and the extent of structured planning involved. The findings reinforce the need for stronger emphasis on higher-order thinking skills

and more practical training in applying the taxonomy in classroom settings. The study also successfully achieved its objectives by examining the extent to which Libyan teachers apply Bloom's Taxonomy, identifying the most emphasized cognitive levels, and evaluating their approaches to lesson planning. The findings align with previous research, indicating a stronger focus on lower-order thinking skills such as remembering and understanding, while higher-order skills receive less attention. Contributing factors included limited time and the presence of large, mixed-ability classes.

Applying Bloom's Taxonomy was described as using a cognitive roadmap that enables educators to engage and develop students' mental processes, encouraging active involvement and meaningful expression rather than passive memorization. Teachers who use the taxonomy in their planning are better positioned to guide students through a broad range of cognitive tasks. This demonstrates advanced pedagogical competence, transforming classrooms into environments that foster independent and analytical thinking. Although Libyan teachers possess strong professional qualifications and work in schools with adequate infrastructure, fully implementing the higher levels of Bloom's framework requires additional time and sustained support. Achieving this goal necessitates more robust professional development, opportunities for teachers to exchange experiences, and increased awareness of the practical benefits of Bloom's Taxonomy to facilitate deeper integration into daily teaching practices.

In summary, the study highlights the need for continuous curriculum evaluation and reform. As noted in existing literature, curriculum development is an ongoing process that depends on regular assessment and the contributions of various stakeholders. No curriculum is final or flawless. Incorporating Bloom's Taxonomy into curriculum design ensures a more balanced focus on both lower- and higher-order thinking skills, thereby promoting comprehensive cognitive development among students. Across all six cognitive domains, remembering, understanding, applying, analyzing, evaluating, and creating, the study recommends that curriculum developers conduct systematic reviews and continuous updates to build a more effective and future-oriented educational system.

Recommendations of the Study:

Based on the analysis of participant responses from both the questionnaire and the interviews, several recommendations are proposed. First, teachers should embed Bloom's Taxonomy in lesson design by aligning their lesson objectives with its hierarchical structure and placing greater emphasis on higher-order cognitive skills, such as applying, evaluating, and creating, to foster students' critical and innovative thinking abilities. Second, teachers are encouraged to engage in reflective practice, regularly reviewing and adjusting their instructional strategies to ensure alignment with contemporary educational trends and the evolving needs of their students. Additionally, educators should shift away from traditional approaches that rely heavily on rote memorization and instead adopt more interactive, student-centered strategies that promote deeper understanding and active cognitive engagement, using Bloom's Taxonomy as a guiding framework for these pedagogical improvements. Third, future research should examine the extent to which teachers' written lesson plans genuinely incorporate the full range of Bloom's cognitive levels, as discrepancies often exist between teachers' stated beliefs and actual classroom practices. Finally, educational supervisors should take an active role in supporting teachers' implementation of innovative instructional strategies, including Bloom's Taxonomy, as their guidance can help bridge the gap between theoretical knowledge and practical application, ultimately enhancing the quality of teaching and learning.

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