

THE NEW* BLOOM'S TAXONOMY & FOREIGN LANGUAGE INSTRUCTION

GOOD COMPREHENSIBLE INPUT-BASED SECOND LANGUAGE TEACHING USES ALL OF THESE LEVELS OF THINKING

We can encourage students to think at high levels even in beginning courses.

Level of Thinking	Key Question / Verb Examples	Examples of Comprehensible Input-Based Activities
<p>1. REMEMBER (lowest level) <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i></p>	<p>Can the student recall or remember the information?</p> <p>arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state</p>	<p>*Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English</p>
<p>2. UNDERSTAND <i>Constructing meaning from oral, written, and graphic messages.</i></p>	<p>Can the student explain ideas or concepts?</p> <p>classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate</p>	<p>*Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story *Translate text aloud to English</p>
<p>3. APPLY <i>Carrying out or using a procedure.</i></p>	<p>Can the student use the information in a new way?</p> <p>apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use</p>	<p>*Act out novel commands *Rewrite a story from a different point of view (POV) *Act out a story *Draw a story</p>
<p>4. ANALYZE <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i></p>	<p>Can the student distinguish between the different parts?</p> <p>analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test</p>	<p>*Answer <i>why</i> or <i>open-ended</i> questions (when answer is indirectly stated or implied in a story) * Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)</p>
<p>5. EVALUATE <i>Making judgments based on criteria and standards.</i></p>	<p>Can the student justify a stand or decision?</p> <p>argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value</p>	<p>*Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences</p>
<p>6. DESIGN (highest level) <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i></p>	<p>Can the student create a new product or point of view?</p> <p>assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write</p>	<p>*Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details &/or characters that were not in the original</p>

* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.