

# CLIL Methodology

## Unit 4 CLIL – Teaching thinking skills

**Task 1 The parts of the text below are jumbled. Put them in the correct order.**

- A) According to this system, *lower order* skills included recalling knowledge to identify, label, name or describe things. *Higher order* skills called on the application, analysis or synthesis of knowledge, needed when learners use new information or a concept in a new situation, break information or concepts into parts to understand it more fully, or put ideas together to form something new.
- B) Nevertheless, the importance of teaching thinking and creativity is an important element in modern education. Benjamin Bloom was the first to develop a highly popularized hierarchy of six thinking skills placed on a continuum from lower to higher order skills: knowledge, comprehension, application, analysis, synthesis and evaluation.
- C) Bloom's structure was a useful starting point and triggered many applications to school activities and curricula.
- D) Today there is international recognition that education is more than just learning knowledge and thinking, it also involves learners' feelings, beliefs and the cultural environment of the classroom.

**Task 2 Complete the gaps in the table with examples from your field of study.**

**Questions and tasks according to Bloom's new taxonomy**

Skill	Question	Words	Examples of tasks and questions
Remembering	Can learners remember?	tell, repeat, recall, list	
Understanding	Can learners explain?	describe, explain, paraphrase	

Applying	Can learners use the information in another situation?	demonstrate, dramatise, illustrate	
Analysing	Can learners break the information into parts and see relationships?	compare, contrast, criticise, test	
Evaluating	Can learners justify a position?	argue, judge, evaluate	
Creating	Can learners create new products?	construct, create, design	

**Extra tip – Video**

**Watch the video on Bloom’s taxonomy examples from the TV show Friends. Do you find the examples appropriate?**

<https://www.youtube.com/watch?v=pqzkCFL3ZUY>

**Task 3 Guiding understanding: Skinny and fat questions and thinking skills**

**Complete the table with the missing questions. Add an example from your field of study.**

<b>Skinny questions (lower-order thinking skills)</b>	<b>Fat questions (higher-order thinking skills)</b>
	What is your opinion of Chapter 8?
What is the greenhouse effect?	
	Can you explain the shape of the graph?