

Developing Cognitive Skills Among Students Using Bloom's Taxonomy Through Story Telling Techniques

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Abstract

Communication is the basic human activity. Today, the whole world depends on knowledge sharing. Probably, the most important skill for knowledge workers in a new environment is the ability to communicate. This means being able to listen and express your ideas effectively in writing and speaking. In order to achieve the desired success, professionals must assess and respond to communication situations that occur constantly. To achieve success in any profession, communication plays a vital role in any context. Bloom Taxonomy is one of the educational objectives. Teachers must provide or adopt some simple techniques to demonstrate the different levels of Bloom's Taxonomy. If students develop these skills, it will definitely help them to strengthen their communication skills as well as cognitive skills.

Key Words Bloom's Taxonomy, Cognitive Skills, Knowledge and Skill, Higher Order Thinking Skills, and Communicative Competence.

Introduction

Communication is the process of sharing or exchanging of information bringing common understanding. Communication is never a matter of handing over a bundle of information; it is a matter of creating meaning

out of information, and then sharing that meaning. If the other person can't understand what we try to convey, automatically our efforts will be utter failure. What is called information, and how does it work? We think of information, as 'stuff' that comes in 'bits'. We file the information and process it, collate it, and finally record it; we expect information to be controllable, stable and manageable. In fact, information is what we think as well what we understand. Information is a shape our own thinking. Creating common understanding, therefore, it means displaying information in a form that the other person can recognize. . How do we create meaningful information, the answer is quite simple by turning information into ideas.

Ideation

An idea is a thought or suggestion about something and that can be expressed in a sentence. Ideas are the soul of communication. When we communicate, we enrich our ideas like a soul. Ideas can be blown in larger or smaller when we breathe: there are big ideas and little ideas. We can assemble the little ones into larger units, by summarizing them. Like soul, ideas have a value and that value can exist; some ideas become more valuable as others lose their value. We can judge the quality of an idea by how meaningful it is. We may seek the evidence behind an idea with our feelings about it. Whatever strategy we adopt, our purpose of communication is to create and share ideas.

Arranging and Expressing Ideas

Logic is one of the methodology by which we can connect our ideas into a coherent structure. We have to assemble the key ideas that support the message we have chosen. Ideally, they are answers to the question we can imagine that our listeners asking when we utter our message. It is not enough to have coherent ideas logically. You have to bring the ideas alive in the listeners mind. We have use words to create pictures and feelings that will stimulate their sense as well as their brain. People don't remember words. They may forget nearly everything others say. But they do remember images

particularly images that create sensory impressions feelings. The key to effective persuasion is having powerful ideas and delivering them well. Only ideas have the power to persuade.

Conversation: The mode of Communication

We can express our ideas in conversation. Conversation plays a vital in communication. It is flexible and dynamic. We can't operate any organization without effective communication. The structure of a conversation derives from the way we think. Conversations help us to create shared meaning. All the ways we communicate-interviews, presentations, written documents, meetings-are variations on this central mode of communication.

Knowledge and Skill

Knowledge is the information acquired through sensory input: reading, watching, listening and touching etc. Knowledge can be transferred from one person to another, whereas skill refers to the ability to apply knowledge on specific situations. Skills are developed through interaction with people by observing, listening and speaking with them, trial and error method is probably the best way to achieve skills mastery. The most effective communication makes explicit. Today, The definition of effective communication as "The response you receive from the other person as a result of your communication".

All the four skills (Listening, Speaking, Reading and Writing) in English are very important to everyone. The students in business world must have listening and speaking skills in areas such as presentations, negotiations, business meetings, group discussions, video conferencing, speaking over telephones, cloud and zoom meetings etc. Reading and writing skills also are required in reading the business communications, writing business letters, reports, e-mail usage, fax usage etc. Apart from all these skills students' background is also taken for considerations.

Summarizing

Simple Summaries are useful at key turning in any mode of presentation. Summarizing must be genuine. Summarizing means to reinterpret the other person's in our own language. Summarizing involves three steps, recognizing, appreciation, and understanding. Recognizing what someone says doesn't imply that we have to agree with it. Rather, it implies that we have taken the point into account. Appreciating the other person's feelings on the matter doesn't mean that we feel the way, but it does show that we respect those feelings. And understanding the belief may not that we share it, but does it mean that we consider it important.

Language Learning Strategies

All language learners use language learning strategies either consciously or unconsciously while processing information and performing tasks in language classroom. It also gives valuable clues to the teachers about how their students assess the situation, plan, understand, learn or remember new input presented in the language classroom. The language learners are capable of using a wide variety of such language learning strategies appropriately can improve his language skills in a better way.

Thus, effective communication is prerequisite to become an effective professional. Effective communication helps to:

- ❖ Anticipate problems & find solutions
- ❖ Make decisions
- ❖ Develop relationships
- ❖ Clear vision & energize employees
- ❖ Create ideas
- ❖ Promote products & service

Today's Scenario in Technical Education

A teacher has to make his or her teaching creative or activity based. Without it, grammar class would be dull and boring. Teaching through activities proved to be more effective and it will reach the students quickly. The urgent need to make English class room interactive is the major focus of the newly revised curriculum. The

curriculum development centre (CDC), which was set by the university grants commission in 1987 reads:

With interesting awareness of the importance of learning process a more learner oriented teaching method should be introduced in the instructional system, which enables the learner to engage himself in creative and divergent thinking, problem solving, self-learning and to explore new avenues of communication, productive work as well as innovation through such methods as simulation, games, storytelling, story writing, project work and the like.(Teaching English: Approaches, Methods and Techniques, p.27)

The Beginning Stage

As a teacher, we want the students to be able to think themselves independently to troubleshoot the problem in their professional as well as personal life. Nowadays, most of the students suffer from low self-confidence, shyness, anxiety, and negative attitudes towards them. If the students are able to communicate properly, they can easily achieve success in life. Learning processes may also involve in understanding, and retaining, and then remembering the concepts for their lifetime. Students must know how to apply within an existing knowledge whenever it is needed.

The mediocre teacher tells;
The good teacher explains;
The superior teacher demonstrates;
The great teacher inspires.

- William Arthur ward.

Another reason might be that it can become difficult and time consuming for the teacher. Anyway, teachers have to train the students to attain the higher order thinking skills.

Bloom's Taxonomy

Benjamin S. Bloom, a Jewish-American educational Psychologist created Bloom's Taxonomy in 1956, in order to promote higher forms of thinking skills in educational learning. He believed that there were specific behaviors' that could be noticed and were important in the in the

process of learning. It identifies three domains of learning: each domain is then segmented into different levels for educational goals and objectives.

- Cognitive – Mental skills (Knowledge)
 - Affective – Growth in Feelings or Emotional capacity (Attitude)
 - Psychomotor – Manual or Physical skills (Skills)
- Cognitive, Affective and Psychomotor domains, of which the most widely used, is the cognitive domain.

Cognitive Domain

Cognitive domain has six levels learning stages, are Remember, Understand, Apply, Analyze, Evaluate and Create. Cognitive domain can be applied anywhere in engineering, medicine, science and technology, and humanities and sciences. Bloom taxonomy can help educators to design learning processes within a single or whole course. Educators using taxonomy, as guide to train the students to accomplish their goals in professional and personal life.

Bloom's Taxonomy is a good indicator for teachers to guide students' progress of learning step by step. It indicates how students can successfully acquire the knowledge, the organizing skill, and the other physical skill through the learning curriculum. According to Rosemary (2006), teaching philosophy refers to the ideology an educator chooses to follow, apply and use as an evaluation guide in the classroom when passing knowledge to the next generation. Cognitive learning refers to the step or operations used in learning or problem solving that requires direct analysis, transformation or synthesis of learning materials.

The taxonomy of educational objectives was supposed to guide the teachers speak the same language and thus “facilitate the exchange of information about their curricular developments and evaluation devices.” Although it was designed primarily for college professors, it finally became popular among educators, from K-12 teachers to corporate trainers.

Cognitive learning can positively impact our life in a corporate environment. Training the employees through cognitive learning processes will enhance and strengthen their expertise in handling complex and difficult task. The ability of brain's mental processes can be increased and retain information through proper training, senses and through is known as cognitive. Cognitive learning is a dynamic learning process that focuses on how to maximize our brain's potential. It makes simple to associate new information within an existing idea, hence deepening our memory and retention capacity.

Story Telling

People all over the world even today, following or adopting different methods of storytelling. In olden days, they used to propagate stories through playing small instrumental music like flute, violin, veena etc. this is the basic form of literature. It enhances communicative skills, improves listening skills, helps sharpen memory, makes learning easier, improves social skills, apart from these skills, storytelling also encourages the students to be create and use and use their creativity to posturizes or visualizes the setting, the characters, and the story as it unfolds. Telling stories is not an easy task. We should have knowledge about the language, its culture, and background. Even if we have knowledge in these areas, before we have to follow trial and error method that is, practice till you can understand the context on author's perspective

Story telling is one of the best ways to improve our communication skills, listening skills, soft skills, technical skills helps to sharpen the memory through creativity, improves social skills, apart from these skills, storytelling also encourages the students to be creative and make them to visualize the setting, the characters, and the story as it unfolds. Map the plot as a memory technique, use story skeleton to help you to remember the key word or events. Create your own version of story. Retell it numerous ways, till it feels like story. Sharing stories about confidence can help to improve behavior and the way student thinks. There are different types of

storytelling methods like using flash cards with pictures, story sacks: a “sack” or bag containing props and devices relevant to the story, through dialogues, and enacting stories etc.

How to tell stories?

How to make sure that our story time is very effective? It is entirely based on the selection of the story, sufficient preparation, and keen interest make for a great story time for all participants. Take any type of a story to tell, first break the stories into different components like characters, plot, style, tone, sequence, moral and then follow Bloom’s Taxonomy to tell the story. Students must know how to apply their knowledge in each and every level. Map the plot as a memory technique use story skeleton to help you remember the key words, and try to create your own version of the story. Retell it numerous times until it feels like a story.

Stories are special kinds of examples. They also have the benefits of entertaining the listener, keeping them in suspense and releasing an emotional response with a surprising revelation. There are different genres of stories: gossip, jokes, speculation, war stories, plain rum ours, horrors etc...

Stories work best when they are concrete and personal. Tell your own, authentic stories. It will display your character and your passion. If you want to tell another person’s story, explain that it’s not yours and tell it swiftly. A story will persuade your listener if it has a clear point. Without a point, it can be a waste time. So try to tell the story clearly until it reaches the audience.

It’s said that people remember about 20 percent of what they hear, and over 80 percent of what they see. If communication is the process of making your thinking visible, your conversation will certainly benefit from somehow of being able to see your ideas.

Story Selection

Story selection is one of the important component, students must undergo the process of picking or choosing the right story to tell. We have extraordinary

and numerous stories to tell, so need to identify the familiar stories. It includes all components like genre, narrative techniques, style, tone, pitch, traditional, and its cultural background. After selecting stories, students should practice well with confidence. Students must try to correlate bloom taxonomy's cognitive domain with the story which they are going to tell. To correlate cognitive domain, I have chosen a familiar short story, Aesop's famous fable 'The Hare and the Tortoise.' Everyone knows the moral, characters involved in the story, settings, and its background.

Remembering: Recalling or Recognizing

Remembering is the foundational cognitive skill and refers to the retention of specific, discrete pieces of information like facts and definitions or methodology, such as the sequence of events in a step-by-step process. First, identify the main characters involved in the story, type a story, where the story takes place. Knowledge can be assessed by straightforward means, for example, multiple choice or short-answer questions that require the retrieval or recognition of information.

For Example:

- Remembering the name
 - Who are the main characters in the story?
 - Hare, Tortoise, animals who witnesses
- What type of a story?
 - Comic, horror, entertainment science fiction, and classical, fable etc....
- Hare and the Tortoise is the fable written by Aesop
- Where does the story take place?
 - The story takes place in the forest

Understanding: Interpreting or Understanding

Understanding requires more cognitive processing than simply remembering information. Learners should understand the meaning of the information that they encounter by and paraphrasing it in their own words, classifying items in groups, comparing and contrasting

items with other similar entities, or explaining a principle to others.

For example:

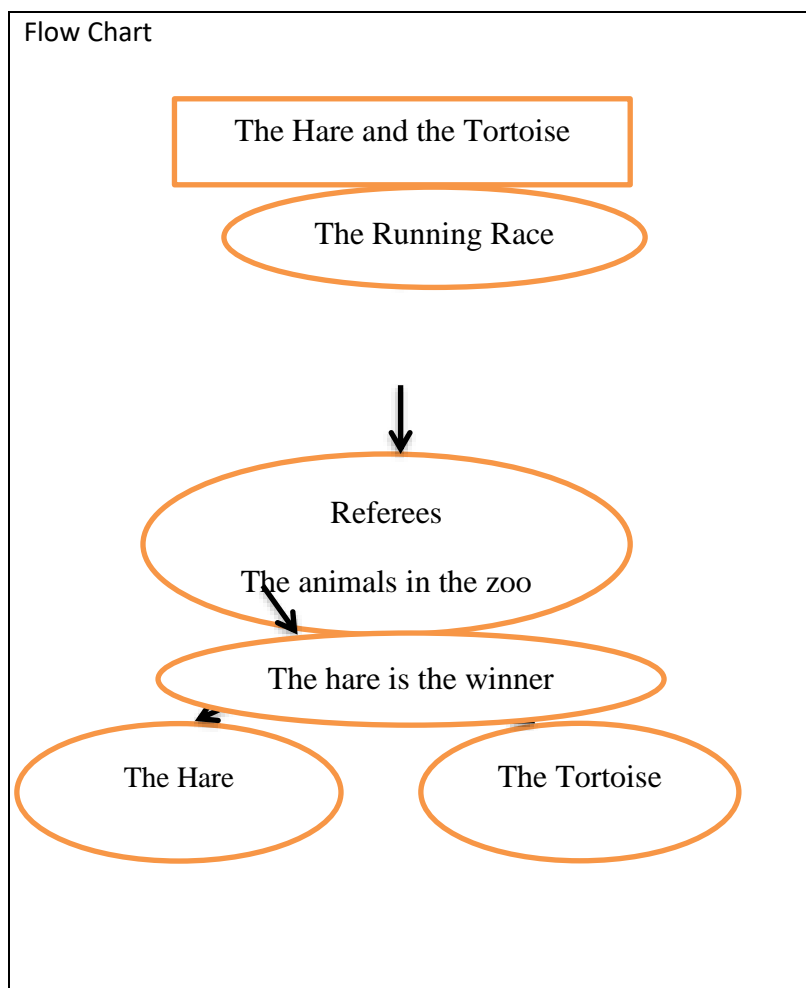
- Tell the story in your own style.
 - There is a Hare and the Tortoise living in the forest. Once Hare feels boring so he wanted mock Tortoise. The tortoise was mocked for being slow-moving Hare called Tortoise for race. The hare moves fast and reached half of the way. The Hare couldn't find the Tortoise behind him. The hare thought that wanted to take rest for some time. The hare went into deep sleep and had dream that it won the race and priced by all the animals in the forest. He woke up in the evening. He quickly jumped to check if the tortoise was around. He was shocked to see that the tortoise was just a few steps away from the finishing line. The hare rushed towards the finishing line as fast as he could. However, it was too late and the tortoise finally crossed the finishing line, won the competition.
- Think about the main event in the story. Why did it happen?
 - When the hare is decided to take some rest on the way before he completed the race is the twist and turn in the story. He looked around, and he noticed a field of cabbages and carrots. He decided to snack on cabbage and take a short nap so that he would quickly run past the finish line in a fresh mood. After taking a snack, the hare fell into a deep sleep and dreamt of winning the competition. He woke up in the evening, He quickly jumped to check if the tortoise was around, and he was shocked to see that the tortoise was just a few steps away from the finishing line.
- Explain the important characters in the story.
 - There are two main characters in the story-the hare and the tortoise. The proud hare is mocking the pitiable tortoise that he can go faster than the tortoise. The animal in the forest are referee.

Applying: Applying the Earned Knowledge in Various Circumstances

This allows learners to use knowledge, skills, or techniques in new situations through application. Demonstration starts with an applying level where we have to utilize the earned knowledge with different circumstances.

For example:

- Draw a flowchart, showing the whole story sequence in a single diagram



- Enact the story as an impromptu skit
- The race starts between the hare and the tortoise. Who is going to win the hare or the tortoise? Of course, the hare is the winner.

- Add few expressions of your own and then Tell the story (predicting, interacting, using body language) in a different manner
- Oh, there is a race between The Hare and The Tortoise. All are invited. Let us to celebrate the occasion. There will be a fun, we can enjoy a lot!!!

Analysing: Comparing or Differentiating

Higher levels of the taxonomy start with analysing. Distinguishing between fact and opinion and identifying the claims upon which an argument is built require analysis, as does breaking down information into different components to identify its special features.

For example:

- Break the story into different parts
 - The story takes place in the forest. There is a race between The Hare and The Tortoise. The animals in the forest are referee.
- Compare/contrast this story's plot with other tales.
 - The Hare and the Hedgehog (Germany, Jacob and Wilhelm Grimm).
 - Why Does the Buffalo Walk Slowly and Tread Gently? The Race of the Buffalo and the Hare (Romania, M. Gaster).
 - How the Hedgehog Ran the Devil to Death (England, Ella M. Leather).
 - Mister Rabbit Finds His Match at Last (African American, Joel Chandler Harris).
 - Keeping Pace (African American, Elsie Clews Parsons).
 - The Race (African American, Elsie Clews Parsons).
 - Two Fast Runners (American Indian -- Blackfeet).
 - The Race (American Indian -- Pueblo).
 - Turtle's Race, Second Version (American Indian -- Ojibwa).
 - The Race between Turtle and Frog (American Indian -- Sanpoil).
 - The Tortoise and the Stag (Brazil, Andrew Lang).
 - The Snail and the Deer (Philippines, W. H. Millington and Berton L. Maxfield).

- What is each character's role in the story [hero, villain, helper, etc]?
- The hero of the story is the Tortoise. The villain of the story is the hare. The supporting Characters are the animals in the zoo. Location takes place (Forest).

Evaluating: Make Judgments or Develop new ideas

Evaluation leads to critical thinking. When instructors reflect on a teaching session and use learner feedback and assessment results to judge the value of the session, they engage in evaluation. Evaluation helps us to assess the value of anything, it also helps us to invent new things within an existing ideas.

For example:

- Was the main character in the story good or bad, and why?
- The Hare is the main character in the story; he mocks the Tortoise's inability.
- Was this story worth the time it took to read? Why?
- Yes. Spending time for reading this story is worth. The moral of the story is slow and steady wins the race. There is a race between the hare and the tortoise is worth to tell the children. Instead of rising questions children used to laugh when they are hearing the story.
- Evaluate the moral of the story
- The moral of the story is slow and steady wins the race. Many situations in life we used follow the same methodology. As teachers, while we teach the vernacular students, we asked the students to practice these life skills.

Creating: Create things from known information or new ideas

Creating level is the highest level in cognitive domain. People who are having the highest level of intelligent Quotient(IQ) can achieve creating level. We can't achieve this level easily. We have to train our brain by giving various activities like related to listening, reading, speaking, and writing skills. If we train the students with

cognitive domain, automatically research will flourish in any field. Create a novel product in a specific situation with the help of existing knowledge about the subject. All over the world people are trying to invent new things with an existing ideas or new ideas, people

For example:

- Write another ending to the story that is different from the one the author wrote.
- When the hare tries to run fast, tortoise jumped on the hare' back. Without knowing, the pitiable hare runs fast to touch the finishing line. When reaching the line, the tortoise jumped above the finishing line, before the hare crossed the finishing line.
- Use your imagination to draw a picture about the story.



- Rewrite the story from own point of view.
There is a hare and a tortoise living in the forest happily with all other animals in the forest. One day the hare feels boring and mocking the tortoise that he can't run as fast as hare. The tortoise didn't respond anything, he kept quietly. The hare calls the tortoise for the race. The tortoise accepted for the race. They invited all other animal as referee for the race. They fixed the destination. They started their race. The hare ran fast to win the competition. He suddenly turned back and tries to see the tortoise. He is unable to see the tortoise nearby. So the hare decided to take rest. The hare had a nice sleep and beautiful dream that he won the competition and other animals are clapping and praising the hare. He woke up in the evening and saw the tortoise is nearing the finishing line. Before the hare had reached the finishing line, the tortoise

crossed the finishing line. Everyone claps, the tortoise won the race.

Conclusion

If the teacher treats English as a subject to be taught, he/she can help the students pass in the examinations. When the teacher facilitates in learning and gives the learners the opportunity to use language skills such as listening, speaking, reading and writing, it will lead them to achieve communicative competence. Among the four language skills speaking plays a vital role. People can express one's wants, feelings, thoughts, opinions and desires through speaking. It is found that basically professionals need communication skills for the following reasons:

- ❖ To share the emotions, thoughts, ideas and knowledge
- ❖ To strive for better and lofty prospects
- ❖ To attain interpersonal communication skills
- ❖ To gain academic excellence
- ❖ To work in a multinational company

Training the students through cognitive process will result in applying these Bloom's skills in real life consequences to troubleshoot the problem. As learners, if they know from experience that some learning tasks are more difficult than others. If they practice well with motivated mind, definitely they could achieve desired results. Learning will happen, only there is an interaction between the student and the teacher. As a teacher, we have to assess their knowledge and skills in either of these types of thinking by asking us to demonstrate those skills in action. It is very important that teachers must help the students become critical thinkers. Building on knowledge and helping students begin to apply, analyze, synthesize, and evaluate is the key to helping them grow and prosper in their personal and professional life. Students must have a keen interest in all the processes when they undergo. There is no doubt in that If the students practice and apply these skills

wherever it is necessary, they can achieve everything easily in their professional as well personal life.

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