Spring 5-16-2020

Using Bloom's taxonomy to teach college English in China: A handbook for educators

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Using Bloom's taxonomy to teach college English in China: A handbook for educators

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
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May 2020

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TEACHING ENGLISH AS A SECOND LANGUAGE
(or) INTERNATIONAL AND MULTICULTURAL EDUCATION
(or) HUMAN RIGHTS EDUCATION

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Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

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*Added only if there is a second reader

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ACKNOWLEDGEMENTS

It was a new journey for me to create this project, and this journey was full of excitement. Sometimes, I feel disappointed and sad about the difficulties on this road. However, with so much support from teachers, friends, and family, I can finally complete it, and I am happy with the result.

I feel so grateful to Dr. Sedique Popal, who taught us Bloom's Taxonomy which is used as the vital center in this project. Without his patience and instruction, I would not know Bloom's Taxonomy and even applied it to my project. I also feel thankful to Dr. Yi Guan, who always supports me and gives me instruction on the process of working on my project during the hard time.

Furthermore, I would like to thank all the support from my friends in the US and China. My friend Yachen Xie designed the cover page of the project for me. She and other friends in the US always concerned about my physical and mental health during this tough time. The friends in China encouraged me to move forward by sending me numerous messages. Without their company and support, it is impossible for me to complete this project.

I am lucky to have a large family that is full of love. My parents took excellent care of my grandparents so that I could focus more on my study and be less worried about their health. Because of the Coronavirus, my family was worried about me a lot, and they all showed their concern to me. I felt so warm with the love of my family.

Without the help and warm support from teachers, friends, and family, I can hardly finish this journey alone. I really appreciate their love and help and feel so lucky to have them in my life.

ABSTRACT

With the modernization and globalization of China, the Chinese need to study and utilize English to be a part of the world. College students are essential to learning English. However, the purpose of college English in China still focuses on the national College English Tests. College students are not able to meet their original goal of learning English.

The purpose of this project is to create some teaching materials that improve students' motivation and ability to learn English instead of raising exam grades. The project is a handbook which composes two model units based on Bloom's taxonomy. Each unit contains four model lesson plans which are listening, speaking, reading, and writing. Educators can adapt these lesson plans in the classroom and learn how to apply Bloom's taxonomy to their own teaching situations.

All in all, this handbook provides educators with different samples of the application of Bloom's taxonomy in teaching materials. For teachers, applying Bloom's taxonomy optimizes their teaching methods and strategies. They can avoid using only one teaching approach. Also, they have a chance to better interact with students. College students will have benefits from the teaching materials and increase their motivation to learn English. Therefore, students can attain more sense of achievement in learning English.

CHAPTER I
INTRODUCTION

Statement of the Problem

English has become an international language with the vast expansion of Western culture since the last century (Jiang, 2019). Today, in Chinese society, qualified experts with high proficiency in English is highly needed (Liu, 2011). To increase competition in a global marketplace, Chinese students need to attain higher levels of English, which will help them find their chances at the age of globalization (Redmond, 2020). Therefore, English learning is on the prominent position that is both in college education and in students' personal lives. (Bolton & Botha, 2015).

So far, China's college English has existed for more than twenty years and has undergone many reforms (Gao, 2010). Before the changes, college English teachers followed the traditional teacher-centered teaching methods that are replaced by learner-centered approaches (Zhou, 2017). However, as Zhou (2017) reported, there are still many possibilities for current English study to improve in Chinese colleges.

The purpose of teaching college English in some colleges is still problematic. According to Yang and Dixon (2015), the aim of learning college English in China is to pass the national College English Tests (CET 4 or CET 6). These colleges take students' English proficiency into account to decide whether or not they can graduate, and some of the colleges use certificates of CET as obligatory indications for graduation, resulting in that most students suffer from exam-oriented teaching (Gao, 2010).

Some college English teachers choose teaching objectives based on the content of CET. In Xu and Zhang's (2015) research, they addressed the reading capability based on the fact that in CET 4 and CET 6, reading comprehension weigh more compared with other sections on the

text. Also, in order to improve CET pass rate, most college English teachers carry out the teaching method called "duck-stuffing" that causes students to lose the passion and interests in English study (Yang & Dixon, 2015). Besides, Gao (2010) mentioned that most English teachers in colleges adopt the spoon-feeding method so that they can master the whole class.

Being taught by this method, students lack enough interaction with teachers and just forced to listen to them. Since students have few opportunities to speak up in English, there is no doubt that Chinese students are not good at oral English and public speaking. Moreover, in China, the diversity of the test to exam the English capability is limited. The most normal tests are CET 4 and CET 6, which do not have the speaking test part so that students do not understand the great importance of speaking ability and only focus on reading and writing (Gao, 2010). Together with the rigid test, students do not have sufficient initiative to cultivate critical thinking and creative thinking, which leads to a negative attitude towards English learning.

Furthermore, some methods that teachers found practical and compelling may have little effects on students (Liao & Li, 2017). According to one study from Liao and Li (2017), all college English teachers like to apply brainstorming to their classes, and 85% of teachers like to use peer evaluation, and more than half (55%) of teachers like to use reflexive journals as an assignment. Nevertheless, only 24.1% of college students found brainstorming effective, 9.3% of them were in favor of peer evaluation, and 7.6% of students support journals (Liao & Li, 2017). Many methods that college English teachers applied to are not suitable for their students, which resulted in students' less motivation in English study.

In summary, although college English studying has experienced the reform of teaching materials and strategies, there are still many problems in college English learning, teaching methods, and students' motivation, which deviates college English from its original goal.

Purpose of the Project

The project aims to design one handbook which can be used as a guideline for Chinese college English teachers. This handbook contains two units of model lesson plans and instructional design resources based on Bloom's taxonomy. Furthermore, the handbook will help educators understand the theory of Bloom's taxonomy and how to change their outdated teaching methods by applying this theory in their lessons. Therefore, educators are able to be followed by instruction and enrich their teaching practices.

This handbook also provides a comprehensive way of adapting teaching materials in classes. Teaching materials should not be focused only on CET anymore. It is necessary to concentrate on logicality, interests, and practicability in English learning.

College students who are the target population are willing to learn college English and gain more sense of achievement in the college. They can gain pleasure and become motivated in the process of English learning so that they will be able to interact with English speakers effectively.

Theoretical Framework

Bloom's taxonomy is a vital foundation for the theoretical framework. At the same time, Second Language Acquisition (SLA) theory and Cognitive Academic Language Learning Approach (CALLA) are two theories that can sustain the construction of this project.

Bloom's taxonomy

Benjamin Bloom designed his taxonomy to find possible solutions to the problems of organizing classified educational objectives in 1956 (Pourdana & Rajeski, 2013). According to Bloom et al. (1956), there are three significant parts of this taxonomy. They are the cognitive, the affective, and the psychomotor domains. This project will focus on the cognitive domain.

Six levels are organized in the hierarchy in the cognitive domain. They are knowledge, comprehension, application, analysis, synthesis, and evaluation from the bottom to the top. Knowledge, as defined by Bloom et al. (1956), emphasizes remembering by recognition or recall. Comprehension is an ability to understand the meaning of the material (Khorsand, 2009), and it includes three types which are translation, interpretation, and extrapolation (Bloom et al., 1956). Application is the ability to apply the materials that learned before to the new situations (Khorsand, 2009). At the level of analysis, breaking materials into several parts can examine its internal relationship and organization (Bloom et al., 1956). Synthesis is the ability to put ideas together to form a new solution (Bloom et al., 1956). Evaluation is the ability to make judgments over information and data on the hand (Khorsand, 2009).

This project is aimed to create a handbook, which is based on the six levels in the cognitive domain. These six levels form questions and exercises in the examples of the lesson plan in this project.

Second Language Acquisition

Second language acquisition is a process that people learned their native language first, and then they chose to learn another language (Gass, 2013). As Krashen's (1982) study, there are five hypotheses about second language acquisition, which are acquisition-learning distinction, natural order hypothesis, monitor hypothesis, input hypothesis, and affective filter hypothesis. This project placed special emphasis on affective filter hypothesis.

Affective filter hypothesis presents the process of how affective factors influence second language acquisition (Krashen, 1982). The affective factors can be placed into three categories, which are motivation, self-confidence, and anxiety.

According to Krashen (1982), acquirers with high motivation generally acquire knowledge better when they acquire second language. Also, self-confidence and a good self-image can equip acquirers with better potentiality in second language acquisition. Moreover, anxiety, which includes both personal and classroom anxiety, influences second language acquisition. Lower anxiety tends to be more beneficial.

This project is constructed by the second language acquisition. Lesson plans are designed by the critical hypothesis in second language acquisition, such as affective filter hypothesis. Also, motivation and anxiety are emphasized during the design of the class.

Cognitive Academic Language Learning Approach

The Cognitive Academic Language Learning Approach (CALLA) is designed for students to help them to understand and remember vital concepts by teaching them to use some learning strategies (Chamot & O'Malley, 1987). The components of CALLA are the content-based curriculum, English language development, and learning strategy instruction. Learning strategy instruction was applied to this project.

Students can use learning strategy instruction to learn conscious processes and techniques which help them understand, acquire, and keep the new skills and concepts (Chamot & O'Malley, 1987). There are four main propositions in learning strategy instruction. First, in order to be better learners, students need to recall prior knowledge and connect their prior knowledge with the new one. Second, students can be taught to learn strategies that equip themselves with more effective learning strategies. Third, the learning strategies that students are accustomed to using will be transferred to new tasks. Last, learning strategies will be more useful to use in academic language acquisition (Chamot & O'Malley, 1987).

In this project, CALLA helps teachers teach learning strategies such as metacognitive strategies and cognitive strategies to students so that college students are able to receive knowledge and concept effectively.

Significance of the Project

Chinese college students hope to master English more skillfully in order to use English to communicate and learn more culture around the world. However, the class which targets to the exam disappointed the college students. Also, the ineffective teaching method diminished students' motivation and passion above English. College English teachers taught to the exam, and at the same time, students learn to the exam. Both teachers and students can not gain fun and sense of achievement in college English classes.

I have never been a college English teacher in China, but I have been a college student who experienced two years' college English class. As a student, I hoped to have an English class which full of various thoughts and fascinating interaction between teachers and students. As a potential teacher in the future, I hope this project can give some benefits to educators, students, and even other stakeholders who involved in the college English education.

This project can benefit teachers who do not possess enough teaching methods and strategies. In the handbook, Bloom's taxonomy as a classical theory is introduced to the teachers. Also, there are several lesson plans in the handbook as examples to equip teachers with more methods and ideas to organize a class. Furthermore, teachers can get rid of the method of camming and learn to adapt and adopt their teaching materials. Teachers can use this handbook to interact with students effectively and cultivate their ability to study independently.

There are also benefits for students. First, students have more opportunity to focus more creative and effective content in class instead of on CET. Second, students can have more

motivation and fun when having a college English class. Third, students can form their critical thinking ability and creative thinking ability during the activities and exercises in the class.

This handbook can even be a reference for the reform of the curriculum to define the objectives, standards, levels of college English teaching. It can give other educators some new perspectives if they want.

Limitations

Several limitations are in this project. First, the handbook is used in Chinese college English classes, so the objectives may only be suitable for students who have already attended colleges. Second, in Chinese colleges, there are some students in the major of English who already at the advanced level, but the handbook and lesson plan are more suitable for the non-English major students, most of whom are not at the advanced level. College English is compulsory for non-English major first-year students and sophomores, and most of them are at the intermediate level. Therefore, the college students who were in advanced or elementary level need to adapt this handbook for use.

Definition of Terms

Bloom's Taxonomy

Bloom's taxonomy contains three models, which are learning objectives in cognitive, affective and sensory domains. (Bloom et al., 1956)

Cognitive Academic Language Learning Approach (CALLA)

CALLA is an instructional method for limited English proficient students and in CALLA, students are taught to use learning strategies. (Chamot & O'Malley, 1987)

College English Test (CET)

A standardized test in China to assess college students' English ability. There are six bands in CET, and Band 4 is required to pass during college years. Band 6 (CET-6) is a higher and harder level than Band 4. (Li, 2009)

Second Language Acquisition

A process that people learned their native language first, then they chose to learn another language. (Gass, 2013)

CHAPTER II
REVIEW OF THE LITERATURE
Introduction

According to chapter one, the problem is that even though college English in China has experienced many times of reforms and changed the teacher-centered approach, today's Chinese college English still focused on passing the national College English Test and does not achieve the purpose or the objectives of college English (Gao, 2010; Yang and Dixon, 2015; Zhou, 2017). In order to fulfill the objectives of college English, this project applies Bloom's taxonomy of educational objects, and one handbook is designed as an example and instruction to help teachers select and adopt appropriate teaching materials.

This project takes its theoretical framework from Bloom's taxonomy, affective filter hypothesis in second language theory and CALLA. The literature explores objectives in the cognitive level, the choice of teaching materials, and the learner's strategies. Specifically, by applying educational objectives in Bloom's taxonomy, teachers can choose and design textbooks based on different principles of Bloom's taxonomy. Meanwhile, some academic language learning strategies at the cognitive level help the knowledge absorbed by students with high efficiency and achieve educational goals and objectives. However, there is little information about how to apply Bloom's taxonomy for objectives in Chinese college English. Therefore, this chapter reviews two topics that explore ways of applying Bloom's taxonomy and enrich the approach in the handbook by the Cognitive Academic Language Learning Approach.

Applying Bloom's Taxonomy for Chinese College English Objectives

In the first theme, two parts are divided to support this theme. The first part introduces how to apply educational objectives from Bloom's taxonomy into learning and teaching college

English. The second part introduces the specific ways of the usage of Bloom's Taxonomy into choosing as well as creating English textbooks.

Applying Educational Objectives from Bloom's Taxonomy

Benjamin Bloom organized and classified educational objectives based on the design of his taxonomy in 1956 (Pourdana & Rajeski, 2013). The cognitive domain of this taxonomy is the focus, and six hierarchy levels experienced thorough a critical examination by numerous educational researchers (Ramirez, 2017).

Ormell (2006) criticized the omission of the development of imaginative understanding in Bloom's taxonomy. However, in reality, Ormell (2006) also listed the positive features by evaluating each level of Bloom's taxonomy. Firstly, even knowledge is inadequate as the main objective of education. It is still one basic level at the first level. Secondly, there is a distinction between comprehension and the knowledge of specifics. Thirdly, the application is clearly of central importance, and it is necessary to be added into any improved taxonomy. Fourthly, analysis is the behavior that most people wish to encourage. Fifthly, synthesis is widely considered important and covers students' ability to argue and present a coherent statement of a case. The last is evaluation which covers the needs for students that avoiding rushing to the conclusion, discontinuing judgment, weighing evidence, and transcending the superficial nature of the argument.

Ramirez (2017) also stressed the importance of the application of educational objectives from Bloom's taxonomy. She first emphasized the term objectives which refers to descriptions of learning outcome as planned clearly. Then she elaborated six levels in Bloom's taxonomy and gives her practical examples of class activities. At first, she described knowledge as the most basic preparation of learning. Second, different from the knowledge level which relies on recall,

comprehension demonstrates accurate basic understanding. Third, in the application level, students can gradually apply the newly acquired knowledge to new situations. Fourth, in the process of analysis, students need to break a large whole into small pieces and explore the relationship between them. At last, the two highest levels of learning are synthesis and evaluation. Synthesis involves combining different information and making a new one, while evaluation is taken as a critical criterion that originated from a comprehensive understanding of learning materials.

Pourdana and Rajeski (2013) did an experience which involving 32 undergraduate students majoring in English translation in Iran. Their purpose was to estimate the difficulty level of EFL texts. The result of the experiment confirmed the initial assumption that the EFL learners' performance was ranked based on Bloom's six levels. Also, the rank presented a descending pattern when the difficulty of texts was ascended. They concluded that when determining the different levels of difficulty of EFL texts, employing educational objectives from Bloom's taxonomy in the cognitive domain was a breakthrough. Furthermore, they stressed that EFL textbook designers could apply Bloom's taxonomy to design their material, and this is the next topic in this theme.

Adopting and Adapting English Textbooks by Bloom's Taxonomy

Textbooks, as teaching materials, are necessary and reliable for students to provide input to practice (Adli & Mahmoudi, 2017). For teachers, textbooks are helpful since these textbooks inspire many lesson plans. English textbooks are also essential for students during English acquisition.

According to Assaly and Smadi (2015), the text is one of the basic components in English textbooks, and questions are the second component to help students achieve the intended

goals. However, Adli and Mahmoudi (2017) reflected in their research that while texts in the textbooks meet students' needs better today, students' proficiency levels can not be consistent with the cognitive difficulty level of the questions in English textbooks. They investigated many EFL textbooks in which whether or not reading comprehension questions fit learner's levels. They analyzed the data based on Bloom's Taxonomy and obtain results for this study. They found out that question types lack conformity with six levels in Bloom's taxonomy in the beginning and advanced levels of EFL textbooks. In the cognitive domain, the lower cognitive level refers to three learning abilities, which are knowledge, comprehension and application; while the higher level contains analysis, synthesis and evaluation (Orey, 2010). In conclusion, textbooks in Adli and Mahmoudi's study (2017) emphasize questions in lower-level more than at higher-level.

Ulum (2016) also found out the same problem in his research. In this research, the author aimed to find out how to design reading comprehension questions. By analyzing collected data, although both beginning and advanced questions were emphasized in the coursebook, lower-levels were still dominant and there was a lack of questions in higher-levels. According to this result, Ulum (2016) suggested that both lower-level and higher-level cognitive domain ought to be stressed in reading parts. Teachers need to according to Bloom's taxonomy to design or modify reading comprehension. Also, when teachers choose English textbooks, they need to use cognitive levels to evaluate and select textbooks which difficulty levels are suitable for students' current level.

Assaly and Smadi (2015) pointed out that students had lots of problems while reading the text. Students focused on the accurate pronunciation of each word in the text rather than reading comprehension. To improve students' reading comprehension ability, students need to

move from the lower cognitive level or even the knowledge level to a higher one. At the same time, many teachers do not evaluate textbooks clearly and thoroughly before adopting them. They also do not have enough experience and competence to evaluate the textbook. Therefore, the researchers analyzed one textbook as one example to check what extent the questions fit students' proficiency level. Students from high proficiency level were selected which is different from researches made by Assaly and Smadi (2015), and Ulum (2016) study because the study by Assaly and Smadi (2015) focus more specific levels on higher-level in Bloom's taxonomy. The research in their study shows that this textbook successfully adopted evaluation level and analysis level, whereas synthesis questions were lacked in the textbook.

Furthermore, Assaly and Smadi (2015) gave several recommendations. Firstly, teachers have to evaluate the textbooks before adopting or adapting them. The textbooks ought to fit students' proficiency and cognitive level. Secondly, an excellent textbook is able to promote curriculum reform. Teachers are the promoters, and they need to learn from the textbooks and add other resources from their own experiences or other materials. Thirdly, different cognitive levels should be included in reading tasks in English textbooks so that students may have a chance to equip themselves with various competencies at school or university. Fourthly, not only teachers need to be aware of six cognitive levels, but also textbooks authors have to realize it. The textbooks created by the authors need to correspond with students' needs and motivate students' interests in English learning. At last, textbook authors have the responsibility to contribute to the reformation of the current curriculum through creating new textbooks.

In conclusion, according to the researches, many textbooks can not meet six levels by Bloom's taxonomy (Adli & Mahmoudi, 2017; Assaly & Smadi, 2015; Ulum, 2016). Furthermore, some researchers gave valuable recommendations to teachers, textbooks' authors (Assaly &

Smadi, 2015; Ulum, 2016). However, there are some limitations to these researchers. All of the researchers investigated the relationship between reading comprehension and Bloom's taxonomy, whereas how to apply Bloom's taxonomy in more areas in English learning such as listening, speaking, and writing part still missed. Also, all literature researched applying Bloom's taxonomy for English learning, but few of them connected Bloom's taxonomy for English learning under Chinese college English this circumstance. The research is about how to use the experiences of applying Bloom's taxonomy in other countries and adapt these experiences to improve teaching college English in China. The other section offers Cognitive Academic Language Approach which can be combined with Bloom's taxonomy to constitute the handbook.

Applying Cognitive Academic Language Learning Approach in Chinese College English Classes

In 1987, Chamot and O'malley (1987) put forward Cognitive Academic Language Learning Approach (CALLA). This approach helps learners apply prior knowledge and learning strategies to content area subjects. According to CALLA, three categories are contained, which are metacognitive strategies, cognitive strategies, and social-affective strategies (Chamot & O'Malley, 1987). Some researches proved that based on CALLA, learning strategies achieve effective results in the English class, especially in reading comprehension classes.

Gurses and Adiguzel (2013) investigated the differences before and after being taught to learn reading strategies in 18 university students in French. The researchers compared and calculated students' scores before learning reading strategies and post-test scores by Reading Comprehension Achievement Test. As a result, the findings show that after strategy instruction, students who were instructed to use reading strategies such as deducting and note taking

decreased their linguistic problems. The study reflects the positive effect of the implementation of CALLA.

In the other study conducted by Adiguzel and Gurses (2013), they interviewed six students who also attended the previous study. The researchers aim at the students' views after being taught reading strategies in this study. Findings related to students' opinions show the improvement of students' reading comprehension level. Also, they can understand the situation and problems in their own comprehension level better. Furthermore, due to the strategy instruction, students became realized and understood the strategies they used and can using different strategies flexibly while reading.

Albashtawi (2019) also reflected a similar result in the study. The researcher divided 122 EFL undergraduate students into two groups. In the experiment group, students were instructed to learn strategies in CALLA. In the control group, students were still taught by their original teaching methods. By comparing their pretest and post-test scores, the results indicated that there was a huge difference in scores between the experiment and the control group. The students instructed by learning strategies gained higher scores in the test. Afterward, students from the focus group were interviewed, and the result presented that most students confirmed the effectiveness of CALLA which helped them improved their reading comprehension achievement. The research, therefore, concluded that the study could be used in EFL classes to improve students' academic reading achievement.

Nejad and Mahmoodi-Shahrebabaki (2015) focused on the effectiveness of strategies in one specific category in CALLA which is metacognitive strategy. This study investigated 111 intermediate EFL students. They were trained by five steps. The first is preparation. Students were helped to identify the strategies they were using and aware of the relationship between their

mental processes and effective leaning. The second step is presentation. In this step, students were taught explicitly about various strategies in the metacognitive strategy. The third step is practice. After learning strategies, students needed to practice and choose useful strategies in an authentic learning task. The fourth step is self-evaluation. In order to develop students' metacognitive awareness during their learning processes, activities such as self-questioning were helpful. The last step is expansion in which students were inspired to find out effective strategies they thought and use these strategies flexibly to read new contexts. After the whole process, they were evaluated through their pretest and post-test scores by taking one reading comprehension test. The result showed that the metacognitive strategy instruction through CALLA had a significant favorable influence and improved students' reading comprehension performance.

The study accomplished by Guapacha Chamorro and Benavidez Paz (2017) offered a broader blueprint by using CALLA. They created a new CALLA-TBLE model which combined elements from CALLA and task-based language teaching model. Thirty-three first-year pre-service language teachers were involved in this study. By collecting and analyzing data from different literatures such as journals and surveys, the author concluded that the learners increased their language learning strategies as well as language production level after the instruction. Compared with other researches, which only focused on test scores or interviewees' opinions (Adiguzel & Gurses, 2013; Albashtawi, 2019; Guapacha Chamorro & Benavidez Paz, 2017; Gurses and Adiguzel, 2013; Nejad & Mahmoodi-Shahrebabaki, 2015), this study adopted more data collection methods. This study presented that the strategies were not only concentrated on reading comprehension strategies but also involved speaking, writing, grammar, and vocabulary. In conclusion, this study provides more possibilities to evaluate CALLA and combine CALLA to other models.

To sum up, many pieces of literature proved that CALLA is effective in English learning. However, the application of CALLA in Chinese college English is rare, and this situation motivated the author to learn from global experiences, then created appropriate learning materials for Chinese college English classes.

Summary

The two themes in the literature review explored the two possibilities to help improve the quality of Chinese college classes and transform the test-centered classes. The first theme is applying Bloom's Taxonomy for Chinese college English objectives which were divided into two topics. One is applying educational objectives from Bloom's Taxonomy. In this topic, there are several positive features of Bloom's taxonomy listed by Ormell (2006). Ramirez (2017) also stressed the importance of the application of Bloom's taxonomy. Pourdana and Rajeski (2013) did an experience to estimate the difficulty level of EFL texts which led to the next topic in this theme. The topic is adopting and adapting English textbooks by Bloom's taxonomy. Under this topic, several researchers (Adli & Mahmoudi, 2017; Assaly & Smadi, 2015; Ulum, 2016) reflected in their research that students' proficiency levels are inconsistent with questions' difficulty level in English textbooks. Practical suggestions were also be provided by some authors (Assaly & Smadi, 2015; Ulum, 2016).

In the second theme, the literature examined the effectiveness of applying CALLA in class. By different research methods, all literatures (Adiguzel & Gurses, 2013; Albashtawi, 2019; Guapacha Chamorro & Benavidez Paz, 2017; Gurses and Adiguzel, 2013; Nejad & Mahmoodi-Shahrebabaki, 2015) can come to one conclusion that teaching learning strategies are beneficial for English study, especially in reading comprehension class. Guapacha Chamorro and Benavidez Paz (2017) offered a broader blueprint by combined CALLA with a task-based

language teaching model. This provided an excellent example for the research to combine different models together.

There are little researches on applying Bloom's taxonomy and Cognitive Academic Language Learning Approach to Chinese college English classes. Therefore, the author needs to combine the experiences of other countries and the specific situation of college English in China and create the handbook for Chinese college English educators. Also, the literature mostly focused on reading skills and lacked other essential skills which are also indispensable in English study. Hence, the project extends the application of Bloom's taxonomy and CALLA and adds listening, writing, speaking parts into lesson plans by applying these two structures.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of the project is to create a handbook that provides Chinese college English educators with some examples of applying Bloom's taxonomy to teaching materials. The handbook serves as a guideline for educators to select appropriate materials and adapts teachers' teaching materials. The classes and teaching materials for college English in China still focus on examinations which far behind the development of modern China. Therefore, it is necessary and practical to explore other possibilities of the teaching materials which can absorb advanced educational experiences and teaching theories.

In this project, the handbook contains two central units, and each unit contains four example lesson plans. The handbook emphasizes the application of six cognitive levels in Bloom's taxonomy. Also, listening comprehension, reading comprehension, speaking, and writing lesson plans are included in each unit. Each class should be 90 minutes and be held twice a week due to the arrangement of college English in China.

The first part of the handbook is the introduction. This part contains the message to the college English educators. Also, the introduction of Bloom's Taxonomy is included. Furthermore, some reference materials or the introduction of Bloom's Taxonomy are listed.

The second part of the handbook is the specific units. Each unit has one topic which conforms with Chinese college students' experiences. The topic of the first unit is procrastination which is a wide problem in different groups, especially in the students' groups. The second topic for unit two is nonverbal communication. In each unit, four lessons about listening, reading, speaking, and writing are contained. Also, the answer key for the questions in each lesson is on the last of each unit.

In each lesson plan, several cognitive levels of Bloom's taxonomy and learning strategies in CALLA are applied to questions and activities. In the listening comprehension lesson, there is one table about a lesson plan, and various kinds of activities. Also, one video about the topic of this unit is used for listening material. In the reading comprehension, there is a table about a lesson plan and several kinds of activities. In speaking, there is one table about a lesson plan, questions to activate prior knowledge and questions for this class. In writing, there is one table about a lesson plan, prewriting activities, first draft, peer response, teacher read, revise, and teacher read again.

Development of the Project

The inspiration for this handbook came out of my personal experience during my undergraduate years. When I was a college student in China, I witnessed the classes in several different college English teachers in each grade. However, all the teachers taught for the exam. Students had no interest in college English, and many of them tried to play truant. These college English teachers even did not have a lesson plan and just followed the textbook. The textbooks were also designed for the exam, and we felt so bored about it. At that time, I realized that if I want to be a college English teacher, I will create a lesson that guiding students to know themselves, to know the world, and to improve their thinking ability instead of focusing on the content of the exam.

After I found the problem I would like to solve, I began to search for the appropriate teaching material and theory. The first theory that came to my mind was Bloom's taxonomy. I remembered when the professor introduced this theory to us; he led us to answer questions that all fit six levels from Bloom's taxonomy. I can clearly feel the progressive enhancement of cognition when thinking about these questions. Also, at that time, I was regretted that none of the

textbooks were followed by Bloom's taxonomy. Therefore, I was lucky to have a chance to make up for this regret and created this handbook for educators.

Bloom's taxonomy was applied to the lesson plan and served as some questions to lead learners to think. Nevertheless, how to guide students to solve problems effectively still needed to be considered. Thanks to the suggestions from the professor, I found several leaning strategies in Cognitive Academic Language Learning Approach, which were helpful for learners to think about questions structured by Bloom's taxonomy.

According to most of the literature, Bloom's taxonomy was applied for reading comprehension questions. Nonetheless, I would like to explore the wider application of Bloom's taxonomy in this project. According to the current teaching condition in Chinese college English, despite reading skills, listening, speaking, and writing skills should also be stressed in college English classes. Therefore, applying Bloom's taxonomy to the other three skills was essential.

This project is based on the current problem in Chinses college English lessons. Applying Bloom's taxonomy to teaching material is helpful to improve learners' motivation and interests in college English, and at the same time, improve learners' cognitive level and ability of thinking.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although English is increasingly important with the modernization and globalization of China, college English in China still follows the traditional teaching methods which focus on passing exams (Yang & Dixon, 2015). Many reforms have been carried out in the last twenty years (Gao, 2010) in order to change the backward college English education situation. However, the spoon-feeding method is still prevalent in college English classes (Gao, 2010).

The project aims to amend the Chinese college English situation by providing college English with another way to solve current problems. This project uses the form of the handbook which composes two model units based on Bloom's taxonomy. In each unit, four lesson plans are contained which can be adapted by educators. Therefore, educators should not only adapt the teaching materials that focused on exams but also adapt more logical, attractive, and practical teaching materials. College students will benefit from the teaching materials and increase their motivation in English. As a result, they are able to attain more sense of achievement in learning English.

This handbook in this project mainly based on Bloom's taxonomy. Six hierarchy levels in the cognitive domain in Bloom's taxonomy are knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al., 1956). In the example lesson plans, all of these six levels are applied to, and presented as the form of different questions and activities. The Cognitive Academic Language Learning Approach (CALLA) provides the project with more kinds of learning strategies. In all listening, speaking, reading, and writing lesson plans, different learning strategies are applied and taught by educators to answer the questions and carry out teaching activities. Affective hypothesis is a vital hypothesis in second language acquisition

theory should also be considered to frame this project. Motivation and anxiety of students are contained in affective hypothesis and should be paid attention to in the design of example classes.

It is significant to process this project because of several benefits. For teachers, applying Bloom's taxonomy enriches their teaching methods and strategies. They can avoid using only one teaching approach. Also, they have a chance to interact with students better. For students, they do not need to only focus on the exam, but they have more chances to improve their motivation and enjoy the fun in college English. At the same time, students will cultivate their critical thinking ability during the English learning process. Furthermore, from a macro perspective, it is inevitable for the reform of curriculum in college English to experience various kinds of teaching methods and teaching materials.

Recommendations

The handbook is specially designed for Chinese college English educators, whereas educators from different areas can adapt this handbook. Before the educators utilize this handbook, there are some tips for them to take into consideration. First, the English ability level of the students should be intermediate, and in some cases, can be advanced level. However, educators should be especially careful to use it for the elementary level which is not be suggested. Therefore, before utilizing this handbook, educators need to be familiar with students' English proficiency levels and then adapt this handbook.

Second, the objectives are designed for Chinese college English classes, so the teaching schedule should be adjusted before using them into other EFL/ESL classes. The duration and the frequency of each class in Chinese college English classes may differ from other ESL/EFL classes so that educators need to arrange for teaching content according to their schedule.

Third, the questions and activities in the lesson plans are based on different levels of Bloom's taxonomy. Educators should be familiar with the content and the practices of Bloom's taxonomy. This project also applies Cognitive Academic Language Learning Approach (CALLA) to offer more learning strategies to students in order to promote students' English learning efficiency. Educators can combine different approaches to maximize the effectiveness of Bloom's taxonomy.

In conclusion, educators who adopt this handbook should consider their students' English proficiency level. Also, the curriculum arrangement ought to take into careful consideration. Furthermore, educators need to use the handbook flexibly and combine various approaches with activities created by the application of Bloom's taxonomy.

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APPENDIX

Using Bloom's Taxonomy to Teach College English in China: A handbook for Educators

A handbook for educators

By: Yue Cai

Using
Bloom's Taxonomy
to teach college English in China

evaluation

synthesis

analysis

application

comprehension

knowledge

By: Yue Cai

Table of Contents

To the educators

Welcome to the handbook of *Using Bloom's Taxonomy to Teach College English in China.* This handbook is designed for educators who teach college English in China. Six cognitive levels inside Bloom's Taxonomy are applied to in lesson plans.

In this handbook, there are two sample units and eight sample plans. The topic of the first unit is procrastination, and the second topic is non-verbal communication. I hope students can learn not only English language but also the cognition of some issues closely related to themselves. Therefore, I choose these topics and hope students can expand their cognition about themselves.

By utilizing this handbook, I hope educators can focus on the structure of how to apply Bloom's taxonomy to the activities and questions. Educators can adapt the materials from different areas, and you can also combine different approaches with Bloom's taxonomy.

I hope this handbook can be helpful for you! Feel free to adapt it!

All the best,

Yue Cai

Introduction of Bloom's Taxonomy

Benjamin Bloom designed his taxonomy in 1956 to find possible solutions to the problems of organizing classified educational objectives (Pourdana & Rajeski, 2013). According to Bloom et al. (1956), there are three major parts of this taxonomy. They are the cognitive, the affective, and the psychomotor domains. The cognitive domain of this taxonomy is the focus and six hierarchy levels from the lowest to the highest are knowledge, comprehensive, application, analysis, synthesis, and evaluation.
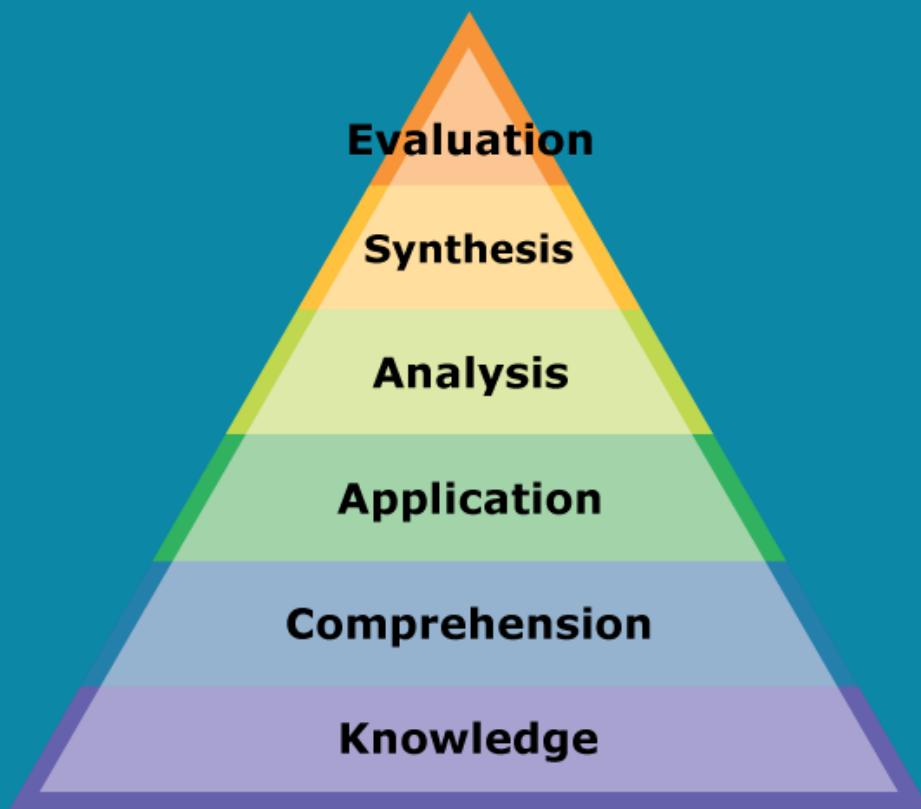
Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

- Knowledge, as defined by Bloom et al. (1956), emphasizes remembering by recognition or recall.

- Comprehensive is an ability to understand the meaning of the material (Khorsand, 2009) and it includes three types which are translation, interpretation and extrapolation (Bloom et al., 1956).

- Application is the ability to apply the materials that learned before to the new situations (Khorsand, 2009).

- Analysis emphasizes the breakdown of the material into its constituent parts so as to be detected by its internal relationship and organization (Bloom et al., 1956).

- Synthesis is the ability to put together the elements in order to form a whole (Bloom et al., 1956).

- Evaluation is the ability to make judgments about the value of received material (Khorsand, 2009).

In this handbook, questions and activities from listening, speaking, reading and writing lesson plans are designed by applying six levels in Bloom's taxonomy to guide students to think and improving students' cognitive ability.

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Unit One

Procrastination

Lesson One

Listening Comprehension

Listening Comprehension Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this listening comprehension lesson plan is to enhance college students' listening comprehension ability by applying Bloom's taxonomy to college English classes so that they are able to listen and understand English academic lecture.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic and content of listening material.
4. Students will be able to share their own experiences related to listening material.

Materials

1. The video (link:
   https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator)
2. The computer
3. The projector
4. Pencil to write and draw

Pre-listening activities

| A | Please recall your own experiences, then answer the question. Discuss your answer with your partner. |

Do you like delaying or postponing doing things such as homework or tasks? If yes, how often? If no, give an example.

[Cognitive level: **Knowledge**; Active verb: **Recall**]

[Learning strategy: **Cooperation**]

| B | Please describe what you see from the picture. |

[Cognitive level: **Comprehension**; Active verb: **Describe**]

[Learning strategy: **Imagery**]

C

Match each word with its definition, then check the answer in class.

1. civil	a. (of an animal) having normal physical functions suspended or slowed down for a period of time; in or as if in a deep sleep
2. dormant	b. an act or short spell of running at full speed
3. awesome	c. use of free time for enjoyment
4. sprint	d. courteous and polite
5. dread	e. the action of delaying or postponing something
6. procrastination	f. extremely impressive or daunting
7. rational	g. producing or able to produce large amounts of goods, crops, or other commodities
8. productive	h. based on or in accordance with reason or logic
9. gratification	i. pleasure, especially when gained from the satisfaction of a desire
10. leisure	j. great fear or apprehension
11. cram	k. a moment of sudden insight or understanding
12. epiphany	l. study intensively, as before an exam

[Cognitive level: **Knowledge**; Active verb: **Match**]

D Read the following questions and try to find the answer during watching the video.

1. Please identify the answer to the question of how does the procrastinator ever manage to accomplish anything?

[Cognitive level: **Knowledge**; Active verb: **Identify**]

2. Please compare a non-procrastinator's brain with a procrastinator's brain and tell us what the differences are.

[Cognitive level: **Comprehension**; Active verb: **Compare**]

3. Please summarize the speaker's opinion about long-term procrastination.

[Cognitive level: **Comprehension**; Active verb: **Summarize**]

[Learning strategy: **Summarizing**]

Please watch the video

https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator

Tim Urban | TED2016
Inside the mind of a master procrastinator

TIMURBAN

13:49

During listening activities

A Please watch the video and listen to the speech carefully. Take notes by identifying main ideas and key words.

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Knowledge**; Active verb: **Identify**]

[Learning strategy: **Note taking; Grouping**]

B　Watch the video again and complete your notes.

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Knowledge**]

[Learning strategy: **Note taking; Grouping**]

C　Based on your notes and video, what can you generalize from the speech? Share your find out with your partner.

[Cognitive level: **Comprehension**; Active verb: **Generalized**]

[Learning strategy: **Cooperation**]

Post-listening activities

A　Read the statement below. Identify the sentence True (T) or False (F). Circle what you think is correct. If false, please correct it.

T F 1. The speaker finished his 90 pages senior thesis
       as he originally planned.

T F 2. The call from the school told the speaker his
       thesis was the best one they've seen.

T F 3. Both procrastinator and non-procrastinator's
       brains have Instant Satisfaction Monkey.

T F 4. The Instant Satisfaction Monkey has no memory
       of the past and no knowledge of the future.

T F 5. The rational decision maker gives us the ability
       to do things no other animal can do.

T F 6. The air in the dark playground is filled with
       happiness.

T F 7. The Panic Monster is the only thing the monkey
       is terrified of.

T F 8. The long-term procrastination does not have a
       deadline.

[Cognitive level: **Knowledge**; Active verb: **Identify**]

B

Please first think about the following questions independently.

Then share your opinions with the classmates around you. (3 to 4

people in one group)

1. Watch these series of pictures, then according to the
   listening material, give an example of what you
   experienced when the Instant Gratification Monkey
   took the wheel.
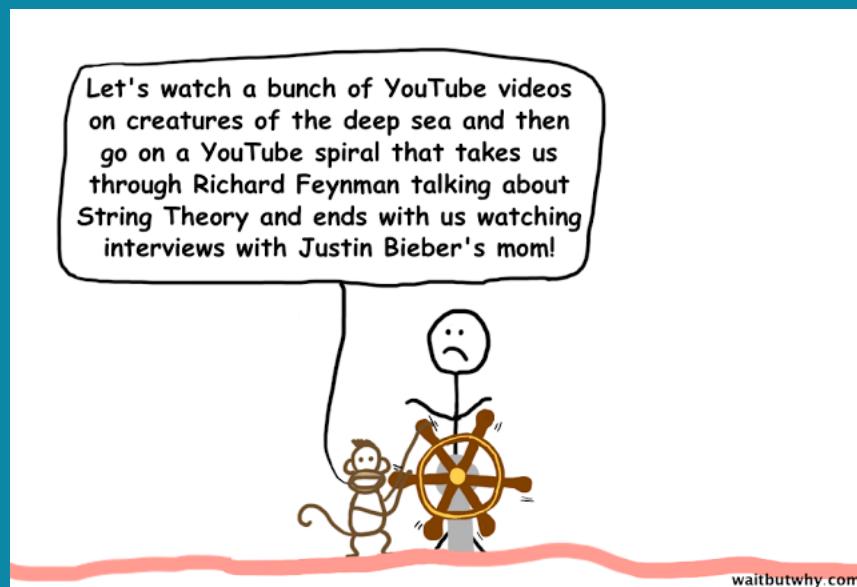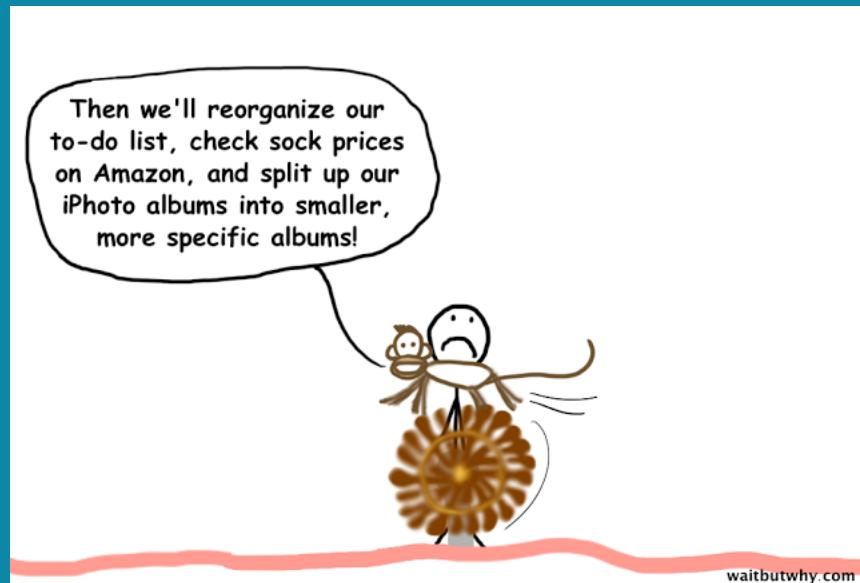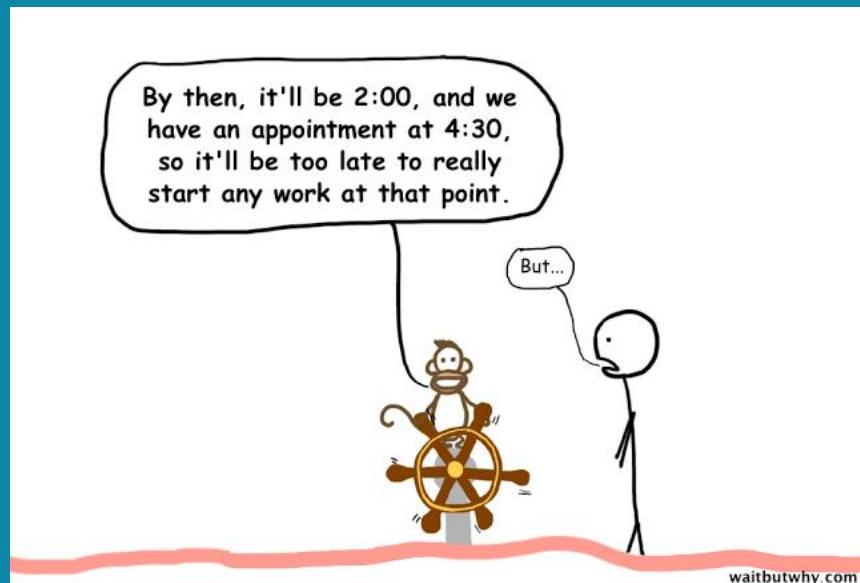
[Cognitive level: **Application**]

[Learning strategy: **Imagery; Cooperation**]

2. What could you plan if you receive the invitation from TED just like the speaker in the video?

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

3. What part of the speaker's experiences was the most

   meaningful and inspirational for you? Please explain it.

   [Cognitive level: **Analysis**]

   [Learning strategy: **Elaboration; Cooperation**]

4. Please organize the speakers' stories into different

   themes and think of different titles for each theme.

   [Cognitive level: **Analysis**]

   [Learning strategy: **Cooperation**]

5. Pretend you were the speaker, but the Panic Monster did

   not show up and your presentation on TED was therefore

   not satisfied. What will you write in your journal after

   the presentation?

   _____

   _____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

6. Using your imagination to draw one or several pictures to reflect the process of how procrastinators fight the Instant Gratification Monkey and then take the wheel.
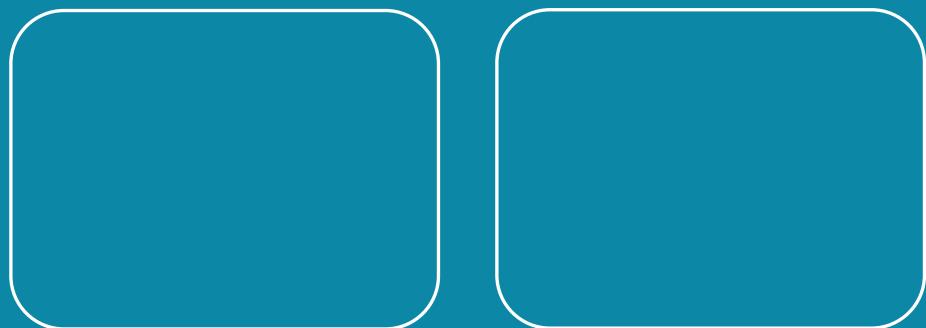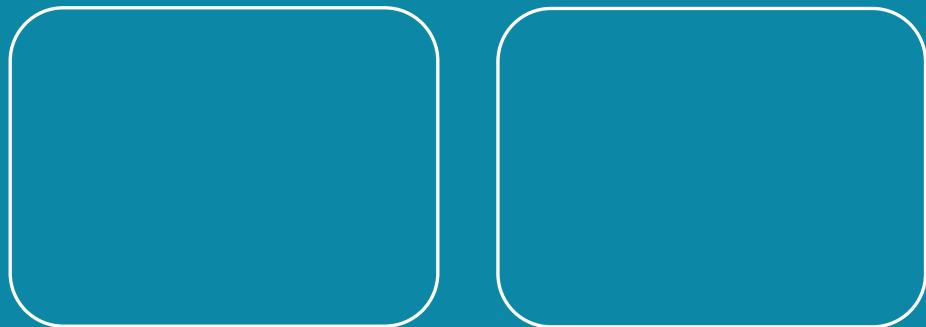
[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

7. Do you think the speaker's analysis of the brains for procrastinator and non-procrastinator confirms with your situation? Why?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

8. Do you believe the speaker's suggestions for long-term procrastination are practical and valuable for yourself? Please give your reasons.

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

Lesson Two

Reading Comprehension

Reading Comprehension Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this reading comprehension lesson plan is to enhance college students' reading comprehension ability by applying Bloom's taxonomy to college English classes so that they are able to read and comprehend English academic passages.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of reading material and can answer related questions.
4. Students will be able to share their own experiences related to reading material.

Materials

1. The original passage on the website.   (link: https://waitbutwhy.com/2013/11/how-to-beat-procrastination.html)
2. The computer
3. The projector
4. Pencil to write and draw

Pre-reading activities

A   Please look at this picture and recall the content of last listening class, then describe the three elements in the picture.
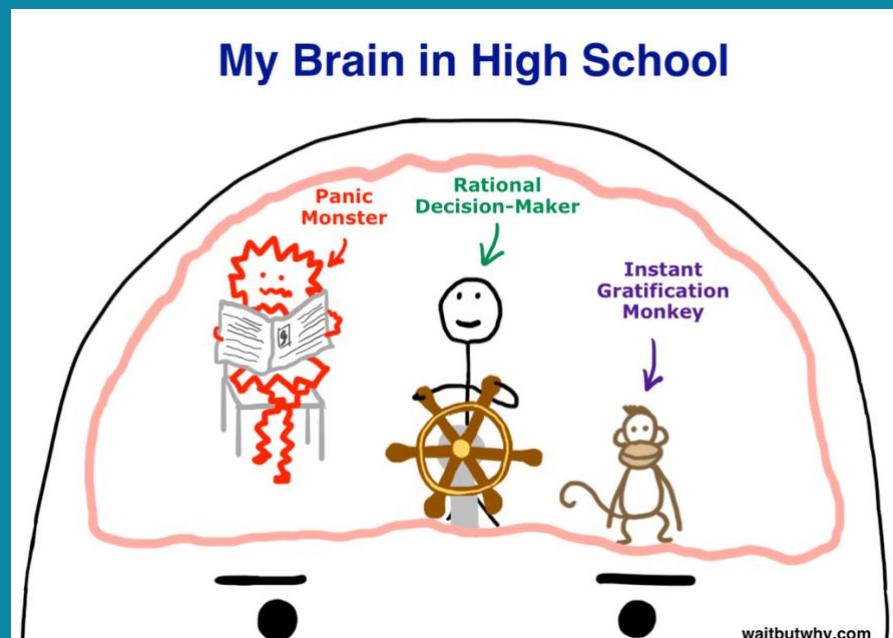
[Cognitive level: **Knowledge**; Active verb: **Recall**]

[Learning strategy: **Imagery**]

B   Match each word with its definition, then check the answer in class.

[Cognitive level: **Knowledge**; Active verb: **Match**]

1. dominion	a. form an edge along or beside (something)
2. border	b. (of an explanation or excuse) unconvincingly feeble
3. hapless	c. sovereignty or control
4. lame	d. (of an idea or action) meet with someone's agreement
5. futile	e. (especially of a person) unfortunate
6. enslave	f. make (someone) a slave
7. prophecy	g. ask for or try to obtain (something) from someone
8. resonate	h. a sum of money or something else of value gambled on the outcome of a risky game or venture
9. solicit	i. incapable of producing any useful result; pointless
10. external	j. (of a habit, belief, or attitude) firmly fixed or established; difficult to change
11. stake	k. coming or derived from a source outside the subject affected
12. engrained	l. a prediction

C

Read the following questions and try to identify the answer during reading.

1. Why are people not able to beat procrastination?

2. What are the ways to beat procrastination?

3. How to change the Storylines?

[Cognitive level: **Knowledge**; Active verb: **Identify**]

D

Please fill in this K-W-L Chart. Fill the first two part before reading the passage. Fill the last part at the end of the class. Then compare each part.

K What I Know	W What I Want to Learn	L What I Learned

[Cognitive level: **Comprehension**; Active verb: **Compare**]

[Learning strategy: **Transfer**]

During reading activities

Please find the answers for part C in pre-reading activities.

Please read the passage carefully.

How to Beat Procrastination

By Tim Urban

We know about the Instant Gratification Monkey (the part of your brain that makes you procrastinate) and his dominion over the Rational Decision Maker, but what's really happening there?

The procrastinator is in the bad habit, bordering on addiction, of letting the monkey win. He continues to have the intention to control the monkey, but he puts forth a hapless effort, using the same proven-not-to-work methods he's used for years, and deep down, he knows the monkey will win. He vows to change, but the patterns just stay the same. So why would an otherwise capable person put forth such a lame and futile effort again and again?

The answer is that he has incredibly low confidence when it comes to this part of his life, allowing himself to become enslaved by a self-defeating, self-fulfilling prophecy. Let's call this self-fulfilling prophecy his Storyline. The procrastinator's Storyline goes something like this: For the Have-To-Dos in my life, I'll end up waiting until the last minute, panicking, and then either doing less than my best work or shutting down and not doing anything at all. For the Want-To-Dos in my life, let's be honest— I'll either start one and quit or more likely, I just won't ever get around to it.

The procrastinator's problems run deep, and it takes something more than "being more self-disciplined" or "changing his bad habits" for him to change his ways—the root of the problem is embedded in his Storyline, and his Storyline is what must change.

There's only one way to truly beat procrastination:

You need to prove to yourself that you can do it.

You need to show yourself you can do it, not tell yourself. Things will change when you show yourself that they can. Until then, you won't believe it, and nothing will

change. Think of yourself like a basketball player on a cold streak. For basketball players, it's all about confidence, and an ice cold shooter can tell himself 1000 times, "I'm a great shooter, I'm going to hit this next one," but it's not until he physically hits a shot that his confidence goes up and his touch comes back.

So how do you start hitting shots?

1) Try to internalize the fact that everything you do is a choice.

Start by thinking about the terms we've used in these posts, and if they resonated with you, write them down. Part of the reason I assigned terms to so many of these feelings or phenomena—the Instant Gratification Monkey, the Rational Decision-Maker, the Panic Monster, your Storyline—is that terms help you clarify the reality of the choices you're making. It helps expose bad choices and highlights when it's most critical to make good ones.

2) Create methods to help you defeat the monkey.

Some possible methods:

* Solicit external support by telling one or more friends or family members about a goal you're trying to accomplish and asking them to hold you to it. If that's hard for whatever reason, email it to me—I'm a stranger (contact@waitbutwhy.com)—and just typing out a goal and sending it to a real person can help make it more real. (Some experts argue that telling people in your life about a goal can be counterproductive, so this depends on your particular situation.)
* Create a Panic Monster if there's not already one in place—if you're trying to finish an album, schedule a performance for a few months from now, book a space, and send out an invitation to a group of people.
* If you really want to start a business, quitting your job makes the Panic Monster your new roommate.
* If you're trying to write a consistent blog, put "new post every Tuesday" at the top of the page...
* Leave post-it notes for yourself, reminding you to make good choices.
* Set an alarm to remind yourself to start a task, or to remind you of the stakes.
* Minimize distractions by all means necessary. If TV's a huge problem, sell your TV. If the internet's a huge problem, get a second computer for work that has Wifi disabled, and turn your phone on Airplane Mode during work sessions.
* Lock yourself into something—put down a non-refundable deposit for lessons or a membership.

And if the methods you set up aren't working, change them. Set a reminder for a month from now that says, "Have things improved? If not, change my methods."

3) Aim for slow, steady progress—Storylines are rewritten one page at a time.

In the same way a great achievement happens inglorious brick by inglorious brick, a deeply-engrained habit like procrastination doesn't change all at once, it changes one modest improvement at a time. Remember, this is all about showing yourself you can do it, so the key isn't to be perfect, but to simply *improve*. The author who writes one page a day has written a book after a year. The procrastinator who gets slightly better every week is a totally changed person a year later.

So don't think about going from A to Z—just start with A to B. Change the Storyline from "I procrastinate on every hard task I do" to "Once a week, I do a hard task without procrastinating." If you can do that, you've started a *trend*. I'm still a wretched procrastinator, but I'm definitely better than I was last year, so I feel hopeful about the future.

Why do I think about this topic so much, and why did I just write a 19,000- word blog post on it?

Because defeating procrastination is the same thing as gaining control over your own life. So much of what makes people happy or unhappy—their level of fulfillment and satisfaction, their self-esteem, the regrets they carry with them, the amount of free time they have to dedicate to their relationships— is severely affected by procrastination. So it's worthy of being taken dead seriously, and the time to start improving is now.

(Selected from https://waitbutwhy.com/2013/11/how-to-beat-procrastination.html)

Post reading activities

A Read the statement below. Identify the sentence True (T) or False (F). Circle what you think is correct. If false, please correct it.

T F   For procrastinators, at most of the time, their Rational Decision Maker can take the control of Gratification Monkey.

T F   The root of procrastinator's problem is embedded in his Storyline.

T F   Procrastinators can ask for internal support by telling some friends about their goals.

T F   If a procrastinator is trying to schedule a performance for a few months, there is no need for him to create a Panic Monster.

T F   If a procrastinator wants to start a new business, it is unnecessary for him to quit the job.

T F   The procrastinator should minimize distraction to keep concentrated.

T F   If the methods the procrastinator set up are not working, he should try the methods again.

T F   The key to show yourself is to be perfect.

[Cognitive level: **Knowledge**; Active verb: **Identify**]

B Please first think about the following questions independently. Then share your opinions with the classmates around you. (3 to 4 people in one group)

1. Give one of your examples that meets the description in paragraph three in the passage.

   For the Have-To-Dos in my life, I'll end up waiting until the last minute, panicking, and then either doing less than my best work or shutting down and not doing anything at all. For the Want-To-Dos in my life, let's be honest— I'll either start one and quit or more likely, I just won't ever get around to it.

   [Cognitive level: **Application**]
   [Learning strategy: **Cooperation**]

2. Think of one situation that can utilize the first method that "*try to internalize the fact that everything you do is a choice.*"

   [Cognitive level: **Application**]
   [Learning strategy: **Cooperation**]

3. In the three kinds of methods and different small points of methods, which is the most practical and meaningful for you?

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

4. Write your own long-term plan here and then make a list of your friends or family whom you will ask them to hold you?

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

5. What could you do that was just like the author who planned to write a 19000 -word blog? What is your plan which is different from the author's one? You can write or draw your plan here.
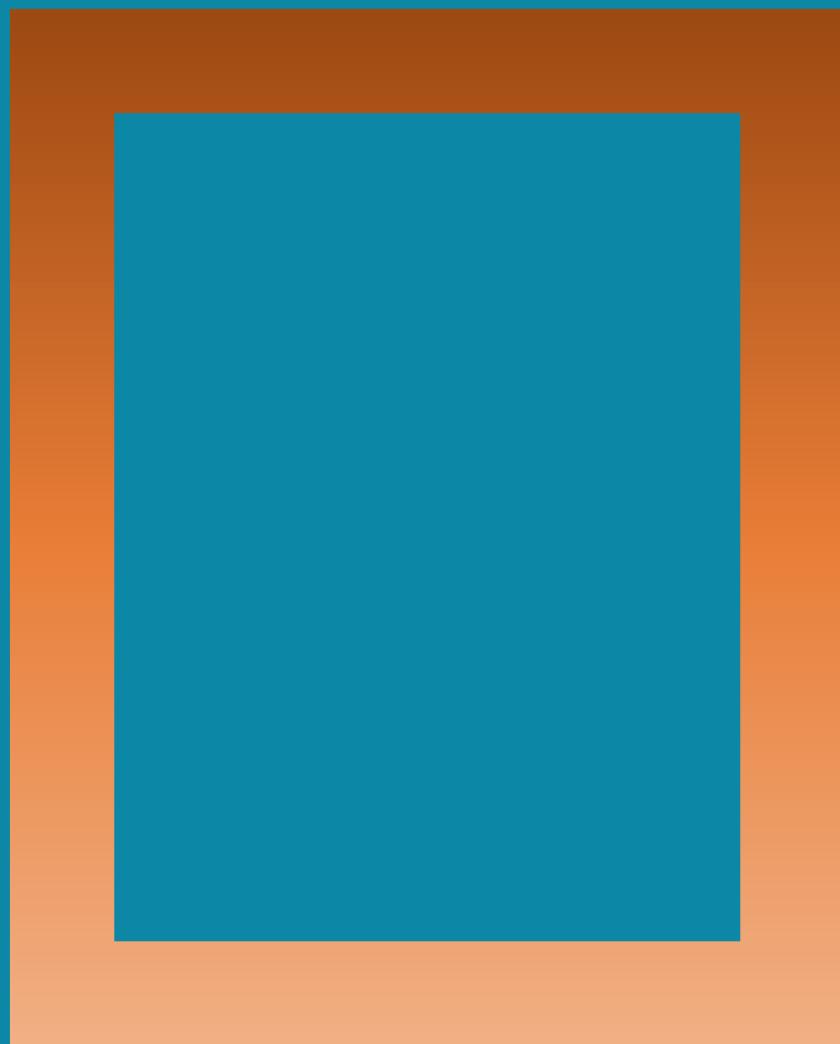
[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

6. Please think critically about the method that locks yourself into something? What may happen except defeating the Gratification Monkey?

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

7. How do you make your judgment about the method that *if you really want to start a business, quitting your job makes the Panic Monster your new roommate*?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

8. Do you think the author is still *a wretched procrastinator* as he said? What elements will you consider evaluating whether one person is a procrastinator?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

Lesson Three

Speaking

Speaking Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this speaking lesson plan is to enhance college students' communication skills by applying Bloom's taxonomy to college English classes so that they are able to promote their English communication ability both in class and out of the class.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of this speaking class and can critically answer related questions.
4. Students will be able to share their own experiences related to the topic in the class.

Materials

1. The original passage on the website. (link: https://waitbutwhy.com/2015/03/procrastination-matrix.html)
2. The computer
3. The projector
4. Pencil to write and draw

A

Please according to the information of listening and reading classes and ask and answer the questions with your partner. Write down the key words.

1. What are in the non-procrastinator and procrastinator's brain?

_____

2. What part of the brain makes people procrastinate?

_____

3. Do procrastinators have high confidence?

_____

4. What is the only way to truly beat procrastination?

_____

5. What are the methods to beat procrastination?

_____

_____

[Cognitive level: **Knowledge**]

[Learning strategy: **Note taking; Cooperation**]

B

Look at the pictures then answer the questions.

1. Please describe these six pictures with your partner and write down the key words.
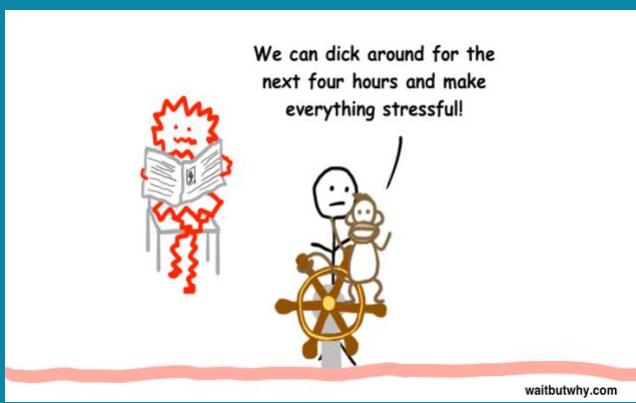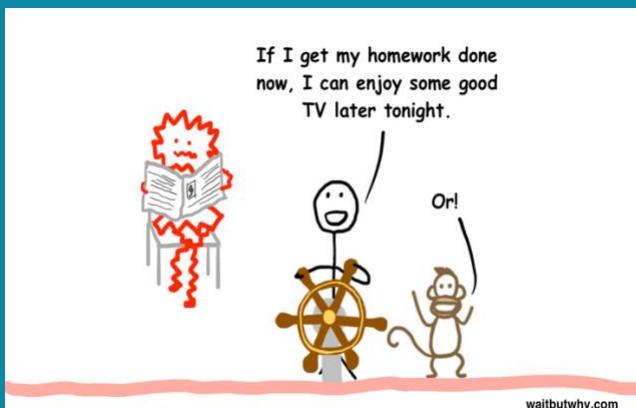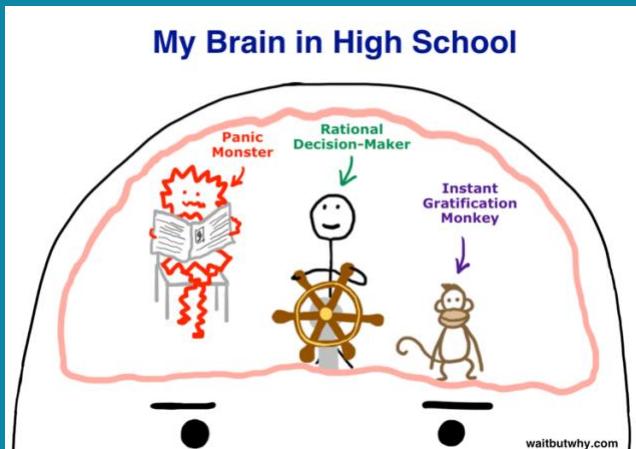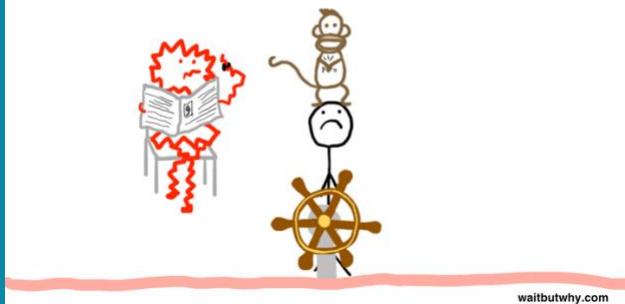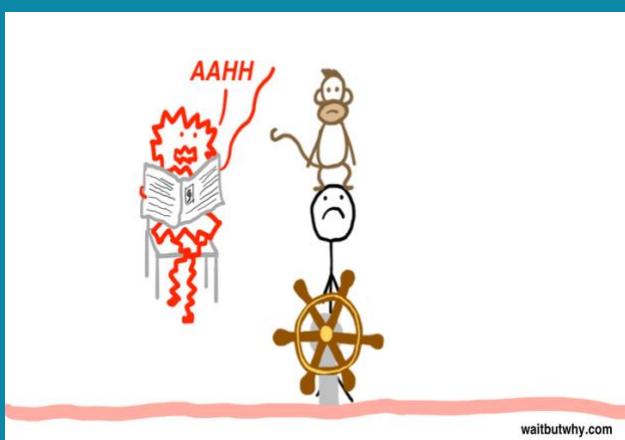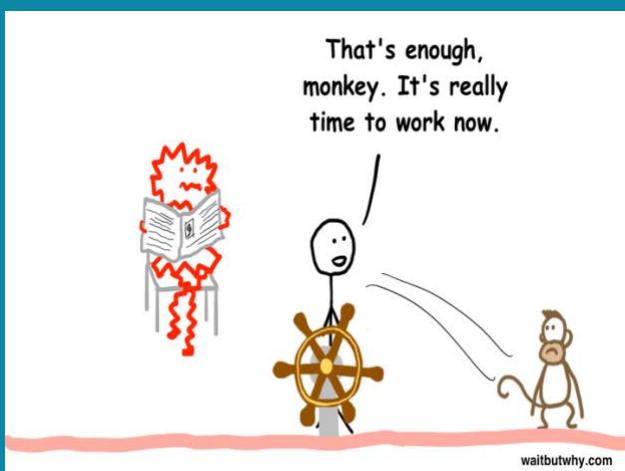
[Cognitive level: **Comprehension;** Active verb: **Describe**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

2. How did the person feel during the four hours?

[Cognitive level: **Comprehension**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

3. Give an example of you or others who have had
experienced the same process. Focus on how the changes
happened in mind.

[Cognitive level: **Application**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

4. If you meet the Gratification Monkey who stays in your
brain, what would talk with him?

[Cognitive level: **Application**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

5. Who do you think can play a decisive role in the brain?

   Why?

   [Cognitive level: **Analysis**]

   [Learning strategy: **Imagery; Note taking; Cooperation**]

6. Tell which picture is the least possible to happen in your

    real life?

   [Cognitive level: **Analysis**]

   [Learning strategy: **Imagery; Note taking; Cooperation**]

7. Draw your own pictures that only have two of the three

   characters.
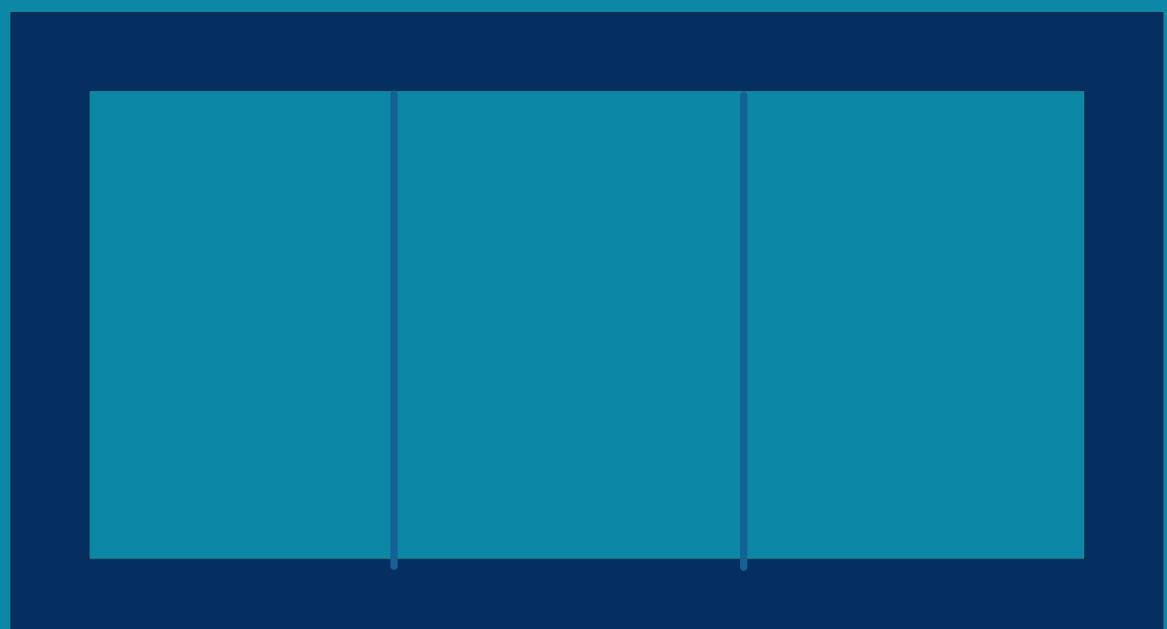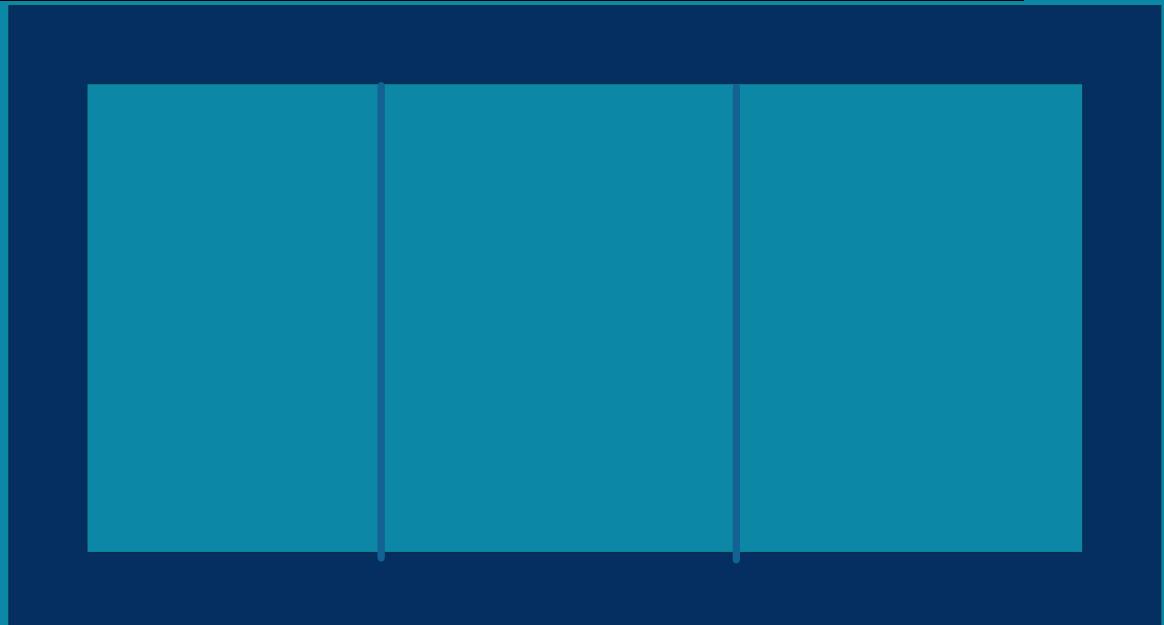
8. Write another ending to the short story that is different from the picture showed.

_____

_____

_____

_____

_____

_____

_____

9. How do you think of the Rational Decision Maker since he took control after four hours?

[Cognitive level: **Evaluation**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

10. Do you think the Gratification Monkey can be removed from brain? Why?

[Cognitive level: **Evaluation**]

[Learning strategy: **Imagery; Note taking; Cooperation**]

Lesson Four

Writing

Writing Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this writing lesson plan is to enhance college students' academic writing skills by applying Bloom's taxonomy to college English classes so that they are able to do authentic academic writing independently.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of this writing class and can complete their writing in class.
4. Students will be able to do some peer evaluation and revise their own writing work.

Materials

1. The original passage on the website.   (link: https://waitbutwhy.com/2015/03/procrastination-matrix.html)
2. The computer
3. The projector
4. Pencils of different colors to write and revise

Prewriting

Please read the selected paragraphs from one passage and answer the questions.

Last year, I came across a little diagram that I think holds the key to these questions. It's called the Eisenhower Matrix:
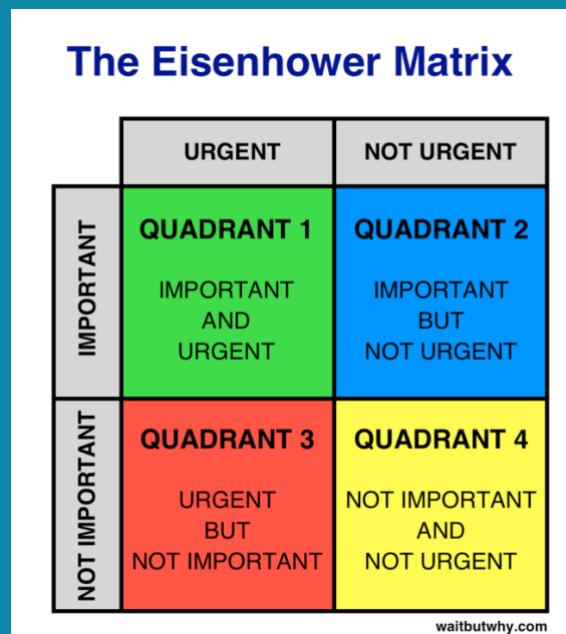
The Eisenhower Matrix places anything you could spend your time doing on two spectrums: one going from the most urgent possible task to the least urgent, the other going from critically important to totally inconsequential— and using these as axes, divides your world into four quadrants.

The matrix was popularized in Stephen Covey's famous book, The Seven Habits of Highly Effective People and is named after President Dwight Eisenhower. Eisenhower was well-known for being tremendously productive, which Covey credits to his "first things first" attitude on how to spend your time. And to Eisenhower, the "first things" were always the important ones. He believed you should spend nearly all of your time in Quadrants 1 and 2,

and he accomplished this with a simple D-word for each quadrant:

The Eisenhower Matrix

	URGENT	NOT URGENT
IMPORTANT	**Q1** DO NOW	**Q2** DECIDE WHEN TO DO IT
NOT IMPORTANT	**Q3** DELEGATE IT AWAY	**Q4** DELETE IT

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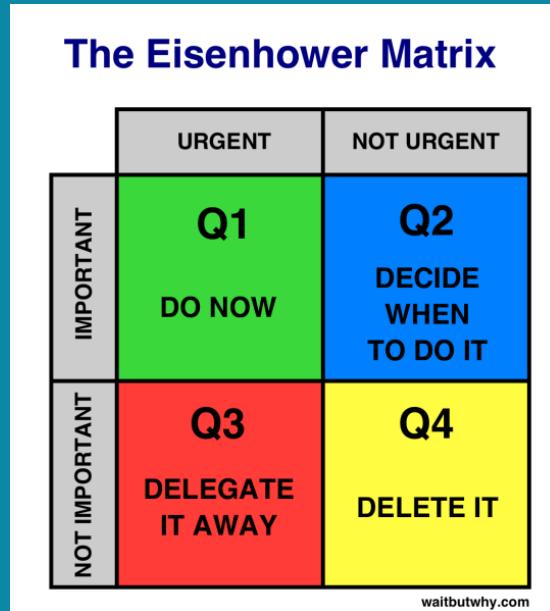
And that's fantastic for Dwight Eisenhower. But you know what Dwight clearly didn't have in his bald head? An all-powerful Instant Gratification Monkey. If he had, he'd know that a procrastinator's matrix looks like this:

The Procrastinator's Matrix

	URGENT	NOT URGENT
IMPORTANT	**Q1** DO WHEN IT GOES FROM URGENT TO APPALLINGLY DIRE	**Q2** DELEGATE TO FUTURE YOU
NOT IMPORTANT	**Q3** DO WHEN Q1 IS URGENT	**Q4** DO NOW (and maybe also just do forever)

waitbutwhy.com

(Selected from https://waitbutwhy.com/2015/03/procrastination-matrix.html)
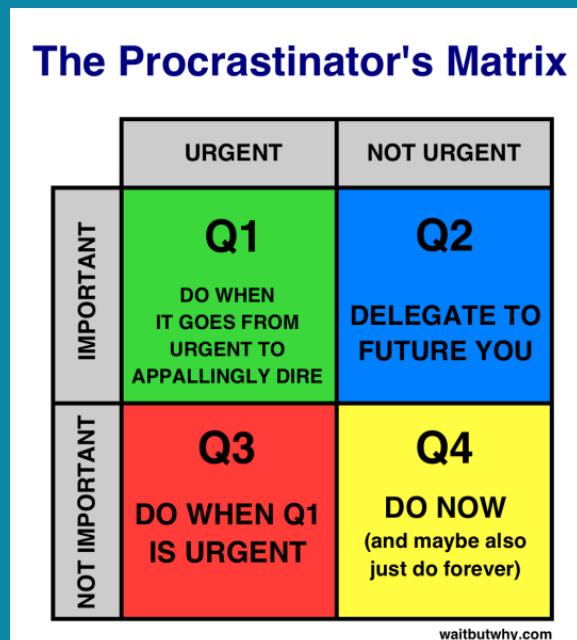
1. Please describe each quadrant in The Eisenhower Matrix and in The Procrastinator's Matrix. Write completed sentences below.

_____

_____

_____

_____

_____

_____

[Cognitive level: **Knowledge;** Active verb: **Describe**]

[Learning strategy: **Imagery**]

2. Please talk with your partner to compare and summarize the differences in The Eisenhower Matrix and in The Procrastinator's Matrix. Write the key words below.

[Cognitive level: **Comprehension;** Active verb: **Compare;**

   Summarize]

[Learning strategy: **Imagery; Note taking; Cooperation**]

3. Think of a situation that match The Procrastinator's Matrix.

   Share with your partner.

   [Cognitive level: **Application**]

   [Learning strategy: **Imagery; Cooperation**]

4. Which matrix fits your situation more? Please give an

   example to support.

   [Cognitive level: **Analysis**]

   [Learning strategy: **Imagery**]

B   **First draft**

The selected paragraph does not explain The Procrastinator's Matrix.

Combine your own experiences and the knowledge from the last three

classes about procrastination to explain The Procrastinator's Matrix.

Please also involve your own judgment about The Procrastinator's
Matrix. Please write a draft of 300-600 words.

_____

_____

_____

_____

_____

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[Cognitive level: **Synthesis; Evaluation**]

[Learning strategy: **Imagery**]

C **Peer response**

Please read your partner's writing passage, then give your

feedback.

D **Teacher read**

Please handover your writing passage to teacher and the teacher

will read and give the feedback.

E **Revise**

Students need to revise their writing passage according to their

peer response and teacher's feedback.

F **Teacher read**

Teacher will read the revised version of the writing passage.

Answer Key

Unit 1. Procrastination

Lesson 1. Listening comprehension

Pre-listening activities

A. B. D. The answers will vary.

C. 1. d   2. a   3. f   4. b   5. j   6. e

   7. h   8. g   9. I   10. c   11. l   12. k

Post-reading activities

A.   F F F T   T F T T

B. The answers will vary.

Lesson 2. Reading comprehension

Pre-reading activities

A. The answers will vary.

B. 1. c   2. a   3. e   4. b   5. i   6. f

   7. l   8. d   9. g   10. k   11. h   12. j

C. 1. The answer is that he has incredibly low confidence when it comes to

   this part of his life, allowing himself to become enslaved by a self-

   defeating, self-fulfilling prophecy.

2. 1) Try to internalize the fact that everything you do is a choice.

2) Create methods to help you defeat the monkey.

3) Aim for slow, steady progress—Storylines are rewritten one page at

a time.

3. You need to prove to yourself that you can do it.

Post reading activities

A. F T F F F T F F

B. The answers will vary.

Lesson 3. Speaking

Rubrics

Description	5	4	3	2
	Excellent	Good	Fine	Needs work
1. Included the answers to the questions				
2. Included the proper examples if needed				
3. Spoken clearly, loudly				
4. Positively work with partner or in the group				

Lesson 4. Writing

Rubrics

Description	5 Excellent	4 Good	3 Fine	2 Needs work
Grammar				
☐ Correct spelling				
☐ Proper words				
☐ Complete sentence				
Content				
☐ Included the answers to the questions				
☐ Use proper examples				
☐ Connected own experiences				

Unit Two

Nonverbal Communication

Anger   Happiness   Surprise

Disgust   Sadness   Fear

Lesson One

Listening Comprehension

Listening Comprehension Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this listening comprehension lesson plan is to enhance college students' listening comprehension ability by applying Bloom's taxonomy to college English classes so that they are able to listen and understand English academic lecture.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic and content of listening material.
4. Students will be able to share their own experiences related to listening material.

Materials

1. The video (link: https://www.youtube.com/watch?v=4jwUXV4QaTw)
2. The computer
3. The projector
4. Pencil to write and draw

Pre-listening activities

A

Please recall your own experiences, then answer the question. Discuss your answer with your partner.

Did you like to notice others' body language? What are different body languages mean in your country? Please give some examples.

[Cognitive level: **Knowledge**; Active verb: **Recall**]

[Learning strategy: **Cooperation**]

B

Please describe what you see from the picture.

How many expressions you can read from the picture?

What are they?

[Cognitive level: **Comprehension**; Active verb: **Describe**]

[Learning strategy: **Imagery**]

C Match each word with its definition, then check the answer in class.

1. neutralize	a. quell the anger, agitation, or excitement of
2. pacify	b. a thing or event that evokes a specific functional reaction in an organ or tissue
3. hostile	c. make or become stiff or rigid
4. stimuli	d. curious or inquiring
5. rub	e. render (something) ineffective or harmless by applying an opposite force or effect
6. tilt	f. cause air to enter and circulate freely in (a room, building, etc.)
7. confession	g. a formal statement admitting that one is guilty of a crime
8. stiffen	h. move or cause to move into a sloping position
9. inquisitive	i. cause (something) to pass on from one place or person to another

10. ventilate	j. move one's hand or a cloth repeatedly back and forth on the surface of (something) with firm pressure
11. transmit	k. arrange or assemble (a group of people, especially soldiers) in order
12. marshal	l. unfriendly; antagonistic

[Cognitive level: **Knowledge**; Active verb: **Match**]

D Read the following questions and try to find the answer during watching the video.

1. Please use your own words to summarize the story that Joe caught the spy.

[Cognitive level: **Comprehension**; Active verb: **Summarize**]

2. Please list two or three behaviors Joe has explained.

[Cognitive level: **Knowledge**; Active verb: **List**]

Please watch the video

https://www.youtube.com/watch?v=4jwUXV4QaTw

During listening activities

A Please watch the video and listen to the speech carefully. Take notes by identifying main ideas and key words.

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Knowledge**; Active verb: **Identify**]

[Learning strategy: **Note taking; Grouping**]

B Watch the video again and complete your notes.

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Knowledge**]

[Learning strategy: **Note taking; Grouping**]

C Based on your notes and video, what can you generalize from the speech? Share your find out with your partner.

[Cognitive level: **Comprehension**; Active verb: **Generalize**]

[Learning strategy: **Cooperation**]

Post-listening activities

A Read the statement below. Identify the sentence True (T) or False (F). Circle what you think is correct. If false, please correct it.

T   F   If you cross your arms, that means a blocking

behavior.

T   F   We across our arms more in private than in public.

T   F   When we think about something, we may look in

the certain way which proves deception.

T   F   When person clears their throat, touches their nose,

or covers their mouth, they are pacifying

themselves.

T   F   The forehead can convey the information that

whether one person is stressful.

T   F   If someone's head tilts, the person is angry.

T   F   If you ask somebody a question and they don't

know, their shoulders shoot up very quickly.

T   F   When something is troubling us, we tend to move

our hands forward.

[Cognitive level: **Knowledge**; Active verb: **Identify**]

B   Please first think about the following questions independently.

Then share your opinions with the classmates around you. (3 to 4

people in one group)

1. If you are an FBI agent like Joe, what body language you will focus on observing a spy?

    [Cognitive level: **Application**]

    [Learning strategy: **Cooperation**]

2. Give one of your examples that you transmit information or are transmitted information from others by body language.

    [Cognitive level: **Application**]

    [Learning strategy: **Cooperation**]

3. What part of the video was the most interesting and appealing for you? Why?

    [Cognitive level: **Analysis**]

    [Learning strategy: **Cooperation**]

4. What would you do for the first time touch others that

were just like the two women in the video?

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

5. Using your imagination to draw three pictures of the

body language you've learned from the video. Then add a

new body language you learn from daily life.
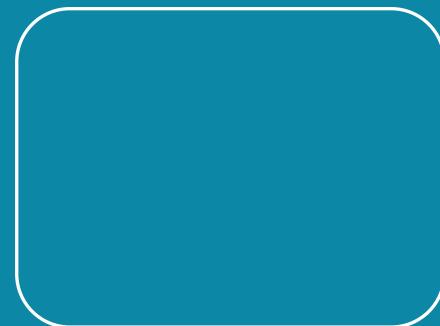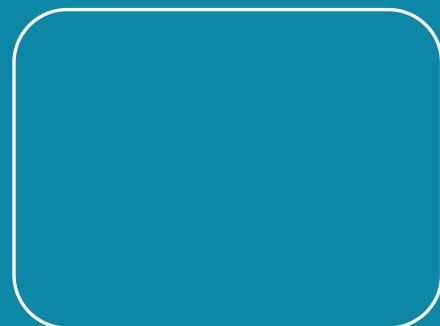
[Cognitive level: **Synthesis**]

[Learning strategy: **Imagery; Cooperation**]

6. Pretend that you were one of the poker players. Write a journal of your different body languages and what you have presented and felt by these body languages?

_____

_____

_____

_____

_____

_____

_____

_____

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

7. Do you agree with the idea Joe said in the video that "*we study non-verbals is not about making a judgment. It's about assessing what is this person is transmitting at that moment* "? Give you reasons.

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

8. Do you think the "poker face" or the "poker body" can

be real in reality? Why or why not?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

Lesson Two

Reading Comprehension

Reading Comprehension Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this reading comprehension lesson plan is to enhance college students' reading comprehension ability by applying Bloom's taxonomy to college English classes so that they are able to read and comprehend English academic passages.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of reading material and can answer related questions.
4. Students will be able to share their own experiences related to reading material.

Materials

1. The book for reference *"What Every BODY Is Saying An Ex-FBI Agent's Guide to Speed-Reading People" Joe Navarro*
2. The computer
3. The projector
4. Pencil to write and draw

Pre-reading activities

A

Please recall the content of last listening class, then answer questions.

1. When we tend to move our hands forward, what does this action mean?

2. What is the purpose when we study nonverbal communication?

[Cognitive level: **Knowledge**; Active verb: **Recall**]

B

Match each word with its definition, then check the answer in class.

1. bluff	a. guilty of or involving deceit; deceiving or misleading others
2. conceal	b. extremely; excessively
3. sentiment	c. revealing, indicating, or betraying something
4. deceitful	d. a view of or attitude toward a situation or event; an opinion

5. hasten	e. try to deceive someone as to one's abilities or intentions
6. grossly	f. the trunk of the human body
7. telltale	g. truly what something is said to be; authentic
8. torso	h. causing someone to feel deeply hurt, upset, or angry
9. genuine	i. the action or process of withdrawing from involvement in a particular activity, situation, or group
10. juror	j. be quick to do something
11. disengagement	k. a member of a jury
12. offensive	l. keep from sight; hide

[Cognitive level: **Knowledge**; Active verb: **Match**]

C Read the following questions and try to identify the answer during reading.

1. What is "happy feet"?

2. What is the meaning when someone's feet shift

direction?

[Cognitive level: **Knowledge**; Active verb: **Identify**]

D Please fill in this K-W-L Chart. Fill the first two part before reading the passage. Fill the last part at the end of the class. Then compare each part.

K What I Know	W What I Want to Learn	L What I Learned

[Cognitive level: **Comprehension**; Active verb: **Compare**]

[Learning strategy: **Transfer**]

During reading activities

Please find the answers for part C in pre-reading activities.

Please read the passage carefully.

THE MOST HONEST PART OF OUR BODY

When reading body language, most individuals start their observation at the top of a person (the face) and work their way down, despite the fact that the face is the one part of the body that most often is used to bluff and conceal true sentiments. My approach is the exact opposite. Having conducted thousands of interviews for the FBI, I learned to concentrate on the suspect's feet and legs first, moving upward in my observations until I read the face last.

When you give it some thought, there's good reason for the deceitful nature of our facial expressions. We lie with our faces because that's what we've been taught to do since early childhood. "Don't make that face," our parents growl when we honestly react to the food placed in front of us. "At least look happy when your cousins stop by," they instruct, and you learn to force a smile. Our parents—and society—are, in essence, telling us to hide, deceive, and lie with our faces for the sake of social harmony. So it is no surprise that we tend to get pretty good at it, so good, in fact, that when we put on a happy face at a family gathering, we might look as if we love our in-laws when, in reality, we are fantasizing about how to hasten their departure.

If you want to decode the world around you and interpret behavior accurately, watch the feet and the legs; they are truly remarkable and honest in the information they convey. The lower limbs must be viewed as a significant part of the entire body when collecting nonverbal intelligence.

Happy Feet

Happy feet are feet and legs that wiggle and/or bounce with joy. When people suddenly display happy feet—particularly if this occurs right after they have heard or seen something of significance—it's because it has affected them in a positive emotional way. Happy feet are a high-confidence tell, a signal that a person feels he is getting what he wants or is in an advantageous position to gain something of value from another person or from something else in his environment. Lovers seeing each other after a long separation will get happy feet at their airport reunion.

You don't need to look under the table to see happy feet. Just look at a person's shirt and/or his shoulders. If his feet are wiggling or bouncing, his shirt and shoulders will be vibrating or moving up and down. These are not grossly exaggerated movements; in fact, they are relatively subtle. But if you watch for them, they are discernible.

Try this little demonstration for yourself. Sit in a chair in front of a fulllength mirror and begin wiggling or bouncing your feet. As you do, you'll start to see your shirt and/or shoulders move. While with others, if you're not watching carefully above the table for these telltale signs of lower-limb behaviors, you might miss them. But if you're willing to take the time and effort to look, you'll be able to detect them. The key to using happy feet as an effective nonverbal signal is first to note a person's foot behavior, and then to watch for any sudden changes that take place.

Allow me to express two points of caution. First, as with all nonverbal behavior, happy feet must be taken in context to determine if they represent a true tell or just excess nervous behavior. For example, if a person has naturally jittery legs (a kind of restless-leg syndrome), then it might be hard to distinguish happy feet from an individual's normal nervous energy. If the rate or intensity of jiggling increases, however, particularly right after a person hears or witnesses something of significance, I might view that as a potential signal that he or she now feels more confident and satisfied with the current state of affairs.

Second, moving feet and legs may simply signify impatience. Our feet often jiggle or bounce when we grow impatient or feel the need to move things along. Watch a class full of students and notice how often their legs and feet will twitch, jiggle, move, and kick throughout the class. This activity usually increases as the class draws to a close. More often than not, this is a good indicator of impatience and the need to speed things up, not a sign of happy feet. Such activity reaches a crescendo as dismissal time approaches in my classes. Perhaps the students are trying to tell me something.

When Feet Shift Direction, Particularly Toward or Away from a Person or Object

We tend to turn toward things we like or are agreeable to us, and that includes individuals with whom we are interacting. In fact, we can use this information to determine whether others are happy to see us or would prefer that we leave them alone. Assume you are approaching two people engaged in a conversation. These are individuals you have met before, and you want to join in the discussion, so you walk up to them and say "hi." The problem is that you're not sure if they really want your company. Is there a way to find out? Yes. Watch their feet and torso behavior. If they move their feet—along with their torsos—to admit you, then the welcome is full and genuine. However, if they don't move their feet to welcome you but, instead, only swivel at the hips to say hello, then they'd rather be left alone.

We tend to turn away from things that we don't like or that are disagreeable to us. Studies of courtroom behavior reveal that when jurors don't like a witness, they turn their feet toward the nearest exit (Dimitrius & Mazzarella, 2002, 193). From the waist up, the jurors politely face the witness who is speaking, but will turn their feet toward the natural "escape route"—such as the door leading to the hallway or the jury room.

What is true for jurors in a courtroom is also true for person-to-person interactions in general. From the hips up, we will face the person with whom we are talking. But if we

are displeased with the conversation, our feet will shift away, toward the nearest exit. When a person turns his feet away, it is normally a sign of disengagement, a desire to distance himself from where he is currently positioned. When you are talking with someone and you note that he gradually or suddenly shifts his feet away from you, this is information you need to process. Why did the behavior take place? Sometimes it is a signal that the person is late for an appointment and really has to go; other times it is a sign that the person no longer wants to be around you. Perhaps you have said something offensive or done something annoying. The shifting foot behavior is a sign that the person wants to depart (see figure 18). However, now it is up to you—based on the circumstances surrounding the behavior—to determine why the individual is anxious to go.

Post reading activities

A Read the statement below. Identify the sentence True (T) or False (F). Circle what you think is correct. If false, please correct it.

T   F   1. Our facial expressions can always show our true feelings.

T   F   2. Happy feet are a high-confidence tell.

T   F   3. To see the happy feet, you have to look under the table.

T   F   4. To observe happy feet, it's important to first to note a person's foot behavior, then to watch for the sudden changes.

T   F   5. At some circumstances, moving feet and legs just presents impatience.

T   F   6. If you are approaching two people engaged in a conversation, they swivel at the hips to say hello. It presents they are happy to talk with you together.

T   F   7. We tend to turn away from the things we dislike.

T   F   8. If we are displeased with the conversation, our

feet may shift toward the nearest exit.

[Cognitive level: **Knowledge**; Active verb: **Identify**]

B Please first think about the following questions independently.

Then share your opinions with the classmates around you. (3 to 4

people in one group)

1. Give one of your examples that you pretend a happy

face. How do you learn it?

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

2. Think of one situation that fits the regular meaning of

happy feet.

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

3. What could you do if you are a teacher and see your students jiggling or bouncing when a class draws to a close?

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

4. What could you do if you see someone's feet wiggling or bouncing when you two are talking with each other?

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

5. Use your imagination to draw one or several pictures to show the scene of "when feet shift direction, particularly toward or away from a person or object".
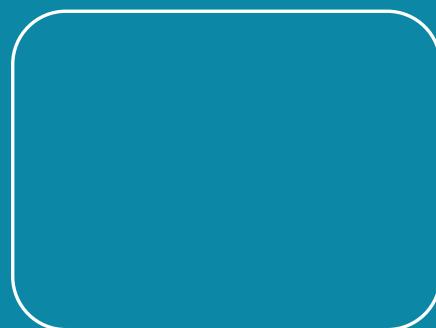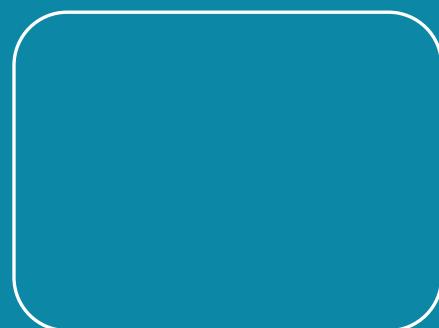
[Cognitive level: **Synthesis**]

[Learning strategy: **Imagery; Cooperation**]

6. Think of another situation to find out someone is wiggling or bouncing without seeing his/her feet or shirt or shoulders.

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

7. How do you think the process of observing nonverbal communication by evaluating this sentence in the passage? Write down your thoughts.
If you're willing to take the time and effort to look, you'll be able to detect them.

_____

_____

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[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

8. There are many examples about nonverbal meanings of feet shift. Which one can best suit the situation around you? Why?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

Lesson Three

Speaking

Speaking Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this speaking lesson plan is to enhance college students' communication skills by applying Bloom's taxonomy to college English classes so that they are able to promote their English communication ability both in class and out of the class.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of this speaking class and can critically answer related questions.
4. Students will be able to share their own experiences related to the topic in the class.

Materials

1. The book for reference *"What Every BODY Is Saying   An Ex-FBI Agent's Guide to Speed-Reading People" Joe Navarro*
2. The computer
3. The projector
4. Pencil to write and draw

A Please according to the information of listening and reading classes and ask and answer the questions with your partner. Write down the key words.

1. What does the nonverbal behavior mean when the person clears their throat, touches their nose, or covers their mouth?

   _____

2. What is arms akimbo?

   _____

3. What are the differences between "happy face" and "happy feet"?

   _____

   _____

4. Why may one person shift the feet toward the nearest exit during one conversation?

   _____

   [Cognitive level: **Knowledge**]

B Reading the short passage, then answer the questions.

Discuss your answer with your partner.

Hiding Your Hands Creates a Negative Impression:

Keep Them Visible

People may regard you with suspicion if they can't see your hands while you are talking. Therefore, always be sure to keep your hands visible during face-to-face communication with others. If you've ever talked to someone whose hands are underneath a table, I think you will quickly sense how uncomfortable the conversation feels (see box 36). When we interact in person with other individuals, we expect to see their hands, because the brain depends on them as an integral part of the communication process. When the hands are out of sight or less expressive, it detracts from the perceived quality and honesty of the information being transmitted.

BOX 36: AN UNDERHANDED EXPERIMENT

Years ago I conducted an informal study in three of my classes. I asked students to interview each other, instructing half of the class to keep their hands under their desks during the conversation, while the other half was told to leave their hands visible. After a fifteen-minute interview, we discovered that the people with their hands under the desk were generally perceived as being uncomfortable, withdrawn (holding back), sneaky, or even deceptive by those with whom they were speaking. Those interviewers with their hands in plain view on top of the desk were perceived as being more open and friendly, and none was perceived as deceptive. Not a very scientific experiment, but quite instructive.

(Selected from "What Every BODY Is Saying   An Ex-FBI Agent's Guide to Speed-Reading People" Joe Navarro)

1. Please describe the underhanded experiment in your own words.

[Cognitive level: **Comprehension**; Active verb: **Describe**]

[Learning strategy: **Cooperation**]

2. Please summarize the conclusion in the passage.

[Cognitive level: **Comprehension**; Active verb: **Summarize**]

[Learning strategy: **Cooperation**]

3. Give example of people or situation you have seen that hide the hands. How do you feel at that time?

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

4. Where will you put your hands during a conversation after reading the passage?

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

5. Please combine what you have learned in this unit, what nonverbal behavior you think is easy to assess? Why?

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

6. Review the example of the poker game in the video for the first class, compare it with the case in the passage, find the similarity and difference between them. The two pictures can help you recall the example of the poker game.

[Cognitive level: **Analysis**]

[Learning strategy: **Imagery; Cooperation**]

7. Please try to think about other possible feelings when hiding hands.

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

8. Do you think it is possible to put the hands on the table and at the same time, try to lie to others? Why?

[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation**]

9. Think about the significance of interpersonal communication if you avoid hiding the hands.

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

10. Will you trust others only by observing people's visible hands? Why?

[Cognitive level: **Evaluation**]

[Learning strategy: **Cooperation**]

Lesson Four

Writing

Writing Lesson Plan

Teacher: Yue Cai	Class: college English	Time: 90 minutes	Students' number: 35

Goal

The goal of this writing lesson plan is to enhance college students' academic writing skills by applying Bloom's taxonomy to college English classes so that they are able to do authentic academic writing independently.

Objectives

1. Students will understand the structure of the class which combines with Bloom's taxonomy.
2. Students will be able to know and use some learning strategies from Cognitive Academic Language Learning Approach.
3. Students will understand the topic of this writing class and can complete their writing in class.
4. Students will be able to do some peer evaluation and revise their own writing work.

Materials

1. The book for reference *"What Every BODY Is Saying An Ex-FBI Agent's Guide to Speed-Reading People" Joe Navarro*
2. The computer
3. The projector
4. Pencils of different colors to write and revise

Please read the selected passage and answer the questions.

WHAT EXACTLY IS NONVERBAL COMMUNICATION?

Nonverbal communication, often referred to as nonverbal behavior or body language, is a means of transmitting information—just like the spoken word—except it is achieved through facial expressions, gestures, touching (haptics), physical movements (kinesics), posture, body adornment (clothes, jewelry, hairstyle, tattoos, etc.), and even the tone, timbre, and volume of an individual's voice (rather than spoken content). Nonverbal behaviors comprise approximately 60 to 65 percent of all interpersonal communication and, during lovemaking, can constitute 100 percent of communication between partners (Burgoon, 1994, 229–285).

Nonverbal communication can also reveal a person's true thoughts, feelings, and intentions. For this reason, nonverbal behaviors are sometimes referred to as tells (they tell us about the person's true state of mind). Because people are not always aware they are communicating nonverbally, body language is often more honest than an individual's verbal pronouncements, which are consciously crafted to accomplish the speaker's objectives.

Whenever your observation of another person's nonverbal behavior helps you understand that person's feelings, intentions, or actions—or clarifies his or her spoken words—then you have successfully decoded and used this silent medium.

USING NONVERBAL BEHAVIOR TO ENHANCE YOUR LIFE

It has been well established by researchers that those who can *effectively read and interpret nonverbal communication*, and manage how others perceive them, will enjoy greater success in life than individuals who lack this skill (Goleman, 1995, 13–92). It is the goal of this book to teach you how to observe the world around you and to determine the meaning of nonverbals in any setting. This powerful knowledge will enhance your personal interactions and enrich your life, as it has mine.

One of the fascinating things about an appreciation for nonverbal behavior is its universal applicability. It works everywhere humans interact. Nonverbals are ubiquitous and reliable. Once you know what a specific nonverbal behavior means, you can use that

information in any number of different circumstances and in all types of environments. In fact, it is difficult to interact effectively without nonverbals. If you ever wondered why people still fly to meetings in the age of computers, text messages, e-mails, telephones, and video conferencing, it is because of *the need to express and observe nonverbal communications in person*. Nothing beats seeing the nonverbals up close and personal. Why? Because *nonverbals are powerful and they have meaning*. Whatever you learn from this book, you will be able to apply to any situation, in any setting.

(Selected from "What Every BODY Is Saying   An Ex-FBI Agent's Guide to Speed-Reading People" Joe Navarro)

1. According to the passage, please define what is nonverbal communication.

[Cognitive level: **Knowledge**; Active verb: **Define**]

2. According to the passage, please summarize why people need to know and learn nonverbal behavior. Write down the key words.

_____

_____

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_____

[Cognitive level: **Comprehension**; Active verb: **Summarize**]

[Learning strategy: **Note taking; Grouping**]

3. Please combine what you have learnt in this unit, give an example of how to *effectively read and interpret nonverbal communication.* Share your example with your partner.

[Cognitive level: **Application**]

[Learning strategy: **Cooperation**]

4. Please give another example which can support the statement in the passage that *the need to express and observe nonverbal communications in person.* Share your example with your partner.

[Cognitive level: **Analysis**]

[Learning strategy: **Cooperation**]

5. According to the passage, *nonverbals are powerful and they have meaning.* Please work with your partner to find out whether different nonverbals have the same

power in different countries and cultures. Write down

the key words of your find out.

_____

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[Cognitive level: **Synthesis**]

[Learning strategy: **Cooperation; Note taking; Grouping**]

| B | **First draft** |

The passage gives an example that **people still fly to meetings in the age of computers, text messages, e-mails, telephones, and video conferencing.** Do you also agree that this behavior is necessary during modern times? Give your reasons and examples to explain.

Please combine your own experiences and the knowledge from the last three classes about nonverbal communication. Please write a draft of 300-600 words.

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[Cognitive level: **Synthesis; Evaluation**]

C   **Peer response**

Please read your partner's writing passage, then give your feedback.

D **Teacher read**

Please handover your writing passage to teacher and the teacher will read and give the feedback.

E **Revise**

Students need to revise their writing passage according to their peer response and teacher's feedback.

F **Teacher read**

Teacher will read the revised version of the writing passage.

Answer Key

Unit 2. Nonverbal communication

Lesson 1. Listening comprehension

Pre-listening activities

A. B. D. The answers will vary.

C. 1. e   2. a   3. l   4. b   5. j   6. h

   7. g   8. c   9. d   10. f   11. i   12. k

Post-reading activities

A.   F F F T   T F T F

B. The answers will vary.

Lesson 2. Reading comprehension

Pre-reading activities

A. The answers will vary.

B. 1. e   2. l   3. d   4. a   5. j   6. b

   7. c   8. f   9. g   10. k   11. i   12. h

C. 1. Happy feet are feet and legs that wiggle and/or bounce with joy.

   2. When a person turns his feet away, it is normally a sign of

     disengagement, a desire to distance himself from where he is currently

     positioned.

Post reading activities

A. F T F T   T F T T

B. The answers will vary.

Lesson 3. Speaking

Rubrics

Description	5 Excellent	4 Good	3 Fine	2 Needs work
1. Included the answers to the questions				
2. Included the proper examples if needed				
3. Spoken clearly, loudly				
4. Positively work with partner or in the group				

Lesson 4. Writing

Rubrics

Description	5 Excellent	4 Good	3 Fine	2 Needs work
Grammar				
☐ Correct spelling				
☐ Proper words				
☐ Complete sentence				
Content				
☐ Included the answers to the questions				
☐ Use proper examples				
☐ Connected own experiences				