



Enhancing Translation Skills through Bloom's Taxonomy in CLIL

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Abstract

This article explores the Bloom's Taxonomy within the framework of Content and Language Integrated Learning (CLIL) to enhance translation studies. Bloom's Taxonomy is a hierarchical model for categorizing cognitive skills, provides a structured approach to develop both language proficiency and content knowledge. When integrated with CLIL, which emphasizes learning subject matter through a foreign language, it offers a systematic pathway for students to progress from basic language recall to complex translation tasks that require critical thinking and creativity. By examining each cognitive level from remembering terminology to creating original translations. This article outlines how translation students can advance their skills in both linguistic and cognitive domains. It highlights the role of Bloom's Taxonomy in facilitating deeper comprehension, problem-solving and innovation in translations. These will create the learners of the real-world challenges. Through this framework, students not only improve their language abilities but also cultivate essential skills for evaluating, analysing, and creatively producing translations across various contexts.

Keywords: CLIL, Bloom's Taxonomy, Translation skills

Introduction

Bloom's Taxonomy is a foundational framework for categorizing educational goals and fostering higher-order thinking in learners. This framework was developed by Benjamin Bloom in 1956. This taxonomy categorizes cognitive skills into six levels: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating (Anderson & Krathwohl, 2001). When applied within the context of CLIL (Content and Language Integrated Learning), this taxonomy becomes a potent tool for teaching and learning language through content-specific areas, such as translation studies. The intersection of these two pedagogical strategies Bloom's Taxonomy and CLIL can significantly enhance both linguistic and cognitive development in learners. This paper explores the Bloom's Taxonomy can be leveraged in CLIL environments, specifically in translation studies, to foster a deeper understanding and mastery of both the target language and translation methodologies.

CLIL and Bloom's Taxonomy

CLIL refers to an educational approach where students learn content in a foreign language (Marsh, 2002). In a CLIL curriculum, the aim is twofold: to develop subject knowledge while simultaneously enhancing language proficiency in a non-native tongue. For translation studies, this involves learning both the linguistic aspects of translation and the subject-specific skills. The integration of Bloom's Taxonomy into CLIL makes it possible to create a scaffolded learning experience that progressively develops students' cognitive and linguistic abilities.

Aim of the Study

The major aim of this paper is to identify the language problems faced by the second language learners in translation and to improve the creativity of the learners through the CLIL method.

Research Design

- The framework of research methods selected for this study is a mixed method, incorporating both qualitative and quantitative data.
- Quantitative data were from multiple sources: one set of pre-test and post-test on research content teaching and vocabulary skills while translating the content.
- A Likert scale questionnaire was completed focusing on self-assessment of knowledge before and after CLIL instruction.
- Qualitative data were obtained from focus group discussion sessions further into the effectiveness of CLIL implementation.

Description of the Questionnaire

The questionnaire was divided into four sections. In the first section consists of two subcategories – Personal details & Analyze the LSRW Skills of the students. This will help to analyze the Low – Order thinking skills of the students. In the second section consists of passages for translation from the curriculum. Through the Audio-lingual method & CLIL method.

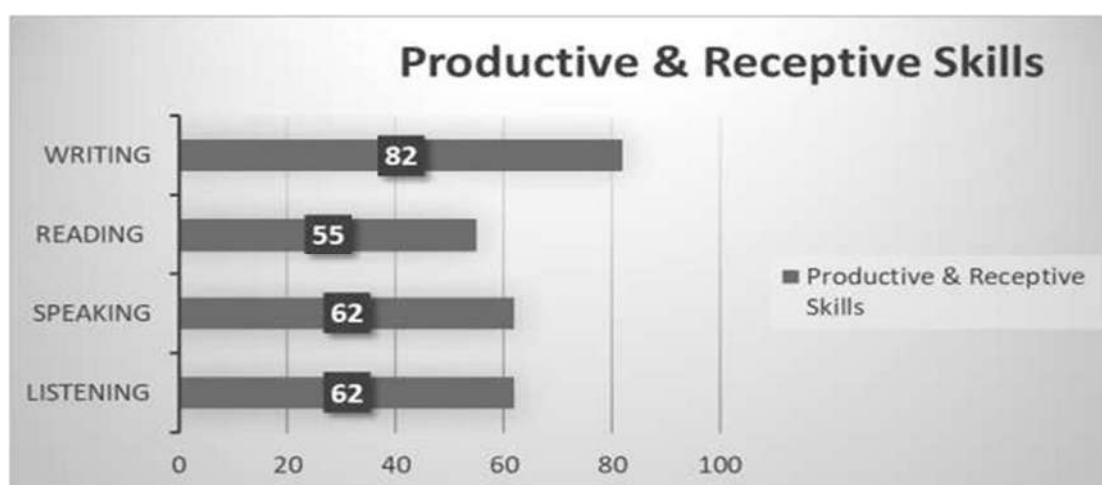
Translation will help to analyze the High – Order thinking skills of the students. Through the Likert scale the feedback will be collected from the respondents. Questionnaire is to analyze the content of the translation done by the informants from SL to TL in different methods of translation.

Responses based on Bloom's Critical Thinking

The assessments were carried out through feedback and suggestions to the respondents. Through recalling the facts and information. If there is no knowledge there will be no comprehension. The basic understanding is must for the conversation. It also includes interpretation, translation & etc. Use learnt knowledge in new situations or to solve a real - life problems. Analysing the whole component parts; to examine the content critically. To decision about the merits, demerits, ideas, materials or phenomena that's based on the criteria. Taking ideas together in a new form and recreate a new idea or different idea.

Lesson	Listening	Speaking	Reading	Writing
L – 1	S - 2,3,5	S – 1,2,3,4,6	S - 2,4,5	S – 1,2,3,6
L – 2	S - 2,3,4	Close Ended Questions	S - 2,4,5	S – 1,2,3,6
L – 3	Close Ended Questions	S – 6	S - 2,4,5	S – 1,2,3,4,6
L – 4	S - 2,3,4,5	Open Ended Questions	S – 3,2,4	S – 1,2,3,4,6
L – 5	S – 1, 2,3,4,5	S – 1, 2,3,4,6	S - 2,4,5	S – 1,2,3,4,6

L – 6	S - 2,4,5	S – 2,3,4,6	S – 1,2,3,4,5	S – 1,2,3,4,6
L – 7	S – 1,2,3,4,5,6	S – 1,2,3,4,6	S – 2,3	S – 1,2,3,4,6
			Close Ended Questions	



Vocabulary and Basic Translation Concepts

Students are expected to recall information. Students should be able to recall the meaning of translation-specific terminology and the linguistic features of both the source and target languages. This foundational knowledge is essential for more advanced translation tasks, as it sets the stage for more complex translation activities that require both understanding and application of these concepts.

Comprehension of Source and Target Language Contexts

Students are expected to comprehend concepts, terms, and the deeper meanings of the materials they are working with. In the context of translation, this involves understanding how particular phrases or concepts in the source language (SL) might be interpreted and conveyed in the target language (TL). Students interpret idiomatic expressions, colloquialisms, and cultural references in both languages, ensuring that they grasp not only the linguistic form but also the meaning and context.

Students may be asked to explain how a cultural concept like “Thanksgiving” might be translated into a target language that does not have an equivalent holiday. They would discuss whether it is best to adapt, borrow, or explain the concept. This stage ensures that

learners comprehend the nuances and cultural factors involved in translation, laying the groundwork for the Applying stage.

Translating Texts Using Knowledge

The Applying stage in Bloom's Taxonomy requires students to use their acquired knowledge in practical scenarios. In translation studies, this means applying linguistic and translation strategies to actual texts, considering both the formal aspects of the language and the content-specific requirements. Students work with translation assignments, such as translating news articles, short stories, or technical documents. In a CLIL-based translation course, learners might be asked to translate a technical manual, applying their knowledge of language structure. By engaging in these tasks, students reinforce their understanding of both languages and the theoretical aspects of translation.

Identifying Translation Challenges

At the Analysing level, students begin to break down complex translation problems, identifying potential difficulties such as cultural differences, ambiguous meanings, or the lack of direct linguistic equivalents. This requires a deep understanding of both languages' structures and cultural contexts.

In translation studies, students analyse texts for translation issues, such as false cognates, metaphors, or legal jargon. They identify how cultural references and idiomatic expressions might pose challenges to accurate translation. This creative process requires students to combine linguistic expertise with cultural awareness, a skill highly valued in professional translation.

CLIL implementation on the student's pre-test and post-test scores of the content of the translation of English vocabulary was analyzed. Control & Experimental group will be analyzed through existing curriculum methods and CLIL methods for translation. The respondents will be analyzed based on their performances in translating content through the creativity of the given content. Through t-test scores the students who responded in control and experimental group the traditional translation method and CLIL method instructions for translating the content were included and after that set of vocabulary skills will be analyzed through the group discussions.

Findings of the Study

Many students have been taken translation as an activity. In order to take the samples some activities have been given to the students. It is important to make the use of the new

vocabularies in their life. It will increase the language level and fluency of second language learning. The performance was low in translating the content through the traditional classroom. The students who attended the CLIL method for learning was able to learn the new vocabularies through the pictures and flash cards for their learning.

Conclusion

The integration of Bloom's Taxonomy into a CLIL curriculum for translation studies provides a structured approach to learning that develops both language proficiency and content-specific knowledge to the learners. By progressing through the levels of Bloom's Taxonomy from recalling terminology to creating original translations students can systematically build the skills necessary for high-level translation work. This approach not only enhances cognitive development but also prepares students for real-world translation challenges, ensuring that they are well-equipped to succeed in multilingual and multicultural environments.

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