

Make *Critical Thinking* an everyday part of your teaching

John Hughes

www.johnhugheselt.com

Malta, 18th May

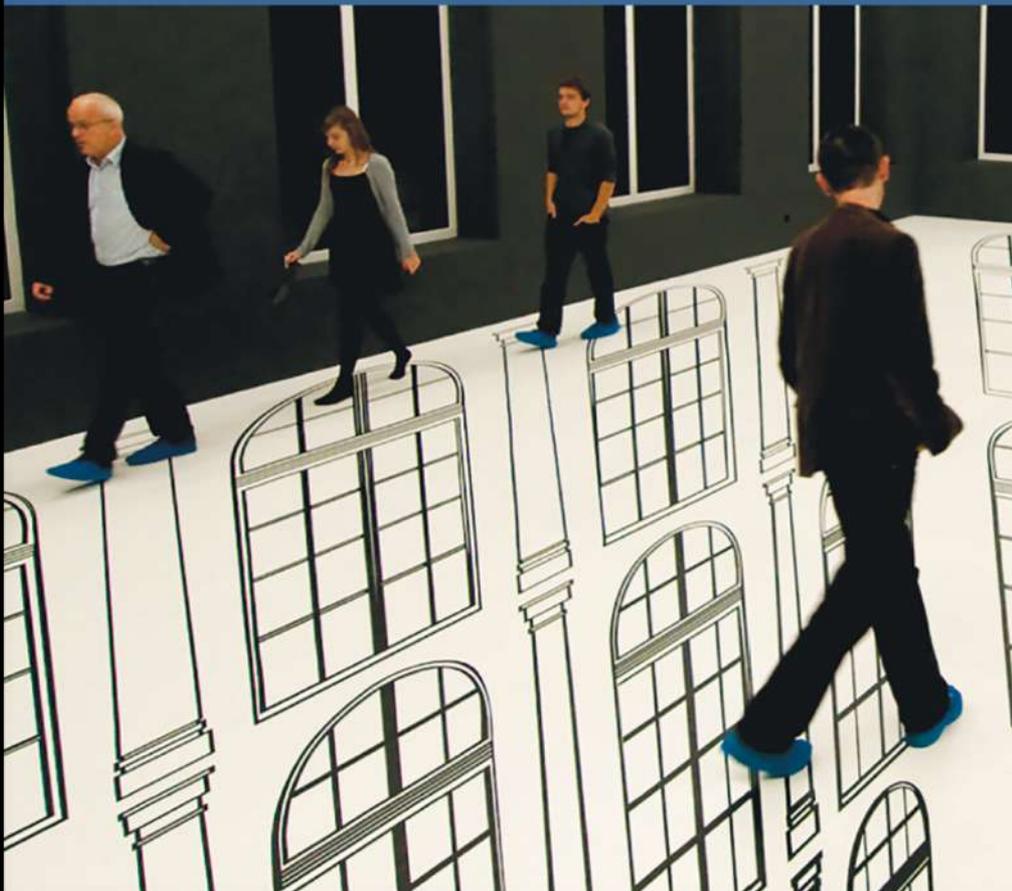


NATIONAL
GEOGRAPHIC
LEARNING

CRITICAL THINKING IN ELT

A WORKING MODEL FOR THE CLASSROOM

PAUL DUMMETT
JOHN HUGHES



eltngl.com

Critical thinking is ...

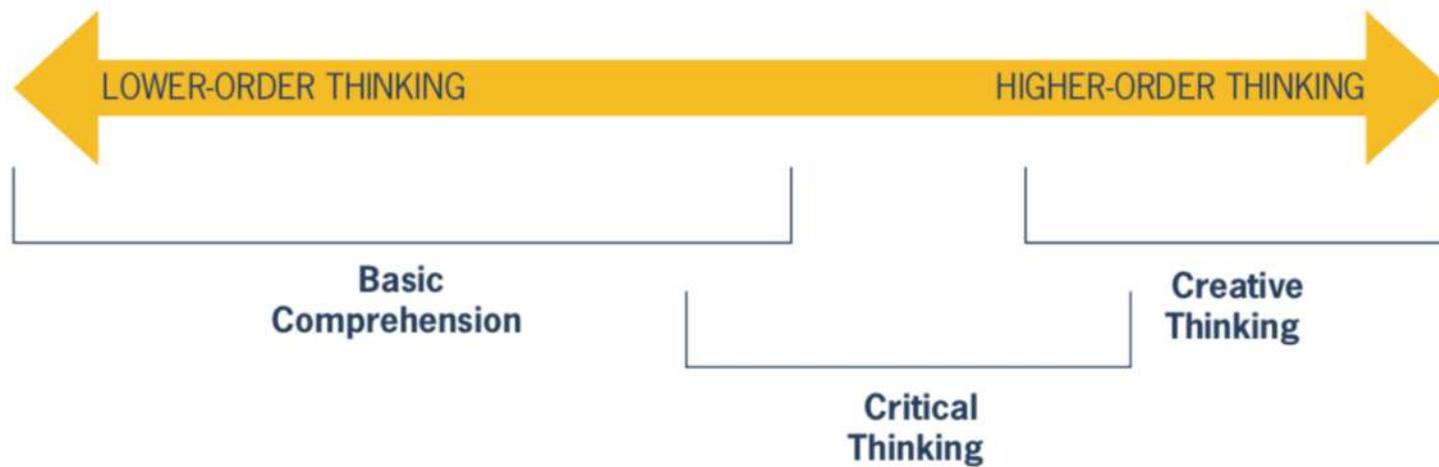
- “a **useful tool** to improve students’ knowledge about language.”
- “the ability to **connect ideas** to form an opinion or to reach a decision.”
- “a way to **improve study skills**.”
- “an ability to think, **reflect**, and **analyze** an argument.”
- “being able to see things from a **different perspective**.”
- “**questioning** everything in order to distinguish true facts from fake information.”
- “**using higher level thinking** rather than just relying on memorization or rote learning. Students work out answers rather than being dependent on the teacher.”



Bloom's Taxonomy (1956)



Anderson & Krathwohl's revision (2001)



From Dummett, P & Hughes, J. *Critical thinking in ELT* National Geographic Learning

Imagine the conversation between the two women. Say/Write their dialogue.

Imagine the other woman's text message. Write her message.

Give the photo a title.

What do you think is the main message behind the image?

Why do you think the photographer took this photo?

What does the photo tell us about different forms of communication?

Compare the three women.

Where are they?

What are they holding?

Who can you see?



- Language and learner autonomy
- Engagement with text types
- Promote creativity and authenticity



PAST SIMPLE REGULAR VERBS



We visited Rome last year.
He lived in the 18th century.
She studied art in 2015.

Use the past simple to talk about finished actions.

We visited Rome last year.
I worked in London last week.
He lived in the 18th century.
She studied art in 2015.

1. Is the action in the past or the present?
2. What do we add to the verb?
3. What is different about the verbs *live* and *study*?

1 Write the words in the sentences.

sofa painting curtains cupboard lamp

- 1 That's a beautiful _____ on the wall.
- 2 Can you look in the _____ for my book.
- 3 We can all sit on the _____. It's big enough.
- 4 Turn the _____ on if you can't see.
- 5 Open the _____. The view from the window is fantastic.

2 Write five sentences with gaps for these words: *desk, plant, carpet, TV, photo*

Then test your partner.

1. Listen and repeat these short and long vowel sounds.

chip cheap

cat cart

cod cord

2. How does the meaning change with a long vowel?

a) Can you fill this bottle?

b) Where is your hat?

c) I don't like spots.

- 1 Read the article. Are these sentences true (T) or false (F).
- 2 Read the article. Answer these questions 'yes', 'no', or 'I don't know' because the information isn't in the text.
- 3 Read the biography and write the main facts of the person's life next to these dates: 1966, 1979, 1991, 2000, 2009.
- 4 Read the biography and underline words which show the biographer's opinion of the person.
- 5 Listen to a talk about foreign travel. Where does the speaker suggest you travel this summer?
- 6 Listen to a talk about foreign travel. What adjectives does the speaker use to describe places? Which adjectives are positive, negative or neutral?

The average teacher asks 2 questions per minute.

That's 400 a day. 70,000 a year. 2-3 million in a career.

Questions account for a third of teaching time.

Research from 1989 and 1993 found between 4%-8% of a teacher's questions were higher order.

The average wait time between a question a response is less than a second.

Improved wait time = 3 seconds for a lower order question, 10 second for a higher order question.

<https://www.tes.com/news/questioning>

Pink and blue



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Seowo in her bedroom with all her possessions. There were plastic toys, animals, dolls, books, clothes, jewellery, make up and things for school. And everything was pink.

The photograph gave Jeongmee an idea. She asked parents if she could photograph their daughters with their possessions. Many of these girls were like Seowo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink clothing and toys.'

Next, Jeongmee photographed boys with their possessions, and most of their possessions were blue. She also noticed the difference in the type of objects: the boys' objects were blue toys like robots, dinosaurs and superheroes, but

girls typically liked pink make-up, clothes, or toys for cooking.

Jeongmee's pink and blue photographs show how important these two colours are in the lives of young children. Jeongmee thinks children see them on television and in advertisements and so parents buy products for children in these colours; for example, superheroes in films wear blue and dolls like Barbie wear pink.

The historian Jo Paoletti of the University of Maryland says that 'pink for girls and blue for boys' wasn't true in the past. In the 19th century, people wore clothes of different colours, so men also wore pink and women wore blue. And in 1914, one American newspaper even told new mothers to 'use pink for the boy and blue for the girl.' But in the 1950s, this started to change in America, and then in other countries. And today we are still buying these colours for our children.



Alexandra and Her Pink Things 2006



Seunghyuk and His Blue Things 2007



Tess and Her Pink & Purple Things 2006



Terry and His Blue Things 2005



YeaLin Yang and Her Pink Things 2005



Seyoon and His Blue Things 2007



YeaLin Ham and Her Pink Things 2005



Steve and His Blue Things 2006

www.jeongmeeyoon.com/

People usually think that in order to be healthy, you need to eat certain foods - a balance of fruit, meat, vegetables, bread etc. But in fact this is not true. We need certain nutrients - fat, carbohydrate, protein, vitamins and minerals - not certain foods. There are many examples of people with very healthy diets who do not think about eating a 'balance' of different foods. Some Eskimos, for instance, live healthily on a diet of fish and wild animal meat - no fruit or vegetables at all - because all the nutrients they need are contained inside the animal and fish meat that they eat.

Suggested answers:

People ~~usually think that in order~~ to be healthy, you ~~need to eat~~ certain foods. ~~— a balance of fruit, meat, vegetables, bread etc.~~ But in fact ~~this is not true.~~ We need certain nutrients - fat, carbohydrate, protein, vitamins and minerals - not certain foods. ~~There are many examples of people with very healthy diets who do not think about eating a 'balance' of different foods.~~ Some Eskimos, for instance, live healthily on a diet of fish and wild animal meat ~~— no fruit or vegetables at all,~~ because all the nutrients they need are contained inside ~~the animal and fish meat that they eat.~~



[Redacted]

jamesjoyce: Man walks around Dublin. We follow every minute detail of his day. He's probably overtweeting.

[Redacted]

charlesdickens: Orphan given £££ by secret follower. He thinks it's @misshavisham but it turns out to be @magwitch

[Redacted]

jdsalinger: Rich kid thinks everyone is fake except for his little sister. Has breakdown. @markchapman is now following @johnlenon

[Redacted]

janeaustin: Woman meets man called Darcy who seems horrible. He turns out to be nice really. They get together.

[Redacted]

helenfielding: RT @janeaustin Woman meets man called Darcy who seems horrible. He turns out to be nice really. They get together.

Once upon a time _____

Every day _____

One day _____

Because of that, _____

Because of that, _____

Until finally _____

After you have written your essay, swap your writing with a partner.

Read your partner's essay and use this checklist:

Did the writer...?

- Introduce the topic []
- State the aim of the essay (arguments for and against) []
- Introduce arguments for (with supporting evidence) []
- Introduce arguments against (with evidence) []
- Balance both sides of the arguments []
- Conclude with his/her own view []

After you have written your essay, swap your writing with a partner.

Read your partner's essay and use this checklist:

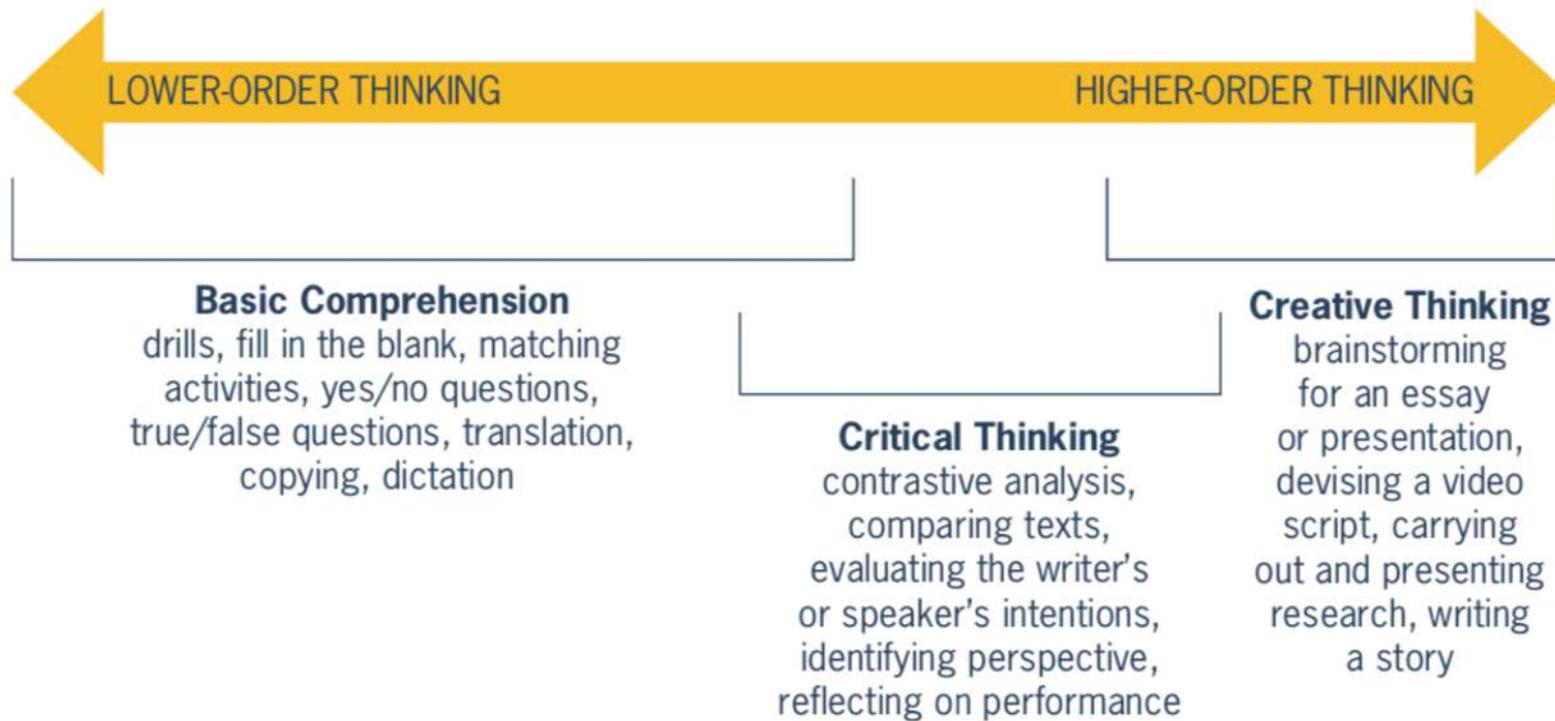
Did the writer...?

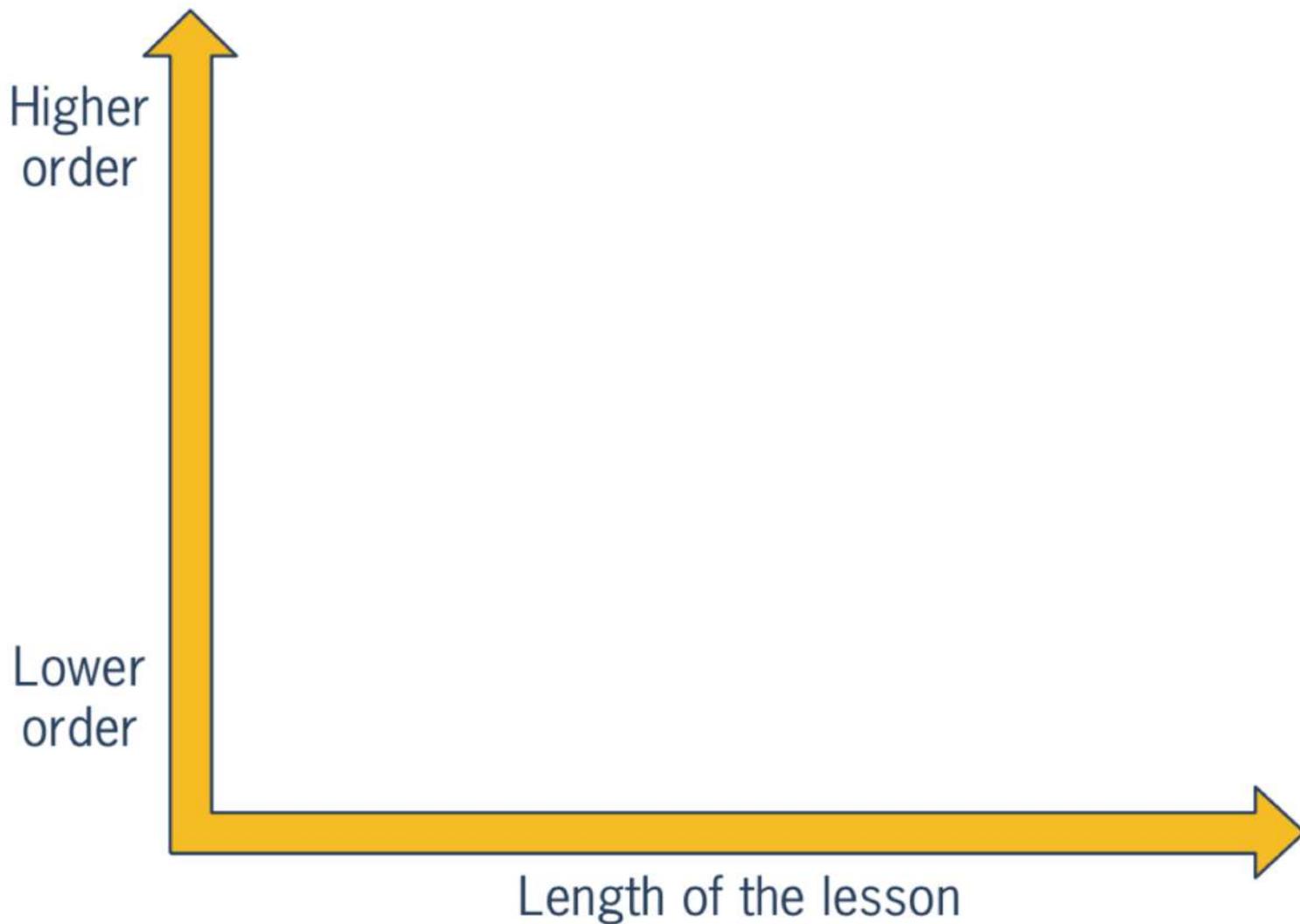
- []
- []
- []
- []
- []

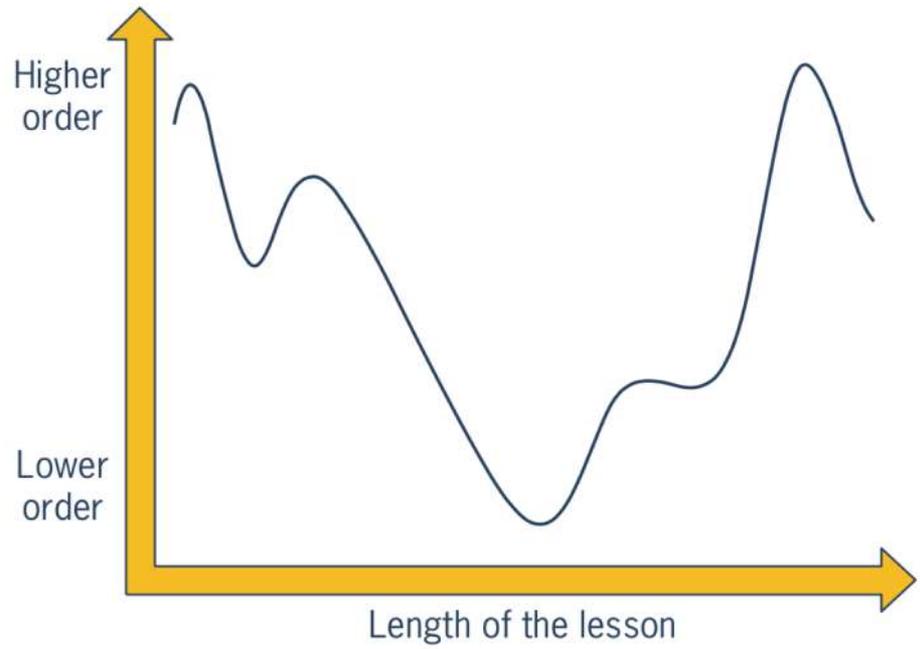
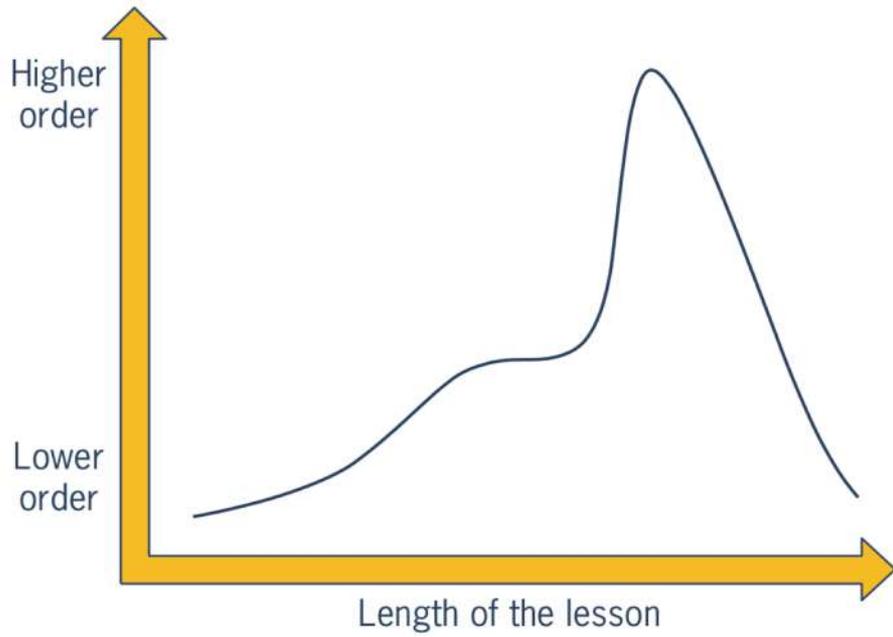
Beginning *Today I'd like to talk about...*
This is my....
It's a piece of my history...

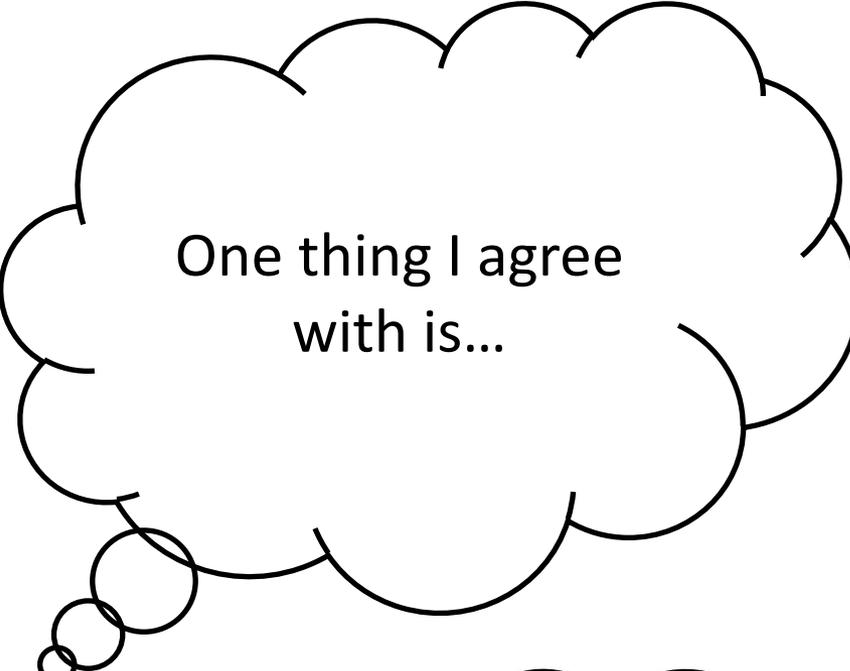
Middle *It came from...*
It was made by...
It shows...
...in the nineteen hundreds/sixties/seventies

End *It's important/special to me because....*
It reminds me of...
It makes me think of...

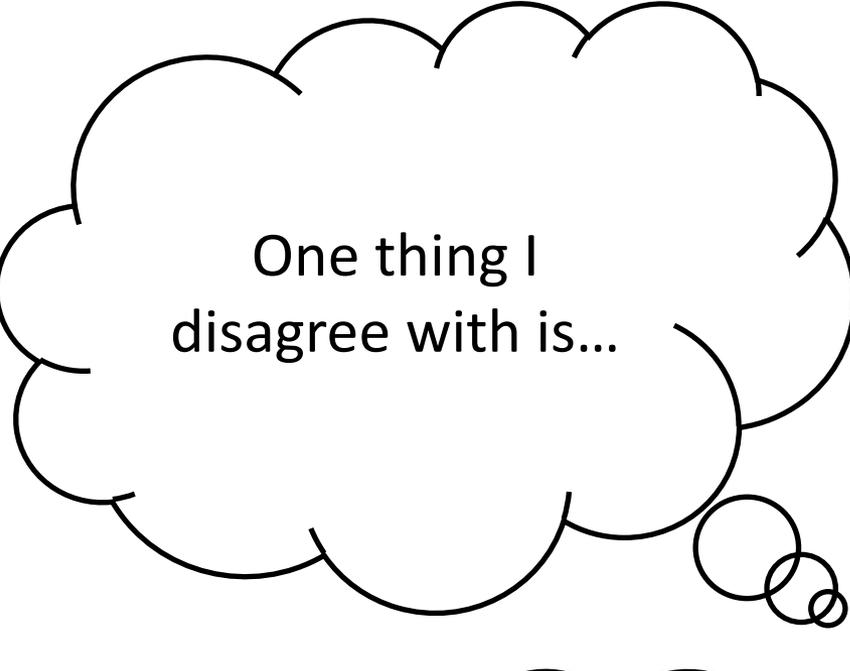




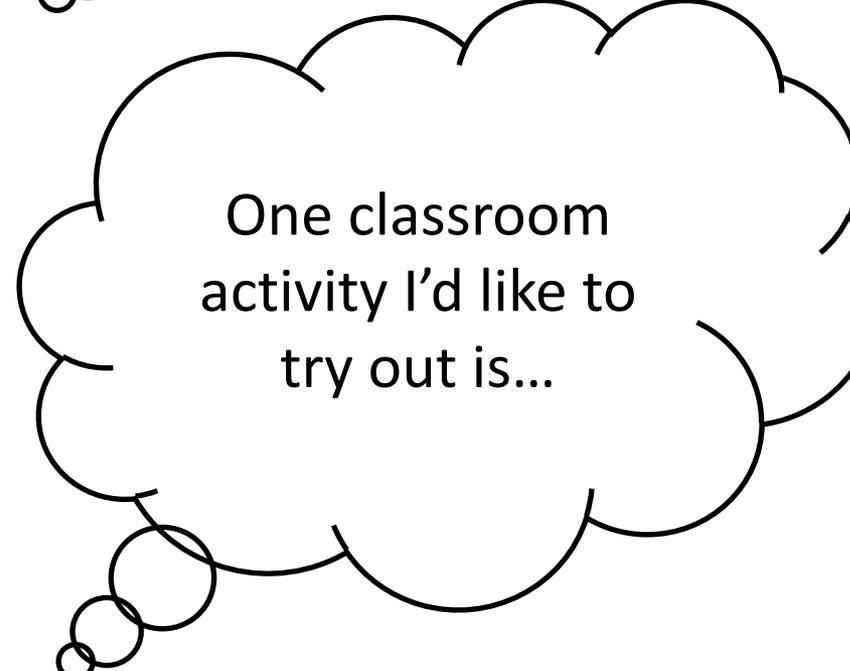


A large, cloud-shaped thought bubble with a scalloped border. It has three smaller circles of decreasing size leading from the bottom left corner.

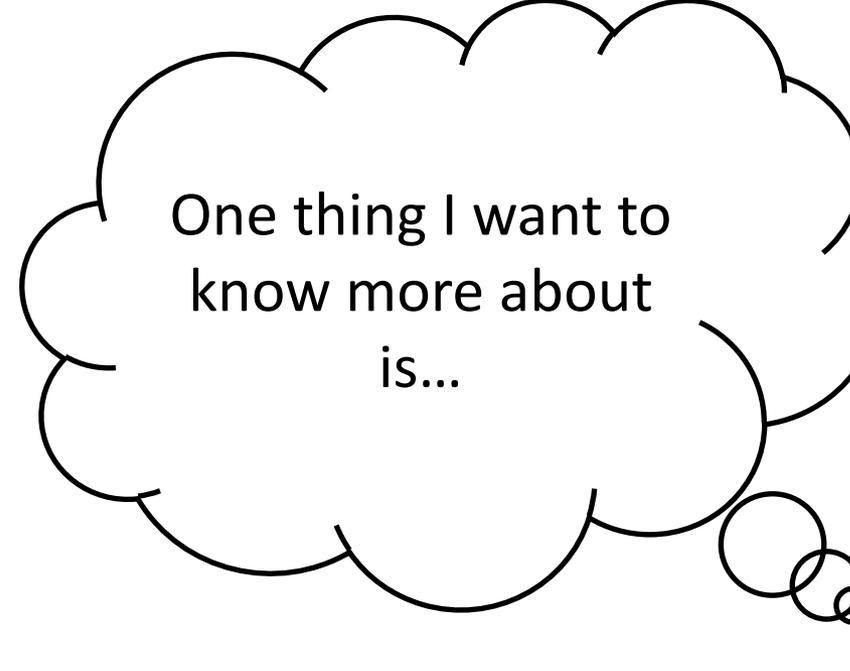
One thing I agree
with is...

A large, cloud-shaped thought bubble with a scalloped border. It has three smaller circles of decreasing size leading from the bottom right corner.

One thing I
disagree with is...

A large, cloud-shaped thought bubble with a scalloped border. It has three smaller circles of decreasing size leading from the bottom left corner.

One classroom
activity I'd like to
try out is...

A large, cloud-shaped thought bubble with a scalloped border. It has three smaller circles of decreasing size leading from the bottom right corner.

One thing I want to
know more about
is...