

# Teacher Training Conference

## Tbilisi

July 9, 2016



macmillan  
education



# Critical thinking makes sense



with  
**Grzegorz Spiewak**

# What is missing – and WHY??

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# Who do you think has paid for this image – and why?



**USA**

*Good health*




**HUNGARY**

*Bad luck*




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# Is it effective – and why?



**USA**  
*Good health*



**HUNGARY**  
*Bad luck*

Never underestimate the importance of local knowledge.

To truly understand a country and its culture, you have to be part of it.


That's why, at HSBC, all our offices around the world are staffed by local people. In fact you'll find we've got local people in more countries than any other bank.

It's their insight that allows us to recognise financial opportunities invisible to outsiders.

But those opportunities don't just benefit our local customers.

Innovations and ideas are shared throughout the HSBC network, so that everyone who banks with us can benefit.

Think of it as local knowledge that just happens to span the globe.

**HSBC**   
The world's local bank

Desired by HSBC (challenge) plc



# 'critical' in WHICH sense – and why?

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**critical** - definition ★★★

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ADJECTIVE



Pronunciation

/ˈkrɪtɪk(ə)l/

## Menu

1. [saying when something is wrong](#)
2. [very important](#)
3. [difficult to deal with](#)
4. [seriously ill/injured](#)
5. [considering carefully](#)

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## Important

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**important** ADJECTIVE

something that is important has a major effect on someone or something, for example because it affects someone's life or the way a situation develops

**major** ADJECTIVE

important, serious, large, or great

**key** ADJECTIVE

very important

**vital** ADJECTIVE

very important, necessary, or essential

**crucial** ADJECTIVE

something that is crucial is extremely important because it has a major effect on the result of something

**significant** ADJECTIVE

very important

**fundamental** ADJECTIVE

essential to the existence, development, or success of something

**central** ADJECTIVE

something that is central is extremely important, and often causes something else to happen or develop

**meaningful** ADJECTIVE

serious, useful, or important



**i.e. the opposite of 'critical' is...**

**un**critical





# UNcritical thinking ...

**"Whenever I watch TV and see those poor starving kids all over the world, I can't help but cry. I mean, I'd love to be skinny like that, but not with all those flies and death and stuff."** **Mariah Carey**

**"Smoking kills. If you're killed, you've lost a very important part of your life."** **Brooke Shields**

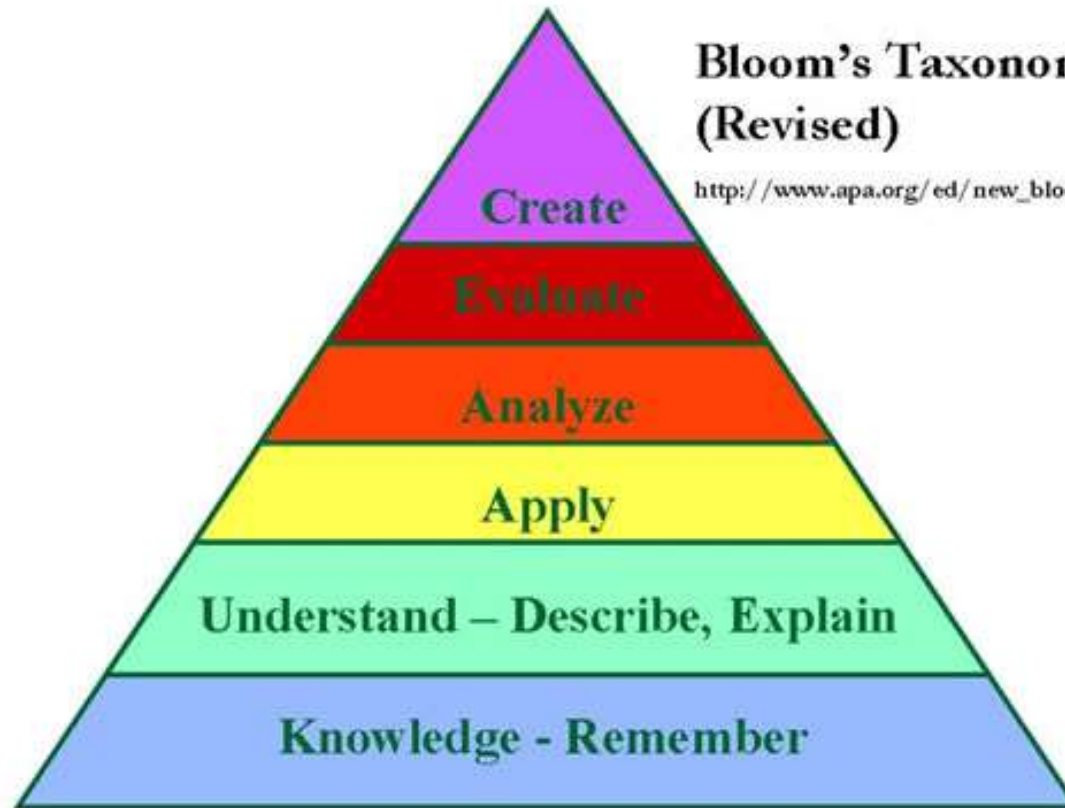
**"I would not live forever, because we should not live forever, because, if we were supposed to live forever, then we would live forever, but we cannot live forever, which is why I would not live forever"**  
**Miss Alabama in the 1994 Miss USA contest.**



# Critical Thinking .....



# CT: crucial aspect of higher-order thinking skills



**Bloom's Taxonomy  
(Revised)**

[http://www.apa.org/ed/new\\_blooms.html](http://www.apa.org/ed/new_blooms.html)

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)



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# The Information Age

It is easy to find information today.

1 2 3 4 5

If you want to find some information the best place to go is the internet.

1 2 3 4 5

There is too much information out there.

1 2 3 4 5

It is difficult to know what is wrong or right with all the information we have.

1 2 3 4 5

A lot of the information available on the internet may be wrong.

1 2 3 4 5





# What's CT got for ELT?



**Analysis**



Exploration



Production



# Analysis

**3** Look at these statements about money. Choose three sentences and for each highlighted term, write the sum of money *you think* is appropriate.

I had a coffee at that new café on the corner and it was **really quite cheap**. \_\_\_\_\_


They won **quite a large sum of money** on the lottery. \_\_\_\_\_

When he retired, his colleagues gave him **quite an expensive watch**. \_\_\_\_\_


He's only ten years old, but he already gets **quite a lot of pocket money**. \_\_\_\_\_

I work in a shop, and the wages are **quite normal** for my country. \_\_\_\_\_

# Our opening example fits in here, too, doesn't it?



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*Good health*



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# Facilitating analysis: summary



ambiguity/ vagueness



bias / hidden agenda



context-dependent meaning





# What's CT got for ELT?



Analysis



**Exploration**



Production





# Exploration [1]

Do we *know*

too much?

Reading skills





# Fact or opinion ...??



*Unfortunately, far too many people are without any form of health insurance.*



*A shocking 16.3% Americans are without health insurance.*



# Close reading

## DISTINGUISHING FACT FROM OPINION

It's important to recognize the difference between facts and the author's opinions, especially when you are reading a text for academic research.

A **fact** can be observed, proven, measured, or shown with numbers or statistics.

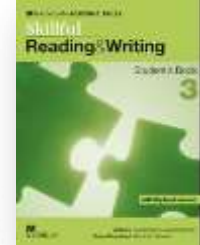
An **opinion** often uses adjectives or adverbs to express a personal judgment.  
*Unfortunately, far too many Americans are without health insurance.*

Sometimes a statement may include both a fact and an opinion.

*A shocking 16.3% of Americans are without health insurance.*

Opinions can be supportable (i.e. we can back them up with evidence), or unsupportable (more subjective). Note that some opinions are presented as if they were facts. We need to learn to read critically to make the distinction between what is a fact and what is an author's opinion.

*More than any other scientific development this century, genetic testing has the power to lengthen and improve people's lives. (presented as a fact, but is actually an opinion)*





## Developing critical thinking

### 1 Discuss these questions in a group.

- 1 List both the positive and negative aspects of genetic testing described in *Do we know too much?* Which aspects does the author focus on more? Can you list any other possible pros and cons?
- 2 Look at the four types of genetic testing listed in *Do we know too much?* How might each type affect people's decisions or actions?

### 2 Think about the ideas from *Long-distance care* and *Do we know too much?* and discuss these questions in a group.

- 1 Are all advances in science and technology good for humankind? Why or why not? Give examples.
- 2 What might be some long-term consequences of so many medical developments that continue to extend humans' lives?





# Exploration [2]



- 1 A robot  create another robot. \_\_\_\_\_
- 2 A robot  know that it is a robot. \_\_\_\_\_
- 3 If a human being tells a robot to hurt another human being, the robot  obey. \_\_\_\_\_
- 4 A robot  kill a person. \_\_\_\_\_
- 5 A robot  work all the time. \_\_\_\_\_
- 6 A robot  take orders from another robot. \_\_\_\_\_
- 7 A robot  save a human being if it means the robot has to kill another human being. \_\_\_\_\_





# Exploration [2]



The First Law: A robot must not hurt a human being, or, through inaction, allow a human being to be hurt.

The Second Law: A robot must obey orders by human beings unless these orders conflict with the First Law.

The Third Law: A robot must protect itself unless this conflicts with the First or Second Law.





# Facilitating exploration: summary

- 🌸 How to distinguish fact from opinion
- 🌸 How to examine assumptions
- 🌸 How to imagine alternative plots





# What's CT got for ELT?



Analysis



Exploration



Production





sofa

chair

bet

cupboard

coffee table

mirror



sofa

chair

**bet**

cupboard

coffee table

mirror





sofa

chair

bed

cupboard

coffee table

mirror



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Odd **ONE** out

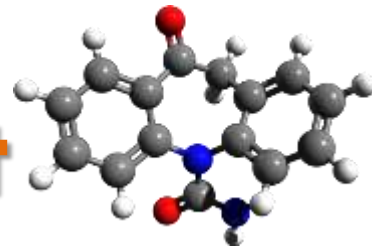
Odd **TWO** out

Odd **THREE** out

Etc.



# Structuring argument



- 🌸 Politicians cannot agree on anything.
- 🌸 The Internet will mean the loss of more and more jobs.

**O**pinion

**J**ustification

**E**xample





# Challenge the assertion

- 🌳 Why do you think so?
- 🌳 What's your evidence for that?
- 🌳 Can you explain why?
- 🌳 Can you be more specific?
- 🌳 How is that good/bad?
- 🌳 Why does that matter?
- 🌳 How is that important?





# Controversy workout



\* AGREE

\*\* DISAGREE

\*\*\* APPLY TO YOURSELF

\*\*\*\* GIVE AN EXAMPLE

\*\*\*\*\* FOR & AGAINST

\*\*\*\*\* GIVE TWO EXAMPLES AND  
CONTRAST







## Facilitating production: summary

- 🌸 focus attention on the quality of reasoning not just the language
- 🌸 teach how to make valuable contributions
- 🌸 help students harness the power of language as a tool of persuasion



# What's CT got for ELT?



**Treat teaching materials as a resource to be drawn upon, not a script to follow**



**Invite real sharing of ideas & opinions**



**Facilitate the experience of text rather than a mere surface comprehension of it**

Adapted from Brian Tomlinson, IATEFL 2005  
Conference Selections

# thank you



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