

Çisem Arda

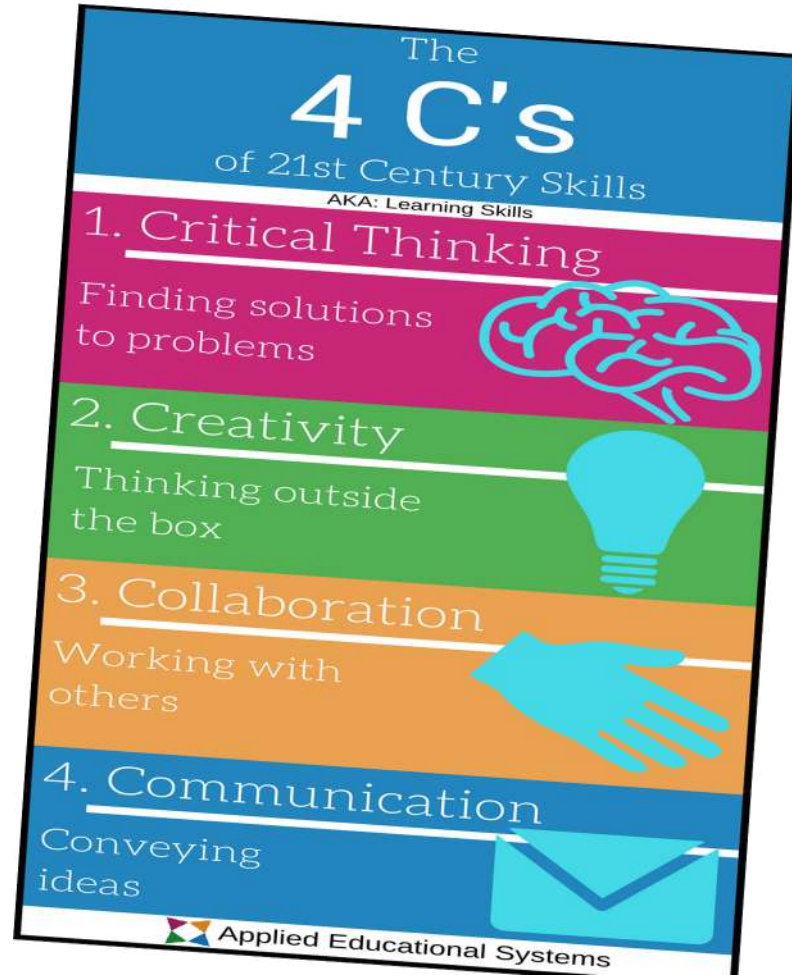
Critical Thinking/ Questioning





Fordism

Would you like to name some of the 21st century skills?



What is critical thinking?

Ennis (1989) defines critical thinking [as]

- reasonable,
- reflective thinking that focuses on deciding what to believe or do.

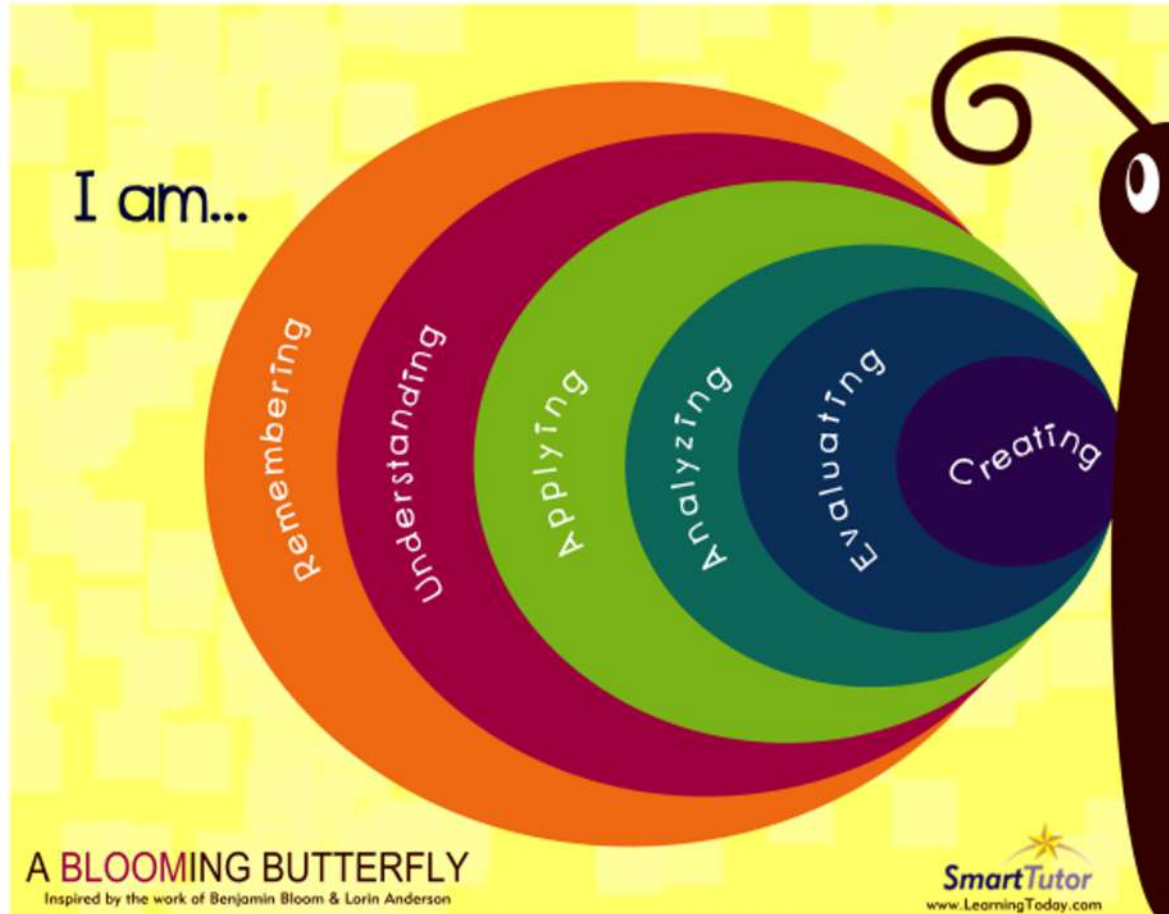
Do you agree with Ennis?

Do you have anything else to add to this definition?

Fisher (2011) also defines critical thinking:

a skilled and **active interpretation** and **evaluation** of observations and communications, information and argumentation.

Bloom's Revised Taxonomy

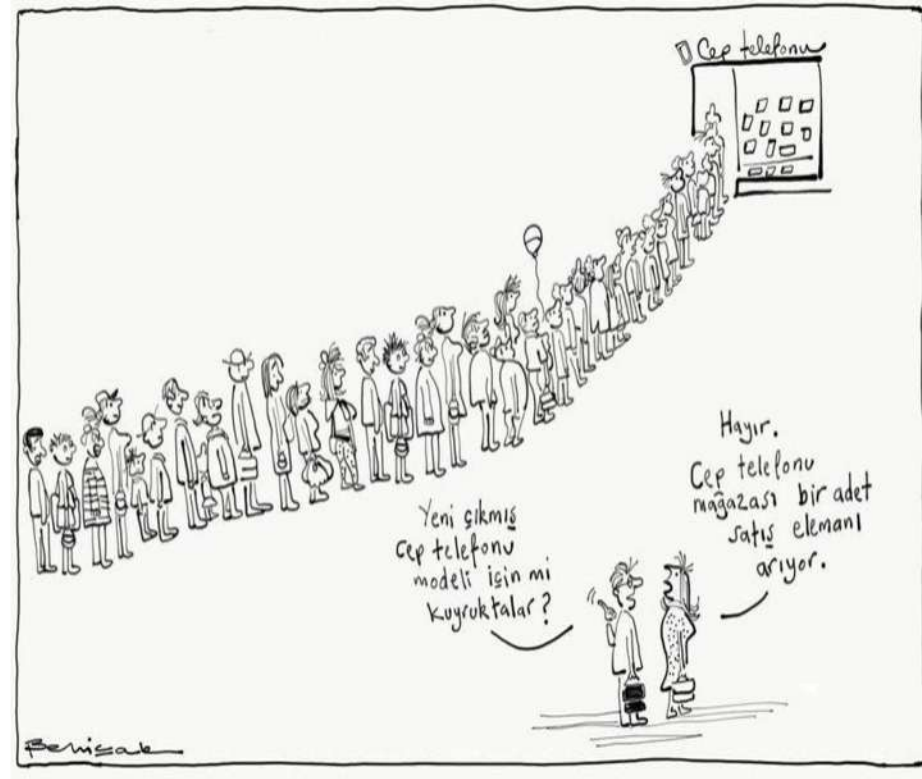


Low Order - High Order Thinking Questions



What is your ideology?





Are they in the queue for a new version of a cell phone?

No.

IELTS
TOEFL



As a worker, what do you think
about Labor Day?

Can you form higher-order thinking
questions according to the given picture?

What type of questions do the teachers ask?

Mustika, Nurkamto, & Suparno (2020)

- **The closed questions** comprise **80%** of all questions.
- Besides, most of the teacher's questions functioned as a way of **checking pupils' specific recall of facts**. As a result, **the students' participation** was very little.
- **Students' thinking level is strongly affected** by the questions level teacher posed in class.

Khan (2011) also showed that

- Most of the questions categorized as **low- level** cognitive questions.
- The total percentage of questions during 445 minutes was 60 percent with **267 questions were asked**. Among 267 questions 67 percent were knowledge-based, 23 percent were comprehension based, 7 percent were application-based, percent were analysis based and 1 percent was synthesis based.
- However, the ratio of evaluation based questions was zero.

Senior High School in East Java (70 q. 4h)

Table 1. *Samples of Questions Asked by the Teacher*

Cognitive Level of Questions	Examples
Remembering	What is congratulating?
Understanding	Can you classify which expressions show congratulation and which expression show complementing?
Applying	When someone congratulates you for example you are having a new phone. What would someone say to you?
Analyzing	Can you differentiate between which one is complementing and which one is congratulating?
Evaluating	I must congratulate you on your success. Do you think that this is also the expressions of congratulation?
Creating	Can you make congratulating card in this paper?

Table 2. *Frequency of Each Cognitive Level of Questions*

Cognitive Level of Questions	Total of Questions	Percentage
Remembering	19	27%
Understanding	17	24%
Applying	8	11%
Analyzing	8	11%
Evaluating	16	23%
Creating	2	3%
Total	70	100%

Proportion of Teacher's Questions

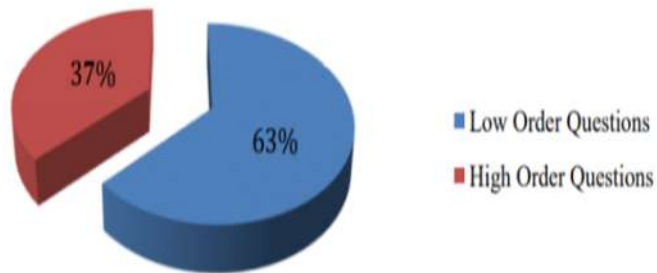


Figure 2. The Proportion of Teacher's Questions

What might be the reason of this result?

It is happened due to the difficulty occurred during the teaching and learning process.

Students had **difficulty conveying ideas** due to a **lack of vocabulary** which made the teacher posing questions that lead them answering questions.

It is proved by the observation and interview that **limited vocabulary and grammatical knowledge** influenced the students' inability to put their ideas into words. Therefore, **students rarely respond** to teacher questions.

*How about your
experiences at METU
FLE?*





Tam ekrandan çıkmak için **Esc** tuşuna basın



- On average, 2 questions per minute, 400 per day
- That's 70,000 a year, 2-4 million in a career
- 4-8% of questions are higher order
- Allow 3 seconds for lower order, 10 seconds for higher
- On average, a student asked 1 question per lesson



Language classroom activities

Creative thinking

- Brainstorming
- Imagination activities
- Questions with no right/wrong answers
- Activities encouraging originality
- Productive skills activities

Critical thinking

- Analysis and evaluation of ideas
- Activities with limitations
- Activities with a correct answer
- Activities encouraging imitation
- Receptive skills activities

Higher order questions

Creative thinking

- What else...?
- How could you make it better?
- What would happen if...
- What do you think will happen next?
- How could we do it differently?
- Can you add something...?

Critical thinking

- Why does the speaker/writer believe that...?
- What evidence supports...?
- What is the purpose of...?
- How is this structured?
- Where can I find more information about...?

Grammar have to / don't have to, can / can't

HAVE TO / DON'T HAVE TO, CAN / CAN'T

You **have to** get a holiday visa from the Australian Embassy.
Tourists **don't have to** get a new driving licence.
Tourists **can** stay for a maximum of six months.
You **can't** work in Australia without a work visa.

For further information and practice, see page 178.

6 Look at the grammar box. Answer these questions about the verbs in bold.

- 1 Which verb means it is necessary?
- 2 Which verb means it is possible?
- 3 Which verb means it is not necessary?
- 4 Which verb means it is not possible?
- 5 What form of the verb comes after the verbs in bold?



You **have to** drive on the right.

You **don't have to** wear a school uniform.

You **can** get married when you are 18.

You **can't** leave school before you are 18.

Sea Island

You **can** swim with the dolphins.
You **don't have to** pay taxes.

Moldosyria

You **have to** study English.
You **can't** have a car. You **have to** cycle.

Bromanitaly

In the morning you **have to** drive on the right, and in the evening you **have to** drive on the left.



Write a 7-line dialogue between a teacher and student.

Line 1 has 7 words, line 2 has 6, line 3 has 5 etc.

T: Did you find the English test difficult?

S: No, I think it was easy.

T: You didn't get everything correct.

S: How many were wrong?

T: All of them.

S: Oh dear.

T: Exactly.



John Hughes

Who can you see?

Where are they?

What are they holding?

Why did the photographer take this picture?

How typical is this situation in your experience?

If you were in the photo, which person would you be?

Why?

















What do you think the two women are saying?

What is the youngest women texting?

What do you think will happen next?

Can you write three questions for one of the women?

Use this checklist to give feedback on the presentation:

- | | | | | |
|---|---|---|---|---|
| 1. The topic of the presentation was clear. |  |  |  |  |
| 2. The presentation had a clear structure. |  |  |  |  |
| 3. The presenter's story was interesting. |  |  |  |  |
| 4. The English was accurate and fluent. |  |  |  |  |

5. I have one question for the presenter: _____

Feedback

Create your own checklist to give feedback on the presentation:

- | | | | | |
|----------|---|---|---|---|
| 1. _____ |  |  |  |  |
| 2. _____ |  |  |  |  |
| 3. _____ |  |  |  |  |
| 4. _____ |  |  |  |  |
| 5. _____ |  |  |  |  |