STUDENTS, RESOURCES AND CRITICAL THINKING: AN EAP PERSPECTIVE

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OUTLINE

• an initial short presentation and sharing of techniques & resources

• used for pre-sessional and sessional tertiary EAP students.

• session attendees share successful resources and technique they have used

• Q and A session
Evaluating their own assumptions

causal prescriptive paradigmatic

Macro-text aspects

literal vs. analytical grouping text

Micro-text aspects

hedging reporting verbs
ASSUMPTIONS AND CRITICAL THINKING

What are assumptions?

mental guidelines to what we consider to be truths
SELF – EVALUATION

ASSUMPTIONS: BROOKFIELD (2012)

• **Causal assumptions:** Links If - cause and effect
  - e.g., If I do A, then B will happen

• **Prescriptive assumptions:** Desirable ways of thinking e.g.,
  - Good teachers *should* be able to respond to cultural diversity.

• **Paradigmatic assumptions:** Lay deeper cognitively, often not aware they are assumptions
ASSUMPTIONS

• Brookfield (2012):
• “CT happens when we do four things” p.11
• Hunting assumptions
• Checking assumptions
• Seeing things from different perspectives
• Taking informed actions
Age- and education-related effects on cognitive functioning in Colored South African women (Nieuwoudt, Dickie, Coetsee, Engelbrecht & Terblanche (2019) ABSTRACT Colored women in South Africa.docx

• What approach are the authors using?

• Is evidence used appropriately?

• Are the claims reasonable?
READING: CRITICAL THINKING

• Do they refer to all evidence or are they selective?

• Are appropriate methods used to gather the sample?

• Do you agree with the position?
READING: CRITICAL THINKING

Literal vs. analytical texts

Collating reading ideas

For example - in a literature review
MICRO-LEVEL TEXT ASPECTS

For example

Choices around:

- Hedging,
- Reporting verbs
DISCUSSION

• Is it possible to address students’ personal assumptions across all levels? How might you do this for your learners?
• Is it possible to address macro-level text aspects across all levels? How might you do this for your learners?
• Is it possible to address micro-level text aspects across all levels? How might you do this for your learners?
• What are useful resources you’ve used to teach CT in your classes?
REFERENCES

