



# **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

# PROCESS:

Evaluating  
their own  
assumptions



Macro-text  
aspects



Micro-text  
aspects

causal  
prescriptive  
paradigmatic

literal vs.  
analytical  
grouping text

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

# MACRO-TEXT LEVEL ASPECTS

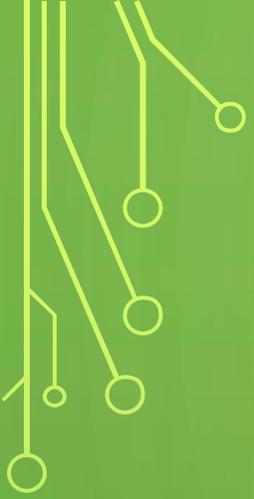
## READING: CT QUESTIONS

*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

Brookfield, S. (2012). Teaching for critical thinking.: Tools and techniques to help students question their assumptions. Jossey-Bass. San Francisco, U.S.A.

Brick, J. (2006). Academic culture: A student's guide to studying at university. Macquarie University.

Hewings, M & Thaine, C. (2012). Cambridge Academic English: An integrated skills course for EAP. Cambridge University Press. Cambridge.