



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

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