

Cambridge English

Overview

- What does ‘think’ mean?
- What are thinking skills?
- Can thinking be taught?
- What is the teacher’s role in teaching thinking skills?
- Activities
- Conclusions



What are thinking skills?

- Children need more than curriculum knowledge
- Important for them to develop **problem-solving** and **decision-making skills** at an early age
- Need to **assess new information** and understand unexpected problems, and **find solutions** and **evaluate their success**
- [Adapted from: *Teaching Young Learners to Think*, Puchta & Williams, Helbling Languages, 2011]



What are thinking skills?

- **Thinking Skills** are the mental processes we use to: *solve problems, make decisions, ask questions, make plans, pass judgements, organise information, create new ideas, etc*
- Often we are not aware of thinking - it happens **automatically**
- [Adapted from: <http://www.thinkingclassroom.co.uk/ThinkingClassroom/ThinkingSkills.aspx>]





What is Thinking?

Thinking is the ultimate cognitive activity, consciously using our brain to make sense of the world around us and decide how to respond to it. Unconsciously our brain is still thinking and this is part of our cognitive process but is not what we normally call 'thinking'. Our ability to be creative and imagine possible futures. As an *extension of reasoning, this becomes less*

READ MORE ON:

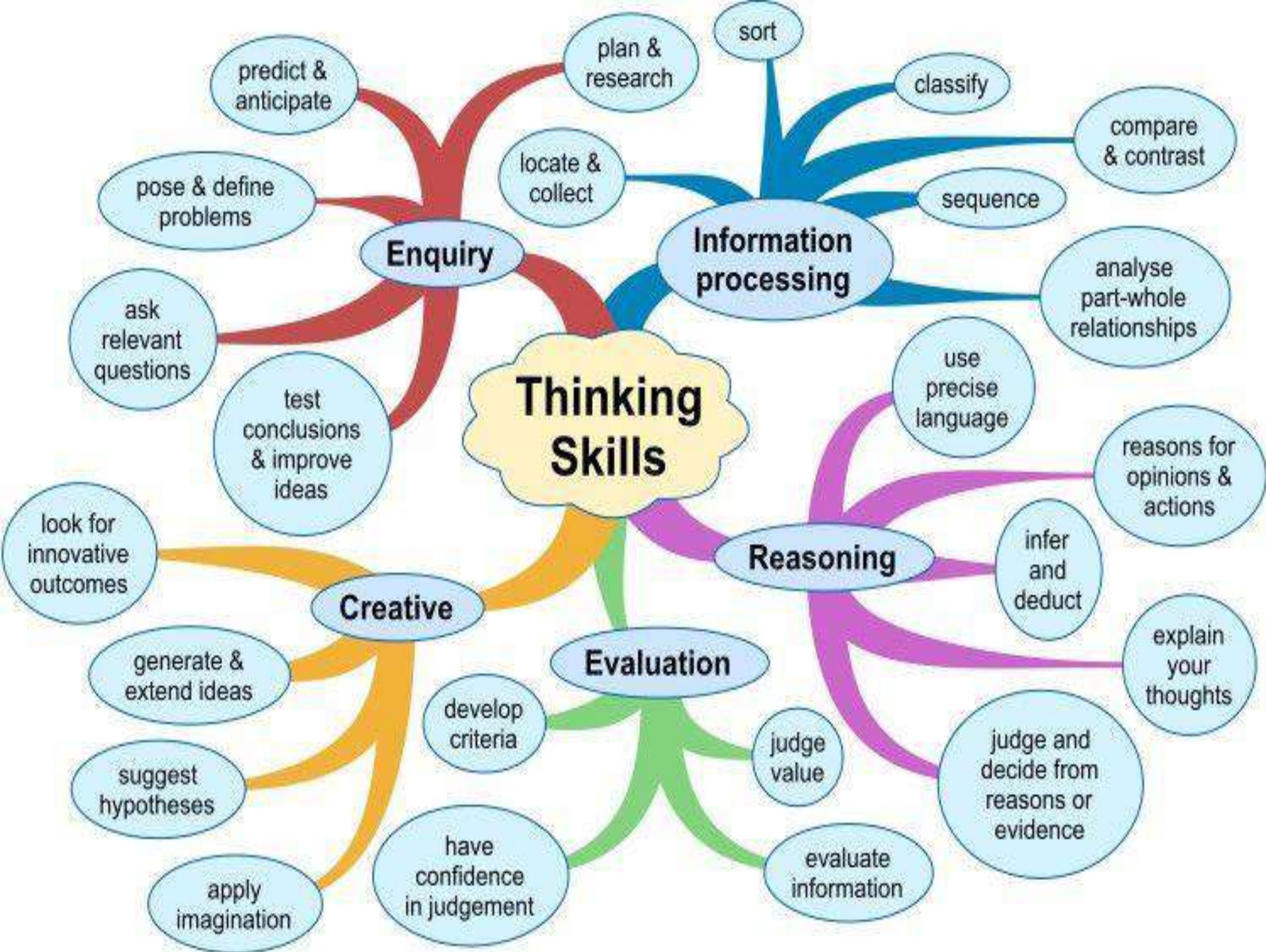
deepstash.com



iOS



Android



What are thinking skills?

- But if we think about thinking, then we can become **more efficient** and **more creative** with our minds
- Researchers at Newcastle University in the UK identified over 50 different classifications of thinking skills:
- [Adapted from: <http://www.thinkingclassroom.co.uk/ThinkingClassroom/ThinkingSkills.aspx>]



Cambridge English

What are thinking skills?



information

understanding

basic

gathering

thinking

productive



CAMBRIDGE
UNIVERSITY PRESS

Cambridge English

What are thinking skills?



Cognitive Thinking Skills

Information Gathering

Organising gathered information
Linking ideas together



Basic Understanding

Creating, deciding, analysing, evaluating
Using information and understanding

Productive Thinking

Forming concepts
Sensing: seeing, hearing, touching
Retrieving: memory skills

[Adapted from:

<http://www.thinkingclassroom.co.uk/ThinkingClassroom/ThinkingSkills.aspx>]



CAMBRIDGE
UNIVERSITY PRESS

Cambridge English

What are thinking skills?



Cognitive Thinking Skills

Information Gathering

Sensing: seeing, hearing, touching
Retrieving: memory skills



Basic Understanding

Organising gathered information
Forming concepts
Linking ideas together

Productive Thinking

Using information and understanding
Creating, deciding, analysing, evaluating

[Adapted from:

<http://www.thinkingclassroom.co.uk/ThinkingClassroom/ThinkingSkills.aspx>]

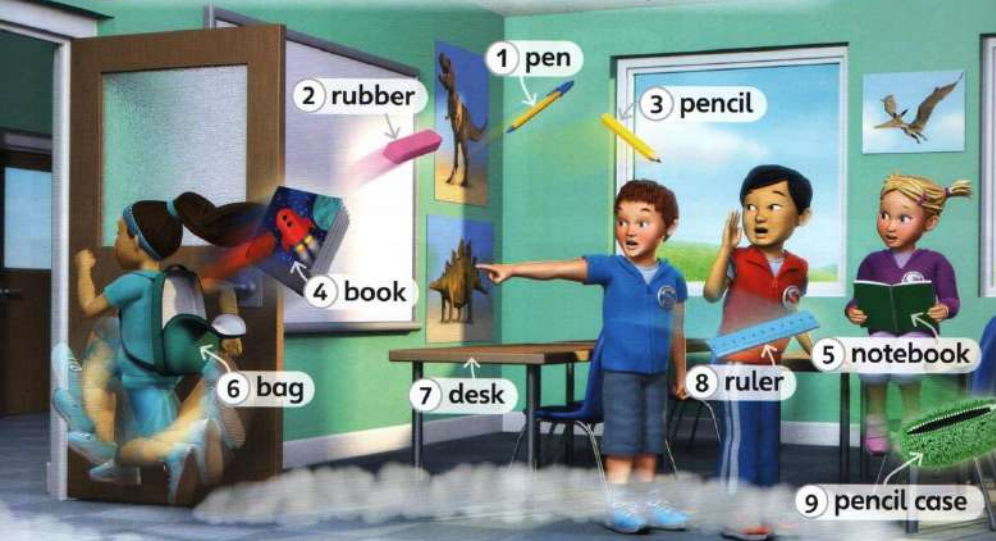


CAMBRIDGE
UNIVERSITY PRESS

Cambridge English

1 At school

1 ^{CD 1}₁₂ Listen and look. Then listen and say the words.



2 ^{CD 1}₁₃ Listen and chant.

Hey, Flash! Hey, Flash!
Come back, come back!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Hey, Flash! Hey, Flash!
Close your bag, close your bag!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Information Gathering

Sensing: seeing,
hearing, touching

Retrieving: memory
skills

Super Minds 2

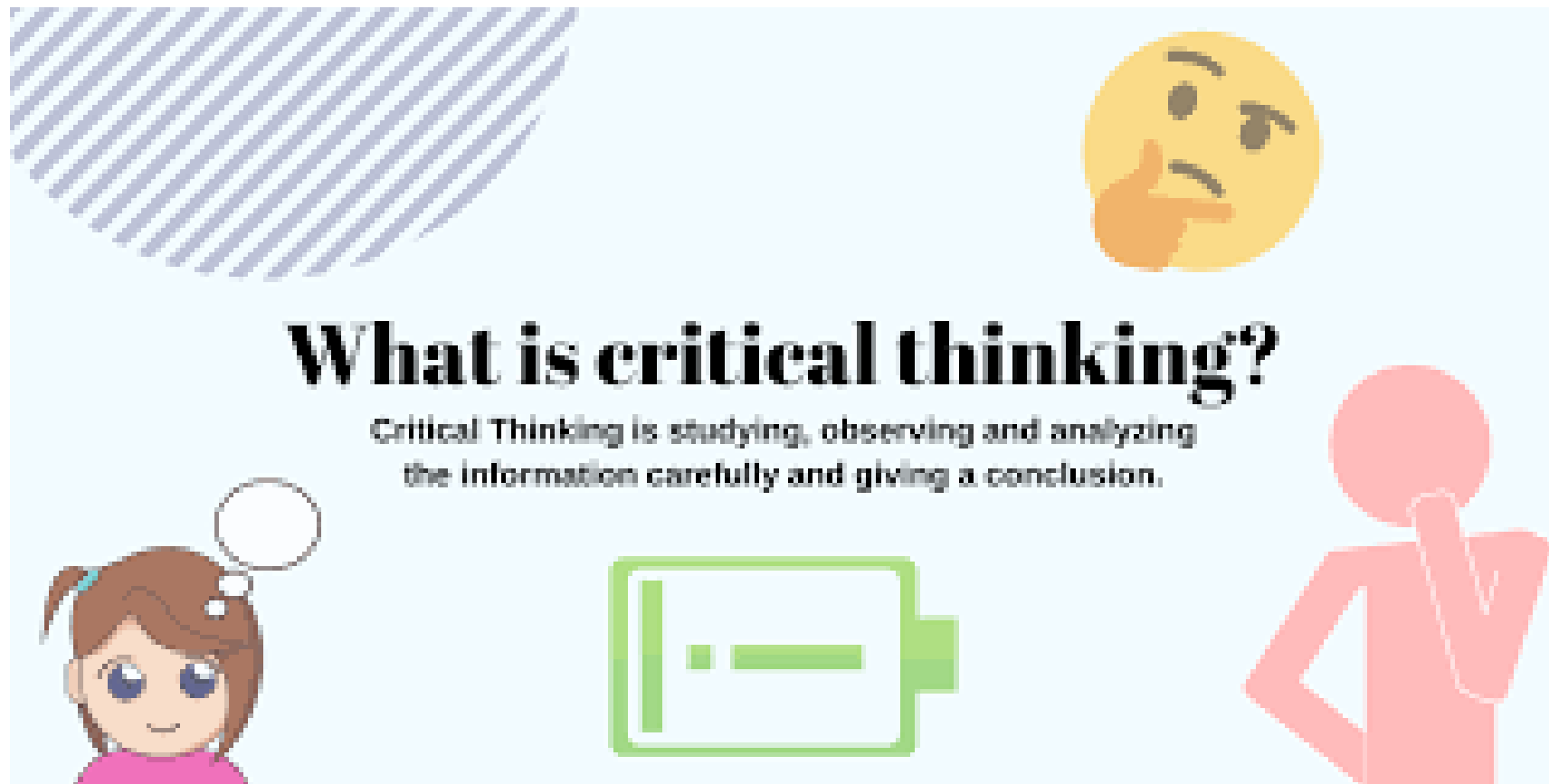


CAMBRIDGE
UNIVERSITY PRESS

8 WAYS PARENTS CAN SUPPORT CRITICAL THINKING AT HOME

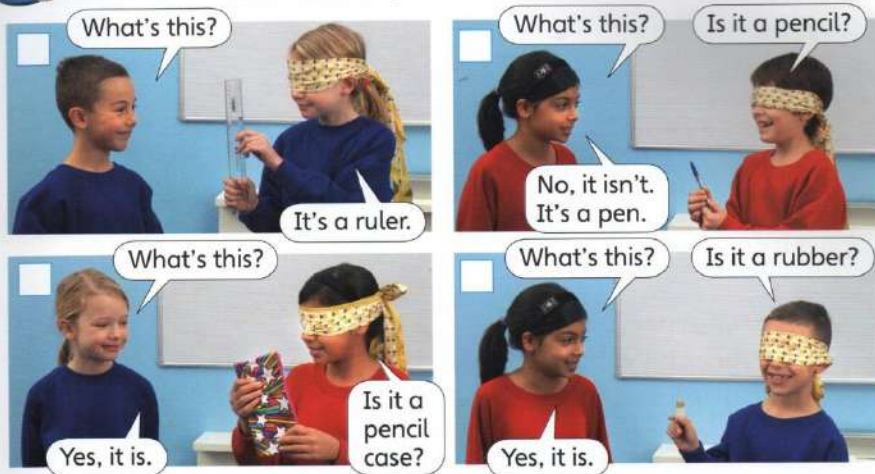
- 1 Think critically as a habit
- 2 Debate everything!
- 3 Provide access to diverse, quality reading materials
- 4 Practice Claim-Evidence reasoning
- 5 Help them learn from everything
- 6 Make critical thinking a game
- 7 Teach critical thinking as a mindset
- 8 Explore the benefits of critical thinking





Cambridge English

1 Listen and number the pictures.



2 Grammar focus Listen and say.

What's this? It's a pencil.
No, it isn't. Is it a pen?
Yes, it is.



3 Play the guessing game.



Questions and short answers

11

Basic Understanding

Organising gathered information

Forming concepts

Linking ideas together

Super Minds 2



CAMBRIDGE
UNIVERSITY PRESS

1 CD 1 19
Listen and stick.
Then write the words.

pen book bag desk

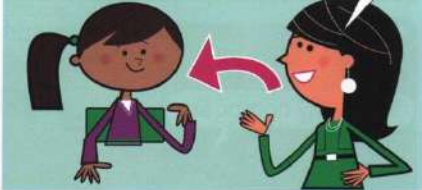
1 Sit at your _____, please.



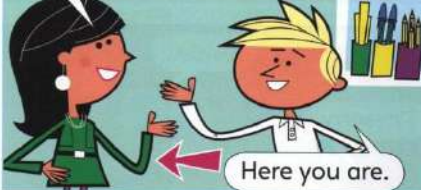
2 Open your _____, please.



3 Close your _____, please.



4 Pass me a _____, please.



2 CD 1 20
Grammar focus Listen and say.

Open your book, please.
Sit at your desk, please.

Pass me a ruler, please.
Close your bag, please.



3 Play the chain game.



Productive Thinking

Using information and understanding

Creating, deciding, analysing, evaluating

Super Minds 2



CAMBRIDGE
UNIVERSITY PRESS

Can thinking be taught?

- Yes!
- Carol McGuiness (1999) working for the Department of Education, England, concluded:

*‘Pupils benefit from being coached in thinking ... success was due to good teaching methods ... learning thinking works well **when supported by the teacher ...**’*

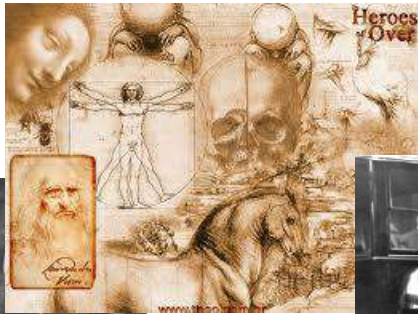
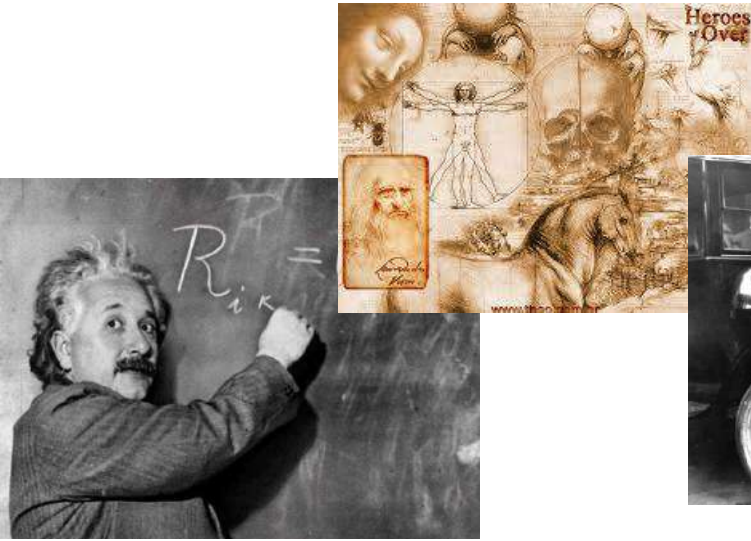
[Adapted from: *Teaching Young Learners to Think*, Puchta & Williams, Helbling Languages, 2011]



Cambridge English

What is the teacher's role?

- Value **ALL** ideas and where necessary help the learners to express their ideas
- Accept everything from everybody: *Albert Einstein, Leonardo da Vinci, Henry Ford, Oprah Winfrey, Steve Wozniak, ...*



CAMBRIDGE
UNIVERSITY PRESS

What is the teacher's role?

- Obviously, your role is crucial
- Encourage free, 'off-the-wall', creative thinking, without criticism
- Do not allow learners to feel inhibited due to lack of language confidence
- Errors are part of language learning process



What is the teacher's role?



- Give learners **time to think** about what they are doing, to study the data, to plan an approach ...
- Quick-fire responses can lead to impulsive guesses or simplistic answers rather than **creative solutions**
- Important for teacher to remind learners to **take time to think**



What is the teacher's role?



- Take all answers, ideas, suggestions from learners seriously
- Use challenges: *Why do you think this?, How do you know?, How did you get this answer?, Where did you look?, Does everyone agree with you?*
- Aim of thinking class is to seek '**best**' answers and not always 'right' ones

