



ENGLISH COMMUNICATION SKILLS

Lecture 8

Phrasal verbs

Reflective/critical thinking and writing

Let's recall Phrasal verbs...

BREAK

- Break down
- Break in
- Break off
- Break out
- Break up

Let's recall Phrasal verbs...

Use the phrases shown and make a sentence each.

1. keep on
2. acted like
3. catch up
4. dropped out
5. let down
6. hand out
7. iron out
8. ended up
9. get out
10. broke down

Let's watch a **video** to find out more about Phrasal verbs

Video – practice Phrasal verbs



<https://youtu.be/WHwxdtT302I>

Phrasal verbs (cont'd)...

- Take a close look at handout 1. Keep it as a guide to use Phrasal verbs in your daily conversation.
- More activities will be done in the tutorial.



What is Critical Thinking?

Critical thinking is the process of identifying and solving problems by gathering information, analyzing and evaluating evidence, discovering patterns, and reasoning logically.

Critical thinking in writing means asking the right questions and questioning the old, no-longer-obvious answers.

What is Critical Thinking?

- Learning how to present an **effective argument**
 - This means learning to present your reasoning and evidence in a clear, well structured manner (just as the writers of the texts you've read have had to present their ideas)
 - Different formats (e.g. essay, report, dissertation, projects etc.) mean that argument is presented in different ways but will always lead to a logical conclusion
- Critical writing is a **process** that involves using a range of writing skills as well as personal qualities
 - Most people find critical writing a challenge
 - It takes time to become skilled and confident
 - It can feel messy and frustrating at times – but also creative

What is Critical Thinking?



https://www.youtube.com/watch?v=rn_7aJP5BTw

What is Critical Thinking?



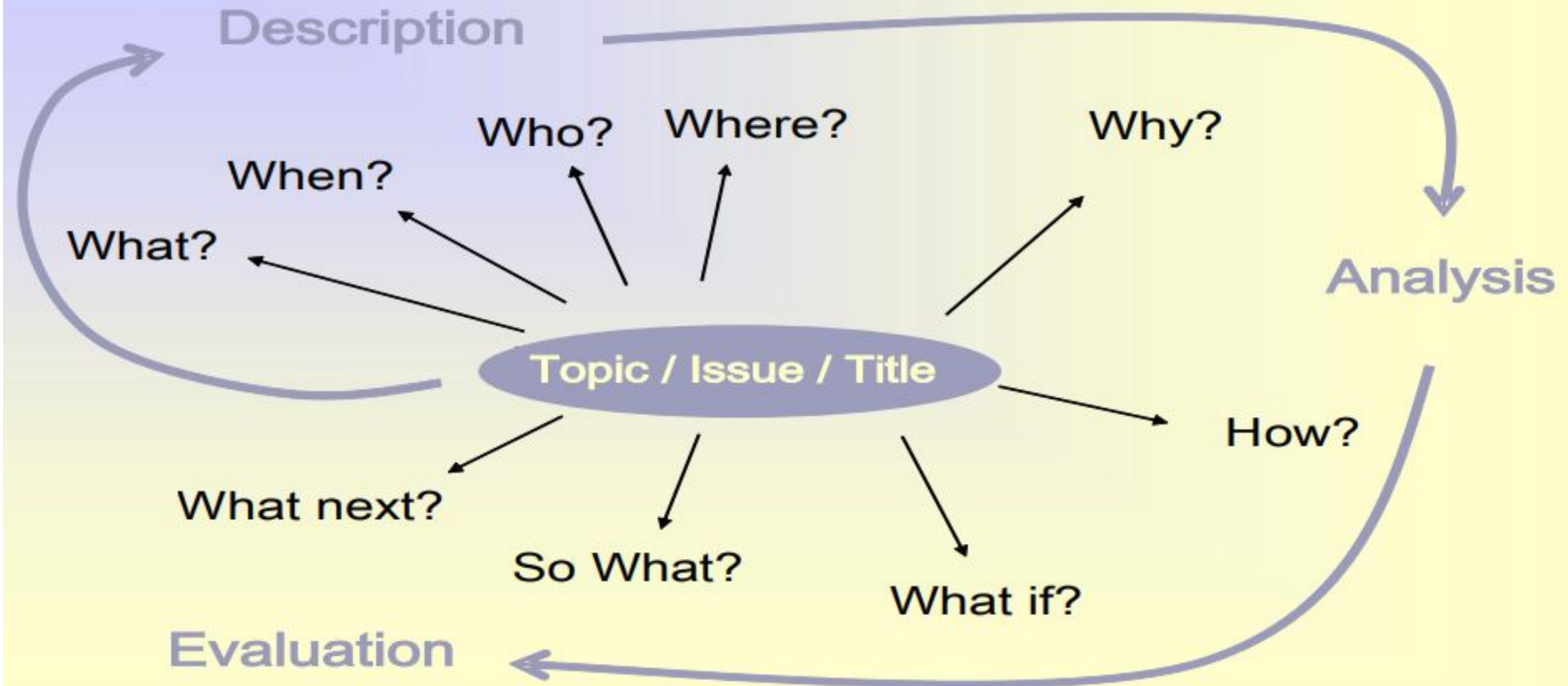
<https://www.youtube.com/watch?v=x0vUsxhMczl>

Critical Writing

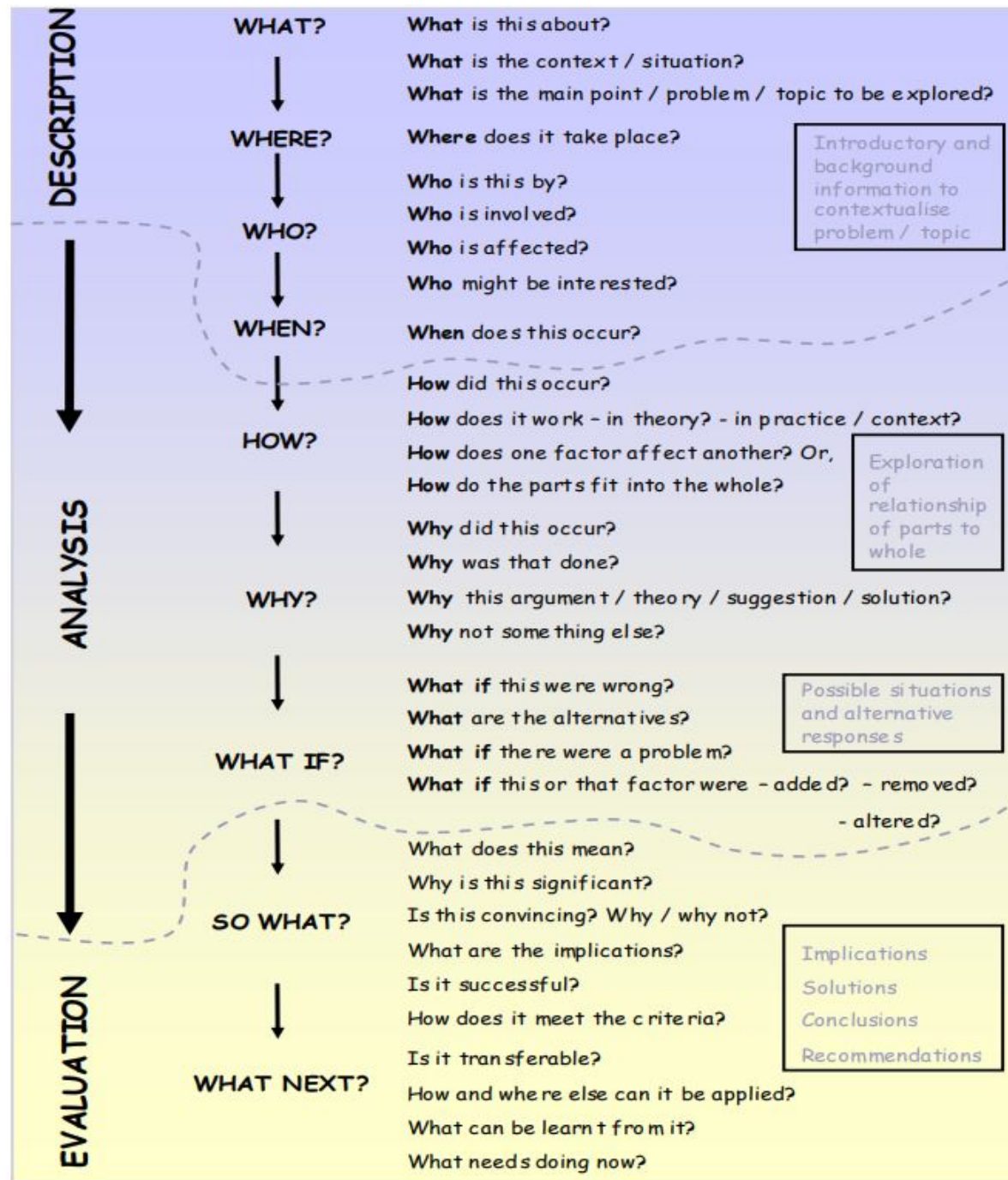
Some questions to ask:

1. What information should be included?
2. What sources of information should the writer consult?
3. What's the best way to present information?
4. How should the report be organized? How should it be designed?
5. What tone and level of language sophistication should the document display?

Model to Generate Critical Thinking



John Hilsdon, Learning Development Advisor. University of Plymouth



Reflective thinking and writing

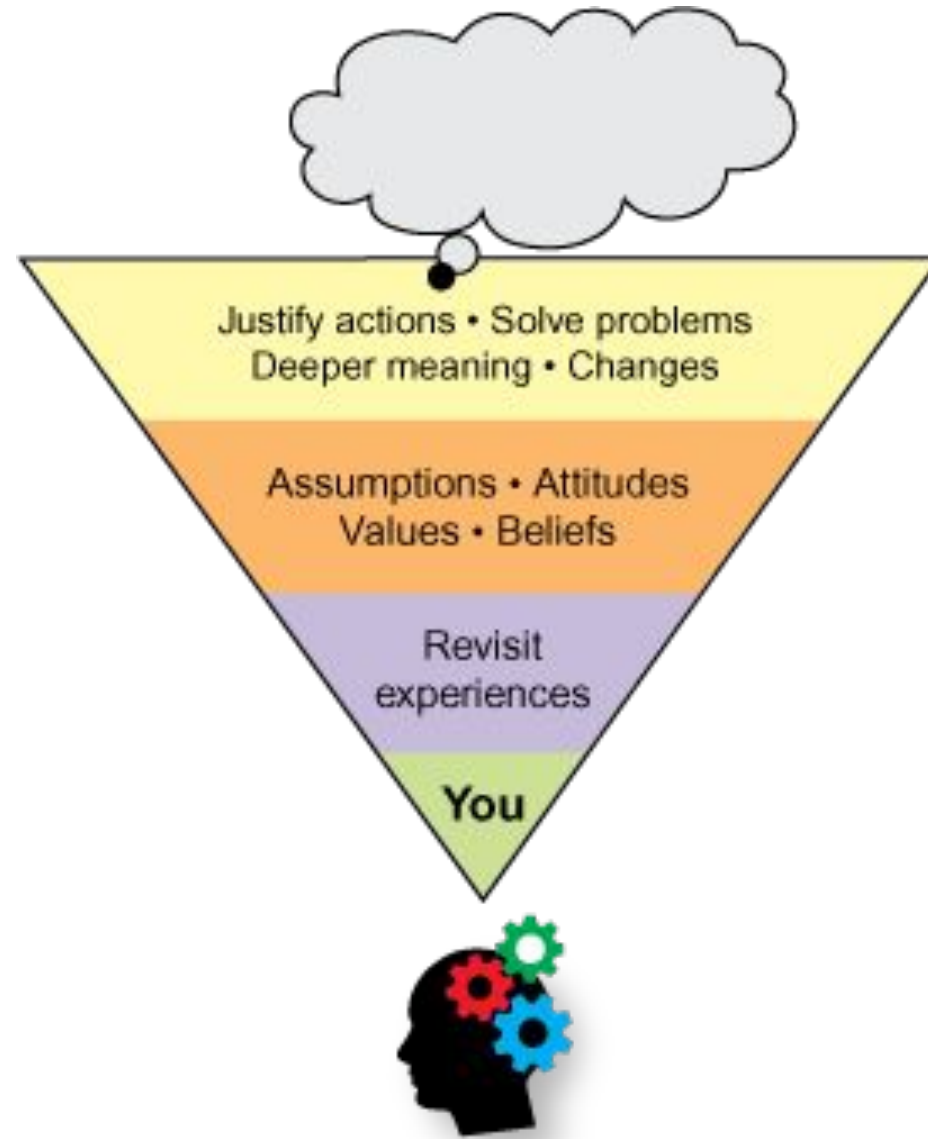
What is reflective thinking?

‘Reflective thinking’ may appear an abstract concept – how can it be explained?

To help understand the broader concept, a simple way in which reflective thinking can be defined is: *consciously* thinking about, and analysing:

- what you are currently doing
- what you have previously done
- what you have experienced
- what and how you have learned.

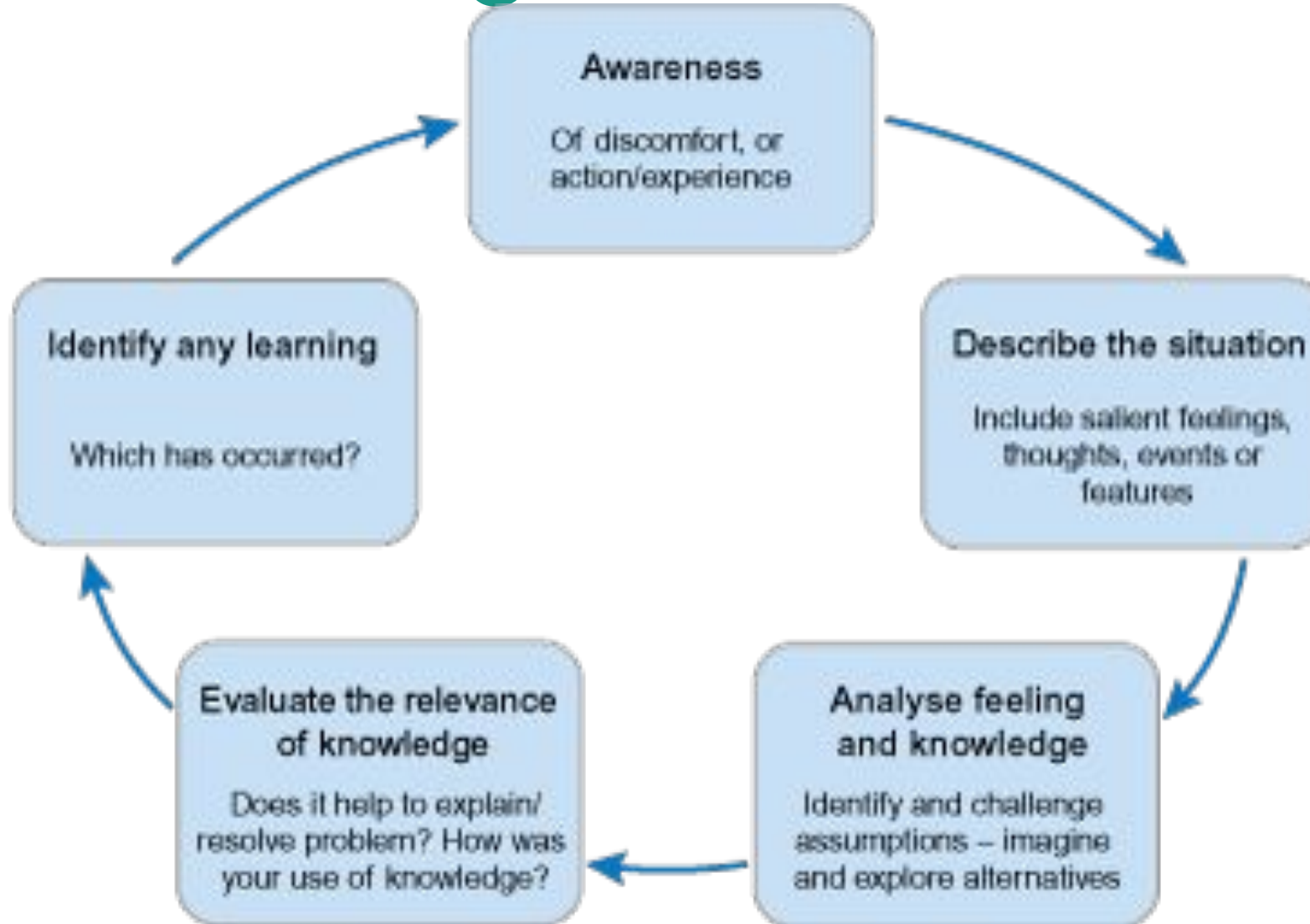
Reflective thinking and writing



What are the key features of reflection?

- **Reflection results in learning:** It can change your ideas and understanding of the situation.
- **Reflection is an active and dynamic process:** It can involve reflecting 'on' action (past experience), reflecting 'in' action (on an incident as it happens), or reflecting 'for' action (actions that you may wish to take in the future).
- **Reflection is not a linear process, but cyclic:** It leads to the development of new ideas which can be used to plan the next stages of learning.
- **Reflection encourages looking at issues from different perspectives:** It helps you to understand the issue and scrutinise your own values, assumptions and perspectives.

Reflective thinking



Atkins and Murphy's (1993) cyclical model

The field notes were written by hand on lined paper. They consisted of jotted notes and mental triggers (personal notes that would remind me of specific things when it came to writing the notes up). I took some direct observational notes recording what I saw where this was relevant to the research questions and, as I was aiming to get a sense of the culture and working environment, I also made researcher inference notes [1][2].

[3] I found the note-taking process itself helpful, as it ensured that I listened carefully and decoded information. Not all the information I recorded was relevant but noting what I found informative contributed to my ability to form an overview on re-reading. However, the reliability of jotted notes alone can be questionable. For example, the notes were not a direct transcription of what the subjects said but consisted of pertinent or interesting information.

Rarely did I have time to transcribe a direct quotation, so relied on my own fairly rapid paraphrasing, which risks changing the meaning. Some technical information was difficult to note down accurately [3]. A tape recorder would have been a better, more accurate method. However, one student brought a tape recorder and was asked to switch it off by a participant who was uneasy about her comments being directly recorded. It seems that subjects feel differently about being recorded or photographed (as opposed to observers taking notes), so specific consent should be sought before using these technologies [4].

1. Description/ explanation of method.

2. Includes discipline-specific language

3. Critical evaluation of method

4. Conclusion and recommendation based on the writer's experience

Question: Discuss at least two things you learnt or discovered – for example about design or working in groups or the physical world – through participating in the Impromptu Design activities.

Firstly, the most obvious thing that I discovered was the advantage of working as part of a group [1]. I learned that good teamwork is the key to success in design activities when time and resources are limited. As everyone had their own point of view, many different ideas could be produced, and I found the energy of group participation made me feel more energetic about contributing something [2].

Secondly I discovered that even the simplest things on earth could be turned into something amazing if we put enough creativity and effort into working on them [1]. With the Impromptu Design activities [3] we used some simple materials such as straws, string, and balloons, but were still able to create some 'cool stuff' [4]. I learned that every design has its weaknesses and strengths and working with a group can help discover what they are. We challenged each other's preconceptions about what would and would not work. We could also see the reality of the way changing a design actually affected its performance. [5]

1. Addresses the assignment question
2. Reflects on direct experiences
3. Direct reference to the course activity
4. The style is relatively informal, yet still uses full sentences.
5. Relating what was learnt.

Reflective writing - Exercise

Think about an experience that you could learn from. It doesn't matter if it went well or if it went badly. Use the prompts below to write a longer reflective piece on the experience.

Looking back at an experience, reflect on:

- Your expectations before the experience
- How you approached it
- Which parts you found easy/hard

Think about what you learned as a result:

- How did your knowledge and understanding change?
- What would you do differently if faced with a similar situation?

Consider how you might use your learning in the future:

- How might you put into practice what you have learnt?
- What challenges might you face?
- How would you deal with these?

Thank you!

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