The script of critical thinking facilitation in English as an additional language for speaking and listening: A local Indonesian high school of grade 10

Ms Elisa played a video for students to help them understand the content. The content of the video was about moving the capital city of Indonesia to Borneo. After watching the video, Elisa discussed the content with her students.

Ms. Elisa: "Now, let's discuss what happens when the capital city of Indonesia is moved. Hansen, please share your thoughts."

Student (Hansen): "Moving the capital city will solve Jakarta's problems because Jakarta needs better irrigation system to process clean water. Jakarta also needs to store plants and rainwater too. We can use filter to make the rainwater clean."

Student (Felicia): "What if there is no rain in dry season?" (Shouted spontaneously)

Student (Hansen): "We can store the rainwater in a storage place to keep the water in dry season. As a preventive act, if we want to use rainwater, we need to use filter."

Student (Vincent): "I don't think rainwater is good enough to be consumed because of the industrialisation and acid rain." (Shouted spontaneously)

Ms. Elisa: "Well, when you consider storing the water, think about mosquito larvae that can infect the water."

Student (Hansen): "Yes, that's right, Ms. So, we need to use filter to make the rainwater clean." (Shouted spontaneously)

Ms. Elisa: "Yes, that might work. Noreen, please share your ideas to your friends."

Student (Noreen): "I believe that one of the reasons to move the capital city of Indonesia is economic equality. As the president said that it shows how much the stable capital city is needed to have equal economy."
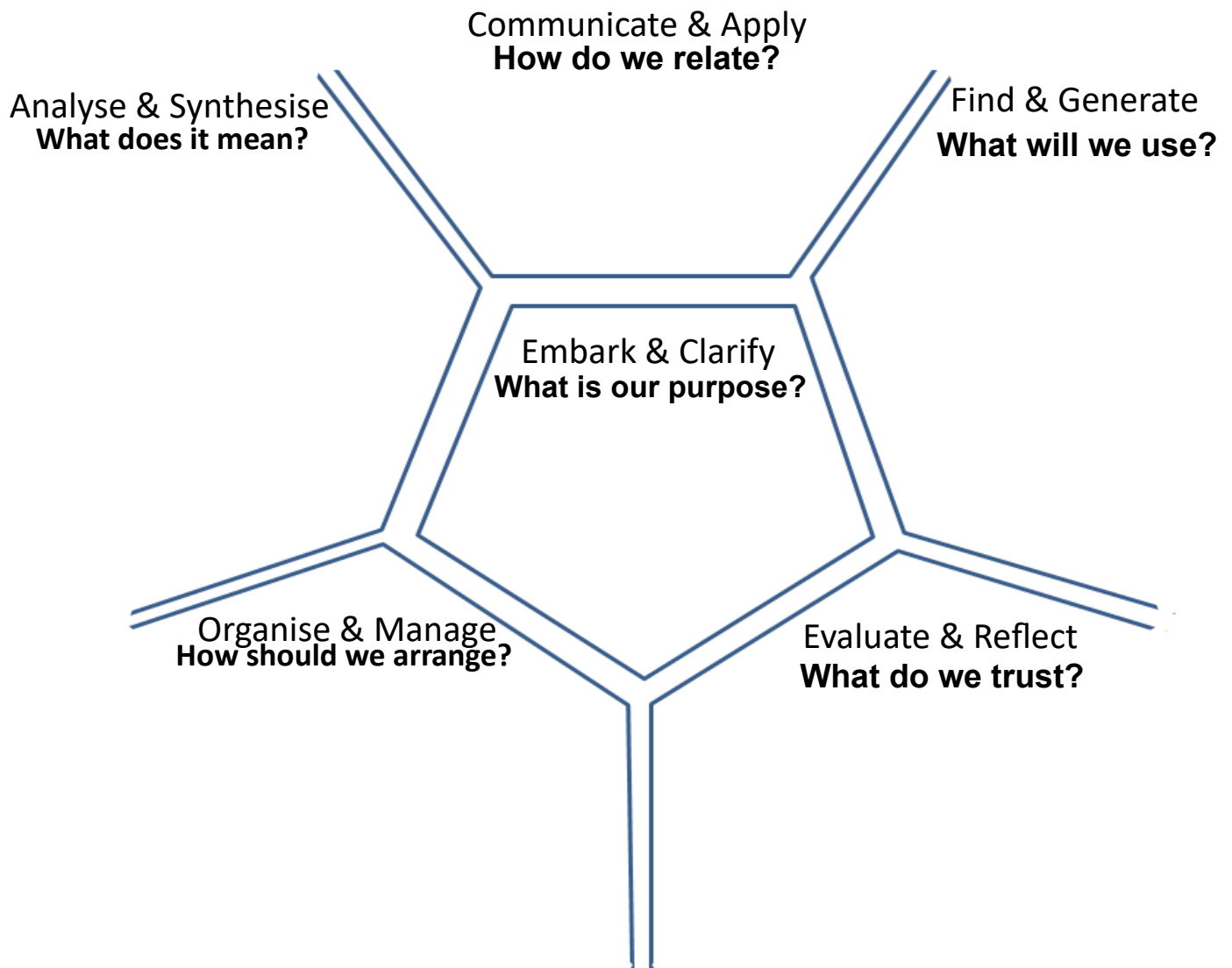
Ms. Elisa: "Do you guys agree with Noreen? How can this be called economic equality?"

Student (Victoria): "I think new capital city will offer jobs for the locals." (Shouted spontaneously)

Student (Jorgen): "Yes. And if we move the capital city sooner, the problem of sinking in Jakarta can also be avoided." (Shouted spontaneously)

Student (Nixsen): "Objection, but it takes a lot of years to move the capital city. Think about the forests in Borneo." (Shouted spontaneously)

Models of Engaged Learning & Teaching: The MELT Pentagon

Communicate & Apply
How do we relate?

Analyse & Synthesise
What does it mean?

Find & Generate
What will we use?

Embark & Clarify
What is our purpose?

Organise & Manage
How should we arrange?

Evaluate & Reflect
What do we trust?

MELT pentagon and various resources available from www.melt.edu.au
MELT open access book https://link.springer.com/book/10.1007/978-981-15-2683-1

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Questions:

1. What evidence is there in the text of student listening?
2. What evidence is there in the text of student critical thinking?
3. What is one strategy that you will use to help struggling students learn when you return to Indonesia? (Question for ponderosity)
4. List categories of students that may be beneficial from an increase in speaking and listening tasks. (The answers are on the word cloud)

Framework for facilitating critical thinking in structured English as an Additional Language (EAL) speaking and listening for high school _level_

Critical Thinking in Structured Collaborative Learning

Students develop critical thinking in EAL speaking and listening skills when they …		Clarity — Students communicate main points in a precise manner using grammatically correct structures	Relevance — Students discuss the most important information that is related to the given topic and key ideas	Depth — Students provide detailed explanations to develop thorough arguments	Coherence — Students structure arguments in a logical sense to build the overall intended meaning
a. Evaluate & Determine _What will we trust?_ Students evaluate and determine the credibility of given information/sources by communicating their main points.	_Discerning_	Students evaluate and determine the credibility of given information/sources by communicating their main points using grammatically correct structures. Evidence is presented in the context, and direct links between evidence and claims are made explicit.	Students evaluate and determine the credibility of given information/sources by communicating their main points that are closely aligned with the most important information and support the topics.	Students evaluate and determine the credibility of given information/sources by communicating detailed explanations to develop their main points.	Students evaluate and determine the credibility of given information/sources by communicating their main points with logical and coherent structures. Logical and causal relationships are identified.
b. Communicate & Apply _How do we relate?_ Students apply their understanding towards the given information/sources through listening, writing, reading, discussing, presenting while heeding ethical, cultural, social and team (ESCT) issues.	_Constructive_	Students orally discuss their main points from the given information/sources that are listened and read. Students communicate their main points through writing, oral discussion and presentation to a specified audience following prompts on ESCT issues. Students orally communicate in grammatically correct structures.	Students orally discuss their main points from the given information/sources that are listened and read. Students apply the main points through writing, oral presentation and discussion while heeding ESCT issues. Students orally discuss and present the most important information that is related to the given information/sources.	Students orally discuss their main points from a broad range of given information/sources that are listened and read. Students apply the main points through writing, oral presentation and discussion while heeding ESCT issues. Students provide detailed explanations to develop thorough arguments orally.	Students orally discuss their main points from the given information/sources that are listened and read in logical manner. Students apply the main points through writing, oral presentation and discussion while heeding ESCT issues. Students structure arguments in a logical sense to build the overall intended meaning orally.
c. Find & Generate _What will we use?_ Students find and generate their main points from given information/sources by using given methodologies.	_Determined_	Students find and generate main points from given information/sources by using given methodologies. Students communicate their main points using grammatically correct structures. Points at issues are clearly defined and stated.	Students find and generate main points from given information/sources by using given methodologies. Students orally discuss their main points that are related to the given topics. Direct links between evidence and claims are made explicit.	Students find and generate main points from given information/sources by using given methodologies. Students also consider alternative perspectives in relation to the given topic by communicating with breadth to ensure that they do not ignore any key components.	Students find and generate main points from given information/sources by using given methodologies. Students communicate their main points with significance of the most important information related to the given topic. Claims for logical coherence are examined through evidence and methodology.
d. Embark & Clarify _What is our purpose?_ Students orally respond to given questions/tasks and clarify their main points while considering ethical, cultural, social and team (ESCT) issues.	_Curious_	Students orally respond to given questions/tasks and discuss main points using grammatically correct structures. Students orally clarify questions, terms, requirements, expectations and ethical, cultural, social and team issues.	Students orally respond to given questions/tasks and discuss the most important information related to the given topics. Students orally clarify questions, terms, requirements, expectations and ethical, cultural, social and team issues. Given information that is significant and relevant is highlighted.	Students orally respond to given questions/tasks and discuss the complexities of the issues. Students orally clarify questions, terms, requirements, expectations and ethical, cultural, social and team issues.	Students orally respond to given questions/tasks and discuss the premises of given information that support conclusions. Students orally clarify questions, terms, requirements, expectations and ethical, cultural, social and team issues.
e. Organise & Manage _How do we arrange?_ Students organise given information/sources to reveal their main points while managing the processes through spoken conventions.	_Harmonising_	Students organise and manage given information/sources to reveal their main points that are aligned with the topics by communicating using grammatically correct structures.	Students organise and manage given information/sources to reveal their main points that are aligned with the topics by communicating the causal relationships and key ideas.	Students organise and manage given information/sources to reveal their main points that are aligned with the topics by communicating detailed explanations of the arguments.	Students organise and manage given information/sources to reveal their main points that are aligned with the topics by communicating the arguments intended to build the logical sense of meaning.
f. Analyse & Synthesise _What does it mean?_ Students analyse and synthesise given information/sources to produce their main points and coherent understandings.	_Creative_	Students analyse and synthesise given information/sources to produce main points and coherent understandings by communicating using grammatically correct structures. Students communicate their own examples, and the structures are clear, unambiguous and easy to understand.	Students analyse and synthesise given information/sources to produce main points and coherent understandings by communicating the core ideas that are aligned with the topics.	Students analyse and synthesise given information/sources to produce main points and coherent understandings by communicating detailed explanations of the arguments. Students communicate by considering alternative perspectives and justifying arguments.	Students analyse and synthesise given information/sources to produce main points and coherent understandings by communicating the arguments intended to build the logical sense of meaning. Students communicate by developing core ideas and using transition phrases to identify logical and coherent progression.

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