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Anexos

Anexo 1. Consentimiento informado colegio



Medellín, lunes 2 de septiembre de 2019

Asunto:

Consentimiento informado

Estimados EAFIT y Universidad de Antioquia,

Mi nombre es Charles Loaiza, soy el coordinador académico del Instituto San Carlos de la Salle. En el marco de la formación de maestría en educación con la Universidad de Antioquia del profesor Cesar Buitrago, el Instituto avala la participación del grupo 83 de inglés de Sislenguas en la fase experimental de la investigación, que implementará una secuencia didáctica apoyada en materiales audiovisuales auténticos con el fin de contribuir al desarrollo de habilidades de pensamiento crítico de un grupo de estudiantes de inglés como lengua extranjera.

El instituto San Carlos de la Salle también aprueba utilizar la información derivada de este estudio siempre y cuando no vulnere los derechos de los estudiantes bajo ninguna forma o circunstancia. En ese sentido se acuerda con el investigador y las instituciones utilizar la información sólo con fines académicos y de divulgación científica para documentar los resultados del proyecto. Para tal caso, los nombres de los estudiantes, profesor e institución serán registrados bajo consideraciones ético-metodológicas de anonimato.

Atentamente,

Anexo 2. Consentimiento informado familias



Medellín, lunes 2 de septiembre de 2019

Asunto:

Consentimiento informado

Estimada familia,

Mi nombre es Cesar Orlando Buitrago, soy el profesor de inglés de sus hijos en el grupo 83 de inglés de Sislenguas de grado décimo. En el marco de mi formación de maestría en educación con la Universidad de Antioquia, el Programa de Sislenguas avaló la participación de un grupo de estudiantes del instituto San Carlos de la Salle en la fase experimental de la investigación que implementara una secuencia didáctica apoyada en materiales audiovisuales auténticos con el fin de contribuir al desarrollo de habilidades de pensamiento crítico de un grupo de estudiantes de inglés como lengua extranjera.

En el contexto del desarrollo de la secuencia didáctica, se diseñarán e implementarán actividades con los estudiantes, que implican acciones orales y escritas por parte de los mismos, las cuales serán grabadas en formato de audio para ser utilizadas en la fase de análisis de la información.

Es importante señalar que la información que la información derivada de este estudio no vulnera o vulnerará los derechos de los estudiantes bajo ninguna forma o circunstancia. En ese sentido se utilizará la información sólo con fines académicos y de divulgación científica para documentar los resultados del proyecto. Para tal caso, los nombres de los estudiantes, profesor e institución serán registrados bajo consideraciones ético-metodológicas de anonimato.

Solicito entonces amablemente su consentimiento para que su hijo participe en esta investigación:

Yo..... (nombres y apellidos), doy mi autorización para que mi..... (parentesco) participe en esta investigación.

Nombre del estudiante..... (nombres y apellidos).

Firma del padre, madre o responsable legal:

Teléfono:

Fecha:.....

Si solicita mayor información o tiene preguntas acerca de este estudio, puede ponerse en contacto con el investigador a través de los correos electrónicos: cbuitra7@eafit.edu.co - cesar.buitrago@udea.edu.co

Muchas gracias por su colaboración,

Anexo 3. Matriz evaluación pretest ensayo de pensamiento crítico Ennis-Weir

Cordial saludo señor evaluador/a:

A continuación, presentamos para evaluación los ítems comprendidos en el pretest ensayo de pensamiento crítico Ennis-Weir, el cual servirá como un ejercicio de diagnóstico que dará cuenta de la línea base de los estudiantes en términos de habilidades de pensamiento crítico antes de la implementación de la secuencia didáctica.

La intención es develar desde este juicio de expertos si las consideraciones del ensayo de pensamiento crítico Ennis-Weir son congruentes con las consideraciones y los elementos de las tareas escritas y orales de la secuencia didáctica y si las habilidades de pensamiento crítico del ensayo están conectadas con las habilidades de pensamiento crítico del estudio.

Le solicitamos amablemente entonces, realizar una valoración y en la casilla correspondiente marcar si está usted de acuerdo con el ítem teniendo en consideración su pertinencia y relevancia. En el caso de no estar de acuerdo, escriba en la casilla observaciones las razones por las cuales está en desacuerdo. Finalmente, en la casilla sugerencias escriba las recomendaciones del caso para ajustar y mejorar el ítem.

Ítem	Formulación del ítem	Pertinencia		Relevancia		Observaciones	Sugerencias
		Acuerdo	Desacuerdo	Acuerdo	Desacuerdo		
1	El ensayo es un instrumento de pretest que da cuenta de la línea base de las habilidades de pensamiento crítico de los estudiantes antes de la intervención pedagógica para describir las movilizaciones de las habilidades durante y después de la secuencia didáctica.						
2	El nivel de dificultad y el tiempo de presentación del ensayo es apropiado con el nivel de suficiencia de inglés de los participantes del estudio.						
3	El ensayo de habilidades de pensamiento crítico es una prueba abierta e informal que permite al estudiante evaluar argumentos sobre una situación problemática en un contexto de la vida real y dar razones.						
4	La presentación del ensayo y la retroalimentación de este le brindan al estudiante elementos para aplicar sus comprensiones en otras situaciones.						
5	La presentación del ensayo y la sesión de retroalimentación permite la formulación de preguntas socráticas de clarificación, de suposición, de razón y evidencia, de origen y fuente, de implicación y consecuencia y de punto de vista.						
6	El ensayo es una prueba de habilidades de pensamiento crítico que permite al profesor enfocarse en la calidad del argumento de las respuestas.						

Opinión de aplicabilidad:

a. deficiente () b. baja () c. regular () d. buena () e. muy buena ()

Nombres y apellidos	
Título profesional	
Filiación institucional	
Grado académico	
Firma	
Fecha de diligenciamiento	

Anexo 4. Matriz evaluación tareas escritas y orales

Cordial saludo señor evaluador/a:

A continuación, presentamos para evaluación los ítems comprendidos en las tareas escritas y orales diseñadas para la secuencia didáctica.

La intención es develar desde este juicio de expertos si los momentos de las tareas (pretarea, tarea, postarea), los elementos de las tres Cs (cultura, actualidad, desafío), los elementos del Modelo CoI (presencia social, presencia cognitiva, presencia docente) y las habilidades de pensamiento son pertinentes y relevantes.

Le solicitamos amablemente entonces realizar una valoración y en la casilla correspondiente marcar si está usted de acuerdo con el ítem teniendo en consideración su pertinencia y relevancia. En el caso de no estar de acuerdo, escriba en la casilla observaciones las razones por las cuales está en desacuerdo. Finalmente, en la casilla sugerencias escriba las recomendaciones del caso para ajustar y mejorar el ítem.

Ítem	Formulación del ítem	Pertinencia		Relevancia		Observaciones	Sugerencias
		Acuerdo	Desacuerdo	Acuerdo	Desacuerdo		
1	Los ítems de la información general de la tarea son suficientes y entendibles.						
2	La pretarea responde al elemento de cultura de las tres Cs, a la presencia social del Modelo CoI y a la habilidad de pensamiento establecimiento de una posición frente a un tema.						
3	La tarea responde al elemento de actualidad de las tres Cs, a la presencia cognitiva del Modelo CoI y a la habilidad de pensamiento construcción de argumentos.						
4	La post tarea responde al elemento de desafío de las tres Cs, a la presencia docente del Modelo CoI y a la habilidad de pensamiento presentación de una postura con argumentación oral o escrita.						
5	Existe conexión en las transiciones de los momentos de la pretarea, tarea y post tarea.						
6	El material audiovisual autentico utilizado en la tarea responde al elemento de las tres Cs (cultura, actualidad, desafío).						
7	Los elementos de las presencias del Modelo CoI (presencia social, presencia cognitiva, presencia docente) se evidencian en los momentos de la tarea.						
8	Las habilidades de pensamiento crítico (establecimiento de una posición frente a un tema, construcción de argumentos, presentación de una postura con argumentación oral o escrita) brindan elementos para conectarse con la siguiente.						
9	Es posible evidenciar que la autorregulación se entiende como una habilidad transversal que ocurre durante los tres momentos de la tarea y en las acciones de las tres habilidades de pensamiento.						

Opinión de aplicabilidad:

a. deficiente () b. baja () c. regular () d. buena () e. muy buena ()

Nombres y apellidos	
Título profesional	
Filiación institucional	
Grado académico	
Firma	
Fecha de diligenciamiento	

Anexo 5. Matriz evaluación guía de pautas grupo focal

Cordial saludo señor evaluador/a:

A continuación, presentamos para evaluación los ítems comprendidos en la guía de pautas del grupo focal, el cual servirá como un ejercicio de socialización y profundización de las percepciones de los estudiantes con relación a su participación en la secuencia didáctica que utilizó materiales audiovisuales auténticos con el fin de desarrollar habilidades de pensamiento crítico. La intención es develar desde este juicio de expertos si las consideraciones y las preguntas del grupo focal tienen conexión con las tareas y los materiales utilizados durante la implementación de la secuencia didáctica.

Le solicitamos amablemente entonces, realizar una valoración y en la casilla correspondiente marcar si está usted de acuerdo con el ítem teniendo en consideración su pertinencia y relevancia. En el caso de no estar de acuerdo, escriba en la casilla observaciones las razones por las cuales está en desacuerdo. Finalmente, en la casilla sugerencias escriba las recomendaciones del caso para ajustar y mejorar el ítem.

Ítem	Formulación del ítem	Pertinencia		Relevancia		Observaciones	Sugerencias
		Acuerdo	Desacuerdo	Acuerdo	Desacuerdo		
1	El grupo focal es un instrumento estructurado para profundizar en las opiniones y percepciones de los estudiantes sobre su participación en la secuencia didáctica.						
2	El número de preguntas y el tiempo destinado para la realización del grupo focal son apropiados con respecto al número de estudiantes que participaran del mismo.						
3	El grupo focal está diseñado como una situación interactiva informal y abierta y posibilita que los estudiantes expresen argumentos en sus intervenciones.						
4	Las imágenes seleccionadas responden al objetivo del grupo focal y pueden generar participación y discusión.						
5	Para el desarrollo del grupo focal se incluyen preguntas para comenzar, preguntas de introducción, preguntas de transición, preguntas clave y preguntas finales.						
6	La realización del grupo focal permite la formulación de preguntas socráticas de clarificación, de suposición, de razón y evidencia, de origen y fuente, de implicación y consecuencia y de punto de vista.						
7	Las preguntas de la guía de pautas del grupo focal indagan sobre las tareas y los materiales utilizados en la secuencia didáctica.						

Opinión de aplicabilidad:

a. deficiente () b. baja () c. regular () d. buena () e. muy buena ()

Nombres y apellidos	
Título profesional	
Filiación institucional	
Grado académico	
Firma	
Fecha de diligenciamiento	

Anexo 6. Guía de habilidades de pensamiento crítico

Estudiante: _____ Fecha: _____ Grupo: _____

Instrucciones: Las acciones que se presentan a continuación tienen como objetivo principal recoger información para saber cómo están operando tres habilidades de pensamiento crítico en la construcción de argumentos orales y escritos en la clase de inglés. Es necesario responder honestamente para posibilitar la elaboración de mejores programas que impulsen, de manera fundamentada, un aprendizaje de pensamiento crítico asociado a la argumentación escrita y oral en inglés.

Las respuestas que consideres dar no son buenas o malas, simplemente reflejan en cierta medida tu vivencia. Lee cuidadosamente cada acción y elige la opción que mejor represente tu experiencia durante el desarrollo de la tarea.

Para marcar tu respuesta tienes dos columnas “Frecuencia” y “Dificultad”.

La columna “**Frecuencia**” se refiere a la constancia con la que realizaste la acción durante el desarrollo de la tarea. Tienes tres opciones para elegir:

Siempre	Durante todo el desarrollo de la tarea se presentó la acción.
Algunas veces	La acción se presentó de manera esporádica.
Nunca	No se presentó este tipo de acción.

La columna “**Dificultad**” se refiere al nivel de problema con el que realizaste lo que dice la afirmación. Tienes tres opciones para elegir:

Fácil	Me pareció fácil aplicar lo que dice la acción.
Difícil	Me pareció difícil aplicar lo que dice la acción.
No sé	No se aplicó lo que dice la acción.

Para ambos casos solo debes elegir la opción que mejor represente tu experiencia. Recuerda que no hay respuestas buenas ni malas y es importante contestar todas las acciones en ambas columnas de manera honesta.

Guía de habilidades de pensamiento crítico

Habilidad de pensamiento crítico	Acciones	Frecuencia			Dificultad		
		Siempre	Algunas veces	Nunca	Fácil	Difícil	No sé
Establecimiento de una posición frente a un tema	1. Hago predicciones o especulaciones sobre una situación.						
	2. Evalúo fuentes de información según audiencia, autoridad, precisión, objetividad, actualidad.						
	3. Reconozco las ideas principales y secundarias en materiales audiovisuales auténticos.						
	4. Identifico las conclusiones principales en textos argumentativos.						
	5. Identifico diferentes aspectos culturales de otros países con relación al nuestro.						
	6. Expreso opiniones sobre diferentes temas e información proveniente de diversas fuentes.						
	7. Expongo brevemente las razones de mis opiniones y doy explicaciones.						
Construcción de argumentos	1. Uso Google Académico para buscar información en fuentes relevantes.						
	2. Busco diferentes fuentes de información relevantes.						
	3. Diferencio entre información basada en hechos reales y opiniones personales.						
	4. Evalúo las ventajas y desventajas de una situación para delimitar mis argumentos.						
	5. Busco información que contradiga mi posición para enriquecer lo que estoy aprendiendo.						
	6. Diseño mapas mentales, esquemas o diagramas para organizar mis argumentos.						
	7. Conecto una serie de ideas cortas en una secuencia articulada de argumentos.						

	8. Consulto diccionarios cada vez que no entiendo un término o tengo dudas de vocabulario.							
Presentación de una postura con argumentación oral o escrita	1. Leo los argumentos antes de presentar las conclusiones.							
	2. Relaciono información consultada con elementos de la vida para construir mis conclusiones.							
	3. Expreso acuerdo/desacuerdo con declaraciones controversiales y comparo/contrasto ideas.							
	4. Utilizo conectores adecuados para presentar diferentes puntos sobre un tema.							
	5. Doy ejemplos que ilustran la idea principal, las ideas secundarias y las conclusiones del tema.							
	6. Ofrezco buenas razones (hechos) para defender mis juicios (opiniones).							
	7. Utilizo mapas mentales, esquemas o diagramas para presentar mis argumentos.							
Observaciones adicionales								

Anexo 7. Guía de observación habilidades de pensamiento crítico

La siguiente guía tiene como propositivo identificar como operan las habilidades de pensamiento crítico durante el desarrollo de las actividades escritas y orales durante la implementación de la secuencia didáctica que consta de 4 tareas (dos orales y dos escritas).

Instrucciones: Observe detalladamente el desempeño del estudiante durante la realización de la tarea y marque con una **X** en la columna correspondiente. En las observaciones puede registrar otras acciones que se lleguen a presentar.

Observador: _____

Habilidad de pensamiento crítico	Acciones	Tarea Escrita/Oral 1			Tarea Escrita/Oral 2		
		Siempre	Algunas veces	Nunca	Siempre	Algunas veces	Nunca
Establecimiento de una posición frente a un tema	8. Hace predicciones o especulaciones sobre una situación.						
	9. Evalúa fuentes de información según audiencia, autoridad, precisión, objetividad, actualidad.						
	10. Reconoce las ideas principales y secundarias en materiales audiovisuales auténticos.						
	11. Identifica las conclusiones principales en textos argumentativos.						
	12. Identifica diferentes aspectos culturales de otros países con relación al nuestro.						
	13. Expresa opiniones sobre diferentes temas e información proveniente de diversas fuentes.						
	14. Expone brevemente las razones de mis opiniones y doy explicaciones.						
Construcción de argumentos	9. Usa Google Académico para buscar información en fuentes relevantes.						
	10. Busca diferentes fuentes de información relevantes.						
	11. Diferencia entre información basada en hechos reales y opiniones personales.						
	12. Evalúa las ventajas y desventajas de una situación para delimitar mis argumentos.						
	13. Busca información que contradiga mi posición para enriquecer lo que estoy aprendiendo.						
	14. Diseña mapas mentales, esquemas o diagramas para organizar mis argumentos.						
	15. Conecta una serie de ideas cortas en una secuencia articulada de argumentos.						
16. Consulta diccionarios cada vez que no entiendo un término o tengo dudas de vocabulario.							
Presentación de una postura con argumentación oral o escrita	8. Lee los argumentos antes de presentar las conclusiones.						
	9. Relaciona información consultada con elementos de la vida para construir mis conclusiones.						
	10. Expresa acuerdo/desacuerdo con declaraciones controversiales y comparo/contrasto ideas.						
	11. Utiliza conectores adecuados para presentar diferentes puntos sobre un tema.						
	12. Da ejemplos que ilustran la idea principal, las ideas secundarias y las conclusiones del tema.						
	13. Ofrece buenas razones (hechos) para defender mis juicios (opiniones).						
	14. Utiliza mapas mentales, esquemas o diagramas para presentar mis argumentos.						
Observaciones adicionales							

Anexo 8. Ensayo de pensamiento crítico Ennis-Weir

ENNIS-WEIR CRITICAL THINKING ESSAY TEST

THE MOORBURG LETTER

230 Sycamore Street
Moorburg
April 10

Dear editor:

Overnight parking on all streets in Moorburg should be eliminated. To achieve this goal, parking should be prohibited from 2 a.m. to 6 a.m. There are a number of reasons why any intelligent citizen should agree.

1. For one thing, to park overnight is to have a garage in the streets. Now it is illegal for anyone to have a garage in the city streets. Clearly, then, it should be against the law to park overnight in the streets.

2. Three important streets, Lincoln Avenue, Marquand Avenue, and West Main Street, are very narrow. With cars parked on the streets, there really isn't room for the heavy traffic that passes over them in the afternoon rush hour. When driving home in the afternoon after work, it takes me thirty-five minutes to make a trip that takes ten minutes during the uncrowded time. If there were not cars parked on the side of these streets, they could handle considerably more traffic.

3. Traffic on some streets is also bad in the morning when factory workers are on their way to the 6 a.m. shift. If there were no cars parked on these streets between 2 a.m. and 6 a.m., then there would be more room for this traffic.

4. Furthermore, there can be no doubt that, in general, overnight parking on the streets is undesirable. It is definitely bad and should be opposed.

5. If parking is prohibited from 2 a.m. to 6 a.m., then accidents between parked and moving vehicles will be nearly eliminated during this period. All intelligent citizens would regard the near elimination of accidents in any period as highly desirable. So, we should be in favor of prohibiting parking from 2 a.m. to 6 a.m.

6. Last month, the Chief of Police, Burgess Jones, ran an experiment which proves that parking should be prohibited from 2 a.m. to 6 a.m. On one of our busiest streets, Marquand Avenue, he placed experimental signs for one day. The signs prohibited parking from 2 a.m. to 6 a.m. During the four-hour period, there was not one accident [italics added] on Marquand. Everyone knows, of course, that there have been over four hundred accidents on Marquand during the past year.

7. The opponents of my suggestions have said that conditions are safe enough now. These people don't know what "safe" means. **Conditions are not safe if there's even the slightest possible change for an accident.** That's what "safe" means. So conditions are not safe the way they are now.

8. Finally, let me point out that the Director of the National Traffic Safety Council, Kenneth O. Taylor, has strongly recommended that overnight street parking be prevented on busy streets in cities the size of Moorburg. The National Association of Police Chiefs has made the same recommendation. Both suggest that prohibiting parking from 2 a.m. to 6 a.m. is the best way to prevent overnight parking.

I invite those who disagree, as well as those who agree with me, to react to my letter through the editor of this paper. Let's get this issue out in the open.

Sincerely, Robert R. Raywift

(Ennis & Weir, 1985, p. 13)

Anexo 9 . Hoja de respuestas pretest ensayo de pensamiento crítico Ennis-Weir

Name: _____

ENNIS-WEIR CRITICAL THINKING ESSAY TEST

Paragr aph	ANSWERS / JUDGMENTS / REASONS / EXPLANATIONS	Credit given
1		
2		
3		
4		
5		
6		
7		
8		
9		
TOTAL		

Anexo 10. Criterios y hoja de puntuación ensayo de pensamiento crítico Ennis-Weir

ENNIS-WEIR CRITICAL THINKING ESSAY TEST	
Student's Name _____	Total Score _____ Graded By _____
CRITERIA AND SCORING SHEET FOR THE ENNIS-WEIR Robert H. Ennis and Eric Weir	
	Credit Given (maximum is 3 points per line except #9)
See manual for interpretation and qualification of these criteria.	
1. Recognition of misuse of analogy, and/or recognition of shift in meaning, and/or claim that incorrect definition has been stipulated.	
2. Recognition of irrelevance.	
3. Recognition that Paragraph Three is OK. (Neglecting the busy-streets limitation is not penalized here.) ^A	
4. Recognition of circularity, and/or recognition that no reason is offered. (Subtract one point from credit for interpreting "undesirable" as "not desired.")	
5. Recognition that there may be other ways of preventing accidents, and/or recognition that other things might be more desirable, and/or recognition that there probably isn't much traffic at that time, and/or recognition that other types of accidents are unaffected, and/or recognition that no evidence has been given that such accidents occur. (Other possibilities)	
6. Recognition of lack of controls, and/or inadequate sampling, and/or "only one case," and/or "post hoc fallacy." (Other possible explanation)	
7. Recognition of winning argument by definition, and/or recognition that a word has been made useless for empirical assertion, and/or claim that an incorrect definition has been asserted.	
8. Recognition that Paragraph Eight is OK. (Neglecting the busy-streets limitation is not penalized here.) ^{A C}	
9. One point for just condemning the overall argument; another point for reviewing or summarizing the responses to the other paragraphs in some reasonable way; two points for recognizing (anywhere) the error of concluding about all streets on the basis of reasons that relate only to busy streets; ^A and one point for noting (anywhere) that Raywift has attempted to push people around with his emotive language. Total possible: 5 points.	
<p>A score of -1, 0, 1, 2, or 3 will be given for each of the first eight numbered paragraphs:^B</p> <ul style="list-style-type: none"> -1 judges incorrectly (good or bad)^C -1 shows bad judgment in justifying 0 makes no response^D +1 judges correctly (good or bad), but does not justify^C +2 justifies semi-adequately +3 justifies adequately <p>For Paragraph Nine, the range is -1 to +5.</p> <p>^ADo not penalize for failure to note busy-streets limitation in Paragraphs Three or Eight. If it is not noted at least somewhere, do not give the allotted 2 points in Paragraph Nine. If the limitation is noted in Paragraphs Three or Eight, credit should be granted at Paragraph Nine.</p> <p>^BThese criteria are guidelines. The grader should use judgment in awarding points, subtracting for unspecified errors and adding for unspecified insights.</p> <p>^CSometimes, something judged one way here will be judged another way by the test taker, and so well defended that a positive score (sometimes even +3) is warranted. The grader must use judgment. For example, a good argument could be mounted against Paragraph Eight.</p> <p>^DIf the examinee makes a response, but the argument of the paragraph is not judged either good or bad and no reasons are given, count it as "no response."</p>	

Anexo 11. Diapositivas retroalimentación ensayo pensamiento crítico Ennis-Weir

Ennis-Weir Critical Thinking Essay Test

Feedback

Paragraph 1

For one thing, to park overnight is to have a garage in the streets. Now it is illegal for anyone to have a garage in the city streets. Clearly, then, it should be against the law to park overnight in the streets.

Argument: Noticing *misuse of analogy*
incorrect definition
shift in meaning

Paragraph 1

Analogy:
A comparison between things that have similar features, often used to help explain an idea.

Examples:

- He drew an analogy between *the brain* and *a computer*.
- That movie was a *roller coaster ride of emotions*.
- *Life is like a box of chocolates* - you never know what you're gonna get.

Paragraph 2

Three important streets, Lincoln Avenue, Marquand Avenue, and West Main Street, are very narrow. With cars parked on the streets, there really isn't room for the heavy traffic that passes over them in the afternoon rush hour. When driving home in the afternoon after work, it takes me thirty-five minutes to make a trip that takes ten minutes during the uncrowded time. If there were not cars parked on the side of these streets, they could handle considerably more traffic.

Argument: Recognizing *irrelevant reasoning*

Paragraph 3

Traffic on some streets is also bad in the morning when factory workers are on their way to the 6 a.m. shift. If there were no cars parked on these streets between 2 a.m. and 6 a.m., then there would be more room for this traffic.

Argument: Recognizing *relevant reasoning*
(sound reasoning)

Paragraph 4

Furthermore, there can be no doubt that, in general, overnight parking on the streets is undesirable. It is definitely bad and should be opposed.

- **Argument:** Recognizing *circular reasoning*
lack of a reason

Paragraph 4

Circular Reasoning:

- An assumption that what you are trying to prove is already true.

Examples:
The Bible is true, so you should not doubt the Word of God.

Paragraph 5

If parking is prohibited from 2 a.m. to 6 a.m., then accidents between parked and moving vehicles will be nearly eliminated during this period. All intelligent citizens would regard the near elimination of accidents in any period as highly desirable. So, we should be in favor of prohibiting parking from 2 a.m. to 6 a.m.

- **Argument:** Recognizing *defective reasoning*

Anexo 11. Diapositivas retroalimentación ensayo pensamiento crítico Ennis-Weir

Paragraph 6

Last month, the Chief of Police, Burgess Jones, ran an experiment which proves that parking should be prohibited from 2 a.m. to 6 a.m. On one of our busiest streets, Marquand Avenue, he placed experimental signs for one day. The signs prohibited parking from 2 a.m. to 6 a.m. During the four-hour period, there was not one accident on Marquand. Everyone knows, of course, that there have been over four hundred accidents on Marquand during the past year.

Argument: Recognizing *inadequate sampling*
lack of control
post hoc fallacy

Paragraph 6

Argument: *Recognizing inadequate sampling*

Three observations of people are **not sufficient** to support a conclusion about 10 million.

Paragraph 6

- **Argument:** *Recognizing lack of control*

- An example:

The 2nd grade in Jefferson elementary eats a lot of ice cream.
Carlos is a 2nd grader in Jefferson elementary.
Therefore, Carlos eats a lot of ice cream.

Paragraph 6

Argument: *Recognizing post hoc fallacy*

1. Our soccer team was losing until I bought new shoes. We have not lost a game since I got my lucky shoes!

2. I sneezed at the same time the power went off. My sneeze did something to make the power go off.

Paragraph 7

The opponents of my suggestions have said that conditions are safe enough now. **These people don't know what "safe" means. Conditions are not safe if there's even the slightest possible change for an accident. That's what "safe" means. So conditions are not safe the way they are now.**

Argument: Recognizing *equivocation*
arbitrary definition

Paragraph 7

Argument: *Recognizing equivocation*

An elephant is an animal.
A gray elephant is a gray animal.
Therefore, a small elephant is a small animal.

Any law can be repealed by the proper legal authority. The law of gravity is a law. Therefore, the law of gravity can be repealed by the proper legal authority.

Paragraph 8

Finally, let me point out that the Director of the National Traffic Safety Council, Kenneth O. Taylor, has strongly recommended that overnight street parking be prevented on busy streets in cities the size of Moorburg. The National Association of Police Chiefs has made the same recommendation. Both suggest that prohibiting parking from 2 a.m. to 6 a.m. is the best way to prevent overnight parking.

Argument: Evaluating *credibility of expert testimony*
credibility of expert testimony
(sound reasoning)

Paragraph 9

To evaluate the strength of the letter's argument as a whole in a final summary-paragraph.

Anexo 12. Instrucciones y ejemplo tarea escrita antes del pretest

Name _____



Writing a persuasive paragraph

I'm Convinced!



In a **persuasive paragraph**, you give an opinion about something and try to convince readers to think or feel the way you do. A convincing persuasive paragraph includes

- a **topic sentence that clearly states your opinion.**
- **reasons that support your opinion.**
- **facts to back up your opinion.**
- a **strong closing sentence that summarizes your opinion.**

Pretend you are a world famous chef who prepares dishes that include edible insects— insects that you can eat. You want to persuade people to include insects in their diet. Here is a topic sentence for a persuasive paragraph.

Everyone should try cooking with insects.

Here are some reasons and facts.

- Many insects like mealworms, crickets, and weevils are edible.
- People in many cultures around the world eat insects.
- Many insects are low in fat and rich in vitamins.
- Lots of tasty recipes include insects.
- Insects are really quite delicious.



Now put it all together. Write a persuasive paragraph that includes a title and a strong closing sentence. Remember the rules for writing a paragraph.

Paragraph Title: _____

Topic Sentence: _____

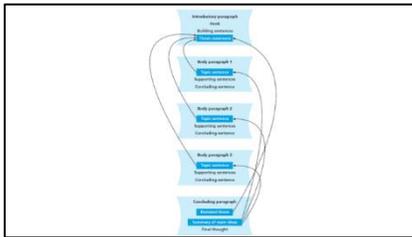
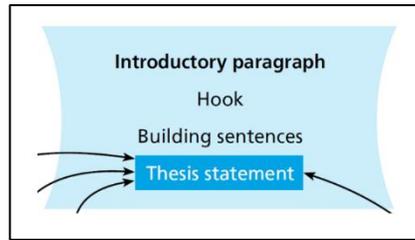
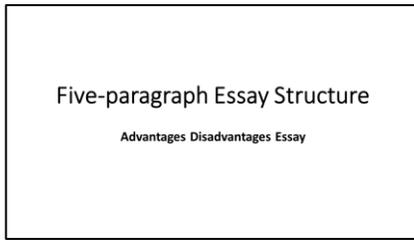
Reasons/Facts: _____

Closing Sentence: _____

Anexo 13. Instrucciones y ejemplo tarea oral antes del pretest

Acción 1	
	<p style="text-align: center;">Developing critical thinking skills 1:</p> <p style="text-align: center;">Is there a cause–effect relation in the following?</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>1 Sam’s whole family was ill last night. It’s because they all had fish at the restaurant.</p> </div> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>2 Susan doesn’t eat meat or fish. She’s a vegetarian.</p> </div>
Acción 2	
	<p style="text-align: center;">Developing critical thinking skills 2:</p> <p style="text-align: center;">Label each statement with Fact, Wrong or Opinion.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Fact: what can be proven to be true Opinion: a personal belief Wrong: what can be proven to be untrue</p> </div> <p>1 The koala is one of the sweetest animals.</p> <p>2 Koalas are bears.</p>
Acción 3	
	<p style="text-align: center;">Developing critical thinking skills 3:</p> <p style="text-align: center;">Identify the invalid conclusions and say why they are invalid.</p> <p>1 In Europe, you have to be 18 to get a driving licence. Carla is from Rome and she turned 18 yesterday. So she can now drive a car.</p> <p>2 Apples are very healthy fruit. I eat 2 apples a day. That’s healthy eating behaviour.</p>

Anexo 14. Elementos introducción ensayo ventajas y desventajas



Writing the Introduction

- The first paragraph of an essay should introduce the reader to the essay topic. It should create interest in the essay, mention the writer's main ideas, and suggest how these ideas will be presented within the body of the essay.
- The introduction consists of three main elements:
 - Hook
 - Building sentences
 - Thesis statement (with the three main ideas for the three body paragraphs)

1. Hook

- The first sentence (or sentences) of an essay should catch the reader's attention. It introduces the topic of the essay in an interesting way.
- Use one of the following strategies to "hook" the reader:
 - An **eye-catching statement** uses an interesting idea or an idea opposing the thesis to introduce the topic.
 - A **surprising statistic** uses a detail that is not widely known to introduce the topic.
 - A **quotation (by an expert on the topic)** is a powerfully worded statement that begins the essay in a knowledgeable and authoritative way.

2. Building Sentences

- After the hook, the following sentences should provide **background information** to give readers some **context** about the topic. They should "build" towards the thesis statement.
- Examples of **building sentences** can be:
 - Anecdotes
 - Quotations
 - Definitions
 - Facts
 - Opinions

3. Thesis Statement

- The thesis statement comes at the end of the introduction.
- It is the most important sentence in the entire essay.
- A **thesis statement** should include:
 - the topic of the essay,
 - the writer's position or opinion on the topic,
 - the three main ideas that will develop and support the writer's position.

Introduction Example

What would happen if everybody spoke the same language? It is thought by some people that English, which is now the most widely spoken language in the world, may one day predominate over all other languages and result in their eventual disappearance. Having one language would certainly aid understanding and economic growth but there will also be some drawbacks.

Anexo 15. Ejemplo ensayo ventajas y desventajas

Model Advantage Disadvantage Essay

People now have the freedom to work and live anywhere in the world due to the development of communication technology and transportation.

Do the advantages of this development outweigh the disadvantages?

Give reasons for your answer and include any relevant examples from your own experience or knowledge. Write at least 250 words.

Advantage Disadvantage Essay Model Answer

These days many people choose to live or work in other countries, which has been made possible because of the convenience of air travel and modern communications. I believe that this has more benefits than drawbacks.

The disadvantage of this development is the distance that is put between family members. If a person moves away it is true that air travel and devices such as skype mean that communication and contact can be maintained. However, it is likely that a person will only be able to return one or two times a year during holidays, and speaking on skype or via email is not the same as face-to-face contact.

Despite this, there are significant advantages it can bring to people's lives. Firstly, it means that people have the opportunity to see other parts of the world and the way people live. For example, people from the West often go to work in Asia or the Middle East and visa-versa. This enriches many people's lives as they get to learn about other languages, traditions, cultures and different ways of working from their own country.

In addition to this, on a wider level it may also benefit other countries. If someone moves abroad for work, it is usually because their skill is required there. To illustrate, nurses and Doctors often move to work in hospitals in other countries when there is a shortage, so this is very valuable to the place they move to.

I would therefore argue that although there are disadvantages of the current trend to live and work abroad, they are outweighed by the advantages. It can enrich people's lives and lives of the people in the countries that they move to.

Taken from: <https://www.ieltsbuddy.com/advantage-disadvantage-essay.html>

Anexo 16. Conectores de contraste

Advantages and Disadvantages Synonyms

- Pros and Cons
 - Opportunities and Obstacles
 - Strengths and Weaknesses
 - Positives and Negatives
- (Positive aspects and Negative aspects)

Linker	Example
But	She is very beautiful, but she is a rude person.
However	That man has a lot of money. However , he is not happy at all.
Although	Although she loves her job, she decided to quit.
Instead	I always pictured myself driving a van instead of a truck.
Whereas	Chicken meat is white, whereas cow meat is red.
On one hand	On one hand , I'd like a job that pays more.
On the other hand	On the other hand , I enjoy the work I'm doing at the moment.
Yet	The weather was snowy, yet it was not cold.
Despite / In spite of	I can manage to stay cheerful despite/in spite of everything.
In contrast	In contrast to last year's profits, the company is not doing very well.

Anexo 17. Essay Map

Essay Map

by: _____

topic: _____

The diagram is a hierarchical flowchart for an essay. At the top is a wide box labeled 'Introduction'. Below it are three boxes labeled 'Main Idea 1', 'Main Idea 2', and 'Main Idea 3'. Each 'Main Idea' box is connected to a 'Supporting Details' box below it. At the bottom is a wide box labeled 'Conclusion'. Lines connect the 'Introduction' box to the three 'Main Idea' boxes, and the three 'Supporting Details' boxes to the 'Conclusion' box.

Introduction

Main Idea 1

Main Idea 2

Main Idea 3

Supporting Details

Supporting Details

Supporting Details

Conclusion

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Anexo 18. Ejemplos de reseñas

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1 

The **West End musical** *We Will Rock You* has been running for over eight years despite not getting any good reviews from the critics. The script was written by Ben Elton to include most of the **hit songs** of the 1980s British band, Queen, and their **celebrity singer**, Freddie Mercury, who died in 1991. It was produced by Robert de Niro with the musical direction of Brian May and Roger Taylor, who are still members of Queen.



The story is set in 2032 on Planet Mall where the big corporation, Global Soft, controls the world's **music industry**. It has banned all musical instruments and people can only listen to computer-generated songs by girl and **boy bands**. However, young Galileo and his girlfriend, Scaramouche, try to keep alive the legend of **rock music** and to fight against Global Soft and its evil leader, the Killer Queen.

Although the plot is weak in places, it does not matter because it links together all of the songs and there is some great comedy. There are some excellent special effects with lasers and huge digital **TV screens** although some of the choreography and dancing could be better. Despite having a strong voice and sounding like the great Freddie Mercury himself, the **lead actor** playing Galileo is sometimes uncomfortable on stage, unlike other members of the cast such as the funny Scaramouche or the brilliant Killer Queen.

However, the best thing of all is the music and even if you have never heard Queen before, you will love listening to their greatest hits like *Under Pressure* and *We Are the Champions*. That explains why over ten million people around the world have been to see the show despite the opinions of the **theatre critics**.

The Review

2

Some long-running **London musicals** like *Les Misérables* and *Mamma Mía* are successful because, as well as the fantastic music, there is a convincing storyline to keep you interested. This does not happen with *We Will Rock You* and unless you are a real Queen fan, you will be falling asleep after the first half hour. The musical is set in a futuristic world of 'Gaga' **pop music** where the government wants to destroy all individuality. However, the plot never works and the songs often have very little to do with what is actually happening on stage. Although there are some strong singers, the jokes are weak and the acting is generally poor. The special effects are spectacular but do not really add anything. The best thing about the show is definitely the band. The musicians, who play live but unseen, are real professionals, especially the **lead guitarist**. However, if you want to listen to some good Queen songs, it would be a lot cheaper and more fun to buy their **greatest hits album** and listen at home than sit through this uninspiring musical.



Anexo 19. Expresiones para dar opiniones, razones y ejemplos

Opinions: reasons and examples

- **In my opinion**, it's really interesting **because of** all the reflections.
- **For example**, you can see reflections.
- **The main reason I like** the statue **is** that it's so natural.
- **Another reason I like it is that** you can also see reflections of yourself.
- The details are great, **like** the lines on his face.
- **Another example is** his book.
- **The reason for that** is that I'm not really into modern art.
- I prefer traditional art **as** it's more natural.
- **Take** Jeppe Hein's labyrinth, **for example**.
- I didn't like it **because** it's not very imaginative



In my opinion, Starry Night by Van Gogh is very interesting **because of** the way it is painted. **The main reason I like it is that** the colours are lovely.

For example, I like the contrast between the yellow stars with the blue sky and the black tree on the left of the picture.

Another example is the orange and yellow Moon which you can see on the right.

Another reason I like it is that it is full of movement. You can see movement everywhere, **like** the tree which is moving like a dancer or the clouds in the sky.

Personally, I think Van Gogh is one of the best painters ever.

The reason for that is that he saw the world differently from other people.

Take his picture, Starry Night, **for example**, which is very original because of the colours and patterns.

Anexo 20. Expresiones para el debate

Debate Useful Expressions

Opening the debate

- *Ladies and Gentlemen, welcome to this debate.*
- *The motion for debate today is: ... defining the motion.*
- *Now we as today's proposition strongly believe that this is true.*
- *Now we as today's opposition strongly believe that this is not true.*

Presenting the team-line

- *We as today's proposition/opposition have structured our case as follows:*
- *I, as the first speaker, will be talking about ...*
- *Our second speaker, ..., will elaborate on the fact that ...*
- *And our third speaker, ..., will do the rebuttal.*

Introducing arguments

- *Let me come to my first / second / next argument:*
- *My first / second / next argument is:*
 - *explaining arguments:*
- *The first / second / next reason why we're proposing / opposing this motion is:*
 - *giving reasons and examples:*

There are some examples for this / for ... for instance...
In fact, you can find some examples for this in real life. Just think of...
And there are similar cases, such as...
- *Now because of this ..., we have to support this motion.*

Summarising / ending your speech

- *So Ladies and Gentlemen, what have I told you today?*
 - *Firstly ...*
 - *Secondly...*
- *[some nice closing words]*
- *And for all of these reasons, the motion must STAND / FALL.*

Rebutting arguments, Rebuilding your case

- *There are some things about the... speech that need to be addressed.*
- *The first proposition/opposition speaker has told us ...; on the contrary ...*
- *He / She also said that ...; but in fact..*
- *He / She was claiming that ...; but as my first speaker already told you, ...*

Making / rejecting / accepting / answering points of information

- *Point of information, Sir / Madam.*
- *On that point...*
- *Wouldn't you have to agree ...?*
- *Doesn't what you're saying contradict with ...?*
- *What about the ...?*
- *How would you explain, that ...?*
- *Declined.*
- *Yes, please. / Go ahead.*
- *I'm going to come to this very point in my second argument in a minute.*

Giving summarising speeches

- *Ladies and Gentlemen,*
 - *Welcome for the last time from today's proposition / opposition.*
- *It is now my pleasure to take a look at what both sides have said and see what the outcome of this debate actually is.*
- *A first / second / major clash was: ...*
- *Today's proposition / opposition told us ...; we had to find ...*
- *And for all these reasons, I beg you to propose / oppose.*

Anexo 21. Actividad de predicción sobre los inventos**Top 10 inventions of All Time - WatchMojo.com**

10: 2nd century BC: _____ Paper

9: 11th century: _____ Compass

8: Mid 1700s: _____ Refrigeration

7: 1440: _____ Printing press

6: 26th century BC: _____ Plumbing

5: 1928: _____ Penicillin - Medicine

4: 1712: _____ Engines

3: 4th century BC: _____ The Wheel

2: _____ Communications

1836: _____ Electric Telegraph

1876: _____ Telephone

Late 19th century: _____ Radio

1925: _____ Television

Early 40s: _____ First Computer

Late 80s: _____ WWW

1: 1800: _____ Electricity