

DISCUSSION AND SPEECH

THINKING AND THE ENGLISH LANGUAGE ARTS

Students are learning to think:

- 1) When they feel secure enough to contribute an opinion to a discussion.
- 2) A summary of the responses of participants to the statement, "Students are learning to think when-----"
- 3) When they begin to show an inquiring attitude and no longer sit and accept without questioning. (Questions that show thought, the use of library materials and a desire to pursue a subject further by themselves, would reveal this.)
- 4) When they detect their own attitudes, emotional sets, in a discussion.

- 5) When they feel secure enough to express and analyze their own prejudices without becoming offensive or offended.

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- 6) When they discuss the different possible outcomes that might result from some course or action.

- 7) When they produce evidence for the validity of the generalizations they make.

- 8) When they are able to distinguish between facts and opinions.

- 9) When they understand how language affects thinking.

- 10) When they become aware that words can stir emotions and influence attitudes as well as convey information.

- 11) When they reserve judgment until facts are all examined and both sides are considered.

- 12) When they look for authorities for which statements are made.

DISCUSSION AND SPEECH

Students are learning to think:

- 1) When they feel secure enough to contribute an opinion to a discussion.
- 2) When they are able to discern when a discussion is off the point and needs re-orientation.
- 3) When they have experiences in summarizing a discussion.
- 4) When they begin to show an inquiring attitude and no longer sit and accept without questioning. (Questions that show thought, the use of library materials and a desire to pursue a subject further by themselves, would reveal this.)
- 5) When they detect their own attitudes, emotional sets in a discussion.
- 6) When they feel secure enough to express and analyze their own prejudices without becoming offensive or offended.
- 7) When they are having discussions that help them see beyond their own desires and aims and recognize the needs of others.
- 8) When they challenge statements instead of accepting them; ask for more sources of information; can distinguish between propaganda and fact.
- 9) When they discuss the different possible outcomes that might result from some course or action.
- 10) When they produce evidence for the validity of the generalizations they make.
- 11) When they are able to distinguish between facts and opinions.
- 12) When they understand how language affects thinking.
- 13) When they become aware that words can stir emotions and influence attitudes as well as convey information.
- 14) When they reserve judgment until facts are all examined and both sides are considered.
- 15) When they look for authorities for which statements are made.

15) When they record incorrect English usage used by members of the class and discuss which items they need to correct.
16) When they are dramatizing the feelings of others or getting the point of view of the writer.

PROBLEM SOLVING

- 16) When in a discussion of a story, for example, they ask why did one of the characters act this way?
- 17) When they discuss a social problem, as the rights of a minority group, extemporaneously, and arrive at a logical and fair minded conclusion.
- 18) When they can translate individual decisions into group decisions, pooling their reasoning for the purpose of sustaining a combined argument; they can discuss and reconcile group opinions, formulating a class decision or conclusion, while realizing and respecting minority dissent.
- 19) When they do not answer "Yes" and "No" immediately and vacuously, but when, upon reflection, they answer, "Partly yes, but also no." Implicitly, one realizes then, that students have brought to bear upon the question at hand their past experiences and have analyzed, balanced, and weighed innumerable relevant items from their lives to reach their more critical answer.
- 20) When they discover they have something to say, see the connections between what they have to say, the reasons why they desire to say it, and feel what they have to say is worth saying.
- 21) When they can foresee long range consequences of behavior, perhaps in discussions of fiction or drama.
- 22) When they begin to recognize that learning is not a process of sitting back and letting the teacher pour it in, and begin actively challenging ideas from teachers as they would challenge ideas from any other members of the group.
- 23) When they are considering the value of a radio program, movie, or television program in terms of why they liked it, what was entertaining, how the program was created.
- 24) When they can ask questions of each other that show they are relating learnings from many fields.
- 25) When they discuss problems common to others in their age groups.

26) When they record incorrect English usage used by members of the class and discuss which items they need to correct.

27) When they are dramatizing the feelings of others or getting the point of view of the writer.

PROBLEM SOLVING

Students are learning to think:

1) When they are conscious of a need for learning.

2) When they are able to conceive a problem.

3) When they begin to plan an attack upon a problem.

4) When a problem becomes important enough to involve planned research.

5) When they are able to generalize from a given set of related specifics.

6) When they discard ideas that cannot bear evaluation in terms of tested facts known to them.

7) When they are discovering truths about themselves, and their associates.

8) When they are able to manipulate the symbols of thought.

9) When the students are dealing with material, ideas, or problems that are reasonably related to their abilities and needs.

READING

Students are learning to think:

1. When they begin to be critical of books, movies, radio and television programs.
2. When they are having practice in selecting central ideas and salient facts in what they read.
3. When, after reading, they try to recall the main points which the writer has made.
4. When students read to answer a question.
5. When they begin to question the authority of the printed page.
6. When they can draw conclusions that have some relation to the ideas which the author put into his story or essay.
7. When they are learning principles that help them to detect propaganda and editorializing.
8. When they criticize or question what they read.
9. When they question the authority of the author or compare his thoughts with the thinking of other writers.
10. When they can catch the writer's intentions and recognize sincerities as well as falsities in ideas presented by the author.
11. When they are comparing, contrasting, choosing the important facts, discarding emotionalism.
12. When they cease to accept anything on superficial evidence or testimony alone.
13. When they read, for example, such a thing as Patrick Henry's speech and think of a parallel situation in modern international relationships.
14. When as a group they read the same material but form different conclusions and as a consequence discuss these differences of interpretation.
15. When they find the symbolism in material being read. They can then relate the specific material under consideration to their current life situations--individual or community.
16. When they are able to evaluate books or articles they have selected for oral or written reports.

When they learn and understand characteristics of a well-written short story, novel, drama, poem, or essay.

18. When they can project themselves into a situation removed from them in time and place in reading; when they can make associations between problems of others and their own solutions to present problems
19. When they have opportunities to do library research in order to find the answer to certain questions or problems.
20. When they are reading articles in current books or magazines which are related to current affairs.

TEACHER-PUPIL PLANNING

Students are learning to think:

1. When they have the opportunity to discuss the purpose of assignments.
2. When they discuss their own interests and problems in order to list them as a basis of class study.
3. When they discuss what they think they should learn as they start new phases of work, and have the opportunities to discuss and evaluate individual progress and achievement as well as that of the class, so that they participate in all learning situations with some awareness of what they are attempting to learn.
4. When they see the relation between the skills they are learning and the areas where they may be applied.
5. When they are not satisfied with their levels of accomplishments and plan ways of improving upon them.
6. When they are making differentiations between kinds of student leaders.

VOCABULARY

Students are learning to think when:

1. Their vocabularies are growing.
2. They are learning the meaning of "technical" terms such as noun, verb, preposition, etc.
3. They are learning the words that are used to discuss, criticize, or evaluate a short story, novel, drama, poem, essay, radio program, or movie.

WRITING

Students are learning to think when:

- 1) When they are considering what they are going to write about and how they are going to say it.
- 2) When they are having practice in writing themes in which they develop a single idea or point of view.
- 3) When they are discussing the effectiveness of sentences.
- 4) When they learn to develop a paragraph by giving supporting details or illustrating examples.
- 6) When they are considering the effectiveness of words.
- 7) When they consider the relationship of ideas and discover methods for achieving smooth transitions.
- 8) When they meet together in small groups, read themes they have written, and discuss how their themes could be improved.
- 9) When they have an opportunity to write first-drafts and then consider how they may improve and polish them.
- 10) When they accept the responsibility of stating an idea in oral or written form and then support the idea with reasons, facts, explanations.
- 11) When they have the experience in writing pieces.
- 12) When they have opportunities to write a summary of a discussion or speech.
- 13) When they have opportunities to write a summary of a discussion or speech.
- 14) When they have experiences in organizing their ideas for a report or a written paper.
- 15) When they are attempting to outline the major ideas in an essay.
- 16) When they are having experiences in evaluating their work.
- 17) When they consider how a writer has gone about communicating his ideas.

VOCABULARY

Students are learning to think when:

- 1) When their vocabularies are growing.
- 2) When they are learning the meaning of "technical" terms such as noun, verb, preposition, etc.
- 3) When they are learning the words that one uses to discuss, criticize, or evaluate a short story, novel, drama, poem, essay, radio program, or movie.