

## Let's Teach English – Video Transcript

### Unit 7: Critical Thinking Skills

**Website:** [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

**Women Teaching Women English Unit:** How Others See the World

**Teaching Topic:** Teaching multicultural awareness

**Learning Strategy:** Monitor

#### Video Transcript

**Narrator:** The focus of this lesson is teaching analytical thinking skills. The teacher leads the class through an exercise developed by Stella Ting-Toomey called “Describe, **Interpret, Evaluate**” or see, think, feel.

**Teacher:** Today we will try a new way to look at things we don't know about. First, we will look at a picture and say only what we see.

*(The teacher points to the poster with the “Describe, Interpret, Evaluate” questions. The first question is “What do you see?”.)*

**Teacher:** Let's use this photo as an example.

*(A photo of a woman with insects crawling on her appears on the screen.)*

**Students:** Ew!

**Teacher:** Remember, we are not saying how we feel yet . . . only what we see.

*(Maryam raises her hand and the teacher points to her.)*

**Maryam:** I see a big, long . . . what's that thing?

*(Maryam points to the stick bug)*

**Mimi:** It's an insect?

**Teacher:** Right. What else do you see?

*(Julia raises her hand.)*

**Julia:** I see a woman.

**Teacher:** Okay. Anyone else?

*(Jaime raises her hand.)*

Jamie: Her eyes are closed.

Teacher: Okay.

Emma: There is another big insect on her arm.  
(*The teacher points to the cockroach.*)

Teacher: Good. Next, we will guess why it is happening.  
(*The teacher points to the poster with the “Describe, Interpret, Evaluate” questions. The second question is “Why is it happening?”.*)

Teacher: Can anyone guess?  
(*Maryam raises her hand and the teacher points to her.*)

Teacher: Maryam?

Maryam: Maybe she likes to play with insects.

Julia: Maybe the insects are not real.

Teacher: Good guesses. Finally, we can say how we feel.  
(*The teacher points to the poster with the “Describe, Interpret, Evaluate” questions. The third question is “How do you feel?”.*)

Teacher: Yes?

Emma: I’m happy because the insects are not on me!  
(*The teacher laughs.*)

Teacher: Okay.

Jamie: I think she is beautiful and the insects are ugly.  
(*The photo of a woman with insects crawling on her appears on the screen.*)

Julia: I want to know what is really happening.

Teacher: Well, she is a scientist. Some of the insects are real and some are not.  
(*A photo of a man and woman sliding in the mud appears on the screen.*)

Teacher: Now, look at this picture and talk to your classmates.

Teacher: Remember, first, only tell them what you see.  
(*The teacher points to the poster with the “Describe, Interpret, Evaluate” questions. The first question is “What do you see?”.*)  
(*A banner with the word “describe” appears on the screen.*)

Jamie: What do you see?

Maryam: I see a woman and a man. They are on the dirt.  
*(A banner with the word "interpret" appears on the screen.)*

Julia: Maybe they are playing baseball.

Teacher: Okay, let's stop here. Who wants to tell us their guesses? Yes.

Jamie: I think they are playing a game. Maybe they are having fun.

Teacher: Okay. Yes.

Mimi: I think they are racing.  
*(A banner with the word "evaluate" appears on the screen.)*

Mimi: I don't like running. It's too hot.

Maryam: Oh! Is that your opinion?

Mimi: I guess so, yes.

Teacher: Was it hard to guess and not give your opinion?  
*(Students nod their heads affirmatively.)*

Julia: Yeah.

Teacher: Okay. Now, I would like you to remember the first time you met someone from another culture. Who has an example?  
*(Maryam raises her hand and the teacher points to her.)*

Maryam: I remember the first time I met someone from the United States.

Teacher: What did you think at first?

Maryam: I thought she was very strange.

Teacher: Okay, now think about what we did today with the first picture.  
*(The teacher points to the picture of the woman with insects crawling on her.)*

Teacher: How was that the same?  
*(Julia raises her hand and the teacher points to her.)*

Teacher: Yes.

Julia: Well, at first, I thought the woman with the insects was strange.

Teacher: Okay.

Maryam: Yes, but then we talked only about the things we saw.

Teacher: Yes.

Emma: And then we talked about maybe why she looked that way.  
*(The teacher points to the poster with the “Describe, Interpret, Evaluate” questions. The second question is “Why is it happening?”.)*

Teacher: Good.

Mimi: We waited to tell our feelings after all that.  
*(The poster with the “Describe, Interpret, Evaluate” questions appears on the screen. The third question is “How do you feel?”.)*

Teacher: Yeah! You see. So, we can do the same thing when we meet people from a different culture.  
*(Jaime points to the poster. Only the eyes for the question “What do you see?” appear on screen.)*

Jamie: Yes, we can stop and only look.  
*(The screen shows the “Why is it happening?” question on the poster.)*

Mimi: Then we can think about why.

Teacher: Finally, what did we do?  
*(Maryam raises her hand and the teacher points to her.)*

Maryam: We gave our opinion: how we feel.  
*(The screen shows the “How do you feel?” question on the poster.)*

Teacher: Right. Do you think “how you feel” was different after you first asked “what” and “why”?

Julia: Yeah, like in the baseball picture.  
*(The photo of a man and woman sliding in the mud appears on the screen.)*

Julia: At first I thought, “Ew.” Now I think, “It looks fun!”  
*(The teacher points to Maryam.)*

Teacher: Yes.

Maryam: I think we need to try to understand first. Then, we can say how we feel about it.

Narrator: The students move through the **process** of carefully **examining** an event before they form an opinion about it. The teacher compares this process to **intercultural** contact, and encourages thoughtful reflection on cultural differences. Next time, join us for Unit 8. We will teach visual literacy.

### Transcript Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

**evaluate** (verb) – to judge the value or condition of someone or something in a careful and thoughtful way

**examine** (verb) – to look at something closely and carefully in order to learn more about it, to find problems, etc.

**intercultural** (adjective) – taking place between two or more cultures

**interpret** (verb) – to understand (something) in a specified way

**process** (noun) – a series of actions that produce something or that lead to a particular result

### Reference

The method used by the teacher in this video is explained on the [Visible Thinking](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html) website ([http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_Core\\_routines/SeeThinkWonder/SeeThinkWonder\\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html)).

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