

## DEVELOPING CRITICAL THINKING SKILLS THROUGH THE LENS OF UNDERSTANDING INTERCULTURAL VALUES

In today's globalized world intercultural competence, critical thinking skills are necessary to interact successfully with people from different cultures with their different values, practices, and ways of communicating to avoid conflicts and misunderstanding. English teachers as foreign language (EFL) teachers, we are preparing our students for future intercultural encounters making them flexible in their thinking and recognize that people are complex. Through reading, writing, listening and speaking activities we always can find powerful and appropriate ways to include culture and critical thinking in EFL classes. The given lesson plan «Changing lives: charity and volunteering» is developed for a group of thirteen first-year students aged 15-16, of level A2+/B1, having 6 academic hours of English as an obligatory subject per week at Cherkasy State Business College and aimed at working on the following critical thinking aspects as well as intercultural awareness and culture aspects: examining existing bias and prejudice; distinguishing observation and interpretation; understanding other students' point of view; cultivating applying «universal intellectual values» (clarity, accuracy, consistency, depth, breadth, fairness); applying active listening techniques; considering values which impact people's activity, encouraging compassion, volunteerism and charity.

**Key words:** critical thinking; values; charity; volunteering; learning conditions; teaching; school.

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### ФОРМУВАННЯ НАВИЧОК КРИТИЧНОГО МИСЛЕННЯ ЧЕРЕЗ ПРИЗМУ РОЗУМІННЯ МІЖКУЛЬТУРНИХ ЦІННОСТЕЙ

У сучасному глобалізованому світі для успішної взаємодії з людьми з різних культур зі своїми цінностями, способами життя, спілкування та для уникнення непорозумінь, необхідно володіти міжкультурною компетенцією та навичками критичного мислення. Викладачі англійської мови як іноземної (EFL), використовуючи контент підручників, можуть підготувати своїх учнів до майбутнього міжкультурного спілкування, навчити їх бути гнучкими у своєму мисленні та усвідомити той факт, що світ і люди різняться. Методична розробка заняття за темою «Змінюючи життя: благодійність та волонтерство» розроблена для групи з тринадцяти студентів першого курсу віком 15-16 років рівня A2+/B1, які мають 6 академічних годин англійської мови як обов'язковий предмет на тиждень у Черкаському державному бізнес-коледжі та спрямований на опрацювання таких аспектів критичного мислення, міжкультурного усвідомлення, культури: виявлення існуючих упереджень; встановлення різниці між спостереженням та інтерпретацією; розуміння точки зору інших; застосування «загальнолюдських інтелектуальних

цінностей» (чіткість, точність, послідовність, глибина, широта, справедливість); застосування прийомів активного слухання; урахування цінностей, які впливають на діяльність людей, спонукають до співчуття, волонтерства та благодійності.

**Ключові слова:** критичне мислення; цінності; благодійність; волонтерство; умови навчання; викладання; школа; практичне заняття.

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### РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ ЧЕРЕЗ ПРИЗМУ ПОНИМАНИЯ МЕЖКУЛЬТУРНЫХ ЦЕННОСТЕЙ

В современном глобализованном мире для успешного взаимодействия с людьми различных культур со своими ценностями, образом жизни, способом общения, во избежание недоразумений, необходимо обладать межкультурной компетенцией и навыками критического мышления. Преподаватели английского языка как иностранного (EFL), используя контент учебников, могут подготовить своих студентов к будущему межкультурному общению, научить их быть гибкими в своем мышлении и осознать тот факт, что мир и люди различаются. Методическая разработка занятия по теме «Измени жизнь: благотворительность и волонтерство» разработана для группы из тринадцати студентов первого курса в возрасте 15-16 лет уровня A2 + / B1, которые имеют 6 академических часов английского языка в качестве обязательного предмета в неделю в Черкасском государственном бизнес-колледже и направлен на проработку таких аспектов критического мышления, межкультурного сознания, культуры: выявление существующих предубеждений; установление разницы между наблюдением и интерпретацией; понимание точки зрения других; применение «общечеловеческих интеллектуальных ценностей» (четкость, точность, последовательность, глубина, широта, справедливость); применение приемов активного слушания; учет ценностей, влияющих на деятельность людей, побуждающих к сочувствию, волонтерству и благотворительности.

**Ключевые слова:** критическое мышление; ценность; благотворительность; волонтерство; условия обучения; преподавание; школа; практическое занятие.

*If you want to lift yourself up, lift up someone else.*

**Booker T. Washington**

Improving the lives of people through a voluntary contribution of money, talents, and time, showing

compassion for others who are less fortunate than you are important things that demonstrate our humanity. Taking an opportunity to help others and change people's lives, including your own gives you the satisfaction of playing a role in someone else's life. Philanthropy, volunteerism, and charity are key factors in the development of communities locally or globally making the world better. The lesson plan on the topic «Changing lives: charity and volunteering» from the textbook «English File Intermediate. Student's Book» by Christina Latham-Koenig, Clive Oxenden is designed to develop critical thinking skills by involving students in a real situation, expressing points of view about different societies and their values, analyzing personal experience, generating new ideas.

### THEME: CHANGING LIVES: CHARITY AND VOLUNTEERING

**Level:** A2+/ B1

**Length of lesson:** 80 minutes

**Objectives:**

By the end of the lesson, students will be able:

- to speak on the topic Changing Lives using the vocabulary of the lesson;
- to use modals to make guesses;
- to reflect on what they listened to;
- to express their points of view;
- to differentiate between biases and facts;
- to show empathy;
- to identify values of the community they live;
- to generate the ideas of charity activities;
- to identify and use the present perfect tense;
- to recognize the emotional side;
- to request more information.

**Materials to use:** English File Intermediate by Christina Latham-Koenig, Clive Oxenden – Unit 2B, Student's Book (Latham-Koenig & Oxenden, 18, 135).

**1. Warm-up / Introducing the lesson plan (10 min.)**

**Role of the teacher:**

- a) outline the lesson plan;
- b) encourage students to express their emotions using the given phrases (they are written on the board: feel tired / happy / excited / bored / awake, be lucky);
- c) inform on the plan of the lesson: Changing lives. Charity and volunteering.

*Questions to ask the students to deepen their learning:*

- 1) Why are you feeling tired today? Didn't you sleep well?
- 2) What makes you feel happy / excited / bored?
- 3) What do you eat and do to feel awake?
- 4) What does it mean to be lucky for you? What do you think you are or not lucky? Explain why.

**Students:**

- a) exchange how they are today;
- b) explain what it means to be lucky; why they think they are or not lucky.

**Language focus** (what kind of language will the students be using / practicing): expressions of feelings: feel happy, feel excited, feel bored, feel worried, feel awake, feel tired, be lucky.

**2. Pre-listening task (15 min.)**

**Role of the teacher:**

- a) revise words denoting objects and people on the pictures, activity verbs, and emotion adjectives;
- b) review present continuous form;
- c) explain that modal verbs «could» «might» and «must» may be used for making guesses.

*Questions to ask the students to deepen their learning:*

- 1) What and who can we see on the pictures on page 18?
- 2) Where are the people?
- 3) What are they (children, two men, the woman, the young man) doing?
- 4) What are the children like? How might they feel? Why do you think so?
- 5) What might the story be about?

**Students:**

- a) look at the pictures on the screen and describe what they can see;
- b) focus on describing children and how they might feel;
- c) guess what the listening story might be about.

**Language focus** (what kind of language will the students be using / practicing):

- 1) Practicing using present continuous to describe what they see in the pictures.
- 2) Modal verbs: «could» «might» and «must» for making guesses.
- 3) Vocabulary of the pictures (nouns, verbs, adjectives).

**3. Listening (25 min.)**

**Role of the teacher:**

- a) write down a list of words and phrases students might not know: a holiday of a lifetime, refugees, to raise the money for, to suffer from malnutrition, a strong sense of community;
- b) make a pause after each task of assignments c and d to let students give more detailed answers;
- c) focus on the importance to differentiate between observation and interpretation.

*Questions aimed on clarifying some details which help understand the whole picture.*

- 1) What drove Jane to travel?
- 2) What was the Ugandan school, which Jane saw, like?
- 3) What is the school you study like?
- 4) What is your classroom like?
- 5) Have you ever thought of the conditions your peers have in different parts of the world?
- 6) Are the conditions you study in worth valuing?
- 7) What is special about the children from the story?
- 8) Is your description (before listening) different from what you've learned from the story? Why do you think so?

**Students:**

- a) listen to the story, (an interview with Jane, talking about her trip) twice;
- b) do tasks **b, c, d**;
- c) compare what they guessed and what they heard;
- d) come to some conclusions;
- e) compare the description of children's feeling before and after listening.

**Language focus** (what kind of language will the students be using / practicing):

Practicing listening skills:

- students get general information while listening for the first time;
- students focus on capturing specific information needed to complete tasks **b, c, d** while listening for the second time;
- children learn the difference between description and interpretation.

**Scripts for listening tasks**

**a Look at the photos** (see Picture 1. Illustrated situations from the story). *Where do you think they were taken? What can you see in each photo?*

**b 1. 45))) You are going to listen to an interview with Jane, talking about a trip she made in 2008. Listen to Part 1. Where did she go? What did she decide to do after the trip?**

**1. 45 Part 1**

**Interviewer** Jane, you're a primary school teacher, and a writer. What kind of books do you write?

**Jane** Well, I write books for children who are learning English as a foreign language.

**Interviewer** How long have you been a writer?

**Jane** Er, let me see, since 1990. So for about 22 years.

**Interviewer** Tell us about the trip that changed your life. Where were you going?

**Jane** Well, it was in the summer of 2008, and my family – my husband and I and our three children, decided to have a holiday of a lifetime, and to go to Africa. We went to Uganda and Ruanda, to see the mountain gorillas, it was something we'd always wanted to do. Anyway, about halfway through the trip we were in Uganda, and we were travelling in a lorry when the lorry broke down. So the driver had to find a mechanic to come and help fix it.

**Interviewer** And then what happened?

**Jane** Well, as soon as we stopped, lots of children appeared and surrounded us, I could see some long buildings quite near, so I asked the children what they were, and they said in English «That's our school». And I was very curious to see what a Ugandan school was like, so I asked them to show it to me.

**Interviewer** What was it like?

**Jane** I was shocked when I first saw it. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were so friendly,

and I asked them if they would like to learn a song in English. They said yes, and I started teaching them some songs like «Heads, shoulders, knees, and toes» – a song I've used all over the world to teach children parts of the body. Almost immediately the classroom filled up with children of all ages and they all wanted to learn. I was just amazed by how quickly they learnt the song!

**Interviewer** Did you meet the teachers?

**Jane** Yes, we did, and the headmaster too. He explained that the school was called St Joseph's, and it was a community school for orphans, very poor children, and refugees. I asked him what the school needed. I thought, that he might say, «We need books, or paper», and then later we could send them to him. But he actually said, «What we need is a new school». And I thought yes, of course he's right. These children deserve to have better conditions than this to learn in. So when I got back home, my husband and I, and other people who were with us on the trip, decided to set up an organization to get money to build a new school.

**c Listen again. What does Jane say about:**

1. her normal job;
2. the holiday to Uganda;
3. what happened when the lorry broke down;
4. the condition of the school;
5. the children;
6. what the headmaster asked her for.

**d 1. 46))) Now listen to Part 2.**

**1.46 Part 2**

**Interviewer** So Adelante Africa was born. Why did you decide to call it that?

**Jane** Well, we wanted a name that gave the idea of Africa moving forward, and my husband is Spanish, and he suggested Adelante Africa, because in Spanish Adelante means «go forward», and Adelante Africa sort of sounded better than «Go forward, Africa».

**Interviewer** How long did it take to raise the money for the new school?

**Jane** Amazingly enough, not long really, only about two years. The school opened on the 14th March 2010 with 75 children. Today it has nearly 500 children.

**Interviewer** That's great! I understand that since the new school opened you've been working on other projects for these children.

**Jane** Yes. When we opened the school we realized that although the children now had a beautiful new school they couldn't really make much progress because they were suffering from malnutrition, malaria, things like that. So we've been working to improve their diet and health, and at the moment we're building a house where children who don't have families can live.

**Interviewer** And are your children involved in Adelante Africa too?

**Jane** Yes, absolutely! They all go out to Uganda at least once a year. My daughter Tessie runs the Facebook

page, and my other daughter Ana runs a project to help children to go to secondary school and Georgie, my son, organizes a football tournament there every year.

**Interviewer** And how do you think you have most changed the children's lives?

**Jane** I think the school has changed the children's lives because it has given them hope. People from outside came and listened to them and cared about them. But it's not only the children whose lives have changed. Adelante Africa has also changed me and my family. We have been very lucky in life. I feel that life has given me a lot. Now I want to give something back. But it's not all giving, I feel that I get more from them than I give! I love being there. I love their smiles and how they have such a strong sense of community, and love feeling that my family and the other members of Adelante Africa are accepted as part of that community.

**Interviewer** And do you have a website?

**Jane** Yes, we do. It's [www.adeianteafrica.com](http://www.adeianteafrica.com). We've had the website for about four years. It was one of the first things we set up. If you'd like to find out more about Adelante Africa, please go there and have a look. There are lots of photos there and even a video my son took of me teaching the children to sing on that very first day. Maybe it will change your life too, who knows? (Latham-Koenig & Oxenden, 135).

**Correct the wrong information in these sentences:**

1 Jane's son chose the name Adelante Africa, which means «Go forward, Africa» in Spanish.

2 The new school opened in 2012.

3 Today the school has 75 children.

4 Adelante Africa has also been trying to improve the children's English.

5 They are building a home for the teachers.

6 Two of Jane's children have been helping in Uganda.

7 Jane says the school has changed children's lives because it has given them an education.

8 Jane thinks that she gives more than she gets.

9 The website has a video Jane's daughter took of her teaching the children.

**e** Compare your answers with a partner. Then listen again to check.

**f** Do you know anybody like Jane who does a lot of work for a charity? What do they do? (Latham-Koenig & Oxenden, 18, 135).

#### 4. Speaking (20 min.)

**Role of the teacher:**

- a) lead the discussion and encourage students:
  - to analyze different life conditions and what «to be lucky in life» means;
  - to think about existing biases concerning children from poor families;
  - to think what is better to give or to receive;
  - to think how they can help people in need;

– to think how well charity activity / volunteering is developed in Ukraine.

**Questions to ask the students to deepen their learning:**

- 1) Why does Jane think that she is lucky?
- 2) Why and how does she help the children?
- 3) What do you think children from poor families are interested in? Is education on their wish list?
- 4) Why is it important for Jane «to give»?
- 5) What does it mean «to be lucky» for you?
- 6) Do you think you are lucky?
- 7) How can students help those who need it? What are possible activities?
- 8) Whom can you help?
- 9) Is charity developed in Ukraine?
- 10) Have you ever taken part in any activities to help others? What was it?
- 11) Have you ever done volunteering?

**Students:**

- a) analyze Jane's charity activity;
- b) express their points of view;
- c) give ideas of charity events;
- d) choose the direction for volunteering (from the video) and explain the choice.

**Language focus** (what kind of language will the students be using / practicing):

1) Practicing analysing skills while considering statements:

- a) if you are lucky and the life gives you a lot, you should give something back;
  - b) you get more from what you give;
  - c) give hope to those who need it.
- 2) Examining existing biases.
  - 3) Considering values of the community.
  - 4) Considering volunteering activities.
  - 5) Practicing models: Have you ever done...? I have never done...I have done it since / for...

#### 5. Summary (10 min.)

**Role of the teacher:**

- a) guide through the topic of the lesson;
- b) ask students what they have learned from the lesson?

**Students:**

students list points of the lesson.

**Language focus** (what kind of language will the students be using / practicing):

Practicing summarizing: identifying the main and supportive ideas, key words and phrases.

**Assessment**

As the lesson is devoted to working on critical thinking aspects and intercultural awareness and culture aspects, the given Assessment Rubric (see Table 1) is provided to help both students and a teacher determine the student's level in this respect. For assessment the teacher takes into account the following aspects:

- the activity of students;

– relevance of their answers;  
– correctness of their answers from grammatical, lexical point of view;

– the ability to generate new ideas, express own points of view, think clearly, deeply, give full attention to what / whom they hear and see and be respectful.

**Table 1**

**Assessment Rubric**

CATEGORY LEVEL	Giving full attention to what / whom I hear and see	Generating new ideas Expressing points of view	Relevance of answers The ability to think clearly, deeply, be accurate	Being respectful
Satisfactory	I am not quite attentive	I only can answer the given questions because I can use the same words from the questions	I answer the questions to the text simply using the same words given in the questions	I don't much care about being respectful
Good	I don't give enough attention to what people say, that's why I don't always understand what is going on	I can say what I think but not much and I have to use some prompts (teacher's questions give me directions)	Before I answer the questions or comment on the text I try to take into account the whole picture. I find it difficult to think clearly and deeply	I try to be respectful, but people with opposite views often irritate me
Excellent	I am attentive to what people say and who says it because I want to understand the situation and the reason	I always have what to say. Even if my point of view is similar to what was said, I will paraphrase and summarize. I am usually full of new ideas	While answering the questions or making comments I consider the whole picture and add my point of view. I think clearly and deeply, the information I use is correct. I always check it if I am not sure	I am accurate about how I treat people, react to their answers, point of view. If even I disagree I am always respectful

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