

Integrating Critical Thinking into Public Speaking Instruction

Preparing multilingual learners for clearer,
more effective presentations



INTEGRATING CRITICAL THINKING INTO PUBLIC SPEAKING INSTRUCTION FOR MULTILINGUAL BI-LEVEL STUDENTS

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PRESENTATION AGENDA

- Lesson Context
- Learning Outcomes
- Instructional Sequence (9 steps)
- Differentiation for Diverse Learners
- Assessment Strategies
- Evidence of Outcome Achievement

LESSON CONTEXT (WEEK 5)

- Class: Public Speaking Skills
- Students: Multilingual, multicultural, CEFR B1
- Prior Learning: selected topic, main idea, supporting details, and conclusion
- Instructional Consideration: Low participation & Speaking anxiety
- Goal: Prepare students for presentations using critical thinking

LEARNING OUTCOMES:

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

1. Analyze their presentation topic using Aristotle's **WH-questions**
2. Organize ideas logically through “a critical thinking concept map” including main idea + supporting points)
3. Share maps with reasons/examples through collaboration
4. Deliver a brief, structured presentation with improved clarity:
 - a. pairs, b. small groups, and c. class

INSTRUCTIONAL SEQUENCE (HOW I WOULD DELIVER IT)

Instructional Sequence (60–75 minutes lesson)

1. Affective readiness (1 minute)
2. Today's agenda (2-4 minutes)
3. Cognitive Warm-up: Video or picture (what do you think?) (1- 2 minutes)
4. Critical thinking tool:Aristotle's WH-question framework (10 minutes)
5. Concept mapping (visualization) : ideas on paper → structure (15 minutes)
6. Collaborative reasoning: peer questioning + refinement (15-20 minutes)
7. Mini rehearsal: structured response (10 minutes)
8. Assignment explanation (5 minutes)
9. Exit ticket + self-check: 3 things you learned today (5 minutes)

I. AFFECTIVE READINESS

Sun Breath



1



2



3

1. Inhale, raise your arms up toward the sky
2. Exhale, bring them down in front of your chest.
3. Repeat and coordinate your breath with your arm movements.

2.TODAY'S PLAN

1. Cognitive Warm-up:What do you think about a picture
2. Critical thinking tool:Aristotle's WH-question framework (10 minutes)
3. Concept mapping (visualization) : ideas on paper → structure (15 minutes)
4. Collaborative reasoning: peer questioning + refinement (20 minutes)
5. Mini rehearsal: structured response (10 minutes)
6. Assignment explanation
7. Exit ticket + self-check: 3 things you learned today (5 minutes)
8. Questions? Clarification? Objections?

3. COGNITIVE WARM-UP



WHO?

WHAT?

?

WHY?

WHEN?

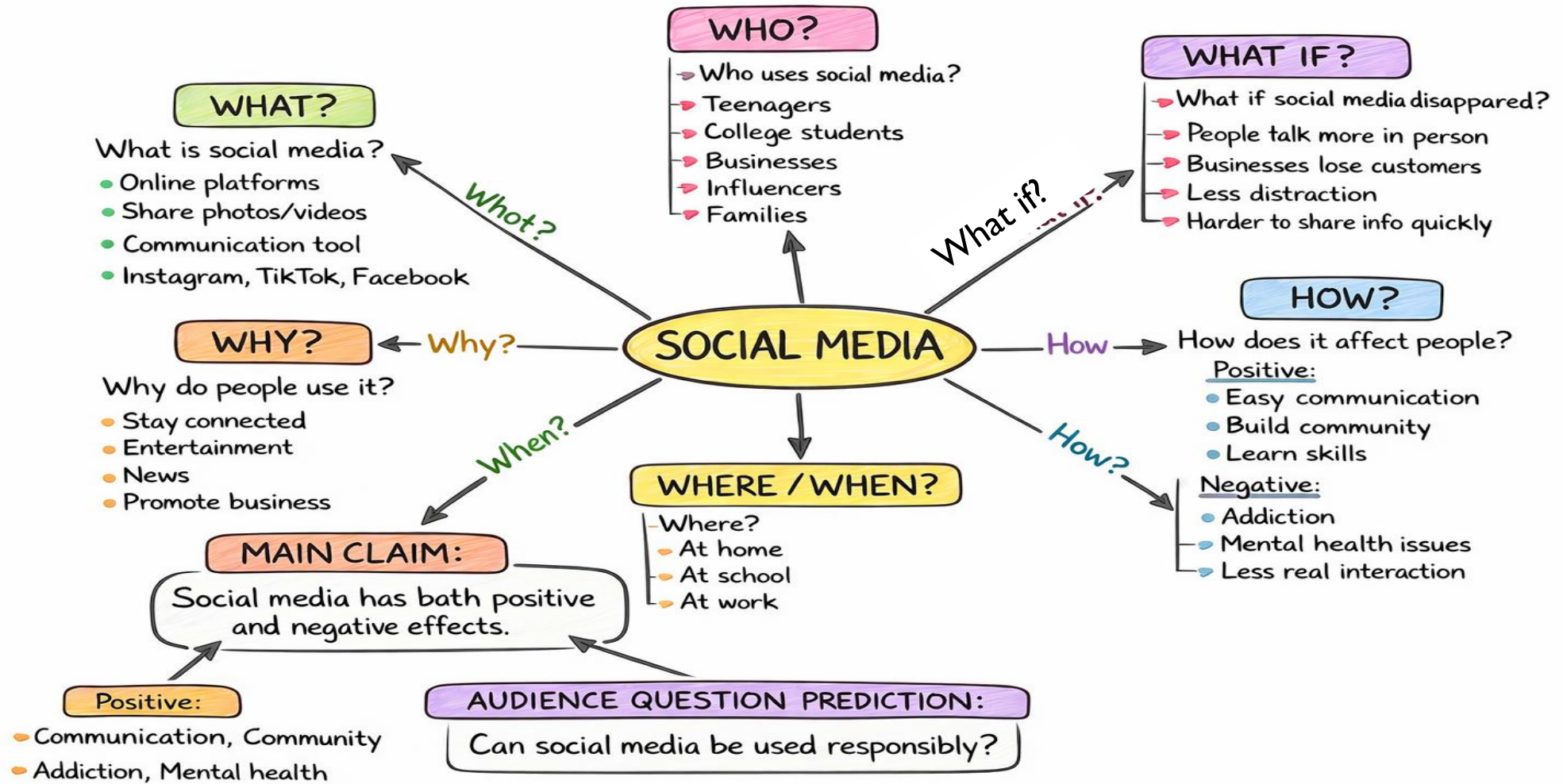
WHEN?

WHAT DO YOU THINK ABOUT
THIS PICTURE?

4. ARISTOTLE'S CRITICAL THINKING WH-QUESTIONS

- **Critical thinking = asking better questions (Art of question asking)** : *What, Who, When, Where, How, Why* (and **What if** for prediction/imagination)
- **Purpose:** move students from **ideas/opinions** → **clear reasoning**
- **What** = define the topic / main idea
- **Who** = audience + stakeholders (whose perspective?)
- **When/Where** = context + situation
- **How** = process / sequence (how does it work? what changes?)
- **Why** = reasons + evidence (why does it matter?)
- **What if** = prediction / evaluation (future impact)
- **3CA connection:** In a **Critical Thinking Concept Map**, **WH-questions become the labels on the arrows** (links) between ideas.
- **Key result for presentations:** Students generate **main claim + reasons + examples**, and anticipate **audience Q&A**.

5. CONCEPT MAPPING (CCM)



6. Collaborative Reasoning (15–20 min)

Peer questioning + refine WH-links on concept map (add **why/how** reasons + examples)

7. Mini Rehearsal (10 min)

1–2-minute structured response: **Claim** → **2 Reasons** → **1 Example** → “**So what?**”

8. Assignment (5 min)

Finalize concept map + outline; prepare 3-4 minutes presentation & Predict 1 audience question

9. Exit Ticket + Self-Check (5 min)

“3 things I learned” + “1 question I still have” + confidence rating (1–5)

DIFFERENTIATION FOR DIVERSE LEARNERS (BI RANGE + PARTICIPATION)

Differentiation (Language + Cognitive + Participation):

- **Language scaffolds:** sentence frames & vocabulary bank/phrases
- **Cognitive scaffolds:** guided WH prompts, structured concept map template
- **Participation scaffolds:** roles, pair structures, low-stakes rehearsal
- **Extension:** deeper evidence, stronger reasoning, richer vocabulary, What if?

Critical Thinking Concept Map Template (Cognitive Scaffold)

WHO?

HOW?

MY PRESENTATION TOPIC

WHAT?

WHY?

WHERE / WHEN?

WHAT IF?

Linguistic Scaffold

WH Question

Purpose

Sentence Frames (BI Level)

WHAT?

Define / Describe

Social media is...My presentation is about...It includes apps like...

WHY?

Give Reasons

This topic is important because...One reason is...This matters because...

HOW?

Cause–Effect

Social media affects people by...This causes...As a result...

WHO?

Different Views

Teenagers feel...Many students think...Parents worry that...

WHAT IF?

Predict

If this continues, then...In the future...This may cause...

WH Type	Unguided Question	Guided WH Prompts	Sentence Frames
WHAT	What is social media?	What is social media used for? What apps do most students use? What are two common features?	Social media is mainly used for _____. Two popular apps are _____ and _____.
WHY	Why is this important?	Why do students use social media? Why can it be a problem? Why do people spend many hours online?	Students use social media because _____. This can be a problem because _____.
HOW	How does it affect people?	How does it affect students' sleep? How does it help communication? How does it change friendships?	Social media affects students by _____. This leads to _____.
WHO	Who is affected?	Who uses social media the most? Who benefits? Who may have problems?	Teenagers are affected because _____. Parents worry that _____.
WHAT IF	What if social media disappears?	What would happen if students stopped using it? What might happen in the future?	If students stopped using social media, _____. In the future, social media may _____.

ASSESSMENT STRATEGIES (FORMATIVE, ALIGNED, LOW-STAKES)

Assessment Strategy (embedded + formative)

- **Self-assessment:** Creating of a critical thinking concept map/Can-Do-statement
- **Peer assessment:** Sharing the CCM with a peer
- **Instructor monitoring/assessment:** participation + reasoning observation
- **Performance check:** 1–2 minutes presentation to the group/class (low-stakes)
- **Exit ticket:** 3 things that you learned based on can-do statement
- **Assignment:** At home they modify their CCM (First shared on canvas and next class presentation)

BI CAN-DO STATEMENTS (STUDENT VERSION/FORMATIVE AND SELF-CHECK)

By the end of this lesson...

- I can use WH-questions to think more deeply about my topic.
- I can create a concept map with a clear main idea and supporting points.
- I can explain my ideas to a partner and give reasons or examples.
- I can improve my ideas after discussing them with my group.
- I can present my topic clearly for 1–2 minutes to the class.

HOW ARE OUTCOMES ACHIEVED?

Stage	Instruction	Evidence
1. Individual Map	WH-based concept map	First draft reasoning visible
2. Pair Revision	Question + refine	Expanded map
3. Group Iteration	Merge & deepen	Stronger structured map
4. Mini Presentation	1–2 min explanation	Clear organized speech

THANK YOU FOR YOUR ATTENTION

I WELCOME YOUR FEEDBACK
AND QUESTIONS

