INTEGRATING CRITICAL THINKING IN EFL CLASSES: CURENT PRACTICES AND PROSPECTS

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Abstract: Critical thinking has recently been recognised as an important component of language education (Gunawardena & Petraki, 2014; Houghton & Yamada, 2012). This empirical study aims to investigate the integration of critical thinking in EFL classes at a university of foreign languages. Document analysis (course syllabi) and semi-structured interviews (teachers) were used to collect data for this specific question. The study found that critical thinking was stated as a course objective unevenly between the skill-based and content-based courses, and that the teachers faced certain constraints (e.g., the introduction of CEFR) to integrate critical thinking in their teaching. The study findings raise the question about how much EFL curriculum orientation should be about language skills or criticality, and the opportunities for critical thinking development in EFL skill-based and content-based courses.

Key words: CEFR, content, critical thinking, EFL, language

1. Introduction

Teaching and learning in Vietnam have been described as employing a traditional transmission pedagogy in which teachers transmit knowledge and students passively receive and memorise it (Nguyen Ngoc Anh, 2015; Tran Thi Ly et al., 2014; MOET, 2009). Vietnamese education is largely curriculum-and-textbook oriented (Nguyen Ngoc Anh, 2015). According to Tran Thi Ly et al. (2014), knowledge imparted by the teacher and drawn solely from textbooks has been commonly viewed as incontestable. Students are conditioned to passively accept knowledge rather than being provided with opportunities to creatively and critically engage with knowledge. The Vietnamese Ministry of Education and Training (MOET) has recognised the need to address this issue if the country is to accomplish its industrialisation and modernisation by 2020 (MOET, 2009).

Subsequent to education being identified as a national priority, numerous significant documents were issued by the Central Steering Committee - the highest organisation of the Vietnamese Communist Party - calling for a fundamental and comprehensive reform of Vietnamese education. In response to the party's resolutions, the Vietnamese Parliament passed the Education Law 2005, which emphasised the country's need to reform its teaching methods. According to this law, teaching in Vietnam should transform from a system of one-way indoctrination to one of promoting active and conscious participation, the aim being to increase the students' levels of initiative and creativity. The call for education reform was also outlined in the Government's Education Development Strategy 2010-2020, which suggests the following guideline to teaching: 'Continue to reform teaching and learning methodology and assessment in the direction of encouraging activeness, self-consciousness, proactiveness, creativity and learning autonomy…' (MOET, 2009, p. 10).

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The term "critical thinking" does not appear in any of the above official documents although this has been considered as a core academic skill. However, the phrases and expressions such as shifting from "one-way indoctrination" to "promoting active and conscious participation", "increasing initiative and creativity", "activeness, self-consciousness, proactiveness, creativity and learning autonomy" constitute critical thinking, criticality and critiquing ability. Furthermore, critical thinking might be a necessary skill which will contribute to achieving the country's fundamental and comprehensive reform 'in the direction of standardisation, modernisation, socialisation, democratisation and international integration' (The Party's Eleventh Summit Meeting Resolution). In practice, several Vietnamese education researchers have suggested placing emphasis on integrating critical thinking into the classroom (Tran Thi Thu Huyen, 2014). However, as Nguyen Ngoc Anh (2015) observed, studies of pedagogical approaches in Vietnam have concentrated on theoretical rather than on empirical research. There have been few empirical studies of the practices of critical thinking in Vietnamese classroom contexts, with the exception of one study in History secondary-school education, and some in Vietnamese EFL classrooms.

Critical thinking has recently been recognised as an important component of language education (Bredella & Richter, 2004; Brumfit et al., 2005; Gunawardena & Petraki, 2014; Houghton & Yamada, 2012; Kabilan, 2000). Kabilan (2000) observes that a learner's proficiency in a language is reflected in his/her competence not only in using the language and knowing its meaning, but also using creative and critical thinking through that language. In the context of Modern Languages teaching in the UK, Brumfit et al. (2005) stress the benefits of teaching students to think. According to these authors, critical thinking can help students to communicate in the new language, to produce various types of spoken and written language, and to demonstrate creativity in using the foreign language. Similarly, Daud & Hustin (2004) consider critical thinking-focused tasks in language classes as good platforms to promote, motivate, and stimulate language acquisition and increase students' language competence.

In response to the lack of an empirical study on the practices of critical thinking in a Vietnamese language context, this study aims to investigate the practices of critical thinking in some EFL classes at a university of foreign languages in central Vietnam. The study aims to find out whether critical thinking is set as one of the objectives in the university's EFL courses and the teachers' attitudes towards critical thinking development in their teaching. Specifically, the study aims to answer the following two questions:

(1) Is critical thinking set as an objective in some EFL courses at University of Foreign Languages, Hue University?

(2) How do the teachers perceive critical thinking development in this context?

2. Theoretical framework

The conceptual frameworks of critical thinking used in this study are Barnett's framework (2015) of criticality and Anderson and Krathwohl et al. (2001)'s taxonomy or Bloom (1956)'s revised taxonomy of cognitive domains (Figure 1). The categories in the left-hand column in Figure 1 indicate the cognitive levels wherein EFL students may operate, while the remaining three columns show the domains or aspects over which EFL students exercise their

cognition. Anderson & Krathwohl et al. (2001)'s cognitive levels, when combined with Barnett (2015)'s three domains of criticality, map Barnett (2015)'s levels of criticality that one engages. The use of Anderson & Krathwohl et al. (2001)'s cognitive levels reflects the complexity of critical thinking operation across the three domains. When creating - the highest level in Anderson & Krathwohl et al. (2001)'s taxonomy is exercised across the three domains, some 'actions' have been taken. This resonates with Barnett (2015)'s levels ranging from critical reasoning to transformatory critique. The highest level of criticality illustrated from this combination of frameworks is the Creating-World pairing, which typifies possible action to take in or towards the world.

This study aims to investigate the integration of critical thinking in EFL courses' syllabi at a Vietnamese tertiary EFL context. The study, therefore, requires conceptual frameworks to assist the answering of the research questions. The ensuing sections describe each framework and justify its use as one part of the working operationalisation of critical thinking in this study.
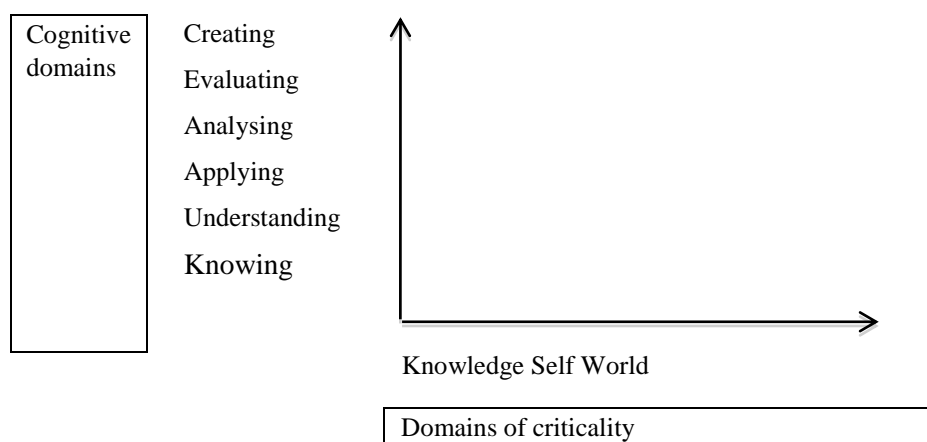
Cognitive domains	Creating
	Evaluating
	Analysing
	Applying
	Understanding
	Knowing

Knowledge Self World

Domains of criticality

Figure 1. The critical thinking framework used in this study

2.1. Domains of criticality

Barnett (2015) categorises criticality into domains and levels, a classification which appears more advanced than other definitions of critical thinking, which Thunnithet (2011) describes as in some way inadequate. According to Thunnithet (2011), Barnett's definition and conceptualisation of criticality is distinctive in the way he advocates an integration of criticality in the form of a 'critical being' who possesses the full range of critical knowledge, critical self-reflection, and critical action. As one of the aims of this study is to investigate the manner and extent of critical thinking practice being undertaken in an EFL context, the use of Barnett (2015)'s domains of criticality is appropriate. It is useful to test the extent to which and the ways in which the kind of critical approaches espoused by Barnett can be practised in non-western universities such as the one in this study.

Drawing on Barnett (2015)'s domains of criticality, the domains in the EFL field can be interpreted as follows:

1. the world of knowledge: linguistic system of English language, theories in socio-cultural aspects of English language, theories in English language teaching and learning, etc.

2. the world of oneself: the reflection of EFL learners on their own language, culture (Vietnamese), language learning process or strategies, and their personal biases, presumptions, blind spots, etc.

3. the world of the outside: socio-cultural aspects of the people who use English as their mother tongue or those whom EFL learners contact in English, the use of English as a means to attain certain purposes in life (e.g. to avoid miscommunication), socio-cultural problems or issues of the (English-speaking) world, etc.

2.2. Cognitive domains

Bloom (1956)'s taxonomy of the cognitive domain has been used to characterise critical thinking skills. Bloom's original taxonomy comprises six levels, which are used to identify a learner's progress from lower order to higher order thinking through: knowledge, comprehension, application, analysis, synthesis, and evaluation. This taxonomy of cognitive domain attempts to establish a sequential and cumulative hierarchy depicting the stages of learning and thinking from the most elementary to the most complex. Bloom (1956)'s taxonomy was revised by Anderson, Krathwohl, et al. (2001). In the revised taxonomy, the number of cognitive levels remains the same as in the original version; however, 'three categories were renamed, the order of two was interchanged, and those category names were changed to verb form to fit the way they are used in objectives' (Krathwohl, 2002, p. 214). The cognitive levels in the revised taxonomy are remember, understand, apply, analyse, evaluate and create.

Bloom's higher-order thinking processes have been employed as the conceptual framework in several studies of critical thinking in education (Surjosuseno & Watts, 1999). Despite criticism that Bloom's taxonomy (1956) failed to acknowledge the interdependence of the levels, its hierarchical levels of thinking and cognitive process serve as tools to assist with appropriate coverage of a variety of types of cognitive demands (Surjosuseno & Watts, 1999). This study makes use of the hierarchy to assess the level of critical thinking practice in the documents. The use of Anderson and Krathwohl et al. (2001)'s cognitive levels, in combination with Barnett (2015)'s domains, reflects the levels in Barnett (2015)'s framework of criticality. An optimal critical thinking curriculum integrates increasingly the higher levels of Anderson and Krathwohl et al. (2001)'s taxonomy into Barnett (2015)'s broadest domain (world) of criticality, where certain 'action' in the world is assumed to take place.

3. Methods and materials

This study aims to investigate the integration/practices of critical thinking in some EFL classes at a college of foreign languages. More specifically, the study aims to investigate whether critical thinking was stated/emphasised in the syllabi of the EFL courses and the attitudes/opinions of the teachers in charge of these courses.

The study, which was conducted at University of Foreign Languages, Hue University (HUCFL), specifically investigates the English program with the cohort of third-year English majors in the 2013/2014 academic year. The EFL courses are Reading 5, Writing 5, Cross-

cultural Communication, Socio-cultural Aspects of American Society, and American Literature 1. Hereafter, to distinguish the two course types I refer to Reading 5 and Writing 5 as skills-based courses, and Cross-cultural Communication, Socio-cultural Aspects of American Society, and American Literature as content-based courses. The skills-based courses aim to develop the students' language skills, which belong to the 'language' component of the EFL curriculum. Within the 'content' component, the more advanced courses provide the students with a socio-cultural understanding of the countries where English is used as a mother tongue (e.g. Britain and the US).

Qualitative approach was used to collect data for this study. Specifically, the data collection tools were document analysis and semi-structured interviews. The course syllabi were analysed to find any evidence for the integration of critical thinking in the courses' objectives. Teacher semi-structured interviews were used to seek the teachers' attitudes towards the development of critical thinking in their classes. The study's participants included: eight teachers, and five course descriptions of the EFL courses being offered at HUCFL (two skills-based and three content-based courses). Table 1 summarises the study's participants and data sources.

Table 1. The study's participants and data sources

Skills-based courses		Content-based courses	
Course syllabus	Teacher interview	Course syllabus	Teacher interview
Reading 5	Teacher 8	Socio-cultural aspects of American society	Teacher 2
	Teacher 4	Cross-cultural Communication	Teacher 1
Writing 5	Teacher 3	American Literature 1	Teacher 7
	Teacher 5		
	Teacher 6		

The framework of critical thinking (Figure 1) was used to code and analyse the data. The researcher asked another researcher to code the data at the same time to ensure the credibility of data analysis.

4. Findings

4.1. Critical thinking as an explicit or implicit objective in the content-based courses

Critical thinking as an explicit objective

The Socio-cultural Aspects of American Society course is for the third-year students who major in English Language. The course objectives were 'to have students analyse the issues in current American society; and, to have students practise critical thinking while discussing those issues' (Course syllabus - Socio-cultural aspects of American Society). Based upon the conceptual frameworks used in this study, it appears that a higher-order thinking level (analysing) was the aim of the course objective. The domain of critical thinking was about the 'world'; that is, to exercising thinking about issues peculiar to American society - the socio - cultural aspect of a country where English is used as the mother tongue. The domain of 'self' was referred to in the teacher's expectation that the students would express personal opinions.

However, the effort to understand oneself was not clearly demonstrated in this set of data. Understanding Vietnamese culture might be counted as a part of understanding self in this class.

According to the teacher in charge of the Socio-cultural Aspects of American Society course, he aimed to promote critical thinking for his students in this course. The aim was stated explicitly in the course syllabus. He expected the students to share personal opinions on some American social issues (Teacher 2, interview). Teacher 2 stated: 'At tertiary level, critical thinking is so important. If the students just describe or memorise things, they are not learning at this level … At university level, students need critical thinking…' (Teacher 2, I11314).

Teacher 2 stated that Vietnamese students are poor at critical thinking. The teacher traced this weakness to the teaching and learning tradition in lower levels in Vietnamese education. Teacher 2 recalled a traditional Vietnamese view of a good classroom and a good student: 'A good classroom should be a silent place in which students sit in rows with their hands on the table. Good students listen attentively to the teacher' (Teacher 2, I11314). According to Teacher 2, it is this viewpoint that discourages the opportunities for students to develop critical thinking at an early age; the students just memorise and repeat what is said in books. Due to this restrictive teaching doctrine, students neither learn autonomy nor express their own opinions (Teacher 2, I11314 and Teacher 5, I131013).

Critical thinking as an implicit objective

Cross-cultural Communication and American Literature 1 are the core subjects for all third-year students who major in Teacher Education, Interpretation, Translation, Tourism and English Language. The term 'critical thinking' was not explicitly stated as one of the courses' objectives in the course documents. However, in the course syllabi, the objectives were: 'to help students practise four language skills in Cross-cultural Communication and the skills of analysing, criticising and evaluating while researching issues in Cross-cultural Communication' (Course syllabus - Cross-cultural Communication) or '(for the students) to be able to evaluate the typical features and the beauty in American literature, American socio-cultural values in American literary works; to enhance their ability to analyse and critique literary works; to improve their language skills through the literary language; and to nurture the ability to relate the literary world with real life' (Course syllabus - American Literature 1). In terms of Anderson and Krathwohl et al. (2001)'s taxonomy, the courses aim to let students practise such higher-order thinking skills as analysing, criticising and evaluating. The course objectives implied that the students were expected to perform critical thinking in the domains of 'knowledge' (issues in cross-cultural communication, the American literary works), 'self' and 'world' (e.g. cultural traditions in the world, the relation between the literary works and real life).

In the interview, Teacher 1 affirmed her efforts to develop this skill in the students because "our students lack this skill" (Teacher 1, I13314). Moreover, Teacher 1 believed in the significance of teaching the students the skills to think instead of the content of the subject. She said:

I told them that in my class I encouraged them to learn how to learn not what to learn. Because, for example, the content in this Cross-cultural Communication course is already out-of-date, or it may be still new, but will be out-dated next year or even tomorrow, or it is already backwards but

we are not aware of. It is just the content or the mean for us to learn methods of learning. In the future, it is important that you know how to continue your learning without teachers or friends. That's the most important, I think. (Teacher 1, I13314).

Teacher 1's thought was shared by the teacher of the American Literature course (Teacher 7) who mentioned the necessity to develop students' critical thinking in today's world of information. Also, Teacher 7 highlighted the role of critical thinking in literature class for the students' life:

Students will find the reflection of their daily life through literary works. I think when we help students to be able to link the literary life with their own, the students can realise the meaning of their self and their life. Critical thinking helps to guide them for a better life" (Teacher 7, I15614).

4.2. The absence of critical thinking in skill-based course syllabi

Writing 5 course

This course aims to provide opportunities for students to practise different genres of writing, from descriptive and narrative to argumentative and discursive writing. The students are expected to attain a C1 certificate according to the Common European Framework of References (CEFR) after graduation; this course is their final Writing course.

Although the course syllabus did not include critical thinking in its objectives, Teacher 3 said that critical thinking was part of the course objective, especially during the second half of the course when the students study argumentative and discursive essays. According to the teacher, the first half of the course requires a low level of critical thinking because the students learn to write descriptive and narrative essays. Discursive forms of writing require the students to have higher levels of critical thinking, and to express opinions by citing other sources or reflecting on different points of view before being able to convince other people.

Reading 5 course

In the course syllabus, the aims of the Reading 5 course were 'to consolidate the reading skills in previous Reading courses; practise and enhance necessary reading skills in preparation for international standard tests such as B2, C1 (according to the European framework) or Test of English as a Foreign Language Internet-based (TOEFL iBT) or International English Language Testing System (IELTS)' (Course syllabus - Reading 5). At the time when this study was conducted (2013), the Common European Framework of References (CEFR) had been operational for one year.

Consistent with Writing 5, critical thinking was not set as a discrete aim of the course or in the Reading 5 course syllabus; however, Teacher 4 stated that she implicitly considered critical thinking development an additional aim in her Reading class. She elaborated: 'It's impossible to say that I don't have that objective. While I teach the reading skills and strategies, or ask open questions, I develop the students' reading and critical thinking.' (Teacher 4, I30913). Although critical thinking was not stated explicitly as the course objective, Teacher 4 reiterated that she aimed to develop critical thinking in her teaching.

However, the teachers of both the Writing 5 and Reading 5 courses seemed to compromise their ambition to develop the students' critical thinking. According to the teachers, they had to teach in a way that would ensure their students' success in their end-of-semester examination that was designed according to a fixed format. Although the skills-based class teachers preferred some teaching activities that they viewed as favourable for critical thinking, they felt compelled to compromise their teaching interests. They had to choose a teaching style and content material that could help their students in the exams as 'the students were assessed according to product (B2 or C1), not learning process… I had to be practical.' (Teacher 4, I30913). This meant that Teacher 4 opted to not conduct post-reading activities such as discussions or journal writing, activities that she thought could promote the students' critical thinking. Instead, she spent more time during each lesson having the students undertake a practice test in the CEFR format. In similar vein, Teacher 3 also mentioned the Common European framework as one of the reasons why she had to teach descriptive and narrative essays for the first weeks of the current semester.

> To help the students reach] the C1 level in the Common European framework, we have to deal with different genres or different forms of essays at the same time. So we have to have [teach] more forms (text types) including descriptive or narrative which we considered in Writing 3 or Writing 4 already, but we have to repeat them in the form of essays. (Teacher 3, I101013)

The Writing 5 teacher reduced the teaching time for discursive essays, although she believed that critical thinking would be developed more in this type of essay.

5. Discussion and Implications

From the analysis of courses' objectives and teacher interviews, there appeared to be more opportunities for critical thinking development in the content-based than in the skills-based classes. Neither the teachers of the content-based courses referred to any pressure from examinations or curricula. They did not face the pressure of a standard exam. On the contrary, the teachers of the skills-based courses showed that the set curricula and examination system exerted considerable constraint on the practice of critical thinking in the research context. Teaching and learning in the skills-based courses were conducted with a view towards the final exams, rather than towards the development of skills such as critical thinking.

The differences between the content-based and skills-based classes could be an outcome of the examination system currently employed at the research site. In 2012, the Ministry of Education imposed a regulation - Decision No. 7274/BGDĐT-GDĐH (MOET, 2012) - which regulates that all graduates of English must attain C1 level in accordance with the Common European Framework of Reference (CEFR).

At the research site, all of the participating students sat a graduation examination which tested their four language skills: listening, speaking, reading, and writing. The skills-based classes were the students' final courses in language skills; therefore, the teachers seemed to acknowledge the pressure and demands of the C1 tests. Teacher 4, for example, said:

> I think the introduction and application of the Common European Framework of Reference creates more work for the teachers. If the teachers use certain books to teach without letting the students

practise the test format, the students will feel unfamiliar [with the test format] and confused. The teachers were put [under] much pressure. (Teacher 4, I30913)

It could be argued that the new requirement placed more pressure on those teachers who were teaching third-year students. The teachers had little time to engage in critical thinking because they needed to familiarise their students with the test format, and to let them practise it as much as possible. Their teaching and learning, therefore, focused on the product - the C1 certificate - rather than on the process. The teachers, especially those teaching the skills-based classes, seemed to perceive critical thinking and the CEFR as two mutually exclusive objectives.

The CEFR was introduced to Vietnamese education as a solution to the failure of a large number of Vietnamese workers to meet global demands of foreign language proficiency (Vallely & Wilkinson, 2008). However, the adoption of the CEFR in the Vietnamese context was found to be 'mainly for accountability and administrative purposes rather than an effective remedial solution to the current language problem in its language educational system' (Nguyen Van Huy & Hamid, 2015, p. 71). Nguyen Van Huy & Hamid (2015) tell us that the introduction of the CEFR is primarily for assessment purposes in Vietnam, rather than for learning, teaching and assessment, as originally described in the CEFR document. The findings in this study are supportive of Nguyen Van Huy & Hamid (2015)'s observation. The CEFR or Vietnamese Framework for Foreign Language Proficiency (VNFFLP) tests exerted pressure on critical thinking practices in the research context via classroom testing practices. The Ministry's decision to use the levels in the CEFR or VNFFLP as a norm against which to assess language students' linguistic competence raises a question about how much EFL curriculum orientations should be about language skills or criticality.

The possibility of developing criticality for language learners has been affirmed, previously not only in intermediate-advanced level classes (Brumfit et al., 2005), but also at beginner levels (Yamada, 2010). The differences in the integration of critical thinking in course syllabi between the content-based and skills-based classes might suggest the need for further studies into the relationship between types of language courses and critical thinking development. In this study's context, skills-based classes provide the students with language skills such as listening, speaking, reading and writing; meanwhile, the content-based classes, building on the former courses and their content, aim to equip the students with both the cultural knowledge of English-speaking countries (such as the US and Britain) and opportunities to practise and apply language skills in English. The cultural elements in the content-based classes provide fertile ground for critical thinking because the students are exposed to unfamiliar cultures that may either resemble or differ - perhaps markedly - from their own. Students can also explore differences within an imagined, homogenous 'American culture' or 'Vietnamese culture'. Through cultural comparisons and contrasts, the students can develop a critical view of their own culture/s and of those of others, as well as of themselves and the world. Additionally, to the extent that critical thinking is deemed to be a common practice in English-speaking countries, it is worthy of study as a part of a cultural understanding of such countries.

The contrast of critical thinking objective between the skills-based and content-based courses in the research context revealed that some courses were more conducive to critical

thinking than others. In the literature, the potential to develop criticality in the content-based classes was mediated by the content of the courses, and by the students' (presumed) ability levels. For example, Brown (2014) observed that content-based courses provide language students with meaningful input, which serves as a necessary stimulus for students to produce critical output. Content-based classrooms are also deemed to 'have the potential to increase intrinsic motivation and empowerment since [or, at least provided that] students are focused on subject matter that is important to their lives' (Crocker & Bowden, 2011, p. 665). This view resonates with Richards & Rodgers (2000)'s observation that language learning is more motivating when students are focusing on something other than language. Although determining what might be of interest to a large group of students presents a further challenge for educators, an outcome-based curriculum (i.e. acquiring the skills of critical thinking or equipping the students with issues in Cross-cultural Communication course) offers greater flexibility for teacher and student choice of material, than does a more basic and preliminary skills-based course. In this study, the cultural contents of the content-based courses appeared conducive to critical thinking development, bearing in mind that 'learning a foreign language may help with understanding of different world views and in becoming more critically aware of one's own' (Bredella & Richter, 2004, p. 523).

Nevertheless, the extant literature argues that skills-based language courses are also appropriate for promoting critical thinking. A large number of skill courses employ a critical approach, e.g., Critical Reading, and Critical Writing. Moreover, the uptake of critical thinking in Asia is gaining momentum: in the 13th AsiaTEFL conference held in China in November, 2015, and attended by the researcher, there were nine paper presentations on the integration of critical thinking into English skill classes in Asian contexts (China, the Philippines, Japan): Grammar, Listening, Reading and Writing. In this study, the analysis of the course syllabi and teacher interviews also unearthed opportunities for critical thinking development in skills-based contexts; however, the teachers did not always avail themselves of such opportunities to integrate critical thinking into their lessons, mainly as a concession to the pressure from CEFR test formats.

6. Conclusion

In the third millennium (CE), foreign language teaching has been called towards 'a more reflective, interpretive, historically grounded and politically engaged pedagogy' (Kramsch, 2014, p. 302). Kramsch (2014) advises foreign language teachers against focusing on discrete and testable skills; instead, they should use the opportunity to reflect on language and language use. Moreover, in a context of at times dire intercultural troubles and misunderstandings globally, L2 teaching and learning is being increasingly pressed into the service of intercultural understanding (Houghton & Yamada, 2012), and the lofty aspiration of peace-building, which surely require a measure of critical thinking.

The development of critical thinking might evolve from Barnett (2015)'s lower (critical skills and reflexivity) to higher level (refashioning of traditions and transformatory critiques) and expand from simple (critical reason and critical self-reflection) to complex forms (critical action). In order to reach the highest strata of the continua, gradual increase of integration of critical thinking should be applied. As Byrnes (2012) notes, the introductory levels of the

curriculum should be designed with a view to developing the skills that will ultimately be required at more advanced levels. The introduction of basic reasoning skills into skills-based language courses will help EFL students to exercise more higher-order thinking processes in subsequent courses. Similarly, EFL students are more likely to develop the habit of critiquing what they encounter if they are systematically asked to interpret the implied messages in whatever they read or hear.

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VIỆC PHÁT TRIỂN TƯ DUY PHẢN BIỆN Ở CÁC LỚP NGOẠI NGỮ TIẾNG ANH: THỰC TRẠNG VÀ TRIỂN VỌNG

Tóm tắt: Tư duy phản biện đang được xem là một phần quan trọng trong đào tạo ngôn ngữ. Nghiên cứu này nhằm mục đích tìm hiểu việc lồng ghép tư duy phản biện ở các lớp ngoại ngữ tiếng Anh tại một trường đại học ngoại ngữ. Nghiên cứu này sử dụng phương pháp phân tích tài liệu (mô tả môn học) và phỏng vấn sâu (giáo viên) để thu thập dữ liệu. Kết quả cho thấy tư duy phản biện được đưa vào không đồng đều trong mô tả môn học giữa các môn kỹ năng và các môn nội dung; và giáo viên phải đối mặt với một số khó khăn trong việc phát triển tư duy phản biện ở các lớp ngoại ngữ Tiếng Anh (ví dụ, việc áp dụng Khung năng lực châu Âu). Kết quả nghiên cứu này đặt ra câu hỏi về mục tiêu phát triển kỹ năng ngôn ngữ hay phát triển năng lực phản biện trong khung chương trình đào tạo ngoại ngữ tiếng Anh, và cơ hội phát triển tư duy phản biện ở các môn học kỹ năng và các môn học nội dung.

Từ khóa: ngoại ngữ tiếng Anh, ngôn ngữ, nội dung, khung năng lực châu Âu, tư duy phản biện