VIETNAMESE EFL STUDENTS’ CRITICAL THINKING VIA REFLECTIVE JOURNALS IN AMERICAN-BRITISH LITERATURE CLASSES

# Abstract

Critical thinking has been recognised as an important skill in ELT. However, research on critical thinking practices or critical thinking development in EFL classes for Vietnamese students is still under-researched. This study investigated Vietnamese EFL students’ critical thinking via their reflective journals in American-British literature classes.

Thirty reflective journals of 15 students were analysed to look for the evidence of the students’ critical thinking. Seven students (out of 15) were then invited for a semi-structured interview to further understand their thoughts in their reflective journals and to get their opinions about the role of reflective journal writing for opportunities to express or develop critical thinking. Anderson and Krathwohl’s (2001) cognitive levels and Barnett’s (1997) criticality domains were combined to form a framework for analysing the data in this study.

The study found that the students demonstrated their critical thinking by being able to analyse, evaluate and create not only literary knowledge but also themselves and the world. Reflective journal writing was found to assist the opportunities to develop students’ critical thinking. It is implied from the study’s findings that the critical thinking framework which combines Anderson and Krathwohl’s (2001) cognitive levels and Barnett’s (2015) criticality domains can be used as a reference tool to develop and assess critical thinking or to design teaching contents with the integration of critical thinking. Reflective journal writing activity can be widely used in EFL content classes in general and in EFL literature classes in particular to promote students’ critical thinking.

Key words: Vietnamese, EFL, critical thinking, reflective journals, literature

# INTRODUCTION

Critical thinking has been a focus in English as a Foreign Language (EFL) education. A number of studies on critical thinking practices have been conducted in EFL contexts such as China (Badger, 2019; Luk & Lin, 2014; Mok, 2010; Shen & Yodkhumlue, 2012; Yuan & Stapleton, 2019), Iran (Asraf, Ahmed, & Eng, 2018; Fahim & Sa' eepour, 2011), Japan (Houghton & Yamada, 2012), Thailand (Jantrasakul, 2012; Thunnithet, 2011), Turkey (Alagozlu, 2007; Petek & Bedir, 2019), or Vietnam (Binh, 2017). Critical thinking practices have been investigated in various aspects including EFL or ESSL Reading, Writing, Speaking and Literature.

Lazere (1987) confirmed that literature can be considered one of many academic disciplines that can come closest to embracing the full range of qualities engaged with critical thinking (p.3). Langer (1997) argues that working with literary texts helps students to reflect on the world around them, opening “horizons of possibility, allowing them to question, interpret, connect, and explore” (p. 607). This characteristic of literature as a means of developing students’ ability to think critically and to explore and discuss social problems is becoming especially valuable nowadays (Bobkina & Stefanova, 2017).

Reflective journal writing is regarded as one of the tools to develop critical thinking (Rubenfeld & Scheffer, 2014). As this sort of cognitive writing requires their self-reflection, students are expected to use evidence from the literary text to support their opinions, to evaluate their thinking process, and to apply their prior knowledge and experience in order to give judgments, make comparison, and create hypothesis. According to Bound and Walker (1998), from merging themselves with the stories and then relate what they have learned with their own response by writing reflective journals, students can practice their knowledge and reason, reflect and then perform an action in their real life critically. This writing practice corresponds to Barnett’s (1997) notion of “critical being” (p.1) as including thinking, self-reflection, and action. The importance of reflective journal writing to the development of students’ critical thinking has been mentioned in the literature; however, no empirical research has been done so far to confirm this relationship.

In reality, research on critical thinking practices or critical thinking development in EFL literature classes is still rare. In Thailand, Thunnithet (2011) studied the students’ critical thinking development in an EFL Literature class in a Thai university. This author analysed the writings of two students and their in-depth interviews afterwards. In another study on critical thinking in a literature class in Spain, Bobkina and Stefanova (2016) formulated a critical thinking framework and used it to help the students analyse a literary work (“IF” poem). Up till now, to our knowledge, there has been no research on the relationship between reflective journal writing and the students’ critical thinking in EFL literature classes.

Motivated by the gap in research about EFL students’ critical thinking in literature classes as analysed above, by the relevance of literature studies to the development of students’ critical thinking, and by the significance of critical thinking in tertiary education, the researchers conducted a piece of research on EFL students’ critical thinking via reflective journal writing activities in American-British literature classes. In this study, critical thinking is defined as the use of cognitive skills to analyse and evaluate received knowledge, to question one’s own understanding and thereby to take appropriate action. In this project, the researchers investigated the students’ critical thinking via a qualitative tool, namely reflective journals. This study aims to explore the students’ attitudes towards the role of reflective journal writing to the opportunities to display or develop critical thinking in EFL American-British Literature classes. Specifically, this research aims to answer the following research questions:

1. How do EFL students display their critical thinking via their reflective journals?

2. What are the students’ attitudes towards the role of reflective journal writing and the opportunities for their critical thinking development?

# 2. LITERATURE REVIEW

## 2.1. Critical thinking and second/foreign language education

Critical thinking has recently been recognised as an important component of language education. 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 and 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.

The role of critical thinking in English language education is further confirmed when English is seen as ‘no longer merely a language but a cultural tool which sets certain norms or helps learners adjust themselves according to the world’s needs and changes depending on how they use it’ (Sung, 2012, p. 35). In this sense, in today’s education, English is charged with being a critical tool for expanding democracy and world citizenship (Ahn, 2015; Sung, 2012). Accordingly, Sung (2012) has called for a critical EFL pedagogy, whose function is to engage in critical dialogue and action related to diverse political, sociocultural, economic, and environmental issues and events.

## 2.2. Literature and criticality development in EFL students

Developing critical thinking abilities and critical disposition in undergraduate students has always been set as a primary goal in tertiary education. Along with other subjects, literature is considered as an effective tool for engaging students in critical thinking, which has been proved in many recent studies.

Definitely, literature, in its most comprehensive meaning, is an art form deploying distinctive features of language including syntactic and structural complexity as well as metaphorical meaning beyond the surface meaning. We agree with Allan (2003) who explained the reason why teaching literature is effective to promote students’ critical thinking skills. According to Allan (2003, p.8), when studying literature, students are expected to have the ability of making judgment and analysis of the metaphorical or symbolism meaning beyond the surface meaning of a literary text itself. Thus, the delivery of students’ judgment is associated with their logical reasoning, reflection, inference, and synthesising information. This observation is supported by Mandondo (2012) who stated that literature is a particular good source for developing students’ ability to infer meaning and to make interpretation. This is because literary texts are often rich in multiple levels of meaning and demand that students are actively involved in exploring the unstated implications and assumptions of the text. Obviously, by encouraging students to grapple with the multiple ambiguities of the literary text, we are helping to develop their overall capacity to draw inferences and form hypotheses. This practice helps students to develop the ability to think critically.

Another convincing reason why it can be effective to enhance students’ critical thinking in literature classroom is the fact that most literary works are closely related to readers’ life, so studying literature in EFL classrooms can “foster students’ critical abilities through their evaluation of the social, cultural, and historical events which forms the background to a particular short story, a novel or a poem” (Lazere, 1987, p. 16). As literature reflects its society and culture, it provides a way of contextualising how people of a particular society might behave or react in a specific situation. When students interpret and analyse poems, short stories, or play scripts that consist of daily matters, this activity sharpens their ability to criticise various aspects of their lives, either positive or negative. This idea receives the agreement of Oster (1989, p. 85) who argued that literature enlarges students’ vision and fosters their critical thinking by dramatising the various ways a situation can be. Oster (1989) further states that in EFL classes, this characteristic of literature is especially significant as those students are often unfamiliar with the practice of critical thinking in reading, questioning, and analysing literary texts.

The result is, as Carter and Long (1991, p.24) claimed, “the analysis of literary texts may affect directly students’ lifestyle, their decision making, and their perspective. It will be easier for students to build the concept of critical thinking in facing a specific case either in the fictional situations or in their daily life”. Hill (1986) agreed with this idea by stating that through literary texts, learners can get deeper knowledge about a range of cultures and other useful insights that can broaden their worldview and foster critical ideas. In response to the cultural aspects of literature, students are able to not only accept, but also question, evaluate and if necessary, subvert the underlying cultural and ideological assumptions in literary texts.

In conclusion, enhancing students’ critical thinking in EFL classroom context by teaching literature will be effective as students have more opportunities to critically respond to various literary elements through some critical thinking practices. This conclusion is echoed by Lazere (1987, p. 3) who confirmed that literature can be considered one of many academic disciplines that can come closest to embracing the full range of qualities engaged with critical thinking.

## 2.3. Criticality development through reflective journal writing

Writing is a process of metacognition, which can promote effective thinking, especially critical thinking (Paul & Elder, 2002). As Paul and Elder (2008) explained, on the one hand, the process of L2 language writing which is signified as substantial writing in EFL class is related to evaluation of the ideas expressed and giving explanations that will demonstrate to the reader why the subject is worth writing about. This process thus demands critical thinking. On the other hand, this process reflects the metacognitive nature of substantial writing, and thus helps students to develop effective thinking. During this process, students need not only to think about what to write, but also to evaluate their thinking by assessing “clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness” (Paul & Elder, 2008, p. 4). This argument receives the support of Lin (2018, p. 19), who claimed that writing which focuses on decision making, problem solving, the expression of arguments, and explanation of opinions may involve a process of critical and creative thinking that helps the writer to compare choices, seek possible solutions, provide support and clarify ideas.

The use of reflective journal writing in literature classrooms with its effective functions enables EFL learners to practice and develop their critical thinking. As this sort of cognitive writing requires their self-reflection, students will find it necessary to learn how to use evidence from the literary text to support their opinions, how to evaluate their thinking process, and how to apply their prior knowledge and experience in order to give judgments, make comparison, and create hypothesis (Boud, 2001). This writing practice corresponds to Barnett’s (1997) notion of “critical being” as including thinking, self-reflection, and action. According to Barnett (1997, p. 1), “critical persons are just more than critical thinkers. They are able critically to engage with the world and with themselves as well as with knowledge”. Here, Barnette made emphasis on the link between the three different domains, i.e. the formal knowledge, the self and the world. This idea is supported by Boud and Walker (1998) who claimed that from merging themselves with the stories and then relate what they have learned with their own response by writing journals, students can practice their knowledge and reason, reflect and then perform an action in their real life critically. Rubenfeld and Scheffer (2014) also accepted the merit of using reflective writing in literature class by stating that the process of self-evaluation through reflective writing facilitates critical thinking, which is a core component enabling students to become self-motivated and autonomous learners.

In a word, the practice of reflective journal writing supports autonomous and critical thinking in the analytical and creative response of the students to the literary texts. All these skills will be beneficial to students for their future lives both outside and inside academic study.

## 2.4. Critical thinking framework

Critical thinking is a broad term which has thousands of definitions. The conceptual frameworks of critical thinking used in this study are Barnett’s (1997) framework of criticality and Anderson and Krathwoth’s (2001) taxonomy or Bloom’s (1956) 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 and Krathwohl’s (2001) cognitive levels, when combined with Barnett’s (1997) three domains of criticality, map Barnett’s (1997) levels of criticality that one engages. The use of Anderson and Krathwohl’s (2001) cognitive levels reflects the complexity of critical thinking operation across the three domains. When creating - the highest level in Anderson and Krathwohl’s (2001) taxonomy - is exercised across the three domains, some ‘actions’ have been taken. This resonates with Barnett’s (1997) 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.

Criticality domains

Knowledge Self World

Creating

Evaluating

Analysing

Applying

Understanding

Knowing

Cognitive

levels

Figure 1.: Critical thinking framework

Barnett’s (1997) and (2015) notion of criticality has been used in a number of studies in the field of language education (e.g. Brumfit et al., 2005; Houghton & Yamada, 2012; Johnston, Ford, Myles, & Mitchell, 2011). These studies have investigated the practice of criticality in modern language classes. The contexts of these studies are quite diverse and include British universities (Brumfit et al., 2005; Yamada, 2010) and in some Asian tertiary institutions (Houghton & Yamada, 2012; Thunnithet, 2011). The common conclusion emerging from these studies is a confirmation of the potential use of this framework to investigate critical thinking practices in second/foreign language contexts.

The definition and framework of critical thinking used in this study is arguably suitable to the context of EFL Literature classes. According to Langer (1997, p. 607), literature helps students question and explore their lives and enable changes in their attitudes towards the world. Bobkina and Stefanova’s (2016, p. 685) research identified critical thinking skills that can be used to analyse literary works in EFL contexts, including “interpretation of the world, self-reflection, critical awareness, intercultural awareness, reasoning and problem solving and language use” (Figure 2). The authors suggest using this framework of critical thinking to teach literary works via reader response approach. It can be seen from Bobkina and Stefanova’s (2016) framework that the critical thinking skills required in a Literature class correspond to the higher-order thinking levels in Anderson and Krathwohl’s (2001) framework and the three domains of criticality in Barnett’s (1997) model. Therefore, Bobkina and Stefanova’s (2016) research helps confirm the scientific relevance of the use of Anderson and Krathwohl’s (2001) cognitive levels and Barnett’s (2015) domains of criticality in this study.

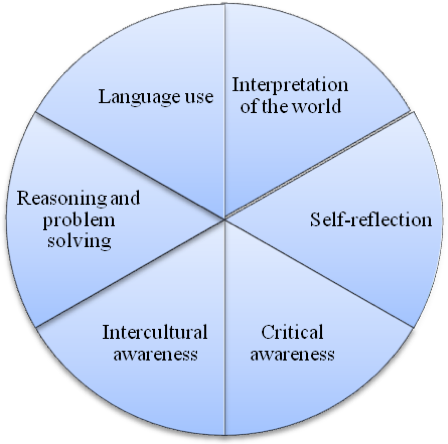


Figure 2. Critical thinking skills required to work with literary texts (Bobkina & Stefanova, 2016)

## 2.5. The assessment of critical thinking

To assess critical thinking, standardised critical thinking tests such as the California Critical Thinking Skills Tests, California Critical Thinking Disposition Inventory Test, or Watson-Glaser Critical Thinking Appraisal have been used widely in the world. These tests were designed by Western critical thinking experts and the contexts of the questions are in Western countries; hence, the use of these standardised tests in non-Western contexts is warned to be inappropriate (Tsui, 2001). Some researchers (e.g., Tsui, 2001; Houghton & Yamada, 2012) suggested employing other methods, one of which is a qualitative one to assess critical thinking.

The diversity in critical thinking definitions affects the assessment of this competence (Brookfield, 2011). In qualitative studies, Bloom’s (1956) taxonomy of cognitive domain and its revised framework by Anderson and Krathwohl (2001) have been used widely (Dumteeb, 2009; Shen & Yodkhumlue, 2012). Recently, Barnett’s (1997, 2015) framework of criticality has been employed to assess students’ critical thinking (Brumfit, 2005; Thunnithet, 2011). Binh (2017) combined these two theories to create a framework of critical thinking and use it to analyse critical thinking practices in some tertiary EFL classes in Vietnam.

1. RESEARCH METHODOLOGY

## Research site and participants

The research was conducted at a university in Vietnam in the second semester of 2017-2018 academic year. The students are third year English majors studying British Literature and/or American literature.

## Data collection procedure

During this semester, the teachers asked the students to write two or three reflective journals in English. The teachers assigned the topics/questions in class and collected the journals one week after that. 15 students were chosen to collect their journals based on the following criteria: students who had more than two journals, the journals are about two of the different topics, and those who agree to contribute their journals to the research. As the researchers asked for the students’ consent to use their journals on a voluntary basis, only 15 students agreed. In total, there were 30 journals to be analysed.

Specifically, the topics/journals ratio is as follows.

- Thinking about death in the two poems “Leaves of grass” and “The tide rises, the tide falls”: 6

- Writing Rip’s future life (Rip Van Winkle): 10

- Creating Mrs. Mallard’s soloquil about life of freedom (The story of an hour): 4

- Imagining a visit to an imaginary country: 2

- Thinking about YOLO and writing about what you would do if today were your last day in life:4

- Giving another title for Sonnet 18: 3

- Comparing flirting cultures in the two poems “The Passionate Shepherd to His Love” and “Tát nước đầu đình”: 1

The students were then invited for semi-structured interviews which lasted about 10 minutes per student. Only 7 out of 15 students could arrange their time to participate. The interviews were conducted individually and recorded. All of the interviews were in Vietnamese. The researchers transcribed and translated only the parts that were used as direct quotations in the report. The names of the participants used in this article were changed to assure their confidentiality.

## Data analysis

The students’ critical thinking was analysed based on the critical thinking framework used in this study. The rationale for the use of this framework was explained in previous section (see Literature review). Thematic analysis was used to analyse the data on the students’ perception of the use of reflective journals and its relation to the students’ development of critical thinking. The interviews focused on the students’ opinions about the use of reflective journals in EFL literature classes, their perceptions about the possible opportunities to develop their critical thinking via this activity. The data were coded according to these three themes.

To ensure the reliability of the study’s data analysis, the researchers met several times to analyse the assessed constructs of critical thinking based on the frameworks used in this study. When analysing the students’ journals, each researcher analysed separately, then compared the assessment among the three researchers. Using more than one rater or coder in this way can increase internal reliability (Bryman, 2001).

1. FINDINGS

## Students’ critical thinking indicated in their reflective journals

The data revealed that the students used Anderson and Krathwohl’s (2001) higher cognitive levels across Barnett’s (1997) three domains of criticality – knowledge, self and the world. After reading the students’ written texts, the researchers categorised two main aspects/functions of critical thinking in their writing, namely: analysis and evaluation of knowledge (critical analysis of the characters, of the literary works), of self (analysis of self’s conditions/situations, explanation of self’s understanding), and of the world (linking the literary works and self to the world outside); and creating knowledge (creating some new knowledge), self (wishes to form some actions to change oneself), and the world (wishes to form some actions to change the world). The frequency of critical thinking use was therefore by identifying these elements.

### Analysis and evaluation – knowledge, self, and the world

#### Analysis and evaluation of knowledge (literary works)

The students compared the similarities and differences in Longfellow’s and Whitman’s viewpoints about death. Thuy, for example, analysed each author’s perception about death and tried to point out the differences in their viewpoints.

There are different viewpoints on death by Longfellow in “The tide rises, the tide falls” and by Walt Whitman in “Leaves of grass”. In “The tide rises, the tide falls”, Longfellow think[s] that when humans die, time will delete all things, humans have a time limit here on earth but nature will always overpower. Man think[s] when he die[s], everyone will gradually forget him by time and he will bring all things which he did when he [was] alive. Death will stop all, it is constant and forever and humans can’t stop death. Contradictory, in “Leaves of grass”, Walt Whitman think[s] death isn’t [doesn’t] stop all. When humans die but the soul of humans always exist, will live in somewhere. He has a viewpoint on death optimistically. “All goes onward and outward … and nothing collapses”. He think[s] that everyone should not be sad when die because death is not a bad thing and death will begin a new life (Thu Thuy, Journal 1).

The students needed to understand the two poems as to interpret the authors’ opinions about death. In this journal, the student used Anderson and Krathwohl’s (2001) first three cognitive levels in Barnett’s (1997) knowledge domain. As Dieu Linh shared in the interview, she combined different skills such as understanding, analysing the author’s viewpoints reflected in the poems (e.g. death), and evaluating them based on personal experience.

#### Analysis and evaluation of self: Self-reflection

The second form of critical thinking indicated in the students’ journals is interpretation of self. They interpreted various aspects of their selves such as their own viewpoints about death, about ways to live a meaningful life today; their utmost dream in life; their present life, etc. (Ngoc Anh, Nhat Don, Quy Tran). In the journal about YOLO (You Only Live Once) and what the students regret in life if they die, Quy Tran wrote about her utmost dream – having a family of her own and devoting her time and love to take care of it.

… all I wish to have is a truly happy family of my own. I have read many books for parents to raise children. I have prepared myself a lot for being ready to take care of my future family. I have been waiting for my lover for 4 years. We have a long – distance love, but we promise to build our own family together in a very near future. If I happened to die tomorrow, there is only one thing I would regret: not getting married with the one I love, having children whom I have always dreamt of (Quy Tran, Journal 2).

Quy Tran described in detail her dream and what she has prepared to make that dream come true. She continued to explain the reason why she had that dream.

There is a saying that I love: “Every heart has a story to tell”. My mother passed away when I was seven. I also have my little sister to take care of. We did try to be more mature and independent than our peers, but life was not easy for us. We had to endure lots of fighting and quarrel between our father and stepmother. All we could do is trying to study, to become our own support. And one thought that pulled me through those days was that I soon had my own family in which there would be just laughter and joy, in which I could devote all my time to take care of my children and prepare meals. And I would be truly happy in my family. That’s the reason why many years have gone by, my dream has never ever changed (Quy Tran, Journal 2).

We can see from this student’s journal entry that she reflected on her family condition and realised some philosophies for her in life: “to become our own support” and to have a family “in which there would be just laughter and joy”. The student thought critically by reflecting on her own life story. The assigned task for this journal helped the students to realise what is important in their lives.

This form of critical thinking helps the students sharpen their ability to criticise various aspects of their lives, either positive or negative.

#### Analysis and evaluation of the world

For this form of critical thinking, the students analysed the issues or features of the world around them. The data showed that the students observed cultural differences (courtship between Vietnamese and Western cultures), analysed philosophies in life, or anticipated the future life.

Minh Thuy observed the differences in directness level in Vietnamese and Western courtship cultures as follows.

In culture of courtship, the shepherd shows the specific of Western people, they are very direct. The shepherd proposes the nymph by using a direct request “come live with me and be my love” while the man in “Tat nuoc dau dinh” teases this young woman by using a wrong sentence “ Bo quen chiec ao tren canh hoa sen” (Forgot my shirt in the lotus leaf) and we can’t know his purpose until we read half of the poem, this poem is like a confession and we can see that he is so dim. This point expresses the differences in the culture of courtship of Eastern people and Eastern people (Minh Thuy, Journal 1).

It can be seen that the student analysed cultural differences in courting practice implicit in the two poems. In the interview, Minh Thuy talked about her observation

From my own observations in life or though films, I realise that Western people often express their sentiments openly and directly. This is different from Vietnamese culture. We often make indirect request, go around the bush, as we are afraid to embarrass listeners (Minh Thuy, interview June 15).

Through this journal entry, the students could broaden their worldview by analysing cultural differences; hence, foster their critical views towards the world.

The students showed other examples of critical thinking when they made a number of interpretations about philosophies of life: ways to adapt to changes in life, comparing life to a train, thinking about what one needs to do in life, etc.

The nature of life is to change. Need to change while growing up and that change always starts with the old values, and good values ​​should be preserved. That is the way to human existence and rising up in every situation (Anh Thu – journal 1).

By comparing life to a journey on a train, Ngoc Anh used the examples of her own life to illustrate different relationships on that journey and how one should prepare to live that life in the happiest and most peaceful way.

Life is like a journey on a train ... When we were born, we boarded the train and met our parents, and we believe that our parents will always be with us. But then, at some stations our parents will step down [get off] and let us go alone. As time passes, the others will board the train with us, our brothers and sisters, our friends, and our half. However, they will get off the train and leave the space permanently that when you think of each time, the sadness can’t be forsaken. On the other hand, the train of life is filled with pleasure, anger, love, hate and farewells ... We do not know what station we will step down. So we have to live in the best, the most perfect way with loving, forgiving, giving the best in us. By the time we get on the train and leave the space permanently, we should leave beautiful memories to those who will continue the journey of life (Ngoc Anh, Journal 1).

Besides making observations about their own life, the students criticised the lifestyle of some other people in the society. Quy Tran, for example, argued

All in all, it would be very nice if each of us knows how to treasure our moments, especially to the young who still have time, energy and potential to do anything if they really want. However, there are still some youngsters who abuse this life style and use it as an excuse for their overindulgence, their laziness or their rebellion. In addition, this lifestyle may also lead to their hasty when deciding something without thinking carefully (Quy Tran, Journal 2).

The reflective journals gave the students the opportunities to analyse the problems in today’s world, helping them to be more critical of the world around them.

### Creating – knowledge, self and the world

There was evidence that the students exercised the highest cognitive level – creating - across the three domains, namely knowledge, self, and the world.

#### Creating – knowledge

There were three journal tasks that asked the students to retitle the poem Sonnet 18, reconstruct a soloquil of Mrs. Mallard – the female character in “The story of an hour”, and write another ending of Rip Van Winkle. These journals required the students to create new knowledge based on the analysis of the literary works. In the collected journals, the students showed that they based their creation on their analysis of the literary works; and their own judgment, evaluation and reflection.

In the journal asking to reconstruct a soloquil of Mrs. Mallard, the students needed to communicate their understanding of the character and the story in a creative way – from their own lens. They were required to turn themselves into Mrs. Mallard and described her feeling/psychology within one hour after the death of her husband. In the following journal, Anh Thu described the change in Mrs. Mallard’s psychology from the perspective of a Vietnamese married woman who is trying to oppose herself to Confucian traditions

… “I can not continue anymore, cannot continue.”

It is a sentence that in the past six years that I always think and said to myself that I have suffered enough, it is time to finish it. But I can’t do it. I'm very scared. I am afraid of family members that will decline, I’m afraid of them sad, afraid of feeling scaring people and afraid of this society will against me. … It's not a forced marriage and it's not really bad. However, in this Eastern society, once you have accepted a husband, you will be totally dependent on him, both literally and figuratively. My husband is not, of course, a bad man, he didn’t beat me or insult me. But I still feel stuffy, I feel breathless when living with this man. He is always in control of anything in the home and in social relationships and I must be a perfect wife and obedient wife in his eyes and in this society. There are many people who say, I was determined by fate, so I should think a simple way and I should accept living like that. But I thought differently, maybe because I was stupid, I accepted this life so easily, I just thought, "It's just a marriage. Every woman is born and raised, married, given birth and lives a normal life for the rest of her life. "And I was wrong, I married, I also gave birth to him. I have a lovely son; I also lived a normal life as the present, but in my heart am not happy. Why? When my husband came home from work, a decent meal must be served on the table. In the morning, I have to get up early to prepared food, neat clothes, to be a correct and decent lady in works and deeds, hidden all emotions ... Everything must be perfect. I bind myself to something called marriage and I was self-suffering for it. Now, I realize that I want to be self-assertion more than ever. … Now, though only two people in-house, my son and me, I will still be happy, I will be free to teach him what I want him to be better, I love him in the way I want to do it, I am alive as a real person, no one forced me to become a woman living being in the pattern and I would never have to hide my tears, hide my emotions at any moment. Just think of it, my heart agitated strangely. I expect many moments that appear soon, to be myself, I do not know how to feel but I hope so. No one will be able to decide what my happiness is, and I will have my own way. And this choice will be determined by my heart, from my own dream, not any by anyone or social standard. I will step out of life with optimism, courage, understanding my values and to be persevering in pursuit of the path I have chosen. At that time, I’m not to need appreciation or recognition of anyone, I have understood that: "I am the happiest person in the world." (Anh Thu, journal 2)

Mrs. Mallard, a Western lady in the short story, became a typical Vietnamese married woman who accepted to be inferior to her husband, to live a boring and unhappy family life, and to serve the husband who seemed to see her as no less than a servant. That woman did not dare to live her true life because of the invisible fear of the society and its rituals. In this journal, Anh Thu analysed the controversies within the lady herself and could help to understand more about the complication in her psychology. The student succeeded in reconstructing Mrs. Mallard from an Eastern view. To be able to create a soloquil as required in the journal, the student must have understood the character and her psychology well. Moreover, the student knew how to integrate her cultural observations into the analysis of the character’s mixed feelings. In the journal, the student made certain statements which might imply what she / women need to do in life (e.g., No one will be able to decide what my happiness is, and I will have my own way. And this choice will be determined by my heart, from my own dream, not by anyone or social standard. I will step out of life with optimism, courage, understanding my values and to be persevering in pursuit of the path I have chosen). This is categorised as creating – the world form of critical thinking and will be analysed further in the next section.

In another journal entry, the students were asked to imagine the life of Rip – the main character in Rip Van Winkle – after he woke up from a 20-year sleep. This task required the students to exercise all the cognitive levels in Anderson and Krathwohl’s (2001) framework as they needed to recall, retrieve, synthesise, and evaluate Rip’s personalities, his relationship with family members and neighbours, and the social, cultural and political context of the story so as to create an ending of the story. The students demonstrated that they applied all in this task. Quy Tran, for example, invented two new characters, Little Wolf and the woman, to be Rip’s friends in his new life.

Even though now Rip is recognised by many people in the village, he still feels lonely and isolated…

One day as usual, he was sitting alone under the tree, he heard a bark just like the one of Wolf. He looked around to find out where that sound came from. Out of the blue, a dog jumped over and happily licked him just like they knew each other. “Is this Wolf?” – Rip wondered. “But he died already”. Many questions appeared in his head, but he decided to play with the dog, considering it like a beautiful dream. Suddenly, a woman came over and called the dog Little Wolf, the dog quickly ran back to the woman. She looked really graceful and gentle. She smiled but Rip was sure that she had been going though lots of grieves and sorrows through her sad eyes.

Is this your dog?

Is he sweet?

Absolutely. He’s just like my dog 20 years ago – Wolf.

Oh, such a coincidence. His father’s name is Wolf so I named him Little Wolf.

The talk kept going. They sat under the tree and told each other their own stories. It turned out that her husband had died in the war. So to her, liberty is joy, but an ultimate grieve also because never in her life could she meet her dear man. She lost him forever. In order to earn the independence for the US, there are a lot of people sacrificing their precious lives, their families and their happiness. After having heard the bad news from her husband’s friends, she tied her herself in the house. She did not want to talk to anyone or hear anyone consoling her because she knew that one would understand her pain. She felt that the whole world turned dark without him. She hardly smiled for a long time. Thankfully, a neighbor gave her a little dog and it was Little Wolf that dragged her outside, feeling the sunlight again.

Rip saw him in her story. He understood that independence, liberty and unity to a nation are obviously precious. However, losing 20 years of youth or happiness with the ones that we love are irretrievable sacrifice.

They went on talking until sunset. Little Wolf jumped around, catching butterflies.

Day after day, they became soul mates. Every day, they met each other under the tree in the wood, talked about their memories, their old lives, and their new stories. They also went fishing and taking care of flowers.

Sometimes, living in a very strange place, we just need a soul mate that is ready to listen to our stories and understand us. The following days would not be gloomy anymore.

Tran showed her creativity in introducing the Little Wolf and the woman to the story. The creation of these two characters was based on the student’s understanding of the story. The Little Wolf was seen as the replacement of the Wolf that Rip lost during his long sleep. Tran also created the image of a woman who suffered losses. According to Tran (interview, June 15), she made up this female character to help Rip have a friend who had similar situation with him. Moreover, the student linked the story to the socio-political context of America during the revolutionary war. She seemed to refer the woman’s losses to those of many American people during this historic period. In the interview, Tran confirmed this point. She said

From what the teacher lectured in class, I understand that any revolutionary war caused loss to both sides. From that understanding, I built up the female character that suffered losses like Rip. When these two people met each other, they might share their feelings from their own losses.” (Quy Tran, interview, June 15).

It can be seen that the student regenerated knowledge she had learnt in class to create new knowledge reflected in the journal. The student used the historical events implied in the story, analysed and evaluated them so as to introduce imaginary hypothesis in her writing. She confessed that she had to live the character’s life for some time to understand the character’s personality and living condition (Quy Tran, interview).

#### Creating – self: what action they may take

Creating–self form of critical thinking is defined in this study as the statement/voicing of what a person/student should do. This is like what each person realises what is important to his/her own life and what s/he should do to improve it. In various journals, there are a number of examples of this form of critical thinking.

Quy Tran, in the following extract, asserted her own action out of the sad story of her family situation.

There is a saying that I love: “Every heart has a story to tell”. My mother passed away when I was seven. I also have my little sister to take care of. We did try to be more mature and independent than our peers, but life was not easy for us. We had to endure lots of fighting and quarrel between our father and stepmother. All we could do is trying to study, to become our own support. (Quy Tran – journal 2)

It seems that Quy Tran determined herself to focus on her study so as to be successful and thereby be able to be her own supporter. This is like her action plan and the guiding light of her life. In another journal, Ngoc Anh wrote about what she needed to do in her life so as not to feel regretful when she dies: with her family, her lover, and herself.

If I happened to die tomorrow, I would change nothing. I would live my life that day as I do every day. Firstly, I would spend the rest of my day, seeing my family members and spending time with family. I would tell my parents and siblings that I love them. And I would make a homemade meal for my loved ones…The second, I would go all somewhere I like and do what I enjoy.... Next, I would take good care of myself than before. I would eat a healthier diet…In addition, I would want someone know how much he means to me. I would always be on time for any important appointment, I would not say something that would hurt his feelings. If having chance, I could still learn from my own mistakes, just do it more efficiently. I would pass every single test at school and never make mistakes. Moreover, my time have limited so I would not waste living time of mine.

And most important that I would want have the courage to follow my heat and intuition. I would pursue my passion (Ngoc Anh, Journal 1).

Although this is just writing about a hypothetical/imaginary situation (you die tomorrow), but the student had an opportunity to think about herself, and about what she needs to do for a better life. The following thoughts by Nhat Don can illustrate the positive influence of this reflective activity.

Although that situation is not real, thinking about it can help me more flexible in dealing with similar situation in the future. For example, when I wrote about YOLO, I think that helps me love more happily and with more objective attitude every day. I thought about the people with cancer, those who value the present life, and thought I needed to tell people about ways to live a healthy life. I think I need to do something big to help other people (Nhat Don, interview June 15).

From Nhat Don’s thoughts, it is expected that thoughts and actions do not have a long distance.

#### Creating – world: what action people (the world) should take

Creating-world form of critical thinking is different from creating-self one in terms of domain of criticality. The students voice their opinions on what action people / the world should take. This is like the messages that the students want to send to readers.

In the journal about Mrs. Mallard’s soloquil, the students made statements implying what women should do in life (e.g., “No one will be able to decide what my happiness is, and I will have my own way. And this choice will be determined by my heart, from my own dream, not any by anyone or social standard. I will step out of life with optimism, courage, understanding my values and to be persevering in pursuit of the path I have chosen”). This is an evidence for creating-world form of critical thinking.

It can be found from the students’ journals the statements about human courage to pursue dreams (Quy Tran) or to face difficulties and challenges in life (Ngoc Anh).

We indeed need to be brave enough to do whatever we dream of because we only live once. But meanwhile, we also need to bear in mind that when something has gone, do not regret, learn to accept and prepare for new things because we may have one life to live, but we have still many chances to start all over again. (Quy Tran – journal 2)

Be brave on your chosen path and do not look back. Besides, when you feel like you want to get back or figuring out what will happen if you choose another path, think about why you decided to take this path from the beginning. You should remember that you have the chance to choose the path for yourself is how lucky you were then. So that you don’t have to regret what you have decided, be brave to receive the challenge and opportunity. (Ngoc Anh – journal 1)

## Students’ attitudes towards the reflection journal writing activity and its role to the opportunities to develop critical thinking

### Students’ attitudes towards the reflection journal writing activity

All the interviewed students appreciated the reflection journal writing activity. The students stressed the importance of one’s own reflections in a Literature class. They stated that this activity helped them express their own opinions and their reflections on the literary works, which they had not done much in the class time or in quizzes.

Deeper and more insightful understanding of the literary works and their characters is another benefit of writing reflection journals. Student Don, for example, said, “I like this activity because it helps me understand the literary works more.”

We love this task as we were asked to use our imagination and creativity, but not theories, imitations or samples. We can use our experience and knowledge that we have accumulated regarding the cultures and lives around us, thereby can sort out cultural differences of the language that we are studying (Nhat Don, interview June 15).

### Reflective journal writing and critical thinking

The students were aware of the opportunities to develop high cognitive levels such as analysing and evaluating through reflective journal writing. The students mentioned that they could see things from their both sides, could develop their imagination, prediction, evaluation and creativity. They appreciated the opportunities to learn how to express their own thoughts and opinions; develop the skills of analysing and explaining a problem; apply issues to own life; link to the reality; or share similar thoughts with the authors (H’Xe, Ngoc Thuy).

Especially, the students emphasised the opportunities to reflect on their own lives. Nhat Don, for example, said, “It’s hard to say if I can develop my critical thinking through just some reflective journals. However, I see that I could reflect on my life, evaluating what I am satisfied, what I still feel regretful.” Similarly, Thu Hien analysed the possibilities of critical thinking development from her reflection process “Critical thinking is developed by reviewing the characters’ lives and thinking about the characters from their own perspectives or conditions to understand them better or to see how I may react or behave if I were in their situations.” When supposing they were in somebody else’s perspectives, the students would have opportunities to think about their own lives. Nhat Don, for example clarified this point further “When you imagine you were in somebody’s situation, you will think about your reactions or behaviours by reflecting on yourself, on the social context where you are living, and assessing whether your behaviours are appropriate or not.”

# DISCUSSION

The findings from this study can help form certain arguments regarding (i), the forms of critical thinking in EFL Literature classes, (ii), the Vietnamese EFL students’ critical thinking, and (iii), reflective journal writing and opportunities for critical thinking development.

## Forms of critical thinking in American-British literature classes for EFL Students

In this study, the students’ critical thinking was analysed according to the cognitive levels (Anderson & Krathwohl, 2001) and criticality domains (Barnett 2015). During the data analysis process, we categorised two forms of critical thinking: analysing-evaluating and creating across the three domains: knowledge, self and world. The lower levels in Anderson and Krathwohl’s (2001) framework were not presented because when the students exercised analysis and evaluation, they integrated lower thinking levels such as knowing, understanding and applying. The creating level was separated since at this level the students created a new piece of knowledge (the ending of a story, the soloquil of a woman, or a new title of a poem). When thinking at this highest level, the students included lower thinking levels as asserted by Bloom (1956). For example, when writing the ending of Rip Van Winkle story, Quy Tran created two new characters, namely a little wolf and a woman, to make friends with Rip – the main character. To be able to have such a creation, she must have understood Rip’s personality and the relationship between this character and others in the story; she must have analysed and evaluated Rip’s psychology and the social context of the United States of America at the time indicated in the story. Without such understanding, analysis and evaluation, the student could not create the ending of the story, predicting and describing Rip’s new life after a 20-year long sleep. The findings of this study confirmed Bloom’s (1956) observation that it is hard to have a clear division among the cognitive levels. Therefore, the categorisation of the critical levels in this study is of relative nature.

Similarly, in criticality domains, there is an overlapping among domains of knowledge, self and world. This observation is supported by the evidence from the students’ journals. For example, when the student wrote the soloquil of Mrs. Mallard, the students combined the analysis and evaluation of the character (knowledge domain) and their own experience as a woman or that of Vietnamese women living around them (self and world domains) so as to get an insightful understanding of Mrs. Mallard psychology and then to create a soloquil of this character within one hour after her husband’s death.

It can be seen that the framework of critical thinking used in this study helps to identify different levels of cognitive involvement (knowing, understanding, applying, analysing, evaluating and creating), and to differentiate criticality domains (knowledge, self and world). This framework has proved its suitability in understanding different forms of critical thinking in a Literature class, where students can “foster students’ critical abilities through their evaluation of the social, cultural, and historical events which forms the background to a particular short story, a novel or a poem” (Lazer, p.16). The findings of this research support Thunnithet’s (2011, p. 58) argument that the achievement of critical thinking is together with the achievement of knowledge and students can enhance their critical self-reflection from what they have learnt in literary work. According to Thunnithet, the knowledge and self –reflection are the useful factors to help students be able to perform critical action (Barnett, 2015) in different ways such as problem-solving, practical decision-making and so on. Sharings from one student about the impact of *You only live once* campaign on her attitudes towards people with cancer and her wish to popularise healthy lifestyle are the evidence of her critical thinking at the highest level: creating – world.

I thought about the people with cancer, those who value the present life, and thought I needed to tell people about ways to live a healthy life. I think I need to do something big to help other people (Nhat Don, interview June 15).

It can be implied from this study that critical thinking in Literature classes reflects Barnett’s (1997) viewpoint of criticality: “Critical persons are just more than critical thinkers. They are able critically to engage with the world and with themselves as well as with knowledge” (p.1).

## The Vietnamese students’ critical thinking in American-British literature classes

The analysis of the students’ reflective journals proved that the students demonstrated their critical thinking by being able to analyse, evaluate and create not only literary knowledge but also themselves and the world.

In this study, the students had opportunities to think critically at the highest level: creating – world, taking action to make changes, although this form of critical thinking was expressed via the students’ writings, but was not verified by their actual actions due to the limitation of this study. However, by writing up their thoughts, the students can “raise awareness of the need to be conscious of and, in some ways, to address oppressive practices in various shapes and at various levels of operation” (Johnston et al., 2011, p. 38). Johnston et al. (2011) mentioned the possibility or necessity of this critical thinking form at undergraduate level “It is unrealistic, in most cases, to expect undergraduate students to function at that level … Educationists can only aim to facilitate students’ progress somewhat along the critical developmental path” (p. 70).

There might be some concerns about the influence of the teachers’ lectures or peers’ contributions in class on the students’ critical thinking indicated in their reflective journals. In this study, the reflective writing task was assigned as homework. After studying one literary work, the teacher assigned the journal questions and the students would hand in their journals one week after that. All of the questions required the students to relate to their own lives and the world around them; hence, the students couldn’t just reproduce what they had heard in class. On the contrary, the knowledge that they had gained in class served as the basis for their reasoning, analysis and evaluation. Some students stated that they had to live with the character for a long time before writing (Thu Hiền) or one student shared “From the teacher’s lecture in class, I understood that all revolutionary wars caused losses to both sides. Therefore, I created the character of a woman who lost her husband to be Rip’s friend. I thought these two people could share their losses together” (Quý Trân). It can be inferred from the students’ sharings that what the students learnt in class from the teachers and friends was the foundation for them to think at a higher level and in other domains beside that of knowledge. This is seen as one of the resources for critical thinking development according to Bailin et al.’s (1999) viewpoint. This point will be discussed further in section 5.3.

## Reflective journal writing and opportunities for critical thinking development

Writing is considered to help develop critical thinking as "writing is both a process of doing critical thinking and a product communicating the results of critical thinking" (Bean, 2011, p. 32). For reflective journal writing, the findings from this study show that this activity did offer opportunities for the students to display their critical thinking. All the reflective journals in this study required the students to do self-reflection based on their own awareness and personal experience. The analysis of the collected journals shows that the students knew how to link the literary works to their own lives, using their own knowledge and experience to analyse the stories or poems or even to create the new knowledge. For example, Quy Tran explained the reasons why she created Rip’s friend in a new life in a new place in the ending of Rip Van Winkle story.

In fact, I felt sympathetic with the character in this short story. It was originated from my own experience of living far away from home. I felt lonely some time when I went abroad to study. (Quy Tran, interview)

Obviously, the student integrated his or her own experiences in creating new character of the story.

The students were aware of the role of reflective journal writing.

I think this activity helps students to make judgments and evaluations over a problem by reasoning and seeing a problem from its two sides. In addition, this activity helps us develop our imagination, our ability to predict and evaluate things, and our creativity. (Diệu Linh, interview)

Given the important role of reflective journal writing to the opportunities to develop students’ critical thinking, it is necessary to highlight the significance of the guided questions for the reflective journals. From our viewpoint, the questions encouraged the students’ critical thinking as argued previously. Some researchers, for example, Bailin et al. (1999), Barnett (1997), Johnston et al. (2011) emphasised the importance of resources for developing students’ critical thinking such as background knowledge, teaching methodologies, institutions’ assistance, etc. In this study, the teachers’ assigned questions for the reflective journals seemed to promote the students’ display of critical thinking. This resonates with Barnett’s (1997, p. 114-5) statement that “students need appropriate cognitive, personal and practical space and guidance in order to develop as critical beings across the three domains (knowledge, self and world)”. From this research, we hope to conduct further studies on the influence of tasks / questions assigned by teachers on the students’ expression of critical thinking.

# IMPLICATIONS AND CONCLUSION

From the research findings, the following implications can be made:

1. Reflective journal writing activity can be widely used in EFL content classes in general and in British-American literature classes in particular to promote students’ critical thinking. This study shows that the students had opportunities to demonstrate their critical thinking via their reflective journals and the students appreciated those opportunities. The study also demonstrates that American – British literature classes are suitable contexts for critical thinking development by analysing the literary works, linking them to the students’ own lives and the worlds around them.

2. The critical thinking framework which combines Anderson and Krathwohl’s (2001) cognitive levels and Barnett’s (2015) criticality domains can be used as a reference tool to develop and assess critical thinking or to design teaching contents with the integration of critical thinking. Critical thinking in itself is an abstract concept and the application of the critical thinking framework in this empirical study helped verify its suitability to real teaching and learning practices in a specific context. The study’s findings prove the suitability and feasibility of this framework in assessing the students’ critical thinking.

This study explored students’ critical thinking expressed in reflective journals in some EFL British-American literature classes in Vietnam. The study helps shape the forms of critical thinking in an EFL literature class which progress through Anderson and Krathwohl’s (2001) cognitive levels and Barnett’s (2015) domains of criticality. In addition, the study also helps reveal the Vietnamese students’ critical thinking, whose evidence has been still little in the literature. It is found that the Vietnamese EFL students display elements of critical thinking in their reflective journals. This study also offers evidence for the role of reflective journals in encouraging the students to display their critical thinking.

REFERENCES

Ahn, S.-Y. (2015). Criticality for global citizenship in Korean English immersion camps. *Language and Intercultural Communication, 15*(4), 533-549.

Alagozlu, N. (2007). Critical thinking and voice in EFL writing. *Asian EFL Journal, 9*(3), 118-136.

Allan, G. (2003). The effect of undergraduate student involvement on critical thinking: A meta-analysis of the Literature. *Jounal of College Student Development, 44*(6).

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete Edition ed.). New York: Addison Wesley Longman.

Asraf, R. M., Ahmed, S., & Eng, T. K. (2018). Using focused freewriting to stimulate ideas and foster crtical thinking during prewriting. *TESOL International Journal, 11*(4), 67-79.

Badger, J. (2019). A case study of Chinese students and IEP faculty perceptions of a creativity and critical thinking course. *Higher Education Studies, 9*(3), 34-44.

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies, 31*(3), 285-302.

Barnett, R. (1997). *Higher Education: A Critical Business*. London: SRHE and Open University Press.

Barnett, R. (2015). A Curriculum for Critical Being. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 63-76): Springer.

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. Wiley: Hoboken, N.J.

Binh, N. T. T. (2017). Integrating critical thinking in EFL classes: current practices and prospects. *Journal of Inquiry into Languages and Cultures, 2*(2).

Bloom, B. S. (1956). *Taxonomy of educational objectives. Vol. 1: Cognitive domain*: New York: McKay.

Bobkina, J., & Stefanova, S. (2016). Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills. *Studies in Second Language Learning and Teaching, 6*(4).

Bobkina, J., & Stefanova, S. (2017). The effectiveness of teaching critical thinking skills through Literature in EFL context: A case study in Spain. *International Journal of Applied Linguistics and English Literature, 6*(6).

Boud, D. (2001). Using journal writing to enhance reflective practice. *New Direction for Adult and Continuing Education, 90*.

Boud, D., & Walker, D. (1998). Promoting reflection in professional courses: the challenge of context. *Sudies in Higher Education, 23*.

Brookfield, S. D. (2011). *Teaching for critical thinking: tools and techniques to help students question their assumptions*. CA: Jossey-Bass.

Brumfit, C., Myles, F., Mitchell, R., Johnston, B., & Ford, P. (2005). Language study in higher education and the development of criticality. *International Journal of Applied Linguistics, 15*(2), 145 - 168.

Bryman, A. (2001). *Social science research methods*. Oxford: Oxford University Press.

Carter, R., & Long, M. (1991). Teaching Literature. *ELT Journal, 37*(1).

Daud, N. M., & Hustin, Z. (2004). Developing critical thinking skills in computer-aided extended reading classes. *British Journal of Educational Technology, 35*(4), 477-487.

Dumteeb, N. (2009). *Teachers' questioning techniques and students' critical thinking skills: English language classroom in the Thai context.* (Doctor of Education), Oklahoma State Univerisity, The U.S. (3372164)

Fahim, M., & Sa' eepour, M. (2011). The impact of teaching critical thinking skills on reading comprehension of Iranian EFL learners. *Journal of Language Teaching and Research, 2*(4), 867-874.

Hill, J. (1986). *Using Literature in Language teaching* Essential language teaching series,

Houghton, S., & Yamada, E. (2012). *Developing criticality in practice through foreign language education*: Peter Lang Frankfurt Am Mein, Germany.

Jantrasakul, P. (2012). Utilizing critical thinking-based EFL lessons: A means to improve language skills and encourage student engagement in Thai EFL classes. *Journal of Education and Practice, 3*(6), 22-32.

Johnston, B., Ford, P., Myles, F., & Mitchell, R. (2011). *Developing Student Criticality in Higher Education: Undergraduate Learning in the Arts and Social Sciences*: Continuum International Publishing Group.

Kabilan, M. K. (2000). Creative and critical thinking in language classrooms. *The Internet TESL Journal, 6*(6).

Langer, J. (1997). Literacy acquisition through literature. *Journal of Adolescent and Adult literacy, 40*.

Lazere, D. (1987). Critical thinking in College English studies. https://doi.org/10.1007/978-981-10-7784-5\_3

Lin, Y. (2018). *Developing Critical Thinking in EFL Classes: An Infusion Approach.* Singapore: Springer.

Luk, J., & Lin, A. (2014). Voices Without Words: Doing Critical Literate Talk in English as a Second Language. *TESOL Quarterly, 49*(1), 67-91.

Madondo, N. M. (2012). *Teaching literature for critical thinking in a secondary school.* (Master of Education), University of KwaZulu-Natal. Retrieved from <http://researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/9566/Madondo_Nkosinathi_E_2012.pdf?sequence=1>

Mok, J. (2010). The new role of English language teachers: developing students' critical thinking in Hong Kong secondary school classroms. *Asian EFL Journal, 12*(2), 262-287.

Oster, J. (1989). Seeing with different eyes: Another view of Literature in the ESL class. *TESOL Quarterly, 23*(1).

Paul, R., & Elder, L. (2002). Critical thinking: teaching students how to study and learn (Part I). *Journal of Developmental Education, 26*(1), 36-37.

Paul, R., & Elder, L. (2008). Critical thinking: The art of Socratic questioning, Part III. *Journal of Developmental Education, 31*(3), 34-35.

Petek, E., & Bedir, H. (2018). An Adaptable Teacher Education Framework for Critical Thinking in Language Teaching. *Thinking Skills and Creativity, 28*, 56-72. Retrieved from <https://doi.org/10.1016/j.tsc.2018.02.008.>

Rubenfeld, M. G., & Scheffer, B. K. (2014). *Critical thinking TACTICS for Nurses*  Retrieved from https://books.google.com.vn/books?hl=en&lr=&id=FfJHAwAAQBAJ&oi=fnd&pg=PR1&dq=Critical+Thinking:+Theory+and+Applications+Rubenfeld+M.+G.,+and+Scheffer+B.&ots=wCOP2miIbr&sig=CNMTjlqvgovrBNKquGvXTJVw5wk&redir\_esc=y#v=onepage&q&f=false

Shen, P., & Yodkhumlue, B. (2012). A case study of teachers' questioning and students' critical thinking in college EFL reading classroom. *International Journal of English Linguistics, 2*(1), 199-206.

Sung, K. (2012). Critical practices in Asia: A project of possibilities in the era of World Englishes. In K. Sung & R. Pederson (Eds.), *Critical ELT Practices in Asia*: Sense Publishers.

Thunnithet, P. (2011). *Approaches to criticality development in English literature education: a second language case study in a Thai university.* (Doctor of Philosophy), University of Southampton.

Tsui, L. (2001). Faculty attitudes and the development of students' critical thinking. *The Journal of General Education, 50*(1), 1-28.

Yamada, E. (2010). Reflection to the Development of Criticality: An Empirical Study of Beginners' Japanese Language Courses as a British University. *Intercultural Communication Studies, 19*(2), 253.

Yuan, R., & Stapleton, P. (2019). Student teachers’ perceptions of critical thinking and its teaching. *ELT Journal*. <doi:https://doi.org/10.1093/elt/ccz044>

This work was supported by University of Foreign Languages through its annual research fund [Grant number:T2018-189-GD-NN, 2018].