

TEACHER'S CRITICAL THINKING ABILITY AND EFL LEARNERS' DISCOURSE COMPETENCE, ANY INTERACTION?

Neda Rousta

Islamic Azad University, Kish International Branch

Farzaneh Haratyan

*Islamic Azad University, Science and Research Branch
haratyan@gmail.com*

Zahra MofazaliFard

³*Islamic Azad University, Science and Research Branch
z.mofazali@gmail.com*

ABSTRACT

In the process of learning, one of the initial aims of education is to foster important skills such as critical thinking (CT) to achieve a reasonable understanding. Studies have shown that critical thinking ability is emphasized in English as a foreign language (EFL) learners' education. In doing so, the crux of the matter of this study was to explore interaction between teacher's critical thinking ability and EFL learners' discourse competence. For this purpose, two questionnaires for measuring teacher's critical thinking ability (CTQ) and discourse competence (DCQ) were respectively given to 30 EFL teachers and 120 learners. To fulfill the objective of the study, independent samples t-test and Spearman correlation co-efficient were applied to study any significant relationship between the variables. Results revealed that there was significant correlation between the ability of teacher's critical thinking and EFL learners' discourse competence. This study can be utilized with other language skills such as listening and writing proficiencies. The results and findings of this study could be beneficial for the teachers, learners, and material designers in EFL context and contribute to the wider range of studies in this realm.

KEYWORDS: Critical Thinking, Discourse Competence, EFL Learners, Education, Teacher

INTRODUCTION

People need to consider new ways of problems solving with the new methods of knowledge and technology, they need to connect the new knowledge to their background information, and apply their achieved information in new positions. In the world today, a critical thinker inquiries relevant questions, collect data, and can reach to the proper results. Critical thinking plays an essential role in the construction of basic principles and concepts of learning. Education and learning have undergone dramatic changes for the plenty of information in the last decades.

As many have noted, critical thinking concepts are significant in the process of learning, whereby those concepts or principles are implemented effectively throughout the learning process. Some researchers have carried out some inquiries about critical thinking, and also how this ability in education has upgraded or even indicated its shortcomings. For example, Zivkovic (2016) expressed that, it is needed to prepare students to be creative, and to think critically and analytically in order to be able to solve real world problems.

Critical thinking has been couched in different terms in education. Terms are expressed by some important skills. These skills will help teachers to understand reliability and validity the sources of information. The central point of critical thinking is to focus on deciding what to do or what to believe in.

Some researchers have carried out some investigations in the field of critical thinking. For instance, Dewey (1910) quoted that “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conditions to which it tends” (p. 6). Critical thinking (CT) practice can result in productive, ethical, satisfying, successful, and fulfilling life (Ellis, 2003).

Huang et al. (Huang, Lindell, Jaffe, & Sullivan, 2016) defined it “as the ability to apply higher cognitive skills like analysis, synthesis, and reflection in deliberate or inadvertent actions”. John Dewey (1933) alluded to critical thinking as reflective thinking; and recommended that it would be one of the points of education. Moore (2004) stated that critical thinking is more than simply “a loose category in diverse modes of thought”.

Facione (2011) mentioned that critical thinking is one of the main objectives of the contemporary curricula. According to Cottrell (2011), Reasoning is the integral part of critical thinking process. He added that, people start reasoning which include: having reasons for what we believe and do, assessing our beliefs and actions critically and having ability to present the reasons of our beliefs and actions to others.

This multiplicity of meanings was thought to have important implications for university teaching and learning. In spite of various views, most scholars seemed to agree that critical thinking is about using thinking ability. It is also thought to embody the dispositions or formed habits. “Critical Thinking involves recognizing and researching assumption that undergird thoughts and actions” (S. D. Brookfield, 1991; p. 17). Paul (2012) defined that developing critical thinking ability is essential in all education setting. Therefore, critical thinking can be considered as an open-minded process of finding out, understanding and analysis of higher-orders thinking skills. Regarding the importance of critical thinking in the routine life of each person, it is needed to find whether there is any relationship between teacher’s critical thinking ability and EFL learners discourse competence which is regarded as a significant part of this study.

Communication depends on realizing the meaning of the words, but distinguishes what speakers mean. Discourse competence should be an aim for all those who want to teach English as a second language. Learners need to have the knowledge of invisible meaning. According to Yule

(2010), discourse competence is defined as “language beyond the sentence”. Discourse competence is one of the essential components of communicative competence, and it consists of conventional rules of language which are manifested in the production and interpretation of utterances.

In particular, it helps the speakers analyze the conditions that make the utterances acceptable in some situations. To arrive at the telling our messages, people rely on what they know about the form and structure of the language. Yet there are so many forms of how to communicate for EFL learners, these forms are based on the function of language rather than correct grammatical structure. Levinson (1983) said that discourse competence (DC) deals with the study of relationship holding between linguistic forms and the human beings who use these forms. All negotiation of speech acts is related to the context, whatever we have done or thought.

As it was mentioned above, discourse competence involves a science which considers between the utterance and the utterer. Thus, discourse competence is concerned with listener and speaker who attempt to convey their idea to one another. Therefore, it is assumed that communication can be successful between the speaker and the hearer.

The analysis of discourse competence can be based on communicative competence. H.G. Widdowson (1989) described communicative competence as the matter of adaptation and knowing formulaic languages refer to the rules which are regulative and integrated. It is a sort of tool to use for communication. By applying discourse competence, the learner will be able to communicate more fluently, and accurately.

Significance of CT in Education

Critical thinking remained exceptionally valued in all fields of study. Social orders for the most part, yet particularly those in the West, would like their instructive organizations to create people with critical thinking capacities. Most instructors saw critical thinking as an essential point of training. In higher education, teachers attempt to apply the new methods of teaching in the classroom. Currently, these methods refer to the use of different devices. According to Dewey (1910), learning should involve reflective thought. Reflective thought might be related to any human activity, behavior, and belief which arises from psychological areas.

Beliefs might be derived from some personal experience, and technical viewpoint, (p.6). Dewey (1910) mentioned that the element of reflective thinking as: “i) a state of perplexity, hesitation, doubt, ii) an act of search or investigation directed toward brings to light future facts which serve to corroborate or to nullify the suggested belief” (p.9). Instructive practices are tied to higher-order learning to become a critical thinker. Previous studies have identified control, critical, reflection, and responsibility as three important dimensions of self-direction, (S. Brookfield, 1985; Candy, 1991; Garrison, 1993; Mezirow, 1985). Dewey’s collaborative constructive approach to education and learning through reflective thought is discernible in his view that the individual and society cannot exist separately, that learning takes place in both our social, and personal world (Dewey, 1933).

Nonetheless, an examination of parts of critical thinking in language learning began sooner than that, in the late 1970s when the open methodology was acquainted with the field of English language teaching. Critical thinking in the ELT literature may have emerged, at any rate incompletely, from the way that there were presently extensive quantities of universal understudies examining in English talking nations. With more linguistic and rhetorical convention to consider, the utilization of EFL learner to convey can be extremely trying for students. English instructors frequently hear international students complained that they comprehended what to say yet can't place it into English. Although pupils may have a wide knowledge of vocabulary, and a vast amount of information in different fields, they might not be able to apply in a sentence. To discriminate critical thinking in EFL learner might oblige that one modifies one's methods for saying things. In short, it required both lexicon-syntactic skill and socio-psychological ability.

CT in EFL

Critical thinking has been couched in different field of education. However, it seems to be overwhelming consensus that critical thinking has a role to play. In particular, the function of language is seen to be more influential creating the conception of critical thinking. Thus, what critical thinking might be needed to develop the role of language is to determine discourse analysis as the subject matter. Devin et al. (Devin, Ghahramanlou, Fooladian, & Zohoorian, 2012) in their study titled as "Critical Thinking: Frameworks and Models for Teaching", made an effort to represent a comprehensive model of CT for educators drawn on the contemporary literature in order to indicate a uniform delineation of the construct and to offer a comprehensive model of CT for the intention of boosting learners' capability of CT possible.

Learners usually feel that classes are too separated from the real world. Therefore, the question of how to help learners acquire effectively the technical, and subject-specific knowledge of critical thinking again is remained. Birjandi and Rezaei (2010) expressed that "there is relationship between Iranian EFL teachers' critical thinking ability and their Professional Success". Birjajandi and Rezaei (2010) aimed at substantiating the relationship between EFL teachers' critical thinking ability and their student-evaluated professional success. Teachers often perceived that critical thinking skills needed to be taught; however, research has shown that they may not know how to do this effectively. Therefore, critical thinking as an important part of education should be taken into consideration. Barnett (2015) argued that critical thinking is not just a way of thinking: it is a way of being and acting. Luke (2004) explained:

"we can think of the critical thinking, then, in at least two ways as an intellectual, deconstructive, textual, and cognitive analysis task and as a form of embodied political anger, alienation, and alterity". (p.26)

To answer the pertinent question about "how to teach these abilities to the learners?" significantly, critical thinking can be inculcated in the process of learning at any phases of education from primary school to the higher position. Gibbs (2013) reported that the most attempts to each learning skills out of context have met with very little success. Learning of content will happen when a learner fabricates in his/her mind the basic concepts, and then

attempts to use these concepts. Floyd (2011) examined how critical thinking in a second language can be affect performance specially in a critical thinking tests. Some researchers (Floyd, 2011; Lun, Fischer, & Ward, 2010; Paton 2005) claimed that some of the shortcomings in critical thinking ability manifested by international learners can be attributed to their having to us and EFL learners in which they may not be as proficient compared to their native counterparts. Besides, the core concepts critical thinking is fixed in the content of each theme.

Critical thinking belongs to the higher level of understanding. The most important part of education is “what needs to be taught, but first and foremost who should teach it”. Finally, when students receive knowledge based on the fact that they learn “how to think”, and “what to think”, they can apply these abilities to solve their problems. Therefore, all negotiation of speech acts relates to the context, which means, all speech acts should occur across a wide range of texts in different forms in order to communicate.

Teachers' CT

Critical thinking skills, that is to say higher-order thinking skills applied for teaching students to make better logical decision, and so forth. Thought is intertwined with the domain of knowledge, and without background knowledge, people are not able to achieve their goals. Alhasan Allamnakhrah (2013) examined students' perception of learning critical thinking in secondary pre-service teacher education programs in Saudi Arabia. The initial aim was to compare the effects of problem-based learning and traditional teaching methods on the critical thinking dispositions and perceptions of problem-solving ability of pre-service teachers, when implemented in the process of teaching.

When the ability to think critically is an important purpose of education, teachers attempt to teach students to think critically by developing their curriculums. Nonetheless, these curriculums do encourage students better understand what can be thought. Unfortunately, people engage in this ability (CT) without any training. Willingham (2008) stated that the ability of critical thinking should be taught in the context of subject matter. The question is what kind of pedagogical can be effective to develop critical thinking ability? Teachers should acquire advanced subject-matters for teaching this ability, then they might help learners to identify the problem which may manifest in the process of education. Actually, critical thinking ability should take into account by the teachers to establish a link between students and their ability in the classroom. Finally, when students receive knowledge based on the fact that they learn “how to think”, and “what to think”, they can apply these abilities to solve their problems.

RESEARCH QUESTION

In order to fulfill the purpose of this study the following research questions is proposed as is follows.

Is there any interaction between the teachers' critical thinking ability and EFL learners' discourse competence?

METHODOLOGY

Participants

In this research, to provide a reasonable and data-based answer to research questions, 30 EFL learners and 120 EFL learners studying at IAU, Kish and Tehran branches participated. All the participants would be homogenized by TOEFL. After administration of the TOEFL, those learners whose score fall within -1 SD and +1 SD of the mean score were selected as the main participants of the study.

Instrumentation

For the purpose of this study and in order to investigate the hypotheses, one Oxford Placement Test (OPT), and one questionnaire for teacher's critical thinking ability was designed, and also one questionnaire for EFL learners discourse competence was implemented to determine the level of their proficiency. The instruments were explained as follow: Oxford placement test (OPT), Critical thinking questionnaire (CTQ), discourse competence test (DCT).

The oxford placement test (OPT) consisted of 60 multiple-choice items and quickly measured at the level of the student's general language ability so the researcher could place him or her into the appropriate level class for a language course. Oxford placement test (OPT) was given to 147 participants to select homogeneity upper intermediate ones.

The reliability index for the oxford placement test (OPT) was assessed in a pilot study with 30 upper intermediate EFL learners who shared the same features with the main sample of the current study and it turned out to be 0.91 using KR-21 method which is an acceptable value of reliability. In Table 1: the content validity of the oxford placement test (OPT) was accredited by three experienced EFL teachers.

Table 1: Results of Reliability for OPT

No. of items	Reliability Method	Reliability Index
60	KR-21	0.90

Besides, as represented in Table 1, the reliability of the critical thinking questionnaire (CTQ) was assessed 0.90 via KR-21 in the pilot phase of the study done on 30 upper intermediate EFL learners who shared the same characteristics with the main population of the study.

Teachers' critical thinking ability questionnaire

The second instrument in this study was Peter Honey's (2005) critical thinking questionnaire. This instrument was applied to investigate the mentioned English teachers' critical thinking abilities (CTA). It contained 30 multiple choice items exploring what a person might or might not do when critically thinking about a subject. Critical thinking questionnaire includes 5-point continuum ranging from 1 'Never' to 5 'Always'.

Table 2: Results of Reliability for Critical Thinking Questionnaire

No. of items	Reliability Method	Reliability Index
30	Cronbach's Alpha	0.81

In addition, three experts in TEFL approved the face and content validity of the critical thinking questionnaire (CTQ). As appeared in Table 2, the Cronbach's Alpha reliability of the critical thinking questionnaire (CTQ) was assessed 0.81 in the pilot study.

Discourse competence test (DCT)

A multiple choice discourse completion test (DCT) developed by Birjandi and Rezaei (2010), measured learners' discourse competence and checked their use of speech acts. Twenty situations were explained and learners' use of speech acts and type of discourse reflect their discourse competence. Three knowledgeable EFL university teachers accepted the face and content validity of the discourse competence test (DCT).

Table 3: Results of Reliability for Discourse Competence Test

No. of items	Reliability Method	Reliability Index
20	Cronbach's Alpha	0.80

Table 3: This table indicates that the reliability index of the discourse competence test (DCT) was measured 0.80 in the pilot study conducted with 30 upper intermediate EFL learners who had almost the same characteristics with the main sample of this study.

Design

The design of this study was ex-pose facto a non-experimental research technique in which preexisting groups were compared on some dependent variable because there was no treatment and the main aim was to explore relationship between variables. It can masquerade as a genuine experiment. The assignment of participants to the levels of the independent variable was based on events that occurred in the past, this was where the name is derived from.

This non-experimental research was similar to many studies that illustrated descriptive research as an investigation attempts to describe accurately and truly of the phenomenon. In so doing, case studies are examples of descriptive research, and correlational research as a research which is examined the relationship between two variables. This study was run based on quantitative analysis. The responses of the questionnaires of critical thinking ability, discourse competence were analyzed by using the 20th version of SPSS and found out the answer of the research questions of the study. The three assumptions about interval scale, test performance, and normal distribution were checked (Mackey & Gass, 2015).

The first stage was concerned the selection of the participants. The researcher selected the teachers with high and low levels of critical thinking based on the critical thinking ability. Before administering the required instruments for this study, the researcher conducted a pilot study with 30 upper intermediate EFL learners who had similar characteristics with the main sample of the present study and the reliability indices were computed.

The first and foremost fact which should be observed, was the condition of homogeneity of the students participating in this study. The researcher decided to use the oxford placement test (OPT) and administrates it in all the classes considered for this study. Based on the result of the test, those students ($N = 100$) whose score were one standard deviation plus and minus the mean score were chosen from among 147 learners for carrying out this research. The learners with the teachers of high critical thinking ability were considered in high critical thinking group and the learners with the teachers of low critical thinking ability were assigned in high critical thinking group.

RESULTS AND DISCUSSION

After analysis of the data, these results were found: as figure 1 showed, in order to illustrate the results graphically, a box plot (Figure 1), was drawn. The box plot shows that the mean score for the high critical thinking group was largely greater than that of the low critical thinking group concerning discourse competence.

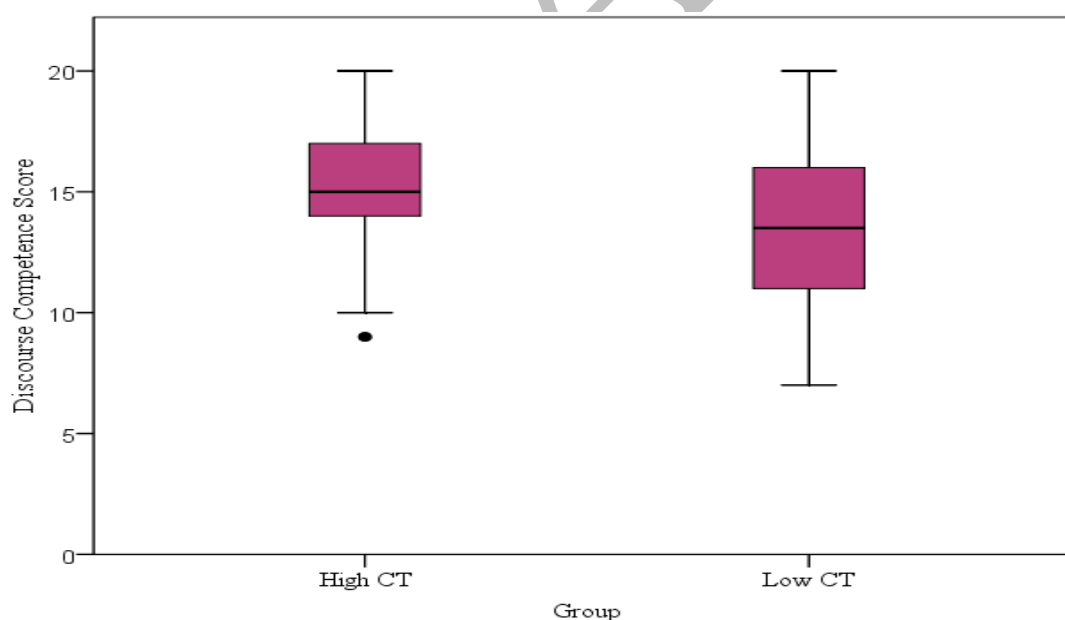


Figure 1: High & Low critical thinking groups' discourse competence scores

OPT was given to 147 participants to select homogeneity upper intermediate ones. The descriptive statistics, as manifested in Table 1, showed that the mean, median, and mode of the (OPT) scores were 43.37, 43, and 43 respectively. The central parameters were almost the same indicating that the scores

were normally dispersed around the mean. Based on the results of the oxford placement test (OPT), represented in Table 4, those 100 students whose scores were one standard deviation plus and minus the mean were chosen as homogeneous upper intermediate participants for the present study.

Table 4: Descriptive Statistics for OPT

N	Mean	Median	Mode	SD	Skewness Ratio	Kurtosis Ratio
147	43.37	43.00	43	4.108	.150	-.423

Based on the results of the oxford placement test (OPT), represented in Table 4, those 120 students whose scores were one standard deviation plus and minus the mean were chosen as homogeneous upper intermediate participants for the present study. Moreover, according to Table 4, the oxford placement test (OPT) scores have normal distribution because the ratios of skewness and kurtosis over their respective standard errors are not beyond the ranges of ± 1.96 . The normal distributions of the oxford placement test (OPT) results were shown in Figure 2.

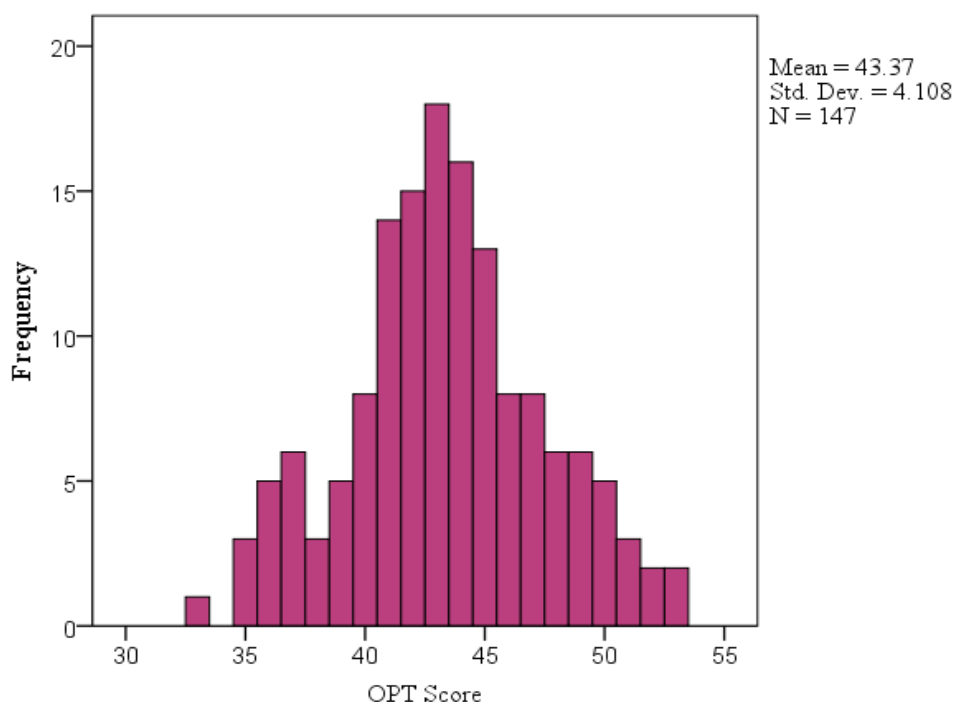


Figure 2: Distributions of (OPT) results

The purpose of this study was to find out whether there is an interaction between the teachers' critical thinking ability and EFL learners' discourse competence. With the intention of examining this research question, independent samples *t*-test and Spearman correlation

coefficient were applied. The related descriptive statistics in Table 5 were presented before explaining the results of independent *t*-test and Spearman correlation. Table 5, was a display of the mean, standard deviation, and number of students with teachers of high critical thinking (CT) ability ($\bar{x} = 15.00$, $SD = 2.87$, $n = 50$) and low critical thinking ability ($\bar{x} = 13.40$, $SD = 3.34$, $n = 50$) on the discourse competence test (DCT).

Table 5: Descriptive Statistics for Discourse Competence of Learners' with Teachers' of High and Low Critical Thinking Ability (Scores out of 20)

Group	N	Mean	SD	Std. Error Mean
High CT	50	15.00	2.871	.406
Low CT	50	13.40	3.338	.472

Before applying parametric independent samples *t*-test, four assumptions (i.e., interval data, independence of subjects, normality and homogeneity of variances) should be observed (Field, 2009). Moreover, as Bachman (2005, p. 236) mentioned, the assumption of independence of subjects is met when "the performance of any given individual is independent of the performance of other individuals". Besides, the third assumption is about the normality of the data which was checked using one-sample Kolmogorov-Smirnov test (Table 6).

Table 6: One-Sample Kolmogorov-Smirnov Test of Normality for Discourse Competence Scores in the Two Groups

Group	N	Kolmogorov-Smirnov Z	Sig. (2-tailed)
High CT	50	.990	.281
Low CT	50	.607	.855

As it is observable in Table 6, the discourse competence scores for both high critical thinking group ($p = .28$, $p > .05$) and low critical thinking group ($p = .85$, $p > .05$) meet the normality assumption. Therefore, the researcher of the current study was justified to perform independent samples *t*-test, which is a parametric statistical test instead of Mann Whitney *U* test.

Independent *t*-test (Table 7), revealed a statistically significant difference ($t(98) = 2.57$, $p = .01$, $p < .05$) in discourse competence measures for the high critical thinking group ($\bar{x} = 15.00$) and low critical thinking group ($\bar{x} = 13.40$), in which the *t*-observed (2.57) was more than the *t*-critical of 1.98. likewise, Spearman correlation (Table 7 below) detected a significant positive relationship ($r(100) = .25$, $n = 100$) between Iranian EFL teachers' critical thinking ability and learners' discourse competence at the significance level of $.01 < .05$, with high levels of teachers' critical thinking ability correlated with high levels of learners' discourse competence.

Table 7: Correlation between Teachers' Critical Thinking Ability and Learners' Discourse Competence

		Discourse Competence
Critical Thinking Group	Correlation Coefficient	.247*
Spearman's rho	Sig. (2-tailed)	.013
	N	100

* Correlation is significant at the 0.05 level (2-tailed)

As a result, the null hypothesis of the present study stated that "There is no significant relationship between teachers' critical thinking ability and EFL learners' discourse competence" was rejected and it was claimed that there was a significant positive relationship between teachers' critical thinking ability and EFL learners' discourse competence.

This study focused on the interaction of teachers' critical thinking with some learners' features. Critical thinking is one of the most important issues in language learning and teaching. Recently proper attention has been given to the ways that learners and teachers think and now teaching is more characterized as a thinking activity. This study made an effort to probe the interaction of teachers' critical thinking with some characteristics in learners.

CONCLUSION

This current study dealt with investigating the interaction of teachers' critical thinking with some learners' features. As it mentioned, the ability of thinking critically is one of the most important issues in the process of language learning and teaching. This study made an effort to probe the interaction of teachers' critical thinking ability with in learners. The ability of critical thinking consists of some skills such as being able to having a focused view on the problems, identifying the assumptions which underlie the problem, giving some reason and judge the validity and reliability of assumption and source of information. It is the ability to apply higher cognitive skills like analysis, synthesis, and reflection in deliberate and in deliberate actions. As an active, purposeful, and organized efforts to make EFL learners' sense of the world and clarify and improve understanding, it consisted of some important factors such as analysis, evaluation, inference, interpretation, explanation and self-regulation. This ability of critical thinking can combine different activities such as conversation, and has a role to play in the foreign language. Teachers should be aware of the participants' individual differences learners' diversity in their language. Findings proposed that activities such as pair work, project work, group problem solving, and linguistic intelligence through activities like note taking and debate can help learners process more efficiently the pragma-linguistic and sociolinguistic input from the implicit and explicit tasks presented in language classes.

The present study, like any other studies, suffers from some limitations and confronts some delimitation. Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusion of the study. Because the university is co-educational system, the learner's sex is not considered as a variable, so both males and females participate in the study. The researcher had to narrow down the scope of study to only one location (EFL teachers and learners at Kish Language Center). It can be added that there is not a complete control over the selection and manipulation of this study. Language institutes are usually the place where learners of different ages participate in classes, therefore, the age of the subjects ranged from 14 to 30. Another limitation was that all the participants are Iranian EFL teachers and students, so obtained results cannot be overgeneralized to all EFL contexts. Communication received an important role in this world. Teaching English language; as an international language, tends more toward communicative approach and scholars pay more attention to language use. Although, there was no treatment in the current study, effective factors in improving EFL learners' discourse competence, and learners can communicate more.

ACKNOWLEDGEMENT

This research was supported by Dr. Haratyan from Islamic Azad University, SRB. This article could not have been completed without her support and guidance. Rousta, and MofazaliFard, MA. Students are indebted Dr. Haratyan. Her warm support enables us to develop this subject. We owe a debt of gratitude to her advices.

REFERENCES

- Allamnakhrah, A. (2013). Learning Critical Thinking in Saudi Arabia: Student Perceptions of Secondary Pre-Service Teacher Education Programs. *Journal of Education and Learning*, 2. doi:10.5539/jel.v2n1p197
- Barnett, R., & Barnett, R. (2015). A Curriculum for Critical BeingThe Palgrave Handbook of Critical Thinking in Higher Education (pp. 14). Basingstoke: Palgrave Macmillan. Retrieved from <http://dx.doi.org/10.1057/9781137378057.0007>. doi:10.1057/9781137378057.0007
- Birjandi, P., & Rezaei, S. (2010). Developing a multiple-choice discourse completion test of interlanguage pragmatics for Iranian EFL learners. *ILI Language Teaching Journal*, 6(1-2), 43-58.
- Brookfield, S. (1985). Self-directed learning: A critical review of research. *New Directions for adult and continuing education*, 1985(25), 5-16.
- Brookfield, S. D. (1991). Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting (pp. 312): San Francisco: Jossey-Bass.
- Candy, Ph. C. (1991). *Self-Direction for Lifelong Learning. A Comprehensive Guide to Theory and Practice*: ERIC.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*: Palgrave Macmillan.
- Devin, H. F., Ghahramanlou, F., Fooladian, A., & Zohoorian, Z. (2012). The Relationship Between Locus of Control (Internal – External) and Happiness in Pre-elementary

- Teachers in Iran. *Procedia - Social and Behavioral Sciences*, 46, 4169-4173. doi:<http://dx.doi.org/10.1016/j.sbspro.2012.06.220>
- Dewey, J. (1910). *How we think*. Boston: D.C. Heath & Co., Publishers.
- Dewey, J. (1933). *How we think, a restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath & Co., Publishers.
- Ellis, R. (2003). *Task-based language learning and teaching*: Oxford University Press.
- Facione, P. A. (2011). *Think Critically*. NJ: Pearson Education: Englewood Cliffs.
- Floyd, C. B. (2011). Critical thinking in a second language. *Higher Education Research & Development*, 30(3), 289-302. doi:10.1080/07294360.2010.501076
- Garrison, D. R. (1993). An Analysis of the control construct in self-directed learning. In Huey B Long (Ed.), *Emerging Perspectives of Self-Directed Learning* (pp. 27-44). Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education.
- Gibbs, G. (2013). Raising awareness of best-practice pedagogy. Retrieved from <https://www.timeshighereducation.com/news/raising-awareness-of-best-practice-pedagogy/2004204.article>
- Huang, G. C., Lindell, D, Jaffe, L. E., & Sullivan, A. M. (2016). A multi-site study of strategies to teach critical thinking: 'why do you think that?'. *Medical Education*, 50(2), 236-249. doi:10.1111/medu.12937
- Levinson, S. C. (1983). *Pragmatics*: Cambridge University Press.
- Luke, A. (2004). Two takes on the critical. In Bonny Norton & Kelleen Toohey (Eds.), *Critical pedagogies and language learning* (pp. 21-29). Cambridge, UK: Cambridge University Press.
- Lun, V. M, Fischer, R., & Ward, C. (2010). Exploring cultural differences in critical thinking: Is it about my thinking style or the language I speak? *Learning and Individual differences*, 20(6), 604-616.
- Mackey, A, & Gass, S. M. (2015). *Second language research: Methodology and design*: Routledge.
- Mezirow, J. (1985). A critical theory of self-directed learning. *New Directions for adult and continuing education*, 1985(25), 17-30.
- Moore *, T. (2004). The critical thinking debate: how general are general thinking skills? *Higher Education Research & Development*, 23(1), 3-18. doi:10.1080/0729436032000168469
- Paton, M. (2005). Is critical analysis foreign to Chinese students. *Communication skills in university education: The international dimension*, 1-11.
- Paul, R. W. (2012). *Critical thinking: What every person needs to survive in a rapidly changing world*. Santa Rosa, CA: Foundation for Critical Thinking.
- Widdowson, H. G. (1989). Knowledge of language and ability for use. *Applied Linguistics*, 10(2), 128-137.
- Willingham, D. T. (2008). Critical Thinking: Why Is It So Hard to Teach? *Arts Education Policy Review*, 109(4), 21-32. doi:10.3200/AEPR.109.4.21-32
- Yule, G. (2010). *The study of language (4th Edition)*: Cambridge University Press.
- Živković, S. (2016). A Model of Critical Thinking as an Important Attribute for Success in the 21st Century. *Procedia - Social and Behavioral Sciences*, 232, 102-108. doi:<http://dx.doi.org/10.1016/j.sbspro.2016.10.034>