

FOREIGN LANGUAGES AND VIETNAMESE

CRITICAL THINKING IN ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT: Critical thinking has long been a topic of interest in modern language teaching methodology. Educational researchers and practitioners have paid due interest in applying critical thinking to enhancing students in their process of meaning making and communication. In the context of globalization and internationalization, the goal of higher education is to create critical thinkers who can sustain and thrive in the challenging workplace. Advances in technology and changes in workplace skills have made the ability to think critically more important than ever. This paper discusses the possibilities of integrating critical thinking in English language education. It states the necessity of embedding critical thinking in the language curriculum aligned with classroom practice and proceeds with assessment tasks measuring critical thinking through different types of experiential learning. The experiences at UFLS-UD shows the practice of how critical thinking can be applicable in the real context of English teaching and learning.

KEY WORDS: critical thinking; curriculum design; instructional practice; constructive alignment; assessment.

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1. Introduction

In the context of increasing globalization and internationalization with flow of knowledge and expertise increasingly shifting across borders, the goal of higher education is not only to produce workable graduates but also to create critical thinkers who can sustain and thrive in the highly challenging workplace. Advances in technology and changes in necessary workplace skills have made the ability to think critically more important than ever before. Critical thinking and problem solving have been enlisted as essential skills for students and teachers by several educational bodies. The current world requires its participants to develop their capacity for critical thinking (CT) as it enables them to examine, from multiple perspectives, issues that affect them and evaluate the appropriateness of solutions to different problems. Individuals' critical perspectives and their engagement in economic, social, political, and cultural spheres contribute to the development of nations around the world. In light of the need to provide opportunities for graduates to participate in different environments, it is essential to focus on developing learners' critical thinking skill.

Given the emerging trends in the teaching of English as a foreign language (EFL), the emphasis on the needs to accumulate content knowledge merely to operationalize linguistic structures for passing the exams still prevails in current EFL context. As the role of language educators should not be limited to the teaching of language features exclusively, it should entail enabling students to become agents of change, that is to encourage students to actively reflect on current concerns. CT needs to be demonstrated which demands constant metacognitive skills to be embedded in graduate attributes for students (Guf et al., 2010). As such, efforts have been recognized in incorporating teaching and learning and assessment strategies that promote CT skills.

It can be said that in the context of EFL teaching in general and ELT in particular, fostering CT in language learners and engaging them in meaning making contexts whereby they can develop their critical thinking, thus becoming critical and creative thinkers is valued as important in ESL pedagogy. While the main aim of second language education along with other pedagogy is to produce creative and critical learners, the fervor of embracing critical thinking development should go in line with efforts to make sure it is well integrated in foreign language teaching curriculum and to ensure

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its effectiveness still remain a challenge to many language teachers and educators. This paper thus aims to examine the possibilities of integrating CT in English language teaching. More specifically, it looks at (i) how CT can be embedded in the English language curriculum, and (ii) what instructional activities can be promoted to achieve the aim of integrating CT in the English classroom.

2. Literature review

There has been a good body of literature highlighting the importance and necessity of integrating CT into English language curriculum (e.g. Davidson & Dunham 1997; Shirkhani & Fahim 2011; Masduqi 2011; Tang 2016; Zhao et al 2016). In fact, in teaching English as a foreign language (EFL), it is important that students should be enabled to acquire critical thinking skills to read beyond the literal, to write convincing essays, to express ideas with adequate supporting evidence, and to challenge the others' position (Zhao et al., 2016). Merely using the target language and knowing the meaning, as Kabilan (2000) argues, are not enough; proficient learners must be able to display CT through the language. What is more, CT tends to expand students' learning experience and makes language learning deeper and more meaningful. Zhao et al (2016), suggest explicit instruction, teacher questioning, as well as active and cooperative learning as important strategies to ensure the teachability of CT while Masduqi (2011) advocates incorporating critical thinking skills in the process of meaning making in foreign language teaching context. Bringing CT to the academic setting has interested Vietnamese researchers for some recent time. Ho Thi Nhat and co-authors (2018) advocated making the teaching of CT a reality by considering the policies and practices of developing CT for students in Vietnamese schools. Nguyen (2016) looked at the effect of CT on the attitude to, and performance of, writing among Vietnamese students. Embracing the concept of CT in real practices in the EFL context seem to be not a well-explored domain, especially when the focus is to design a constructive alignment between CT being listed a learning outcome and explicit instruction and assessment activities that allow CT to be developed in EFL students. Now the focus has shifted into some discussion of CT as a concept.

2.1. Defining 'critical thinking'

The term 'critical thinking' is a broad concept, which embraces different interpretations and requires more than a single, easy definition. In the report proposed by CALA (18-9), the term "critical thinking" can be used interchangeably with "higher order thinking", or referred to as a form of higher order thinking or a form of problem solving. Critical thinking has also been described as being (i) goal-directed, reflective, and reasonable thinking, as in evaluating the evidence for an argument for which all the relevant information may not be available (Cotton, 1997; Crowl et al., 1997; Facione, 1998; Lewis & Smith, 1993); (ii) 'an essential component in metacognitive processes (Crowl et al., 1997); (iii) analysis, inference, interpretation, explanation, and self-regulation; requires inquisitive, systematic, analytical, judicious, truth-seeking, open-minded, and confident dispositions toward critical-thinking processes (Facione, 1998); and (iv) the disposition to provide evidence or reasoning in support of conclusions, request evidence or reasoning from others, and perceive the total situation and change one's views based on the evidence (Cotton, 1997).

Critical thinking, as its name implies, refers to a set of thinking skills that foster students' exploration to challenging existing thinking and finding solutions. According to Halpern (1998: 450), the term 'critical thinking' refers to "the use of cognitive skills or strategies that increase the probability of a desirable outcome in the long run". By acquiring the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems, critical thinkers will have more desirable outcomes than "noncritical" thinkers, whereby "desirable" can be defined by the individual, such as making good career choices or wise financial investments.

Critical thinking involves evaluating the thinking process, the reasoning that went into the conclusion one arrived at or the kinds of factors considered in making a decision. In the term "critical thinking", the word "critical" is not meant to imply "finding fault," as it might be used in a pejorative

way to describe someone who is always making negative comments. It is used instead in the sense of "critical" that involves evaluation or judgment, ideally with the goal of providing useful and accurate feedback that serves to improve the thinking process (Halpern, 1998).

Critical thinking falls into the category of higher order thinking skills together with its counterparts in the labels of logical, reflective, metacognitive, and creative thinking. These skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Thus, appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes (CALA: 2).

In enlisting critical thinking - the ability to analyze, interpret, evaluate, summarize, and synthesize information - as important 21st century skills, Trilling and Fadel (2009) stressed the twist in the 21st century whereby the availability of advanced technologies requires critical skills to be in place for accessing, manipulating, creating, analyzing, managing, storing, and communicating information. Hence, the goal of helping students improve their critical-thinking abilities represents a major change in the way the teaching and learning process is viewed. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions (Halpern 1998: 450).

It should be important to highlight that critical thinking is not just a matter of teaching strategies; it should involve attitudinal and conscious behavioural change. As a result, developing critical thinking often entails fostering decision making and taking conscious actions. Why language learners are oriented towards language proficiency, developing critical thinking skills in language learning would necessitate relevant cognitive and thinking competence to develop in line with social awareness and human values.

2.2. Critical thinking in English language teaching

In foreign language teaching, developing learners' critical thinking is to develop their ability to a) reason effectively, b) ask pointed questions and solve problems, c) analyze and evaluate alternative points of view, and d) reflect critically on decisions and processes. Critical thinking thus encompasses the use of meta-cognitive processes; this is why EFL classroom teachers could help students to develop skills in order for them to be aware of their perceptions, assumptions, prejudices, and values. At the same time, teachers can also help students break old habits of negative thinking and learn how to express their own view points by assuming their own position about reality and current issues. In this way, students are encouraged to learn to unlearn.

Non-native speakers of superior level of language proficiency as outlined by ACTFL proficiency guidelines are expected to be able to deal with both concrete and abstract content, to express their opinions on social and political topics and support their opinions through structured arguments. They also need to be able to hypothesize and explore alternative possibilities to situations, handling these tasks accurately with full control of basic language structures, using extended discourse and extensive elaboration (ACTFL, 2012). Based on this description, it is clear that advanced levels of proficiency require learners to have sound control of both language and content. In this sense, higher order or critical thinking skills have a role to play in improving learner language proficiency. Clearly, by observing the interaction that occurred in the EFL classrooms, conclusions can be drawn on what kinds of impact the task-based interactions may have on developing English language competence.

Hughes (2014) suggests a five-stage approach to promoting CT among students. These include (i) understanding, that is processing a text, helping students to understand what kind of text it is and where they would expect to read it from; (ii) applying involving answering some comprehension questions or doing fill-in tasks with facts and figures found from the process of reading the text; (3) analysing which means eliciting how the author's information is presented, or how a text or its

arguments are constructed. In other words, tasks like this can help students to become more critical of the text rather than accept it at its face value; (4) evaluating – a stage whereby students have isolated the author's arguments and views and start evaluating the validity and relevance of the information. This could involve asking students to assess how much of the text is fact supported by evidence and how much is the opinion of the author. Evaluating is probably the most complex stage for becoming a critical language learner as it can require 'higher-order' language skills, and (5) creating, which involves applying their new knowledge and creating something of their own out of it. (A six-stage approach has also been added by Hughes, 2017). One example of this can be writing an essay expressing their own opinion but based on the facts and evidence they have researched, or making a group presentation with all the arguments given for and against a view before reaching their own conclusions.

These five sub-skills, as Hughes (2014) argues can be seen as a stairway that progresses steadily upwards and that is helpful in designing courses since it takes students from one step to the next, thus developing their critical thinking skills. This set of linear steps will provide us with a scaffold on which to create a clearer practical image of what goes towards making a critical thinker.

In designing a curriculum, ensuring a constructive alignment is argued as essential. Thus, once critical thinking skills have been stated as one of the graduate attributes, all teaching and learning strategies should embrace components that build up and sharpen students' ability to think critically. Activities in the classroom are likely to be more task-based with real-life or authentic problems to be presented as contextual input for critical judgment and reasoning. Tasks of this type should be constructed in the way that can elicit "more than one defensible solution and embed adequate collateral materials to support multiple perspectives". Also, such assessment tasks should enable the visibility of student reasoning with students providing evidence or logical arguments in support of their judgments, choices, claims, or assertions (Halpern 1998).

However, developing the ability to think critically is influenced by such factors as the learning environment, the teacher competence and approach to teaching. Thus, for higher level cognitive thinking to be developed in students, it is important that the teacher emulate higher level thinking in their instructional practices (Gul et al 2010).

For one thing, communicative language tasks require critical thinking. While rote learning with its 'listen-and-repeat' patterns requires no critical thinking at all, the beginner levels with its focus on acquiring a basic vocabulary will soon give ways to more exposure to using the target language with tasks involving personalisation, investigation and problem solving. In this case, developing an ability to think critically is important. According to Hughes (2014), these kinds of communicative tasks are commonly used in modern language methodology since they engage students in authentic or real-life contexts of communication. Success in such tasks, as Hughes argues, "requires effective use of language along with some measure of critical thinking".

3. Methodology

This piece of work is mainly based on a qualitative approach with description, logical reasoning and reflection as methods for collecting materials relevant to the topic under discussion. Individual reflective practice in the real EFL context will provide good insight into the feasibility and potentiality of integrating CT into the English teaching and learning. Critical thinking in pedagogical practices at University of Foreign Language Studies – The University of Danang (UFLS-UD) can be methodized as follows. Role play simulations are often conducted in speaking and interpretation and communication classes. The Live Broadcast or the Talk Show, for example, is only just a few of these. For these simulations, students work in groups to make live broadcasts or talk shows, using authentic materials and information available from the Internet and elsewhere in the real world. They write news which is then broadcast live in groups for their peers to practise interpretation. Simulated talk shows, mock conferences are also conducted in the classroom for enhanced practice of language in use for the purpose of interpretation practice. Feedback and comments are given from the

presenters themselves, from their peers, and from the teacher, and thus other groups can learn and benefit from it. This type of learning has a lot to do with role play and simulation, while at the same time helping students to build up their confidence and competence in communication, public speaking and presentation skills, problem-solving and teamwork.

4. Discussion

4.1. Critical thinking in curriculum design

It is important CT be stated in the course learning outcomes, and be realised through class instruction and then aligned with the assessment tasks that ensure the level of constructive alignment required for an integrated curriculum. Below are some examples of how critical thinking has been embedded in the curriculum of the English Language at UFLS-UD.

Critical thinking embedded in the course of Business communication

Course	Course Learning Outcomes (CLOs)	Teaching & Learning strategies	Assessment
Business Communication	(1) demonstrate fundamental knowledge of principles of communication, psychology of communication, non-verbal communication in business; (2) associate with key aspects of communication in business (voluntary exchange, products and services, customers and market, customer care, marketing, etc.) (3) relate relevant knowledge and understanding of communication for negotiating about contract terms, international trade, import and export; (4) establish competence in communicating for a job or job interview; (5) create or produce a communication / promotion campaign on a new product through group projects; (6) demonstrate presentation and public speaking skills, applying relevant knowledge of business communication in promotional campaigns.	- Lecture - In-class discussion - Quizzes - Mock Job Interviews - Poster display/ gallery walk.	- On-going assessment (20%) [mini-presentations and group discussions] (CLO1, 2, 3, 5, 6) - Mid-term quizzes (30%; CLO1, 2, 3, 4) - Group projects [promoting a new product or service] (50%; CLOs1, 2, 5, 6)

Critical thinking embedded in the course of Business communication

Course	Course Learning Outcomes (CLOs)	Teaching and Learning strategies	Assessment
	(1) acquire knowledge and understanding of English Literature including typical authors of important	- Lecture - In-class discussion	- On-going assessment (20%) [reflective journal]

English Literature	literary trends and works; (2) demonstrate an ability to appreciate artwork through interpreting language of literature, theme, plot, characters, figures of speech, etc.; (3) develop logical thinking, critical analysis, argumentation, comparison – contrast with Vietnamese Literature (and American Literature, if possible) as well as personal reflective practice.	- Reflective journal - Role play	(CLO1, 2, 3) - Group performances [roleplaying] (30%) (CLO1, 2, 3) - Final essay (50%) (CLO1, 2, 3)
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4.2. Critical thinking in instructional practice

4.2.1. Critical thinking in the English instruction

In the English language classroom, requirements are set for the teacher who need to use ‘instructions that teach meaning’. As Costa and Marzano (1997, p.32) have aptly put it, “to encourage careful thinking, teachers should try to get students to define terms, be specific about actions, make precise comparisons, and use accurate descriptors”. Critical thinkers are characterized by their ability to use specific terminology, to refrain from overgeneralization, and to support assumptions with valid data.

For example:

When students say:	Teachers say:
“He <i>never</i> listens to me.”	‘ <i>Never?</i> ’ “ <i>Never, ever</i> ’
‘ <i>Everybody</i> gets one.’	‘ <i>Everybody</i> ’ ‘ <i>Who, exactly</i> ’
‘ <i>Things</i> go better with ...’	‘ <i>Which things specifically</i> ’
“You <i>shouldn’t</i> do that ...’	‘ <i>What would happen if you did</i> ’
‘This cereal is more nutritious ...’	‘ <i>More nutritious than what?</i> ’
‘What do you think of this story?’	‘ <i>What conclusions can you draw about this story?</i> ’

Thus, metacognition is taken into account. Thinking about thinking begets more thinking. When teachers ask children to describe the thought processes they are using the data they need, and the plans they are formulating, students learn to think about their own thinking – which is also known as ‘talk aloud problem solving’ (Whimbey 1985). As teachers require students to describe what’s going on ‘inside their heads’, students become aware of their thinking processes. Similarly, as they listen to their classmates describing their metacognitive processes, they develop flexibility of thought and an appreciation for their variety of ways to solve the same problem. Teachers, too, may share their thinking by making their inner dialogue external. Verbalizing questions they are asking themselves about ways to solve problems and sharing their lesson plans and how they check their own accuracy are ways teachers can model their metacognitive processes to students.

4.2.2. Critical thinking in developing learning and thinking strategies

‘As teachers require students to describe what’s going on ‘inside their heads’, students become aware of their thinking processes.” (Costa & Marzano, 1997, p.32).

For example:

When students say:	Teachers say:
“I don’t know how to solve this problem”	‘What can you do to get started?’
‘I’m ready to begin’	‘Describe your plan of action.’
‘We’re memorizing our poems’	‘What do you do when you memorise.’
‘Let’s look at these two pictures.’	‘Let’s compare the two pictures’

'What do you think will happen when ...'	'What do you predict will happen when ...'
'What do you think of this story?'	'What conclusions can you draw about this story?'
"I'm finished"	'How do you know you're correct'
'How can you explain ...?'	'What evidence do you have to support ...?'

[Adapted from Costa and Marzano, 1997]

4.2.3. Critical thinking in analysing the logic of language

Effective thinking can be fostered by having students analyse the logic implied by linguistic expressions. Certain words and phrases - linguistic cues - indicate logical relationships between ideas. Thus, by examining these linguistic cues (and, or, but, after, because,...), students can learn to identify related ideas in a sentence and understand the relationship between the ideas (addition, comparison, contrast, sequence, or causality).

4.2.4. Critical thinking in using authentic materials

Also, the use of authentic meaningful texts can help in developing CT amongst language students. In the era of ICT and overspreading of information, the use of either authentic texts or real texts which have been adapted for the language level still contain the writer's or speaker's original meaning. As soon as students read these texts for comprehension, they learn to analyse the fact from the opinion, match the argument to the supporting evidence, and then express their own view in response to the text. In other words, very soon into learning a language, students are also confronted by the need to approach texts critically. This sooner or later helps build up their critical literacy, requiring them to question the source of the texts that they need to deal with, considering whether the text comes from a guaranteed source or unreliable sources. This gradually builds up their ability to evaluate documents by "asking critical questions, assessing credibility, comparing sources, and tracking the origins of information" (p. 6). As Hughes aptly puts it, "A great deal of this critical literacy will be undertaken in English or other languages so the language teacher is therefore in a unique position to develop the skills needed in younger minds alongside their language skills" (ibid).

4.2.5. Critical thinking in exam preparation

In the current context in Vietnam where students are required to pass language proficiency tests, many teachers feel an urgent need to embrace exam-oriented techniques in their language classrooms. As language tests do not only measure the command of English knowledge, there is ample evidence of critical thinking being assessed in exam items. Thus, embedding critical thinking in exam preparation program is important. In fact, students who possess a good command of language might perform even better in exams if they have developed their critical thinking. The speaking tests, thus should be prepared in a way that they should elicit information with questions that trigger students critical thinking. For example, questioning techniques should be more than yes-no questions but rather, it should facilitate higher-order thinking and value judgment. Questioning that promote critical thinking in oral communication is thus important in exam preparation. For instance, with the topic of transport, question types should be more than just eliciting a yes-no answer but those that are scaffolding and that promote critical thinking as shown below.

Question types

Topic: Transport	CT in questioning
Can you describe the transport system in your city?	-How do you prefer to go to work? [Presenting personal preference]
What is the transport system like in your city?	-What aspect(s) of the transport system would you like to improve? [Making suggestions]
	-Why do you think the public bus is not so popular in your country? [Causality]
	-What do you think would happen if cities stopped

	<i>investing in the public transport? [Hypothesizing]</i> <i>-How do you think transport will change in the next 100 years? [Speculating]</i> <i>-Do you think the government should invest more money on building roads or railways? [Compare and contrast]</i> <i>-Some people say car drivers should pay higher taxes if they have bigger cars. What would you say? [Evaluating]</i>
Topic: Transport	CT in questioning
<i>Please describe your experience of traveling.</i> <i>-When did you last travel?</i> <i>-Who did you travel with?</i> <i>-Where did you go?</i>	Follow-up questions: <i>-Are people travelling more now than in the past? [Evaluating]</i> <i>-What do you find most interesting about travelling? [Personal Reflection]</i>
Topic: Transport	CT in questioning
<i>Summer is the best time of the year.</i> <i>Do you agree or disagree? Why?</i>	Follow-up questions: <i>-How does the weather affect your mood? [Personal judgment]</i> <i>-Why do people prefer to go on holiday in summer? [Critical argumentation]</i>

4.3. Critical thinking in pedagogical practices

4.3.1. Writing portfolios

Compiling portfolios increases learners' experiences with everyday used language since language learning is not just confined with textbooks and classrooms. The use of newspapers, magazines, audios or even videos websites and other available resources can enhance students' experience of language use and increase exposure to the natural run of language. By encouraging students to write portfolios students are given a chance to explore their own approach to learning and by selecting the topics of their own interest for presentation and evaluation of content knowledge, students are able to delve into their strengths and weaknesses.

4.3.2. Task-based learning and project-based learning

Tasks, as defined by Willis (1998, p.25), are activities whereby the learner is encouraged to use the target language for a communicative purpose in order to achieve a desired outcome. Task can progress from being simple to complex in both content and structure. To language learners, these tasks can help stimulate their critical thinking, thus can be combined with some English themes in order to identify, analyse, and give solutions to daily problems. These tasks may foster creative thinking, comparison and contrast, sharing personal experiences, ordering and categorizing, problem solving and listing. In teaching a foreign language, process tasks need to ignite interest, bring fun, stimulate innovation, and more importantly, foster interaction and collaborative work so as to 'obtain the linguistic and intellectual challenges purposed by the English teacher (Martinez & Jimenez-Nino, 2013, p.148). In this sense, task-based, experiential and project-based learning can be ideal to develop critical thinking among students.

Critical thinking and problem solving influence personal growth beyond the high school years. When it comes to using language in communication, it is important that language learners be aware that how they say is as important as what they say. Thus, the motto 'Teaching students how to think, not what to think' is thus important, and in this case language students should be exposed to

situations where the need to communicate requires more than just combining words but making inquiry into the process of meaning making through abstract reasoning, critical thinking and so forth. As such, project-based learning can have a role to play. At UFLS-UD, it has been integral in the development of curriculum, in conducting classroom activities, and as a form of assessment.

Through group projects, language students can demonstrate their command of English in use in real-life authentic environment with a critical problem to be addressed, and no doubt problem solving skills together with other high-order thinking skills could be assessed through group projects. By shaping the project(s) to fit their own interests and abilities, by collecting and analyzing information, making discoveries, and reporting results, by conduct research using multiple sources of information, and by drawing from their wide range of knowledge and skills, students who undergo their group projects can develop their critical inquiry, evaluation and reflection while enhancing their communication by means of language.

Instances of role play simulations whereby students act out their roles adopted from a literary work or taken from real life can as well develop students critical evaluation and judgment so that elements of relevance and appropriateness can be assessed through student performances. It can be seen that projects like these can help students grow intelligent behavior alongside with language competence. By getting alert to the cognitive processes embedded in spoken language, language students can 'become aware of their own language and thought', and by decoding the syntactic, semantic, and rhetorical signals in the language in use, they will learn to integrate the complex interaction of language in their thought and action. And by "asking questions, selecting terms, clarifying ideas and processes, providing data, and withholding value judgments, teachers can stimulate and enhance the thinking of their students" (Costa & Marzano, 1997, p.33).

5. Conclusion

In sum, in the current age of globalization and international integration, university success only is not enough for students but the use of foreign language skills with ease together with critical thinking skills should be nurtured. In other words, the skills associated with critical thinking can be linked to foreign language students' success in academic and occupational domains. The paper has shown enormous attempts in integrating CT in foreign language teaching in general and in English language teaching in particular in the EFL context in Vietnam, or rather at UFLS-UD. The discussion presented shows the multiple pathways for integrating CT in the English language education from curriculum design to instructional practice. It recognises the importance of mapping critical thinking in a constructive alignment whereby the language curriculum embracing CT should be realised by means of explicit classroom techniques through questioning and answering or preparing students for exams, and of meaningful experiential learning with simulations, writing portfolios, tasks and projects well-designed to make sure a good amount of CT can be well displayed in student performance of English competence.

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Tư duy phản biện trong dạy và học tiếng Anh

Tóm tắt: Tư duy phản biện từ lâu đã trở thành chủ đề quan tâm trong dạy-học tiếng Anh. Các nhà nghiên cứu và thực hành giáo dục đã và đang quan tâm đến việc ứng dụng tư duy phản biện nhằm tăng trải nghiệm cho người học trong quá trình biểu đạt ý nghĩa giao tiếp. Trong bối cảnh toàn cầu hóa và quốc tế hóa, mục tiêu của giáo dục đại học là đào tạo ra những người có khả năng tranh biện để có thể tồn tại và phát triển trong môi trường làm việc đầy thách thức. Những tiến bộ về công nghệ cùng với những đòi hỏi về năng lực tại nơi làm việc khiến kỹ năng tư duy phản biện trở nên quan trọng hơn bao giờ hết. Bài viết này bàn về những khả năng có thể tích hợp tư duy phản biện trong việc dạy-học tiếng Anh. Bài viết nêu bật sự cần thiết của việc lồng ghép tư duy phản biện trong chương trình đào tạo cùng với các hoạt động tại lớp, đồng thời cho thấy khả năng này có thể được rèn luyện, đánh giá thông qua nhiều hình thức học tập thực nghiệm. Các kinh nghiệm và thực tiễn áp dụng tại Trường Đại học Ngoại ngữ, Đại học Đà Nẵng cho thấy khả năng có thể tích hợp, lồng ghép tư duy tranh biện trong việc dạy và học tiếng Anh.

Từ khóa: tư duy phản biện; thiết kế chương trình; thực tiễn giảng dạy; sự đồng chuẩn; đánh giá.