

THE CURRENT SITUATION OF DEVELOPING CRITICAL THINKING AND DEBATING COMPETENCIES IN TEACHING READING COMPREHENSION OF LITERARY TEXTS: A CASE STUDY OF SOME NORTHERN PROVINCES OF VIETNAM

Nguyen Dieu Thuong

University of Education, Thai Nguyen University, Vietnam

<https://doi.org/10.54922/IJEHSS.2023.0524>

ABSTRACT

Critical thinking and debating competencies are oriented in the 2018 general education program in Vietnam. These competencies are in the group of general competencies integrated into many subjects, including Philology and reading comprehension of literary texts. To ensure the effective implementation of the goals, it is necessary to conduct research in association with practice. Therefore, it is necessary to survey the current situation of teaching and developing reading comprehension of literary texts. This study was conducted with 10 experts (program trainers of the general education program), 215 teachers and 410 students (from 9 schools in the North of Vietnam). The survey results show that there are still many limitations in the perception of teachers and students about critical thinking. Actually organizing, evaluating and implementing activities to develop critical thinking competence in teaching reading comprehension of literary texts in their primitive form. It is necessary to propose measures to promote the development of critical thinking and debating competencies for secondary school students in accordance with the current situation in Vietnam.

Key Words: Critical thinking, critical thinking and debating competencies, development of critical thinking and debating competencies, reading comprehension, teaching reading comprehension of literary texts.

1. INTRODUCTION

1.1. Statement of the problem

Vietnam is in a period of educational innovation and this is realized by the 2018 general education program. The program has shifted to focus on developing learners' competencies. Critical thinking and debating competencies are therefore of interest and integrated into a number of subjects. As mentioned in the article 'S.Toulmin's argument model- basis for developing critical thinking competency in teaching reading comprehension: a case study of Vietnam' (Thuong.N.D, et al 2022), it can be seen that the issue of developing critical thinking competence in Vietnam is still new. To be able to put theory into practice, it is necessary to study the current situation of this issue. We have based on the theoretical issues of critical thinking, the relationship between critical thinking and reading comprehension, the relationship between the group of questions according to Toulmin's Model of Argumentation, Bloom's taxonomy and other stages of critical thinking development (generally studied through the article 'Researching on the relationship between reading comprehension questions, Bloom's taxonomy, and critical thinking competence to adapt to the practical needs of teaching reading comprehension developing critical thinking: a case study of Vietnam' (Thuong N.D, et al 2023) to provide content and criteria for assessing the current

situation of developing critical thinking and debating competencies in teaching reading comprehension of literary texts.

2. RESEARCH METHODS

To conduct the study, we used quantitative and qualitative research methods based on survey data, interviews with experts, teachers, and students about the current situation of developing critical thinking and debating competencies in teaching reading comprehension of literary texts in some northern provinces of Vietnam.

2.1. *Participants and content of interviews with experts*

a. Participants: 10 experts who are lecturers at Thai Nguyen University of Education and Vinh University) - staff involved in training and fostering teachers of Philology; staff participating in the development and evaluation of the general education program (the general education program 2018).

b. The content of the survey and interview:

- The goal of developing critical thinking and debating competencies in the secondary school Philology program.
- The relationship between developing critical thinking and debating competencies and teaching reading comprehension of literary texts.
- Components of critical thinking and debating competencies.
- Tools for building and evaluating critical thinking and debating competencies.
- Methods, techniques and forms of classroom organization in the direction of developing critical thinking competence in teaching reading comprehension of literary texts.
- Confirm whether or not training for teachers on tools for building and evaluating critical thinking competence in teaching reading comprehension of literary texts.

2.2. *Participants and content of survey with teachers*

a. Participants: 215 teachers (from the provinces of Lao Cai, Phu Tho, Thai Nguyen, Bac Kan, Vinh Phuc, Tuyen Quang, Cao Bang, Hoa Binh and Quang Ninh) are directly teaching Philology at secondary schools. Participants were randomly selected (no more than 3 teachers in a school). This includes teachers who have taught for many years, some teachers who are professional leaders, and key teachers.

b. The content of the survey:

- Teachers' perception of theory of argument, critical thinking and debating in general.
- Teachers' evaluation of the actual implementation of activities to develop critical thinking competence in teaching reading comprehension of literary texts.
- Teacher's evaluation of students' adaptive reality to develop critical thinking in teaching reading comprehension of literary texts.

c. The form of the survey:

- Through the questionnaire (with 51 questions including open questions).
- Through 9 lesson plans (lesson plans are collected from the first lesson in the 6th-grade Philology program (including two sets of books: *Connecting Knowledge with Life* and *Kite*) of teachers at some schools in the provinces of Lao Cai (1 school), Tuyen Quang (1 school), Cao Bang (1 school), Thai Nguyen (3 schools), Phu Tho (2 schools) and Quang Ninh (1 school).

2.3. Participants and content of survey with students

a. Participants: 410 secondary school students in the provinces of Lao Cai, Thai Nguyen, Phu Tho, Cao Bang, Bac Can, Vinh Phuc, and Tuyen Quang. Students are randomly selected, including both urban and rural students, ensuring that there are many schools in a province and each school has no more than 20 students.

b. The content of the survey:

- Subjective factors (perception of critical thinking and factors affecting critical thinking and debating in teaching reading comprehension).

- Objective factors (assessment of positive impact factors in the teaching organization of teachers).

c. The form of the survey: through questionnaire (with 39 questions).

2.4. In addition to the survey questions that can be assessed according to the above 5 levels, a questionnaire with open-ended questions and in-depth interviews was set up with all three groups of participants. These questions help us to further evaluate the current situation of teaching reading comprehension of literary texts.

There are in-depth questions for experts regarding training content for teaching reading comprehension of literary texts, the content, form, criteria and tools to assess students' thinking in teaching reading comprehension of literary texts.

For teachers, there are also open-ended questions concerning the components of critical thinking competence; tools for developing and assessing critical thinking and debating competencies in teaching reading comprehension of literary texts; the fact that factors have affected the critical thinking competence of students, the frequency of quoting "problematic" content; skills of eliciting problematic content of teachers; difficulties faced by teachers in the process of organizing the development of students' critical thinking competence in reading comprehension activities; recommendations to improve the quality of developing critical thinking competence...

Students are asked to describe the teacher's method of teaching reading comprehension, the form and process of teaching reading comprehension of the teacher, what teaching method makes them interested, the types of exercises used by teachers in the process of teaching reading comprehension; the form of organization of teaching reading comprehension of literary texts, materials used by teachers for reading comprehension tests, content and methods of preparing lessons at home, etc.

3. RESEARCH RESULTS

3.1. Survey results

3.1.1. The results of survey with experts

Table 1. The results of assessing the level of experts' knowledge of critical thinking and debating in teaching reading comprehension of literary texts (unit: %)

<i>Survey content</i>	<i>Not understand at all</i>	<i>Not understand much</i>	<i>Quite understand</i>	<i>Understand</i>	<i>Clearly understand</i>
<i>The goal of developing critical thinking and debating competencies in the secondary school Philology program</i>	0	0	13	67	20
<i>The relationship between developing critical thinking and debating competencies and teaching reading comprehension of literary texts</i>	0	0	40	60	0
<i>Components of critical thinking and debating competencies</i>	0	0	70	30	0
<i>A tool for building and evaluating critical thinking and debating competencies</i>	0	10	60	30	0

3.1.2. The results of survey with teachers

- The results of the study of lesson plans show that the level of lesson planning has uneven investment among individuals. There have been carefully compiled and detailed plans that clearly show the orientation to develop the competence and quality of learners (3 out of 9 lesson plans). Besides, there are still quite simple plans which record in a general way the content of the tasks of teachers and students (1/9 lesson plans). The lesson plan still shows how to teach and lecture, but activities have not been organized to show the active initiative from the students (2/9 lesson plans). In particular, some lesson plans do not elicit problem situations. In other cases, it is recorded as a transfer of tasks, however, the content does not refer to the task but the content of the teacher's implementation (2/9 lesson plans).

- The results of the survey with teachers are presented in the following tables:

Table 2: The results of assessing teachers' perception of argument theory, critical thinking and debating (unit: %)

<i>Survey content</i>	<i>Not understand at all</i>	<i>Not understand much</i>	<i>Quite understand</i>	<i>Understand</i>	<i>Clearly understand</i>
<i>Understanding critical thinking</i>	7	39.3	16.1	7.1	30.5
<i>Factors affecting critical thinking and debating competencies</i>	0	33.7	66.3	0	0

<i>The role and influence of the environment on critical thinking competence</i>	16	29	55	0	0
<i>Methods of designing teaching activities and transfer tasks to students</i>	0	12	63	15	0
<i>The influence of democratic empowerment in presenting views to students with critical thinking</i>	0	0.4	10.6	89	0
<i>Forms, evaluation criteria and tools to evaluate critical thinking</i>	29.2	61.8	0	0	0
<i>Teachers' understanding of the relationship between critical thinking and debating competencies and teaching reading comprehension</i>	2.2	59.8	37.9	0	0.1

Table 3. The results of assessing the actual implementation of activities to develop critical thinking competence in teaching reading comprehension of literary texts (unit: %)

<i>Survey content</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	<i>Always</i>
<i>The frequency of discussions</i>	7.1	46.3	44.3	2.3	0.0
<i>Ways to encourage students to think</i>	0.0	46.2	47.7	5.5	0.6
<i>Question classification skills/habits</i>	0.0	21.9	33.1	16.0	29.0
<i>Building a system of questions to develop thinking is used (level, frequency)</i>	0.0	17.8	41.6	19.6	21.0
<i>Actual assessment of critical thinking and debating competencies</i>	83.0	12.6	4.4	0.0	0.0
<i>System of exercises to train and develop critical thinking and debating competencies</i>	1.5	40	29.5	12.5	16.5
<i>Teachers provoking / leading the "problematic" content</i>	10.9	72.0	15.6	1.5	0.0

Table 4. The results of assessing teachers' assessment of the reality of adaptation of students to develop critical thinking in teaching reading comprehension of literary texts (unit: %)

<i>Survey content</i>	<i>Weak</i>	<i>Average</i>	<i>Quite good</i>	<i>Good</i>	<i>Very good</i>
<i>Assessing the level of students' critical thinking competence</i>	48.2	51.8	0	0	0

<i>The student's lesson preparation and willingness to take on the assignment</i>	29.2	67	3.8	0	0
<i>Student engagement in class</i>	33.2	61.5	5.3	0	0
<i>Assessing students' ability to use language</i>	50.7	49	0.3	0	0
<i>Assessing students' attitudes toward differences of opinion</i>	23.9	71	5.1	0	0

3.1.3. The results of survey with students

Table 5: The results of assessing students' perception of critical thinking and debating competence (unit: %)

<i>Survey content</i>	<i>Not understand at all</i>	<i>Not understand much</i>	<i>Quite understand</i>	<i>Understand</i>	<i>Clearly understand</i>
<i>Understanding critical thinking</i>	52.3	37.6	10.1	0	0
<i>Understanding personal factors affecting reading comprehension and debating</i>	0	39	41	20	0
<i>Understanding the influence of composing circumstances, genres, and authors on the task of determining the hidden content of the work</i>	1.4	64.5	31	2.9	0.2
<i>Respecting differences of opinion in discussion and debate</i>	0	36.8	25.3	37.5	0.4
<i>Assessing reading comprehension ability</i>	39	61	0	0	0

Table 6: The results of assessing the frequency of impact of subjective factors on critical thinking and debating competencies in teaching reading comprehension of literary texts (unit: %)

<i>Survey content</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	<i>Always</i>
<i>Habit of thinking "doubtfully" to test judgments/ Level of problem posing, reconsidering, verifying judgments</i>	80.6	19.4	0	0	0
<i>Difficulty in expressing opinions.</i>	0.3	36	39.2	22.5	2
<i>Activeness and initiative in the implementation of learning activities organized by teachers.</i>	9.3	69	17.6	3.9	0.2

<i>Active questioning and answering are associated with self-criticism</i>	28	69.1	2.3	0.6	0
<i>Attention to contrasting angles when reading and understanding the text</i>	77.4	22.1	0.5	0	0
<i>Access to instructional materials on reasoning, critical thinking, and debate</i>	97.1	2.9	0	0	0
<i>Be respectful of opinions from the family</i>	27	42	22	7	2

Table 7: The results of assessing the frequency of organizing teaching for the development of critical thinking and debating competencies in teaching reading comprehension of literary texts (unit: %)

<i>Survey content</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Usually</i>	<i>Always</i>
<i>Group discussion</i>	2.6	51	19	27.4	0
<i>Debate</i>	50.2	49	0.8	0	0
<i>Homework preparation</i>	6.8	45.5	15.3	29.6	2.8
<i>The teacher assigns specific tasks to prepare for reading comprehension content</i>	1.3	64	19.2	15.1	0.4
<i>The encouragement of the spirit of freedom and democracy from the teachers</i>	18.5	75.3	3.5	2.7	0
<i>Be guided on how to evaluate an opinion/statement in reading comprehension</i>	56.3	41	2.7	0	0
<i>The suggestion and guidance of the teachers in reading comprehension</i>	0	51	42.9	4.9	1.2
<i>The requirement of interdisciplinary integration in the process of teaching reading comprehension texts</i>	8.1	63	20.6	7.6	0.7
<i>Activities to transfer reading comprehension tasks of teachers before and during reading comprehension time</i>	3.4	42	35.1	18	1.5
<i>The level of extension and requirement on students to learn the knowledge and texts beyond the teacher's textbooks</i>	7.3	59.3	22	10.6	0.8
<i>The level of respect and concern from teachers when having different opinions from their peers</i>	0.3	41.4	52	6.3	0

3.2. Some assessments and comments through survey and interview results

Survey results and in-depth interviews show that there are many factors affecting students' critical thinking competence in Vietnam, such as family, culture, personality, logical thinking, background knowledge, competence for teaching organization to develop critical thinking in reading and understanding literary texts of teachers... For the question "Besides personal factors

and general context, are there any other factors that hinder the reading comprehension activities of students? If yes, please specify". There are 110 in 215 could not express their opinion, 89 in 215 said that there were no other factors, only 16 said that the teaching method of the teacher is a very important factor. According to the theory, the competence of teachers to organize teaching has a directional role, which can affect the remaining factors. Thus, most teachers have not paid enough attention to their role in developing critical thinking competence in teaching reading comprehension for students.

The results of interviews with experts show that 100% of teachers have been trained in different forms related to teaching Philology in the direction of competence development. In particular, they have been trained in relation to the new general education program and a number of methods, techniques, and forms of teaching to meet the new target (teaching based on task transfer, flipped classroom model, "brainstorming" technique, "lightning flash" technique, "mind map" technique, "tablecloth" technique, debate organization, etc.).

Experts all clearly understand the role of critical thinking and debating competencies and the relationship between critical thinking and debating competencies and reading comprehension ability in general and literary texts in particular (40% quite understand and 60% understand). However, in terms of tools for forming and assessing critical thinking competence, experts have not paid enough attention. The level of not understand much, quite understand and understand accounts for 10%, 60% and 30%, respectively). When being interviewed, empirically, the critical thinking competence assessors mainly rely on questions according to Bloom's taxonomy with the use of verbs on this scale to ask reading comprehension questions. When asked more about rubrics to assess critical thinking competence in teaching reading comprehension of literary texts, 100% of the experts confirmed that there were still many confusions and unidentified ones.

Meanwhile, according to the interview results, 100% of experts said that teachers have been trained in a number of methods, measures and techniques to organize teaching and develop common competencies for students in combination with the reading model (top-bottom, bottom-top, combination of top-bottom and bottom-top or interactive reading model). However, the practical application is still limited, especially for older teachers and ethnic minority areas. In the last decade, Philology teachers have been trained to apply the Bloom cognitive scale to set the standard output levels of the subject. Theoretically, based on the Bloom scale, teachers can develop critical thinking competence for students by building a system of appropriate questions. However, these questions are often posed not systematically and closely and thoroughly consider every aspect of the problem with each specific task (this is reflected in 9 lesson plans). Forming critical thinking competence, based on Bloom's cognitive scale, reveals many limitations. For example, in order to assess learners' ability, teachers often ask questions that define, analyze, apply, and evaluate but belong to different contents without seeing the continuity when considering in a specific content and task. The teachers did not thoroughly come up with a concentric question system - aiming to solve a common task. The application of this scale has not actually seen the wholeness and the close relationship between the layers of meanings in the text and the thinking process.

- Regarding question classification skills, teachers ask questions in the process of guiding reading comprehension, but the majority of teachers pay attention to question classification (29% very often, 16% often, 31.1% quite often) mainly to follow the Bloom. These questions may even be generalized to the full-text level. Teachers do not pay attention to breaking down each task to ask questions that thoroughly address each individual task. At that time, there will be a lack of

strict verifiability for the statements raised. Similarly, teachers rate that they have introduced a system of questions to develop thinking (16.5% very often). However, the results of in-depth interviews show that these questions are not hierarchical in order to thoroughly solve each task, so they are not systematic.

Besides, 39.3% of teachers surveyed said that they were still confused about the concept of "critical thinking". Teachers who said that they quite understood, understood, and clearly understood critical thinking (accounting for 53.7%) did not specifically explain their understanding. It is 53.7% of these teachers, when answering open-ended questions about the components of critical thinking or the relationship between critical thinking and reading comprehension, etc., showing that they have not really understood as they claimed. Regarding the assessment view of the relationship between critical thinking competence and reading comprehension performance, most of the teachers considered it to be influential, but they were still very vague about this relationship (59.8% don't understand much). However, there are still 36 opinions that critical thinking has little effect on reading comprehension results. Through other related answers, it can be seen that teachers still attach great importance to forming knowledge for students and the examination and evaluation have not yet properly and fully assessed the competence of learners (this is also stated in the survey for students). Therefore, in the last survey question (ask about the suggestions and wishes of teachers for the development of critical thinking competence in teaching reading comprehension for students), 36.9 % said that they need to be trained in critical thinking, especially they need a specific tool with clear processes to form, develop and evaluate critical thinking for students. The above situation requires finding effective tools suitable for practical needs.

Although critical thinking competence has such an important role, currently, even teachers and students do not have a full concept of critical thinking. They have not yet formed a complete and universal set of tools to be able to develop students' competence. 129 in 215 (equivalent to 60%) teachers answered that they "don't know" the answer to the question "Do you know the list of false arguments and the system of critical questions corresponding to them?" and these same teachers also rate their students' critical thinking and debating competencies as "average" because students have not had the opportunity to understand and learn to develop critical thinking competence specifically.

When asked about the model of teaching reading comprehension, 116 teachers do not answer this question, 60 teachers mention the steps to implement reading comprehension in the content approach. Only 29 teachers answer that they use the hypothetical question-and-read model. This partly proves that there are many cases where teachers are confused about or have not mastered reading comprehension models, and lack understanding of the theoretical basis for teaching reading comprehension.

In addition, teachers' opinions are similar to those of students when they think that the form of teaching organization is not rich. Teachers can use group discussion methods but do not have orientation skills and they also fail to evaluate and organize effective group activities. Many teachers have not yet allowed students to actively express their views. In other cases, teachers do not specifically analyze the causes of students' mistakes so that students can learn from them. Students assess the frequency of organizing teaching for the development of critical thinking and debating competencies in teaching reading comprehension of literary texts, namely quite often (19%) and often (27.4%). However, the level of debate organization is quite often, at only about 0.8. The results of the in-depth interviews show that the main method of discussion is the division of tasks and groups of summaries and presentations without debate.

89.9% of students have the opinion that they do not understand or do not understand clearly about critical thinking. Although some students answer that they are very knowledgeable about critical thinking, in the question listed about the activities the teacher asked to prepare for the reading comprehension passage, the answer was: writing at home.

In addition, 41.4% of students said that they are only sometimes considered when expressing opposing views. Students expect teachers to organize debate activities more effectively because the atmosphere of debate is more positive.

73% of students assess that teachers ask students to prepare lessons by reading and answering questions in the textbook. Basically, textbooks according to the new general education program have designed the process of organizing lessons in a positive way. However, its application in mountainous areas and ethnic minorities still faces a big barrier, which is the reticence of teachers. Regarding debating activities, basically, teachers have not created a good debate atmosphere. Students do not know how to use language in debate even though they may have understood the problem...

The results of the qualitative assessment of the teacher show that the students' critical thinking competence, the attitude of preparing the lesson, the readiness to accept the assignment, the student's level of activeness in the class, ability to use the language of students, ability to recognize differences of opinion are 48.2%, 29.2%, 33.2%, 50.7% and 23.9%, respectively. The results of the student assessment survey also show similar results. Students assess their understanding of critical thinking as weak (52.3% did not understand). The habit of thinking "doubtfully" to test judgments is not frequent (80.6%). The teacher says that this competence and attitude depend on factors such as passive lifestyle (influence of wet rice culture of Vietnamese people), family environment, personal competence... and especially there is a difference between students in remote schools and city schools, between ethnic minority students and Kinh students.

The above results show that there is a need for measures to promote the development of critical thinking and debating competencies for students. In particular, in the immediate future, it is necessary to train the content of critical thinking and debate, promote learners, build tools to develop and evaluate critical thinking and debating competencies in teaching reading comprehension of literary texts.

REFERENCES

1. Abdulmohsen S. Aloqaili (2012). The relationship between reading comprehension and critical thinking. *Journal of King Saud University- Language and Translation*. Issue 24, 35-41.
2. A brief history of the Idea of critical thinking. Retrieved from <http://www.criticalthinking.org>.
3. Alec Fisher (2001). *Critical thinking, An Introduction*. Cambridge University Press, United Kingdom.
4. Cheak, M., J. (1999). *The development and field testing of an instrument designed to measure critical thinking in environmental education*. Carbondale, IL, Marie Jaegle Cheak.
5. Courtney, R. M. & Simpson, R. E. (2002). Critical thinking in nursing education: Literature review. *International journal of nursing practice*, 8 (2), 89-98.
6. Dehler, G. E., Welsh, M. E., & Lewis, M. W. (2001). Critical pedagogy in the New Paradigm. *Management Learning*, 32(4), 493-511.
7. D'Souza, C. (2013). Debating: a catalyst to enhance learning skills and competencies. *Education + Training*, Vol. 55 No. 6, 538-549.

8. Emily, R.Lai. (2011). *Critical thinking: A Literature review*. Research Report, Pearson Publishing.
9. Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction—The Delphi report*. Millbrae, CA: California Academic Press.
10. Facione, P.A. (2007). *Critical thinking: What it is and why it counts*. Insight Assessment. Milbrae, CA: The California Academic Press, Retrieved from <http://www.insightassessment.com/articles.html>.
11. Farhady, H. & Mirhassani, A. (2001). *Reading through interaction*. Tehran: Zabankadeh.
12. Freeley AJ, Steinberg DL. (2014). *Argumentation and debate: critical thinking for reasoned decision making*. 13th ed. Belmont, USA: Wadsworth.
13. Florea, N. M., & Hurjui, E. (2015). *Critical thinking in elementary school children*. *Social and Behavioural Sciences*, 180, 565-575.
14. Flynn, L. (1989). *Developing critical reading skills through cooperative problem-solving*. *The Reading Teacher*, 42(9), 664-668.
15. Gerald M. Nosich, *Learning to Think Things Through A Guide to Critical Thinking Across the Curriculum*, Prentice Hall Publisher.
16. Ghazali Mustapha. (1998). *An Investigation into Teachers 'Questions and Tasks to Develop Reading Comprehension -The Application of the COGAFF Taxonomy in Developing Critical Thinking in Malaysia*. Unpublished Ph.D. Dissertation, University of Leicester, U.K.
17. Lehmann, I. J. (1963). *Changes in critical thinking, attitudes, and values from freshman to senior years*. *Journal of Educational Psychology*, 54(6), 305-315.
18. Ministry of Education and Training (2018). *Overall General Education Program*. Retrieved from <https://moet.gov.vn>.
19. Paul, R. Elder, L. & Bartell, T. (1997). *California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations: the State of California*, California Commission on Teacher Credentials.
20. Paul, R. Elder, L (2002). *Critical thinking: Tools for Talking Change of your learning and your life*, Financial Times Prentice Hall.
21. Paul, R. Elder, L. (2005). *Critical thinking standard*, Retrieved from https://www.criticalthinking.org/files/SAM_Comp%20Stand_07opt.pdf.
22. Paul, R. Elder, L. (2008), *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press.
23. Paul,R, Elder, L. and Bartel,T; Reza Vaseghi, Reza Gholami, Hamed Barjesteh (2012), *Critical Thinking: An Influential Factor in Developing English Reading Comprehension Performance*, *Advances in Asian Social Science (AASS)* 401 Vol. 2, No. 1, 2012, 401-410.
24. Reynders, G., Lantz, J., Ruder, S.M.*et al*. *Rubrics to assess critical thinking and information processing in undergraduate STEM courses*. *STEM Ed7*, 9 (2020). <https://doi.org/10.1186/s40594-020-00208>.
25. Toulmin, S. E. 1958. *The Uses of Argument*. (first edition). Cambridge: Cambridge University Press.
26. Thuong, N.D, Giang, N.T.H (2022). *S.Toulmin's argument model- basis for developing critical thinking competency in teaching reading comprehension: a case study of Vietnam*. *International Journal of Education and Social Science Research (IJESSR)*, 5 (2): 377-388. <http://dx.doi.org/10.37500/IJESSR.2022.5224>.

27. Thuong, N.D, Giang, N.T.H (2023). Researching on the relationship between reading comprehension questions, Bloom's taxonomy, and critical thinking competence to adapt to the practical needs of teaching reading comprehension developing critical thinking: a case study of Vietnam. *International Journal of Education Humanities and Social Science*. Vol. 6, No. 03, 1-12. <https://doi.org/10.54922/IJEHSS.2023.0513>.
28. Snider AC. "The code of the debater: introduction to the way of reason" [Internet] Debate Central; 2004. Retrieved from <http://debate.uvm.edu>.
29. Vaseghi, Reza & Gholami, Reza & Barjesteh, Hamed (2012). Critical Thinking: An Influential Factor in Developing English Reading Comprehension Performance. *Advances in Asian Social Science (AASS)*. No.2, 401-410.
30. Yingjie Li, "Critically Question 'Questions on Critical Thinking'", *English Language Teaching*, Vol.13 No 6 (2020). <https://doi.org/10.5539/elt.v13n6p48>.