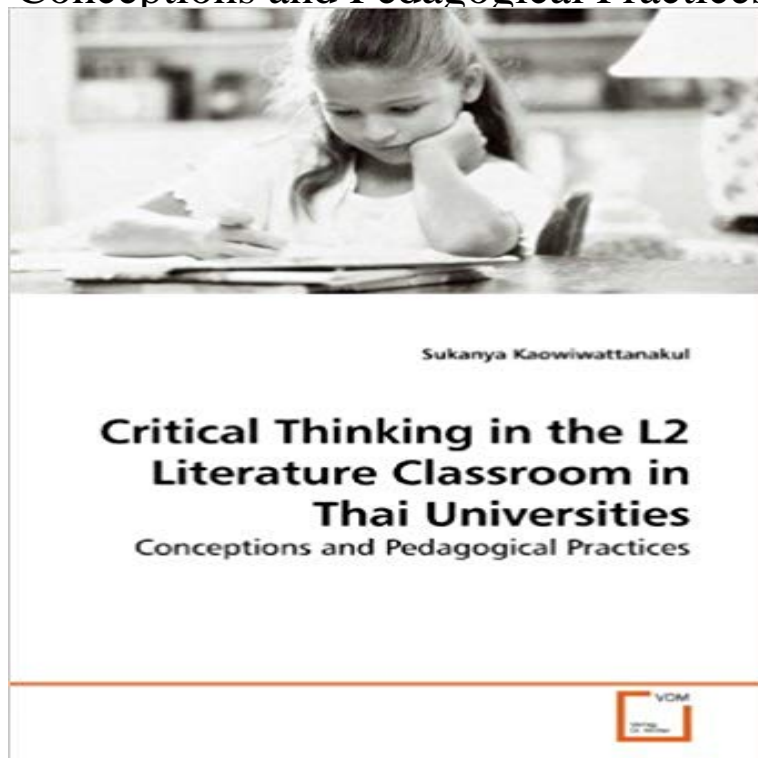


Critical Thinking in the L2 Literature Classroom in Thai Universities: Conceptions and Pedagogical Practices



This study investigates conceptions and pedagogical practices of critical thinking skill in the L2 literature classroom in the Thai university. An ethnographic case study was conducted to explore teachers' conceptions and expectations of critical thinking, to identify how teachers' pedagogical practices promote students' critical thinking skills and to what extent they are successful, and lastly to examine Thai students' capacity to think critically in L2 literature course and their awareness of their own capacity. Three kinds of research methods were employed: interview, observation, and document analysis. The empirical research findings provide an understanding of teachers' conceptions and expectations for 'critical thinking' as well as documenting their actual pedagogical practices relevant to promoting students' critical thinking skill.

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