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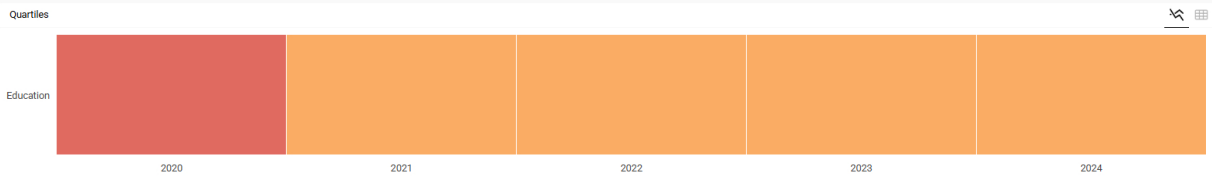
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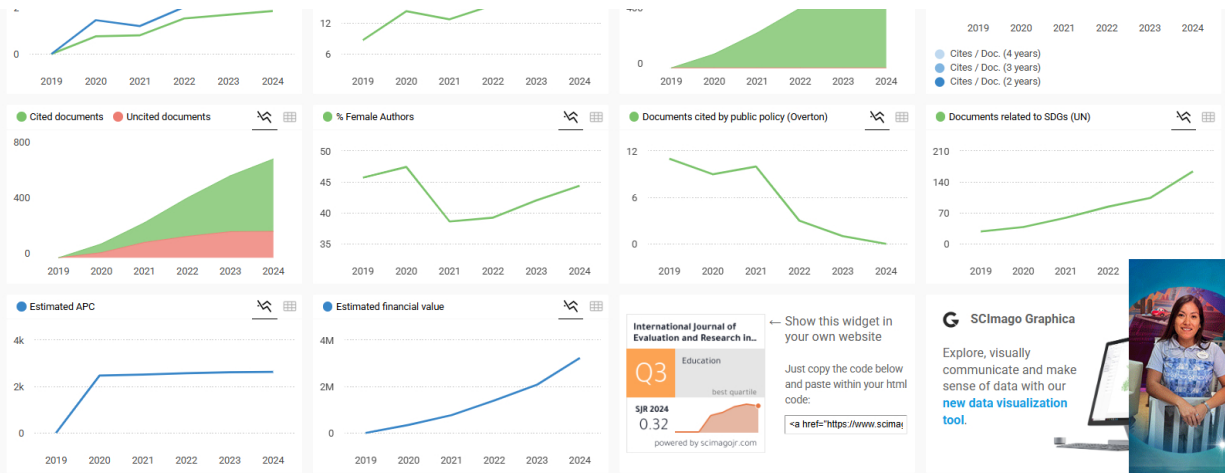
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1 message

Dr. Lina Handayani <ijere@iaesjournal.com>

Mon, Jan 9, 2023 at 2:59 AM

To: "Dr. Khoerul Umam" <khoerul.umam@uhamka.ac.id>

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Just a gentle reminder of our request for your review of the submission, "Indonesian EFL Teachers' Conceptions of Critical Thinking: Challenge and Strategy," for International Journal of Evaluation and Research in Education (IJERE). We were hoping to have this review by 2023-01-31, and this email has been automatically generated and sent with the passing of that date. We would still be pleased to receive it as soon as you are able to prepare it.

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Dr. Lina Handayani

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#26467 Review

Submission To Be Reviewed

Title	Indonesian English language teachers' conceptions of critical thinking: challenge and strategy
Journal Section	Teaching English as Second Language
Abstract	Critical thinking (CT) has already been acknowledged as a significant skill in education, including in the field of English language learning. However, very few studies have investigated the challenges and strategies in enhancing students' CT skills in English language subjects. This qualitative research aims to investigate the Indonesian English as a foreign language (EFL) teachers' conception of the necessity of implementing CT in EFL subject. This research is also intended to find out the challenges and strategies in encouraging students to use CT in their learning process. This research employed two research tools for data collection: questionnaires and semi-structured interviews. The study revealed that EFL teachers believe in the value of promoting CT in their teaching classroom activities. However, CT has been practically rarely unnoticed in the implementation of English language classes due to the EFL teachers' concentration on linguistic skills, grammar instruction, and English communicative skills. The findings also found some challenges faced by the EFL teachers in implementing CT, as well as some strategies in promoting the skill. This research recommends the importance of involving Indonesian EFL teachers in a training on CT to enhance their understanding and allow them to stimulate CT among their students.
Submission Editor	Rafael Denadai (Review) Lena Lindenskov, Ph.D. (Review) Maja Ljubetic (Review) Asghar Soltani, Ph.D. (Review)
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Indonesian EFL Teachers' Conceptions of Critical Thinking: Challenge and Strategy

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ABSTRACT

Critical thinking (CT) has already been acknowledged as a significant skill in education, including in the field of English language learning. However, very few studies have investigated the challenges and strategies in enhancing students' critical thinking skills in English language subject. This qualitative research aims to investigate the Indonesian EFL teachers' conceptions of the necessity of implementing CT in EFL subject. This research is also intended to find out the challenges and strategies in encouraging students use CT in their learning process. This research employed two research tools for data collection: questionnaire and semi-structured interviews. The study revealed that EFL teachers believe in the value of promoting CT in their teaching classroom activities. However, CT has been practically almost never noticed in the implementation of English language classes due to the EFL teachers' concentration on linguistic skills, grammar instruction, and English communicative skills. The findings also found some challenges faced by the EFL teachers in implementing critical thinking, as well as some strategies in promoting the skill. This research recommends the importance to involve Indonesian EFL teachers in a training on critical thinking to enhance their understanding and allow them to stimulate critical thinking among their students.

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1. INTRODUCTION

Recently, the value of CT skill in the education field has been realized and emphasized. It is thought that the skill is important to the learners' success. CT has already been considered one of the most crucial and critical elements in 21st-century success. [1]. As a result, there is no hesitation that CT is one of the fundamental aims of education in the 21st century, with a clear link to teaching and learning activities as well as our daily lives. Teachers in both higher education and university contexts have recognized the need to improve students' CT skills since 1990. Therefore, many researchers and educators have argued that CT is one of the most important abilities to educate children to help them engage successfully in social life, make good decisions, whether personal or leadership-related [2], [3]. This is consistent with one of education's primary goals, that is to prepare learners to make substantial contributions to society [4].

The use of CT in the classroom raises the value of learning by assisting teachers in doing their jobs and promoting successful learning among students. Learning and teaching methods might be impacted by CT [5]–[7]. It is true that doing this would help pupils develop better study habits and prepare them for lifetime

Commented [t1]: Does the challenge and strategy only one?

Commented [KU2]: 1. Improve the Opening and Flow

The abstract begins by stating the importance of critical thinking (CT), which is a good start. However, the transition to the research gap is a bit abrupt. The phrase "very few studies" is also a grammatical error. An effective abstract should move smoothly from the broad context to your specific research problem.

•**Suggestion:** Combine the first two sentences to create a more impactful opening. For example, "While critical thinking (CT) is widely acknowledged as a significant skill in English language learning, there is a notable scarcity of studies investigating the challenges and strategies for its enhancement among Indonesian EFL teachers." This directly establishes the problem and your study's unique contribution.

2. Clarify the Research Aim

You state your research aims in two separate sentences, which can be combined for conciseness and clarity. The current phrasing, "This research is also intended to find out the challenges and strategies," is a bit wordy.

•**Suggestion:** State the aims in a single, well-structured sentence. For instance, "This qualitative research aims to investigate Indonesian EFL teachers' conceptions of CT and explore the challenges and strategies they employ in promoting it."

3. Be More Specific with Methodology

The methodology section is too brief. You mention using a questionnaire and semi-structured interviews but don't provide key details like the sample size or location, which are crucial for an abstract.

•**Suggestion:** Include a concise summary of your participants and location. For example, "This study collected data from 30 Indonesian EFL teachers using a questionnaire and a subset of teachers through semi-structured interviews."

4. Strengthen the Findings

Your findings are presented in a very general way. Phrases like "CT has been practically almost never unnoticed" and "the findings also found some challenges" are awkward and lack specificity. An abstract should summarize your most important and concrete findings.

•**Suggestion:** Replace vague statements with more precise, analytical findings. Instead of saying CT is "unnoticed," describe the specific reasons for this. For example: "The study revealed a disconnect between teachers' stated belief in the value of CT and its practical implementation. This was attributed to a primary focus on linguistic skills, grammar instruction, and communicative competence, often at the expense of CT development." You should also briefly mention your most significant findings regarding the challenges (e.g., lack of training) and strategies (e.g., specific activities like debates).

5. Create a Stronger Concluding Statement

The final sentence, "This research recommends the importance to involve Indonesian EFL teachers in a training on critical thinking," is a good point but is phrased awkwardly. The conclusion should be a powerful summary of your study's key contribution, not just a list of future recommendations.

•**Suggestion:** Rephrase the conclusion to highlight the direct implication of your findings. For example, "These findings underscore the urgent need for targeted professional development ... [1]"

Commented [KU3]: The first paragraph does a good job of establishing the importance of Critical Thinking (CT) in the 21st century. However, it is a bit repetitive and could be more concise. The phrase "CT has already been considered one of the most crucial and critical elements in 21st-century success" and "CT is one of the fundamental aims of education in the 21st century" convey the same idea. Combining these sentences will make the paragraph more direct and impactful. Additionally, the last sentence could be stronger by explicitly stating how preparing learners for society is a primary goal of education, rather than just saying it's "consistent with" one of education's goals.

learning. It is important to note that CT plays a vital role in modern education, seeking to provide a setting where students may develop their own understanding and assume control over their own learning [2].

Furthermore, CT is seen as a process and action to encourage the achievement of students' higher thinking skills by applying several strategies to get the desired results based on the students' real needs [8]. From this standpoint, critical theory appears to be the best resource for directing, criticizing, and increasing students' intellectual growth. In a nutshell, CT is an academic skill that requires the ability to view ideas and issues as well as the ability to evaluate those ideas and solutions. It also entails the ability to discover connections between ideas and improve one's own thought, as well as active participation in a variety of disciplines [2].

Therefore, some experts suggest that teaching CT should be divided into two main steps: provide learners with a critical thinking protocol or process, and then give them opportunities to apply the process [9]. In addition, practicing critical thinking based on tasks that provide students with a real context (i.e., based on students' daily life) will help them to analyze properly. The task-based activities include problem based-tasks, case studies and simulations [10], [11].

However, teachers face many obstacles in promoting CT in the classrooms due to practical constraints of conventional classes. Teachers have lack amount of time with students. Furthermore, most educators often emphasize teacher-based methods that prioritized content learning above process learning. Even when it comes to evaluation, they prioritize knowledge over the thought process. As a result, the learners' primary focus was on the whole of course grades [9].

While research on the importance of critical thinking for students is emerging, very few studies that have investigated EFL teachers' perceptions of CT, as well as challenges and strategies in promoting CT in their teaching activities. Scarcity of study when focusing on teaching English as a foreign language in the Indonesian context. This research tries to fill the gaps by investigating EFL teachers' conceptions of, and challenges and strategies the EFL teachers apply in enhancing students' critical thinking skill. The research questions that were employed to guide this study are as follows.

- 1) What are the Indonesian EFL teachers' conceptions of CT?
- 2) What are the challenges these teachers encounter in promoting CT in their classrooms?
- 3) What are the strategies these teachers apply in promoting CT in their classrooms?

2. LITERATURE REVIEW

2.1. Critical Thinking

CT is the intellectually disciplined process to conceptualize, apply, analyse, synthesize, and/or evaluate information continually and smartly [12], [13]. Therefore, CT is characterized by the ability to examine data, produce, and connect ideas, defend opinions, make comparisons and inferences, draw conclusions, and overcome problems [14]. Observing, experiencing, pondering, or sharing a belief and behaviour are many ways to gather information. According to Kohzadi et al. [5], CT relates to the ability of self-regulation based on theoretical considerations, context, and methodology to get more logical conclusions based on the process of interpretation, analysis, and evaluation.

Critical thinking entails critical interpretation and dialogue, both of which are essential to solve problem and make decision. Critical thinking is a critical analysis method for examining what's going on in the world. This method system might be used to establish problems, take actions toward a goal, make judgments, and perform retrospective evaluations [15], [16]. It is vital to comprehend indicators of critical thinking skills in order to define, explain, analyse, and assess the critical thinking process. Defining a problem, establishing alternative solutions and strong assumptions, generating valid conclusions about the solution, and assessing these conclusions are all part of the Watson-Glaser categorization of critical thinking skills [16]. Inference, assumption recognition, deduction, interpretation, and evaluation are examples of such skills. Critical thinking, in other words, is a method of thinking that involves the ability in analysing, synthesizing, and interpreting a case or problem.

It has been widely realized that CT is directly linked to the ability to make argumentation and decision, as well as to offer solution to problems. On that basis, teachers need to recognize the relevance of CT abilities on this premise. The most important question, however, is how to promote or teach CT skill. Is it necessary to teach critical thinking explicitly, such as a core subject, or is it sufficient to structure the teaching and learning process in such a manner that instructional activities allow students to engage their higher-order cognitive processes? [17]. Garrett [18] investigated the relationship between critical thinking skills and non-performance tasks by comparing direct versus integrated critical thinking instruction. Garrett's research findings found that the number of hours spent in non-performance activities and the amount of time spent practicing critical thinking abilities have a considerable and strong positive link. There is no significant relationship between the

Commented [KU4]: This paragraph explains the benefits of using CT in the classroom. The sentences "Learning and teaching methods might be impacted by CT" and "It is true that doing this would help pupils develop better study habits and prepare them for lifetime learning" are a bit weak and lack confidence. Instead of using "might be" and "It is true," you can use more assertive language. For instance, "CT can significantly impact learning and teaching methods, helping students develop effective study habits and prepare for lifelong learning." The last sentence is a bit long and convoluted; breaking it into two shorter sentences will improve clarity.

Commented [KU5]: This paragraph attempts to define CT, but the definition is a bit scattered. The paragraph starts by calling CT a "process and action" and ends with a bulleted list of abilities. This structure can be confusing for the reader. It is better to provide a clear, concise definition upfront and then elaborate on its different facets. The phrase "critical theory appears to be the best resource" is confusing, as you're talking about **Critical Thinking** (CT), not **Critical Theory**. These are two distinct academic concepts. This must be corrected immediately.

Commented [KU6]: This paragraph outlines strategies for teaching CT, which is a good and relevant point. However, the first sentence is a little awkward. Instead of "some experts suggest that teaching CT should be divided into two main steps," you could say "Experts suggest a two-step approach to teaching CT: first, provide learners with a critical thinking protocol, and second, offer opportunities to apply it." This is more direct. The list of task-based activities is a good example, but the transition could be smoother.

Commented [KU7]: This paragraph is crucial as it identifies the obstacles to promoting CT. The points you raise—lack of time and an emphasis on content over process—are strong. However, the last sentence, "As a result, the learners' primary focus was on the whole of course grades," is a bit confusingly worded. It's better to say something like, "As a result, students tend to focus on course grades rather than the learning process itself."

Commented [KU8]: This final paragraph is the most important part of your introduction, as it establishes the research gap and introduces your specific study. It is well-structured and clearly states the purpose of your research. However, the statement "very few studies that have investigated..." is a bit of a cliché. You can make it more impactful by stating it more directly, for example, "While the importance of CT is well-established, there is a notable research gap concerning..." This makes your research's contribution feel more significant. The research questions are clearly stated and logically follow the preceding text, which is excellent.

Commented [KU9]:

•**Improve the flow:** Integrate the definitions from your sources more smoothly. For example, you can start with a general definition, then use sources to elaborate on specific aspects.

•**Strengthen the language:** The sentence "Therefore, CT is characterized by the ability to examine data, produce, and connect ideas..." is a bit weak. You could use stronger verbs to describe these abilities.

•**Clarity:** The sentence "Observing, experiencing, pondering, or sharing a belief and behaviour are many ways to gather information" seems out of place. It's a general statement about information gathering and doesn't directly contribute to the definition of CT itself. Consider removing it.

amount of time spent developing CT abilities and the amount of time spent growing CT skills. That is, spending time in the framework of the subject area where students must employ high-level of cognitive abilities interacts significantly with CT, whereas activities focused at directly strengthening CT processes have no substantial influence on enhancing CT skills.

2.2. English Language Classrooms in the 21st Century

Undi and Hashim [19] indicate that there was a lot of effort of instructions have been done. Communicative Language Teaching (CLT), with its focus on language proficiency and learner-centeredness, was and continues to be one of the most well-known approaches. In reality, the CLT has inspired not only syllabus design and technique, but also methodological breakthroughs such as content- and task-based learning, and language integrated learning [20]. Some researchers, on the other hand, feel that techniques are expert-constructed regimens for action that have both pedagogic, sociocultural, and political goals [21]. As a result, according to Ghaani & Roslin [22], teachers must be able to alter their own technique in response to local and contextual conditions. Teachers can utilize these factors as a starting point for developing their own teaching tactics and strategies.

In recent years, teaching English cannot be treated and taught only as a simple linguistic skill, but it must be realized that English is a global language that people use to express their local identity and to communicate intelligently with other people around the world based on set goals. [23]. As a result of the current views, grammar and memorization should no longer be the focus of today's EFL courses. Rather, it should be considered as a learning environment where people can use their linguistic and cultural expertise to communicate with people all over the world [24].

Teachers of English should create learning activities that involve students in real-world chores and proposes solution to existing problems that will be needed in the upcoming years. According to Sadeghi et al. [13], EFL students should be encouraged to work collaboratively, and they should not be required to complete assignments that focus only on translation or textbook by putting phrases and sentences together. Students can be directed to use Problem Based Learning (PBL) or Project Based Learning (PjBL) to help analysing problems, making decisions, and finding out possible solutions. The PBL and PjBL encourage students to work collaboratively and autonomously during learning periods and create proper products and/or presentations at the end

3. METHOD

3.1. Research design

This research adopts qualitative research with a descriptive comprehensive approach. To take a detailed comprehensive approach, researchers looked at the ideas, perceptions, and aspirations of human actions by realizing that critical thinking are situated in the study of human activities' meanings, sensations, and expectations [25]. CT is interpreted comprehensively by referring to the information presented by the participants to better understand its peculiarities in teaching English in the Indonesian context. The researcher employed two research tools for data collection, namely the questionnaire and the semi-structure interviews. These two sources of data allowed the researcher to gather rich data and offered triangulation to contribute to the credibility and validity of the research [26].

3.2. Research site and participants

This research study was conducted in two districts in South Sulawesi Province of Indonesia. The research sites were purposefully selected and considered appropriate because there are sufficient EFL teachers in these two districts. 30 Indonesian Senior High School EFL teachers were involved in the questionnaire with different teaching experiences. Table 1 shows the structure of the respondents to the questionnaire.

Table 1. Variety of teaching experience of the participants in the questionnaire

Teaching Experience	Gender	Participants by district		Total (%)
		District 1	District 2	
More than 15 years	Male	2	1	10
	Female	3	2	16.7
5 – 15 years	Male	3	3	20
	Female	5	5	33.3

Paper's should be the fewest possible that accurately describe ... (First Author)

Commented [KU10]: This paragraph shifts from defining CT to discussing how to teach it. This is a very important pivot and should be a clear transition. The paragraph's final sentence, which discusses Garrett's research findings, is the core of this section. However, the preceding text is a bit confusing.

•**Improve the flow:** The paragraph begins by stating that teachers need to recognize the importance of CT, which is a bit of a given at this point in the literature review. It then jumps to a crucial question about explicit versus integrated instruction. This question should be the central point of the paragraph.

•**Enhance the analysis of research findings:** The final sentence is long and difficult to parse. You need to break down the findings more clearly for the reader. Garrett's research appears to be a key point, so you should spend more time explaining it. Instead of saying "There is no significant relationship...", you could clearly state that integrated instruction (embedding CT within a subject) is more effective than direct instruction. This is a very important finding that deserves more emphasis.

•**Clarity:** The last sentence repeats the phrase "the amount of time spent developing CT" twice, which is redundant. Reword it to be more concise and clear. For example: "Garrett's research found a strong positive link between time spent on non-performance tasks and the amount of time practicing CT abilities. Conversely, time spent on activities specifically designed to strengthen CT processes had no significant effect."

Commented [KU11]: 1. Improve Flow and Cohesion

The paragraphs feel a bit disjointed. The first paragraph discusses CLT and its evolution, the second discusses the role of English as a global language, and the third focuses on task-based learning. While these ideas are related, the transitions between them are abrupt.

•**Suggestion:** Start by introducing the shift from traditional, grammar-focused methods to more modern, communicative ones. You can then use this as a frame for all three paragraphs. For example, "The 21st-century English language classroom has moved beyond traditional grammar-translation methods, embracing more communicative and learner-centered approaches."

2. Refine Sentence Structure and Word Choice

There are several instances of awkward phrasing and redundant information. For example, "a lot of effort of instructions have been done" and "in reality, the CLT has inspired..." are a bit clunky. Additionally, the phrase "people use to express their local identity" could be more formal.

•**Suggestion:** Use more academic and direct language. Instead of "a lot of effort," try "considerable efforts have been made." Instead of "in reality," try "CLT has inspired..." Also, clarify and combine similar ideas. For instance, the last paragraph discusses both PBL and PjBL, which you can introduce more succinctly.

3. Strengthen the Argument's Impact

... [2]

Commented [KU12]: 1. Improve Clarity and Precision

The first paragraph is a bit difficult to follow and contains some grammatical errors and awkward phrasing. For example, the sentence "To take a detailed comprehensive approach, researchers looked at the ideas... by realizing that critical thinking are situated in the study of human activities' meanings..." is convoluted. It's unclear what "critical thinking are situated" refers to in this context.

•**Suggestion:** Clarify your research design. Use precise, academic language to explain your approach. Instead of "descriptive comprehensive approach," you could say "descriptive-qualitative approach." The connection between "human actions," "ideas," and "critical thinking" needs to be made explicit. A simpler way to state this would be: "This research employs a qualitative-descriptive design to explore teachers' perceptions of critical thinking (CT). The study's comprehensive approach allows for an in-depth understanding of how CT is interpreted within the context of human actions, meanings, and expectations."

2. Strengthen the Rationale for Methodological Choices

You state that you used a questionnaire and semi-structured interviews for data collection, but the reason for choosing these specific tools is not fully explored. You mention "rich data" and "triangulation," but a deeper explanation would make your methodology section more robust.

... [3]

Less than 5 years	Male	1	1	6.7
	Female	2	2	13.3
Total		16	14	100

For the semi-structure interviews, six of the teachers who were involved in the questionnaire were selected. The six teachers came from various schools and had varying levels of teaching experience. They were selected purposefully to make sure that the data collected were relevant to the objective of the research. The coding reference was utilized for the interview data, with IT standing for the interview transcript at the start of the reference quotes, followed by the participants' and school pseudonym names. IT.Salsa.ET, for example, would correspond to the interview with Salsa, an experienced teacher. The participants for the semi-structured interviews are presented in Table 2.

Table 2. Participants' pseudonym names in the interviews

No	Name	Gender	District	Teaching Experience ¹
1	Qaila	Female	District 1	19 years (VET)
2	Fikri	Male	District 1	14 years (ET)
3	Aliyah	Female	District 1	4 years (NT)
4	Ahmad	Male	District 2	17 years (VET)
5	Mutia	Female	District 2	9 years (NT)
6	Salsa	Female	District 2	3 years (ET)

Note: ¹) VET (a very experienced teacher); ET (an experienced teacher); and NT (a novice teacher)

3.3. Research instruments

The participants in the questionnaire were asked to answer four open-ended questions that were sent to them via Google Form. To encourage the participants to willingly participate and to express their views, they were informed the benefit of study, were informed that none of the data they supplied would be utilized for evaluative reasons, and that all data would be treated confidential. The four questions in the questionnaire were: a) what have you understood about critical thinking? b) in your mind, what's the importance of applying critical thinking in EFL classrooms? c) what are the effective strategies for promoting critical thinking in EFL classrooms? d) what are the challenges have you faced in implementing critical thinking in your teaching practice? For the semi-structured interview, the key points of the questions were the same with the questions in the questionnaire. However, as the nature of semi-structured interviews, unexpected statements from participants could still be probed and followed up on by the researcher. The interviews were recorded, and the researcher took notes throughout them to highlight certain key points raised by participants. The interviewed were done individually via video call at times convenient to the participants.

3.4. Data analysis

The thematic technique was used to analyse the responses of the participants since it has been found to be an effective, thorough, and adaptable tool for assessing qualitative data [27]. The inductive model by Schäfer and Vögele [28] were used to analyse the information, which aims to construct categories as close to the data to be understood as possible. The categories were scrutinized and gradually whittled down until just the core category remains. According to Bachtiar [29], the selection of category creates the representations of information that allow the data analysis to be examined. Sentences, phrases, paragraphs, and subjects that could be articulated in themes and sub-themes served as the study's units of analysis. The comments from the participants were collated and merged, with attention to the common components and a greater frequency being listed at the top of each category's conceptualization, and the comments with a lower frequency being placed on the bottom.

Commented [KU13]: 1. Enhance the Description of Ethical Protocols

The paragraph mentions that data was confidential and not used for evaluation, which is good. However, a more professional and comprehensive description would use formal terminology to describe the ethical safeguards. This demonstrates a robust and well-thought-out research methodology.

•**Suggestion:** Use phrases like "informed consent" and "anonymity" to describe your ethical procedures. For example, "Participants were provided with an informed consent form detailing the study's purpose and ensuring their participation was voluntary. To protect their privacy and encourage honest responses, all data was kept strictly confidential and anonymized."

2. Improve the Clarity and Consistency of the Research Questions

The questions for the questionnaire are presented clearly, but their phrasing could be more academic and consistent. For instance, "what have you understood" is less formal than "what are your conceptions of." Also, the questions for the interview are noted as "the same," but the unique benefit of semi-structured interviews is the ability to deviate from the script. This should be a central point.

•**Suggestion:** Rephrase the questions to use more precise academic language. For instance, "What is your understanding of critical thinking (CT)?" or "What are your perceptions of the importance of CT in EFL classrooms?" For the interviews, emphasize the flexibility. For example: "While the interviews were guided by the same core questions as the questionnaire, their semi-structured nature allowed for follow-up questions and in-depth probing into unexpected or nuanced responses."

3. Add Key Methodological Details

Crucial details about your data collection process are missing. While you mention that interviews were conducted via video call, you don't state which platform was used (e.g., Zoom, Google Meet) or the duration of these interviews. Similarly, for the questionnaire, you mention that it was on Google Form but don't state how long participants were given to respond.

•**Suggestion:** Include these specifics to make your methodology more transparent and replicable. For example: "Semi-structured interviews, lasting approximately 45-60 minutes each, were conducted individually via video call on Google Meet at times convenient for the participants. This ensured a natural and comfortable environment for in-depth conversation."

4. RESULTS AND DISCUSSION

The findings from this research are organized and discussed within the categories that arose from the responses of the participants, both in the questionnaire and the semi-structured interviews. The findings and discussion are chronologically presented based on the main questions that were asked to the participants. The first part delves into the teachers' perspectives of CT. The second section explores the importance of implementing CT in EFL classrooms. The third section discusses the difficulties teachers faced while incorporating critical thinking into their teaching practices. Finally, discussion of the ways that teachers implement to promote CT in their classroom practices are elaborated.

4.1. Teachers' Conceptions of Critical Thinking

Some of the participants in the questionnaire perceived CT as a skill that students need to allow them to participate more actively during learning processes. They believed that in the current development of education, students can't only passively as information user, but they need to become knowledge makers. In this sense, CT helps students to think clearly and rationally. It means developing students' ability to think deeply while learning certain subject content and/or processing new information [22]. One of the participants in the current study informed, "CT is a skill that students need since it will enable them to be more effective learners during the classroom activities and even become responsive learners".

Despite the participants' agreement of the importance of CT for students, eight teachers in the questionnaire explicitly admit that they have limited knowledge of CT. CT is a new concept for them, and they considered that CT is a skill that is more emphasized in the Curriculum 2013. In their views, CT is the skill to identify problems or gaps and find a solution based on the problem/gap. Relating to the component skills of CT, they honestly admit that they have never learned CT intellectually, and therefore they are not sure how to explain it. In addition, the problem of measuring the implementation of CT in EFL classrooms bring some feeling of resistance in promoting the skill. This is interesting because the idea had also expressed by Seah and Beencke [30] who outlined the reasons why teachers in schools may be hesitant to teach or promote CT, which is often tied to pupils' lack of academic comprehension. It has been found that the teachers lacked the fundamental and sufficient knowledge of CT. One of the teachers in this study clarified further of her limited knowledge and understanding of the CT skill. Her thought is simplified in the following quote.

I have been teaching for 20 years and to be honest I don't know well what critical thinking means. As far as I know, none of the teachers in my school have attended a training about critical thinking, including how to teach it. Furthermore, it was almost never mentioned in the previous curriculum I thought teachers need a training about CT if the skill is really needed by students.

Three of the participants in the questionnaire perceived CT means being able to look from different angle, comment based on new perspectives, and ask questions or further clarification. In the learning process, students not only commented a case, or an issue simply based on provided learning materials, but give comments or ideas from different side. From this perspective, CT is perceived as the growth of problem-solving competences and generic thinking skills that strengthen reasoning processes, including in English language teaching [13]. As a result, the teachers' perception of CT is frequently tied to and in agreement with the definition suggested by Qing [3] in which CT involves using key cognitive abilities like interpretation, analysis, inference, and self-regulation to solve problems. CT entails right thinking in the quest of relevant and appropriate knowledge.

One of the study's most intriguing conclusions is that six of the teachers in the questionnaire perceived that CT is an important aspect to be included in their teaching and instructional activities. From this view, according to the participants, CT should become a product of teacher's own thinking. Although the majority of students enter the classes without or with limited critical thinking skills, these students must graduate with adequate critical thinking abilities. These CT skills are required for the students' future employment. Two teachers in the interview supported these views. The following quote exemplifies their remarks.

Generally speaking, most of my students come to class without adequate intellectual standards. This becomes a challenge in promoting critical thinking skills and encouraging the students to think critically during teaching and learning activities. However, it is teachers' duty to incorporate critical thinking skills in their teaching activities and help improve students' critical thinking skills.... Students who graduate will have a strong CT skill set and the capacity to support CT in their future studies and/or careers.

Little different perspectives expressed by four teachers in the questionnaire. They perceived CT as an active process in constructing knowledge and understanding and can create a new issue or concept. According to them, CT is an investigative inquiry to observe and interpret something. They generally assume that when

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students are actively involved and considering teaching materials that are given, they are of course thinking critically. One of the participants in the interview explained further that CT is an effective problem solving. She believes that students need to be carefully nurtured in an environment that is challenging and stimulating their thinking in interpreting and analysing something. Students need to be encouraged to make logical reasons behind every comment or decision they express and oversee these comments/decisions.

The results from this research that revealed that the EFL teachers have different conceptions of CT appear to be shaped by their prior knowledge and skills, as well as their experiences incorporating CT into classroom activities. Therefore, their conceptions reflect their different understandings of that concept. As Ghaani and Roslin [22] indicate that actions and behaviours are constructed according to conceptions and understanding, and therefore the participating teachers' implementation of CT could vary between one teacher and other teachers. Their references to the parts of instruction in which they integrated CT showed this diversity. The research findings support the Sadeghi et al. [13] study findings, where some teachers have a hard time defining what critical thinking means to them. Many of the participants in the current study with a variety of teaching experiences realize that they need to be teaching CT, and most of them desire to do so, but they are unsure exactly what that entails or how to go about doing so. This lack of understanding and skills regarding CT emphasizes that teachers should have a firm grasp on the idea before attempting to teach it [9].

4.2. The Importance of Critical Thinking in the EFL Classrooms

Most survey respondents agreed that CT is an important component of EFL practice. They perceived that CT could help students construct knowledge, give opinion in broader perspective, and offer solution to a problem discussed. Some of them linked the CT with Higher Order Thinking Skills (HOTS). One of the participants explained in more details in the interview. He said that "CT is one of the skills that has been emphasized in the 21st century. It gives students the ability to select and distinguish reliable information from fake ones". The research findings have been confirmed by similar investigations conducted in other EFL contexts [31], [32]. Similarly, Khatib et al. [2] pointed out that teachers can use a combination of presenting factual knowledge and critically evaluating the learning contents in the EFL classrooms to help students develop their critical thinking skills. Further, Quing [3] suggests that students can be taught to think, but without the requisite foundation and expertise, they will be unable to correctly analyse content.

Despite the importance to include CT in the English language teaching (ELT), CT has almost never been noticed practically in ELT classes. According to the participants, the majority of ELT classes focus on linguistic competency, grammar instruction, and English communicative competence. Two of them stated that this concept is not relevant to English language learning. One of them stated: "I don't believe I have introduced critical thinking in my English classroom activities because it is not required for English language acquisition.". Another teacher supported this by stating: "I think, generally, teachers have lack understanding on how to integrate critical thinking in their teaching. Therefore, I and many teachers did not promote critical thinking to students because it is not easy to do that". A study conducted by Marin and Pava [25] also found similar misunderstandings among the university instructors who took part in their study, in which they perceived English language competences like grammar, English communication skill, and linguistic competence are on the top priority in English teaching practices. In contrast to the findings of the study, Riasati and Mollaei [33] asserted that language is more than a means of expression or communication, but it is a product formed by how language learners identify themselves, their social surrounds, their histories, and their future potentialities. Riasati and Mollaei further confirmed that, when used in language teaching, the CT skill will improve the critical quality of contemporary textbooks and language learning in general. Critical literacy education, which considers the social aspect of linguistic discourse, assist students in interpreting the texts they read and evaluating the social theories they encounter.

Interestingly, two teachers in the questionnaire stated of the teachers' confusion of the importance of promoting CT and lack of understanding on how to integrate the CT in their teaching practice. On the one hand, they said that CT is a key component of their educational goals, but they claim that it isn't so much critical thinking that they have adopted due to lack knowledge about it and their students need more knowledge and skill of English. When the participants were asked what CT skills become priority to be developed among students, three participants in the interview stressed the ability to analyse, compare, criticise, and observe. The skills are known as Higher order Thinking Skills (HOTS) in Bloom Taxonomy. Other two teachers in the interview, on the other hand, stated that they did not put much attention to CT skill. To think critically, one must be a skilled observer of ideas or events, with the ability to ask questions, classify, and identify patterns.

Another two teachers in the interview are a good example of teachers who identify CT with think deeply about the learning contents, and beyond that they sometimes applied CT strategies in their classroom activities. They said CT is one of top primary in their teaching and classroom activities. One of them informed that students' ability to think critically is not only a function of personal choice and learning target, but the

Commented [KU14]: 1. Strengthen the Introduction

The introductory paragraph to the "Results and Discussion" section is a bit weak. It reads like a table of contents, simply listing what will be discussed. A stronger introduction would provide a brief, engaging overview of the key findings from each section. For example, instead of just saying "the first part delves into the teachers' perspectives," you could briefly mention what those perspectives are, such as the finding that many teachers had limited knowledge of CT despite recognizing its importance. This provides a clear, forward-looking summary and makes the reader want to continue.

2. Synthesize Findings from Different Participants

You've presented the findings by quoting or paraphrasing different groups of teachers, which is a good approach. However, you can strengthen this by creating a stronger synthesis. Instead of just stating "some of the participants perceived CT as...", you could start with the core finding about teachers' limited understanding and then use the different groups' responses to illustrate this. For example, you could say, "Our findings reveal that most teachers have a limited, yet evolving, understanding of CT. For many, it's a new concept tied to the Curriculum 2013, while for others, it's a skill for active participation and problem-solving." This approach integrates the different perspectives into a cohesive narrative, making the discussion more powerful.

3. Improve Data-to-Literature Connections

The discussion section is meant to connect your findings to the existing body of literature. You've done this, but the connections could be more explicit. For instance, when you quote a teacher who has limited knowledge, you can more directly state, "This lack of training and awareness aligns with findings by Seah and Beencke [30], who also found that teachers' hesitancy to teach CT is often rooted in their own limited knowledge of the concept." This direct comparison validates your findings and shows how your research fits into the broader academic conversation.

4. Add More Analytical Depth to the Quotes

The quotes you've included are good, but they are presented without much analysis. The quote from the 20-year veteran teacher is a powerful piece of data. Instead of just stating that her thought is "simplified" in the quote, you should analyze what this quote *means*. It reflects not only a personal lack of knowledge but a systemic failure in teacher professional development. The quote from the other teacher highlights the challenge of teaching CT to students who lack basic intellectual standards, but also the teacher's commitment to improving them. Your analysis should delve into these nuances to demonstrate a deeper understanding of the participants' perspectives.

5. Refine Language and Terminology

Finally, there are several instances where the language could be more precise and professional. For example, "brought some feeling of resistance" can be rephrased as "created a sense of resistance." The quote about students graduating with a "strong CT skill set" is a bit informal; "a well-developed capacity for critical thinking" would be more formal. You're also a bit repetitive with phrases like "in their views," "according to them," and "they perceived." Varying your sentence structure and word choice will make the writing more engaging.

skills will be needed by students in their social life. Although he realizes that how to understand English subject contents and can communicate English properly are of priority goals, but he has been trying to integrate the CT skill to introduce students with one priority of 21st century skills. According to him, English language communication skills and 21st century skills are two aspects that can be taught simultaneously. Another teacher said that communicative and written language tasks require critical thinking skill. This is in line with what Elfatih [6] and Goodsett [34] informed that when students face task in the target language that includes features like inquiry and/or problem solving, they must think critically. Therefore, the English language teaching can be an excellent place to practice critical thinking. It has also been confirmed that contemporary classroom language teaching methods and techniques need students to apply CT abilities to complete various language assignments [35, p. 23]. From this view, many researchers feel that communicative language instruction offer a good environment for learners to learn and apply CT abilities [8].

4.3. Strategies in Promoting Critical Thinking in EFL Teaching Practices

One of the primary findings from this research is that promoting CT in EFL teaching and learning in Indonesian context necessitates teachers to think over grammar or sentence structures and vocabulary when teaching. Some of the participants perceived the importance of fostering thinking, creativity, and self-learning evaluation among students while focusing on achieving the learning goals. From these perspectives, teachers must create chance for learners to be more innovative and participate in a true communicative environment where the students can express their opinions on issues covered in class. The participants recommended several steps that teachers may use to promote CT during learning activities. These steps are: (1) encourage students to explain something in relation to topic discussed; (2) stimulate students to evaluate their learning; (3) give comments and ask questions to provoke students make prediction; and (4) encourage students to find solutions to problems they are experiencing. The findings from this research support Saleh's [36] study findings that CT can be included into language teaching and learning in a variety of ways, including instructional methods, learning materials, and assessment methodologies. Along the same lines, Okolie et al. [37] believe of the ability to think critically should be incorporated into language training, and language materials should be created that allow students to engage in tasks and activities that require deep thinking and reflection.

Another finding emerged from this study is that the EFL teachers perceived the strategies to foster CT in English language learning (ELT) can be applied in all stages of English language classes (from beginner to advanced). However, the complexity of the activities should change depending on the objectives of the learning topics. The teachers identified case studies, debates, roleplays, group discussions on issues of interest, self-learning evaluation, and project- and problem-based activities as some of the best ways for promoting CT in ELT. These strategies can be integrated into a communicative strategy because they provide communication contexts in which ideas can be exchanged. According to the participants, using these approaches will serve not only as a setting for students to improve their English language communication ability, as well as a scenario for them to develop CT skills. The research findings support Florea and Hurjui's [38] recommendation that some effective and productive methods and techniques for developing CT are small group discussion and project-based learning. A study by Saleh [36] also found that problem solving, group discussion, self and peer reflection, and other critical thinking-promoted activities were also indicated as common behaviours that have great possibility to be integrated into language teaching and learning. Very much the same ideas with Marin and Pava [25] who believe of the importance of dialogues, media critiques, problem-solving exercises, and self- and peer evaluation, as well as encouraging learners to ask questions for the same purpose. From these considerations, Kim and Pollard [12] suggest that teachers serve as facilitators in order to foster a culture of critical thinking. However, little different ideas were expressed by Brown and Keeley [39] who recommended that students should be taught how to ask the proper questions to improve their ability to evaluate written essays, websites, facts, and arguments critically. This will also help them improve their ability to evaluate the quality of lessons and classes, create their own opinions, write critical essays, and participate in class.

When the participants were asked to explain a typical moment in learning activities that promotes CT skill, most of the participants in the interview stated their views that are very similar with what have been stated with most of the participants in the questionnaire. They said that CT skill can be promoted to students in every part of learning activity and be integrated with communicative competence as demanded objectives of English language learning in the curriculum. The following quote exemplifies the participants' viewpoints.

Critical thinking is an important skill for 21st century learners I sometimes use a holistic approach by integrating grammatical and communicative competences with critical thinking skill. I realize that I still have lack understanding on how to integrate the critical thinking in learning activities, especially teaching English. But I am trying to learn about it and hope that there will be a training about the strategies to teach critical thinking to students.... For me, one of the key aspects that need to implement during learning is to encourage students to assess their own work/learning.

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Commented [KU15]: 1. Improve Narrative Flow and Structure

Your discussion presents a lot of valuable information but lacks a clear, overarching narrative. It moves between different teachers' views and a variety of academic sources without a strong, unifying argument. The paragraphs are often short and choppy, making it difficult for the reader to follow the logical progression of your analysis. You should combine related ideas to create a more cohesive and professional flow. For example, instead of separating the teachers who believe CT isn't relevant from those who are confused, you can group all these perspectives together to illustrate the central theme of "misunderstanding and resistance."

2. Synthesize Findings Instead of Listing Them

You effectively use quotes and paraphrases to present your participants' views. However, you often introduce these views with phrases like "one of the participants explained" or "another teacher said." This approach is common in results sections, but a discussion section should **synthesize** these findings. Instead of just listing what each teacher said, you should use their quotes as evidence to support a broader claim. For example, you could start a paragraph with a topic sentence like, "A common theme across our interviews was the perceived disconnect between English language learning and critical thinking skills," and then use the quotes from the two teachers to illustrate that exact point.

3. Strengthen the Connection Between Your Data and the Literature

While you correctly cite relevant literature, the connections often feel like afterthoughts. The discussion should not just present a finding and then say, "This has been confirmed by..." You should explicitly explain *how* your data supports or contrasts with the literature. For instance, when you discuss the misunderstanding of CT, you could say, "Our findings on this fundamental misunderstanding align with Marin and Pava's study [25], which also identified a similar prioritization of grammar and linguistic competence over critical thinking." This direct comparison validates your findings and shows how your research fits into the broader academic conversation.

4. Refine Language and Terminology

Your writing is clear, but it can be more precise and professional. There are some repetitive phrases (e.g., "CT is an important component of EFL practice" and similar ideas repeated later) and some informal wording ("a good example of teachers who identify..."). You also need to be careful with technical terms. For instance, you mention Bloom's Taxonomy without explaining how your findings relate to it. While HOTs is a good connection, a brief explanation would improve clarity for a broader audience. Use stronger, more direct language throughout. For example, instead of "almost never been noticed practically," you could say "is rarely implemented in practice."

The findings from this research, both in the questionnaire and interview, indicate that some of the participating teachers could elaborate some strategies to promote CT and have implemented these strategies. Some previous studies [34], [40], [41] have recommended of the importance of providing a CT training for teachers to help them enhance their understanding of CT and strategies in implementing it.

4.4. Challenges in integrating critical thinking in EFL teaching practices

Eight of the teachers in the questionnaire explicitly admits that they have limited knowledge of CT. CT is a new concept for them. In their views, CT is the ability to criticize something based on someone existing knowledge or develop a solution based on a problem. Relating to the component skills of CT, they honestly admit that they have never learned CT intellectually, and therefore they are not sure how to explain it. Those teachers further suggested that given teachers' deficiency in CT skill as an urgent for our educators to equip them with critical thinking competency by having sufficient knowledge and skills first before promoting to their students.

Another challenge that some participants informed is that CT is rarely taught in EFL classes due to a lack of knowledge and understanding of the concept. Although many teachers stated that CT is commonly promoted using oral and written practices based on expanding information, and the teachers employ implicit CT aspects in their classes, it is often done unknowingly. One of the participants in the interview said:

I personally do eager to apply critical thinking in my classroom activities because I know the skill is a part of 21st century competency that students need to possess. However, I have still lacked knowledge and competences of the appropriate approach and strategy to integrate CT with English learning contents. In addition, I don't know how to measure its achievement because as far as I know there is no fix indicators to measure it.

The findings from this research support Shahrehabaki and Notash's [9] view that the negative attitude of university lecturers toward critical thinking will deter them from incorporating it into their instructional practices. The current study also found that the primary issue of promoting CT in EFL context in Indonesia is that English language teachers are lack adequate training in this area. It appears that the skill is rarely discussed in teacher professional learning groups. These findings are consistent with previous study by Saleh [36] that suggested the importance of providing training courses and seminars for lecturers and instructors on how to properly integrate CT into language instruction. It's also critical to emphasize the importance of encouraging the instructors' positive views toward this concept.

One of the most important findings of this study is that many teachers, including Indonesian EFL teachers, still employ a traditional transmission of knowledge in which teachers transfer learning content and students passively receive and memorise it. One of the participants in the interview informed that rather of being presented with opportunity to engage with knowledge creatively and critically, most students are conditioned to passively absorb it. He further stated that many teachers are doing their tasks just to fall short of obligation and are sometimes resistant to changes in teaching, including the desire to instil CT in their learning activities. These findings share some similarities with previous studies [9], [42]. Mahmoodi-shahrehabaki and Yaghoubi-Notash's [9] study found that many teachers used to teach using teacher-based approaches that valued content learning over process learning and emphasized knowledge over thought process. As a result, the learners' primary focus was the overall course grade. Furthermore, Nair et al. [42] indicate the problem and issue seems to be related to the education system, where teachers still apply the old mindset that seeks to teach 'what to think' rather than 'how to think' successfully regarding the topic being studied.

5. CONCLUSION

PLC learning process has a substantial impact on student-teachers' competencies, especially their pedagogical knowledge, content knowledge, and technological competence. The results of the study suggest that student-teachers' involvement in PLC activities most likely has a favorable effect on their ability to integrate technology into their teaching practice. PLCs are also thought to be essential for raising educational standards. In addition, a significant trend in the modern education industry is the growth of blended learning. The growing body of research demonstrating the superiority of a blended approach to an online or classroom-only approach is fueling this trend. However, if educators do not alter their attitudes and behaviors to creating blended experiences, there is a risk that blended learning courses would fall far short of the potential. Most of

Commented [KU16]: 1. Synthesize Findings for Greater Impact

The first paragraph lists various strategies recommended by the participants, such as encouraging students to explain concepts, evaluate learning, and solve problems. This list-like format is fine for a results section, but in a discussion, you should **synthesize these individual points into a cohesive theme**. All these actions—explaining, evaluating, predicting—point toward a single, larger idea: **promoting active, student-centered learning**. By stating this overarching theme first, you can then use your list as specific examples that support the main point, making your argument more powerful.

2. Integrate Data with Literature More Smoothly

You've included several citations from other researchers like Saleh and Okolie to support your findings. However, the connections are a bit clunky. Phrases like "The findings from this research support Saleh's study findings" are direct but not very sophisticated. A more advanced approach is to weave the literature directly into your analysis. For example, instead of a separate sentence, you could write: "These recommendations for encouraging deeper thinking align with Okolie et al.'s [37] belief that language materials should be designed to promote reflection and deep thinking." This integration feels more natural and demonstrates a stronger command of the academic conversation.

3. Improve Specificity in Describing Strategies

The second paragraph lists a variety of strategies like "case studies, debates, roleplays, group discussions," and others. This is a solid list, but your discussion could be more specific about **how** these strategies are implemented in an EFL (English as a Foreign Language) context. What makes a debate in an Indonesian EFL classroom different from one in a social studies class? You mention that they provide a "communication context," but you could elaborate on how this specifically benefits both language acquisition and CT skills simultaneously, strengthening your unique contribution.

4. Add More Critical Analysis to the Quotes

The quote you included in the third paragraph from the interview participant is excellent and provides a powerful insight into th... [4]

Commented [KU17]: Your writing effectively identifies key challenges in integrating critical thinking (CT) in EFL classrooms. To elevate the quality of this section, focus on synthesizing your findings, strengthening the links to existing literature, and refining your language for a more authoritative tone.

1. Synthesize Your Findings for a Cohesive Narrative

You present several distinct challenges—limited knowledge, lack of training, resistance to change, and traditional teaching methods. However, these are often presented as separate points. A stronger approach is to connect them to show how they are interrelated. For instance, the **lack of knowledge and training** directly leads to teachers' **resistance to change** and their reliance on **traditional teaching methods**. Your discussion should reflect this causal relationship.

•**Suggestion:** Start by stating the overarching challenge, such as "Our findings indicate that the primary barrier to promoting CT in Indonesian EFL classrooms is a systemic lack of teacher preparedness." Then, use the subsequent paragraphs to explain the contributing factors: limited foundational knowledge, absence of professional training, and entrenched traditional pedagogical practices. This makes your argument more cohesive and impactful.

2. Integrate Your Data with the Literature More Effectively

You correctly cite several sources (Shahrehabaki and Notash, Saleh, Nair, et al.) to support your claims. However, the connection between your participants' responses and the literature is often stated rather than shown. A good discussion section uses the literature to frame and interpret your specific findings.

•**Suggestion:** Instead of just saying "The findings from this research support Shahrehabaki and Notash's view," you could integrate the ideas more directly. For example: "This study's findings corroborate existing research that highlights teachers' negative attitudes toward critical thinking, often stemming from a lack of adequate training [9, 36]. As one participant in our study revealed, 'I have still lacked knowledge and competences of the appropriate approach and strategy to integrate CT...' This uses the quote as direct evidence to support the academic point you are making.

... [5]

the time, educators did not fully take use of the potential provided by online contexts or combine the two methods to make their courses cohesive for their learners.

Future research would benefit from a more thorough examination of the specific aspects that contribute to the relationship between learning strategy, teachers' technology knowledge, and student's learning achievement. The inclusion of qualitative information, such as interviews, may assist the survey results gain depth and clarity. Examining the effects of teachers' technology expertise and blended learning on students' academic achievement is another potential future research topic. These suggestions would further knowledge of the effects of instructional approaches and strategies and technological literacy beyond the detection of significant change.

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Paper's should be the fewest possible that accurately describe ... (First Author)

Commented [KU18]: 1. Inconsistent Focus and Disjointed Flow

The first paragraph begins by discussing the positive impact of Professional Learning Communities (PLCs) on student-teachers' competencies and their ability to integrate technology. This is a clear, evidence-based conclusion from your study. However, the paragraph then abruptly shifts to a discussion about blended learning and the risks of a poor implementation. This transition is jarring and weakens your argument. The link between PLCs and the challenges of blended learning is not explicitly made, making the conclusion feel disjointed.

•**Suggestion:** To fix this, you need to either remove the second part of the paragraph on blended learning or, more effectively, **explicitly connect PLCs to blended learning**. You could argue that PLCs are the perfect mechanism to help teachers overcome the challenges of blended learning by providing a collaborative space to develop new skills and attitudes. This would create a cohesive, powerful final statement.

2. Lack of a Strong Concluding Statement

A conclusion should do more than just summarize findings; it should offer a final, thought-provoking statement that encapsulates the study's significance. Your first paragraph ends on a somewhat negative note about educators not fully utilizing blended learning, and the second paragraph jumps directly into recommendations for future research. The conclusion lacks a strong, definitive final sentence that leaves a lasting impression on the reader.

•**Suggestion:** End your conclusion with a powerful, forward-looking statement that ties everything together. After discussing the potential of PLCs, you could end with a sentence like: "Ultimately, fostering collaborative environments like PLCs is not just a beneficial professional development tool, but a critical necessity for successfully navigating the complexities of modern educational approaches like blended learning."

3. Vague Recommendations for Future Research
















The second paragraph lists suggestions for future research, which is a standard component of a conclusion. However, the suggestions are a bit generic. Phrases like "a more thorough examination of specific aspects" and "further knowledge of the effects" are vague and could apply to almost any study.

•**Suggestion:** Make your recommendations more specific and actionable. Instead of just suggesting the inclusion of qualitative data, state what specific qualitative methods could be used and what they might reveal. For example, "Future research should employ a mixed-methods approach, using in-depth interviews with student-teachers to understand the specific collaborative behaviors within PLCs that lead to improved technological and pedagogical integration." Also, be more precise about the variables to be examined, such as specific learning strategies or types of technological knowledge.

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1. Improve the Opening and Flow

The abstract begins by stating the importance of critical thinking (CT), which is a good start. However, the transition to the research gap is a bit abrupt. The phrase "very view studies" is also a grammatical error. An effective abstract should move smoothly from the broad context to your specific research problem.

- **Suggestion:** Combine the first two sentences to create a more impactful opening. For example, "While critical thinking (CT) is widely acknowledged as a significant skill in English language learning, there is a notable scarcity of studies investigating the challenges and strategies for its enhancement among Indonesian EFL teachers." This directly establishes the problem and your study's unique contribution.

2. Clarify the Research Aim

You state your research aims in two separate sentences, which can be combined for conciseness and clarity. The current phrasing, "This research is also intended to find out the challenges and strategies," is a bit wordy.

- **Suggestion:** State the aims in a single, well-structured sentence. For instance, "This qualitative research aims to investigate Indonesian EFL teachers' conceptions of CT and explore the challenges and strategies they employ in promoting it."

3. Be More Specific with Methodology

The methodology section is too brief. You mention using a questionnaire and semi-structured interviews but don't provide key details like the sample size or location, which are crucial for an abstract.

- **Suggestion:** Include a concise summary of your participants and location. For example, "This study collected data from 30 Indonesian EFL teachers using a questionnaire and a subset of teachers through semi-structured interviews."

4. Strengthen the Findings

Your findings are presented in a very general way. Phrases like "CT has been practically almost never unnoticed" and "the findings also found some challenges" are awkward and lack specificity. An abstract should summarize your most important and concrete findings.

- **Suggestion:** Replace vague statements with more precise, analytical findings. Instead of saying CT is "unnoticed," describe the specific reasons for this. For example: "The study revealed a disconnect between teachers' stated belief in the value of CT and its practical implementation. This was attributed to a primary focus on linguistic skills, grammar instruction, and communicative competence, often at the expense of CT development." You should also briefly mention your most significant findings regarding the challenges (e.g., lack of training) and strategies (e.g., specific activities like debates).

5. Create a Stronger Concluding Statement

The final sentence, "This research recommends the importance to involve Indonesian EFL teachers in a training on critical thinking," is a good point but is phrased awkwardly. The conclusion should be a powerful summary of your study's key contribution, not just a list of future recommendations.

- **Suggestion:** Rephrase the conclusion to highlight the direct implication of your findings. For example, "These findings underscore the urgent need for targeted professional development to equip Indonesian EFL teachers with the knowledge and skills necessary to effectively integrate CT into their teaching practices." This ends the abstract on a more impactful and professional note.

1. Improve Flow and Cohesion

The paragraphs feel a bit disjointed. The first paragraph discusses CLT and its evolution, the second discusses the role of English as a global language, and the third focuses on task-based learning. While these ideas are related, the transitions between them are abrupt.

- **Suggestion:** Start by introducing the shift from traditional, grammar-focused methods to more modern, communicative ones. You can then use this as a frame for all three paragraphs. For example, "The 21st-century English language classroom has moved beyond traditional grammar-translation methods, embracing more communicative and learner-centered approaches."

2. Refine Sentence Structure and Word Choice

There are several instances of awkward phrasing and redundant information. For example, "a lot of effort of instructions have been done" and "in reality, the CLT has inspired..." are a bit clunky. Additionally, the phrase "people use to express their local identity" could be more formal.

- **Suggestion:** Use more academic and direct language. Instead of "a lot of effort," try "considerable efforts have been made." Instead of "in reality," try "CLT has inspired..." Also, clarify and combine similar ideas. For instance, the last paragraph discusses both PBL and PjBL, which you can introduce more succinctly.

3. Strengthen the Argument's Impact

The text correctly identifies key trends but sometimes presents them as simple facts rather than as part of a strong, coherent argument. The final paragraph, for example, lists several learning approaches (PBL and PjBL) but doesn't explicitly link them back to the initial discussion of CLT's principles.

- **Suggestion:** Ensure each point builds upon the previous one. You can frame the last paragraph as a direct application of the principles mentioned earlier. For example, "To achieve these 21st-century goals, EFL teachers are moving toward more authentic, problem-based, and project-based learning. These methods, which stem from the principles of CLT, empower students to work collaboratively and autonomously, and to apply their language skills to real-world tasks." This directly connects the concepts and shows a clear logical progression.

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1. Improve Clarity and Precision

The first paragraph is a bit difficult to follow and contains some grammatical errors and awkward phrasing. For example, the sentence "To take a detailed comprehensive approach, researchers looked at the ideas... by realizing that critical thinking are situated in the study of human activities' meanings..." is convoluted. It's unclear what "critical thinking are situated" refers to in this context.

- **Suggestion:** Clarify your research design. Use precise, academic language to explain your approach. Instead of "descriptive comprehensive approach," you could say "descriptive-qualitative approach." The connection between "human actions," "ideas," and "critical thinking" needs to be made explicit. A simpler way to state this would be: "This research employs a qualitative-descriptive design to explore teachers' perceptions of critical thinking (CT). The study's comprehensive approach allows for an in-depth understanding of how CT is interpreted within the context of human actions, meanings, and expectations."

2. Strengthen the Rationale for Methodological Choices

You state that you used a questionnaire and semi-structured interviews for data collection, but the reason for choosing these specific tools is not fully explored. You mention "rich data" and "triangulation," but a deeper explanation would make your methodology section more robust.

- **Suggestion:** Elaborate on why each tool was chosen. For example, the questionnaire was likely used to gather quantitative data from a larger group, while the interviews were used for qualitative, in-depth understanding. You can explain how combining these methods strengthens the credibility of your findings. For instance: "The use of both a questionnaire and semi-structured interviews facilitated **triangulation**, enhancing the credibility and validity of our findings by allowing us to corroborate quantitative data with rich, qualitative insights."

3. Be More Specific About Site and Participant Selection

The section on the research site and participants is brief and lacks sufficient detail. You state that the sites were "purposefully selected" because they had a sufficient number of teachers, which is a bit of a circular reason. A stronger rationale would explain why these particular districts were chosen over others.

- **Suggestion:** Provide a more detailed justification for your research sites. What makes these specific districts in South Sulawesi suitable for this study? Are they representative of urban or rural contexts in Indonesia? Additionally, you mention that 30 teachers were involved in the questionnaire, but you don't mention the number of interview participants. You must include this information, as it's crucial for understanding your sample size and research scope. For example: "The research was conducted in two districts in South Sulawesi, Indonesia, which were purposefully selected to represent a diverse EFL teacher population. A total of 30 senior high school EFL teachers completed the questionnaire, and a subset of these teachers participated in the semi-structured interviews to provide deeper insights."

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1. Synthesize Findings for Greater Impact

The first paragraph lists various strategies recommended by the participants, such as encouraging students to explain concepts, evaluate learning, and solve problems. This list-like format is fine for a results section, but in a discussion, you should **synthesize these individual points into a cohesive theme**. All these actions—explaining, evaluating, predicting—point toward a single, larger idea: **promoting active, student-centered learning**. By stating this

overarching theme first, you can then use your list as specific examples that support the main point, making your argument more powerful.

2. Integrate Data with Literature More Smoothly

You've included several citations from other researchers like Saleh and Okolie to support your findings. However, the connections are a bit clunky. Phrases like "The findings from this research support Saleh's study findings" are direct but not very sophisticated. A more advanced approach is to weave the literature directly into your analysis. For example, instead of a separate sentence, you could write: "These recommendations for encouraging deeper thinking align with Okolie et al.'s [37] belief that language materials should be designed to promote reflection and deep thinking." This integration feels more natural and demonstrates a stronger command of the academic conversation.

3. Improve Specificity in Describing Strategies

The second paragraph lists a variety of strategies like "case studies, debates, roleplays, group discussions," and others. This is a solid list, but your discussion could be more specific about **how** these strategies are implemented in an EFL (English as a Foreign Language) context. What makes a debate in an Indonesian EFL classroom different from one in a social studies class? You mention that they provide a "communication context," but you could elaborate on how this specifically benefits both language acquisition and CT skills simultaneously, strengthening your unique contribution.

4. Add More Critical Analysis to the Quotes

The quote you included in the third paragraph from the interview participant is excellent and provides a powerful insight into the reality of teaching CT. However, you introduce it with a generic line: "The following quote exemplifies the participants' viewpoints." Instead of just presenting the quote, you should **analyze its content**. What does the quote reveal about the teacher's mindset? It shows a teacher who is aware of the importance of CT, is a self-starter, but also highlights a systemic lack of professional development. Your analysis should break down these different layers, moving beyond just stating that the quote exists and into explaining its significance.

5. Conclude with a Strong, Forward-Looking Synthesis

The final paragraph is a bit weak and redundant. It re-states that some teachers could elaborate on strategies and have implemented them, and that training is important. These points have been made throughout the text. A conclusion should summarize the key takeaway and offer clear implications for the future.

- **Suggestion:** Combine the key ideas from the entire section. Your findings reveal a paradox: teachers recognize the importance of CT and have some intuitive strategies, but they lack formal training and a deep, intellectual understanding of the concept. Your conclusion should restate this central paradox and argue that the next step is not just to offer training, but to offer training that specifically addresses these gaps in understanding, helping them move from an intuitive to a systematic approach to teaching CT.

6. Refine Language and Terminology

Finally, there are several instances of awkward or overly formal phrasing that can be streamlined. Phrases like "The findings from this research, both in the questionnaire and interview, indicate..." can be shortened to "Our findings indicate..." Also, ensure your use of pronouns is clear and consistent. Reworking these sentences will make your writing more direct and professional.

Your writing effectively identifies key challenges in integrating critical thinking (CT) in EFL classrooms. To elevate the quality of this section, focus on synthesizing your findings, strengthening the links to existing literature, and refining your language for a more authoritative tone.

1. Synthesize Your Findings for a Cohesive Narrative

You present several distinct challenges—limited knowledge, lack of training, resistance to change, and traditional teaching methods. However, these are often presented as separate points. A stronger approach is to connect them to show how they are interrelated. For instance, the **lack of knowledge and training** directly leads to teachers' **resistance to change** and their reliance on **traditional teaching methods**. Your discussion should reflect this causal relationship.

- **Suggestion:** Start by stating the overarching challenge, such as "Our findings indicate that the primary barrier to promoting CT in Indonesian EFL classrooms is a systemic lack of teacher preparedness." Then, use the subsequent paragraphs to explain the contributing factors: limited foundational knowledge, absence of professional training, and entrenched traditional pedagogical practices. This makes your argument more cohesive and impactful.

2. Integrate Your Data with the Literature More Effectively

You correctly cite several sources (Shahrehabaki and Notash, Saleh, Nair, et al.) to support your claims. However, the connection between your participants' responses and the literature is often stated rather than shown. A good discussion section uses the literature to frame and interpret your specific findings.

- **Suggestion:** Instead of just saying "The findings from this research support Shahrehabaki and Notash's view," you could integrate the ideas more directly. For example: "This study's findings corroborate existing research that highlights teachers' negative attitudes toward critical thinking, often stemming from a lack of adequate training [9, 36]. As one participant in our study revealed, 'I have still lacked knowledge and competences of the appropriate approach and strategy to integrate CT...'" This uses the quote as direct evidence to support the academic point you are making.

3. Refine Your Language for a More Authoritative Tone

Several phrases in the text are slightly informal or redundant. For example, "explicitly admits" can be simplified to "explicitly admitted" or "admitted," and "brings some feeling of resistance" can be rephrased to "creates a sense of resistance." The quote from the participant is a powerful piece of data, but the way you introduce it could be more fluid.

- **Suggestion:** Use more formal and precise language. For instance, instead of "is often done unknowingly," you could say "is often an unconscious practice." Additionally, when presenting a quote, integrate it seamlessly into the paragraph rather than treating it as a separate block. For example, you could write: "One participant summarized this challenge, stating, 'I personally do eager to apply critical thinking... but I have still lacked knowledge and competences...'"