



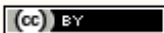
## Finding a Place for Critical Thinking and Self-voice in College English as a Foreign Language Writing Classrooms

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### Abstract

Although the concepts of critical thinking and self-voice have been extensively discussed in a second language writing, little attention has been given, on the pedagogical level, to critical thinking and self-voice in college EFL writing instruction. To fill such a void, this paper attempts to propose some pedagogical tasks namely: persuasive writing tasks, draft workshops one-on-one mentoring approaches for finding a place for critical thinking and self-voice in EFL classrooms. In doing so, this paper provides the operational definitions of critical thinking and self-voice concepts. It then discusses how these two concepts are closely related to complement EFL writing learning. In what follows, it presents the rationale for finding a place for critical thinking and self-voice in EFL writing. It then touches on some pedagogical practices for developing critical thinking and self-voice in classrooms. Lastly, it addresses some challenges related to implementing critical thinking and self-voice tasks in EFL classrooms.

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