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## Effectiveness of Critical Thinking Skills in Improving Writing Performance among EFL Students in China

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### Abstract

**Aim:** The overall purpose of this study is to investigate the level of critical thinking skills and writing performance among EFL students in China.

**Methodology:** The descriptive-correlational research method was employed to depict and analyze the respondents on critical thinking skills and writing performance.

**Results:** Among the cited indicators, skills of analysis and skills of evaluation got the equal mean score of 3.09; skills of reasoning, with a score of 3.07, which is a little lower. This shows that respondents are able to use the skills of reasoning in process of learning, however, not as well as that in using skills of analysis and evaluation. Table of Summary for Writing Performance posted a composite mean score of 3.13, indicating the respondents' satisfaction in their writing performance.

**Conclusions:** The respondents applied critical thinking skills in their learning process, among which skills of reasoning was lower compared with skills of analysis and skills of evaluation. The respondents' writing performance was of moderate degree, with better performance on writing accuracy and writing creativity; writing fluency turned out to be more difficult compared to the other two. No significant differences were identified in the effectiveness of critical thinking and writing performance when categorized by gender and major. However, more proficient learners demonstrated a preference for incorporating critical thinking skills in their writing.

**Keywords:** Critical Thinking Skills, Writing performance, EFL students

### INTRODUCTION

In today's interconnected world, English has emerged as the global language of communication, commerce, and academia. The importance of English language acquisition also gained much attention worldwide, however, acquiring proficiency in a second language is a complex process which will be influenced by various factors that extend beyond traditional teaching methods (Anadilla, 2023; Bation & Nambatac, 2024; Bayeta, 2023; Cabiling-Ramos, et al., 2024; Dedumo, 2023; Dizon & Sanchez, 2020; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023). Within international education context, English is compulsory for students and fundamental for gaining better jobs. Therefore, English learning is laid much emphasis on by university students (Carvajal, Sanchez & Amihan, 2023; Muñoz & Sanchez, 2023; Paraiso, et al., 2024; Sanchez, 2020; Sanchez,



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2023a). This dissertation aimed to explore the influence of critical thinking skills on the writing performance of EFL students in China.

Writing is an important language skill, especially for students in academic contexts (Bation, et al., 2024; Carvajal & Sanchez, 2023; Prestado & Diva, 2023; Salendab, et al., 2024a; Sanchez, 2023b; Sanchez, et al., 2024a; Sanchez, et al., 2022; Sari & Pangaribuan, 2018). Writing performance encompasses the skill and artistry with which people communicate ideas, information, or narratives. Effective writing performance serves as a vehicle for the transmission of knowledge and the articulation of perspectives. It is a skill that evolves with practice and consistent dedication to refinement and improvement (Amihan & Sanchez, 2023; Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2024). Therefore, training in writing to improve students' writing performance is an activity which sufficient attention should be given in English classes.

Critical thinking skills play a crucial role in language acquisition, enabling students to analyze, evaluate, and synthesize information effectively. By fostering critical thinking, students become active participants in the learning process, developing their ability to make informed decisions, solve problems, and communicate their thoughts coherently. Incorporating critical thinking activities into English language instruction can enhance students' language proficiency, enabling them to comprehend and produce language more effectively. Critical thinking is a distinctive form of deliberate thinking where individuals consistently and routinely apply criteria and intellectual benchmarks to their thought processes (Alsaleh, 2020; Carvajal, et al., 2024a; Salendab, et al., 2024b; Sanchez, 2022; Sanchez, et al., 2024b).

Despite the growing popularity of critical thinking in education, its impact on EFL students' writing performance in China remains relatively unexplored. Existing research in this domain has primarily focused on examining the separate effects of critical thinking on various language skills. The findings of this study are expected to contribute significantly to the field of language education by providing light on the usefulness of application of critical thinking skills to increase writing ability among EFL learners. Furthermore, the study's results may inform curriculum developers, educators, and policymakers in China and beyond, encouraging the implementation of innovative and learner-centered approaches to foster English language proficiency.

Overall, this study endeavored to investigate the relationship between critical thinking skills and writing performance in the context of EFL education in China. By exploring the impact of this pedagogical integration, the study aimed to offer evidence-based recommendations for enhancing language learning experiences and, ultimately, nurturing a cohort of proficient and confident English learners equipped to navigate the complexities of an increasingly interconnected global landscape.

Finally, after discussion and analysis, this research may give some practical suggestions and reminders to teachers to improve students' learning engagement. Teachers can apply practical critical thinking skills in their teaching to facilitate EFL learners in English writing performance.

## Objectives

Generally, this study aimed to determine the relationship between critically thinking skills and writing performance, and to improve Chinese college students' English learning achievement and facilitate their English writing.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of sex, major, and English levels?



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2. How do the critical thinking skills of students in English language acquisition in the Chinese educational context manifest in terms of analysis, evaluation, and reasoning?
3. How is the students' writing performance assessed in terms of writing fluency, writing accuracy, and writing creativity?
4. Is there a difference in critical thinking and writing performance when responses are grouped according to the profile of the respondents?
5. What is the correlation between critical thinking and writing performance among EFL students in China?
6. How can students' writing performance be improved and facilitated?

## METHODS

### Research Design

The purpose of this study was to identify critical thinking skills and writing performance of Chinese medical university students and to explore the relationship between the two.

Descriptive research was a method utilized to gather information about the present condition of a phenomenon, aiming to depict what was present regarding variables or educational aspects within a specific context (Siedlecki, 2020). In this study, descriptive research was employed to depict and analyze the respondents on critical thinking skills and writing performance respectively. Survey research referred to a specific research approach in which the primary means of gathering data is through surveys (Nardi, 2018). Surveys were used in this study to acquire information by the self-rated questionnaires in terms of critical thinking skills and writing performance. Correlational research involved analyzing the relationship between variables within the same group of subjects. According to Warner (2020), it allowed researchers to investigate the connection and predictability between two or more predictor factors and an outcome variable. It was used in this study to analyze and then to discover the extent of correlations between the two variables.

### Population and Sampling

The study was conducted at one regional university in China, Anhui University of Traditional Chinese Medicine. The profile of the students in this university can generally reflect the average situation in similar universities. It chose freshman and sophomores from medical science, nursing, computer and technology and liberal arts. Using Raosoft online sample size calculator, there were totally 406 freshmen and sophomores investigated, majors of medical science, computer and technology, belong to natural science, nursing and liberal arts belong to art science, this was done to explore the difference in students' critical thinking skills and writing performance in terms of major. The data were submitted through an online survey and published on questionnaire star.

As for language level, the students were divided into groups of students who got 450 below and above, which were classified as low level and high level. This process was for exploring the difference of their ability in critical thinking skills and writing performance.



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### Instrument

In this study, survey questionnaire was used to gather data. Two research instruments were employed in this study: Critical Thinking Skills Scale and Writing Performance Scale. Four- point Likert scale was used to describe the respondents' perception of their critical thinking skills and their writing performance.

There are three parts for survey questionnaire. The first part concerned participants' background, providing information about their gender, major, and English levels. The second part is critical thinking skills questionnaire for assessing participants' level of critical thinking skills. The instrument used was adapted from Peter Honey's Critical Thinking Skills (2004). There are 22 items classified into three subscales, skills of analysis, skills of evaluation and skills of reasoning.

The third part is writing performance questionnaire followed and adapted from British Council IELTS Writing Task descriptors (British Council,2018), incorporating task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy. There are 20 items classified into three subscales, writing fluency, writing accuracy and writing creativity.

To ensure the validity and reliability of the instruments in the study, 38 participants took part in the pilot test. Data were collected via Questionnaire Star and entered into SPSS for analysis. The Cronbach Alpha coefficients of the subscales, along with the whole questionnaire were calculated. All the subscales ranged from 0.835 to 0.910. The results of the reliability tests yielded acceptable remarks.

### Data Collection

Data were collected following all the procedures as planned in the study. The researcher ensured that protocols in the proper data collection were adhered to in all the stages of the study.

### Data Analysis

The quantitative data obtained from the three surveys were examined using SPSS to address the research inquiries. Specifically, descriptive statistics were reported to offer the level of critical thinking skills and writing performance. T-test was utilized to explore the difference of critical thinking skills and writing performance when grouped by the profile. Then, by using the tool of Statistic Package for the Social Science (SPSS)27, characteristics of each variable and correlation analysis were conducted to identify the relationship between critical thinking skills and writing performance. To interpret the data, quantitative data analysis was adopted.

### Ethical Considerations

To ensure strict confidentiality of the interviews, this study avoided mentioning any individual names. Participant identities were kept anonymous, with only gender, major and scores of CET-4 shared. The researcher got necessary consent from Anhui University of Chinese Medicine where the participants are from. The researcher remained objective, presenting information and results solely based on collected data without personal opinions. All statistical data provided in this article from the questionnaire survey were verified for accuracy. Furthermore, ethical clearance was obtained from the research center of LPU (Lyceum University of the Philippines), and to acknowledge and honor previous studies, all referenced ideas or research were appropriately cited in the references section.



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## RESULTS AND DISCUSSION

**Table 1**

**Percentage Distribution of the Respondents Profile**

| Sex                     | Frequency | Percentage % |
|-------------------------|-----------|--------------|
| Male                    | 197       | 48.5         |
| Female                  | 209       | 51.5         |
| Major                   |           |              |
| Liberal Arts            | 135       | 33.3         |
| Computer and Technology | 91        | 22.4         |
| Nursing                 | 74        | 18.2         |
| Medical Science         | 106       | 26.1         |
| Score in CET-4          |           |              |
| CET-4>450               | 306       | 75.4         |
| CET -4<450              | 100       | 24.6         |

Table 1 shows the profile of respondents in terms of gender, major and level of English proficiency. It can be seen that among 406 students, 209 are females, accounting for 51.5%, 197 are males, accounting for 48.5%. It suggests that the proportion of female is slightly higher than that of the males. The rise in female university enrollment can be attributed to the progress and development of society. Recent data from the Ministry of Education of the People's Republic of China indicate that the number of female college students has reached 20 million, constituting 55% of the total student population.

In terms of major, the number of students from liberal arts is 135, the Computer and Technology is 91, nursing is 74, and medical science is 106 respectively. As can be seen from the result, there are more students from liberal arts and medical science, the distribution of respondents in other three majors is relatively balanced. This may be related to the majors of the students investigated. Many of them study medicine and the major of liberal arts is more often dominated by females in China.

In the item of respondents' English proficiency based on score of CET-4, a nationwide English test specific for college students in China, the test is easier than TOFEL and IELTS. All Chinese college students are supposed to attend the test CET-4 and CET-6, because the employers regard the test an indicator of their English level; 75.4% of them got a mark higher than 450 in the CET-4. The passing score of CET-4 is 425.

According to Syllabus of the National College English Test (CET-4) (2016), the results of the written test of Grades 4 is composed of three individual scores and a total score. The sub-scores are: Listening, Reading, Writing, and Translation. A candidate's Band 4 written test score of 425 or above indicates that their language proficiency meets the teaching requirements set out in the "Basic Objectives" of the College English Teaching Guide. And the "Basic Objectives" mean they are able to basically meet the needs of information exchange closely related to oneself in daily life, study and future work; Able to use English pronunciation, vocabulary, grammar and text structure more or less correctly, adding about 2,000 words to the vocabulary that should be mastered in high school, of which 400 words are related to professional study or future work; able to understand oral or written material of medium language difficulty and on common personal and social communication topics. Therefore, students whose CET-4 score is higher than 450, not only passed the exam but also were classified as proficient



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English learners. Meanwhile, 24.6% got a mark lower than 450 in the test, classified as less proficient English learners in the study.

**Table 2**  
**Summary Table on Critical Thinking**

| Indicators              | Weighted Mean | Verbal Interpretation | Rank |
|-------------------------|---------------|-----------------------|------|
| 1. Skills of Analysis   | 3.09          | Agree                 | 1.5  |
| 2. Skills of Evaluation | 3.09          | Agree                 | 1.5  |
| 3. Skills of Reasoning  | 3.07          | Agree                 | 3    |
| <b>Composite Mean</b>   | <b>3.08</b>   | <b>Agree</b>          |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 2 presents the students' overall critical thinking ability in three subskills, skills of analysis, skills of evaluation, and skills of reasoning. The composite mean is 3.08, giving an overall picture of respondents' critical thinking by way of using critical thinking skills like analysis, evaluation, and reasoning. As the table shows, respondents show different levels of critical thinking concerned with different critical thinking skills. From table 2, item 1, skills of analysis and item 2, skills of evaluation got the equal mean score of 3.09; item 3 skills of reasoning, with a score of 3.07, which is a little lower. It shows, among three indicators, the most difficult part of critical thinking skills for experimental group is the skills of reasoning, because this is the lowest mean score compared with the other two. As indicated in the table, respondents are able to use the skills of reasoning in process of learning, however, not as well as that in using skills of analysis and evaluation.

Skills of reasoning are often perceived as more challenging than skills of analysis and evaluation because they involve more complexity in synthesizing and applying information. While analysis involves breaking down information into its constituent parts and evaluation involves making judgments or assessments based on predefined criteria, reasoning requires the ability to construct coherent arguments, draw logical conclusions, and navigate complex chains of thought. Reasoning involves not only understanding information but also manipulating it to form logical connections and draw valid conclusions, which can be more cognitively demanding than simply analyzing or evaluating information. Additionally, reasoning often requires a deep understanding of underlying principles and the ability to apply them in diverse contexts, adding another layer of difficulty compared to analysis and evaluation (Sanchez, et al., 2024d).

The 21st century students are required to be equipped with new skills and methodology in learning, critical thinking, as one of the most important one, is helpful in exploring new ideas (Carvajal, et al., 2024b; Sanchez, et al., 2024c; Sanchez & Sarmiento, 2020; Sanchez, Sanchez & Sanchez, 2023; Tusi, 2023). This is in line with the discovery given by Saleh (2019). English language classrooms provide a suitable environment for instilling critical thinking skills. Instructing English as a Foreign Language (EFL) teachers can incorporate critical thinking into various facets of teaching and learning, such as instructional methods, assessment strategies, and educational materials. The most effective approach for nurturing critical thinking in students involves presenting them with a



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role model of a critical thinker instructor and involving them in activities that require analysis, synthesis, reflection, and problem-solving.

Similar findings were also found by Changwong, Sukkamart and Sisan (2018), who claimed that the PUCSC critical thinking learning/teaching model proved to be a valuable asset in the teacher's teaching toolkits. According to contemporary literature, students across all academic tiers stand to gain significantly from curricula rich in critical thinking methodologies and exercises. Those who acquire proficiency in critical and insightful thinking not only excel academically in their high school environment but also demonstrate better readiness for the heightened academic demands and expectations of college.

To sum up, it is shown that most respondents are in moderate levels of critical thinking ability. This may be attributed to teachers who are trying to sustainably use and incorporate critical thinking into classroom activities. On the other hand, students themselves found critical thinking challenging but more interesting interactive which yielding more in learning effects. With more and more implementation of critical thinking in language classroom, research about the correlation between critical thinking and other learning strategy is paid more attention to. There were also new findings reached by Alsaleh (2020), the existing literature had offered a comprehensive comprehension of the concept of critical thinking (CT), and there was unanimous agreement on the significance of imparting CT skills. Nonetheless, a review of the literature revealed some primary arguments among researchers regarding the teaching of CT skills. Besides, research endeavors have rarely ventured into examining the direct impact of modern technologies like social networking (SN) websites on the instruction and advancement of students' critical thinking (CT). Consequently, there is a pressing requirement for additional studies specifically investigating the influence of technology on the enhancement of CT skills.

**Table 3**  
**Summary Table on Writing Performance**

| Indicators            | Weighted Mean | Verbal Interpretation | Rank |
|-----------------------|---------------|-----------------------|------|
| 1. Writing Fluency    | 3.10          | Agree                 | 3    |
| 2. Writing Accuracy   | 3.10          | Agree                 | 2    |
| 3. Writing Creativity | 3.14          | Agree                 | 1    |
| <b>Composite Mean</b> | <b>3.13</b>   | <b>Agree</b>          |      |

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Writing presents a challenging and rigorous endeavor, requiring deliberate and self-guided effort. It entails employing a range of mental processes and skills in an intelligent manner to achieve the writer's objectives and cater to the reader's requirements. People's perceptions of what a cognitive task entails significantly impact their performance, especially in complex tasks such as writing, where the stimulus for the writer's response originates internally rather than being externally defined. Writing performance has long been researched in academic field to explore interventions for teaching in writing to improve students' writing.



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As shown above, Table 3 posted a composite mean score of 3.13, indicating the respondents' agreement with all above indicators. Among the items cited, writing accuracy, and writing creativity got the same weighed mean score of 3,14, while writing fluency got the lower mean score of 3.10. Through the research findings, it can be shown that the satisfaction of writing fluency is not the same as that of writing accuracy and writing creativity. This study shows that compared with writing with the smooth flow of ideas, respondents show better performances in terms of expressing ideas correctly and more confident in having the ability to generate original and imaginative ideas, expressions, and interpretations.

Text writing fluency is described as the proficiency and smoothness in composing coherent texts, serving as a bridge between generating text through oral language and transcription skills, ultimately impacting the overall quality of writing. Research on writing fluency holds significance for researchers and educators who aim to support students in producing written texts and evaluating their writing abilities. In a similar study carried out by Pham (2021), collaborative writing significantly enhanced students' writing fluency in both group-written and individually written papers. Furthermore, the study devised a practical framework for collaborative writing activities, offering writing instructors a valuable resource to incorporate into their classrooms if desired. Achieving fluency, to some extent, requires learners to write naturally which is not an easy task, therefore, among the three subscales for writing performance, writing fluency ranks last.

Writing accuracy concentrates on the linguistic structure and controlled generation of grammatically accurate language in the second language, which is usually trained and taught in English classes in China. From table 3, writing accuracy got the weighed mean score of 3.14, a litter higher than writing fluency with a score of 3.10. The accuracy measures such as error-free clauses, including errors on syntax, morphology and lexical choices, and correct verb forms. In terms of tense, modality and subjective-verb agreement, were often considered and practiced in exercises in China, therefore, respondents show better than that of writing fluency.

However, the excellence of writing extends beyond merely acquiring linguistic elements and achieving proficiency in various aspects of performance. Creativity is recognized as a significant cognitive factor in writing by the majority of researchers in second language studies. In order to be able to live in the current word, people need to be able to conceive and generate innovative ideas while positively adjusting to diverse changes. Creativity is advocated by Chinese education minister; syllabus designer and material develop also have also begun to consider the significance of creativity. What's more, they have tried to incorporate creativity in textbooks and other materials. Cui (2021) proposed an innovative teaching process and teaching evaluation of writing based on the "OBE" theory, under the combination of online and offline teaching, with DingTalk and SPOC as teaching methods, which achieved great success in students' writing.

Furthermore, relevant training cues or motives related to creativity are also inserted in English language learning programs and course books. This is in line with the study conducted by Wati (2018), creativity was effectively incorporated into writing skills. The findings of this study were expected to improve the teaching and learning of writing and foster creativity among students. Accordingly, creativity in writing is also laid much emphasis on in English classes in China as well as in foreign countries. Therefore, respondents' result of subscale in terms of creativity got the mean score of 3.14, which is of the same level as writing accuracy.

In summary, table 3 displays the respondents' satisfaction in their writing performance, on the one hand, all participants are from A classes, whose students' English level are higher than those in B classes according to their English scores in national entrance examination. These students are confident in their language study and what they are faced are CET-4 exam, which is not so difficult, and a large majority have passed CET-4 and their scores



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are higher than 450, therefore, findings show that they agreed they achieved fluency, accuracy and creativities in their writing.

**Table 4**  
**Relationship Between Critical Thinking and Writing Performance**

| Skills of Analysis          | r-value | p-value | Interpretation     |
|-----------------------------|---------|---------|--------------------|
| Writing Fluency             | .908**  | 0.000   | Highly Significant |
| Writing Accuracy            | .881**  | 0.000   | Highly Significant |
| Writing Creativity          | .816**  | 0.000   | Highly Significant |
| <b>Skills of Evaluation</b> |         |         |                    |
| Writing Fluency             | .980**  | 0.000   | Highly Significant |
| Writing Accuracy            | .946**  | 0.000   | Highly Significant |
| Writing Creativity          | .888**  | 0.000   | Highly Significant |
| <b>Skills of Reasoning</b>  |         |         |                    |
| Writing Fluency             | .971**  | 0.000   | Highly Significant |
| Writing Accuracy            | .958**  | 0.000   | Highly Significant |
| Writing Creativity          | .887**  | 0.000   | Highly Significant |

Legend: Significant at  $p\text{-value} < 0.01$

Table 4 presents the association between critical thinking and writing performance. It is observed that the computed r-values indicates a very strong direct correlation, and the resulted p-values were less than the alpha level. This means that there a significant relationship exists and implies that the better is the assessment on critical thinking, the better is the writing performance.

The result of the study confirms previous study which shows that critical thinking skills will be of great significance for writing performance. According to Faridi, Saleh and Fitriati (2020), students with strong critical thinking skills exhibited superior writing performance compared to those with lower critical thinking abilities when instructed through hybrid task-based language teaching. These results highlight the notable impact of both hybrid task-based language teaching and critical thinking on EFL writing proficiency.

The findings were also consistent with the study carried out by Taghinezhad, et al. (2018); 140 students were chosen for the study, with 73 students designated for the experimental group and 67 for the control group. The experimental group underwent training in critical thinking techniques, while the control group did not receive such instruction. The data underwent analysis employing descriptive statistics and independent-samples t-tests. Significant statistical variances emerged between the experimental and control groups regarding the total scores from the three instruments. These findings pointed to enhancements in students' writing proficiency and their inclinations toward utilizing critical thinking strategies.

Furthermore, in a study conducted by Esmaeil, et al. (2022), the findings indicated a need to prioritize the development of critical thinking abilities to enhance students' academic writing proficiency. Drawn from the study's findings, it can be inferred that students with a strong level of critical thinking outperformed those with weaker abilities in their academic endeavors. This study underscored the potential for students to excel in their academic pursuits by cultivating critical thinking skills and understanding effective strategies. Such a mindset is particularly beneficial for Iranian English students striving for excellence, especially in their writing performance.



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The general consensus is that critical thinking is an active, creative process that involves the application, synthesis, analysis, evaluation, and conceptualization of knowledge gained through communication, reflection, experience, observation, and reasoning. The connection between writing and thinking lies in the notion that writing essentially embodies the process of thinking. If clarity of thought is lacking, clarity in writing becomes elusive. Writing serves as a catalyst for the enhancement of thinking abilities, as it refines the cognitive process. The cognitive processes can manifest in written text, and their comprehension by the audience depends on the effectiveness of the language used. By articulating ideas and constructing arguments effectively, individuals foster the cultivation of advanced thinking skills.

The integration of critical thinking and learning methods has prompted a reevaluation of teaching, training, and assessment approaches. By addressing the unique needs, preferences, and capabilities of students, critical thinking ability - based pedagogy offers avenues for genuine learning experiences. The findings suggest that students could enhance their writing proficiency by strengthening their critical thinking skills and employing effective learning strategies. This holds promise for English students striving for excellence in their writing tasks. Additionally, educators can anticipate effective language acquisition patterns by defining critical thinking ability learner profiles across different developmental stages. It's imperative for teachers to recognize that learners with varying levels of critical thinking ability exhibit distinct learning preferences. Insights from this study can assist teachers in assessing students' critical thinking ability levels and their utilization of learning strategies, thereby fostering a sense of competence and readiness for performance. Critical thinking emerges as a critical tool for improving writing performance and serving as a practical means to enhance the quality of language learning.

## CONCLUSIONS

1. There was a higher proportion of female students compared to male students; most of the students are from liberal arts and nursing, and their proficiency in language was at an intermediate level.
2. The respondents applied critical thinking skills in their learning process, among which skills of reasoning was lower compared with skills of analysis and skills of evaluation.
3. The respondents' writing performance was of moderate degree, with better performance on writing accuracy and writing creativity; writing fluency turned out to be more difficult compared to the other two.
4. No significant differences were identified in the effectiveness of critical thinking and writing performance when categorized by gender and major. However, more proficient learners demonstrated a preference for incorporating critical thinking skills in their writing.
5. There was a highly significant relationship between critical thinking and writing performance. This implies that the implementation of critical thinking skills can help improve their writing performance.

## RECOMMENDATIONS

1. The language coordinator may review the curriculum design and assessment of needs, gradually incorporating innovative ideas and approaches to writing instruction into the curriculum objectives and classroom activities according to the unique teaching context.



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2. The English Club of the university may organize more contest and encourage students to participate in more competitions to make students to increase their awareness of writing and improve their writing performance by using new strategies.
3. English teachers may put on more emphasis on explaining the nature of critical thinking skills and at the same time providing systematic instruction on critical thinking skills through practical demonstration of their application.
4. Students may be trained with the knowledge of critical thinking skills. They may improve their writing performance by applying critical thinking skills in the process of writing.
5. Future researchers may also integrate qualitative research methods to enhance the validity of the research results. While the questionnaire has served its purpose to some extent, there is a room for enhancing the comprehensiveness of the study. Thus, future research may employ diverse data collection methods and strive for a more thorough investigation.

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