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Anchoring Student's Critical Thinking through a Critical Discourse Approach: Discursive Strategies in a Language Classroom

Fuad Abdullah
fuad.abdullah182@gmail.com

Agis Andriani
agisandriani@unsil.ac.id
Siliwangi University, Indonesia

Abstract

Critical thinking (CT) has become an essential competency in this current era because it can lead students to construct knowledge and understandings and social change. The development of students' CT competency changes students' emotional, motivational and metacognitive factors. However, Indonesian students tend to be reluctant to think critically, negotiate their ideas and engage in non-traditional classroom contexts. This study utilised discursive-oriented activities based on pedagogical intervention for shaping the students' CT skills. Theoretically, this study was framed with *Discourse Historical Approach* (Reisigl, 2017). The corpora of this study were

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