

Towards Critical Thinking Skills in Higher Education

Few would argue about the importance of critical thinking skills in today's society. These skills are becoming ever more important as a result of rapid technological developments which make information, both true and false, easily available. The importance of critical thinking is also stressed in policy documents in higher education. Students participating in higher education are expected both to develop and to use critical thinking skills. This thesis seeks to investigate whether and how critical thinking is present in English courses at Swedish universities. The focus on English courses stems from previous research which indicates that there is some relationship between critical thinking and second language learning. Moreover, the subject of English at Swedish universities is divided into two main sub-disciplines: linguistics and literature. As there is an argument about the nature of critical thinking as either a discipline-specific or a generic skill, it was considered interesting to look into similarities and differences in critical thinking between these two sub-disciplines.

Evelina Johansson is a scholar in English with a specialization in linguistics and a focus on language learning and teaching at the department of Languages and Literatures, University of Gothenburg. Her specialization is thinking skills in second language learning and teaching.

Towards Critical Thinking Skills in Higher Education: The Case of English Courses at Swedish Universities

Evelina Johansson

DEPARTMENT OF
LANGUAGES AND LITERATURES



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