

Using Inquiry Notebooks to Assess Critical Thinking and Writing Among Chinese English Language Learners

Kelly Wonder and Ami Christensen

University of Wisconsin—Eau Claire

This study examined how Chinese dual-degree seekers integrate critical thinking and writing in the target language of English. Twenty-one participants completed 13 inquiry notebook entries, which were analyzed using the American Association of Colleges and Universities Critical Thinking VALUE Rubric. Findings suggest participants understand what critical thinking is but inconsistently apply it in their written work. Because participants' ability to demonstrate critical thinking aligned with language proficiency, English language learners should be provided with explicit instruction in critical thinking, modeling of critical thinking across disciplines, and techniques to mitigate plagiarism.

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