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The Effectiveness of Integrating Critical Thinking Skills on Teaching Sudanese EFL Undergraduates: Teachers' perspective

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ABSTRACT

The aim of this study is to explore the effectiveness and the value of integrating critical thinking skills on Sudanese EFL undergraduates learning. It is also carried out to identify the challenges that face Sudanese EFL instructors integrating critical thinking skills in their teaching. To achieve these objectives, the researcher used the descriptive analytical method for data analysis that obtained by questionnaire which addressed to Sudanese ELT instructors, 50 Sudanese EFL university instructors selected randomly. This study tries to answer these questions: To what extent do critical thinking skills enhance Sudanese EFL undergraduates' learning? And what challenges do Sudanese EFL instructors face in integrating CTSs in their classroom? Then, the data analyzed and discussed and it comes up with following findings: - Critical thinking skills enhance Sudanese EFL undergraduates learning. Beside, integrating CTSs encourages students to share their knowledge, experiences, or/and point of view. Integrating CTSs also helps students to restate or summarize what they read or listened on their own words. Moreover, Integrating CTSs helps students to accept and welcome criticisms. In addition to that Integrating CTSs gives students room to listen thoughtfully to other and provide them with appropriate comments.

Key words: Critical thinking skills CTS. EFL undergraduate. Instructor

Introduction

Over the centuries, the ability to think critically has been highlighted and strongly advised as an important and necessary outcome of life and education. According to Ja'fari-sani, 2003), learning to think is the central goal of education and it's considered as the most effective method of teaching. Critical thinkers demonstrate a progress in skill to reflect critically, communicate efficiently, and find solution for problems. It also leads learners to think logically, manipulate proof, and as a result, unravel previously hidden information. Critical thinking plays an essential role in Socratic theories and philosophies. According to Socrates, one's justification could not rest on confused meaning, inadequate evidence, or is better than and; it gives a strong emphasis for the negation self-contradictory beliefs. Sound thinking, citing Ja'fari-sani, 2003, needs "approaching issues with critical scrutiny and does not allow human beings to commit themselves to beliefs they do not know to be absolutely true because knowledge they acquire is subject to change under conditions in life" (p. 13). (Cimer 2010) defines critical thinking as a kind of "reflective thinking" which incorporates "an active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends" (p. 9). More notably, Timucin 2010) stresses that critical thinking is an active process as opposed to a passive approach to receiving

ideas and knowledge. To that end, critical thinkers contemplate things, raise questions, and look for information all by themselves.

Recent trends and the literature of English as a foreign language (EFL) have highlighted the effectiveness and significance and necessity of developing critical thinking skills (CTSs) as an integral part of English language curriculum Billings and Halstead, 2005. In endeavor of English language learning, students need not only CTSs to read beyond the literal meaning but also , to write convincing essays, to express their ideas with adequate supporting evidence, and to challenge the others' position. As (Facione, (2010) argues, merely using the target language and knowing the meaning are not enough; proficient learners must be able to display CTSs through the language. In addition to that, CTSs tend to expand students' learning experience and makes language learning deeper and more meaningful.

Now a days, preparing students with the abilities and traits that will prepare them in their future life is considered as one of the most important priorities of 21st century skills. The requirements of 21st century that empowers the need to promoting CTSs has forced schools and universities to weave 21st century learning skills into content area teaching so that students can participate in global world. Facione, 2010) states that students should be aware with these skills to "connect knowledge and skills, learning and competence, inert and active learning, codified and tacit knowledge, and creative and adaptive learning and transform them into valuable skills'(p. 156).

As a result of this force universities have been changing their curriculum into a new form which enables students to acquire such learning skills as critical and creative thinking, problem solving, and collaboration (Billings and Halstead, 2005). The need to keep up with this change has been felt in Sudan as well. Sudan, as in many other countries has also been to reconstructing its educational system in order to improve the quality which fulfil the needs of the country and comply with the decisions, developments and practices in international context, in particular, in European Union (EU). Basic skill competencies and knowledge expectations of the past have been replaced by "critical and creative thinking, problem solving creativity and innovation; critical thinking and problem solving; communication; and collaboration.

The EFL classroom provides multiple opportunities for teachers to pursue the development of their students' thinking skills through a combination of teaching factual content and using this material critically (Billings and Halstead, 2005). With more clarification on the effectiveness of integrating CTSs in the EFL classroom, (Distler, J. W. (2007) claims that, one may teach students how to think, but without giving them the necessary background and knowledge, they will not be able to analyze the content properly. Thus, it becomes clear that the development of critical thinking skills is closely related to knowledge acquisition, as fostering students' active thinking and independent thinking ability which helps them to put their previously acquired knowledge into practice.

Nonetheless, CS has gained less attention in English classrooms where the teaching and learning practice mostly focusses on mostly on skill practice, vocabulary learning, and accumulation of linguistic structures (Facione, 2010).the researcher strongly believe that in the context of EFL teaching, the role of the teachers should not be restricted to the training of language skills, but they should also encourage students to reflect actively on social issues and current affairs, inspiring them to become agents of change. In a word, in order to be In order to teach English in the 21st century and graduate proficient language users, teachers need to not only what is CS but also how to use it and practices in their EFL classroom.

Significance of the study

The significance of this study appears in the importance of the critical thinking skills as it is one of the most important of 21th century skills, which helps in preparing students for their future life and how to solve the problems that will face them in very reasonable ways. Furthermore, it shows that Critical thinking skills have an important effect on the learning process of students from non-native English speaking backgrounds. In addition to that, it reflects the impacts of the development of

critical thinking and its relationship with additional language learning in undergraduate classrooms in Sudan. Besides, it offers insight into how to develop and provide better educational practices to support students' needs and meet their social requirements, which could be of important interest for educational syllabus designers and curriculum development. As well as the gathered data in this study will help educators and educational decision-makers to gather valuable knowledge and ideas for designing better instruction and making better learning programs, which could then create more desirable and effective educational opportunities. Moreover, the significance of this study goes directly to all English language teachers, particularly Sudanese ones, which highlights the strategies of teaching and activities that help in students' involvement and develop the performance of both teachers and students.

The problem of the study

Most of Sudanese English language instructors teach English language through traditional ways of teaching, which mainly focus on the low order of thinking; knowing, understanding, and remembering, and they are not aware of the modern ways of teaching, that are highlighted the importance of critical thinking and they give room to practice high order of thinking such as critical thinking and creative thinking, etc. The researcher through his experiences has noticed that the obvious absence and neglecting of integrating critical thinking skills by Sudanese English language instructors and also in Sudanese curriculums and the absence of continuous training for teachers represented in professional development courses.

Objectives of the study

This study aims:

- To explore the effectiveness and the value of integrating critical thinking skills in Sudanese EFL undergraduate classroom.
- To identify the challenges that faced Sudanese EFL teachers integrating critical thinking skills in their teaching.

Questions of the study

This study tries to answer the following questions

- To what extent do critical thinking skills enhance Sudanese EFL undergraduates' learning?
- What challenges do Sudanese EFL instructors face in integrating CTs in their classroom?

Hypotheses of the study

This study hypothesizes the following:

- Critical thinking skills enhance Sudanese EFL undergraduate learning.
- Instructors' motivation, teaching environment, and curriculum are considered main challenges for CTs integrating in classroom.

Literature Review

Defining critical thinking

Learning and thinking have long been regarded as lifelong processes which are interrelated. This statement is assured by Mundy and Danham (2008) who suggested that critical thinking (CT) should be the primary goal of education. The inculcation of CT in education is important for reasons such as to facilitate students to think for themselves and make decisions, to equip them with skills to do well in subjects such as science, literature, art and history, to prepare students for challenges of adulthood and to enable them to lead a democratic life which involves good and analytical thinking according to (Facione, 2010). While the short-term objective of training students to become critical thinkers is to make them better students, the far more important goal is to make them high-functioning and productive adults who are able to contribute to the development of a nation. Cimer and Timucin (2010) stated that although critical thinking is seen as a rather complex concept to explain, it has been widely defined by educators and theorists worldwide, along with the evaluation

criteria, skills and dispositions that go along with it. Fisher (2001) defined critical thinking as the ability of an individual to engage in a purposeful, self-regulatory thinking process. Aghazadeh (2006) explains thinking critically as viewing things from “various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives”. In terms of Bloom’s taxonomy, the three highest levels of thinking which are analysis, synthesis and evaluation are believed to represent CTSs.

Of the many definitions found on CT, CT can be summarized as a skill to assist learners in achieving better understanding by actively thinking about their own learning process and discovering how to solve problems by evaluating different perspectives. This in turn could assist learners in learning more effectively.

Curriculum and critical thinking

During past decades, many countries throughout the world have been increasingly concerned about the problem of various education systems’ enough ability to train learners in thinking skills needed for our complex society. Reflecting on this main concern, some attempts have been made to improve the situation in all educational dimensions, including the curriculum contents, teaching methods and assessment approaches.

Although CTS can be improved via curriculum, Mundy and Danham (2008) state the continuous complexity of countries’ educational problems such as the vast volume of the content, inappropriate teaching methods and inadequate assessment approaches resulted in educational administrators’ focus on its importance and placement as the only responding reference for educational issues more ever, from one hand and change in educational structure needs an optimal change in curricula as a basic loop in society’s education system from the other hand. As one of main goals of a curriculum is to motivate students’ research tendencies, analytic and innovative abilities, and judgment and critical thinking skills. Edwards (2007) states that curriculum inadequate attention to critical thinking as one of main reasons for their dissatisfaction of various curricula. Cimer and Timucin (2010) think that in order to develop critical thinking skills, a serious revision needs to be made in curricula and such a paradigm shift requires reflection on instructors’ role, assessment methods, learning consequences and above all, believing that learners build their knowledge themselves based on their own experiences and backgrounds.

Curriculum has been defined differently. Some researcher claims that it includes designing, implementing and evaluating teaching-learning activities in order to make principle changes in learners (Ja’fari-sani, 2003: 24). The forming elements of curriculum are one of debates in the field without any consensus about them among researchers Mehr, (2010). Curriculum elements include all activities and experiences prepared as curricula. Despite disagreements on the number of them, the curriculum elements that are well-known and comprehensive include goals, contents, learning methods and strategies, and evaluation approaches. Regarding the curriculum goals, (Distler, (2007) thinks that educational goals should represent rational dimensions and concentrate on knowledge acquisition and understanding, problem-solving and different thinking skills and ways. Goals in which learners have no individual aims and even no perception of their final purposes tend to prevent learners from understanding the relations between the goals and thinking strategies according to (Marzano et al., 2001).

Shahabi (2005) asserts that curriculum content can be conceived as one of the main curriculum elements relating to CT. It should focus on main reasoning tools rather than on memorization and presentation of some certain information and provide learners with ways of thinking. In traditional education, learners learn some contents that are not applicable in real life situations. Marzano, et al. (2001) believe that despite the obvious role of content in CT, it cannot be claimed that it is developed exclusively by content. They argue that curriculum content should have integral relation with teaching method as the third curriculum element to achieve CT. Evidence shows that there are direct relationships between lecturers’ teaching methods and students’ CT

tendencies, and learning methods should focus on CT as a facilitator of learning process rather than on inactive learning and memorization.

Most of the current teaching-learning methods have their origins in traditional ones and are based on behaviorist perspectives which regard teaching as an attempt to express and deliver information to students and are generally unsuccessful in developing high-level thinking skills, Gharib, M., Rabieian, M., Salsali, Mah., (2009: 11). Today's classes do not reflect students' CT development requirements. Both the active involvement of students in learning process and the guiding role of instructors are vital in CT according to Billings and Halstead, (2005). Despite curriculum emphasis on CT and educational administrators' argued on it, there is not any motivation and willingness to encourage students' CTs and also in spite of their claims on the importance of CT in developing and facilitating more and better training, lecturers only provide some formalized and regular approaches to memorization rather than critically thinking.

Lampert (2006) indicates that the development of CT as an optimal educational consequence necessitates the learning methods which help learners to improve their CT abilities and tendencies. Current learning methods in education systems waste lots of time to place some certain and separated information items in learners' minds rather than assisting them in revising previous outcomes and encouraging them to develop CT abilities through presenting them with new ideas.

Maleki & Habibipour,(2007) explain that students are often asked to list and memorize some items rather than analyzing, interpreting, evaluating and determining their assumed relations Lecturers' attitude towards concentration on methods based on knowledge transmission in certain limits into students' minds increases their reliance on their instructors and worsens the learning process.

Boyle & Trevitt (1997) claim that CT best develops in an environment with thought exchanging and problem-solving, educational entities often emphasize information learning and content memorization rather than empowering thinking abilities. Regards students' motivations and interests as main factors positively affect training CTs. Without students' enough motivation for applying CT, suggesting a framework to its development and application would be the waste of time. Students should be actively engaged in real problem-solving situations and share their experiences with their instructors, and instructors also need to create a class environment in which learners' natural talents emerge. They should prepare a problem-solving space in which students' interests in CT are arisen and their motivations for applying CTs are encouraged (Myers, 1995). Benjamin, Brewer and Hebl (2000) argued that we prepare the situation for our students to critically think when we base our learning method on asking appropriate and suitable questions. Using learning methods such as inquiry increases CT.

Anderson (2005), Billings et al. and Edwards (2005) indicate that this method has an inevitable effect on CT tendency and discussions set forth in inquiry role in recalling students' CT abilities.

Parsa & Saketi. (2005) believe that concept map learning model allows students to perceive the relations among different beliefs and concepts and such relations necessitate some analysis, organization and evaluation and have capability for developing students' CT.

Marzano et al. (2001) offers although some lecturers tend to provide several opportunities for optimal use of thinking processes and enhance students' learning in any contextual status, barriers such as concise training programs, limited classroom duration and complex and mixed contents prevent them from achieving these goals and formal curriculum can be differently changed and interpreted based on instructors' their own knowledge, beliefs and so on. The latter may result in some laxity in teaching complex and challengeable exercises and change the critical thinking situation into that of memorization and non-thinking.

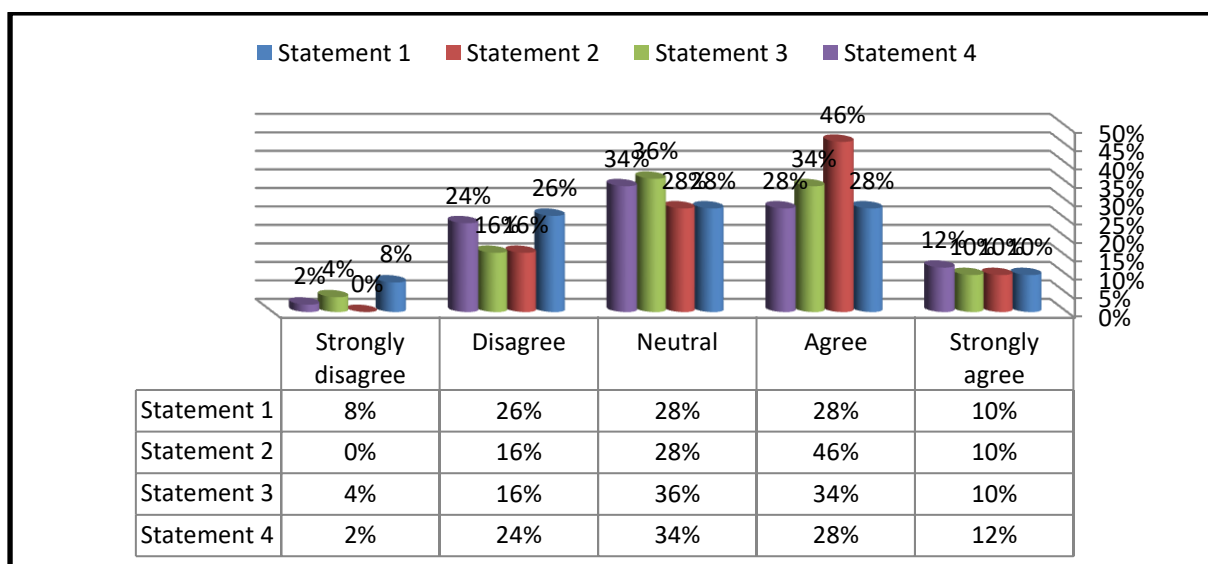
Regarding the evaluation element as the forth one of curriculum elements, Renaud and Murray (2008) believe that as CT is considered as a main goal of higher education, the evaluation

method should be fit for the goal. Based on Che (2002), in today’s education systems, evaluation methods tend to evaluate learners’ memorizing ability rather than that of thinking about what they have learnt. In fact, traditional evaluation methods teach learners to memorize lesson items without evaluating and analyzing them. Stapleton (2011) claims that especially in Eastern Asia curricula focus on memory and memorization in evaluating and disregard high-level cognitive skills. Ku (2009) thinks that traditional evaluating methods are not able to enhance CTSs because of their concentration on textbook contents. According to Myers (1995) quizzes, brief simulations implemented and discussed within classroom and so on can equip students with some powerful learning tools that are better than certain formal examinations and tests taken days and even months after learning and returned back to them even long after. Learners’ immediate awareness of their strengths and weaknesses in learning process and fast feedback to them have a main role in removing their repeated errors and encouraging their CTSs.

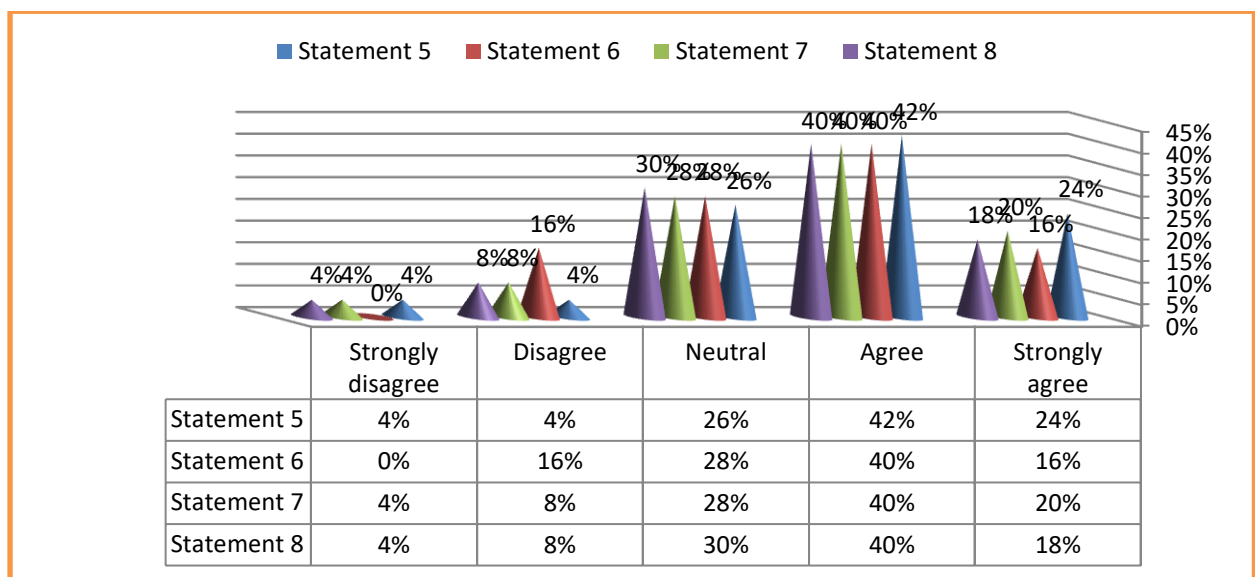
Results and analysis:

The first hypothesis: Critical thinking skills enhance Sudanese EFL undergraduates learning

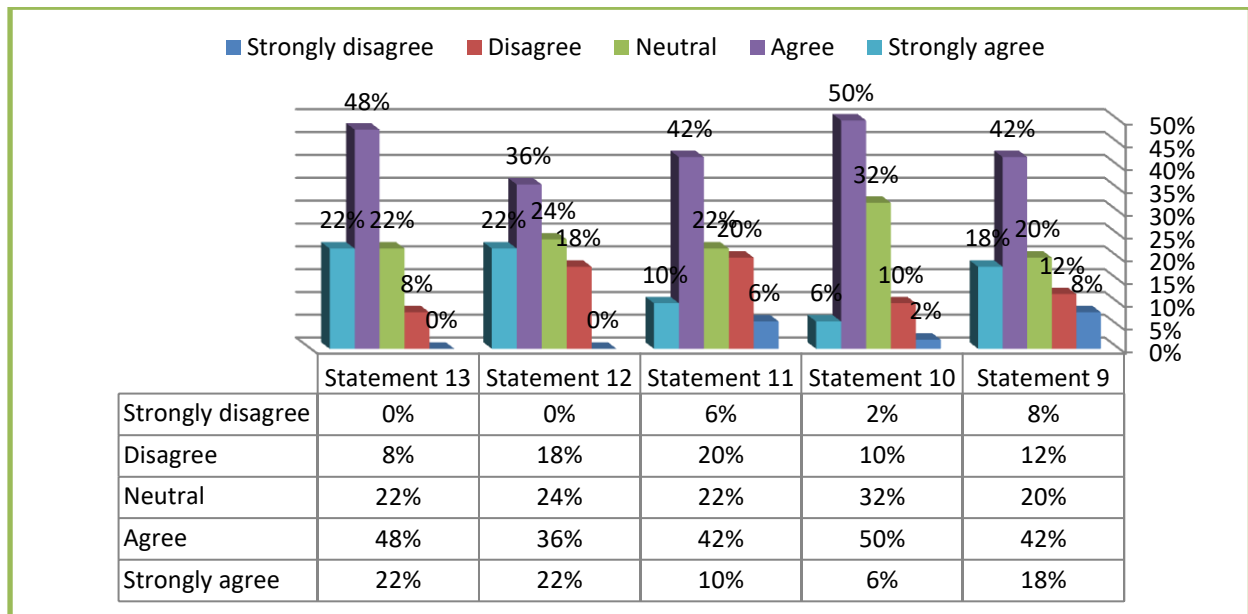
Statement	1. My students can easily recognize problems and focus only on the right topics and issues.		2. My students are good in predicting the outcome of different action.		3. My students can precisely make their decisions clear.		4. My students are able to make a distinction between plausible and non-plausible sources of information	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
S. Disagree	4	8%	0	0%	2	4%	1	2%
Disagree	13	26%	8	16%	8	16%	12	24%
Neutral	14	28%	14	28%	18	36%	17	34%
Agree	14	28%	23	46%	17	34%	14	28%
S. Agree	5	10%	5	10%	5	10%	6	12%



Statement	5. My students can listen thoughtfully to other and provide them with appropriate comments.		6. My students can judge and evaluate different statements told by others.		7. My students are always very curious to know more.		8. My students can easily tell apart opinions from facts and do not treat them the same way.	
Valid	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
S. Disagree	2	4%	0	0%	2	4%	2	4%
Disagree	2	4%	8	16%	4	8%	4	8%
Neutral	13	26%	14	28%	14	28%	15	30%
Agree	21	42%	20	40%	20	40%	20	40%
S. Agree	12	24%	8	16%	10	20%	9	18%



Statement	9. My students friendly accept criticisms and welcome them.		10. My students devise and pose suitable questions.		11. My students can collect data from numerous sources which are related to a problem in order to solve it.		12. My students are able to restate or summarize what they read or listened on their own words.		13. my students are able to freely share their knowledge, experience and/or point of view	
Valid	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
S. Disagree	4	8%	1	2%	3	6%	0	0%	0	0%
Disagree	6	12%	5	10%	10	20%	9	18%	4	8%
Neutral	10	20%	16	32%	11	22%	12	24%	11	22%
Agree	21	42%	25	50%	21	42%	18	36%	24	48%
S. Agree	9	18%	3	6%	3	6%	11	22%	11	22%



The first hypothesis: Critical thinking skills enhance Sudanese EFL undergraduates learning.

Statement #1 shows that (14) teachers (28.0%) agree that students can easily recognize problems and focus only on the right topics and issues”, there are also (14) teachers (28.0%) who are not sure about that. The analysis also shows that most of the instructors choose (agree/neutral) which indicates that, instructors agree with this statement.

Statement #2 shows that (23) teachers (46.0%) agree that their students are good in predicting the outcome of different action”, there are also (14) instructors (28.0%) who are not sure about that. The analysis also shows that most of instructors choose (agree/neutral) which indicates that, instructors agree with this statement.

Statement #3 shows that (17) instructors (34.0%) agree that their students can precisely make their decision clear”, there are also (18) instructors (36.0%) who are not sure about that. The analysis also shows that most of instructors choose (agree/neutral) which indicates that, instructors agree with this statement.

Statement #4 shows that (14) instructors (28.0%) agree that students are able to make a distinction between plausible and non-plausible source of information”, there are also (17) instructors (34.0%) who are not sure about that. The analysis also shows that most of instructors choose (agree/neutral) which indicates that, instructors agree with this statement.

Statement #5 shows that (21) instructors (42.0%) agree that their students can listen thoughtfully to other and provide them with appropriate comments”, there are also (12) instructors (34.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #6 shows that (20) instructors (40.0%) agree that my students can judge and evaluate different statements told by others”, there are also (8) instructors (16.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #7 shows that (20) instructors (40.0%) agree that their students are always very curious to know more”, there are also (10) instructors (20.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) who indicates that, instructors agree with this statement.

Statement #8 shows that (20) instructors (40.0%) agree that their students can easily tell apart opinions from facts and do not treat them the same way”, there are also (9) instructors (18.0%) are

strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #9 shows that (21) instructors (42.0%) agree that their students friendly accept criticisms and welcome them”, there are also (9) instructors (18.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #10 shows that (25) instructors (50.0%) agree that their students devise and pose suitable questions”, there are also (3) instructors (6.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #11 shows that (21) instructors (42.0%) agree that their students can collect data from numerous sources which are related to a problem in order to solve it.”, there are also (5) instructors (10.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

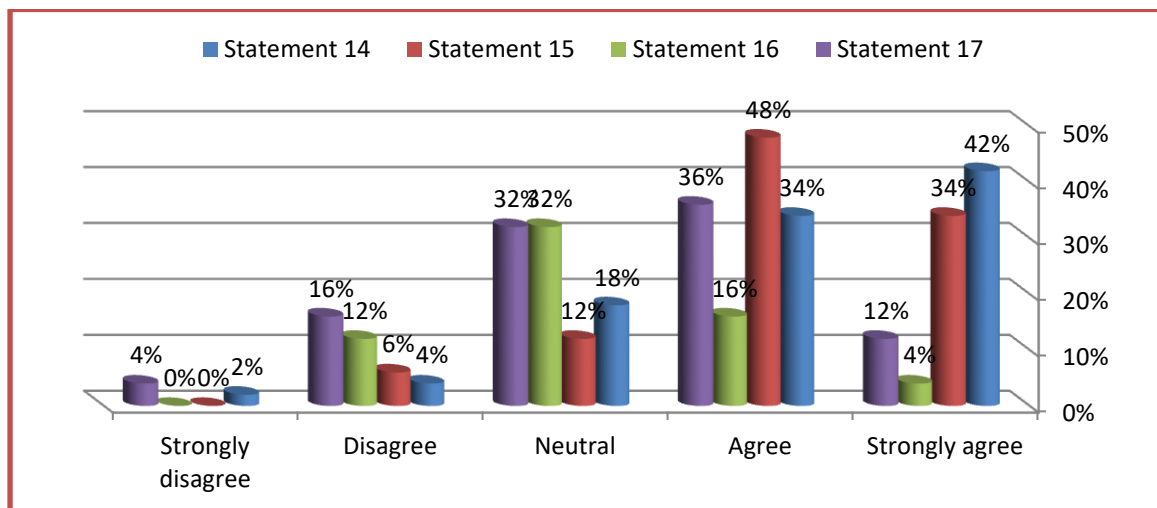
Statement #12 shows that (18) instructors (36.0%) agree that their students are able to restate or summarize what they read or listened on their own words.” there are also (11) instructors (22.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #13 shows that (24) instructors (48.0%) agree that their students are able to freely share their knowledge, experience and/or point of view” there are also (11) instructors (22.0%) are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

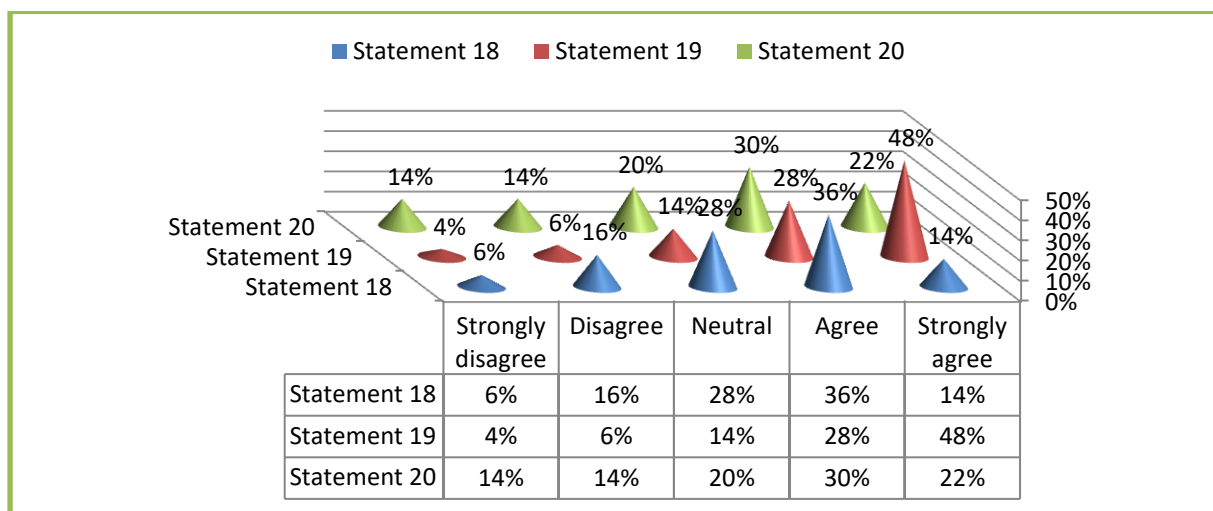
The Second Hypothesis

Instructors’ motivation, teaching environment, and curriculum are considered main challenges for CTSs integrating in classroom.

Statement	14. I am fully aware of the concept of critical thinking skills.		15. I know how to integrate critical thinking skills into my teaching.		16. My students know how to use critical thinking in their learning in the target language.		17. I received annual professional development courses from my institute in order to be updated.	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
S. Disagree	1	2%	0	0%	2	4%	7	14%
Disagree	2	4%	3	6%	8	16%	8	16%
Neutral	9	18%	6	12%	16	32%	8	16%
Agree	17	34%	24	48%	18	36%	16	32%
S. Agree	21	42%	17	34%	6	12%	11	22%



Statement	18. The curriculum I am using is fully supported with activities that promote critical thinking skills.		19. I am fully motivated to be a critical thinker.		20. My teaching environment highly encourages me to integrate critical thinking skills	
	Valid	Frequency	Percent	Frequency	Percent	Frequency
S. Disagree	3	6%	2	4%	7	14%
Disagree	8	16%	3	6%	7	14%
Neutral	14	28%	7	14%	10	20%
Agree	18	36%	14	28%	15	30%
S. Agree	7	14%	24	48%	11	22%



Statement #14 shows that (17) instructors (34.0%) agree that they are fully aware of the concept of critical thinking skills” there are also (21) instructors (42.0%) who are strongly agree with that. This analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #15 shows that (24) instructors (48.0%) agree that they know how to integrate critical thinking skills into my teaching” there are also (17) instructors (34.0%) who are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement

Statement #16 shows that (18) instructors (36.0%) agree that their students know how to use critical thinking in their learning the target language” there are also (6) instructors (12.0%) who are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #17 shows that (16) instructors (32.0%) agree that they received annual professional development courses from my institute in order to be updated” there are also (11) instructors (22.0%) who are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #18 shows that (18) instructors (36.0%) agree that the curriculum they are using is fully supported with activities that promote critical thinking skills.” there are also (7) instructors (14.0%) who are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #19 shows that (14) instructors (28.0%) agree that they are fully motivated to be a critical thinker.” there are also (24) instructors (48.0%) who are strongly agree with that. The analysis

also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Statement #20 shows that (15) instructors (30.0%) agree that their teaching environment highly encourages me to integrate critical thinking skills." there are also (11) instructors (22.0%) who are strongly agree with that. The analysis also shows that most of instructors choose (strongly/agree) which indicates that, instructors agree with this statement.

Discussion and conclusion

The current study is carried out to explore the effectiveness and the value of integrating critical thinking skills on Sudanese EFL undergraduate learning. To achieve this goal, the researcher hypothesizes that critical thinking skills enhance Sudanese EFL undergraduate learning.

According to tables and figures 1-13, they approve that this hypothesis is true and has accepted, where most of participants more than 50% agree on the effectiveness and the value of integrating critical thinking on Sudanese EFL undergraduate learning.

The second aim of the study is to identify the challenges that face Sudanese EFL instructors in integrating critical thinking skills in their teaching. To achieve this aim the researcher hypothesizes that instructors' motivation, teaching environment, and curriculum are considered as main challenges for integrating CTSs in classroom. According to the tables 14 - 20 this hypothesis is rejected, where more than 50% of respondents disagree with it.

The findings of this study are;

- Critical thinking skills enhance Sudanese EFL undergraduate learning
- Integrating CTSs encourages students to share their knowledge, experiences, or point of view.
- Integrating CTSs helps students to restate or summarize what they read or listened on their own words
- Integrating CTSs helps students to accept and welcome criticisms
- Integrating CTSs gives students room to listen thoughtfully to other and provide them with appropriate comments

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