

# **Impact of Embedding Critical Thinking Skills in Enhancing EFL Classrooms**

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### **Abstract**

This study aims to investigate impact of embedding critical thinking skills in enhancing EFL classrooms, at the basic level in Red Sea State, Port Sudan Locality. To build the field study, the researcher used a quasi-experimental approach, and used a questionnaire, observation, and an applied teaching program based on the concepts and features of critical thinking and problem solving skills (CTPS), according to the procedural definition adopted by the researcher in the study, among many definitions that were available in the context of the theoretical framework of the study. Then, the researcher has chosen a random sample from the research community (120) teachers, who had received training in (CTPS), in Red Sea state, within the Connecting Classrooms Program in 2017, implemented by the British Council in Sudan, at the basic education level. For the statistical treatment, the data were analyzed using the Statistical Package for the Social Sciences, (SPSS) to measure percentages and build tables. The search results showed the following results, There are statistically significant differences between the average scores of the experimental group and the control group in improving teachers' performance in teaching EFL according to teaching program based on embedding the skills of critical thinking and problem solving. Embedding CTPS in EFL enhances strategies of teaching EFL. Embedding CTPS fosters EFL teachers' competencies positively. EFL teachers can design lessons by applying the four features of CTPS. Embedding CTPS enhances EFL teaching quality and learning efficiency positively.

## المستخلص

تهدف هذه الدراسة إلى معرفة أثر تضمين مهارات التفكير الناقد في تعزيز فصول اللغة الإنجليزية كلغة أجنبية بالمرحلة الأساسية بولاية البحر الأحمر، محلية بورتسودان. ولبناء الدراسة الميدانية استخدم الباحث المنهج شبه التجريبي، واستخدم الاستبانة والملاحظة وبرنامج تدريسي تطبيقي يعتمد على مفاهيم وخصائص التفكير الناقد ومهارات حل المشكلات ، وفق التعريف الإجرائي المعتمد من قبل الباحث من بين العديد من التعريفات التي توافرت في سياق الإطار النظري للدراسة ، ومن ثم قام الباحث باختيار عينة عشوائية من مجتمع البحث (120) معلماً ومعلمة تلقوا تدريباً في مهارات التفكير الناقد وحل المشكلات بولاية البحر الأحمر ضمن برنامج ربط الفصول الدراسية عام 2017م، الذي ينفذه المجلس الثقافي البريطاني في السودان، مستوى التعليم الأساسي. وللمعالجة الإحصائية تم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية لقياس النسب وبناء الجداول. وأظهر البحث النتائج الآتية: توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في تحسين أداء المعلمين في تدريس اللغة الإنجليزية كلغة أجنبية وفق البرنامج التدريسي القائم على تضمين مهارات التفكير الناقد وحل المشكلات. إن دمج مهارات التفكير الناقد في اللغة الإنجليزية كلغة أجنبية يعزز استراتيجيات تدريس اللغة الإنجليزية كلغة أجنبية. يؤدي تضمين مهارات التفكير الناقد إلى تعزيز كفاءات معلمي اللغة الإنجليزية كلغة أجنبية بشكل إيجابي. يمكن لمدرسي اللغة الإنجليزية كلغة أجنبية تصميم الدروس من خلال تطبيق الميزات الأربع لمهارات التفكير الناقد. يؤدي تضمين مهارات التفكير الناقد إلى تحسين جودة تدريس اللغة الإنجليزية كلغة أجنبية وكفاءة التعلم بشكل إيجابي.

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## **5.2 Conclusion**

5.2.1 The majority of experimental group teachers, (89%) believe that teaching based on problem-solving activities leads learners to develop critical thinking.

5.2.2 The majority,(80.5) of experimental group teachers believe that embedding critical thinking and problem solving skills improves EFL skills.

5.2.3 Most of the study EFL teachers,(71%) believe that they can design lessons by embedding the four features (considering different perspectives, assessing evidence, searching deep structure and solving non- routine problems) of critical thinking.

5.2.4The majority of the study EFL teachers, (72%) believe that teachers should ask evidence based questions.

5.2.5 Most of the study EFL teachers, (73%) believe that teachers should explain stages of the lesson.

## **5.3 Recommendations of the study**

5.3.1 Teachers should be trained on embedding critical thinking & problem solving in the teaching process in EFL classes and use of interactive methods.

5.3.2EFL textbooks should include activities that respond to needs of the students in order to develop their thinking skills, collaboration and communication skills.

5.3.3 EFL Teachers should use interactive teaching strategies utilizing open ended questions, decision making on evidence, unbiased check of evidence and tackling non-routine problems.

5.3.4 EFL teachers should give a suitable consideration to the four features of critical thinking and problem solving, when planning their lessons.

5.3.5 EFL and other subject teacher's awareness should be raised about the aim of developing critical thinking skills for their students beside the development of other knowledge and skills.

5.3.6 EFL teachers should concentrate on using group work, pair work and role play activities, in a way that fosters participation and value respect of different perspectives.

#### **5.4 Suggestions for further studies:**

This study deals with the impact of embedding CT in enhancing teaching and learning of EFL, but there is a need to conduct more studies and researches on:

5.4.1 Impact of Embedding Critical Thinking (CT) on Developing, Receptive and Productive Language Skills.

5.4.2 The Effects of Embedding, Critical Thinking (CT) on Lesson Planning to Enhance EFL, Teaching and Learning.

5.4.3 The Role of Critical Thinking as a Modern Teaching Method for Different Curriculum Subjects in Developing Teacher Performance, and Learner Efficiency.

5.4.4 Investigating the Effects of Embedding, Critical Thinking (CT), into Teaching EFL, on Developing Students' Higher-Order Thinking Skills.

5.4.5 The Role of Integrating Critical Thinking (CT),in EFL, Teaching , to Achieve Deep Learning for Students.

#### **5.5 Summary**

The information analyzed through the three research tools showed that these four hypotheses were validated. Accordingly, the researcher can confirm, based on the steps of the scientific research he conducted, that there is a positive impact on including the skill of critical thinking and problem solving in improving the performance of EFL teachers and learners. .

These conclusions require a comprehensive change in the teaching and learning process in various aspects in order to follow the method of including the skill of critical thinking and problem solving as a teaching method:

Teachers should be trained extensively to adapt to the process of integrating critical thinking and problem solving skills into the curriculum subjects they teach.

Training teachers on ways to prepare lessons and discover activities that are suitable for applying critical thinking and problem solving skills.

- Knowledge of the formulation of exam questions and classroom and interim tests.