بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

Investigate the use of Critical Thinking Strategies in Teaching Literature in Sudanese Secondary Schools

(A Case Study of Al-Sababi Secondary School for Boys)

استقصاء استخدام استراتيجيات التفكير النقدي في تدريس الأدب الإنجليزي بالمدارس الثانوية السودانية (دراسة حالة مدرسة الصبابي النموذجية بنين)

A Thesis Submitted for the Degree of Doctor of Philosophy in Education

By:

Hamza Ahmed Hamza Ahmed

Supervisor:

Dr. Hala Salih Mohammed Nur

January 2020

Examiners approval page

Declaration of the Status of Thesis (by student)

I confirm that this thesis presented for the degree of Doctor of Philosophy in Education, has:

    i)   been composed entirely by myself,

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    iii)   not been submitted for any other degree or professional qualification.

Declaration of the Status of Thesis (by main supervisor)

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"Read in the name of your Lord who created; [He] created the human being from blood clot. Read in the name of your Lord who taught by the pen: [He] taught the human being what he did not know."

(al- Alaq - 96:1-5)

Dedication

To those who inspired me.

Acknowledgment

Abstract (English)

This study aims to investigate and reveal the effect of using critical thinking methods and strategies as tools in teaching literature in the Sudanese secondary schools. Using critical thinking approach in teaching literary words can strengthen reading and writing skills and engage students in useful discussion and activities. The researcher used a mixed method to collect the date. Three tools were developed, teacher`s questionnaire, student`s pre and post questionnaire and student`s test. Also, an experiment was applied the prescribed literature text book (Treasure Island) was taught to two groups of students, an experimental group and a control group. The experimental group were taught using critical thinking approaches, while the control group were taught using the current method of teaching literature in Sudanese schools. The data collected was analyzed using SPSS. The main findings of the study were that using critical thinking as a tool in teaching literature leads to a positive impact on student`s knowledge and attitude towards studying literature. teacher`s knowledge of the appropriate strategies for teaching literature were very weak.

مستخلص البحث

يهدف هذا البحث إلي دراسة أثر استخدام التفكير النقدي واستراتيجياته في تدريس الأدب الانجليزي بالمدارس الثانوية السودانية. استخدام طريقة التفكير النقدي في تدريس المفردات الأدبية يعزز مهارتي القراءة والكتابة ويشرك الطلاب في النقاش والانشطة المفيدة. استخدم الباحث طرائق مختلطة لجمع البيانات شملت استبانة خاصة بالمعلم، استبانة خاصة بالطالب اضافة الي اختبار للطلاب. تم أيضاً تطبيق التجربة عن طريق تدريس قصة (جزيرة الكنز) للطلاب الذين تم تقسيمهم الي مجموعتين احداهما تجريبية والاخري ضابطة. تم تدريس المجموعة التجريبية باستخدام طرائق التفكير النقدي بينما تم تدريس المجموعة الضابطة باستخدام طرائق التدريس المتبعة حاليا بالمدارس الثانوية السودانية. تم تحليل البيانات التي تم جمعها باستخدام الحزم الاحصائية. توصلت الدراسة الي نتائج رئيسية اهمها أن استخدام طرائق التفكير النقدي في تدريس الأدب الانجليزي له اثر إيجابي علي معرفة الطلاب وآراءهم تجاه دراسة الادب الانجليزي، كما أن معرفة المعلم بالاساليب المناسبة لتدريس الأدب الانجليزي ضعيفة.

Table of Contents

List of Tables

List of Figures

List of Abbreviation

Abbreviation	Denotation
CT	Critical Thinking
DRA	Directed Reading Activity strategy
KWL	Know Want to know Learn strategy
MFP	Mix Freeze Pair strategy
PR-PS	Pair Reading and Pair Summarizing strategy
TPS	Think-Pair-Share strategy
WSN	What? So what? Now what strategy

List of Appendices

List of publication

1. Ahmed H. & Nur H. (2019) *Investigating methodologies of teaching literature in Sudan*. IOSR Journal of Humanities and Social Science, 4(12), 2279-0837.
2. Ahmed H. (2018). *Students' Attitude Towards the Use of Critical Thinking Methods in Teaching English Literature* – A case study of Khartoum State, Khartoum North Locality. English Language Institute English Language Institute, issue 2. Available at: www.ejournals.uofk.edu

CHAPTER I

Introduction

1.1   Background of the Study

The reconsideration of using literature in teaching English language has been escorted by a number of researches that show how literature is important in teaching English language. Literature, of any language, is considered the main gate to have a reasonable grasp of the target language. Hence, English literature is becoming a main source of teaching English in all educational processes.

Experts argues about the importance of teaching literature and the importance of using it as a main source to develop the four skills, student`s accuracy or fluency, practicing pronunciation, learning grammatical rules or even develop practice pronunciation. However, some experts jump over the educational area and consider teaching literature enhances student`s cultural awareness.

Recently, scholars of other subjects consider literature as a primary source in teaching other subjects. Furner (2016) confirms the possibilities of using literature to teach mathematics and believes that using literature in teaching math will help the lower math anxiety if math ideas are taught in the context of a story. Griffiths & Clyne (1991) argues about how to connect Math and Literature in one lesson.

How to teach literature and what the best techniques to teach literature is the main questions that scholars used to make their studies. Generally, most of the studies have focused on three approaches: cultural approach, language approach and personal growth approach. These three approaches have incorporated into models and techniques; some have focused on language, paraphrasing, information, etc.

1

The continuation of research leads to create other models that can help in developing student`s awareness of the value that taken from the theme of the story or the poem, to raise the degree of pleasure while reading story or novel, increase the degree of understanding human feelings and believes, enable learners to appreciate literary texts and finally be able to criticize articles and communicate properly.

Huge numbers of researches have been conducted by Sudanese researchers. Abdelrasol (1976) provides historical background about teaching literature in Sudan. He states:

> *The word literature first appeared for the fourth year intermediate. In fact, these literature courses were reading lessons. The students at this level used to read as far as Reader VI. In the first year secondary some schools start with reader VII and the corresponding supplementary Readers. Other schools introduce simplified works instead of Readers. These were Oliver Twist, Oxford Tales told and retold, and Prisoner of Zenda. Each one follows his own choice but the latter group is a minority at the present. As in the earlier level, the literature class is a lesson (Abdelrasol, 1976:54).*

From this quotation we know that literature was and still used to improve reading skills in Sudan. Students read the literary text as well as passages indoctrination method was and still used to teach literature.

To illustrate, Mohamed (2001) argues about the significance of literature in developing language skills: vocabulary, reading skills and speaking skills, he states:

> *the importance of teaching literature can be seen through the contribution of literature to the student's reading abilities which in turn contributes to the improvement of other linguistic abilities. For instance, reading helps students develop vocabulary being taught about literature, and by hearing and reading good literature students recognize how authors have used language to catch their readers and hearers' interest (Mohammed, 2001: 38)*

Excluding literature from Sudanese secondary school, English language syllabus has been discussed by Mohammed (2001). Three reasons were justified: the exclusion does not affect teaching language and grammar and structural complexity of literature, learning literature does not meet student`s academic or occupational goals and literature often reflects a particular cultural perspective.

Ali has been conducted by Said (2015). The study continued for almost 6 years between two groups of students one used literature in teaching language and the other doesn't. The findings of this study agreed that the level of those who study literature is improved.

According to Al Faki (2014), current literature materials "Things Fall a Part, Treasure Island, Jane Eyre, The Prisoner of Zenda, Oliver Twist, Anna and the Fighter" aren't suitable for Sudanese students and do not meet their linguistic level and cultural background.

In recent decades, literature was reintroduced in Sudanese schools. The aim of reintroducing the teaching of literature was to improve student's proficiency. Simplified novels were introduced in the schools. No specific methodology was set to support the teaching of literature and no specialized training was provided to teachers.

The material used in Sudanese high schools are more closely to either intensive or extensive reading, i.e. literature is used to teach language, vocabulary, and grammar only which is completely wrong way. If you ask any teacher about the method that he/she uses to teach literature he/she will answer how to increase the vocabulary of the students or how to proof grammatical rules in the text.

Pieper (2006) argues that extensive fictional reading should lead not only to the automatization of word recognition but also textual knowledge on a general scale. In Sudan, teachers focus reading skills and enhance student`s vocabulary.

Pickett (1986) suggests the study of intensive or analytical literature, as well as of extensive or accumulative and both are effective in enhancing reading skills only.

In his attempts to investigate about the exclusion of literature from Sudanese high schools and the side effects of leaving out literature in secondary schools.

These literature courses were reading lessons". He worked to prove that teaching literature through literary texts motivates students to learn English language.

In Sudanese higher school, from grade one to three there are different types of literature, the curriculum gives different types of literature, African, British and American.

On the other side, short texts in Spine touch some Sudanese writers such as al-Tayb Saleh which of course is a good point. To make our students think critically horizons involving immanent analysis, social discourse analysis, and an epochal level of Historical reading adopted by Jameson could be applied practically to these stories.

In other words, let's make students read to think of how, what if, why rather than read to read or read to remember some facts, numbers, places and names. And this is what we called using literature to enhance students` critical thinking.

Prof. Arora, a UNESCO Consultant (2003) revealed textbook is not a problem in Sudan; it is the implementation of the curriculum. He also confirms that all literature books provided in high schools are good but the problem is how teachers teach the book and how students understand what has been taught.

1.2   Statement of the Problem

Unlike teaching other subjects, teaching literature demands many skills that teachers should have to achieve the objectives of the text. Unfortunately, both the way of teaching literature in Sudanese secondary schools and the types of questions in the exam are based on the indoctrination method of teaching. Students have to follow the same answer for all

questions, otherwise, the answer is incorrect. And that is why all students struggle in learning and lack motivation in reading literature.

On the other side, we are training students to professionalize two skills; Compliance and conformity. They have to keep all the events, the names of the characters, places, numbers in the story by heart and no need to think beyond the text. As a result of that, students negatively deal with the literature class and the only output is to increase their vocabulary. Generally, ambiguity surrounds the current situation of teaching literature in Sudan, and that is why it is important to test and investigate the use of new methods for teaching literature. It's very important to find a solution to change the traditional methods in teaching literature in Sudanese secondary schools so as to increase the outcome through literature. It is very important to build a fruitful system that helps students to use their imagination and enjoy literature.

The current method of teaching literature is considered as a traditional method as we have new methods of teaching literature. The current method is focusing on how to read literature as a text more than literature. Using current method is considered as a direct order to the students to close their mind and the classroom and focus on a set of papers checking to mean and translate the plot of the story in their first language.

Carter (1991) divides the traditional method into three models: cultural, linguistic and personal growth. So, the current method of teaching literature in Sudan is considered beyond the traditional method as it works in teaching vocabulary (words and phrases) and teaching texts more than teaching literature.

Discussion by Sabah (2017) has shown many ways and techniques to teach literature, the cultural model where student learn several cultural, language model where students learn the use of language and vocabulary and the personal model where students learn how to enjoy reading.

1.3   Objectives of the Study

This study aims to achieve the following:

1. To investigate teachers` knowledge and attitude towards the use of CT as a tool in teaching literature.

2. To investigate the impact of using CT on student's attitude and knowledge.

3. To develop new methodologies for teaching literature that suits the Sudanese context.

1.4   Questions of the Study

This study addresses the following questions and sets out to answer them:

1. What is teachers` knowledge and attitude towards the use of CT as a tool in teaching literature?

2. What is the impact of introducing CT as a tool on students` knowledge and attitude?

3. What new methodologies could be introduced to teach literature?

1.5   Hypotheses of the Study

The researcher tries to validate the following hypotheses:

1. Teachers lack the knowledge, the skills and training for teaching literature.

2. Using CT as a tool in teaching literature has a positive impact in student`s result, attitude, knowledge and to understand literature.

3. CT methodologies could be introduced to teach literature.

1.6   Significance of the Study

All recent studies emphasize the importance of using critical thinking in both teaching and learning literature. Hader (2005) claims that thinking critically will boost creativity and enhance the way you use and manage your time.

Emir (2009) in his book (Critical Thinking Disposition According to Academic Achievement) states:

> *"If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever-changing world" (Emir, 2009)*

Looking at the situation at hand, the current methods of teaching literature in Sudanese schools do not improve student's language proficiency or develop cultural awareness or deep learning from literature. Hence, this research can be a real kernel to change the way of teaching literature and use modern and effective methods of teaching literature.

Hence, this study is very important because it works in three major areas; it sheds light on the current situation of teaching literature in Sudanese secondary school, it introduces new methodologies that will be able to solve the lack of motivation in literature class and to introduce critical thinking as a tool in teaching literature..

The findings of this study will increase the awareness of the importance of teaching literature using modern methods instead of the current ones. Using critical thinking as a tool of teaching literature will open students' minds to the language itself and will encourage teachers to find out ways and techniques to help students to understand literary texts.

1.7 Methodology of the Study

This research uses mixed method (qualitative and experimental) to collect the data. The researcher collects data from both primary and secondary resources. Primary data will be collected through the use of three tools: teacher`s questionnaire, student`s pre and post questionnaire and students test.

Secondary data will be collected from Ministry of Education – Khartoum State, The General Directorate of Strategic Plans, Statistics and Strategic Office and Bahri Educational Office.

The population of this study is students in the third-grade secondary school who study English language literature.

The researcher will use the Statistical Package for Social Science (SPSS) to analyze the collected data. Percentages and frequencies will be included.

1.8   Limitation of the Study

The study will be limited to Khartoum State, Khartoum North Locality. The level at which the experiment conducted will be the third level secondary school. The study will carry in the academic year 2017-2018.

CHAPTER II

Literature Review

2.0   Introduction

This chapter will focus mainly on two parts, the theoretical framework of the study and previous studies related to the study. In the theoretical framework the researcher will focus on two areas; teaching literature and the use of critical thinking as a tool in teaching literature. national and local previous studies will be mention in this chapter.

2.1   Theoretical Framework

2.1.1   Teaching of Literature

Teachers, scholars, educators and curriculum designers agree that literature is considered as one of the main sources to learn a language. Development of the ways of teaching literature, teacher`s training, new methodologies and strategies have been conducted to use literature properly.

2.1.2   Literature as a Term

The term Literature has been changed and varied from time to time and place to place. Ancient Egypt in the 4th millennium BC used the term literature in the spoken or sung texts while in Western Europe in the 18th century the term was used for all books and writing.

Scholars define literature in many ways, some give descriptive definitions and others give etymological definition. Hirsch (1978) is considered as one who states that: "Literature includes any text worthy to be taught to students by teachers of literature". Klarer (2005) on the other side states that "Etymologically, the Latin word "litteratura" is derived from "littera" (letter)".

Other scholars go deeply and give scientific definitions. According to Terry (1996) the term 'literature' classifies the term into a broad definition "everything that has been or will be written" and a narrow definition that leaves out the nature of the term and focuses on some criteria (functionality and ambiguity).

Some scholars give definitions based on the list of criteria. Cuddon (1976) pointed out that: "literature is a vague term which usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story". However, other scholars depend on the semantic theory of meaning to define the term and give definitions based on the prototype. Wellek (1978) defines the term as: "all writing of quality with any pretense to permanence". McRae (1991) defines the term as: "any text, whose imaginative content will stimulate reaction and response in the receiver".

In relation to that, other scholars find difficulties to define the term literature and state the difficulty because literature exists in more than one forms and degrees Kafimbwa (2005). Bennett & Royle (1995) find difficult to define the term and focus mainly on what literature provides and serves, they state that:

> *"Literature serves to provide an exquisite excitement of emotions and a very deep insight into the nature of reality. It translates various experiences of life into various patterns and thus helps readers discover meaning in their lives. It provides them with insight to deal with the people and world around them. The literary world is regarded as a mingling of fact and fiction." (Bennett 1995, p 191)*

2.1.3   The Significance of Literature in Education

For more than two decades, literature found a way to return to EFL teaching. Scholars give evidence to the significance of literature in education as general and in teaching language in specific. Parkinson (2000) argues about how it requires less contextualization. Many teachers have realized that literature can be used to support language skills.

In a bigger picture, scholars have been asked about why teachers should use literary text rather than other written materials. He also believes that with students at the beginning and intermediate levels, teachers can use literary texts for language practice, reading comprehension, and possible aesthetic appreciation.

Chiang (2007) considers literature as an authentic source in language classes because it provides ample opportunities for students to practice and improve the four skills. This view was supported by Stern (2001) who believes that literature is an ideal source for reading and writing tasks on the different elements of literary texts such as characters, plots and themes.

Littlewood (1986) assumes that literature considers as a bridge that connects a language and foreign culture. Add to that, he confirms that through literature students can start a discussion and exchange their opinions.

We teach students English literature to enable them to gain skills and enjoy the text, Littlewood (1986) mentions these skills and believes that literature could do more than that because it has the quality of being universal.

Many studies have discussed the benefits of using good literary texts in English classes. Sell (2005) criticizes standard FL textbooks for abnormal and non-authentic language. She mentions that all textbook topics are inappropriate to the foreign language learners and continuous to discuss issues that learner faced like they rarely address the real issues that learners face in real-life.

Thus, Short & Candlin (1986) propose two criteria for selecting the text in high schools, the density of meaning and the degree if ineffability, the notions of extensive and intensive reading can also be applied here, but with exclusively linguistic purposes.

According to Mody (1971), a good text that should be used in the classroom must be subjective, implicit and aesthetic, i.e. any text lack any one of these three characters will

consider weak text. English language teachers in Sudanese high school focus on the subjective area and somehow in the implicit area and neglect the aesthetic area cause the nature of the exam itself to focus on the subjective area and most of the questions for giving information, remembering a date, number etc.

Following that, Maley (1989) supports the idea of using literature in the classroom. Her ideas are: universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity for using literature in the language classroom. Mario (2005) support this point and added the socio-psychological component and culture.

As Sidhu (2003) and Mahmud (2012), argue that most of us usually read literature just to enjoy a good story, but it can enrich curriculum not just for helping learners to improve their reading and writing skills but also to help them internalize grammar and vocabulary. Murdoch (2002) states that: "literature can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" so, literature is considered a perfect material in teaching English language.

Pardede (2011) mentions four advantage teaching literature in the English classroom:

1. Using literature is practical as their length is ideally suitable to cover entirely in one or two class sessions.

2. Literature is not complicated for students to work with on their own.

3. Literature has a variety of choices to different interests and tastes.

4. Literature can be used with all levels of English proficiency, all ages and shifts.

A survey in Hong Kong has been conducted by Krashen (2000) founds that the group who read literary texts showed improvement in vocabulary and reading.

Sell (2005) lists ten reasons for using literature in the language classroom and how they can help in teaching:

1. Cultural enrichment

2. Linguistic model

3. Mental training

4. Extension of linguistic competence

5. Authenticity

6. Memorability

7. Rhythmic resource

8. Motivating material

9. Open to interpretation

10. Convenience

Later, she makes another list to approve the importance of using literature in the language classroom because of the:

1. Universality

2. Non-triviality

3. Personal Relevance

4. Variety

5. Interest

6. Economy and Suggestive Power

7. Ambiguity

Sell (2005) mentions that by using famous English literary text and exposing learners to the English culture, we are imposing a kind of "cultural imperialism" toward our learners. Advantages of teaching literature in the language classroom were discussed by Arigol (2001) when he lists the following advantages:

1. Literature makes students' reading task easier.

2. Give learners a better view of other people and other cultures.

3. Requires more attention and analysis.

4. Offers a fictional and interesting world.

5. Helps students to be more creative and raise critical thinking skills.

6. Raise cultural awareness.

7. Reduce student's anxiety and helps them feel more relax.

8. Is good for multicultural contexts because of its universal language.

Lazar (1993) deems that literature sharpens both linguistic and cognitive skills and can enhance students' understanding of the human condition. This idea has been supported later when he explains the reasons for using literature in English classes and focuses mainly on the output that we gain if literature used properly in the classroom:

1. It is very motivating.

2. It is an authentic material.

3. It has a general educational value.

4. It is found in many syllabuses.

5. It helps students to understand another culture.

6. It is a stimulus for language acquisition.

7. It develops students' interpretative abilities.

8. Students enjoy it and it is fun.

9. It is highly valued and has a high status.

10. It expands students' language awareness.

11. It encourages students to talk about their opinions and feelings.

Since the beginning of language, literature provides a great way for students to learn about the history, culture, values and practical skills of their society. Pudi (1999) believes that

literature can expose students to the rich language of the text, raise awareness of culture and motivate students to work hard on language skills.

Petttersen (2014) confirms that literature gives ways of thinking, conflicts and issues facing people who are very different from me and the reality I knew. He also confirms the importance of literature in education can work as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills"

Petttersen (2014) confirms also the idea of the effectiveness of the implementation of literature in the language class. He states that: "It provides examples of the language employed at its most effective, subtle, and suggestive".

2.1.4   Theories of Teaching Literature

This study was anchored on the theories of teaching in general and theories of teaching literature in specific. These theories reflect and interact with the views of the researcher and the reactions of the students in the process of learning literature.

According to Jose (2015), there are three theories of teaching: formal theory, descriptive theory and normative theory. The Formal Theory surrounded by four philosophical theories of teaching, the Meutic Theory of Teaching, The Communication Theory of Teaching, The Molding Theory of Teaching and The Mutual Inquiry Theory of Teaching, Descriptive Theory of Teaching has two philosophical theories of teaching, the Instruction Theory of Teaching and Prescriptive Theory of Teaching, Normative Theory of Teaching has four theories of teaching, the Cognitive Theory of Teaching, Theory of Teacher-behavior, Psychological Theory of Teaching and General Theory of Teaching.

All critical thinking strategies in teaching literature derived with one of the above-mentioned strategies.

2.1.5 CT Theory and Pedagogy Bias

To prepare students to be critical thinker has become one of the main aims of many teachers. Critical thinking skills should be a central educational aim cross the curriculum. Scholars have objected to bias in the practice of critical thinking theory and pedagogy. Ennis (1998) consider that as a neutral sense. Generally, the bias occurs as a result of different ways of knowing over others and normally the culture or sex are the main reasons of that bias; Paul (1981) & Warren (1998) consider the bias as a result of dialectical engagement with opposing world-views. Thayer-Bacon (1993) considers bias as a result of understanding people`s ideas and emotion.

2.1.6 Historical Development of the Concept of CT

Dewey (1910) presented the term "reflective thinking" in his book (How We Think). He states that:

> *active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends (Dewey 1910, p. 6).*

As Hitchcock (2011), argues about the term reflective thinking and states: "such thinking arises in response to a suggested resolution of some specifically occasioned perplexity". And considers:

> *Reflective thinking in Dewey's original sense begins with the definition of a problem, often a problem of understanding why a certain phenomenon occurs. One or more hypotheses are proposed as possible solutions. Then some method of systematic observation or experiment is devised as a test of these hypotheses, and carried out. (Hitchcock 2011, p.3).*

Hitchcock has been inspired by Edward`s ideas and classified critical thinking as:

an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; knowledge of the methods of logical inquiry and reasoning; and some skill in applying these methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. Glaser 1940, p.5)

2.1.7 Chronological Literature Review of CT Definitions

Although hundreds of definitions have been set by scholars, Riddell (2007) states that critical thinking should not be defined but explained by its components, stages and features, etc. he explains his view according to the complex process that requires higher levels of cognitive skills.

process that requires higher levels of cognitive skills in the processing of information. According to Reed (1998), the wide concepts of critical thinking have brought different definitions by scholars. The researcher finds a contrast between the literary and idiomatic definition of the term. All scholars defined the term either from a cognitive perspective or from a constructive perspective. Halpern (1999) states:

Critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings. That is, they are predisposed to think critically. When we think critically, we are evaluating the outcomes of our thought processes—how good a decision is or how well a problem is solved. (Halpern 1999, p.80)

Another cognitive perspective definition was conducted by Bassham (2007). He defines critical thinking as follows:

"critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims, to discover and overcome personal prejudices and biases, to formulate decisions" (Bassham 2007, p.9-10).

Dewey (1910) considers critical thinking as constructive thinking while Thayer-Bacon (2000) argues that emotion and imagination play important roles in an adequate conception of critical thinking which she calls (constructive thinking).

Emerson (1841) states that: "What is the hardest task in the world? To think". The sense meaning of thinking that he used is critical thinking. The word think means any kind of mental activity, but when we add the adjective (critical) to the noun (thinking) we remove all judgment and search for unseen assumption, that is why all critical thinkers seek to draw intelligent conclusions not only think positively towards issues.

The researcher notices that this point of view has been mentioned in all definitions that define the term critical thinking, they sometimes concern with the term as a verb and sometimes as a noun.

Dewey's *How We Think* (1910) was an early attempt to define and model critical thinking pointed out that learning to think is the central purpose of education. Ennis (1987) motivated to do the same and attempts to define the term through dividing the term into three dimensions: logical, criteria and pragmatic, then he gives a practical definition and deals with critical thinking as a process, the goal of which is to make reasonable decisions about what to believe and what to do."

He argues about the characteristics of the critical thinker, he states that the critical thinker should seek a clear statement of the thesis or question, seek reasons, try to be well informed, use and mention credible sources, take into account the total situation, try to remain relevant to the main point, keep in mind the original or basic concern, look for alternatives, be open-minded, take a position (and change a position) when the evidence and reasons are sufficient to do so, seek as much precision as the subject permits, deal in an orderly manner with the parts of a complex whole, use one's critical thinking abilities and be sensitive to the feelings, level of knowledge, and degree of sophistication of others.

Glaser (1980) defines Critical Thinking as: "a composite of attitudes, knowledge and skills". Not far from that, Michael & Paul (1987) define the term as an intellectually disciplined process and skills.

Chaffee (1996) defines critical thinking as: "An active, purposeful, organized cognitive process we use to carefully examine our thinking and the thinking of others, to clarify and improve our understanding."

Bailin (1999) assume that critical thinking has three features; it is done to make one's mind about what to believe or do, engaging in the thinking is trying to fulfil adequacy and accuracy appropriate to the thinking, thinking fulfils the relevant standards to some high level. These three features generally mean critical thinking is a careful and directed goal of thinking.

Brookfield (2006) defines critical thinking practically, he moves directly to the practical way he maintains: "the process we use to uncover and check our assumptions." The notion of critical thinking can be expressed in a diversity of definitions. This diversity depends on one's purpose and belief.

Paul & Linda (2005) appear another definition of the term critical thinking. They define it as: "self-directed, self-disciplined, self-monitored, and self-corrective thinking". This definition makes the picture clear in terms of communication and problem-solving abilities as they mention and they assure that through critical thinking we can entail effective commitment to overcome our native egocentrism and socio-centric.

Paul & Linda (2007) state the most useful definition in assessing critical thinking abilities, they define critical thinking as an operation of analyzing and assessing thinking and thought that critical thinking is the most basic structure in thinking. Not that only, but as the most intellectual standards for thinking.

Encarta (2009) remarks: "The ability to think critically". The word ability refers to some characteristics of the critical thinker. They are seeking the best conclusion through applying problem-solving techniques, using evidence skillfully, organizing their thoughts and representing differing viewpoints and explain how thinking critically and logically can strengthen the relationships between evidence and explanation.

According to Paul (2010), critical thinking may be defined as an intellectually disciplined process. He focuses mainly on the skillful conceptualization through applying, observing, experiencing, reflecting, reasoning and communicating and takes all these processes as a guide in applying his definition.

Elder (2007) defines critical thinking as: "self -guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way". The Foundation of Critical Thinking defines the term as "the art of ensuring that you use the best thinking you are capable."

Another definition set by Browne & Keeley (2007) as: "Systematic evaluation of arguments based on explicit rational criteria". Hader (2011) defines the term critical thinking as a skill, and he mentions the purpose of this skill as "will improve with practice".

On the first chapter, Hader gives another definition to critical thinking and this time he gives reason to his definitions. He states: "the intentional application of reason and inquiry "his reason for this definition as he claims" make sense of new ideas and guide behavior". Hader chooses three terms, they are reason, inquiry, and behavior.

Hader thought that these three terms shared in most of the philosophers` definition to the term critical thinking.

Barnet & Bedau (2012) argues in critical thinking and define it as a mode of thinking. He generalized the term to cover any subject, content or any problem that the thinker improves the way of thinking.

Recently critical thinking has been considered as a type of evaluative thinking that involves both criticism and creative thinking and which is particularly concerned with the quality of reasoning or argument which is presented in support of a belief or a course of action.

The researcher believes that critical thinking is a process of collecting data, understand, evaluate and use an objective response to solve a problem in a real-life situation. So, critical thinking skills include the following: find the problem, think about, study side effects and choose a solution. This how we gain experience and how it should be used to produce students can think critically.

2.1.8   CT Models

Since 1983 the vision of the term critical thinking has become clear, scholars try to find some process that has been elicited during developing their researches. The acronym OMSITOG has been used by Hitchcock (1983) to summarize a seven-component model:

1. Get an OVERVIEW of the message.

2. Clarify MEANING.

3. Portray STRUCTURE of argumentation, if any.

4. Check whether INFERENCES are sound.

5. Evaluate the TRUTH of claims not supported by argument (assess the evidence on which conclusions are based).

6. Consider OTHER relevant evidence and arguments.

7. GRADE the message.

On the other side, the acronym FRISCO of six-component model has raised by Ennis (1987):

1. Identify the FOCUS: the main point or main problem.

2. Identify and evaluate the relevant REASONS.

3. Judge the INFERENCES.

4. Attend to the SITUATION: aspects of the setting, which provide meaning and rules.

5. Obtain and maintain CLARITY in what is said.

6. Make an OVERVIEW of what you have discovered, decided, considered, learned and inferred.

Hitchcock (2005) identify seven components of critical thinking models to solve problems:

1. Problem identification and analysis.

2. Clarification of meaning.

3. Gathering the evidence.

4. Assessing the evidence.

5. Inferring conclusions.

6. Other relevant information is considered.

7. Overall judgment.

2.1.9   CT in Education

Critical thinking roots are as old as the practice of the teaching of the Greek philosopher Socrates which is more than 2500 years ago. Since that date, scholars argue about the importance of critical thinking and its effective use in education.

Sidhu (2003) mentions around 2500 years ago; Socrates explored some questioning technique which showed how people could not rationally justify their confident claims to knowledge. The National Education Blueprint (PPPM) 2013-2025 emphasizes the

concept of high-level thinking skills and its ability to produce a generation that has creative thinking critical and skills.

This technique requires clarity and logical consistency was called Socratic questioning and thinking. His age was followed by his student Plato, Aristotle, and the Greek skeptics. Since 1960s, critical thinking is becoming the focus of attention. Educators and syllabus designer think only about students' incapability of higher-order thinking or critical thinking. When you consider that 1980, the excellent revolution passed off in an academic setting regarding embedding express coaching of critical thinking into the classroom.

As Fisher (1998), students who think critically have the following characteristics; they can see something more thoroughly and in detail, can analyze ideas in more details and explanation, can analyze ideas to find a more accurate explanation and, have an open and broad-minded.

Siegel (1980) McPeck (1981) consider critical thinking not as a way of education, but as a prerequisite. The first-rate shift from knowledge-based education to a unique approach wherein the principal focus is to foster wondering capacity of beginners passed off because of the reality that educators noticed students had grown into inactive learners who are most effective capable of absorbing a pre-planned quantity of expertise which is transferred to them.

Paul (1995) argue about enhancing students' critical thinking abilities are the core of the significance of education.

Huitt (1998) defines critical thinking as a disciplined mental activity of evaluating arguments or propositions and making judgments that can guide the development of beliefs and taking action. Khatib (2012) assumes that it's important to teach students critical thinking to enable them to think both critically and correctly, and later adds two points; to enable them to make judgments and decisions.

Paul & Elder (2001) believe that any mode of thinking about any subject, content, or problem is considered as critical thinking. This will be practically applied through understanding some skills that must be translated and developed into manageable lessons and classroom activities that promote such skills. So, the best way to achieve this is through beginning to define the term critical thinking in education.

Paul & Scriven (2003) define critical thinking as a group of intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/ or evaluating information gathered from, or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action.
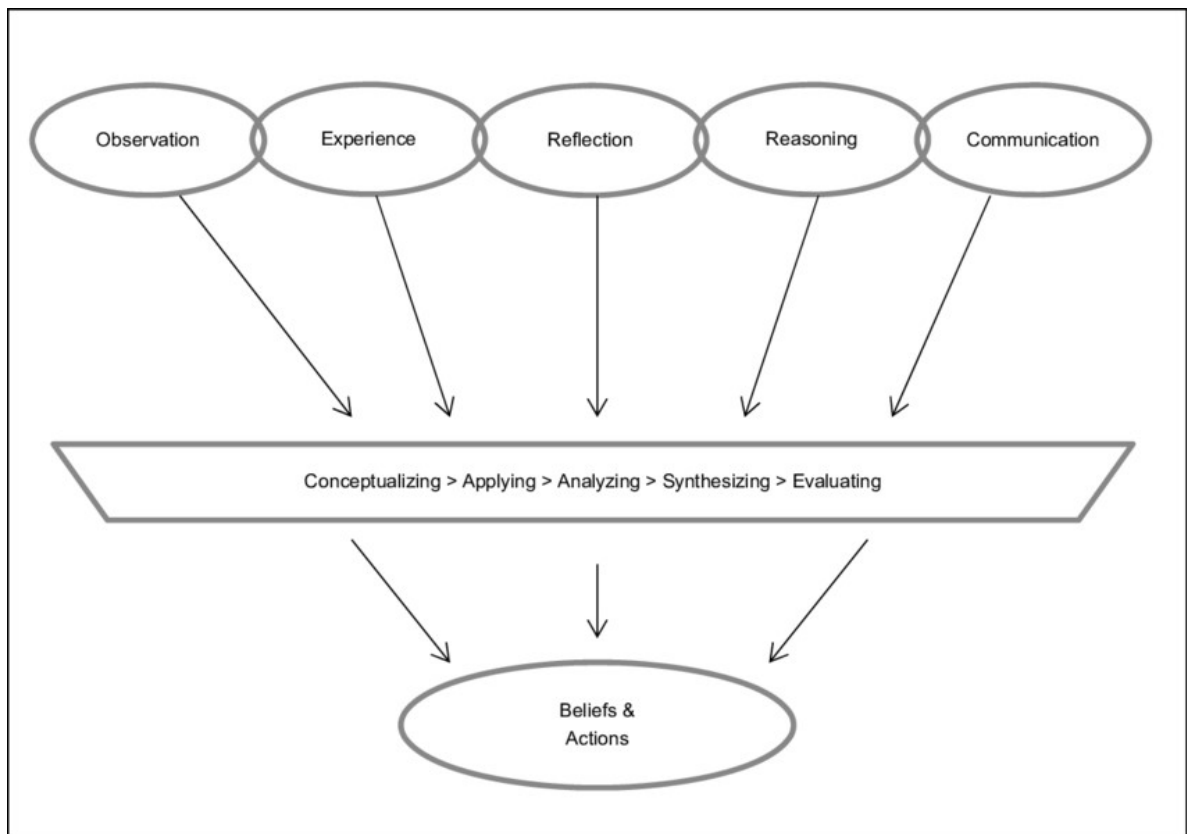
Figure (2.1): Intellectually disciplined process.

Source: Visualization of Paul & Scriven's definition of Critical Thinking (2003)

Later, Paul and Elder (2005) define the term as a process by which the thinker can improve the quality thinking through skillfully taking charge of the structures inherent in

thinking and imposing intellectual standards upon them. This process is supported by three core beliefs about language learning:

1. The effective language learning.

2. educators and teachers should strive to achieve a balance between lower and higher thinking order.

3. the deeper processing and production of language depends mainly on critical thinking strategies.

As Stott (2008), teachers find it difficult to implement such skills in the classroom context since they cannot even define what is critical thinking. Scott believes that to apply any method we have to understand it as a term then we have to build the theory and train teachers to apply them on how to use the theory.

This point shows the importance of been updated with new techniques that teachers may need in the classroom as Ahmed (2011) discusses the importance of training for both quality and efficiency of the educational process depends on well trained and educated teachers."

DoE (2006) confirms that: "School systems demand that it should be incorporated into curricula" Beaumont (2010) argues that critical thinking rightly remains at the forefront of education today and touches the problem and theories that: "Teachers attempt to integrate critical thinking practices into their lessons".

The researcher finds this point through his research; he finds that most of the English language teachers have a lack a concise definition of critical thinking, literarily of practically.

Irfaner (2006) agrees the lack of critical thinking skills used within the classroom reduces the students` chance for success. On the other side, Javier (2001) believes that critical thinking is essential in learning the macro skills of a language: listening, speaking,

reading, and writing and that language proficiency have a direct impact on critical thinking skills.

Add to what is mentioned above, Ali (1993) agrees that: "critical thinking does not discount the emotional or gut response that everyone has". And continuous: "it compliments and enters into dialogue with them so that reasoned judgments are possible."

According to Singh (2003), critical literacy is informed by "critical pedagogy" which views the system of education as socially constructed and rooted at the center of power relations. This means that schools transmit the "universally reigning ideology" while simultaneously maintaining the image of being a "neutral environment purged of ideology". So, schools play a role to reproduce social inequality.

He later goes on mentions his approach of learning and teaching of texts and adds that: "language is viewed as a social process and the meanings conveyed by language are regarded as being socially and culturally situated".

Madondo (2012) point out that teaching literature serves as a tool for developing critical thinking in student teachers and connecting this idea with critically he implies that: "engage critically with literary art independently as it would assist them in the classroom setting".

Besides, he suggests "interpretive strategies" which will provide student teachers with theoretical lenses that sharpen their vision and providing alternative ways of seeing the world they find themselves in.

Madondo (2012) argues about what he writes. He agrees that: "where reality presents itself to the human mind only in the form of stories, even science for that matter, is a form of a story. Furthermore, he contends that all stories require interpretation.

As Taylor & Patterson (2000) and Cause (2002), argues about the ability to expect answers from students but we can develop their judgment for problem-solving and decision making and enhance their higher-order thinking.

Sloan (2003) discusses how to connect what students` read with the critical thinking, he states that: "Once engaged in the literature, students can begin to apply critical thinking skills."

Solan discussed this matter to be more clearly and what he found is critical literacy influenced to develop cumulatively over a lifetime. He implies that: literacy and critical literacy develop cumulatively over a lifetime.

Concerning the language of the English, Solan argues that it can help on this point, he states: "Contemplating literature critically and reflectively can help us to develop the capacity to view with detachment other verbal structures that surround us".

Barnet & Bedau (2012) argues in critical thinking and defined as a mode of thinking. He generalized the term to cover any subject, content or any problem that the thinker improves the way of thinking.

The researcher considers the definition of Cottrell (2005) as the best definition of critical thinking because he gives the relationship between critical thinking as a definition and its importance in the educational field.

He defines the term as: "a complex mental process involving paying attention to details, selecting relevant information, analyzing carefully and skeptically, making judgments, and meta-cognitive thinking such as reflection and higher-order planning."

Barnet & Bedau (2012) argues in critical thinking and define the term as a mode of thinking. He generalized the term to cover any subject, content or any problem that the thinker improves the way of thinking through improving the environmental areas of thinking.

Based on the above-mentioned results; the researcher emphasis that the learning environments should be reshaped to support student`s critical thinking skills and creativity. The reshaping should cover technical administrative areas.

2.1.10 CT and Bloom`s Taxonomy

Bloom`s Taxonomy is an educational system classified level of thinking into six categories (knowledge, comprehension, application, analysis, synthesis, and evaluation). 1956 was the birth of this system.

Scholars consider Bloom`s taxonomy the best system to teach any subject. Some scholars consider missing of any category results fail in the lesson itself.

As Case (2013), any misapplication of Bloom's taxonomy reduces expectations of students' capacity to think.

Anderson et al. (2001) stated four types of knowledge: factual, conceptual, procedural, and meta-cognitive. They believed that knowledge refers to the foundation and basic information that students must know, conceptual knowledge refers to the inter-relational information, procedural knowledge refers to the application knowledge like the method or the technique that students will use, meta-cognitive knowledge is the knowledge and awareness of cognitive tasks. Table (2.1) shows Anderson`s types of knowledge to the cognitive processes.

Table (2.1): Anderson`s types of knowledge

Knowledge Dimensions	Cognitive Processes					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual						
Conceptual						

Procedural					
Metacogniti ve					

Source: https://www.niu.edu/facdev/_doc/blooms_origrevised.doc

On the same hand, Anderson (1910) revised Bloom's taxonomy as it reflects different forms of thinking, which is an active process that requires more firm verbs. The subcategories of the six main categories have been substituted by verbs, and most of them were systematically reordered. The knowledge category was renamed. The product of thinking is knowledge, which makes it inappropriate to be described as a category of thinking.

Anderson believes that instead of knowledge use remembering. On the other hand, "understanding" has been replaced with comprehension and synthesis is become creating, to better reflect the nature of thinking described by each category. Essentially all Bloom`s verb statements have been changed into nouns statements.
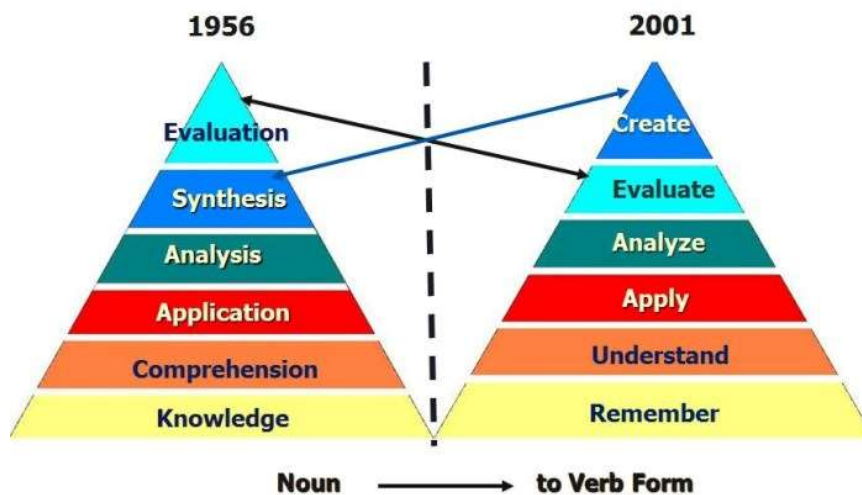
Source: 1.1, Wilson, Leslie O. 2001

Figure (2.2): Difference between Bloom`s and Anderson`s Taxonomy

Alul (2000) discusses the beginning of Bloom's taxonomy, he states that: "In 1956, Bloom et al. published their widely accepted taxonomy for classifying objectives and assessment items for the cognitive domain." He argues about the system of the six levels of understanding. He states that: "with each higher level subsuming the properties of the lower level. The levels of the taxonomy were from the lowest to the highest" and he means knowledge, comprehension, application, analysis, synthesis and evaluation.

David (2001) revised the taxonomy by classifying the thinking skills using verbs rather than nouns. He finds that the six cognitive levels are still arranged from lower to a higher level of thinking. The summary of their revision was concluded by showing what each verb involve as follows:

1. Remembering involves students recognizing and recalling what has been taught.

2. Understanding involves students constructing meaning by connecting new knowledge with existing knowledge.

3. Applying involves students testing out this newly gained knowledge.

4. Analyzing involves students breaking concepts down into individual parts and seeing how they contribute to overall structure or meaning.

5. Evaluating which flows from analyzing involves students making judgments based on their own criteria.

   Creating involves the concepts and might suggest learners coming up with something unique.
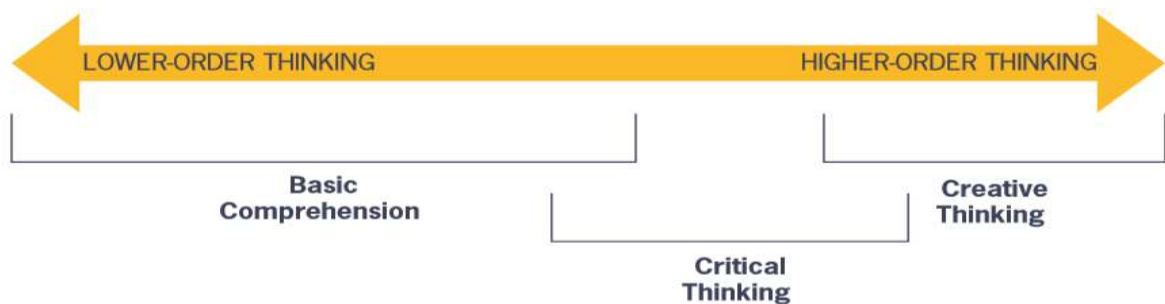
Figure (2.3): David`s cognitive process

Aristotle, on the other hand, developed the validity rules (the rules of reasoning). In the 15th and 16th century European scholars began to think critically throw out religion, art, freedom etc.
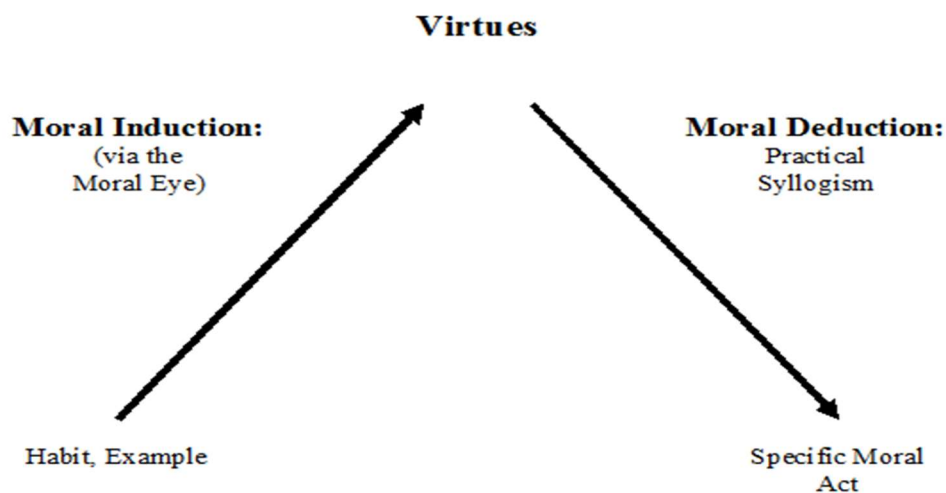
Figure (2.4): Aristotle`s way of thinking

Source:www.researchgate.net/publication/BasicRules_of_Aristotelian_logic_and_Induction.pdf

Pudi (1999) confirms the notion of open-ended questions when he finds that: "closed-ended questioning limits critical thinking" during the research he conducted.

Young (1996) discussed two advantages of using literature for raising critical thinking in students his ideas supported by the idea of entertaining and the idea of students` pervasive apprehension will be reduced.

He also comes to one of the points that meet the researcher`s side about critical thinking, he mentions that students must learn from the beginning that critical thinking is both natural and familiar and sometimes you may find it even funnier.

Truschel (2007) confirms that Bloom's Taxonomy is a very powerful tool in supporting a student to learn critical higher-level thinking skills. This process entails a minimal amount of time for the teacher to prepare the phrasing of higher-level questions. This

process is easy to integrate with the content of the lesson Booker (2007) reported that the basic skill in education has been devalued through using Bloom's Taxonomy but has promoted "higher-order thinking" at its expense.

Almerico (2004) argues that each cognition level in Bloom's Taxonomy can offer a delicate description of the learning targets. He continues, the levels of cognition can help teachers in many ways such as setting the stage for assessment and teaching, explaining their intended learning outcomes and illustrating a planning basis.

According to Paul & Elder (2006), students and anyone that interested in critical thinking at any level can and should build Socratic questions.

Socrates believed that the disciplined practice of thoughtful questioning enables learners to produce ideas logically.

Seifi (2012) mentioned that Socratic questions could be phrased in three general ways:

1. To searchlight a general aspect material/s of course: Describe different types of tectonic movement along plate boundaries.

2. Creativity and brainstorming should be encouraged and: Think of as many causes as possible for the origin of a large boulder found perched upon a nearly flat plain that is underlain by a rock type different from that of the boulder

3. To focus attention on a specific problem" "Compare the evidence used by scientists to support the idea of biological evolution (or modern global warming) with that used by others who reject the possibility of evolution (or global warming).

Later, Seifi (2012) identifies six categories of questions:

1. Getting Students to clarify their thinking: e.g. 'Why do you say that? Could you explain further?

2. Challenging students about assumptions: e.g. Is this always the case? Why do you think that this assumption holds here?

3. Evidence as a basis for argument: e.g. Why do you say that? Is there reason to doubt this evidence?

4. Alternative viewpoints and perspectives: e.g. What is the counter-argument for? Can/did anyone see this in another way?

5. Implications and consequences: e.g. But if what happened, what else would result? How does...affect...?

6. Question the question: important? Which of your questions turned out to be the most useful?

Davis (1993) states goals of thoughtful, disciplined questioning in the classroom that can be achieved, they are: "Support active and student-centered learning; Help students to construct knowledge; Help students to develop problem-solving skills, and improve long-term retention of knowledge."

Griffith (2007) argues about integrating Socratic questioning techniques used in the classroom is necessary; they discussed the extremely important of developing active and independent learners, but Alwehaibi (2012) found that structuring questioning should be followed by five areas: compare and contrasting, determining parts-whole relationships, determining the reliability of sources, causal explanation and prediction.

To end with, Bloom's Taxonomy has many advantages to use as a tool to analyze the educational objective domain. Bloom's Taxonomy has proved its effectiveness and superiority over other methods as well as mentioned above and it can be helpful to achieve educational goals.

Figure (2.5) represents the ascending order of the cognitive levels in the original taxonomy of Bloom, the figure shows each listed and the activities of each one with the commonly used verbs. The figure will help teachers to use Bloom's taxonomy.

Suggested Instructional Strategies for Use with Each Level of Bloom's Taxonomy
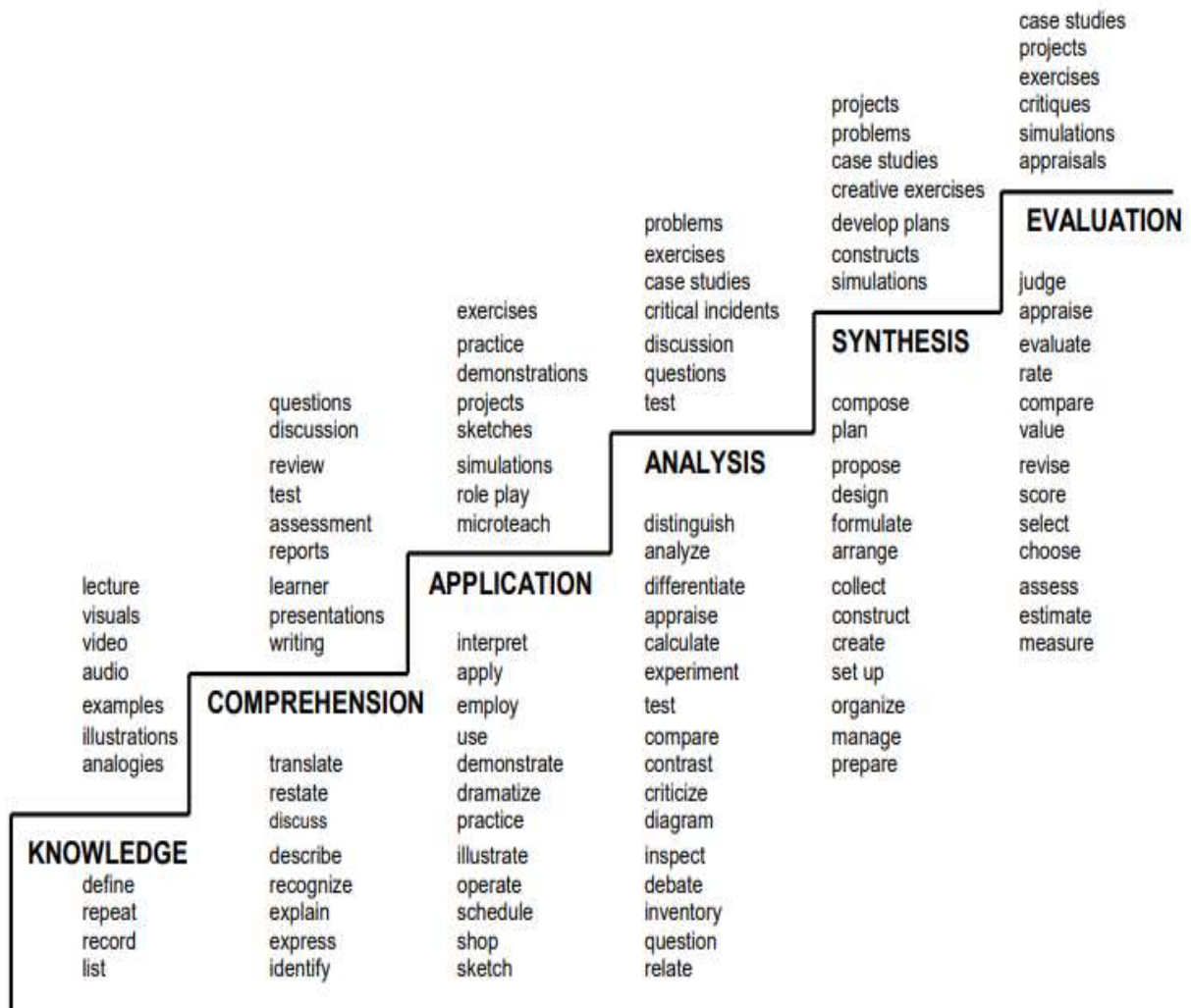
Figure (2.5): Bloom`s Taxonomy

Resource:https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs143_023989.pdf

2.1.11 CT Theories

This study was anchored on the theories of teaching literature. These theories reflect and interact with the views of the researcher and the reactions of the students in the process of learning literature.

2.1.12 CT as A tool in Teaching Literature

All scholars agreed about the importance of literature as an important component of educational institutions and curriculums. Wagner (2005) discusses the disadvantages of the traditional approaches of teaching literature and recommend approaches which are guided by the contemporary research.

Similarly, Knapp (2004) thinks that in the secondary school students age we need to focus on methodologies that can shift from what texts mean to what students think about them and how they learn. This is supported by Guerin (2005), he states that traditional approaches to the interpretation of literature are called historical, moral and biographical approaches.

Hakes (2008) states that: "Literature and critical thinking are not "two islands" but "simply different coastlines of the same one". Hakes, in his book *When critical thinking met literature*, provides a huge number of practical examples of how to use critical thinking in teaching English literature.

Accoring to Yaqoob (2011), Twenty first century is the age of globalization, multiculturalism, telecommunication and digital technology. He argues about the importance of updating methodologies that meet today's digital world. He emphasizes the need of new methodologies in teaching of literature in order to enable the students to learn information processing skills.

Hakes gives two types of approach, either to wait until a point arises or begin with critical thinking. In other word from critical thinking to critical reading or from critical reading to critical thinking.

Not far from that, Swan (1986) suggest specific to enhance critical reading; extracting the main ideas of the text, reading for specific information, understanding text organization, checking comprehension, inferring, dealing with unfamiliar words, linking ideas, etc.

On the other side, Schmit (2002) suggest that critical thinking in a literature class can be exercised through questions that the teacher asks.

According to Bloom`s taxonomy, the researcher agrees with Schmit because of course asking questions while teaching literature will enhance student`s critical thinking. The researcher considers discussion and monitors the class while students provide questions and give answers will be more effective.

As mentioned above, Bloom`s taxonomy is offering the best way to apply subject`s objective. It is clear also bloom`s taxonomy focuses mainly on how to make students the center of learning and help them to use their thinking to understand the text.

According to Tung & Chang (2009), while teaching literature, nurture thinking is considered the main objective. Reading comprehension question should be included to enable students to verify their understanding, detect their weaknesses, enhance their abilities in synthesis and develop their ability in creation.

2.1.13 CT Strategies in Teaching Literature

Although there are many critical thinking strategies in teaching literature, there is no only one single strategy that suitable for all learners. So, according to the type of students, the teacher can use any one or some of them to make students think critically.

Gee (2001) argues that: "critical theory develops affinity groups of readers who can identify ideological concerns in texts and their role in the production and circulation of power relations".

Nunan (1991) argues that "there never was and probably never will a strategy for all". The same idea is supported by Kappler (2001) who reiterated out that teaching does not solely rely on accessing a checklist of skills but rather in understanding the strategies to adopt.

Like teaching any subjects, teachers teaching literature in English are facing the challenges on which strategy that must use in the classroom.

According to Antonacci (1991), there are four basic variables students need to follow according to the strategy:

1. The text, in other word the material of the text e.g. the vocabulary difficulty, sentence structure, writing style, etc.

2. Task or the reason for reading e.g. is it for (fun, an examination, to answer questions at the end of a chapter).

3. Strategies or the activities the learner uses for knowledge understand or apply.

4. The characteristics of the learner, i.e. his/her background experience, interest, motivation.

This research will show some strategies used to teach the literary text.

Know/Want to know/ Learn (K-W-L)

Ogle (1986) argues that K-W-L is considered as one of the most popular strategies for teaching reading texts. This strategy can be applied in a class contains 60 students.

This strategy asks students to think about the knowledge of the topic that they are going to take, asking a question, and find the answer.

This strategy started by selecting the topic and draws a KWL table. The lesson started by asking what students know about the story and confirms their knowledge about it.

This will help students in both buildings their ideas and achieve cooperative learning. Students` answers will be mentioned in (What do we know?) column. After that, the teacher asks students about what they want to know.

Here, the students will recall their previous knowledge about the topic and start to ask questions. The teacher will write these questions in (what do we want to know?) column. Table (2.2) shows the right way of presenting KWL strategy in the board.

Table (2.2): KWL strategy

TOPIC:		
What do we Know?	What do we Want to now?	What did we Learn?
Knowledge pupils have about the topic	What pupils want to or need to learn more about the topic	Learned information about the topic after investigation or study

Gueldenzoph (2012) suggest a model on how to use KWL strategy in teaching literature; she preferred the teacher to start with a short discussion about the topic and ask questions and encourage student`s comments. After that teacher try to raise students' curiosity then he/she can use visual aids like charts, maps etc.

To build knowledge she offered three questions that teacher can begin with; what do we know about this topic? What do we want to know about this topic? What did we learn about this topic? the process of doing that will be as follows:

- *In pairs, students list what they know about the topic – DISCUSS*
- *In pairs, students list what they want to know about the topic – DISCUSS*
- *Paired groups read prepared material to answer questions*
- *Teacher circulates among the pairs to monitor and question their progress*
- *If most pairs are struggling, remind the class how to summarize and question*
(Gueldenzop2012, p.12).

A teacher asks students to read the story, through students` reading; they will find answers to their questions. What they get must be written in (what did we learn?) column. The third column can be a classwork or a homework. Students should think deeply about the first and the second columns and think what they want to know in the coming chapter or the next step.

According to Miller (1979), this strategy involves three steps:

1. K - Assessing What I Know. In this step teacher brainstorming students and write their ideas.

2. W - What Do I Want to Learn? In this step, the teacher examines the student's memorization about the topic.

3. L - What I Learned. In the final step, the teacher examines the student`s understanding of the story.

Betts (1957) creates four clear steps and one hidden step to this strategy; he arranged the steps to suit the columns.

Step one and two in the K column focuses on the brainstorm and anticipation.

Step three in the W column the teacher will think loudly.

Step four in the L column Students list what they learn throughout the previous steps.

In the hidden step, students will stop reading and start giving answers to the questions in W column.

The researcher will add another characteristic to the last step; teachers can enhance student`s critical thinking using extra worksheets at the end of the lesson. The best worksheet in this strategy is to ask learners to design their KWL table.

To create a differentiation, the teacher may ask learners to design diagrams which will be useful if the teacher wants students to analyze or evaluate specific events.

Directed Reading Activity (DRA)

DRA or DRTA Direct Reading Thinking Activity is considered as one of the best strategies that can be applied in Sudanese schools.

The format of the lesson should be prepared according to before, during, and after reading strategies into one package.

Before reading teacher should focus on motivating students, grasp attention, showing related lesson`s objectives, develop prior knowledge or background, showing vocabulary and create scenarios.

During reading teacher should help individual students and monitor their comprehension. Students can read individual reading strategy or pairs reading strategies.

After reading Students revisit the text for more information related to higher-order thinking and doing their follow-up activity. The teacher should be sure that all students understand tasks that they are going to do at home or as classwork.

According to Allen (2004), this strategy works as a cycle, and this cycle needs a high degree of concentration because students need to make predictions before reading each chapter.

Before implementing DRA, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then, the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students. In this strategy, students may Think-Pair and Share their ideas with the group or whole class.

Turner (1988) assumed that through using DRA strategy students can recognize the meaning of the words or sentences in the text, use the meaning of the word in real life, understand the whole text and judge the content according to his experience.

One of the advantages of this strategy is the ability to encourage the use of context clues and establish a purpose for reading.

The researcher believes most of the teachers in Sudanese high schools use this strategy. The problem is they neglect student`s role and focus mainly on the teacher role. Students use their pencils only to write the meaning of new vocabulary and ask only about the meaning of the new vocabulary.

The researcher conducted this strategy while teaching and discovers that it helps students with low achievement. Giving students time to read the whole text then discuss and followed by some activities gives a positive attitude. The researcher suggested the following table to apply this strategy while teaching literature.

Table (2.3): applying DRA strategy in teaching literature

	Main Points	**Minor points**	**suggestion**
Stage one	After reading chapter 1	After reading chapter 1	
Stage two	After reading chapter 2	After reading chapter 2	
Stage three	After reading chapter 3	After reading chapter 3	
Stage four	After reading chapter 4	After reading chapter 4	

Think-Pair-Share (T/P/S)

According to Pinker (2002), Language is the conduit through which people share their thoughts and intentions.

Johnson & Johnson (1999) believe that TPS strategy derived its name from the three stages of learners' actions.

TPS strategy designed to show the best way in cooperative learning. The technique is simply applied by asking students a question and asks them to think about the answer individually. After that, the teacher asks them to think in pairs or as a group to share their answers (knowledge). Finally, the teacher calls one of each group (spokesmen) to share his/her group knowledge to the whole class.

This strategy consists of three steps:

1. Think: Students think about the problem or the question.

2. Pair: Students discuss their thoughts.

3. Share: Students share their idea/s with the class.

Lyman (1987) develops the strategy and gives students 30 seconds or more to think through an appropriate response.

Ledlow (2001) argues about the measure of the risk that the strategy involves. He thought that there is a low-risk because the strategy could be used in any classes and it doesn't matter how the class is big or small.

Later Ledlow simplified the steps of applying the strategy; he divided the steps into three steps. Firstly, the teacher asks a question and asks the learners to think about the answer. Then, the teacher asks learners to work in pairs to compare and discuss their answers. Finally, the teacher randomly calls some of the students to share their answers with the whole class.

Later, he discussed the advantages of using this strategy, he assumes that if used properly students will learn how to draw on background knowledge, generate and analyze ideas.

Jones (2002) discusses the characteristics of TPS strategy in four points, it opens opportunities to the students to think, it opens opportunities share ideas, it shows students how to learn from errors and show students how to write and summarize ideas. The researcher adds it provides students with self-confidence to face students and share his/her ideas.

Office of Human Resources (2010) discuss the implementation of TPS and finds that it helps students to summarize what they learned and to answer a question during the discussion, add to that TPS can engage students with individual, pair and group materials.
.

The researcher notices that TPS strategy is one of the techniques that make students active while learning. The strategy also opens a student`s mind and they can use their imagination to create their plot, ending, theme, etc. the following table may help students to apply the TPS strategy effectively.

Table (2.4): Applying TPS strategy in teaching literature

What is the topic of the lesson	What I think	What my group/partner think	What will I/ my partner share
Summarize the idea	One or two ideas	One or two ideas	Summaries of the ideas

Pair Reading and Pair Summarizing (PR-PS)

Paired reading is very easy to conduct while teaching literature. Besides, the simplified way of pair reading strategy has a very effective technique of helping struggling students for increasing their accuracy and influence level.

The first step teachers should start with is to tell students about the strategy and prepare them on how the lesson will look like. The teacher read the story loudly and supports the students with a summary of the story. The teacher asks one of the students to read a paragraph and the other students summarize it because if there is one of them misunderstands the original then the summary can make the job clear.

The teacher should focus on the best students because he/she is going to make them as an example to teach other students. The researcher notices that this strategy is very effective while teaching short chapters.

Mix/Freeze/Pair (MFP)

MFP strategy works in both social skills and cooperative learning. The teacher gives the instruction and students follow the teacher. Teacher`s instruction given in the form of signal (stop, freeze, walk etc.) this strategy raise the students' curiosity and motivate them towards the lesson.

The researcher designs the following table to show the role of the teacher and the role of the students in each step.

Table (2.5): Teacher`s role and student`s role in each step in MFP strategy

Step #	Teacher`s Role	Student`s Role
One	Announces: "Mix!"	Mill around the classroom.
Two	Calls: "Freeze!".	Stop
Three	Announces: "Pair!".	Find a partner
Four	Announces: discussion topic or task for pair work.	Discuss the topic
Five	Announces: discussion topic or task for pair work.	Students mix, freeze, and pair for each new topic or task
Six	Call to: Pairs discuss the topic or perform the task	Students mix, freeze, and pair for each new topic or task

Based on Sujariati (2018), there are many advantages to this strategy. First of all, this strategy is interested in reading text, Story and Dialogue. Secondly, teacher can apply in many subjects. Thirdly, this strategy involved both our mind to respond to the material and involved interaction and communication. Finally, this strategy expresses student's self and thinking.

What makes this strategy suitable in Sudanese high schools is, the teacher needs only to prepare questions and used as materials.

What? So what? Now what? (WSN)

In this strategy, the teacher selects the topic that students know then discuss it with the students. After that, teacher divides the lesson into three sub-topics as follows:

In (What?) Column, the teacher asks the students to summarize the most important ideas they have just discussed about the topic. In (So what?) Column, students write the important idea they have just listed. At last, in (Now What?) Column, the teacher asks what they can do about the discussed issue. Teacher can use brainstorm activities in this strategy as an individual, group or in a whole class.

Table (2.6): Applying WSN in teaching literature

What?	So, What?	Now What?
Predict	Building knowledge	Integration

To prepare students for this strategy; the following question as an example should be mentioned in the first lesson. The researcher uses them while teaching Treasure Island in the first lesson.

- What are the different types of treasure?

- Who and how hunts for treasure?

- Why do you think people search for treasure?

While answering these questions; students will be ready to create their table and understand what to do and how to do. Gueldenzoph (2012) suggests a table a graph show how to use this strategy. The table shows how to guide students to complete their individual and group task. Each part of the table can be used to achieve one or two objectives according to the given task.

Table (2.7) could be used in the lesson plan before teaching the story, as a report after teaching the lesson. Figure (2.6) could be used to train teacher on how to use the strategy. The trainer should describe the table for the trainee to show how to guide students.

Table (2.7): Gueldenzoph what? so what? now what? table

What?	So What?	Now What?
Students summarize the most important ideas from the lecture or assigned reading.	Then students are asked to determine what is important about the ideas they just listed. Why do they matter? What difference do they make?	Finally, students brainstorm actions, what can they do about the problem or issue?
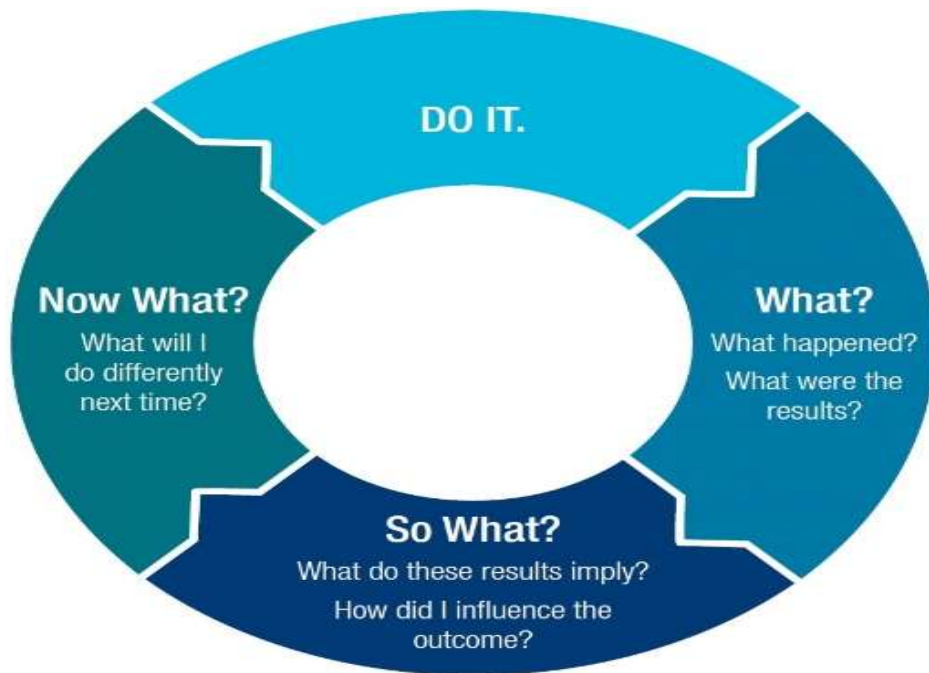
Figure (2.6): Gueldenzoph what? so what? now what? table

Semantic Map

Hanf (1971) is considered as one of the pioneers who show the way to develop the mapping procedure. According to Carrell (1984), semantic mapping has been created to enhance the teaching and learning processes, it has been created to enhance vocabulary building using graphic and to improve reading.

This strategy used when students encounter unfamiliar words in texts and allow students to organize prior knowledge of words and relate that knowledge to new words.

The best of this strategy can help students to refine their understanding of vocabulary to meet expectations in reading and language. In this strategy, the teacher makes a semantic map to teach new vocabulary, show the relationship between different characters and many other things. Figure (2.7) shows one of the ways of making a semantic map. Arrows will be described by the teacher.
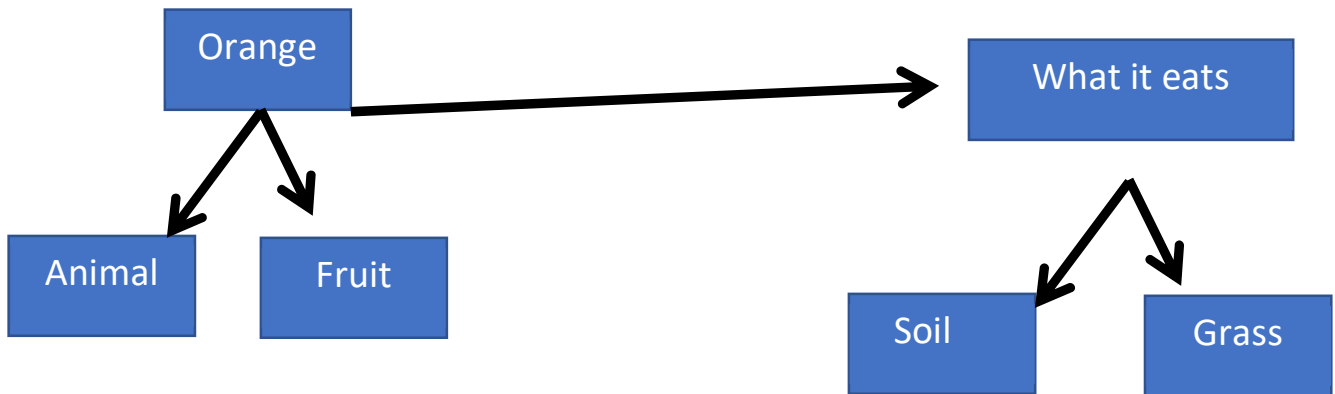
Figure (2.7): Sample of a semantic map

2.1.14 Literary Criticism Theories

Kennedy (1994) stated that: "Literary criticism is not an abstract, intellectual exercise; it is a natural human response to literature". The word (human response to literature) shows clearly one of the main purposes of literary criticism which is enabling to judge the text. The coming lines show major approaches to literature that help both teachers and students to judge the text.

As Habermas (1975), critical literacy has roots in the critical social theory of the Frankfurt School. Luke (2000) explains, critical literacy when he focuses on teaching and learning text work and added the understanding of mediating that texts attempt to do in the world and people, he adds: "moving students toward active position- takings with texts to critique and reconstruct the social fields in which they live and work". From the above-mentioned points, we can guess that critical literacy enhances textual engagement which emphasizes consuming (reading, listening, viewing) and or producing (writing, speaking, designing), plus distributing texts for real-life purposes and audiences.

Kember (1993) suggest that literary theories of learning can be placed under one of the following headings:

- a quantitative increase in knowledge,
- memorization,

- the acquisition of facts, procedures etc. which can be retained and or used in practice,

- the abstraction of meaning,

- an interpretative process aimed at the understanding of reality.

Singh (2003) advocates the concept of critical literacy in the field of literature and its role towards achieving literary criticism by using critical literacy as an approach of teaching literature.

Singh (2003) attempts through how to teach students how to read through critical lenses finds important facts which are the connection between teaching students' literary criticism practically through literary articles and how to connect this in real life.

She highlights that students are deep-rooted and critical analysis will lead then in deconstructing messages that received in many ways, not only in books that they read but also when they make conversation or media or even other channels.

Literary criticism works as an approach to teaching literature, and it develops the potentialities of each student in such a way that the educated individual or as we called now cooperative learning can make informed judgments and think critically. Add to what mentioned this idea establishing a meaningful, real-life context in the classroom which is very important because learners should be able to transfer the skills they learned outside the classroom and this point in which the researcher wants to approve, and the result is simple, students will become sensitive to such phenomena as sexism, racism, discrimination, and a range of other social ills that dominate the apartheid of our educational system.

The researcher through his reading on a different conceptualization of literary criticism adopted by different researcher tries to find at least one of them to check whether they related to our culture, curriculum or type of students that we have.

Jameson (1981) argues the priority of the political interpretation of literary texts. He develops a perfect argument concerning narrative and interpretation. He believes that narrative is not just a literary mode or form but it's an essential, epistemological category. The researcher finds out that one of the best concepts that could be used is Fredrick Jameson conceptualization of literary criticism.

Jameson proposes a critical method in the analysis of literature. This method includes three factors: horizons involving immanent analysis, social discourse analysis, and an epochal level of Historical reading. Two years later, Jameson`s ideas have been supported by huge numbers of scholars. Horner (1983) states that literature is considered as an important tool that could be used in the holistic development of students and an important tool that can help develop student`s English language.

2.2   Previous Studies

Although it is difficult to find previous studies that explore the importance of using critical thinking as a tool in teaching literature, the finding of the abroad and local studies are agreed that using critical thinking in teaching literature is urgently needed to enhance student`s thinking and increase student`s level of critical thinking and understand the text in a professional way.

American teachers and instructors by the American Council on Education (1972) finds that more than 97 percent of the respondents indicated the most important goal of secondary schools is to foster students' ability to think critically.

Garret (1979) showed a positive impact on students' thinking skills. participated Students showed a high effort to participate with the teacher and gave answers critically. Garret uses 100 students and train to think critically. Results showed that using critical thinking as a tool in teaching literature has a positive impact on students thinking.

Later Garret (1980) conducts 11 studies regarding using critical thinking in teaching language. It was founded that using critical thinking should be used according to the grade levels; 4 of his studies found that using critical thinking differed significantly while 8 studies revealing that it differs according to the department they study. Generally, all studies have observed that the CT levels of teacher candidates in verbal departments are higher compared to teacher candidates in numerical departments.

Gay and Howard (1998), conduct research in Ohaio educational college about using inquiry and critical thinking methods in the classroom increased the students' level of critical thinking. They also focus on the years of experience and the number of training courses which is another proof that choosing the appropriate method in teaching literature increase the percentage of good achieving

Phillips (1999) conduct research and classified students into three groups; high level, low level and thinking process. Bloom`s taxonomy verbs were used according to the level of thinking. A high level of involves reasoning, making inferences, knowing ideas, formulating, verifying resources, and making inductions, deductions, and assumptions. The low level involves comparing and contrasting, observing, classifying, collecting, and categorizing. The thinking process involves making decisions and solving problems.

Ainon (2016), Ministry of Education in Malaysia stated strategy between 2012 to 2014 hope that critical thinking will be used in all 10.000 schools. Malaysia's National Innovation Agency trained all teachers on how to use critical thinking to teach literature. she states:

The Malaysian education system has emphasized on the importance of producing students as thinking individuals in order to survive in the global era today. The iThink program which was introduced in schools consists of eight cognitive teaching tools known as thinking maps that teachers can use to mediate students' thinking, learning, and promote metacognitive behaviours in their lessons. The purpose of this qualitative research study was to determine whether the teachers' implementation of the Thinking maps promoted critical thinking during the teaching of Literature in the ESL classroom. (Anon 2016, p.1).

Anion (2016), the i-Think program of eight maps that correspond with fundamental thinking processes. The program focuses on how to use thinking maps as a tool while promoting critical thinking lesson. The program was focusing mainly on both primary and secondary schools. Three main objectives were used in this program: developing innovative human capital, increasing thinking skills amongst children and equipping future generations with higher-order thinking skills.

According to Azleena (2007) from Malaysia, to use critical thinking in teaching texts we have to focus on teachers' efforts to teach critically rather than evaluating the students. They assume that teacher`s skill is more important than student`s attitude towards critical thinking; changing attitudes depends mainly on skillful teachers.

Chi (2009) study the relationship between critical thinking and teaching literature. The research gives the following results:

1. literature reading helped those who scored low in the pretest improve their overall critical thinking skills, particularly those in analysis.

2. students' English proficiency did not relate to their performance in both the pretest and posttest.

3. Some students were assertive they tended to show more disposition toward critical thinking than ever but this needs a follow-up longitudinal study with a standardized measure to assess the efficacy in this respect.

4. Students found guided in-class discussion more effective than other student-directed activities in developing critical thinking.

Emmanuel (2011), Nigeria faces two major problems in teaching literature; the subject Secondary School level is known as English studies, which is a combination of English and literature and teaching of English literature in the secondary schools is deficient in terms of methodologies applied during the lessons by the teachers; and as a result of neglecting and ignoring teaching literature properly; most of the students fail in the public examination and communicate weakly.

Sudanese scholars discuss the problem of teaching English language in Sudanese secondary schools. However, no one makes a study on strategies of teaching literature. Researchers discuss Sudanese certificate examination as Gomaa (2017), or the Exclusion of Literature from Sudanese secondary schools as Ali (2011).

2.3   Summary of the Chapter

This chapter has reviewed the theoretical framework and all the relevant previous studies related to the main topic. In the theoretical framework, the following topics were discussed: literature as a term, the significance of literature in education and teaching literature in Sudan. In the previous studies the following topics were discussed: teaching of literature, literature as a term, the significance of literature in education, theories of teaching literature, critical thinking theory and pedagogy bias, historical development of the concept of critical thinking, the chronological literature review of critical thinking definitions, critical thinking models, critical Thinking in Education, critical thinking and Bloom`s taxonomy, critical thinking theories, critical thinking as a tool in teaching literature, critical thinking strategies in teaching literature, literary criticism theories and previous studies related to this study.

CHAPTER III

Methodology

3.0 Introduction

This chapter describes the methodology adopted in this study. It begins with a description of the methodology, the population of the study, sample and techniques and tools. The validity of the study will be mentioned in this chapter. The results will include teacher`s questionnaire, student`s pre and post questionnaire and student`s test. The Statistical Package for Social Sciences (SPSS) will be used to analyze collected data. The analyzed data will be tabulated and transferred to texts.

3.1 Methodology

3.1.1   Description of the Methodology

Two types of data collection have been used in this study; primary and secondary data. The primary data have been collected from teachers using a teacher`s questionnaire and from students using a questionnaire and test. The secondary data have been collected from governmental resources (Ministry of Education, Khartoum State, Khartoum North Locality, the General Directorate of Statistic and Strategy).

In this study, the researcher used a survey method and desktop review to collect secondary data from the Ministry of Education. For the secondary data, the researcher used the quantitative approach to collect the secondary data. Three tools were designed accordingly. The researcher divides students into two groups (control group and experimental group). The researcher uses the current method of teaching literature to teach the control group. The experimental group has been taught using strategies of teaching literature mentioned in chapter two in this research.

3.1.2 Population

The geographical population for this study consists of English language teachers who teach literature in Sudanese high schools and students in the third-year secondary school students who chose the literature section.

According to the General Directorate of Statistic and Strategy, Ministry of Education, Khartoum State, Khartoum North Locality, there are 164 English language teachers (77 male and 87 female) and there are 2088 students (943 male and 1145 female) in the third-year secondary school.

3.1.3 Sample and Techniques

The researcher used a random sampling technique to collect his data he chose a sample of 40% (65 teachers) of the total population to answer the teacher's questionnaire. In this study, 65 male and female teachers out of 164 were actively participated in the questionnaire English language teachers work in different high schools.

Data collected from the students consisted of two types, the first collected through an experiment and the second through a questionnaire. From the population of 2088 students a sample of 3% (70) students. The selected students were from two schools selected by the local education authorities, al-Sababi Secondary School and Hamad Modern Secondary School. They were given a pre-and post-experiment questionnaire. For executing the experiment; 35 students from al-Sababi represented the experimental group and 35 from Hamad Modern secondary represented the control group.

3.1.4 Tools

Three tools have been developed in this research; a teacher`s questionnaire, a student`s Pre and Post questionnaire and student`s test. Tools were designed to assess the hypotheses of this research.

3.1.5   Teacher`s Questionnaire

The questionnaire is divided into two parts. Part one contains personal information of the teacher: teacher`s gender, current degree and the years of experience of each participant. Part two includes seven questions designed to measure their knowledge and attitude towards the use of critical thinking as a tool in teaching literature and the techniques the teachers use to teach literature.

3.1.6   Student`s Pre and Post Questionnaire

The questionnaire constitutes of twenty questions. Students participated in the questionnaire; 35 students from Hamad Modern School for boys and 70 students from al-Sababi Modern School for girls.

The student's questionnaire was distributed twice during the experiment; The first questionnaire was given to both groups of students control and experiment at the first lesson. The same questionnaire was given again to the students after the execution of the experiment.

Both questionnaires had the same set of statements. This is done to measure the knowledge and attitude of students towards literature before and after using critical thinking as a tool. The researcher explains every single statement in the pre questionnaire and guides students. In the post questionnaire, students do it without assistant. Results will be analyzed using SPSS. The following are the statements that used in both students' Pre questionnaire and post Questionnaire:

1   I can connect the relationship between the title and the content.

2   I can remember events that I have read.

3   I can remember the names of the characters and places

4   I can use my own words to summarize major events

5   I can insight about life or human behavior that a story reveal

6 I can explain why the character made that

7 I can connect the story to real life.

8 I can point the central idea

9 I can analyze the important characters and events in the story

10 I can find excuses to character`s behaviors

11 I can compare and contrast between characters.

12 I can compare the events of the story with other stories I read before.

13 I can give different action/decision if I were the character.

14 I can solve the conflict in the story through my own experience in real life

15 I can solve the conflict between opposing forces that the main character/s faces

16 I can evaluate the value/s of the story.

17 I can make judge the story in terms of the writer`s idea that he wants to push.

18 I can easily predict the next chapter or the ending of the story.

19 I can create my own conclusion to the story

20 In English lessons, I participate even I don't know the answer, just try

3.1.7 The Experiment

To execute the experiment; lessons were planned to teach the literature book entitled 'Treasure Island'. Several of critical thinking tools and techniques were used to teach the lesson such as KWL, DRA, TPS, PR-PS, MFP, WSN, and Sematic Map. The researcher taught the developed lessons to the experimental group. The control group was taught by the school teacher using her methods. At the end of the experiment; a test was carried to both groups.

The test is conducted to measures all levels of thinking (higher and lower level of thinking). Each question in the test measure one of these levels. The test consists of 10 questions, each question measure specific level of thinking.

Question One

(Read the following lines and decide the type of the storyteller)

According to the verb (decide), this question examines a lower level of thinking; Students have to recall information and (the pronoun used by the teller).

Question Two

(Read the following paragraph and describe the character (Captain). Give reasons if needed) According to the verb used in this question (describe) the researcher exams two levels of thinking (knowledge and comprehension). Knowledge and comprehension consider as the lowest level of thinking. Students need to describe a character using their previous knowledge about the character.

Question Three

(Use your own words to describe captain from other events from the story. Write two to three sentences)

This question measures two levels of thinking. The verb describes measure (knowledge and comprehension) which are considered the lowest level of thinking and the verb write measures (synthesize) which is a high level of thinking.

Question Four

(Which of the followings is considered the theme of the story? You can choose more than one answer)

Students in this question need to choose one of the choices. The verb (choose) is used indirectly in this question. The verb chooses to measure both the lowest level of thinking (knowledge) and the highest level of thinking (evaluation).

Question Five

(What is the setting (time and place) of the story)

This question is to examine students' knowledge and remembering (the lowest level of thinking).

Question Six

(Illustrate the function of the Black Spot)

The verb used in this question is (illustrate) which is used to examine one of the highest levels of thinking (application).

Question Seven

(List evidence to show that Long John Silver is a good/bad man)

There are two verbs in this question; (list) and (decide). The verb list is a magic verb that you can find it from the lowest level of thinking to the highest level of thinking (knowledge, comprehension, application and analysis). On the other side, the indirect verb (decide) touches the highest level of thinking (evaluation).

Question Eight

(Assess the value of being brave)

The verb (assess) is touching the highest level of thinking (evaluation)

Question Nine

(Suggest changes you can make to solve the conflict between Jim Hawkins and Long John Silver)

Like question seven, this question includes two verbs; the clear one is (make) which examines a higher level of thinking (application). The other one indirectly asks students to (create) their ideas to solve a conflict.

Question Ten

(Modify the plot (plan) and Draw your own timeline)

This question contains two verbs (modify) which examines one of the higher levels of thinking (synthesize). The other verb (draw) also examines one of the higher levels of thinking (application).

Table (3.1): Test questions and level of thinking

#	Question	Verb used	Level of thinking
1	Read the following lines and decide the type of the storyteller	Decide	Evaluation (high level of thinking)
2	Read the following paragraph and describe the character (Captain). Give reasons if needed.	Describe	Knowledge and comprehension (the lowest level of thinking).
3	Use your own words to describe captain from other events from the story. Write two to three sentences	Describe	Knowledge and comprehension (the lowest level of thinking).
		write	Synthesize (high level of thinking)
4	Which of the followings is considered the theme of the story? You can choose more than one answer:	Choose (indirectly)	Knowledge (the lowest level of thinking). Evaluation (high level of thinking)
5	What is the setting (time and place) of the story?	Choose (indirectly)	Knowledge (the lowest level of thinking). Evaluation (high level of thinking)
6	Illustrate the function of the (Black Spot)	Illustrate	Application (the highest levels of thinking).

7	List evidence to show that Long John Silver is a good/bad man	List	knowledge, comprehension, application and analysis (from the lower to a higher level of thinking)
		Decide (indirectly)	Evaluation (the highest level of thinking)
8	Assess the value of being brave	Assess	Evaluation (the highest level of thinking)
9	Suggest changes you can make to solve the conflict between Jim Hawkins and Long John Silver	Make	Application (high level of thinking)
		Create	Creation (the highest level of thinking)
10	Modify the plot (plan) and Draw your own timeline	Modify	Synthesize (high level of thinking)
		Draw	Application (high level of thinking)

The test consists of 10 questions based on Bloom`s Taxonomy. The test is designed to compare the results of the experiment group and the control group. Test scores were tabulated out of 50. The test was administered in one period, approximately 45 minutes. The following table shows each question and the given marks.

Table (3.2): Test questions and the given marks

Q	Question	Marks
1	Read the following lines and decide the type of the storyteller	3
2	Read the following paragraph and describe the character (Captain). Give reasons if needed.	6
3	Use your own words to describe captain from other events from the story. Write two to three sentences	6
4	Which of the followings is considered the theme of the story? You can choose more than one answer:	6
5	What is the setting (time and place) of the story?	3
6	Illustrate the function of the (Black Spot)	5
7	List evidence to show that Long John Silver is a good/bad man	6
8	Assess the value of being brave	5
9	Suggest changes you can make to solve the conflict between Jim Hawkins and Long John Silver	6
10	Modify the plot (plan) and Draw your own timeline	4

3.1.8   Validity and Reliability

Bond (2003) defines the validity of the research as: "seeking valid outcomes from the assessment." Three lecturers in the English department, Faculty of Arts, Khartoum University were chosen to judge the questionnaires and the test. A hard copy of the questionnaire and test were given to each for judgment.

3.1.9 Summary

This chapter has reviewed the methodology of the research. The chapter starts with the description of the methodology, population, sample and techniques and tools used in this research. Validity and reliability were mentioned in this chapter.

Chapter IV

Results and Discussion

4.0   Introduction

This chapter will represent the discussion of the collected data through teacher`s questionnaire, student`s pre and post questionnaire and student`s test. Findings of the results will also be discussed in this chapter. Similar studies and research will be compared to the results of this study.

4.1   Results

4.1.1   Statistical Analysis of Teacher`s Questionnaire

The questionnaire is divided into two parts; part one provides personal information about the participant. This part includes the gender of the participant, his/her qualification and the years of experience. The following are the result of the teacher`s questionnaire. Part two examines the knowledge and attitude of the participant towards the use of critical thinking in teaching literature.

Part One

As shown in table (4.1) and figure (4.1), male teachers represent 58.5% of the participants while female teachers represent 41.5% of the participants.

Table (4.1): Gender of the participants

Valid	Frequency	Percent (%)
Male	38	%58.5
Female	27	%41.5
Total	65	%100
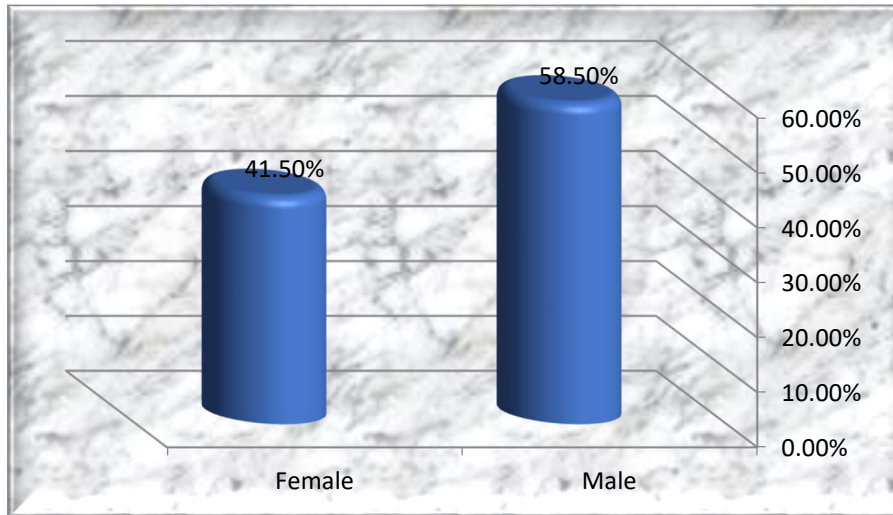
Figure (4.1): Gender of the participants

Table (4.2) and figure (4.2) show that 55.4% of the participants hold B.S, 43.1% hold MA and only 1.5% who get a PhD degree.

Table (4.2): Qualification of the participant

Qualification	Frequency	Percent (%)
B. S	36	55.4%
M.A	28	43.1%
PhD	1	1.5%
Total	65	100%
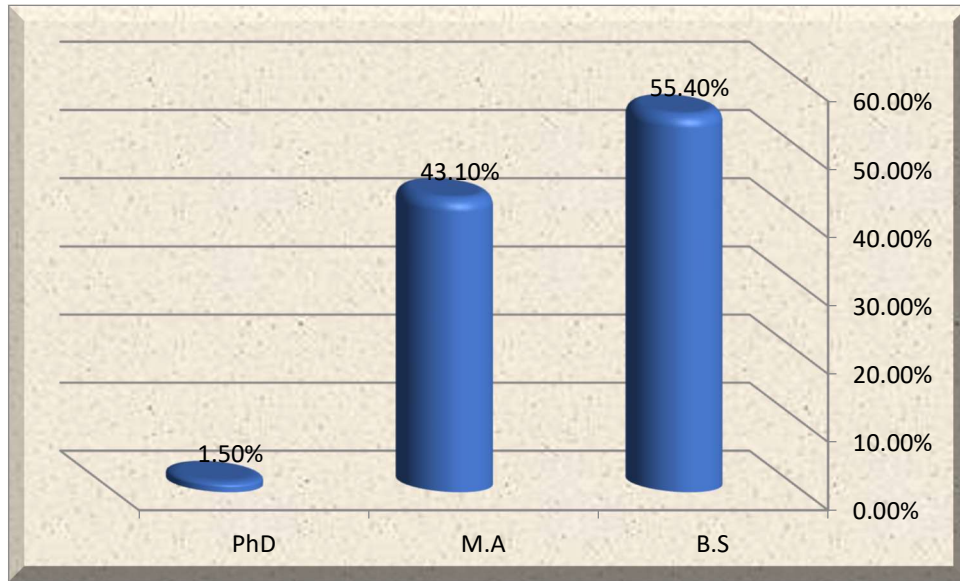
Figure (4.2): Qualification of the participant

As shown in table (4.3) and figure (4.3) 58.9% of the participants have one to five years, 38.5% have 5 to 10 years, 4.6% have 10 to 15 years.

Table (4.3): Years of experience of the participants

Years of experience	Frequency	Percent (%)
1 - 5	37	58.9%
5 - 10	3	4.6%
10 – 15	23	38.5%
15 - more	0	0%
Total	65	100

65
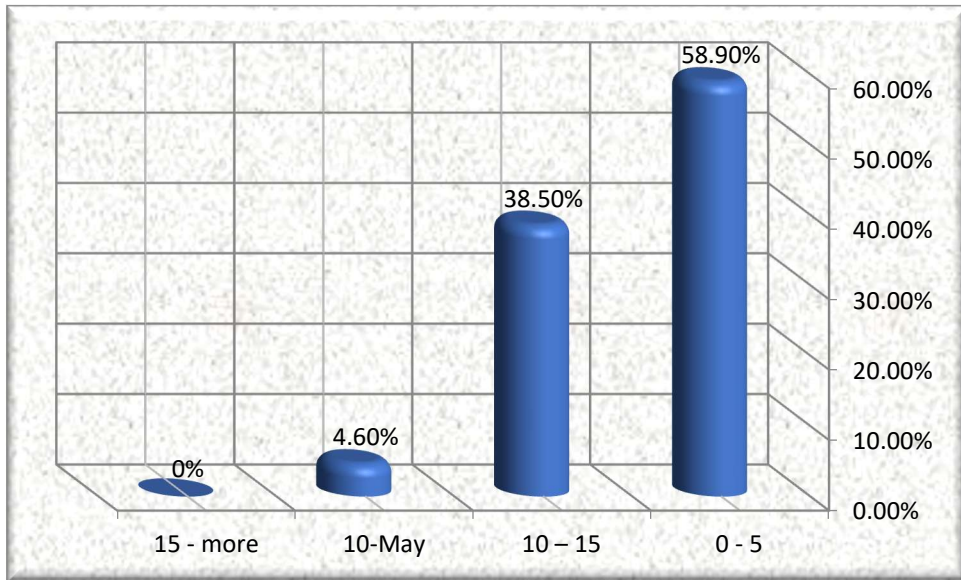
Figure (4.3): Years of experience of the participants

Part two:

"I have heard about the term critical thinking." According to table (4.4) and graph (4.4) 55.4% of the participants know the term critical thinking while 44.6% know nothing about the term.

Table (4.4): I have heard about the term critical thinking

Valid	Frequency	Percent (%)
Yes	36	55.4%
No	29	44.6%
Total	65	100
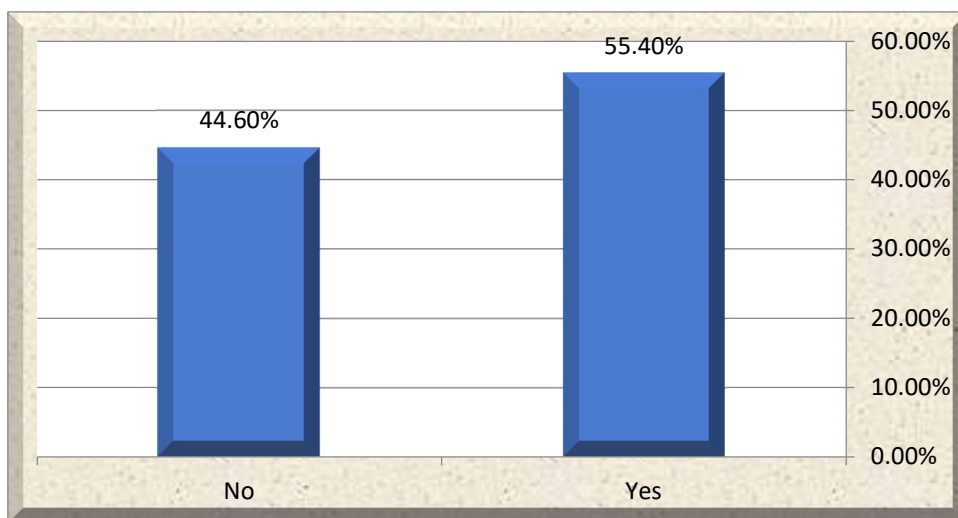
Figure (4.4): I have heard about the term critical thinking

66

"What kind of techniques do you use in teaching literature?" Table (4.5) and figures (4.5) show that 47.7% of the teachers use Grammar Translation Method in teaching literature, 16.9% use Communicative Approach, 13.8% use Direct Approach,12.3% use Reading Approach and only 9.2% use Oral Situational Approach.

Table (4.5): Kind of techniques to teach literature

Valid	Frequency	Percent (%)
GTM	31	47.7%
Direct Approach	9	13.8%
Reading Approach	8	12.3%
Oral Situational Approach	6	9.2%
Communicative Approach (CLT)	11	16.9%
Total	65	100%
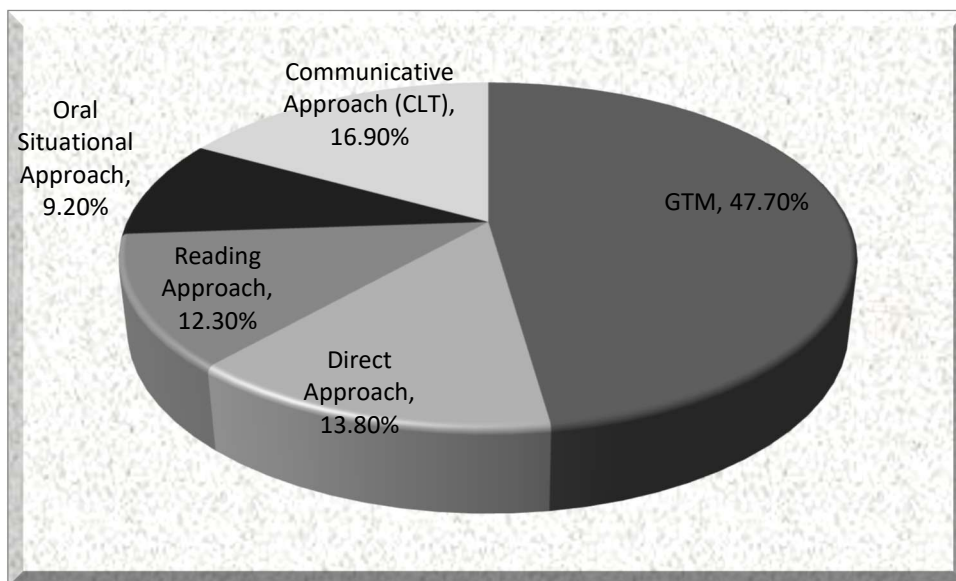
Figure (4.5): Kind of techniques to teach literature

"Do you use one or more than one technique during the lesson?" Table (4.6) and figure (4.6) show that 95.4% of the participants use more than one technique while teaching literature while 4.6% use only one technique while teaching literature.

Table (4.6): Using of more than one technique

Valid	Frequency	Percent (%)
Yes	62	95.4%
No	3	4.6%
Total	65	100%
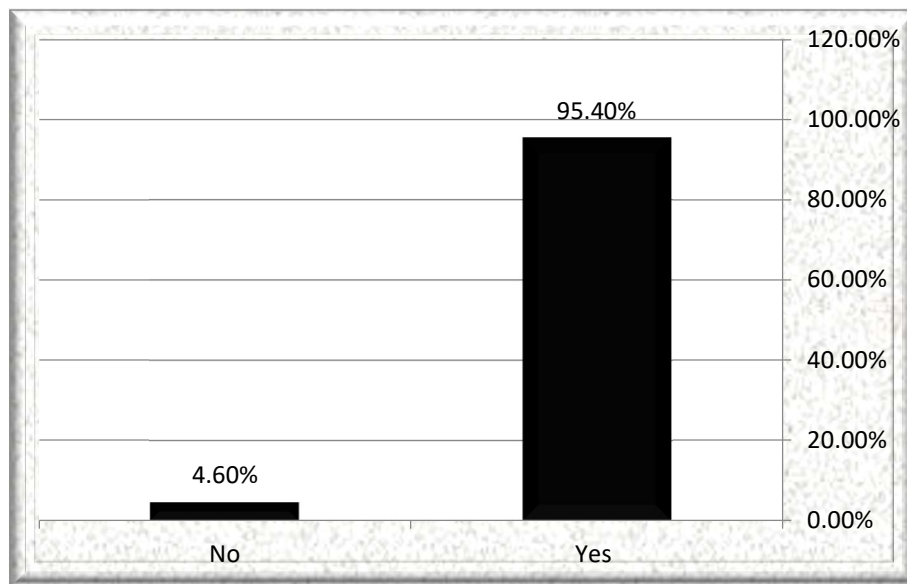
Figure (4.6): Using of more than one technique

"Do you get any workshop/training courses about how to teach literature effectively?"
As shown clearly in table (4.7) and figure (4.7) 87.7% of the teachers don't get any
training courses or even workshops in teaching literature while 12.3% get workshops in
teaching literature.

Table (4.7): Getting workshop / training courses

Valid	Frequency	Percent (%)
Yes	8	12.3%
No	57	87.7%
Total	65	100%
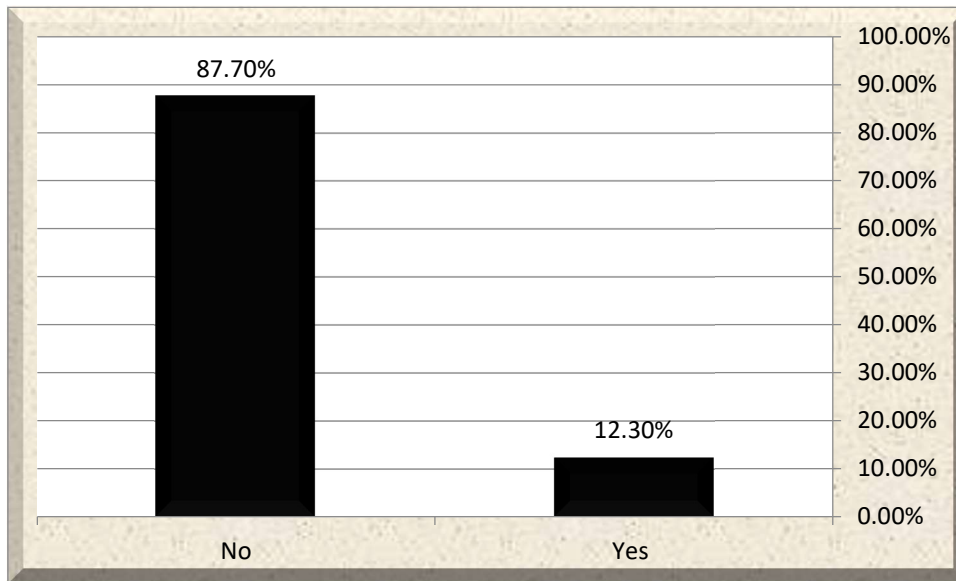
Figure (4.7): Getting workshop / training courses

 "Teaching literature improves many skills, what do you think about skills that your students gain?" As shown in table (4.8) and figure (4.8) 56.9% of the teachers choose reading and writing, 23.1% of the teachers choose reading and speaking, 12.3% of the teachers choose listening and speaking and 7.7% choose reading and listening.

Table (4.8): Skills improved while teaching literature

Valid	Frequency	Percent (%)
Reading Writing	37	56.9%
Reading Speaking	15	23.1%
Listening speaking	8	12.3%
Reading Listening	5	7.7%
Total		100%
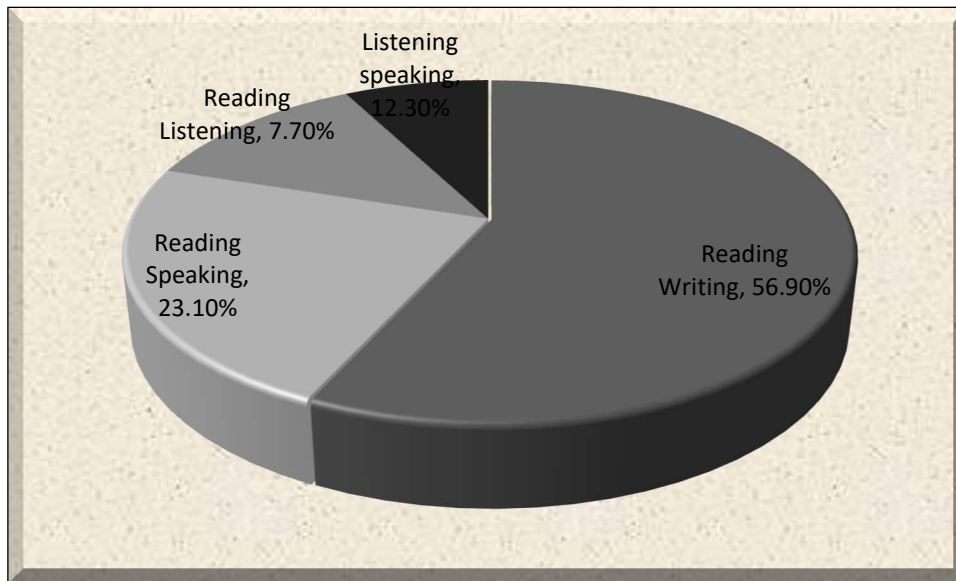
Figure (4.8): Skills improved while teaching literature

 "To what extent do you use activities while teaching literature?" As shown in table (4.9) and figure (4.9), 78.5% of the teachers don't use activities while teaching literature and 21.5% of the teachers use activities and worksheets while teaching literature.

Table (4.9): Using activities while teaching literature

Valid	Frequency	Percent (%)
Yes	14	21.5%
No	51	78.5%
Total	65	100%
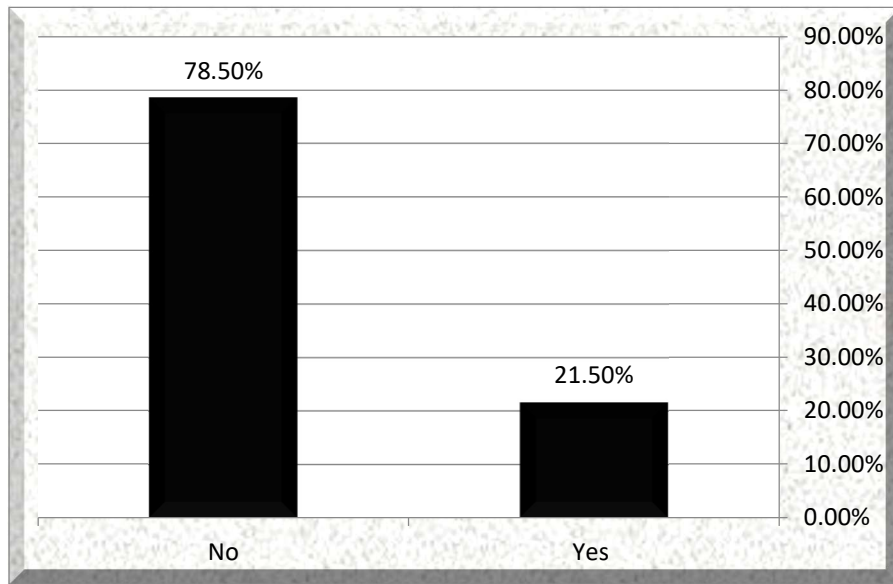
**Figure (4.9): Using activities while teaching literature**

"The percentage of using L1 while teaching literature." Table (4.10) and figure (4.10) show that 47.7% of the teachers are strongly agree, 15.5% are agree moderately, 10.8% are agree slightly, 6.2% are disagree and 20% are disagree moderately.

Table (4.10): Using L1 while teaching literature

Valid	Frequency	Percent (%)
strongly agree	31	47.7%
agree Moderately	10	15.4%
agree slightly	7	10.8%
disagree	4	6.2%
disagree Moderately	13	20%
Total	65	100%
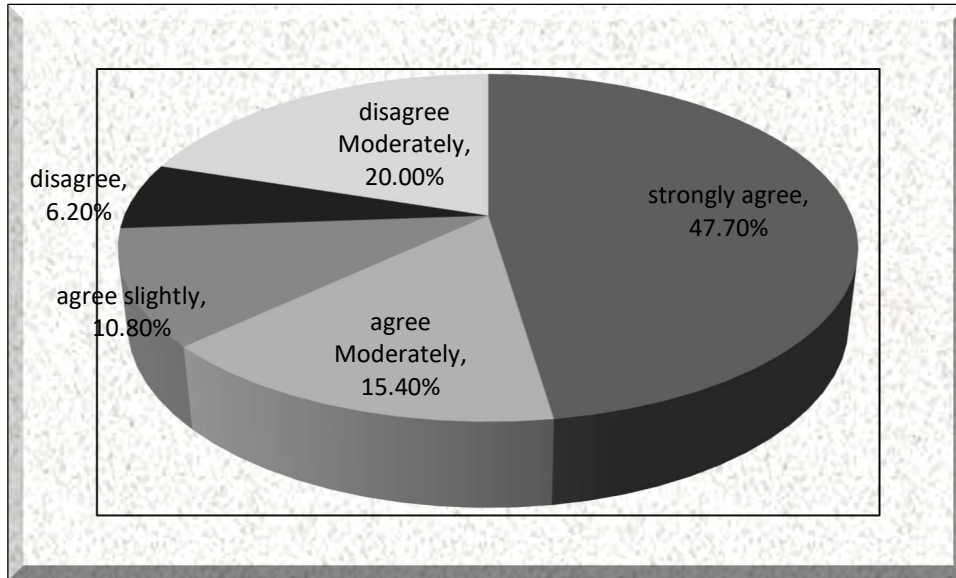
Figure (4.10): Using L1 while teaching literature

Reliability and validity

As the result in Appendix (D), the obtained Cronbach Alpha internal consistency reliability value was 0.911. (2003) argues the deleted items from the scales, Cronbach Alpa`s reliability coefficient would fall below 0.911. Based on these findings, the reliability coefficients for all items are found to be high.

4.1.2   Statistical Analysis of Student`s Pre-Questionnaire

The questionnaire consists of 20 statements. Students have to choose one of three options only (Yes, Somehow, No). Students will be guided only in the pre questionnaire.

In statement one "I can connect the relationship between the title and the content.", table (4.11) shows that 38.6% of the participants choose no, 1.9% of the participants choose somehow and 9.5% of the participant chose yes.

Table (4.11): Connecting title with the content

Questionnaire	Statement (1)				
		No	Somehow	Yes	Total
Pre	Frequencies	81	4	20	105
	Percentage (%)	38.6%	1.9%	9.5%	50%

In statement two "I can remember events that I have read." Table (4.12) show that 15.2% of the participants choose no, 26.7% of the participants choose somehow and 8.1% of the participants choose yes.

Table (4.12): Remember the events of the story

Questionnaire	Statement (2)				
		No	Somehow	Yes	Total
pre	Frequencies	32	56	17	105
	Percentage (%)	15.2%	26.7%	8.1%	50%

"I can remember the names of the characters and places" Table (4.13) shows that 31.9% choose no, 7.1% choose somehow and 11% choose yes.

Table (4.13): Remember the names of the characters

Questionnaire	Statement (3)				
		No	Somehow	Yes	Total
pre	Frequencies	67	15	23	105

		Percentage (%)	31.9%	7.1%	11%	50%

"I can use my own words to summarize major events." Table (4.14) shows 20% choose no, 21.9% choose somehow and 8.1% choose yes.

Table (4.14): Summarizing the major events

Questionnaire	Statement (4)				
		No	Somehow	Yes	Total
pre	Frequencies	42	46	17	105
	Percentage (%)	20%	21.9%	8.1%	50%

"I can insight about life or human behavior that a story reveals" Table (4.15) shows 36.2% choose no, 10% choose somehow and 3.8% choose yes.

Table (4.15): Insight about human behavior

Questionnaire	Statement (5)				
		No	Somehow	Yes	Total
pre	Frequencies	76	21	8	105
	Percentage (%)	36.2%	10%	3.8%	50%

"I can explain why the character made that" Table (4.16) shows that 6.2% choose no, 13.8% choose somehow and 30% choose yes.

Table (4.16): Explaining character`s behavior

Questionnaire	Statement (6)				
		No	Somehow	Yes	Total
Pre	Frequencies	13	29	63	105
	Percentage (%)	6.2%	13.8%	30.0%	50%

"I can connect the story to real life." Table (4.17) shows that 37.6% choose no, 46.7% choose somehow and 1.9% choose yes.

Table (4.17): Connect story with real-life

Questionnaire	Statement (7)				
		No	Somehow	Yes	Total
Pre	Frequencies	3	98	4	105
	Percentage (%)	37.6%	46.7%	1.9%	50%

"I can point the central idea" Table (4.18) shows that in the pre questionnaire 1.4% choose no, 39% choose somehow and 9.5% choose yes.

Table (4.18): Pointing the central idea

Questionnaire	Statement (8)				
		No	Somehow	Yes	Total
Pre	Frequencies	3	82	20	105
	Percentage (%)	1.4%	39.0%	9.5%	50%

"I can analyze the important characters and events in the story" Table (4.19) shows that 15.7% choose no, 20.5% somehow and 13.8%choose yes.

Table (4.19): Analyzing events of the story

Questionnaire	Statement (9)				
		No	Somehow	Yes	Total
Pre	Frequencies	33	43	29	105
	Percentage (%)	15.7%	20.5%	13.8%	50%

"I can find excuses to character's behaviors" Table (4.20) shows 15.7% choose no, 11.4% choose somehow and 32.9% choose yes.

Table (4.20): Find excuses to the characters

Questionnaire	Statement (10)				
		No	Somehow	Yes	Total
Pre	Frequencies	12	24	69	105
	Percentage (%)	15.7%	11.4%	32.9%	50%

"I can compare and contrast between characters" Table (4.21) shows that 29% choose no, 8.1% choose somehow and 12.9% choose yes.

Table (4.21): Compare between characters

Questionnaire	Statement (11)				
		No	Somehow	Yes	Total
Pre	Frequencies	61	17	27	105
	Percentage (%)	29%	8.1%	12.9%	50%

"I can compare the events of the story with other stories I read before." Table (4.22) shows that 31.4%choose no, 6.7% choose somehow and 11.9 choose yes.

Table (4.22): Compare between stories

Questionnaire	Statement (12)				
		No	Somehow	Yes	Total
Pre	Frequencies	66	14	25	105
	Percentage (%)	31.4%	6.7%	11.9%	50%

"I can find excuses to character`s behaviors" Table (4.23) shows that 13.8% choose no, 1.4% choose somehow and 34.8% choose yes.

Table (4.23): Find excuses to the behavior

Questionnaire	Statement (13)				
		No	Somehow	Yes	Total
Pre	Frequencies	29	3	73	105
	Percentage (%)	13.8%	1.4%	34.8%	50%

"I can compare and contrast between characters." Table (4.24) shows that 28.1% choose no, 4.8% choose and 17.1% choose yes.

Table (4.24): Compare and contrast between characters

Questionnaire	Statement (14)				
		No	Somehow	Yes	Total
Pre	Frequencies	59	10	36	105
	Percentage (%)	28.1%	4.8%	17.1%	50%

"I can solve the conflict in the story through my own experience in real life" Table (4.25)

shows that 17.6% choose no, 12.9% choose somehow i and 19.5% choose yes.

Table (4.25): Solve the conflict of the story

Questionnaire	Statement (15)				
		No	Somehow	Yes	Total
Pre	Frequencies	37	27	41	105
	Percentage (%)	17.6%	12.9%	19.5%	50%

"I can solve the conflict between opposing forces that the main character/s faces" Table

(4.26) shows that 31.4% choose no, 3.3% choose somehow and 15.2% choose yes.

Table (4.26): Solve the conflict between characters

Questionnaire	Statement (16)				
		No	Somehow	Yes	Total
Pre	Frequencies	66	7	32	105
	Percentage (%)	31.4%	3.3%	15.2%	50%

"I can give different action/decision if I were the character." Table (4.27) shows that 21%

choose no, 11.9% choose somehow and 17.1% choose yes.

Table (4.27): Give different decision

Questionnaire	Statement (17)				
		No	Somehow	Yes	Total
Pre	Frequencies	44	25	36	105

	Percentage (%)	21%	11.9%	17.1%	50%

"I can evaluate the value/s of the story." Table (4.28) shows that 31% choose no, 10.5%3 choose somehow and 8.6%5 choose yes.

Table (4.28): Evaluate the value story

Questionnaire	Statement (18)				
		No	Somehow	Yes	Total
Pre	Frequencies	65	22	18	105
	Percentage (%)	31%	10.5%	8.6%	50%

"I can make judge the story in terms of the writer`s idea that he wants to push." Table (4.29) shows that 46.7% choose no, 1.9% choose somehow and 1.4% choose yes.

Table (4.29): Judge the story

Questionnaire	Statement (19)				
		No	Somehow	Yes	Total
Pre	Frequencies	98	4	3	105
	Percentage (%)	46.7%	1.9%	1.4%	50%

"In English lessons, I participate even I don't know the answer, just try" Table (4.30) shows that 38.6% choose no, 1.9% choose somehow and 9.5% choose yes.

Table (4.30): Participate in literature class

Questionnaire	Statement (20)				
		No	Somehow	Yes	Total

Pre	Frequencies	81	4	20	105
	Percentage (%)	38.6%	1.9%	9.5%	50%

4.1.3 Comparing Student`s Pre and Post Questionnaire

"I can connect the relationship between the title and the content." Table (4.31) and figure (4.11) show that in the pre questionnaire 38.6% of the students choose no while 34.3% choose no in the post questionnaire, 1.9% choose somehow in the pre questionnaire while 2.4% in the post questionnaire and 9.5% chose yes in the pre questionnaire while 13.3% choose yes in the post questionnaire.

Table (4.31): Relation between title and content– Pre and Post Questionnaire

Questionnaire	Statement (1)				
		No	Somehow	Yes	Total
Pre	Frequencies	81	4	20	105
	Percentage (%)	38.6%	1.9%	9.5%	50%
Post	Frequencies	72	5	28	105
	Percentage (%)	34.3%	2.4%	13.3%	50%
Total	Frequencies	153	9	48	210
	Percentage (%)	72.9%	4.3%	22.9%	100%
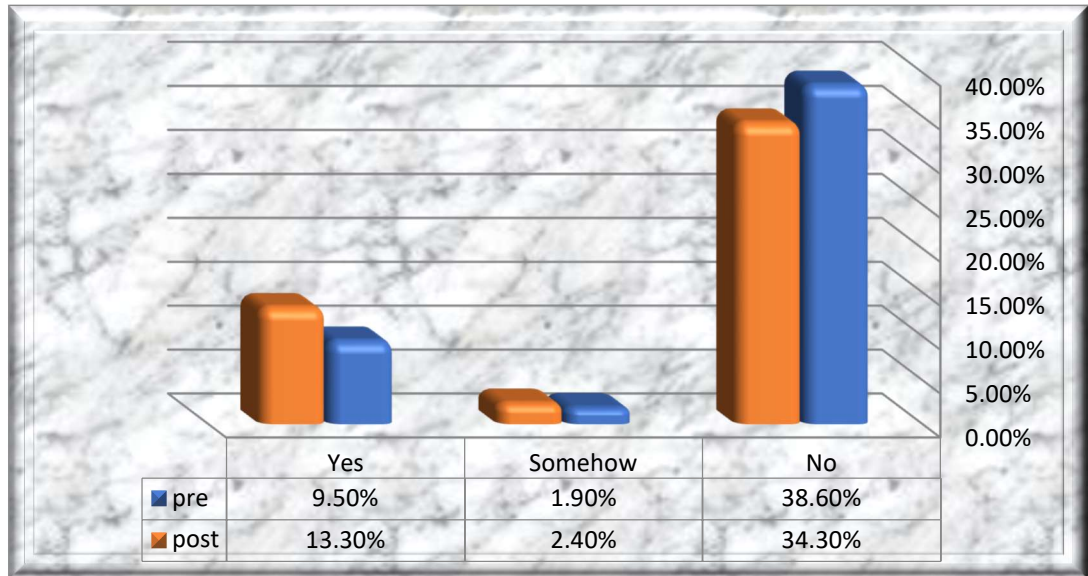
Figure (4.11): Connecting title with the content - pre and post questionnaire

 "I can remember events that I have read." Table (4.32) and figure (4.12) show that in the pre questionnaire 15.2% choose no versus 12.4% in post questionnaire, 26.7% choose somehow in the pre questionnaire versus 24.3% in the post questionnaire and 8.1% choose yes in the pre questionnaire versus 13.3% in the post questionnaire.

Table (4.32): Remember the events– Pre and Post Questionnaire

Questionnaire	Statement (2)				
		No	Somehow	Yes	Total
Pre	Frequencies	32	56	17	105
	Percentage (%)	15.2%	26.7%	8.1%	50%
post	Frequencies	26	51	28	105
	Percentage (%)	12.4%	24.3%	13.3%	50%
Total	Frequencies	58	107	45	210

	Percentage (%)	27.6%	51%	21.4%	100%

		Yes	Somehow	No
■ pre		8.10%	26.70%	15.20%
■ post		13.30%	24.30%	12.40%
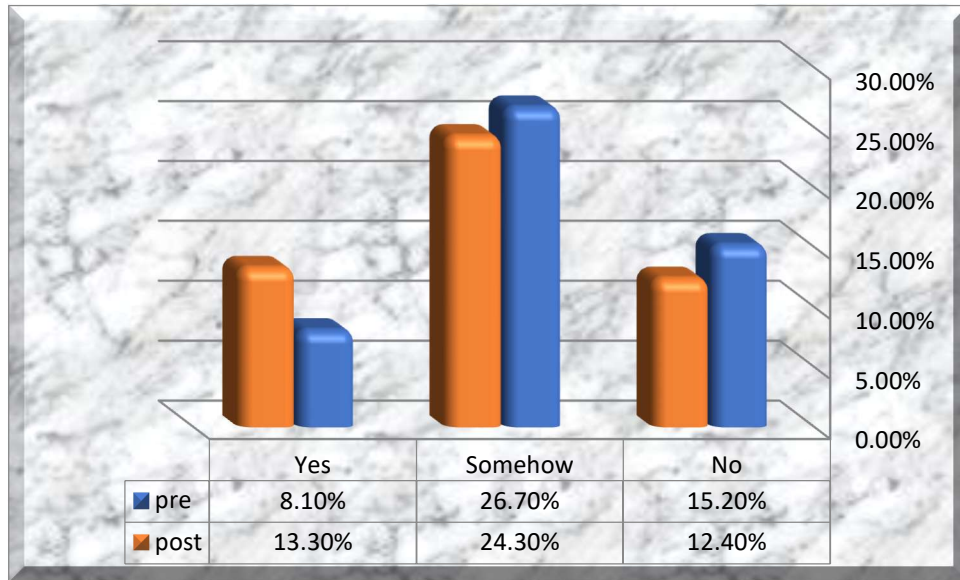
Figure (4.12): Remember the events of the story - pre and post questionnaire

"I can remember the names of the characters and places" Table (4.33) and figure (4.13) show that in the pre questionnaire 31.9% choose no versus 26.7% in post questionnaire, 7.1% choose somehow in the pre questionnaire versus 2.9% in the post questionnaire and 11% choose yes in the pre questionnaire versus 20.5% in the post questionnaire.

Table (4.33): Remember names of the characters– Pre and Post Questionnaire

Questionnaire	Statement (3)				
		No	Somehow	Yes	Total
Pre	Frequencies	67	15	23	105
	Percentage (%)	31.9%	7.1%	11%	50%
post	Frequencies	56	6	43	105
	Percentage (%)	26.7%	2.9%	20.5%	50%

Total	Frequencies	123	21	66	210
	Percentage (%)	58.6%	10%	31.4%	100%

	Yes	Somehow	No
pre	11.00%	7.10%	31.90%
post	20.50%	2.90%	26.70%
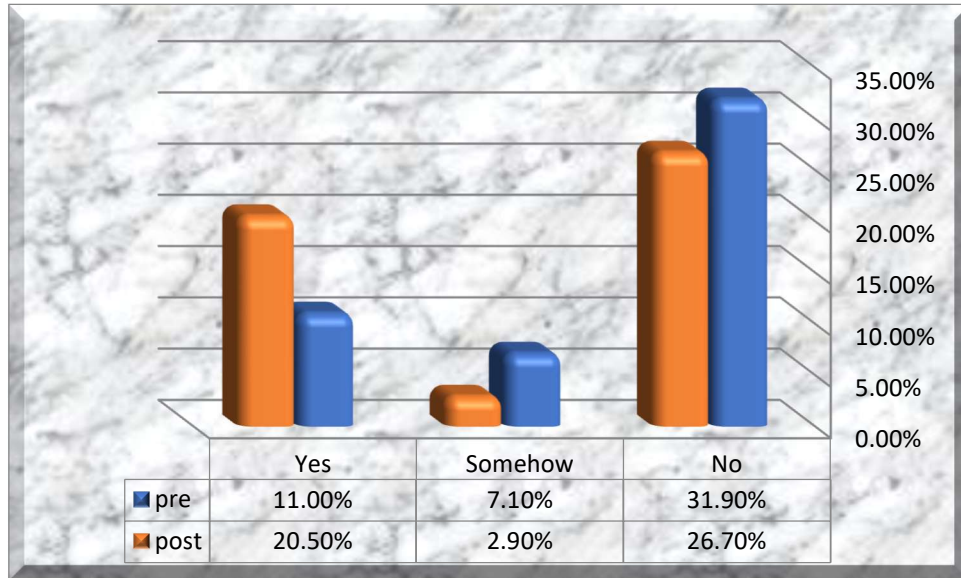
Figure (4.13): Remember the names of the characters - pre and post questionnaire

"I can use my own words to summarize major events." Table (4.35) and figure (4.14) show that in the pre questionnaire 20% of the participants choose no versus 18.1% in post questionnaire, 21.9% choose somehow in the pre questionnaire versus 10% in the post questionnaire and 8.1% choose yes in the pre questionnaire versus 21.9% in the post questionnaire.

Table (4.34): Summarize major events– Pre and Post Questionnaire

Questionnaire	Statement (4)				
		No	Somehow	Yes	Total
Pre	Frequencies	42	46	17	105
	Percentage (%)	20%	21.9%	8.1%	50%
post	Frequencies	38	21	46	105

	Percentage (%)	18.1%	10%	21.9%	50%
Total	Frequencies	80	67	63	210
	Percentage (%)	38.1%	31.9%	30%	100%
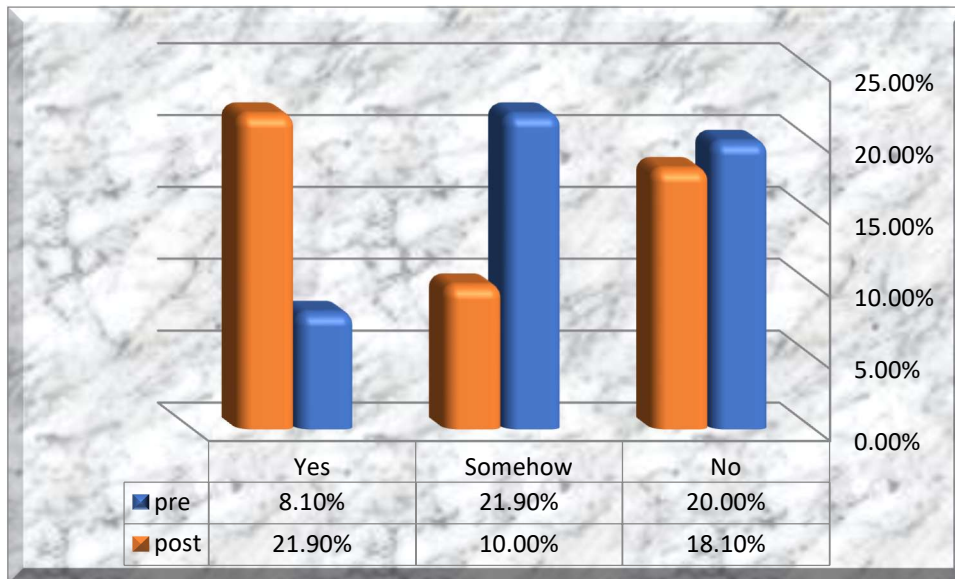
Figure (4.14): Summarizing the major events - pre and post questionnaire

"I can insight about life or human behavior that a story reveals" Table (4.35) and figure (4.15) show that in the pre questionnaire 36.2% choose no versus 20% in post questionnaire, 10% choose somehow in the pre questionnaire versus 21% in the post questionnaire and 3.8% choose yes in the pre questionnaire versus 9% in the post questionnaire.

Table (4.35): Insight human behavior– Pre and Post Questionnaire

Questionnaire	Statement (5)				
		No	Somehow	Yes	Total
Pre	Frequencies	76	21	8	105

|					
	Percentage (%)	36.2%	10%	3.8%	50%
post	Frequencies	42	44	19	105
	Percentage (%)	20%	21%	9%	50%
Total	Frequencies	118	65	27	210
	Percentage (%)	56.2%	31.0%	12.9%	100%
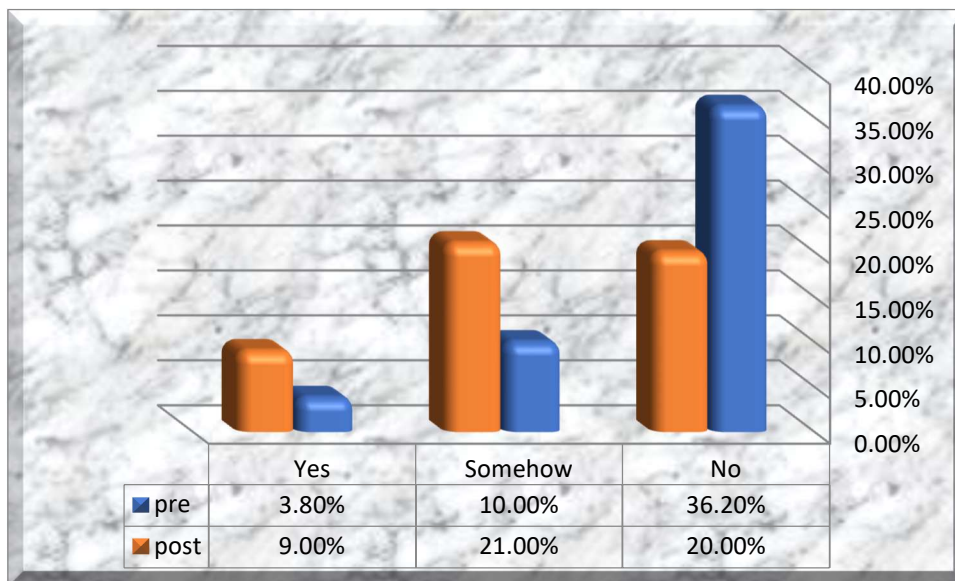
Figure (4.15): Insight about human behavior - pre and post questionnaire

"I can explain why the character made that" Table (4.36) and figure (4.16) show that in the pre questionnaire 6.2% choose no versus 4.3% in the post questionnaire, 13.8% choose somehow in the pre questionnaire versus 11.4% in the post questionnaire and 30.% choose yes in the pre questionnaire versus 34.3% in the post questionnaire.

Table (4.36): Explain character decisions– Pre and Post Questionnaire

Questionnaire	Statement (6)				
		No	Somehow	Yes	Total
Pre	Frequencies	13	29	63	105

	Percentage (%)	6.2%	13.8%	30.0%	50%
Post	Frequencies	9	24	72	105
	Percentage (%)		11.4%	34.3%	50%
Total	Frequencies	22	53	135	210
	Percentage (%)	10.5%	25.2%	64.3%	100%
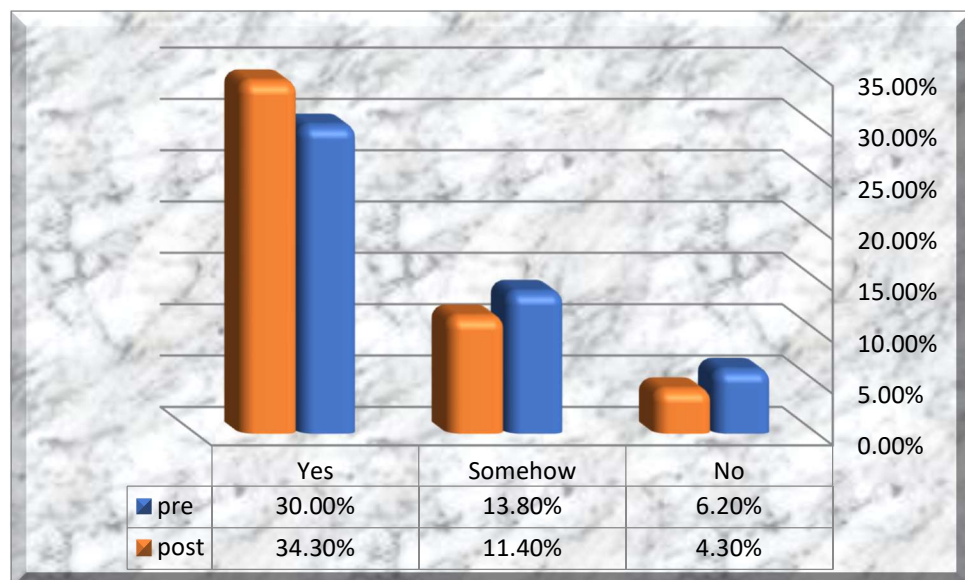
Figure (4.16): Explaining character`s behavior - pre and post questionnaire

 "I can connect the story to real life." Table (4.37) and figure (4.17) show that in the pre questionnaire 37.6% choose no versus 36.2% in post questionnaire, 46.7% choose somehow in the pre questionnaire versus 0.5% in the post questionnaire and 1.9% choose yes in the pre questionnaire versus 13.3% in the post questionnaire.

Table (4.37): Connect story with real life – Pre and Post Questionnaire

Questionnaire	Statement (7)				
		No	Somehow	Yes	Total
Pre	Frequencies	3	98	4	105
	Percentage (%)	37.6%	46.7%	1.9%	50%
post	Frequencies	76	1	28	105
	Percentage (%)	36.2%	0.5%	13.3%	50%
Total	Frequencies	79	99	32	210
	Percentage (%)	37.6%	47.1%	15.2%	100%

	Yes	Somehow	No
pre	1.90%	46.70%	1.40%
post	13.30%	0.50%	36.20%
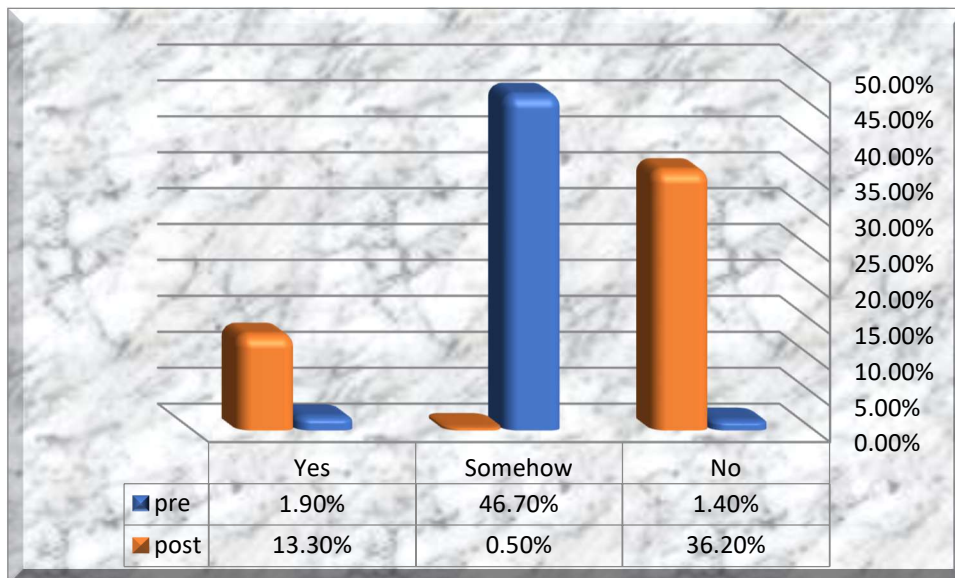
Figure (4.17): Connect story with real-life - pre and post questionnaire

"I can point the central idea" Table (4.38) and figure (4.18) show that in the pre questionnaire 1.4% choose no versus 20% in post questionnaire, 39% choose somehow in the pre questionnaire versus 11.9% in the post questionnaire and 9.5% choose yes in the pre questionnaire versus 18.1% in the post questionnaire.

Table (4.38): Point the central idea – Pre and Post Questionnaire

Questionnaire	Statement (8)				
		No	Somehow	Yes	Total
Pre	Frequencies	3	82	20	105
	Percentage (%)	1.4%	39.0%	9.5%	50%
Post	Frequencies	42	25	38	105
	Percentage (%)	20%	11.9%	18.1%	50%
Total	Frequencies	45	107	58	210
	Percentage (%)	21.4%	51.%	27.6%	100%

	Yes	Somehow	No
pre	9.50%	39.00%	1.40%
post	18.10%	11.90%	20.00%
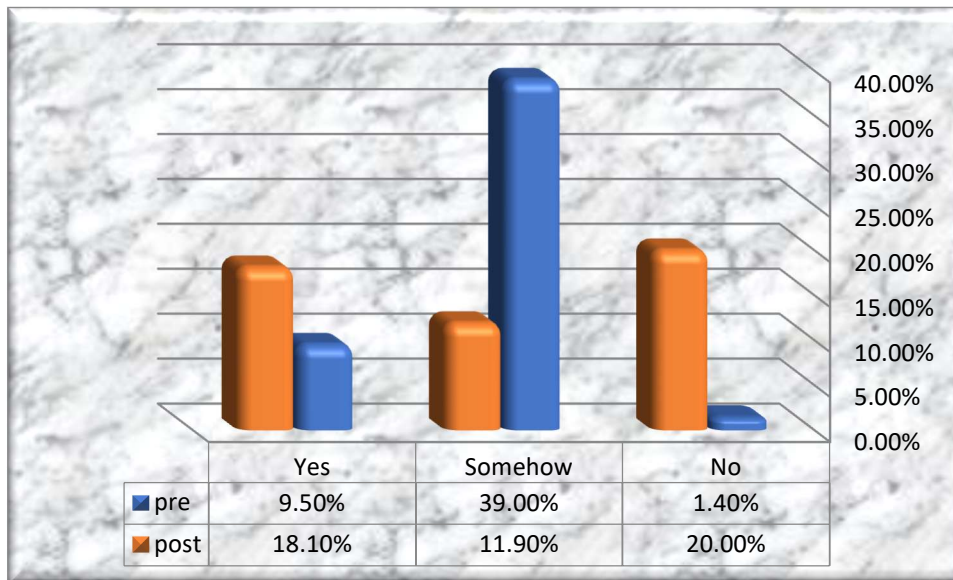
Figure (4.18): Pointing the central idea - pre and post questionnaire

 "I can analyze the important characters and events in the story" Table (4.39) and figure

(4.19) show that in the pre questionnaire 15.7%   choose no versus 21%in post

questionnaire, choose 20.5%somehow in the pre questionnaire versus 16.7% in the post

questionnaire and 13.8%choose yes in the pre questionnaire versus 12.4% in the post questionnaire.

Table (4.39): Analyze characters – Pre and Post Questionnaire

| Questionnaire	Statement (9)				
		No	Somehow	Yes	Total
Pre	Frequencies	33	43	29	105
	Percentage (%)	15.7%	20.5%	13.8%	50%
Post	Frequencies	44	35	26	105
	Percentage (%)	21%	16.7%	12.4%	50%
Total	Frequencies	77	78	55	210
	Percentage (%)	36.7%	37.1%	26.2%	100%

	Yes	Somehow	No
pre	12.40%	16.70%	21.00%
post	13.80%	20.50%	15.70%
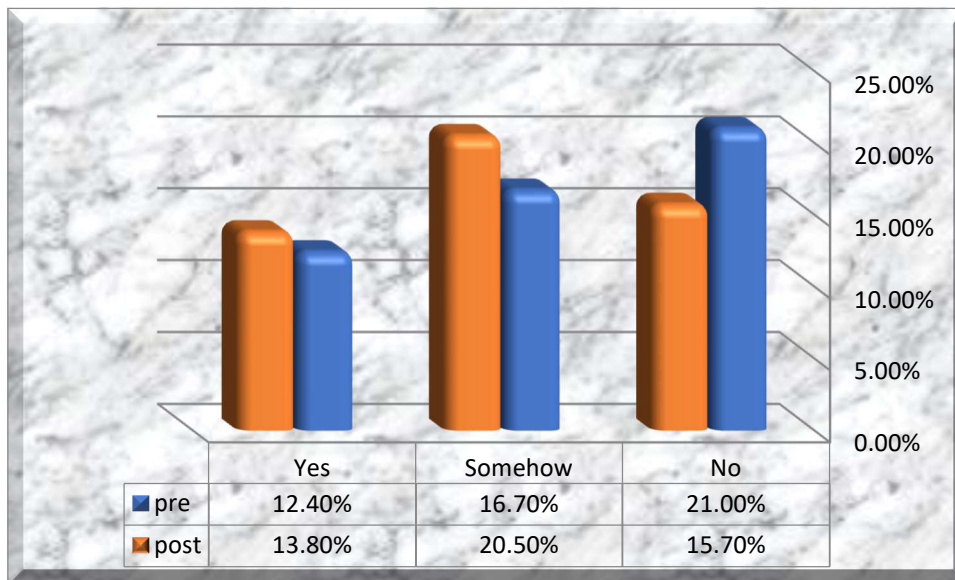
Figure (4.19): Analyzing events of the story - pre and post questionnaire

"I can find excuses to character`s behaviors" Table (4.40) and figure (4.20) show that in the pre questionnaire 15.7% choose no versus 1.9% in post questionnaire, 11.4% choose

somehow in the pre questionnaire versus 13.3 in the post questionnaire and 32.9% choose

yes in the pre questionnaire versus 34.8% in the post questionnaire.

Table (4.40): Find excuses – Pre and Post Questionnaire

Questionnaire	Statement (10)				
		No	Somehow	Yes	Total
Pre	Frequencies	12	24	69	105
	Percentage (%)	5.7%	11.4%	32.9%	50%
post	Frequencies	4	28	73	105
	Percentage (%)	1.9%	13.3%	34.8%	50%
Total	Frequencies	16	52	142	210
	Percentage (%)	7.6%	24.8%	67.6%	100%

	Yes	Somehow	No
pre	32.90%	11.40%	5.70%
post	34.80%	13.30%	1.90%
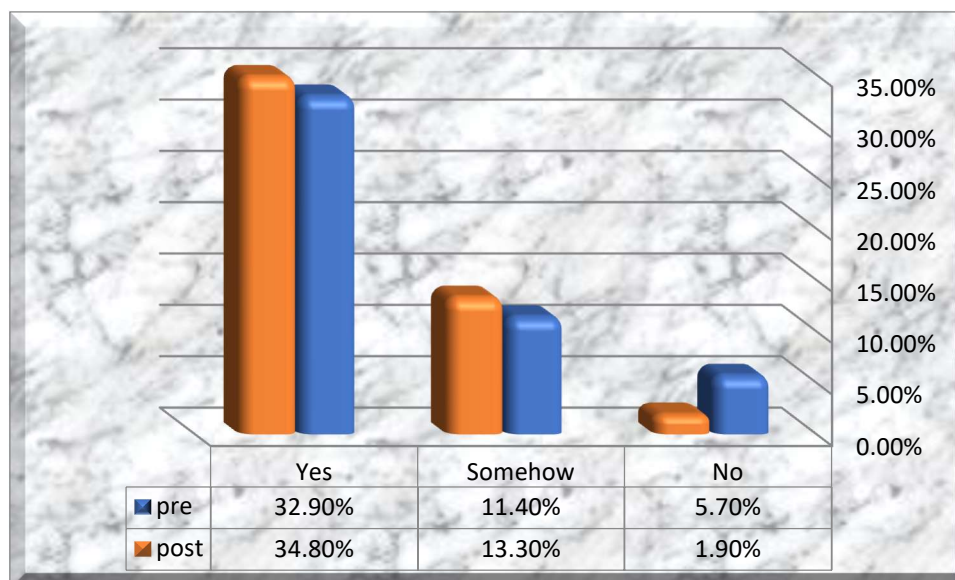
Figure (4.20): Find excuses to the characters - pre and post questionnaire

"I can compare and contrast between characters" Table (4.41) and figure (4.21) show that in the pre questionnaire 29% choose no versus 15.7% in post questionnaire, 8.1% choose somehow in the pre questionnaire versus 7.1% in the post questionnaire and 12.9% choose yes in the pre questionnaire versus 27.1% in the post questionnaire.

Table (4.41): Compare and contrast characters – Pre and Post Questionnaire

Questionnaire	Statement (11)				
		No	Somehow	Yes	Total
Pre	Frequencies	61	17	27	105
	Percentage (%)	29%	8.1%	12.9%	50%
post	Frequencies	33	15	57	105
	Percentage (%)	15.7 %	7.1%	27.1%	50%
Total	Frequencies	94	32	84	210
	Percentage (%)	44.8 %	15.2%	40%	100%

	Yes	Somehow	No
pre	12.90%	8.10%	29.00%
post	27.10%	7.10%	15.70%
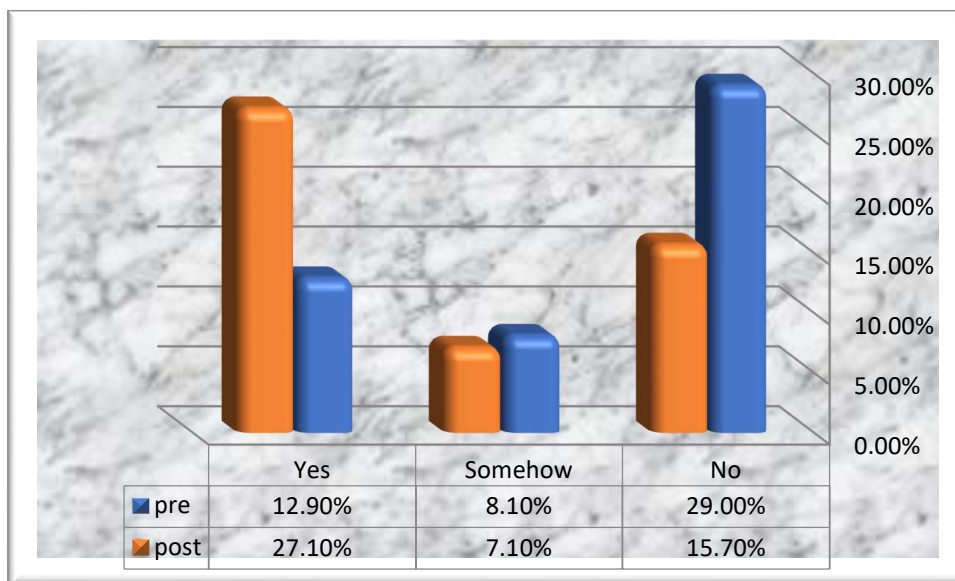
Figure (4.21): Compare between characters - pre and post questionnaire

"I can compare the events of the story with other stories I read before." Table (4.42) and figure (4.22) show that in the pre questionnaire 31.4%choose no versus 10.5% in post questionnaire, 6.7% choose somehow in the pre questionnaire versus 5.7% in the post questionnaire and 11.9 choose yes in the pre questionnaire versus 33.8% in the post questionnaire.

Table (4.42): Compare events of the story – Pre and Post Questionnaire

| Questionnaire	Statement (12)				
		No	Somehow	Yes	Total
Pre	Frequencies	66	14	25	105
	Percentage (%)	31.4%	6.7%	11.9%	50%
post	Frequencies	22	12	71	105
	Percentage (%)	10.5%	5.7%	33.8%	50%
Total	Frequencies	88	26	96	210
	Percentage (%)	41.9%	12.4%	45.7%	100%
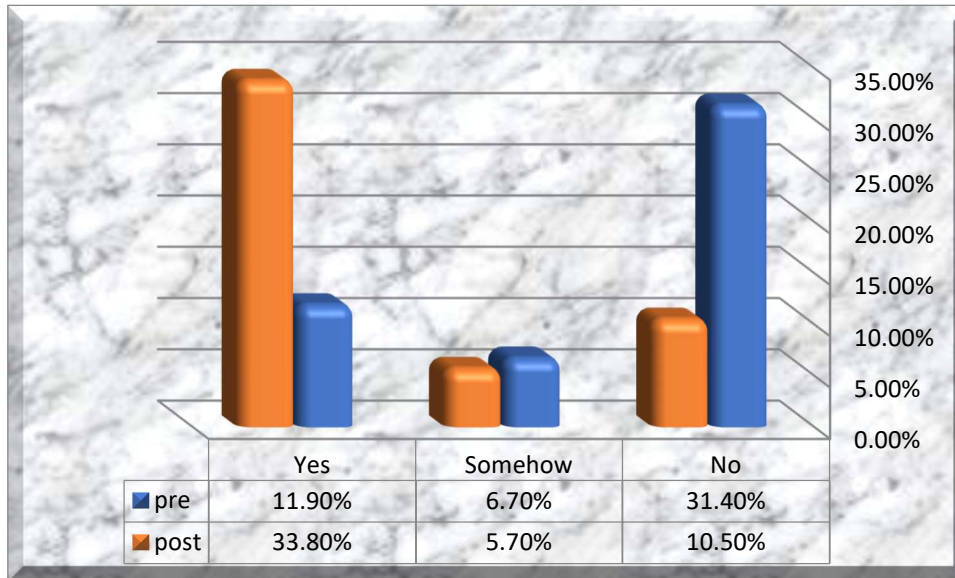
Figure (4.22): Compare between stories - pre and post questionnaire

 "I can find excuses to character`s behaviors" Table (4.43) and figure (4.23) show that in the pre questionnaire 13.8% choose no versus 8.1% in post questionnaire, 1.4% choose somehow in the pre questionnaire versus 6.2 in the post questionnaire and 34.8% choose yes in the pre questionnaire versus 35.7% in the post questionnaire.

Table (4.43): Find excuse to the behavior – Pre and Post Questionnaire

| Questionnaire	Statement (13)				
		No	Somehow	Yes	Total
Pre	Frequencies	29	3	73	105
	Percentage (%)	13.8%	1.4%	34.8%	50%
Post	Frequencies	17	13	75	105
	Percentage (%)	8.1%	6.2%	35.7%	50%
Total	Frequencies	46	16	148	210
	Percentage (%)	21.9%	7.6%	70.5%	100%
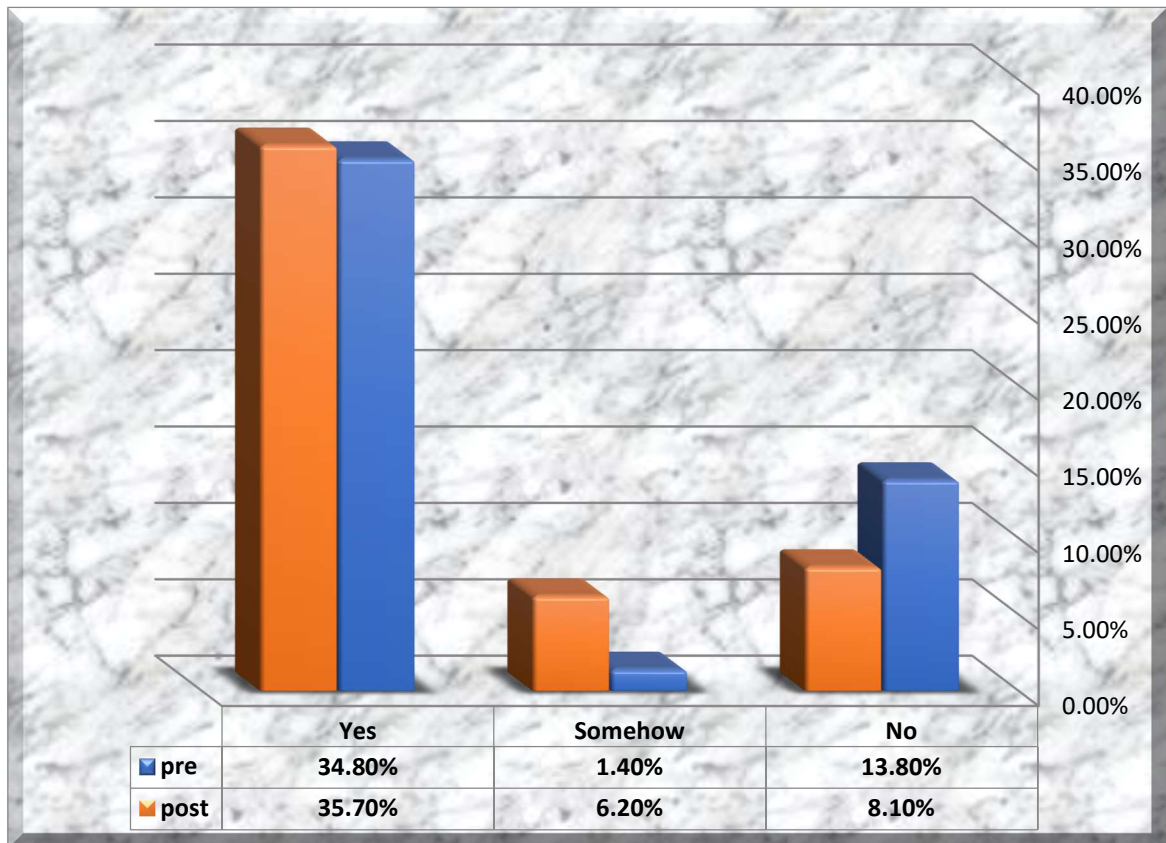
Figure (4.23): Find excuses to the behavior - pre and post questionnaire

"I can compare and contrast between characters." Table (4.44) and figure (4.24) show that in the pre questionnaire 28.1% choose no versus 19.5% in post questionnaire, 4.8% choose somehow in the pre questionnaire versus 11.4% in the post questionnaire and 17.1% choose yes in the pre questionnaire versus 19.0% in the post questionnaire.

Table (4.44): Compare between characters – Pre and Post Questionnaire

Questionnaire	Statement (14)				
		No	Somehow	Yes	Total
Pre	Frequencies	59	10	36	105
	Percentage (%)	28.1%	4.8%	17.1%	50%
post	Frequencies	41	24	40	105

|					
	Percentage (%)	19.5%	11.4%	19.0%	50%
Total	Frequencies	100	34	76	210
	Percentage (%)	47.6%	16.2%	36.2%	100%
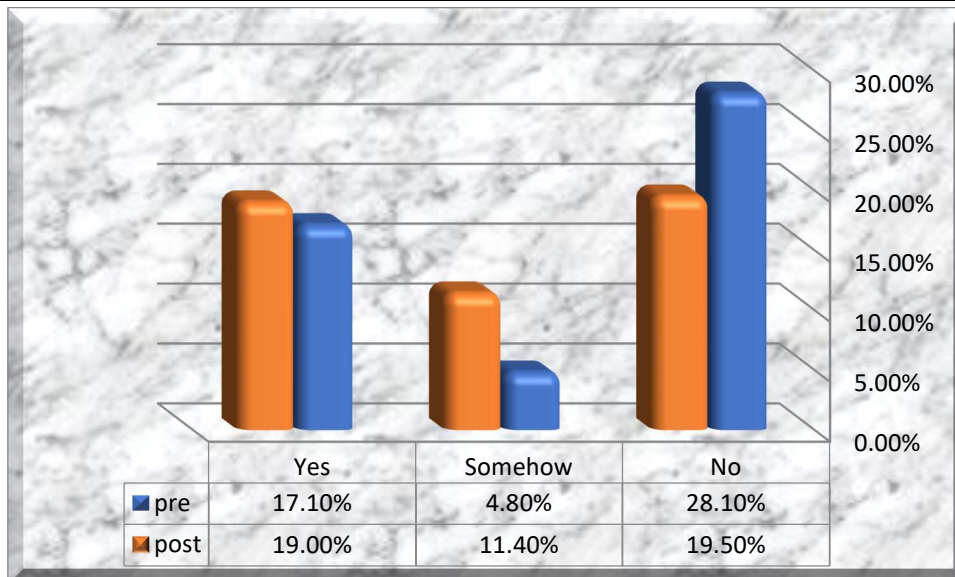
Figure (4.24): Compare and contrast between characters - pre and post questionnaire

"I can solve the conflict in the story through my own experience in real life" Table (4.45) and figure (4.25) show that in the pre questionnaire 17.6% choose no versus 11.3% in post questionnaire, 12.9% choose somehow in the pre questionnaire versus 8.6% in the post questionnaire and 19.5% choose yes in the pre questionnaire versus 47.1% in the post questionnaire.

Table (4.45): Solve the conflict – Pre and Post Questionnaire

Questionnaire	Statement (15)				
		No	Somehow	Yes	Total
Pre	Frequencies	37	27	41	105

|					
	Percentage (%)	17.6%	12.9%	19.5%	50%
post	Frequencies	29	18	58	105
	Percentage (%)	13.8%	8.6%	27.6%	50%
Total	Frequencies	66	45	99	210
	Percentage (%)	31.4%	21.4%	47.1%	100
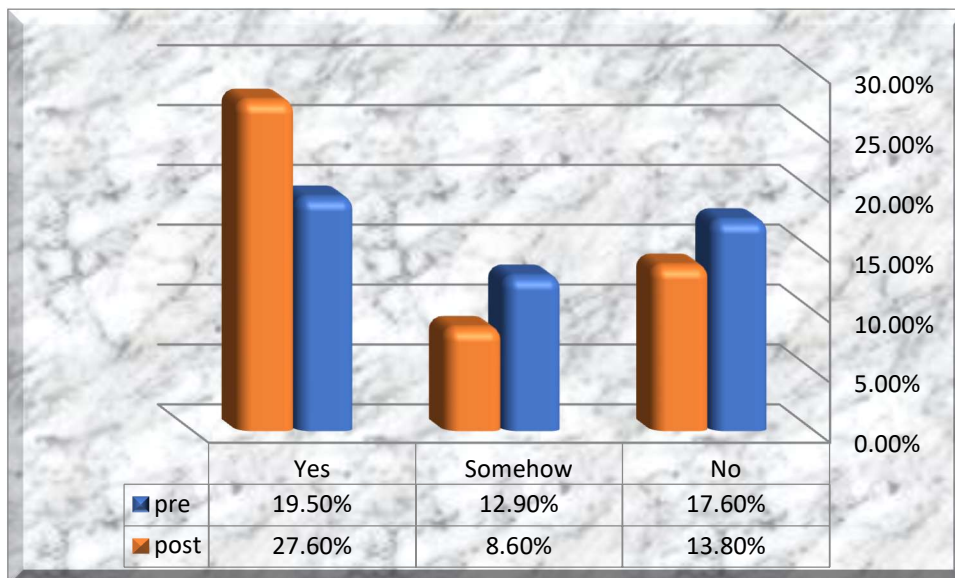
Figure (4.25): Solve the conflict of the story - pre and post questionnaire

 "I can solve the conflict between opposing forces that the main character/s faces" Table (4.46) and figure (4.26) show that in the pre questionnaire 31.4% choose no versus 0% in post questionnaire, 3.3% choose somehow in the pre questionnaire versus 31.9% in the post questionnaire and 15.2% choose yes in the pre questionnaire versus 18.1% in the post questionnaire.

Table (4.46): Solve opposing characters conflict – Pre and Post Questionnaire

| Questionnaire	Statement (16)				
		No	Somehow	Yes	Total
Pre	Frequencies	66	7	32	105
	Percentage (%)	31.4%	3.3%	15.2%	50%
post	Frequencies	0	67	38	105
	Percentage (%)	0.0%	31.9%	18.1%	50%
Total	Frequencies	66	74	70	210
	Percentage (%)	31.4%	35.2%	33.3%	100%

	Yes	Somehow	No
pre	15.20%	3.30%	31.40%
post	18.10%	31.90%	0.00%
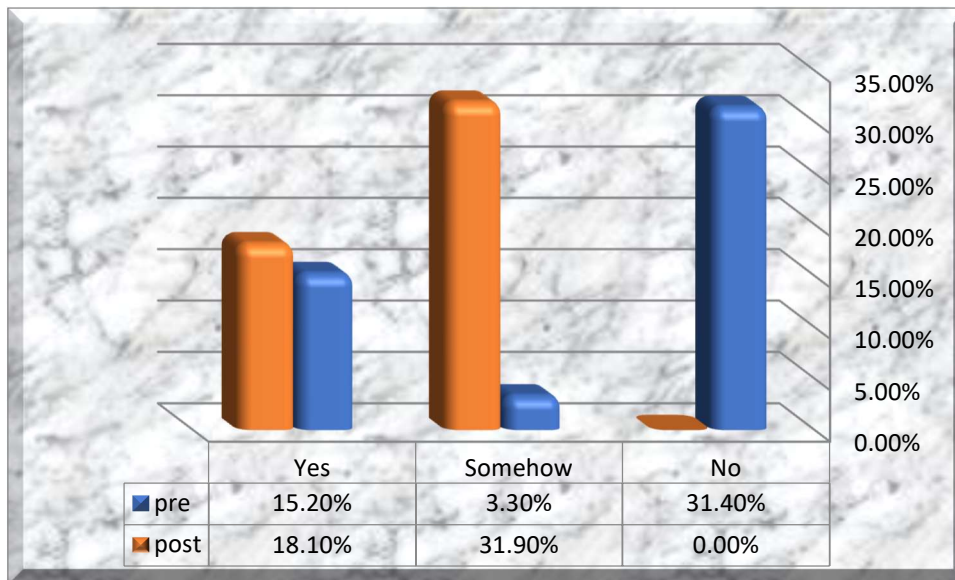
Figure (4.26): Solve the conflict between characters - pre and post questionnaire

"I can give different action/decision if I were the character." Table (4.47) and figure (4.27) show that in the pre questionnaire 21% choose no versus 12.4% in post questionnaire, 11.9% choose somehow in the pre questionnaire versus 3.3% in the post

questionnaire and 17.1% choose yes in the pre questionnaire versus 34.3% in the post questionnaire.

Table (4.47): Give different decision – Pre and Post Questionnaire

| Questionnaire	Statement (17)				
		No	Somehow	Yes	Total
Pre	Frequencies	44	25	36	105
	Percentage (%)	21%	11.9%	17.1%	50%
post	Frequencies	26	7	72	105
	Percentage (%)	12.4%	3.3%	34.3%	50%
Total	Frequencies	70	32	108	210
	Percentage (%)	33.3%	15.2%	51.4%	100%

	Yes	Somehow	No
pre	17.10%	11.90%	21.00%
post	34.30%	3.30%	12.40%
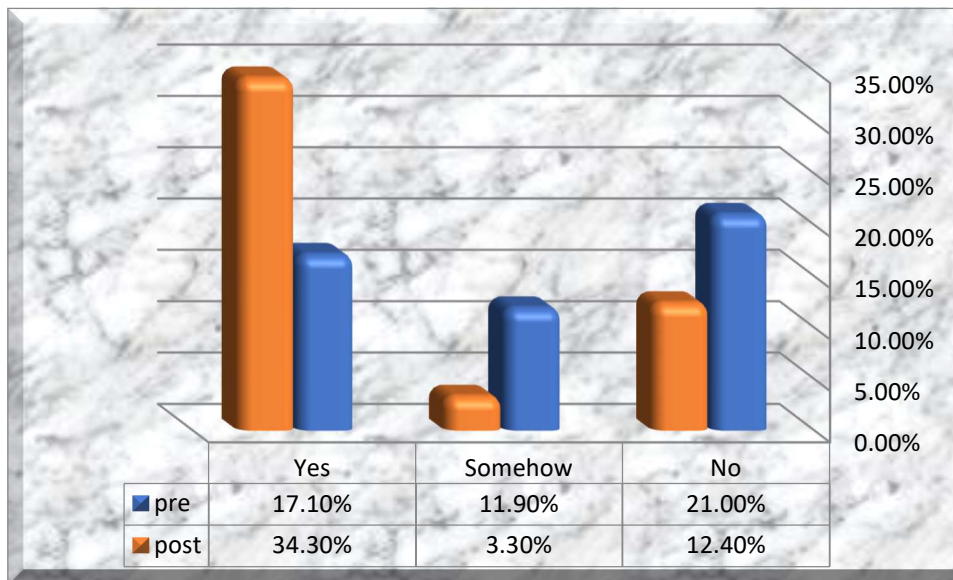
Figure (4.27): Give different decision - pre and post questionnaire

"I can evaluate the value/s of the story." Table (4.48) and figure (4.28) show that in the pre questionnaire 31% choose no versus 18.6% in post questionnaire, 10.5%3 choose

somehow in the pre questionnaire versus 15.2%4 in the post questionnaire and 8.6%5 choose yes in the pre questionnaire versus 16.2%6 in the post questionnaire.

Table (4.48): Evaluate the value of the story – Pre and Post Questionnaire

| Questionnaire	Statement (18)				
		No	Somehow	Yes	Total
Pre	Frequencies	65	22	18	105
	Percentage (%)	31%	10.5%	8.6%	50%
post	Frequencies	39	32	34	105
	Percentage (%)	18.6%	15.2%	16.2%	50%
Total	Frequencies	104	54	52	210
	Percentage (%)	49.5%	25.7%	24.8%	100%

	Yes	Somehow	No
pre	8.60%	10.50%	31.00%
post	16.20%	15.20%	18.60%
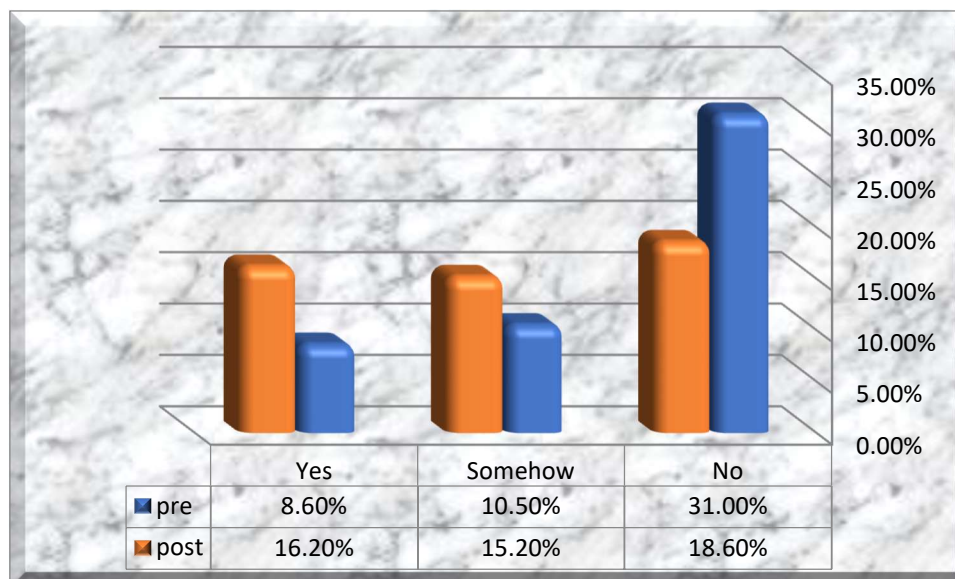
Figure (4.28): Evaluate the value of the story - pre and post questionnaire

"I can make judge the story in terms of the writer`s idea that he wants to push." Table (4.49) and figure (4.29) show that in the pre questionnaire 46.7% choose no versus 36.7% in post questionnaire, 1.9% choose somehow in the pre questionnaire versus 2.9%in the post questionnaire and 1.4% choose yes in the pre questionnaire versus 10.5% in the post questionnaire.

Table (4.49): Judge the story – Pre and Post Questionnaire

| Questionnaire	Statement (19)				
		No	Somehow	Yes	Total
Pre	Frequencies	98	4	3	105
	Percentage (%)	46.7%	1.9%	1.4%	50%
post	Frequencies	77	6	22	105
	Percentage (%)	36.7%	2.9%	10.5%	50%
Total	Frequencies	175	10	25	210
	Percentage (%)	83.3%	4.8%	11.9%	100%
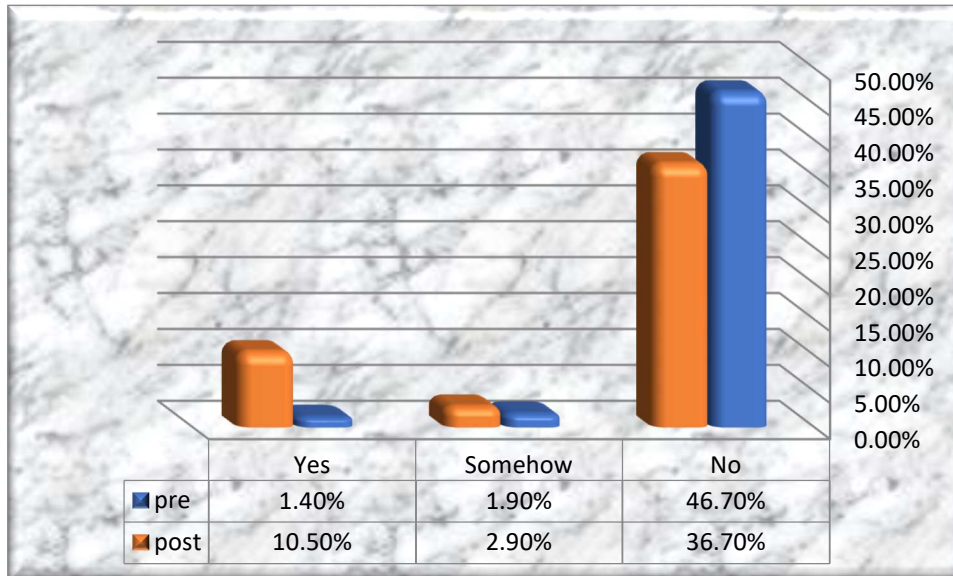
Figure (4.29): Judge the story - pre and post questionnaire

"In English lessons, I participate even I don't know the answer, just try" Table (4.50) and figure (4.30) show that in the pre questionnaire 38.6% choose no versus 34.3% in post questionnaire, 1.9% choose somehow in the pre questionnaire versus 2.4% in the post questionnaire and 9.5% choose yes in the pre questionnaire versus 13.3% in the post questionnaire.

Table (4.50): Participate in literature classes – Pre and Post Questionnaire

Questionnaire	Statement (20)				
		No	Somehow	Yes	Total
Pre	Frequencies	81	4	20	105
	Percentage (%)	38.6%	1.9%	9.5%	50%
post	Frequencies	72	5	28	105
	Percentage (%)	34.3%	2.4%	13.3%	50%
Total	Frequencies	153	9	48	210

|	Percentage (%)	72.9%	4.3%	22.9%	100%

	Yes	Somehow	No
▮ pre	9.50%	1.90%	38.60%
▮ post	13.30%	2.40%	34.30%

Figure (4.30): Participate in literature class

Validity and Reliability of the Questionnaire

Reliability means the stability of measure which gives the same results if they implemented on the same sample. The researcher considered ensure the stability of the study measure which he has built before using it in the study by using the Statistical Package for Social Sciences (SPSS) for analytical operation and the results shown as follows:

$$Val = \sqrt{Reliabikit}.$$

Reliability of questionnaire = 0.73

Validity of questionnaire = 0.86

Independent Samples Test

Group Statistics

Questionnaire		N	Mean	STD. Deviation	STD. Error Mean
Overall	pre	105	1.8319	.62715	.06120
	post	105	2.1062	.70379	.06868

Keywords:

N: number of students.

M: mean STD: standard.

T: test

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Overall	Equal variances assumed	2.981	208	0.003

Keywords:

T: test

df : degree of difference.

Sig. (2-tailed): two-tailed p-value

4.1.4 Statistical Analysis of Student`s Test

The following are the results of experimental and control group. Tables will show the percentages of the right answers to each question in both groups.

As shown in table (4.51) and figure (4.31), the first question of the test, the experimental group achieves 92.2%. The control group gets 7.7%.

Table (4.51): Decide the type of story teller

Correctness	Percent (%)
Experimental group	92.3
Control group	7.7
Total	100.0
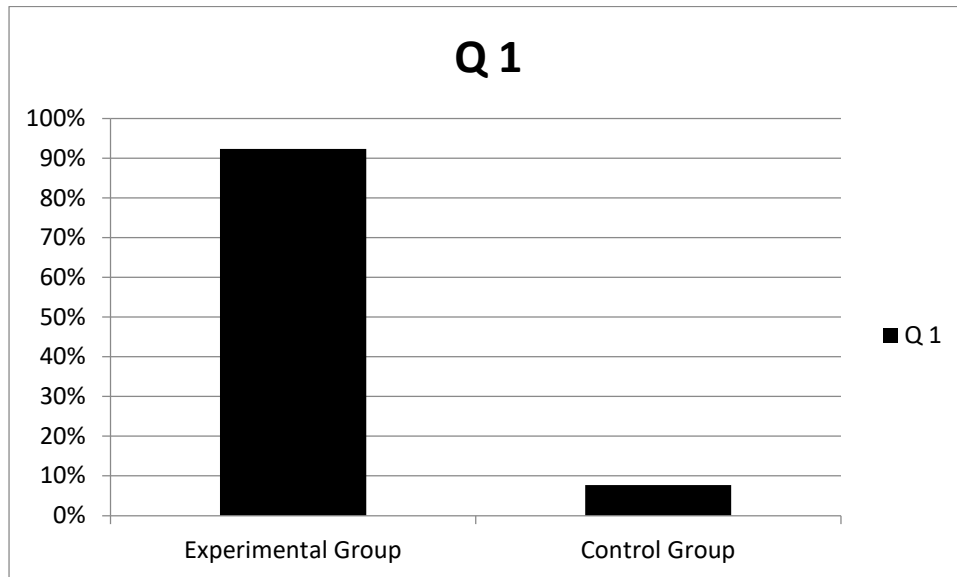
Figure (4.31): Decide the type of story teller

As shown in table (4.52) and figure (4.32), the second question of the test, the experimental group gets 87.6%. The control group gets 12.4%%.

Table (4.52): Describe Captain`s character

Correctness	Percent (%)
Experimental group	87.6
Control group	12.4
Total	100.0
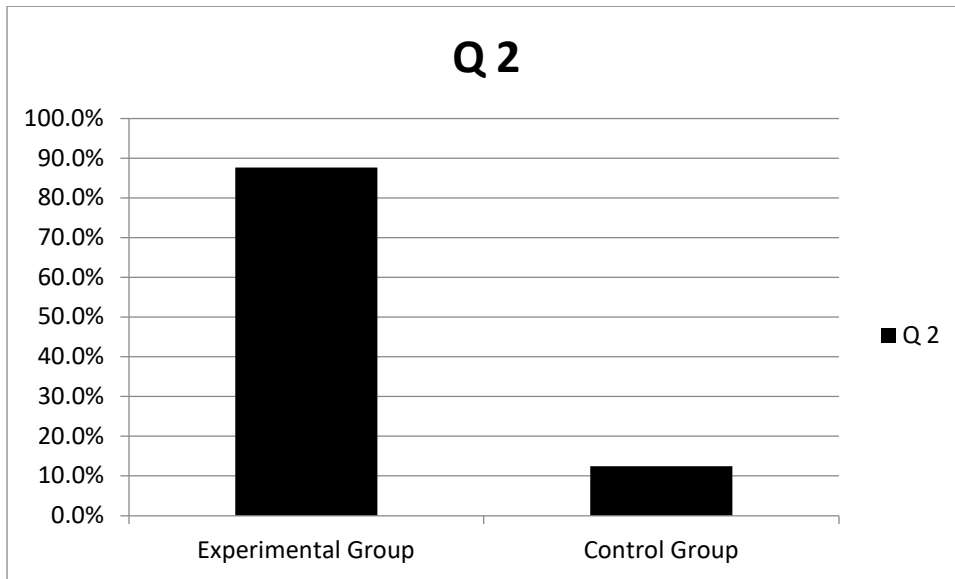
Figure (4.32): Describe the Captain character

As shown in table (4.53) and figure (4.33) , the third question of the test, the experimental group achieves 81.9%. The control group gets 18.1%.

Table (4.53): Describe the Captain character in other events

Correctness	Percent (%)
Experimental group	81.9
Control group	18.1
Total	100.0
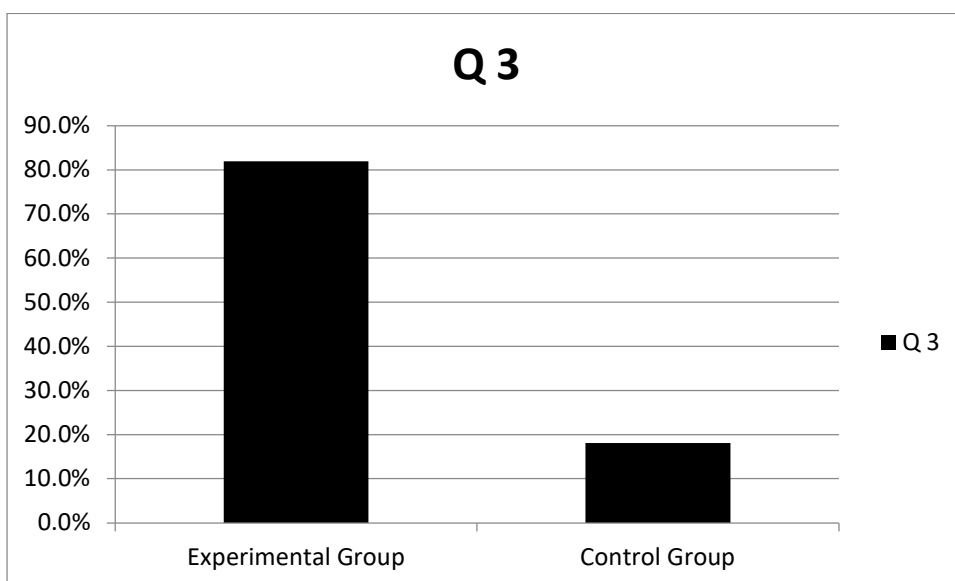
Figure (4.33): Describe the Captain character in other events

As shown in table (4.54) and figure (4.34) ,the fourth question of the test, the experimental

group achieves 91.2%. The control group gets 8.8%.

Table (4.54): What is the theme of the story

Correctness	Percent (%)
Experimental group	91.2
Control group	8.8
Total	100.0
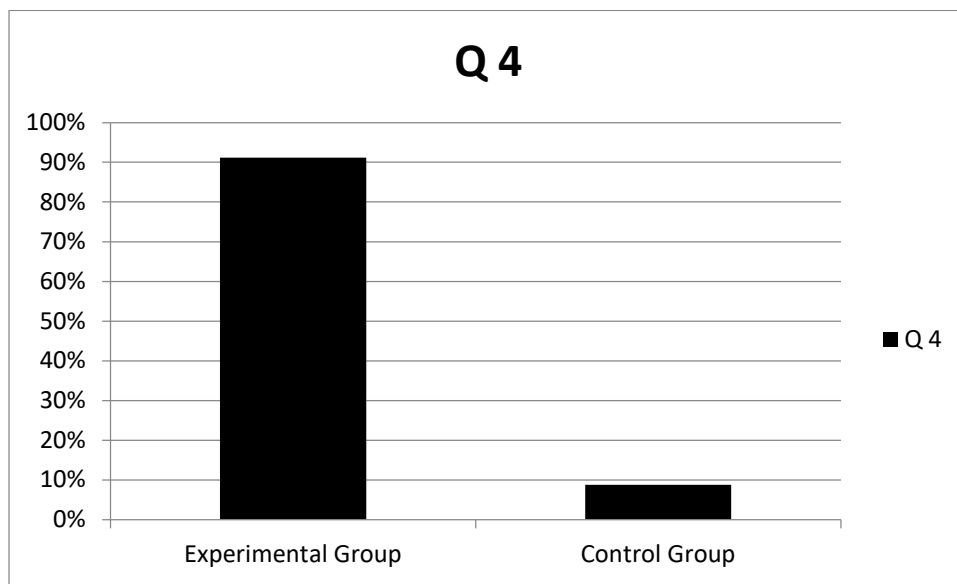
Figure (4.34): What is the theme of the story

As shown in table (4.55) and figure (4.35), the fifth question of the test, the experimental

group achieves 86.3%. The control group gets 13.7%.

Table (4.55): What is the setting of the story

Correctness	Percent (%)
Experimental group	86.3
Control group	13.7
Total	100.0
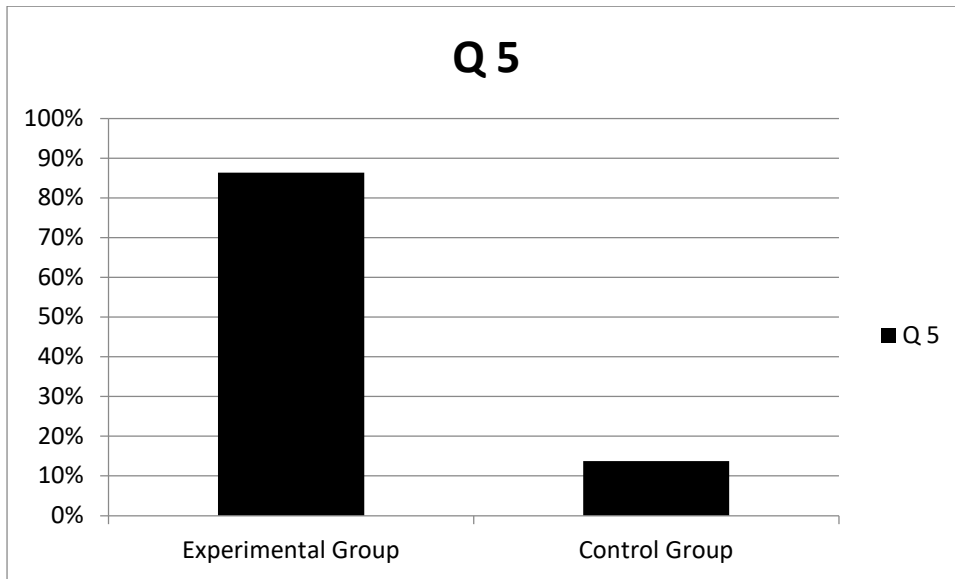
Figure (4.35): What is the setting of the story

As shown in table (4.56) and figure (4.36), the sixth question of the test, the experimental group achieves 62.2%. The control group gets 37.8%.

Table (4.56): Illustrate the function of the Black Spot

Correctness	Percent (%)
Experimental group	62.2
Control group	37.8
Total	100.0
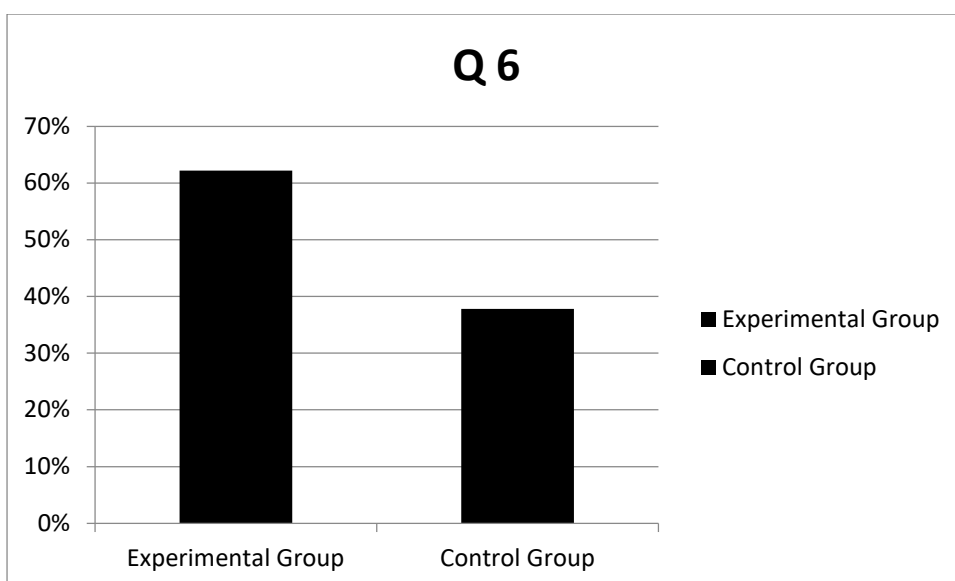
Figure (4.36): Illustrate the function of the Black Spot

As shown in table (4.57) and figure (4.37), the seventh question of the test, the experimental group achieves 77.3%. The control group gets 22.7%.

Table (4.57): Evidences show if Silver is good or bad character

Correctness	Percent (%)
Experimental group	77.3
Control group	22.7
Total	100
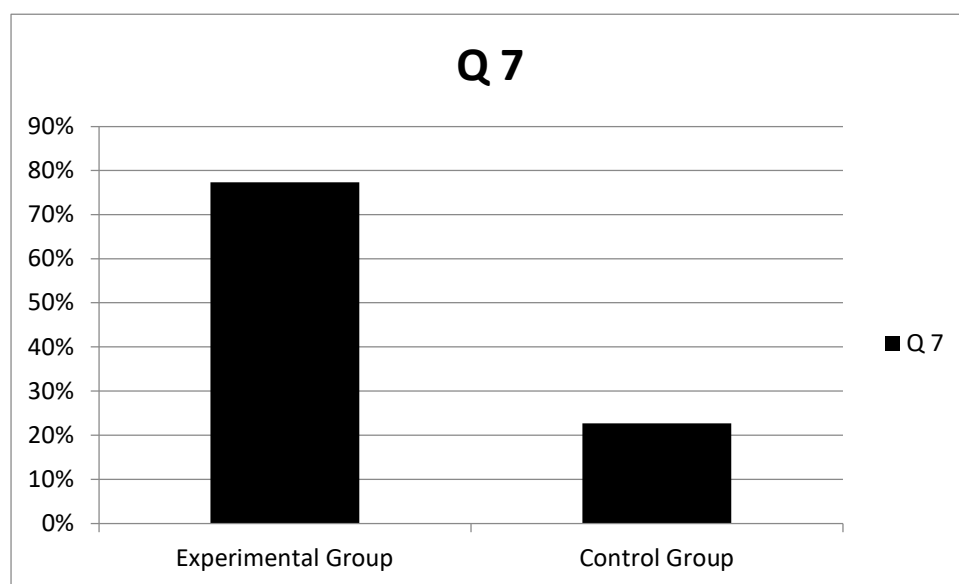
Figure (4.37): Evidence show if Silver is good or bad character

As shown in table (4.58) and figure (4.38), the eighth question of the test, the experimental group achieves 66.7%. The control group gets 33.3%.

Table (4.58): The value of been brave

Correctness	Percent (%)
Experimental group	66.7
Control group	33.3
Total	100
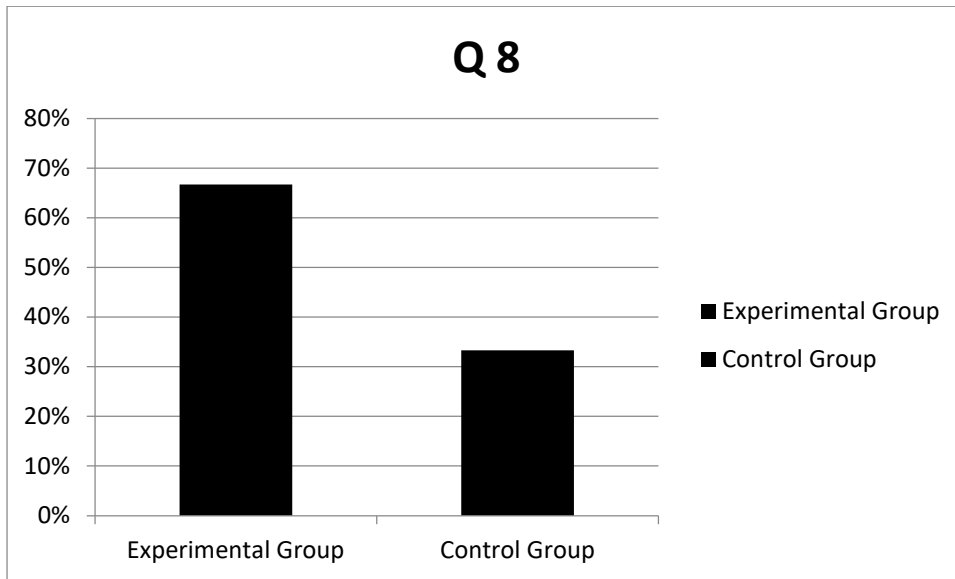
Figure (4.38): The value of been brave

As shown in table (4.59) and figure (4.39), the ninth question of the test, the experimental group achieves 98.4%. The control group gets 1.6%.

Table (4.59): Suggest changes to solve the conflict

Correctness	Percent (%)
Experimental group	98.4
Control group	1.6
Total	100
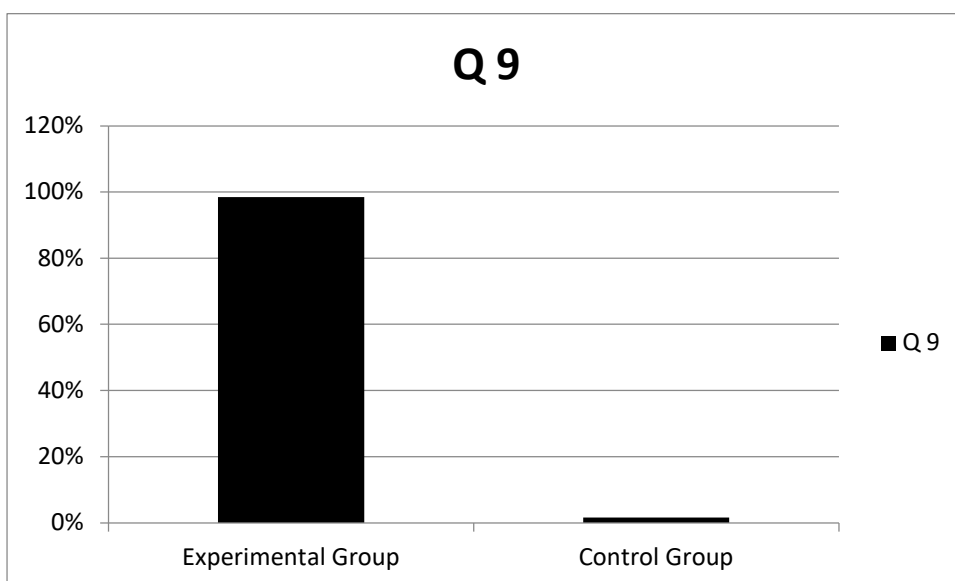
Figure (4.39): Suggest changes to solve the conflict

As shown in table (4.60) and figure (4.40), the tenth question of the test, the experimental group achieves 82.4%. The control group gets 17.6%.

Table (4.60): Modify the plot and draw a timeline

Correctness	Percent (%)
Experimental group	82.4
Control group	17.6
Total	100.0
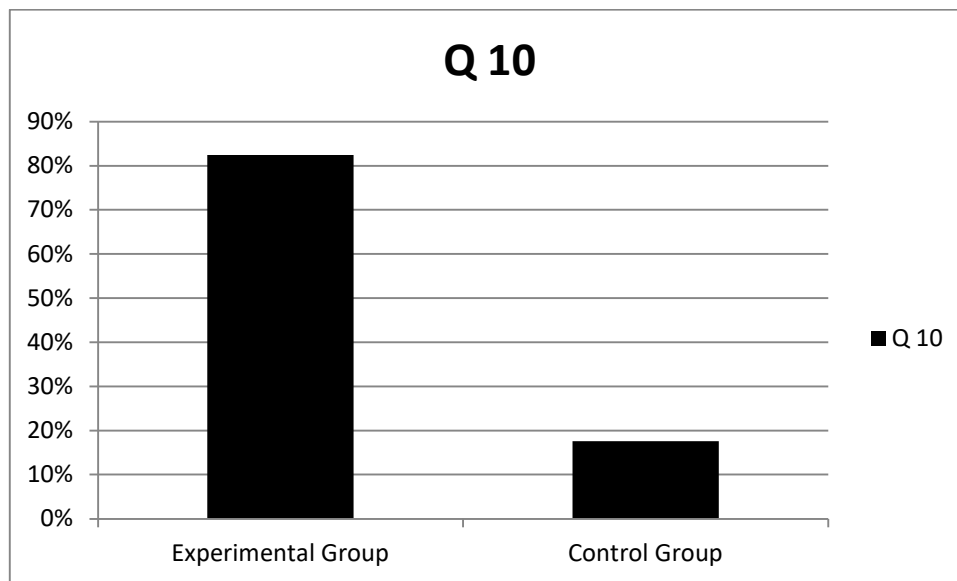
Figure (4.40): Modify the plot and draw a timeline

Independent sample test - Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Q1	control group	52	1.9808	.13868	.01923
	experimental group	52	1.8654	.34464	.04779
Q2	control group	52	1.0192	.13868	.01923
	experimental group	52	2.0000	.00000	.00000
Q3	control group	52	1.0385	.19418	.02693
	experimental group	52	2.0000	.00000	.00000
Q4	control group	52	1.0577	.23544	.03265
	experimental group	52	2.0000	.00000	.00000
Q5	control group	52	1.0000	.00000ᵃ	.00000
	experimental group	52	2.0000	.00000ᵃ	.00000
Q6	control group	52	1.0192	.13868	.01923
	experimental group	52	1.9808	.13868	.01923
Q7	control group	52	1.0000	.00000	.00000
	experimental group	52	1.9808	.13868	.01923
Q8	control group	52	1.0000	.00000	.00000
	experimental group	52	1.9808	.13868	.01923
Q9	control group	52	1.0000	.00000	.00000
	experimental group	52	1.9231	.26907	.03731
Q10	control group	52	1.0192	.13868	.01923
	experimental group	52	2.0000	.00000	.00000

a. t cannot be computed because the standard deviations of both groups are 0.

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Q1	23.240	102	.027
Q2	51.000	102	.000
Q3	35.707	102	.000
Q4	28.862	102	.000
Q5	29.872	102	.000
Q6	35.355	102	.000
Q7	51.000	102	.000
Q8	51.000	102	.000
Q9	24.739	102	.000
Q10	51.000	102	.000

4.2   Discussion

This research sets three hypotheses: teachers lack the knowledge, the skills and training for teaching literature, teacher`s knowledge and attitude towards CT is very low and using CT as a tool in teaching literature has a positive impact in student`s result, attitude, knowledge and to understand literature.

4.2.1   Hypothesis One

To assess hypothesis one "teachers lack the knowledge, the skills and training for teaching literature", the researcher designed 3 questions of the teacher`s questionnaire; question 1 "I have heard about the term critical thinking", question 4 "Do you get any workshop/training courses about how to teach literature effectively?" and question 5 "To what extent do you use activities while teaching literature?".

According to the results of the first question of the teacher`s questionnaire, results show that 55.4% of the teachers heard about the term critical thinking as a tool of teaching literature while 44.6% of the teachers don't heard about the term and know nothing about it.

Vaske (2001) noted a very important point about the definition of the term critical thinking and the use of critical thinking methodologies in the classroom. He considers that critical thinking needs to encompass both the natural qualities of a person and the skills of the person. Hence, he confirms that critical thinking can only be taught by teachers who have in-depth knowledge of critical thinking skills and understanding of how to incorporate this into their lessons so that it is easier for students to adapt to this type of thinking.

According to Johnson (1999), there are language teachers hesitate to present literature texts, he believes that this could be due to the lack of knowledge and experience. This is completely agreeing with Lazar (1990) who believes that the lack of methodology will affect the way of teaching. The researcher agrees that if teachers know the methodologies and techniques of teaching literature, learners will get the full benefit of the lesson.

Different results shown by Choy (2009) about teacher`s knowledge and attitude towards the use of critical thinking in teaching literature, results indicate that 25 out of 30 Indian teachers in Abdul Rahman university know the term and know how to use it. This result show that teachers of Abdul Rahman University understand the term critical thinking and know how to use some of its strategies in teaching literature. participants show full understanding of the term and the strategies that can be used. The following some of their answers:

- "Critical thinking is a method or a way of thinking that maximizes the outcome or results."
- "Critical thinking involves logical reasoning, compare and contrast."

Supporting the above statement, Esim (2012 tries to measure the relation between attitude and knowledge she finds that teachers who don't get practical training give negative attitude towards teaching literature in higher school. In this point, the researcher visits Ministry of education to check if teachers who teach literature are well training or they get training but prefer the traditional methods of teaching.

In addition, Thi (2009) feels sorry about the results of his study, he finds that many postgraduate EFL teacher-training courses focus mainly on language teaching methodology and deal passively on the analytical methods of teaching literature. according to his teaching experiences, he finds that students appreciate literature more when they can explore the beauty of literary language.

According to the Ministry of Education – Khartoum State, The General Directorate of Strategic Plans, Statistics and Strategic Office, (refer to Appendix A). The Directorate office doesn't make any workshop to English language teachers. Most of the training courses focus on the following programs:

- Psychology

- Performance

- Exams

- Administrative courses

- Agriculture

- Strategic plan

- Classroom management

- TOT

According to their plans in 2019, seven programs will be provided and no one of them is related to teaching. The seven programs are:

- TOT

- Performance

- Administrative courses

- Evaluation

- Economic

- Evaluating Strategic plans

- Quality assurance

Putu (2016) finds in a case study of a senior high school in Bandung most of the teachers lack knowledge and skills for teaching literature. Putu believes that lack of training leads to lack of knowledge and advises Ministry of Education to give teacher`s training high

concentration. Black (2005) in a similar study find that teachers don't have a strong understanding of critical thinking and how to encourage students to think.

A study was conducted by Cheung (2014) on the importance of critical thinking knowledge. Results showed that teachers lack knowledge and this will impact on children`s learning and classroom practices.

On the other side, Asgharheidari (2015) conducts a similar survey of EFL teachers' attitudes towards critical thinking as a tool in teaching literature in Iran. The sample of the survey includes 30 EFL instructors who teach English literature in 12 different English institutes in Abbasabad and Tonekabo, the first question of the survey is about the term critical thinking and if teachers know the term. 51% of the participant know the term and know how to use some of the given strategies. This result is agreed with the researcher`s result which is half of the participant lack the knowledge of the term.

Although her survey shows a positive signal regarding the percentage of those who know the term, Asgharheidari advised more training among instructors who try to incorporate Critical thinking methods and strategies in their classes to increase the percentage of improving student`s critical thinking ability.

Busaidi (2018) from Sultan Qaboos University conducts a survey about teacher`s believes and methods on critical thinking. Participant sample of his survey is 24 teachers participated in the study; they are representing about 10% of the total academic staff of the Language Centre of the university. The analysis of the responds show that teachers slightly understand the term critical thinking and use few words to explain their understanding of the term and associated it with different examples like:

- "application of knowledge"

- "decision making"

- "opinion-forming"

- "judgement"

Paul (2004) as quoted in Busaidi (2017) argues about the misunderstanding of the concepts between the term critical thinking and creativity, problem-solving, decision-making, or communication". Paul explains later most of the teachers even those who are professional in using critical thinking methods are still misunderstand the use of the techniques and strategies.

To sum up hypothesis one, teachers lack knowledge to the term critical thinking (44.6% of the participant know nothing about the term, teachers lack the skills of teaching literature and they haven't get any training courses or a workshop regarding teaching literature in class room and use language methods of teaching language instead of methods of teaching literature.

4.2.2 Hypothesis Two

To assess hypothesis two "teacher`s knowledge and attitude towards CT is very low", the researcher designed three questions in the teacher`s questionnaire; question two: what kind of technique do you use in teaching literature? question three: Do you use one or more than one technique during the lesson? and question six: to what extent do you use activities while teaching literature?

The results show that all the participants (100%) choose methodologies of teaching language. No one give one strategy of teaching literature. 47.7% of the teachers use Grammar Translation Method in teaching literature, 16.9% use Communicative Approach, 13.8% use Direct Approach,12.3% use Reading Approach and only 9.2% use Oral Situational Approach.

Although no one of the mentioned approaches and methodologies are related to teaching literature, the use of most of these method in teaching English language is very old and encourage the use of the first language in teaching second language. Grammar Translation

Method depends on the use of the first language, Direct Method through pictures and illustration allow to use the first language at least to explain and illustrate.

According to Zafeririadou (2001), Community Language Learning, Suggestopedia, The Silent Way or even Total Physical Response were popular in the 70`s and are used to teach foreign language but not used in teaching literary text. Besides that, it may help students translate the literary text into their language but it has a negative impact when using language in real life world.

One of the most important result of this survey is 47.7% of the participants are strongly agree to use L1 in teaching English literature. The reason of why most of the teachers consciously or unconsciously use their mother language in teaching English literature is most of the Sudanese speak Arabic for daily communication.

It is clear that most of the students get a little chance to use English language inside and outside the classroom. Hence, they find no alternative way to teach English literature except using L1. Harmer (2011) states that using first language in teaching second language results lack of communication, boring, pointless and irrelevant. This idea has been supported by Davidson (1988). He believes that L2 teachers may have more responsibility than L1 teacher in promoting learners' CT skills.

Concerning the way in English teaching, Adelabu (2013) conducts a survey at the teachers' level of knowledge and attitude of teaching methods as applicable to the teaching of English Literature. The participant of this study were one hundred and ten English teachers. The results of the study show that most of the teachers have no ideas of the methods of teaching literature and recommend that that teachers should be exposed to more training so as to stop using L1 in teaching L2 literature.

Turin (2014) from BRAC University conduct a survey on the effect of using L1 in teaching literature. the results show teachers don't use their first language in teaching English literature. Macro (2001) tried to measure the amount of L1 use in literature classroom practice. He finds that teachers who use L1 were minimal and occasional. While Dash (2002) finds that both teachers and students feel difficulty in communication.

Based on those statements above, Verner (2015) in her article *Strategies for Teaching Literature in the ESL Classroom* finds that using activities after reading literature helps students to have clear expectations and increase the level of interests of your students. She adds through using activities during and after literature lesson students will understand the reasons behind the activities and will give positive attitude in the exams.

To sum up hypothesis two, according to the given results the researcher finds that teacher`s knowledge and attitude towards CT is very low and that is why almost half of the participant use their mother tongue to explain the events of the story.

4.2.3 Hypothesis Three

To assess hypothesis three "using CT as a tool in teaching literature has a positive impact in student`s result, attitude, knowledge and to understand literature, the researcher designed pre and post questionnaire consists of 20 statement to measure student`s attitude towards the use of critical thinking methodologies in teaching literature.

Student`s test will be considered to assess hypothesis three. The test consists of 10 questions based on Bloom`s Taxonomy to measure the impact of the using critical thinking methods in teaching literature. questions of the results are completely different from the given questions in the current exams.

The results of this study have confirmed the researcher`s hypothesis that the students` attitudes towards literature will be positive if critical thinking methodologies are used in

a proper way. Hence, students understanding, knowledge and attitude will turn to a positive way.

Furthermore, Nickerson (1994) attempts to enforce teacher to use critical thinking methods in teaching he noted that students need to be taught how to think more effectively, i.e. more critically, coherently, and creatively. He begs teachers to provide students with the criteria for judging information and taught the terms and strategies used for critical thinking skills.

The researcher finds that there are big differences between the two questionnaire; after using some of the critical thinking methods in teaching literature, and according to the results between the pre questionnaire and the post questionnaire the researcher finds that students give a positive attitude if critical thinking methods used in teaching literature rather than the traditional methods of teaching literature.

The same findings are agreed with Ghouti (2013) in his attempts to elicit the students 'attitudes towards literature and the different methods employed by teachers. The findings of his study indicate that students hold mixed feelings towards literature. the study also shows that a great number of the students have displayed their dissatisfaction with the way literature is being instructed.

According to a case study by Kasmurie (2010), 42 students who study History have been chosen to represent control group and experimental group. The findings were similar to the finding of this study. Experimental group showed a higher increase in critical thinking than the control group.

Putnam (1997) provides an insightful comparison between the cooperative group learning which represent one of the critical thinking strategies and the traditional group learning which represent the current method used in Sudanese secondary schools. Table () shows

the differences between the traditional learning group and the cooperative learning groups.

Table (4.61) The difference between traditional and cooperative learning groups

Traditional group learning	Cooperative learning groups.
No positive interdependence	Positive interdependence
No Individual accountability	individual accountability
No cooperative skill instruction	Cooperative skill instruction
Homogenous groups	Heterogeneous groups
Teacher selected groups	Students selected groups
No teacher observation and feedback	Teacher observation and feedback
Uniform standard for success	Equal opportunity for success
No concern for peer learning	Concern for peer learning

Adapted from Putnam (1997)

To give clear idea about the importance of using critical thinking methods in teaching literature, students test designed according to Bloom`s Taxonomy and gives different type of questions. To begin with, here are some examples of the types of questions that given in the literature section - Sudanese Certificate Examination.

In 2018:

- Why did Sapt think that Duke Michael wouldn't kill the king?

- What was the Duke's plan if the Castle was attacked by some people as Johann told Sapt and Rassendyll?

- Who said these words and to whom?

- What did Rassendyll advise the addressed person to do?

- Find the mistake in each of the following and correct it: (two sentences will be given)

In 2017:

- How did Rassendyll prevent people from noticing that he wasn't the real king?

- What reason made Sapt think that the king was a live?

- How did the different people of Strelasu feel about the king?

- Why was Madame de Mauban kept a prisoner of the castle of Zenda?

All the questions are considered comprehension question, these questions measure the lower order thinking skills, WH questions measure only the knowledge of the story and comprehension. The level of the question measure only the understanding of the events of the story. This is strong evidence that students are taught using conservative methods of teaching which is considered a traditional method.

As Ugochi (2016), historically, there are two major theories to teach literatures; the conservative theory and progressive theory. She gives the characteristics of each theory; the conservatives are not believing in the didactic functions of literature and they are engrossed in the literary works itself, it prefer intensive reading to extensive reading, they ignore the principle of individual difference they evaluate based on student's knowledge of the text, their literary test does not involve more than recall from simply stated facts already presented in the text or class discussion and there the approach is acceptance instead of appreciation.

later she focuses on connecting the way of exam questions and the methods that used in teaching, she states:

> *teachers succumb to giving ready-made answers derived from students" „notes and model answers". The students" attitude become that of tell us what we are expected to say and we shall learn to say it". (Abdelrasol, 1976, P.4).*

122

The test that given to the students in the experiment measure both lower and higher order thinking skills. After using critical thinking methods and techniques in teaching the story, students give amazing answers to the questions of the exam. During reading the answers of the exam, the researcher was really shocked about the high responsibility and creative ideas that students gave. Here are some of the students answers to the exam questions:

Question One: Read the following lines and decide the type of the storyteller?

Answer: the writer speaks about himself and use pronoun I. the answer is the first.

Question Two: Read the following paragraph and describe the character (Captain). Give reasons if needed

Answer: the captain can rule a country because everyone respect him

Question Three: Use your own words to describe captain from other events from the story. Write two to three sentences.

Answer: strong and tall man with one leg but can do many things. Leader, good in cooking and leading crews.

Question Four: Which of the followings is considered the theme of the story? You can choose more than one answer)

Answer: if you are bad person try to keep promises

Answer 2: money is not only thing.

Answer 3: try to be brave in all situation

Question Five: What is the setting (time and place) of the story?

Answer: many settings, number one in the admiral inn, two in the ship, three in the island

Question Six: Illustrate the function of the Black Spot

Answer: means fight or war.

Question Seven: List evidence to show that Long John Silver is a good/bad man.

Answer 1: good, he wants to be rich.

Answer 2: bad, he kills people for money.

Question Eight: Assess the value of being brave.

Answer: can save lives of someone.

Question Nine: Suggest changes you can make to solve the conflict between Jim Hawkins and Long John Silver.

Answer: I think there is no conflict, they are only fighting for money and gold.

Question Ten: Modify the plot (plan) and Draw your own timeline)

Answer: the climax when Jim in the apple box and discover that his friend is a thief.

According to the above answers, students have abilities to understand different strategies and methodologies of teaching literature. Students can think and learn better if critical thinking methodologies used. These findings support arguments by Duron (2006) that students need to be taught using critical thinking in order to help them to think and learn better.

A same test was conducted by Nazan (2012) after using critical thinking methods in teaching literature. He finds that a literature-based critical-thinking method leads to more student-cantered classrooms and creative answers. Nazan notices that students generally had positive attitudes towards literature if critical thinking methods used in literature classroom.

An exam was stated by Tabačková (2015) regarding the use of critical thinking questions in the literature exam. He used a critical thinking method in teaching literature he finds that students after the experimental can specify all the events of the plot, identifying the tone of the text. He notices that students show critical thinking skills such as problem solving, interpretation, logical reasoning, decision making and they can read and understand the message hidden between the lines of the story.

To sum up hypothesis three, the researcher finds that using CT as a tool in teaching literature has a positive impact in student`s result, attitude, knowledge and to understand literature. Besides, students really enjoy the lessons and give a great participation during the experiment lesson.

4.3 Summary of the Chapter

This chapter has reviewed the discussion and findings regarding the results of the statistical analysis of the teacher`s questionnaire, student`s pre and post questionnaire and student`s test. A discussion has been introduced to discuss the hypothesis of this study with the given results. Similar studies and experimental have been compared with the findings of this study. However, the researcher finds that the three hypotheses of this study have been achieved through the given discussion.

CHAPTER V

Finding and Recommendations

6.0 Introduction

In this chapter, the researcher has come up with finding. This chapter will provide useful recommendations and suggestions based on the objectives, gathered data and results of the gathered data. The researcher wishes hopefully the following suggestions and recommendations to change student`s attitude towards English language in general and in teaching English literature in specific way.

6.1 Findings

The researcher throughout the results and the discussion finds that using current method of teaching literature is not suitable for the 21st century learning objectives. Students are not learning literature through the characteristics of literature. students are taught literature as well as reading comprehension text.

The researcher finds that students are very cooperative if the right method used in the classroom. Although classes are not well prepared and supported with modern facilities, but students can deal with this situation and they can understand the objectives of the lesson.

At the beginning of the experiment, the researcher explained even the terms of the literature. students in the last year of the secondary schools and still don't know what is the meaning of plot, characterization, rising and falling actions, climax, etc. This is strong evidence that during the last two years students deal with literature as well as a comprehension text. And that is why the researcher explains all the statements in the pre questionnaire and finds things clear in the post questionnaire.

Critical thinking methods of teaching literature are more effective and enable students to think critically rather than passively. On the other side, students because of the traditional

methods of teaching literature they lack communication skills in and out classrooms. They still think in Arabic and translate in English.

The researcher finds that most of the students participate passively if English language is used during the literature class. Students understand there is only one answer to any question where there is now way to think beyond the text. Critical thinking methods give free chances to the students to think about any answer according to their way of thinking without building boards between the students and the text itself.

The researcher believes that lack of knowledge and lack of training about the updated methods of teaching literature leads to stuck on one method of teaching literature, normally the GTM methods of teaching. Hence, teachers should be updated to the new methodologies of teaching literature. A similar point of view is shared by Lauer (2005) who believes that teachers may not know how to incorporate critical thinking methodologies into their lessons and that is why they use traditional methodologies in teaching.

The researcher finds years of experience and the degrees that teachers hold don't change the way of teaching literature. However, may be the style of the questions of the exam and students need to get high scores leads to that style of teaching so, the researcher suggests change the way of teaching so as to change the types of the questions that given in the exam.

6.2 Recommendation

Based on the results of this study, a recommendation will be sent to students, teachers, schools, curriculum designer, Ministry of Education and for further research as follows:

6.2.1 For students

1. Don't use literature as a reading text. Think critically and always ask your teacher how? and Why? after each answer.

2. Read more literature books. Don't stuck on the curriculum books and keep reading behind the text.

3. Literature is a unique material of learning; think beyond the exam.

6.2.2   For teachers

1. Using critical thinking as a tool for teaching literature is considered the best way to teach literature.

2. The current method of teaching literature will help students to understand the story but enjoying the story will be missing.

3. Using L1 in teaching L2 is completely wrong and will never help students improve their accuracy.

4. Help students to be more critical, motivate them to think beyond the text and find ideas, examples, explanation or even suggestions to solve problems.

5. Postgraduate studies increase teacher`s knowledge and attitude towards using updated methods and techniques of teaching literature. Methods of teaching literature change gradually.

6. Open your mind and do more research on how to teach literature.

7. Teaching literature is more than reading texts. Think about the joyful that you can give to your students.

6.2.3   For School Principals

1. Impulse teachers to do more research on how to teach literature.

2. Well-prepared classes will help teachers to conduct teaching strategies.

3. Improve teachers to search for updated methods of teaching literature.

6.2.4   For curriculum Designer

1. Current books are considered as an intensive or extensive reading but not real literature.

2. Literary text should appeal to the student's interest rather than how to pass exams with high marks

3. Adding poems will open a student`s mind to master the language.

4. Biography of the writer will help students analyze events in the story.

6.2.5   For Ministry of Education

1. Results show that teachers during the academic year don't get enough training courses on how to teach literature. thus, pre-service teacher training programs will be useful.

2. Provide English language teachers workshops and training courses on how to teach literature using different methodologies and strategies would be helpful for both English teachers and learners.

3. Focus should be given to the literature-in-use rather to literature as a text. i.e. we have to develop a curriculum that help students to use literature in real life rather than using literature to pass exams.

4. Using critical thinking in teaching literature is the best way to create thinkers. Hence, the types of questions of the exam are related to reading comprehension more than literature.

5. English literature should be started from the first stage. Students at the secondary level should be aware of the term and know how to deal with all types of literature.

6. Poetry, as a type of literature, should be added to the curriculum to enhance student`s knowledge.

7. Autobiographical and historical background of the story should be included in both the syllabus and the test. Let us change the style of questions of the exam and make it more fruitful.

6.2.6   For Further Research

Critical thinking is becoming an important topic all over the world. Hence, using critical thinking skills in teaching any one of the four language skills (reading, writing, listening, speaking) could be conducted as a research.

In the near future, the world will find the connection between teaching literature and language acquisition. The researcher believes using language is the best way to learn the language. So, the relation between teaching literature and second language acquisition could be carried out.

Methodologies of teaching literature are not mentioned in most of Sudanese researchers. The researcher gives in chapter two of this study seven critical thinking strategies of teaching literature. However, teaching literature using any one of the seven methodologies could be used to conduct a research.

6.3   Suggestion

1. This study concerns students in the third level secondary school, further studies can be concerning the ninth and the tenth grade.

2. This study focuses mainly on using critical thinking skills; motivating skills could be concerned in other studies.

3. Ministry of Education must change the type of questions provided in Sudanese Certificate Examination to be updated with modern techniques and methodologies in teaching literature.

4. English language teachers should be motivated to make postgraduate studies.

5. According to training department in the Ministry of Education; most of the training courses in the first, second, third and fourth quarter of the year focusing on the administrative area. Teachers are completely neglected.

6. Urgent need to more student-centered teaching methodologies.

7. Classrooms should be prepared to meet the requirement of teaching literature with active boards, English language laboratories, computers and educational tools to enable students to understand literature texts.

8. Technology in the literature classroom must be used properly.

6.4 Summary of the Chapter

This chapter states the conclusion of the research and presents recommendation for Students, teachers, school principals, curriculum designers Ministry of Education and for further research.

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Sudan University of Science and Technology

College of Graduate Studies

Teacher`s Questionnaire

Dear teacher,

The purpose of this survey is to gain a better understanding of teacher`s methods that teacher`s use to teach literature in secondary schools.

Part one: Personal information:

Please tick (√) only

A. Gender:

Male		Female	

B. Current degree/College:

Degree	
B.Sc.	
M.A	
PhD	

C. Years of Experience

0 - 5	
5 – 10	
10 - 15	
15 - more	

Part two:

Please, give short answers to the following questions

1. I have heard about the term Critical Thinking.

Yes	
No	

2. What kind of techniques do you use in teaching literature?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
3. Do you use one or more than one technique during the lesson?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
4. Do you get any workshop/training courses about how to teach literature effectively?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………
5. Teaching literature improve many skills, what do you think about skills that your students gain?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
6. To what extent do you use activities while teaching literature?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
7. The percentage of using L1 while teaching literature

Agree Strongly		Agree Moderately		Agree Slightly	
Disagree Slightly		Disagree Moderately		Disagree Strongly	

Appendix (B)

Student's questionnaire

#	Statement	Yes	No	Somehow
1	I can connect the relationship between the title and the content.			
2	I can remember events that I have read.			
3	I can remember the names of the characters and places			
4	I can use my own words to summarize major events			
5	I can insight about life or human behavior that a story reveal			
6	I can explain why the character made that			
7	I can connect the story to real life.			
8	I can point the central idea			
9	I can analyze the important characters and events in the story			
10	I can find excuses to character`s behaviors			
11	I can compare and contrast between characters.			
12	I can compare the events of the story with other stories I read before.			
13	I can give different action/decision if I were the character.			
14	I can solve the conflict in the story through my own experience in real life			
15	I can solve the conflict between opposing forces that the main character/s faces			

16	I can evaluate the value/s of the story.			
17	I can make judge the story in terms of the writer`s idea that he wants to push.			
18	I can easily predict the next chapter or the ending of the story.			
19	I can create my own conclusion to the story			
20	In English lessons, I participate even I don't know the answer, just try			

Name: ………………………………………………………………………….….

Class: …………………………………………

Purpose of test is the ability to use CT skills to analysis and appreciate

Treasure Island

Answer all Questions

1. Read the following lines and decide the type of the storyteller:
(My name is Jim Hawkins. I am going to tell you a story about pirates and treasure.)

    a. First person.
    b. Third person omniscient.
    c. Third person limited

2. Read the following paragraph and describe the character (Captain). Give reasons if needed.

> **The old sailor knocked loudly on the inn door and y father opened it. I stood next to my father and looked at the sailor. The man was tall and his face was brown from the sun. His hair was white. It was tied in a tail at the back of his head. He wore an old blue coat "bring me a glass of rum" the sailor said loudly to my father.**

a. (Physical)………………………………………………………………
………………………………………………………………………………
……………

b. (Moral)………………………………………………………………
………………………………………………………………………………
………………

c. (Psychological)…………………………………………………………
………………………………………………………………………………
………………

3. Use your own words to describe captain from other events from the story. Write two to three sentences.

....
....
....
....
....
....

4. Which of the followings is considered the theme of the story? You can choose more than one answer:
   a. Importance of personal experience.
   b. Life is easy to live.
   c. Adventurous spirit.

5. What is the setting (time and place) of the story?

Time: ....

Place: ....

6. Illustrate the function of the (Black Spot)

....
....
....
....

7. List evidence to show that Long John Silver is a good/bad man.

....
....
....

8. Assess the value of being brave?

....
....
....

9. Suggest changes you can make to solve the conflict between Jim Hawkins and Long John Silver.
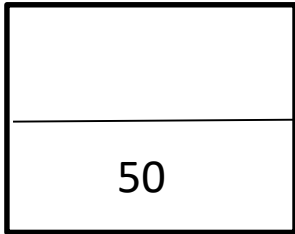
....
....

....

....

10.Modify the plot (plan) and Draw your own timeline.

....

....

....

....

Good Luck

END OF THE EXAM

50

Appendix (D)

2017 - 2018 Training Courses - Ministry of Education – Khartoum State

Appendix (E)

Validity of the Teacher`s Questionnaire

Cronbach's Alpha	N of Items
0.911	**10**

Appendix (E)

The mean and stander deviation and Chi-Square

Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering about the Statements of pre questionnaire

	Statement	Mean	STD	Ch2	DF	p.value
1	I can connect the relationship between the title and the content.	1.938	.699	22.11	2	0.00
2	I can remember events that I have read.	1.729	.911	44.80	2	0.00
3	I can remember the names of the characters and places	1.919	.823	14.11	2	0.00
4	I can use my own words to summarize major events	2.100	.827	12.05	2	0.00
5	I can insight about life or human behaviours that a story reveal	1.567	.711	74.45	2	0.00
6	I can explain why the character made that	2.538	.678	37.25	2	0.00
7	I can connect the story to real life.	1.776	.693	17.11	2	0.00
8	I can point the central idea	2.062	.699	98.80	2	0.00
9	I can analyze the important characters and events in the story	1.895	.788	4.62	2	0.00
10	I can find excuses to character`s behaviours	2.600	.628	51.60	2	0.00
11	I can compare and contrast between characters.	1.952	.922	30.40	2	0.00
12	I can compare the events of the story with other stories I read before.	2.038	.938	42.91	2	0.00
13	I can give different action/decision if I were the character.	2.486	.831	71.54	2	0.00