An Evaluation of Reading Text Questions Based on Bloom's Revised Taxonomy in the 7th Grade English Coursebook by Turkish Ministry of National Education

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Abstract: The goal of the current research is to reflect critical thinking levels of reading activities in the 7th grade English coursebook. Moreover, it also aims to propose extra activities to complete the missing cognitive levels of the reading passages. Within this perspective, a couple of questions are forwarded. Firstly, the extent of the reading activities was evaluated, so each level was described with an example from the coursebook. What is more, the homogeneity of the total activities was elaborated. Second question deals with the significance between the lower and higher levels of Bloom's taxonomy. To answer these questions, content analysis was applied as a part of qualitative analysis. Also, Bloom's revised taxonomy was utilized in the coding process as a criterion to match the activities with the right cognitive level. The results showed that a very high percentage of the activities (95%) support lower levels with the predominance of the remembering level. Thus, it was not a homogeneous distribution. Also, a significant difference was found between lower and higher levels as a result of SPSS. Therefore, teachers need to make some adaptations in their lessons. They need to prepare extra materials to cover the missing levels. On the other side, coursebook developers need to make regular adaptations to keep up with the current needs.

INTRODUCTION

The new era of the 21st century is named as the digital age in which people do not spend a huge amount of time searching for information. Rather, every bit of information is there so that people can get any data with a click. However, it is not certain whether the data found in one second is valid and trustworthy. At this point, being capable of differentiating right from wrong, valid from invalid, true from fake is highly significant in modern times. In another wording, having critical thinking (CT) skills enables people to have key possessions in today's world. These CT skills are the ones that should be practiced and developed systematically till they are transferred to real life situations. Human beings are not born fully equipped with CT skills (Synder & Synder, 2018), but they can be proficient in time with practice. At this juncture, schools step forward with their planned and systematic nature, so they can equip people to advance in CT skills. Care, Kim, Vista, and Anderson (2018) assert that the necessities of the societies are required to be corresponded with educational objectives. Today's modern world demands people to criticize, to chase after valid information, to evaluate and judge the phenomenon effectively because of the information pollution which is beyond measure.

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When these problems are considered, there are precautions that need to be taken in English language education like any other field because CT comprises not only one discipline but also all the fields. Brown (2004) clarifies that linguistics factors are not enough by themselves; critical thinking should also be included in English language teaching courses. From the perspectives of English language education, the Ministry of National Education in Türkiye (2018) updated the English curriculum considering the latest trends. Even though the components of the educational systems are expected to be complementary to each other, there are some problems that prevent the successful application of CT. Curriculum, as one of the broadest elements of education, lacks in providing an effective source. OECD (2018) report shows that seventeen member countries do not carry out critical thinking skills efficiently in their curriculum and educational programs. As these countries are one of the most developed ones in the world, the findings are disappointing for the evolution of critical thinking because these countries are to be the pioneers of the implementation of CT. However, there is a gap between the expectation and the reality. On the other hand, teachers are not diligent enough in preparing extra materials as the active participants of educational systems and they are mostly too dependent on ready-made materials such as coursebooks. When the fallacies of coursebooks are considered, this situation is highly underwhelming because it is time consuming and burdensome to make adaptations on the printed sources like coursebooks. Therefore, it is often neglected to consider the coursebooks' usefulness or efficiency by teachers during the delivery of the courses. Thus, coursebook evaluation needs to be conducted primarily in order to raise the validity and success of the coursebooks in CT development. The necessary steps and considerations need to be taken into account as a result of these studies. However, there are very few studies on the English coursebooks' evaluation considering CT when compared to other studies in Türkiye (Savaş, 2014; Ulum, 2016). Among many studies conducted in English language teaching in Türkiye, the rarity of coursebook evaluation studies in terms of CT stands out because there are many coursebooks from 2nd to 12th grade and there are countless subcategories of CT. On the contrary, the number of studies within this perspective is insufficient. Since the significance of CT is emphasized in the new era, the evaluation of coursebooks considering CT skills should be far more than the present situation. Therefore, the current study aims to evaluate the activities related to reading skill in accordance with Bloom's taxonomy and to uncover whether the critical thinking levels are implemented in the activities homogeneously by equally considering the lower (remembering, understanding, applying) and higher (analyzing, evaluating, creating) cognitive levels.

LITERATURE REVIEW

Critical Thinking (CT)

Critical thinking is a long-standing idea even though it may be thought of as a modern term. Its root goes back to Socratic thinking, and it has been developed and elaborated by numerous scholars since then. Therefore, it is not easy to give a certain and single definition comprising all the sub-skills of critical thinking. However, the definition of CT introduced by Facoine (1990) in the Delphi Project has a comprehensive description of the term. According to Facoine (1990, p. 3), CT is a "*purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based*". Whereas numerous features of critical thinking are gathered to reflect on the term as extensively as possible in this definition, there are many other characteristics of critical thinkers such as (Sternberg, 1986; Douglas, 2000; Ruggerio, 2011):

- Reasoning ideas on a well-grounded support
- Being honest and tolerant
- Feeling thrilled in case of a problem
- Being incredulous
- Being curious in the learning process
- Being aware of learning processes
- Being more concentrated and focused.

Significance of Critical Thinking

As mentioned above, the history of CT was rooted in the times of Socrates. Since then, countless scholars have thought over this idea and they contributed to the literature. Therefore, there is no doubt that critical thinking plays a significant role in human life, especially in the field of education where future citizens are raised by deliberate curriculum. Education plays a crucial role in the development of critical thinkers because it enables people to receive pre-planned training. By implementing CT skills in schools, people can develop themselves as active users of those skills in their daily lives, as well. Since CT is a collection of various core skills, human beings could take advantage of them not only in their education but also in their daily lives. For instance, CT enables people to raise their attention (Cotrell, 2005). This sub-skill is incredibly useful both in education and in life. Concentration in education helps learners grasp ideas easier and faster without being distracted and disengaged. On the other hand, paying high attention in life may prevent people from many fallacious or misleading ways such as entering a wrong way or distinguishing biased and nonobjective information. Therefore, it is highly crucial to develop CT skills to take advantage of high quality of life.

Teaching Critical Thinking

Critical thinking comprises a set of skills that can be developed through systematic and dedicated training. Therefore, school environments are the best places to meet these demands with their pre-planned programming. CT is a skill which needs to be integrated not only in language learning but also in any other branch. What is more, the literature affirms that the current debate is not about whether to teach CT or not. It is about how to teach and which methods to use while developing CT in the classrooms. This indicates the absolute necessity of including CT skills into school subjects. To achieve the best practice of CT skills, some scholars proposed certain methods and techniques.

Ennis (1989) contributed four approaches to teach CT skills. The first one is teaching CT as a separate subject. Here, CT is regarded as an independent school subject such as English, math, or science. The skills and sub-skills of CT are needed to be taught one by one. The infusion approach, as the second one, enables learners to attain CT skills within the existing subjects in an explicit way. The immersion approach is similar to the second one apart from the way of presenting it. This time, these skills are implemented in the subjects implicitly and learners will not be aware of practicing CT. The last one as a mixed approach is the combination of one of the two approaches above along with teaching CT as a separate subject. At this point, learners will have a new school subject only for CT and they will be trained either implicitly or explicitly within their existing curriculum. Lipman (1994) offers two terms named skill-oriented and content oriented. These terms are respectively related to Ennis's infusion and immersion approaches. From a different point of view, Beyer (2008) signifies the importance of continuum in CT training till transferring it to their daily lives and the teachers' aid as scaffolding. Teachers are the main sources for learners in terms of helping and encouraging them. Lastly, Carr (1990) indicates the effect of critical reading on the achievement of critical thinking. Learners are not passive in the phase of reading. On the contrary, they apply numerous techniques such as guessing the meaning, making predictions, questioning etc. In this point of view, they communicate with the text rather than being a simple reader. Therefore, critical reading is highly crucial for CT development, especially for foreign language learners. Besides, writing to learn is also a beneficial technique for language learners. Here, learners write in two phases and check themselves to improve both their structures and their reasoning skills. With classification games, they differentiate the similarities and differences among objects, terms, ideas etc. These techniques and approaches can be referred considering the content and objectives of the subjects. However, the point that is common for all is the significance of teachers and the necessity of implementing CT skill. Therefore, teachers need to have the competence and determination to maintain a continuum and to scaffold learners successfully.

Critical Reading

Since CT has complex processes, readers go through some strategies to develop their skills, to ease their reading activity and to conduct effective reading. One of these key strategies is schema theory (Norris & Philips, 1987). It triggers the foreknowledge before reading to facilitate their understanding. Making connections with prior knowledge especially helps learners in the lower order thinking levels. As one of the most known strategies, skimming is also useful for critical reading (CR) because learners apprise whether to proceed to reading or not thanks to this strategy (Sutherland & Incera, 2001). Questioning has another significance for the development of CR since asking sophisticated and complicated questions leads to higher-level thinking (Sutherland & Incera, 2001). By previewing (Kurland, 2000) the text, learners get general information about it before reading. Similar to skimming, learners may judge the worthiness of it. Annotating (Varaprasant, 2000) is another core strategy for CR because learners have an active role in the reading phase as they take notes of significant points. Summarizing (Varaprasant, 2000), on the other hand, promotes CR because learners discern the main ideas of the text and restate these points with their own words. Making predictions and inferences (Duke & Pearson, 2008) is another active reading phase because learners try to guess and speculate what will happen next. In this way they can discover the implied meaning of the text, as well. Learners may also find some similarities in the text such as similar characteristics or events (McWhorter, 2012; as cited in Harida, 2016). Realizing these similarities is related to making generalizations as another strategy of CR. Besides, learners may find similar experiences in their lives. Making these kinds of connections are also highly beneficial for promoting CR and CT. Critical thinkers recognize what is a fact and what is an opinion (McWhorter, 2012). Differentiating these two terms while reading eases their comprehension and helps them in the higher order thinking levels.

Bloom's Revised Taxonomy

Bloom's revised taxonomy (Anderson & Krathwohl, 2001) is an edited version of the original one by Bloom's scholars as a result of the current demands and necessities. Even though both taxonomies resemble each other in main perspectives, there are some adaptations and differences. First of all, the taxonomy has been converted into two-dimensions as cognitive and knowledge dimensions whereas the original one only had cognitive aspects. This resulted in more flexibility in theory and practice. Besides, the levels in the cognitive processes were detailed with sub-levels and their format has changed from word to verb. In this way, the levels known as *knowledge, comprehension, application, analysis, synthesis* and *evaluation* turned to *remembering, understanding, applying, analyzing, evaluating* and *creating*. Here, it is also obvious that the last two levels had the biggest change because the highest level in the original taxonomy was replaced to the fifth order in the revised one, and the highest level was determined as the creation of original and new ideas or products. These levels are also categorized as lower and higher-order thinking levels. The remembering, understanding, and applying levels constitute the lower levels while the analyzing, evaluating, and creating levels belong to the higher order thinking levels in Bloom's taxonomy. These levels starting from remembering as the lowest one goes up to creating which is considered as the highest level is demonstrated below.

Figure 1. Bloom's Revised Taxonomy: The Cognitive Levels from LOTs to HOTs Retrieved from: https://www.slideteam.net/blooms-taxonomy-model-for-task-execution.html.

Coursebook Evaluation

Coursebooks are one of the language learning tools that are consulted nearly in each classroom. They are the incarnational versions of the curriculum objectives. There are many reasons for the high percentage of their usage as well as their disadvantages, so coursebook evaluation studies play a significant role in reflecting on these drawbacks and to increase the coursebooks' actuality and validity. It is necessary to be knowledgeable about the advantages of these commonly used coursebooks. Firstly, they provide suitable content (Demir & Ertaş, 2014) to reflect on the curriculum in the best way. Along with the coursebook itself, the CD, flashcards, activity books and posters are included as a pack of sources (Sucipto & Cahyo, 2019). Therefore, learners get exposed to various kinds of activities. Thanks to the richness of activities and sources, teachers do not need to spend too much time preparing materials, so this reduces their burden (Tsiplakides, 2011). Both teachers and learners get a chance to follow their progress (Tomlinson, 2003). By consulting the content page, they can look over how far they have advanced throughout the curriculum. Benefiting the same coursebook also enables the students to have equal content and material in education (Abdelwahab, 2013). Therefore, a student in a village will get the same material as a student in a city.

As well as the significantly beneficial sides of the coursebook, they contain substantial drawbacks. First of all, there is no human-made product without a flaw, so the mistakes are expected parts of the coursebooks. Since the coursebooks are pre-printed materials, it is not simple to make an adaptation and to print it again (Tsiplakides, 2011). Thus, making changes is a highly time-consuming process. When natural language acquisition is considered, coursebooks do not provide this kind of environment (Tsiplakides, 2011). On the contrary, coursebooks present an arbitrary way to learn a language. When it comes to the current educational notions such as individualized learning (O'Neill, 1982), coursebooks do not meet these demands. What is more, teachers who depend too much on the coursebooks tend not to prepare extra materials and so their creativity diminishes in time (O'Neill, 1982). For the reasons elaborated above, coursebook evaluation studies gain significance. Besides, the current demands of educational systems as a result of the technological age necessitate the coursebook evaluation studies and consider their results to keep up with those changes. In this way, the coursebooks suitable for the new generation will increase the quality of education.

Coursebook Evaluation Models

Coursebook evaluation is not a new term. Since the coursebooks are in use, their evaluation in different perspectives is regarded as a significant part of the educational studies and scholars proposed some models to carry out a successful evaluation.
Cunningsworth (1995) suggested two different models for coursebook (CB) evaluation. The most common one is the pre-use, in-use, and post-use of coursebook evaluation. This type of evaluation is

highly important especially for the teachers who will benefit from the coursebook throughout the school year. Therefore, teachers can evaluate the coursebook before using it whether the targeted CB is suitable for the target students or not. After selecting the CB, they can make in-use evaluation which is related to evaluation while actively using it. Thus, teachers can add some extra materials or skip some parts of the CB. When the CB is completed, teachers can analyze which worked well with their students. They can decide whether to use it for the next semester with some adaptations or to move on with another coursebook. The other model Cunningsworth (1995) described is the impressionist overview and in-depth evaluation. Thanks to the former, teachers can have a general idea of the coursebooks in a very short time by skimming through the content page, the images, and the design of the coursebook. However, the second one is related to analyzing every detail in depth as its name implies.

Ellis (1997) also signified predicted and retrospective evaluation. The first one demands making predictions about the coursebook without elaborating on it. On the contrary, the second is related to making decisions about its worthiness and usage of the CB in the future.
Similar to Cunningsworth (1995), Harmer (2001) proposed pre-use assessment and post-use evaluation. Therefore, teachers can appraise the coursebook before and after using it.
Lastly, McDonough and Shaw (2013) developed external, internal, and overall coursebook evaluation. The external evaluation demands a short check of the coursebooks by taking a glance at the coursebooks. Internal evaluation is related to considering the detailed review of the coursebook such as language use, gender issues, linguistic sides etc. Overall evaluation is about making a decision after examining the CB both externally and internally.

Research Questions

In accordance with the aim of the study, the following research questions were proposed.
1. What is the extent of the cognitive levels of the reading activities in the 7th grade English coursebook published by Ministry of National Education in Türkiye?
2. Is there a significant difference between the lower (remembering, understanding, applying) and higher (analyzing, evaluating, creating) thinking levels in the overall findings of the reading activities?

METHODOLOGY

Research Design

The present study which evaluates the reading activities within the perspectives of critical thinking in the 7th grade English coursebook is an example of a qualitative method due to the evaluation of a written document. Seale (1999) describes qualitative methods as perceiving the problems which have not been realized and discussing them in a realistic and reliable way. Therefore, the critical thinking levels of the reading activities were aimed to be revealed by implementing a deep analysis throughout the coursebook.

The Material

The material of the current study has a significance as it is the main source of the analysis. Thus, the optimal coursebook was selected to represent the critical thinking levels in the reading activities. Covering reading skills twice in each unit repeatedly and containing various activities for the development of critical thinking skill were the main reasons for choosing the current coursebook. Besides, the length of the reading texts was long enough to enable the researcher to create supplementary materials since there were enough main and supporting ideas covered in the target texts. In this way, twenty reading texts were collected within ten units. Among these twenty texts, 91 activities were extracted to be evaluated. The target coursebook was one of the limitations of the current study because only 7th grade and its English coursebook were taken into account for the reasons elaborated above. Besides, the choice of reading texts among other skills was another

limitation due to their systematic occurrence in the coursebook when compared to other skills. Within these perspectives, Bloom's revised taxonomy was adopted as the measurement tool for evaluating the reading text questions because it provides a deep and structured background in critical thinking.

Data Collection and Analysis

Document analysis which is one of the techniques of qualitative methodology was adopted since the study comprises a coursebook as a target material which needs to be appreciated and comprehended in depth in terms of its critical thinking application (Bowen, 2009). Wach (2013) points out that document analysis helps researchers evaluate the documents meticulously and systematically. Some steps were taken to conduct the document analysis. After choosing the document and checking its originality, it was elaborated on the selected skill. Then, the selected data is analyzed with deductive content analysis because it enables researchers to construct the meaning of the documents in accordance with the cognitive skills in Bloom's taxonomy instead of counting the elements quantitatively (Seif, 2012). At this point, Bloom's revised taxonomy was used to achieve a systematic analysis from the beginning to the end and to harmonize the theoretical and practical points by referring to this comprehensive tool. The cognitive dimension in Bloom's revised taxonomy was selected as a coding unit, so the data collection and analysis processes were mainly based on the sub-categories of Bloom's revised taxonomy. The results were also interpreted considering the same categorization.

Validity and Reliability

Achieving validity and reliability in qualitative studies has a significant value because these studies are mainly under the influence of researchers. However, this does not mean that they have totally subjective results. Yıldırım and Şimşek (2018) state that qualitative studies rise in value when validity and reliability are attained. For validity, the data collection and analysis steps were elaborated, and the coding of each reading activity was clearly represented and explained. When it comes to reliability, two independent experienced English teachers were included in the coding process and the reliability formula of Miles and Huberman's (1994) (number of agreements/ number of agreements + disagreements) was implemented. With 83.5%, the reliability was gained.

RESULTS

The first research question is highly extensive and comprehensive since it aims to reflect the coding of the study as well as displaying the overall results. Therefore, the finding of each cognitive level is interpreted with the illustration from the coursebook in the beginning. Later, the overall findings are presented and clarified.

Figure 2. An Example for the Remembering Level

The activity above is an example of the remembering level in Bloom's revised taxonomy because learners are not required to comprehend the meaning of the text. Instead, they could simply detect the names from the text and select the option that is written both in the intended paragraph and in the answers.

Figure 3. An Example for the Understanding Level

This activity provides some numbers for each sportsperson and learners are aimed to find out what they stand for. Conducting this activity requires making sense of the numbers found in the text, so it promotes the understanding level.

Figure 4. An Example of the Applying Level

The third activity demands learners to make connections between what they have read with their personal lives. While learners are staying connected to the text in terms of the target vocabulary, sentence structures, and similar sentences, they are asked to express their choices. Therefore, this activity is a sample of the applying level.

In the fourth sample, the learners are asked the following question:
Think about what makes someone successful in her/his life and talk about it.
First of all, this is not a kind of question that could be found in the text explicitly. However, the learners are intended to grasp the sense of the text as a first step. Later, they are expected to give meaningful reasons for the question by summarizing their thoughts and the knowledge they gained thanks to the text. These exercises result in the analyzing level.

Figure 5. An Example of the Evaluating Level

The activity above demands learners to guess about future events. While predicting these events, they need to attribute sensible explanations and justifications by referring to the text. This kind of activity triggers higher thinking since it enables making connections with the unknown by grounding them for strong reasons. Thus, it is considered as the evaluating level.

Figure 6. An Example of the Creating Level

The last sample puts forward some original ideas such as underwater cities or chips in human beings' brains and learners are aimed to express their ideas on these unique themes. They need to pass through some stages to be able to conduct this activity such as being knowledgeable in the target topics, being aware of their outcomes etc. As the last step, they could be ready to give reasons to their thoughts in a meaningful and original way. Each answer will differ from each other, and they will base their ideas on strong evidence. Since this activity enables learners to produce original answers, it results in the creating level.
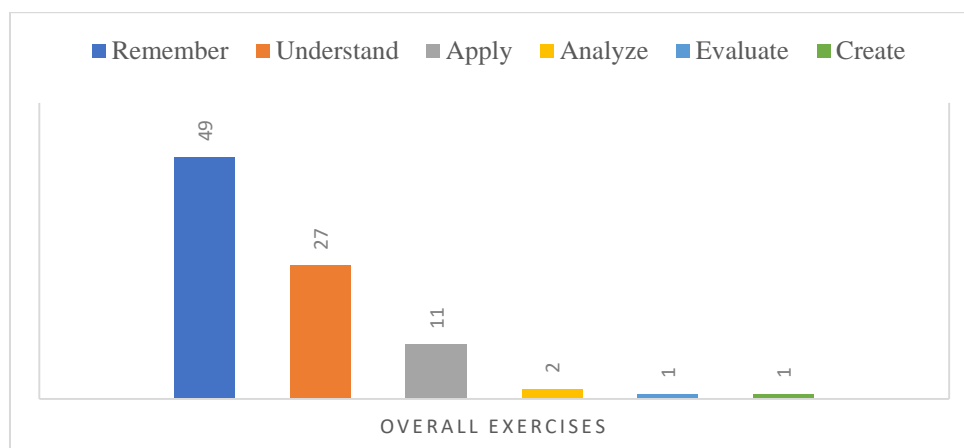

Figure 7. The Overall Findings of the Coding

Apart from reflecting on the activities one by one, reviewing the overall findings provides the answer to the first research question in a more evident way. The figure above displays the results of the coding according to the six cognitive levels. In the data collection process, 91 activities were gathered in twenty reading texts. Among these, 49 activities resulted in remembering which is the first cognitive level of the lower levels. Besides, it is obvious that more than half of the activities belong to this level. It can be stated that the remembering level had the biggest proportion in the reading activities of the coursebook. The understanding level followed it with a frequency of 27. Even though this is less frequent than the remembering level, the understanding level is relatively high. With 11 activities, the applying level was closer to the homogeneous result. However, the disproportion of the other levels suppressed its significance. When it comes to the higher-order thinking levels, there is a tremendous difference with the lower levels even at the first glance of Figure 8. The analyzing level had only two activities in the reading text while the evaluating and creating levels were presented in only one activity. Since these proportions are incomparably low, the practice of higher levels does not provide an intended result. Therefore, it can also be said that there is not a homogeneous distribution among the thinking levels, especially in the categories of higher and lower levels.

The second research question is related to the differentiation of two main categories as higher and lower order thinking levels in the cognitive development of Bloom's revised taxonomy. Thus, it

was considered whether a significant difference was encountered between higher and lower levels. To do so, the Chi-Square test was applied using SPSS Version 22. The results are displayed below.

			LOTS.HOTS		Total
			LOTs	HOTs	
activities	Remember	Count	49	0	**49**
		Expected Count	46,8	2,2	**49,0**
	Understand	Count	27	0	**27**
		Expected Count	25,8	1,2	**27,0**
	Apply	Count	11	0	**11**
		Expected Count	10,5	,5	**11,0**
	Analyze	Count	0	2	**2**
		Expected Count	1,9	,1	**2,0**
	Evaluate	Count	0	1	**1**
		Expected Count	1,0	,0	**1,0**
	Create	Count	0	1	**1**
		Expected Count	1,0	,0	**1,0**
Total		Count	87	4	**91**
		Expected Count	87,0	4,0	**91,0**

Table 1. The Results of SPSS Data for the General Findings

The table 1 introduces the content of the higher and lower-level categories as well as the frequencies of their occurrences in the activities. The first three levels as *remember*, *understand*, and *apply* constitute the lower levels while the last three levels as *analyze*, *evaluate*, and *create* form the higher levels.

|	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	91,000[a]	5	,000
Likelihood Ratio	32,818	5	,000
Linear-by-Linear Association	41,127	1	,000
N of Valid Cases	91		

a. 9 cells (75,0%) have expected count less than 5. The minimum expected count is ,04.

Table 2. The Results of SPSS Data for Significance

The answer to the second research question is uncovered with the table 2. According to the results, it could be asserted that there is a significant difference between the lower and higher levels since the value is below .05. Therefore, it could be understood that the results of the remembering, understanding, and applying levels highly differ from the analyzing, evaluating, and creating levels.

After finding the answers to the research questions, extra activities for the missing levels especially the analyzing, evaluating, and creating ones are needed to be practiced more. Therefore, a sample supplementary material as an adapted version of the reading activities is depicted below. In this way, the teachers also can take advantage of such materials to develop critical thinking skills of the learners. It is obvious that the coursebook is lacking in providing higher levels effectively, especially in terms of achieving homogeneity among levels. Therefore, it is inevitable to prepare supplementary materials for learners' development of CT skills. At this point, teachers play a significant role because they are expected to cover up the deficiencies of the coursebook. Below, a sample of supplementary activities for teachers is depicted. According to this sample, the lower levels in the coursebook are considered to be given. Thus, the higher levels are covered as an example.
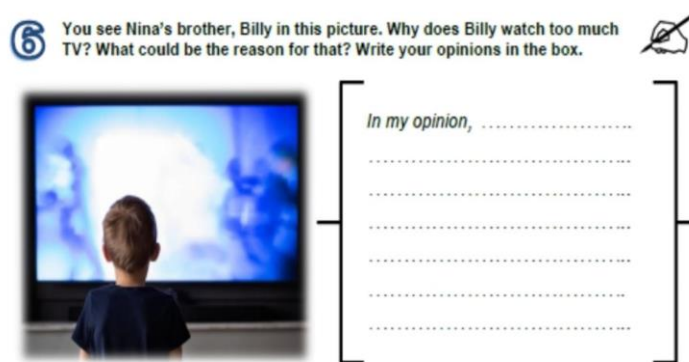
Figure 8. A Sample Activity for the Analysis Level

The reading text and its activities of the coursebook provided the remembering, understanding, and applying levels, so this sample activity above is an example of the analyzing level. Here, learners are asked to estimate the reason for the character's TV addiction by correlating the text. While doing this, they will give reasonable ideas to the current situation.
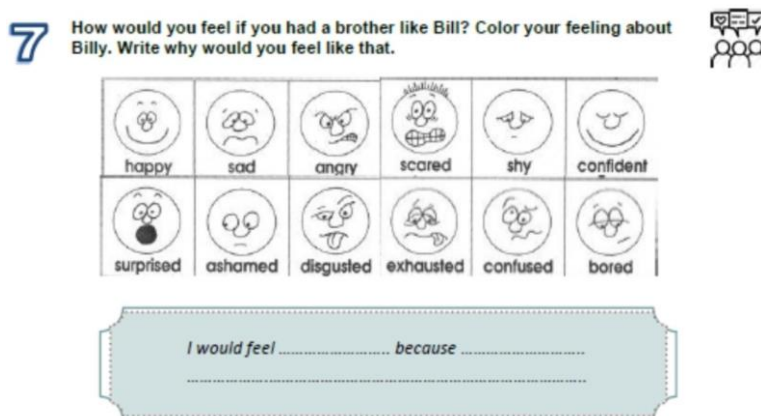
Figure 9. A Sample Activity for the Evaluation Level

The next activity supports the evaluating level. In this activity, learners are aimed to express their feelings towards a certain situation and to verbalize the reasons behind those feelings. Thus, they will justify their feelings by giving sensible reasons.

Figure 10. A sample Activity for the Creation Level

The last activity develops the highest level of Bloom's revised taxonomy, creating, because learners are expected to make their original plans to stop the TV addiction. Each child will come up with a unique design by considering the situation of the character and taking advantage of his/her real-life experiences.

DISCUSSION

The current study resulted in the high dominance of the lower levels in the reading activities of the English coursebook. The higher levels were too rare, and it was not enough for critical thinking development of the learners, so it can be said that the coursebook was not successful in terms of achieving CT. There is a lot more significant steps to be taken to achieve a successful coursebook to improve critical thinking skills because the percentages between the lower and higher cognitive levels in Bloom's taxonomy were extremely far from each other. Therefore, the coursebook cannot be taken as granted for CT. Thus, several implications may be provided for teachers and coursebook developers. As the inseparable parts of every educational context, teachers have direct access to each learner. Thus, they may use this advantage by asking intriguing questions in the classroom even though the coursebooks do not provide them. This could be an effective way to cover the deficiencies in terms of critical thinking development. In a more planned way, teachers could also conduct coursebook evaluation considering their students' levels and backgrounds. Then, they can prepare supplementary materials according to the students' needs and interests. Besides, coursebook developers need to consider the results of these studies and make immediate adaptations considering the new necessities of the world, especially critical thinking.

The situation of coursebooks in terms of reflecting critical thinking skills differ from coursebook to coursebook. While some provide a homogeneous distribution, other may be too focused on the lower levels like the current study. Since English is one of the most common foreign languages around the world, there are numerous research results.

Firstly and most surprisingly, the study conducted by Zaitturrahmi, Kasım and Zülfikar (2017) ended in the lack of higher levels in the activities. The coursebook published in Indonesia revealed the high dominance of the lower levels. These results are well behind the current study even if it does not have an expected outcome. It is clear that the higher levels are totally neglected. This means that critical thinking has no significance in the coursebook utilized in Indonesia.

Just like the current study asserting the dominance of the lower levels, many other coursebooks gathered similar findings. For example, Es-Salhi and ElFatihi (2019) assessed the Gateway English 2 coursebook by utilizing Bloom's taxonomy. They found a high percentage of the lower levels. The higher levels were not enough in number to promote CT. Sadighi, Yamini, Bagheri, and Zamanian (2018) conducted similar research by using a different coursebook in a university context. The high percentage (73%) of the lower levels stood out in the results. San (2018) analyzed Global English A2+ considering CT skills for university degree learners. Similarly, Raqqad and Ismail (2018) examined an English coursebook named Action Pack 12 in Jordan. The reading questions of

the coursebook were coded according to Bloom's taxonomy and the lower levels doubled the higher ones. Thus, the questions were not equally distributed among levels, and it did not promote critical thinking. Quite recently, Ariwan, Kholidi and Putro (2023) evaluated the reading comprehension questions of a national coursebook in India for the 10th graders. As a result of the coding with the help of Bloom's taxonomy, the knowledge and comprehension levels were the most frequent ones. Therefore, it was not a successful result for critical thinking development. Just like the current study, the lower levels showed in more activities and the higher levels were too little to be effective. Even though the coursebooks described above belong to different countries, the results are gathered in the same category that they represent the lower levels mostly and that they should provide more activities in higher levels to achieve homogeneity. This result is a very disappointing one because it is clearly understood that the problem is not just in some limited books or in some specific context. Rather, it is a universal problem. Even though critical thinking needs to be possessed universally, the most consulted materials in education are lack of providing a successful and effective practice of CT skills. Since the current study can be described in this category, there are many lessons to be drawn. First of all, the reading activities should include a variety of activities in terms of CT. They should include higher levels as well as providing lower levels. Even though the lower levels are the first steps of successful CT skills, their ever-repeating status is a failure for the CT development. Therefore, learners need more chances to practice at higher levels, so the coursebooks need to provide this chance by having more balance between higher and lower levels.

There are some other studies whose results were more successful and balanced when critical thinking is considered. For instance, the coursebook named Think English was evaluated by Wu and Pei (2018) and it was one of the representatives of a balanced coursebook. The coursebook reached 47% of the higher levels in the reading activities while 53% of them belonged to the lower levels. This result means that the activities could be planned considering the critical thinking development of the learners. However, the other two coursebooks examined in the same study did not attain the similar successful results and they highly supported the lower levels. Even though the study of San (2019) did not result in a perfect balance in the reading activities, the findings of the higher levels were promising and encouraging for the coursebook developers. According to his study, the higher levels were practiced in 32.06% of the reading exercises in the Global A2+ coursebook. Therefore, it can be more balanced with some slight adaptations by the teachers. Quite similar to this study, Febrina, Usman and Muslem (2019) examined a regional coursebook named *Bahasa Inggriss*. The reading activities of this coursebook resulted in 33.4% of HOTs and 66.6% of LOTs. A current study conducted by Stevani and Tarigan (2022) found similar findings with the previous ones. After examining three English coursebooks named Active Reading, English in Mind and Advanced Reading Power, they discovered close results among levels except the creating. It can be stated that these coursebooks could promote thinking skills evenly when the creating level is supplemented with adaptations. When compared with the previous study, they have a very close finding, so it can also be said that these results are highly inspiring for future coursebooks. What is more surprising was the result of Sucipto and Cahyo's (2019) evaluation in terms of balance because they found that the coursebook *Bright 2* was a perfect example of this. By having 51% of lower levels and 49% of the higher levels, this coursebook could promote learners' critical thinking development from the lower to higher levels successfully. Therefore, it can be one of the ideal coursebooks to improve learners' CT skills. Similarly, the study conducted by Nainggolan and Wirza (2021) evaluated the coursebook *English in Mind*. As a result of the content analysis and an interview with a teacher who uses the target coursebook, it was found that 102 of the 168 questions belong to the higher levels. Thus, it is clear that the higher levels were repeated and practiced more than the lower levels. As a result of the last two studies, it can be inferred that the coursebooks have the power to prove a perfect example to develop critical thinking. The homogeneity could be achieved among cognitive levels and learners could be provided rich materials in terms of CT skills. This could also be beneficial for teachers who are not aware enough in the implementation of these skills. It can be referred that there is a hope to achieve the target of developing more structured English coursebooks. Therefore, it is highly significant to consider the result of the coursebook evaluation studies and to make adaptations in the coursebooks from time to time considering these results. Besides, the studies may even be elaborated. For example, more than one coursebook may be included in the evaluation to conduct a comparative study. In this way, the relations among

coursebooks may be discovered rather than focusing deeply on one coursebook. Although the current study only focused on the reading text questions, the evaluation of four-skills can be considered to reflect on the differences among skills and to analyze the coursebook in unity. In this way, the coursebook could be understood more comprehensively with its each component and skill.

CONCLUSION

The current study aimed to evaluate the reading texts of the 7th grade English coursebook within the perspective of critical thinking. More specifically, the cognitive levels of each reading activity were intended to be revealed by coding them according to Bloom's revised taxonomy. Considering these aims, two research questions were answered. The findings of the first question had a highly comprehensive answer. The cognitive levels were elaborated as samples from the activities extracted from the coursebook. Each level was found at least once in the coursebook, so they all could be described. When it comes to the overall findings of the coding, the results were surprising. The findings revealed that high proportion of the activities support the first cognitive level. The understanding and applying levels took up the rest of the activities which was slightly described. These findings indicated that the homogeneity is not achieved in terms of critical thinking in the reading activities.

The findings of the second question presented the significance between the lower and higher levels. At this point, the levels stood out as two groups (lower and higher levels) and a significant difference was observed between the higher and lower levels. Therefore, it is stated that the results of lower-level activities substantially differ from the findings of the higher levels.

Since critical thinking is one of the trendiest issues in today's world, its application and improvement play a significant role in education. The evaluation of MoNE publications in accordance with critical thinking is rare even though thousands of students in Turkey utilize these sources as the main material in language learning. Therefore, this study provides a valuable contribution to the literature in terms of coursebook evaluation within critical thinking perspectives because there is a lack of coursebook evaluation studies considering the critical thinking applications.

Last but not least, the further studies may touch to coursebook evaluation from wider perspectives by combining four skills in CT teaching. They may also involve various coursebooks in the secondary education to make generalizations based on the grades and learner levels.

ACKNOWLEDGEMENT

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