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**EVALUATING READING ACTIVITIES WITH REGARDS TO
CRITICAL THINKING SKILLS IN THE 7TH GRADE
ENGLISH COURSEBOOK PUBLISHED BY THE MINISTRY
OF NATIONAL EDUCATION**

Master's Thesis

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SAMSUN

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “EVALUATING READING ACTIVITIES WITH REGARDS TO CRITICAL THINKING SKILLS IN THE 7TH GRADE ENGLISH COURSEBOOK PUBLISHED BY THE MINISTRY OF NATIONAL EDUCATION” prepared by Melek Nisa REBLA and supervised by Asst. Prof. Dr. Dilek BÜYÜKAHIKSA was found successful and unanimously accepted by committee members as Master’s thesis, following the examination on the date / / .

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ÖZET

MİLLİ EĞİTİM BAKANLIĞI TARAFINDAN YAYIMLANAN 7. SINIF İNGİLİZCE DERS KİTABINDAKİ OKUMA ETKİNLİKLERİNİN ELEŞTİREL DÜŞÜNME AÇISINDAN DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı, Milli Eğitim Bakanlığı tarafından yayımlanan 7. sınıf İngilizce ders kitabındaki okuma parçalarının eleştirel düşünceyi ne derece yansıttığını ve desteklediğini ortaya çıkarmaktır. Bunun yanı sıra, ders kitabındaki etkinliklerde eksik kalan bilişsel seviyeler destekleyici materyal olarak hazırlanmıştır. Böylece, İngilizce ders kitabıyla destekleyici materyaller arasında bütünlük sağlanması hedeflenmektedir. Bu hedefleri gerçekleştirmek için dört araştırma sorusu ortaya konulmuştur. İlk olarak etkinliklerin yenilenmiş Bloom taksonomisinin hangi bilişsel seviyelerine karşılık geldiğini bulmaya ve sonrasında Bloom taksonomisinin ne derece yansıtıldığını bütünüyle açıklamaya başvurulmuştur. Bu sonuçlardan yola çıkarak bilişsel seviyeler arasında homojen bir dağılım olup olmadığı incelenmiştir. Son olarak, alt düzey ve üst düzey bilişsel seviyeler arasında anlamlı bir fark olup olmadığı araştırılmıştır. Araştırmanın amacı ve soruları göz önünde bulundurularak nitel araştırma yönteminden ve okuma etkinliklerini kodlamak için içerik analizinden yararlanılmıştır. Eğitimde geçerli ve kabul gören yenilenmiş Bloom taksonomisindeki bilişsel seviyeler, veri toplama ve analizi aşamasında kriter olarak kullanılmıştır. Araştırmanın bulguları hatırlama basamağının etkinliklerin yarısından fazlasında kullanıldığını ortaya çıkarmıştır. Anlama ve uygulama seviyeleriyle beraber alt düzey bilişsel seviyeler toplam etkinliklerin %95'ine karşılık gelmektedir. Aynı zamanda, üst düzey bilişsel seviye olan analiz, değerlendirme ve yaratma basamakları toplamda ancak %5 seviyesine erişmektedir. Böylece, bilişsel seviyeler arasında bir homojenlik gözlemlenmemiştir. Ayrıca, alt düzey ve üst düzey bilişsel seviyeler olarak iki kategori oluşturulduğunda ise SPSS verilerine göre anlamlı bir fark bulunmuştur. Bulgular sonucunda hem öğretmenler hem de ders kitabı yazarları için öneriler getirilmiştir. Öğretmenlerin, öğrencilerinin ihtiyaçlarını göz önünde bulundurarak ders kitaplarındaki eksiklikleri gidermesi gerekmektedir. Ders kitabı yazarlarının ise, çağımızdaki gelişmeleri göz önünde bulundurarak gerekli güncellemeleri sıklıkla gözden geçirmeleri beklenmektedir.

Anahtar Kelimeler: Eleştirel düşünme, Eleştirel okuma, Yenilenmiş Bloom taksonomisi, Kitap incelemesi

ABSTRACT

EVALUATING READING ACTIVITIES WITH REGARDS TO CRITICAL THINKING SKILLS IN THE 7TH GRADE ENGLISH COURSEBOOK PUBLISHED BY THE MINISTRY OF NATIONAL EDUCATION

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This study aims to reveal the extent of reading activities in the 7th grade English coursebook within critical thinking perspectives. Besides, the missing levels in supporting critical thinking are fulfilled with the supplementary activities. Thus, it is intended to create a unity between the English coursebook and the supplementary activities. To achieve these purposes, four research questions are proposed. Firstly, each activity's corresponding cognitive level is investigated according to Bloom's revised taxonomy (BRT). Apart from the individual analysis, the activities are considered as a whole to reflect the coursebook to the fullest extent in the second question. Based upon these findings, it is examined whether there is a homogeneous distribution among the cognitive levels of BRT. The last analysis is conducted to check if there is a significant difference between the lower-order and higher-order thinking levels. Considering the research aim and questions, a qualitative method is adopted. Content analysis is applied to code the reading activities. Besides, BRT is accepted as a criterion to evaluate the cognitive levels in data collection and analysis processes since it is highly appreciated tools in education. The findings revealed that the remembering level was the most practiced level throughout the activities. Together with the understanding and applying levels, the lower levels corresponded to 95% of the overall findings. Besides, the higher levels are barely resulted in 5%. Therefore, a homogeneity between the cognitive levels was not achieved. Similarly, there was a significant difference between the lower and higher levels according to SPSS data. As a result of the findings, implications were proposed for teachers and coursebook developers. Teachers are required to compensate for the missing cognitive levels considering the learners' needs and the coursebooks' shortcomings. Besides, coursebook developers are expected to regard the current developments in education and to make frequent revisions accordingly.

Keywords: Critical thinking, Critical reading, Bloom's revised taxonomy, Coursebook evaluation

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SYMBOLS AND ABBREVIATIONS

4Cs	: critical thinking, creativity, collaboration, and communication
BRT	: Bloom’s Revised Taxonomy
CEFR	: Common European Framework of Reference
CR	: Critical Reading
CT	: Critical Thinking
EAL	: English as an Additional Language
EFL	: English as a Foreign Language
EIN	: Education Information Network
ELT	: English Language Teaching
ESL	: English as a Second Language
HOTs	: Higher Order Thinking Levels
ICT	: Information and Communication Technologies
LOTs	: Lower Order Thinking Levels
MoNE	: Ministry of Education

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1. INTRODUCTION

This chapter introduces the subject in a broad manner and provides the aim of the study in detail. As well as including these necessary parts, the statement of the problem and the significance of conducting the study were mentioned along with the research questions. As indispensable elements of the introduction, assumptions and limitations were also elaborated. In order to be clear throughout the thesis, the most common definitions were cited by the professions of the current topic.

1.1. Background of the Study

Education has a significant role in the evolution and modernization of humanity. Societies could keep up with the world by adapting their educational systems for the ongoing developments in human life. Starting from this point of view, Care, Kim, Vista, and Anderson (2018) express that “education systems are designed to meet the needs of society” (p. 8). Thus, humans are expected to be compatible with the necessities of the world. Therefore, today’s needs and demands are required to be understood well in education to form a better future. As Schleicher (2011) asserts, “schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise”. To cope with the everlasting uncertainty and complexity of the world, education and schools play a vital role for humans.

The modern world demands people to possess certain skills to move with the times. In reference to Partnership for 21st Century Skills (2015), some of the prominent possessions are creativity, critical thinking, communication, collaboration, information literacy, information and communication technologies (ICT) operations, flexibility, productivity, leadership, and responsibility. These skills and the rest are united under an umbrella term which is called 21st-century skills. Ağaoğlu and Demir (2020) emphasize that education systems should be revised in accordance with 21st-century skills since they are essential for today’s world. Seeing their significance, policymakers all around the world have been adapting the educational systems accordingly (Ananiadou & Claro, 2009). Thus, it is obvious that 21st-century skills are crucial not specifically for some countries or fields, but universally and for all subject matters.

Among numerous sub-categories of 21st-century skills, the category of learning skills (4Cs: creativity, critical thinking, collaboration, and communication)

is highlighted for educational purposes. As National Education Association (NEA) specified in 2010, school subjects need to be in accordance with the 4Cs to equip students for citizenship. Similarly, Ağaoğlu and Demir (2020) believe that 4Cs should be provided along with information offered in every course. Therefore, the development of 4Cs in each lesson needs to be fundamental for today's educational systems.

According to OECD (2018), even though disciplinary knowledge keeps its significance as raw material, students are expected to widen their horizons by thinking beyond the boundaries. At this point, critical thinking stands out to develop these skills because it enables learners to be open-minded, analytic, creative, logical, and flexible (Gürkaynak, Üstel & Gülgöz, 2008). Strengthening this skill enables learners to integrate it into their lives, as well. Thomas and Smooth (1994) signify the development of critical thinking in the field of education. Therefore, it is critical to practice this skill regardless of the disciplines. As a result of the current trends, Ministry of National Education (2018) has gone through some adaptations in the ELT program, and the implementation of critical thinking skills in English lessons is highlighted. Brown (2004) also supports this progress in foreign language teaching by stating that setting linguistic objectives are not sufficient, critical thinking skills also need to be covered. To sum up, practicing critical thinking skills in English language teaching is highly beneficial for learners to be qualified both for their professional lives and for the world's ambiguous incidents.

1.2. Statement of the Problem

As elaborated above, teaching critical thinking skills in 21st-century classrooms has an undeniable significance. Not only policymakers as theorists but also the teachers who are at the heart of practice frankly approve of the importance of critical thinking skills for the new era. According to Kay (2006), possessing critical thinking skills is not solely beneficial for the schools or workplaces, it is also crucial for the constantly changing world where rapid phenomena occur at any given time (as cited in NEA, 2010). Thus, schools play a fundamental role for learners as they are the places where people get equipped with the necessities of the time. However, a recent criticism considering the gap between the output of the educational systems and the requirements of the future was brought up by Schleicher (2019). According to him, education is losing its relevance. Consequently, even the graduates are facing the

challenges of finding a job. On the other hand, employers are in trouble with searching for qualified employees. At this point, Schleicher (2019) asserts that the deficiency in critical thinking and creativity skills is the main reason for this gap, and schools are expected to decrease this dilemma by developing critical thinking skills.

Education has many essential components from curriculum to teachers. When the successful application of critical thinking skills in schools is considered, these components need to be complementary to each other. Initially, educational programs and policies are the broadest factors to compensate for the deficiencies because they set overall goals nationwide. An OECD report presented by Ananiadou and Claro (2009) aims to elucidate the current situation in the application of 21st-century skills in seventeen member countries. The results reveal that these countries lack in forming a coherent policy that involves teacher training or assessment procedures although each one of them notices the importance of 21st-century skills in education.

On the other hand, teachers as the key roles of education, have preeminent significance in the development of critical thinking skills as well. However, it is evident that most of today's teachers still utilize 20th-century pedagogy for 21st-century students (Schleicher, 2018). What's more, even the pre-service teachers who are supposed to be familiar and equipped with current issues and skills display low (Bakır, 2015; Temel, 2014) or moderate (Alper, 2010; Çelik, Çalışkan & Yorulmaz, 2018) level disposition in critical thinking skills. This is not a demanded outcome. Teachers should be competent enough in critical thinking skills because they have a direct impact on developing future critical thinking generations.

As a reflection of the educational policies and a guide for teachers, coursebooks are required to support critical thinking for the target group because they are pre-prepared, well-ordered, and systematized tools for learning a new language. However, the fallibility of coursebooks as artifacts could be neglected by teachers, so most of them are unaware of the importance of coursebook evaluation (Assaly & Smadi, 2015). They ignore pre-use, in-use, and post-use evaluation (Cunningsworth, 1995). Besides, studies resulted that the teachers depended on coursebooks at a moderate level (Tosun & Çınkara, 2018; Şeref, 2020). Therefore, coursebooks that could successfully employ critical thinking skills play a considerable role. Nonetheless, there are insufficient studies in the literature in terms of coursebook evaluation in critical thinking perspectives, so it is difficult to perceive

their quality in educational systems. Thus, the lack of knowledge in this area impedes the development of critical thinking skills and negatively affects the other components such as educational policies and teachers. Neglecting this circumstance is not going to diminish the problems, it will worsen the situation. Therefore, the gap between the needs and outcomes is going to get further, till the new generations miss the boat for better futures.

1.3. Aim of the Study

This study aims to evaluate the extent of the 7th grade English coursebook in terms of critical thinking. Apart from sole evaluation, deficiencies in critical thinking were also aimed to be covered by employing supplementary materials. To have a narrow scope, only the reading passages and their activities were included. To achieve the broad aim, the target coursebook was determined. It was detected that three different publishing named ‘*Bilim Kültür*’, ‘*Kök*’, and ‘*Ministry of National Education (MoNE)*’ are utilized for the 7th grades. However, only MoNE publishing was investigated in the present study as it systematically differentiates language skills throughout the units. In the phase of coding the activities, Bloom’s revised taxonomy was adopted as a popular and credible source in the field of critical thinking in education. Forehand (2005) emphasizes its significance by stating that Bloom’s taxonomy comprises classifications from which educators could benefit in the assessment and evaluation of cognitive skills. Krathwohl (2002) also extends this notion by manifesting Bloom’s taxonomy as beneficial for the curriculum objectives and classroom activities. Considering coursebook evaluation, content analysis was carried out according to the cognitive levels in Bloom’s taxonomy for the reading activities. When it comes to the practical aim which is the extension of the activities to strengthen critical thinking, supplementary materials were prepared for the missing cognitive levels in the reading activities. To sum up, the purpose of this thesis is to manifest a unique study by compensating for the deficiencies of the coursebook with supplementary activities which is beyond pure evaluation.

1.4. Research Questions

To achieve the aims elaborated above, several questions were suggested as follows:

1. Which levels of cognitive processes in Bloom's Taxonomy are represented in 7th grade English CB?
2. To what extent are thinking levels in Bloom's Taxonomy represented in the 7th grade English coursebook?
3. Is there a homogeneous distribution among the thinking levels?
4. Is there a significant difference between the levels of higher and lower order thinking in the activities of the reading passages?

1.5. Significance of the Study

Coursebooks are one of the indispensable and commonly used materials in language learning. Along with reflecting the objectives of the curriculum, they have various benefits for both teachers and learners. Serving itself as a syllabus, providing standardized instruction, being a reference and a route map, saving teachers' time by supplying numerous activities, and assisting self-directed learners are some of the advantages of the coursebooks (Cunningsworth, 1995; Tomlinson, 2003; Tsilakides, 2011). However, this is not to say that they are flawless sources. Considering the continuous developments in education and the demerits of the coursebooks, material evaluation needs to be at the forefront of educational research (Murphy, 1991). Among numerous issues in foreign language learning, 21st-century skills take place on the top both in Turkey and abroad, so material evaluation within this perspective will contribute to a large extent for theoretical and practical areas in education. As one of the sub-skills of the 21st century, critical thinking skill is at the heart of each course in the classroom. Apart from coursebook evaluation in various dimensions such as linguistic features, gender, cultural elements, etc., there is not enough study exploring the practice of critical thinking in the coursebooks. What's more, when the middle schools are analyzed, no evaluation in terms of critical thinking is conducted in English language coursebooks published by the state institutions.

Even though critical thinking is a well-accepted skill for the new world, it appears that students have difficulty practicing higher-order thinking skills (HOTs) (Van Gelder, 2005; Tiruneh, Verburgh & Elen, 2014). On the other side, teachers' incompetence in developing themselves or training students for the current

necessities obstructs the development of HOTs (Alper, 2010; Temel, 2014; Bakır, 2015; Seman, Yusoff & Embong, 2017). Whereas the significance of critical thinking skills has risen, the insufficiency of research studies, teachers' incompetence, and the lack of materials to support self-directed learners create a vicious circle, so the solution seems difficult. However, critical thinking is a skill in which students could be taught in various subjects including English language teaching (McPeck, 1981; Davidson & Dunham, 1997; Paul, Elder & Bartell, 1997). Thus, this study is going to set a ground for the combination of theory and practice for the critical thinking level of the 7th grade English coursebook. More specifically, the coursebook is going to be evaluated with respect to Bloom's revised taxonomy to reveal the lower-order and higher-order thinking skills in the reading activities of the coursebook. Additionally, extra activities for the missing cognitive levels are going to be supplied as a separate unit. Findings and supplementary materials will shed light on curriculum developers, coursebook writers, researchers, English teachers, and even students.

1.6. Assumptions

The current study embodies the following assumptions:

1. The 7th grade English coursebook by MoNE publishing is one of the most common, popular, and public coursebooks among 7th grades in Turkey.
2. The activities in the selected coursebook are considered to be coherent with major philosophy, general objectives, and key competencies in the revised English language teaching curriculum.
3. The reading passages and their activities in the coursebook, singled out as a result of the limitation of the current study, are regarded as suitable for learners' readiness, age, cognitive levels, needs and interests.
4. Bloom's revised taxonomy is assumed to be a valid, adequate, and qualified source to evaluate the critical thinking levels of the activities.
5. The researcher is sufficient in the field of English language teaching to evaluate the activities reliably. The advisor is highly proficient in the field to lead the researcher and increase reliability. Likewise, two independent coders are also English teachers, so their coding is considered dependable and supportive for this study.

1.7. Limitations

The current study has the following limitations:

1. Among three coursebooks used in the 7th grade English lessons in the state schools, this study is limited to the coursebook published by the Ministry of Education (MoNE). '*Bilim Kültür*' and '*Kök*' publications were not included in this study. Instead, in-depth evaluation and supplementary suggestions of material were preferred by analyzing only one of them. Therefore, the findings could only be generalized to the students who use MoNE coursebook.
2. Only the reading passages and their activities were evaluated within critical thinking perspectives. Vocabulary, speaking, listening, writing, and project sections of the coursebook were not counted in this research.
3. Although there were numerous instruments to evaluate critical thinking, Bloom's revised taxonomy was employed for coding the activities as one of the most preferred and reliable instruments in the educational field.
4. This study is also limited to the cognitive process domain in Bloom's revised taxonomy. The knowledge dimension (factual, conceptual, procedural, and metacognitive knowledge) was not included.

1.8. Definition of Terms

Critical Thinking: It is "the intelligently self-controlled 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" (Scriven & Paul, 1987, p.186).

Taxonomy: It is a structured, constructed tool that reveals "some 'real' order among the phenomena" and displays "consistency with the theoretical views" (Bloom, 1956, p.17).

Bloom's Taxonomy: It is "a multi-tiered model of classifying thinking according to six cognitive levels of complexity" (Forehand, 2005, p. 2).

Cognitive Domain: The main heading for knowledge and intellectual skills in Bloom's taxonomy. (Bloom, 1956).

Lower Order Thinking Skills: They are the first three cognitive levels in Bloom's revised taxonomy named as the remembering, understanding, and applying (Anderson & Krathwohl, 2001).

Higher Order Thinking Skills: They are the last three highest cognitive levels in Bloom's revised taxonomy called analyzing, evaluating, and creating (Anderson & Krathwohl, 2001).

Coursebook: It is a tool "of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course" (Ur, 1996, p. 183).

Evaluation: It is "the process of determining the merit, worth, or value of something, or the product of that process" (Scriven, 1991, p.139)

1.9. Summary of the Following Sections

This section broadly introduced the topic in a broad manner. The next part named literature review enlightens the leading terms in-depth such as coursebook evaluation, critical thinking, and Bloom's revised taxonomy. Following this, the methodology employed for the current study was revealed. As a result of coding according to the selected taxonomy, the results were scrutinized. The missing cognitive levels were gathered as a booklet after providing the findings. Lastly, the study was wrapped up in the conclusion section.

2. LITERATURE REVIEW

Under this main headline of the review of literature, the theoretical background of the current study was investigated section by section. As the current topic is related to the development of critical thinking in the most general sense, its definition and history were elaborated to build a well-based study. Later, the characteristics of critical thinkers in education and theories of teaching critical thinking in the classrooms were discussed. More specifically, Bloom's original and revised taxonomies were presented in-depth since Bloom's revised taxonomy was utilized as a checklist to code the items. Following that, the need for coursebook evaluation was elucidated before representing the advantages and disadvantages of ELT coursebooks. Also, coursebook evaluation models by leading scholars were provided in the last section of the coursebook evaluation. To reveal the extent of critical thinking level of the coursebooks, similar studies were delivered as a separate section.

2.1. Critical Thinking

2.1.1. Definitions of Critical Thinking

Critical thinking (CT) is a term that scholars come up with multiple intercorrelated definitions as it consists of various sub-skills and categories. Thus, it is not possible to provide a precise definition. Instead, it is beneficial to get enlightened by diverse perspectives of this term in the educational field.

Critical thinking has emerged in education for the new era thanks to Dewey's description of 'reflective thinking'. According to him, critical thinking is "an active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends" (1933). Glaser (1941) extended Dewey's extract by drawing attention to methodological knowledge of reasoning and skills to apply them. Along with these precious early definitions, McPeck (1981) gained a different viewpoint by referring to 'reflective skepticism' for critical thinking. In this way, the significance of being suspicious about one's thinking is brought out in the field of education. On the other side, Sternberg (1986) focused on the cognitive dimension of critical thinking by expressing it as mental processes and strategies used in problem-solving and decision making.

Various definitions of critical thinking and its ongoing significance led scholars to collaborate in finding a definition, preparing a program, and an assessment tool for students which ended up with Delphi Report in 1989. As a result of this long-running project, a detailed explanation of critical thinking was provided. Facoine (1990, p. 3) verbalized it as “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”.

Ennis (1993), as one of the leading scholars in critical thinking, defines CT as thinking in a reasonable and reflective way by focusing on self-determination over ‘what to believe or do’. In a very similar vein, Elder and Paul (1994, p. 34) describe critical thinking as “the ability of thinkers to take charge of their thinking”. Additionally, they emphasize the analysis and evaluation of one’s thinking. After years, Elder (2007) developed another explanation for critical thinking stating CT as guiding and regulating one’s own thoughts and ideas in an unprejudiced way.

To sum up, there are essential features of critical thinking in the definitions that involve the characteristics of critical thinkers. These are reflective thinking, reflective skepticism, making a conclusion by reasoning and evidence, self-regulatory judgment, taking charge of thinking, and self-guided thinking. However, even though there are plenty of definitions of critical thinking, teachers need to determine their personal definitions of critical thinking considering their students’ educational background and necessities (Gyenes, 2015).

2.1.2. Significance of Critical Thinking

Not only in education but also in the daily and work life of human beings, critical thinking plays a significant role. However, this significance was not only popular for the modern era. The first emphasis on the importance of CT dates back to Socrates that goes back approximately 2500 years ago. His probing questions which lead to deep thinking before the decision-taking process is now known as Socratic questioning. This term is also elucidated as the ‘Socratic method’ or ‘guided discovery’. The idea lies beneath these terms is resulted in “leading a person to accept or admit the desired conclusion by means of progressive series of leading questions that are answered in turn” (Corsini, 2002, p. 921 as cited in Carey & Mullan, 2004).

Subsequently, Plato, Aristotle, and other skeptics ruminated over the things they seem to like and the way they are. In their books, Paul, Elder, and Bartell (1997) put forward an argument that only trained minds can distinguish what is hidden beneath the surface. Therefore, the notions of deep thinking followed by probing questions and the significance of trained minds are the first steps in the idea of critical thinking in history.

In the 15th and 16th centuries, the revival of the renaissance influenced human lives in different domains to judge and criticize (Paul et al., 1997). This mentality has also shaped the idea of critical thinking that is structured in today's new world. In the 19th century, social life had more tendency toward critical thinking thanks to Comte and Spencer (p.10). Thus, economic, anthropological, and linguistic studies gained a critical point of view.

The 20th century is known for an obvious rise of CT in education with reference to Sumner (1906). According to him, schools cause people to be turned into one pattern if they are not regulated, so human beings will be surrounded by masses of fallacies which is against the development of CT (As cited in Paul et al., 1997).

Within the same century, Dewey (1933) attributed CT as 'reflective thinking' in his work. Glaser (1941) addressed the knowledge of methods to exercise CT skills. Afterward, McPeck (1981) brought 'reflective skepticism' to the literature on CT. In a nutshell, critical thinking is a long-standing idea, and it was evolved throughout history. Therefore, various definitions and practices have been generated from different points of view and in different domains of human life depending on the situation.

The historical development in the idea of CT increased the importance of this skill in different domains. These diverse contributions in history highlight some specific points. First of all, CT requires not to believe in everything seen or heard before thinking because what is beneath the surface may turn into a completely different thing than what is seen superficially. According to Sumner (1906), CT enables people to break new paths so that they do not be a replica of each other. This variety enriches the communities in various ways.

As well as the essential points in the historical developments, CT has numerous benefits in human life. Cottrell (2005) lists some of these advantages. Primarily, CT raises attention and focus. Therefore, it enables people to be more concentrated on their practices. This is also valid for the language learning processes. As a result of being more focused thanks to CT skills, language learners could be more advantageous in their reading skills. They can differentiate the key aspects of the given messages instead of dealing with details. Besides, they can find relevant and rational answers to the questions. They also deepen their understanding of the topics and theories so that they become more conscious of their knowledge and progress in language learning. These benefits increase the learners' success because having CT skills lead to being more aware of one's strengths and weaknesses.

2.1.3. Characteristics of Critical Thinkers

Critical thinking consists of cognitive skills to systematize people's "thoughts in logical, consistent, and reasoned way" (Cottrell, 2005, p. 1). Sternberg (1986) agrees on this issue by focusing on the mental processes and strategies in the application of CT skills. As a structured term, CT embraces various skills and strategies in the cognitive domain. Therefore, it results in numerous definitions as a consequence of addressing different characteristics of CT.

As it is evident in section 2.1.1., CT includes certain characteristics which could be developed with education and systematic practice. However, it is beneficial to consider the enemies of CT before delving into these characteristics. In his article, Douglas (2000) remarks on certain traits that are challenging to change for most human beings. The first one is the 'human credulity' that people easily prefer to believe in rather than disbelieve. Closely related to the first trait, the second enemy is the 'belief perseverance' which means people are not tolerant of changing their stereotyped beliefs. That's why setting rigid thoughts or beliefs is in the opposite direction in the formation of CT skills.

When it comes to the characteristics of critical thinkers, it is crucial to express them by distinguishing the misconceptions. Ruggiero (2011) clarifies the typical features of critical thinkers while attributing them to uncritical thinkers, so it is valuable to consider opposite aspects of CT, as well. Initially, reasoning itself is not a criterion to define critical thinkers. Rather, reasoning ideas and beliefs on well-grounded and sufficient support are necessary. These people are honest and tolerant

towards their errors and limitations instead of ignoring them or covering them up. In the presence of a problem, they feel excited to come up with challenges and do not regard them as a threat. As mentioned above, critical thinkers are not credulous; they make their judgments based on evidence and support. They are also curious, fair-minded, and good listeners.

Last but not least, one of the biggest fallacies is that CT cannot be taught or learned. According to Ruggiero (2011), even the most careless thinker is able to be a critical thinker by practicing these characteristics. That's why keeping this advice in mind is highly effective for educators to develop critical thinkers for future generations.

2.1.4. Teaching Critical Thinking Skills in Language Learning

Human beings are not inherent to think critically (Synder & Synder, 2018), but they are inclined to it (Vangelder, 2005), so people could possess critical thinking skills with dedicated, permanent, and sustained training. Researchers point out that CT could be mastered by students with systematical and organized teaching and coaching (Facoine, 1990; Fisher, 1998; Halpern, 1999). To achieve this mastery, they need to be exposed to frequent practice to transfer CT skills to new situations (Vangelder, 2005). Therefore, schools are the most suitable places to develop these skills with their systematic and pre-planned programming. From the theoretical view, it is certain that CT skills need to be provided in every curriculum regardless of the professions or subjects (Hatcher, 2006; National Education Association, 2010; Ağaoğlu & Demir, 2020). When it comes to language teaching, Brown (2004) asserts that linguistic factors cannot be the only objectives of the curriculum, CT skills, and their practice should be supported, as well. Therefore, the practical needs of students and theoretical necessities become complementary to each other when 21st-century requirements in education are considered. It is obvious that the debate is not on whether CT skills can be taught at schools or not. Nowadays, teaching CT is a must for every subject regardless of the age or level of the students. The main issue of current educational strategies is the ways of practicing CT skills. In his article, Ennis (1989) elaborates on the approaches to teaching CT skills by including their supporters. According to him, there are four approaches to critical thinking teaching in education. The first one is teaching CT as a separate subject (Sternberg & Kastoor, 1986; Kruse & Presseisen, 1985). The infusion approach is related to teaching CT

explicitly in conjunction with the existing subject matter (Glaser, 1984; Resnick, 1987). The immersion program diverges from the infusion approach by practicing CT skills implicitly within the existing subjects (McPeck, 1981). The mixed approach, as the last one, is the combination of two approaches: the general and the infusion or immersion approaches (Ennis, 1985; Nickerson, 1988; Perkins & Salamon, 1989). There is dissidence among scholars on whether to teach CT as a separate subject, as integrated into every subject matter implicitly or explicitly or as a combination of both approaches. However, there is a definite agreement on teachers' roles regardless of the current debate on how to teach CT. In any case, teachers are the leaders in the implementation of CT skills, so they have a serious responsibility in developing these skills. They are the first models of this behavior (Hemming, 2000). Thus, they need to be knowledgeable about CT skills and get training on how to teach it.

Similarly, Lipman (1994) proposed two ways of teaching CT. These are the skill-oriented and the content-oriented approaches. The former is related to teaching CT explicitly as a separate subject in the schools. In this way, students will appreciate it as a unique lesson which is different from other subject matters. However, the latter is about infusing CT skills meaningfully within contents. Therefore, learners will develop their higher thinking skills while dealing with the subject matters. In this way, learners are believed to be able to integrate CT in their lives easier since they practice this skill in different contexts.

In order to teach CT and to build a habit for learners, Beyer (2008) lists some of the significant strategies. Firstly, he notices the continuum in CT instructions because good thinking as a habit can be formed in three stages. Starting with introducing the topic, students are exposed to practices in trust of teachers. By maintaining this process, they can transfer the knowledge gained in the classroom to their lives.

At this point, another approach in teaching CT named scaffolded approach emerges in the literatures (Beyer, 2008). Learners in any skill development, go through some stages from lower to higher until they gain competence. Learners are not alone in this process of gaining the ability. Rather, the teachers or caretakers guide them to move forward. Within the same point of view, critical thinking, as a 21st century skills, needs to be scaffolded continuously from lower to higher levels.

Even though the lower stages are manageable by most of the learners, the transitions are necessary to build up between levels. Therefore, scaffolding plays a significant role in teaching CT, and this is in the charge of teachers.

Paul (1995) also puts forward some of the strategies which are beneficial in teaching CT. He starts with Socratic questioning in which students are exposed to deeper level questions to develop their thinking. This strategy forms the roots of critical thinking in history. The second strategy is role-playing. Thanks to it, students could gain empathy skills and put themselves into others' shoes because they characterize others who may have the opposite characteristics or trait. Analyzing the experiences of one's or others is another strategy to develop CT skills because students learn how to think like others and to show empathy towards non-familiar experiences. Lastly, recognizing reasoned judgments is another strategy because differentiating facts from opinions and deciding on and coming up with reasoned explanations are crucial processes of CT development.

Carr (1990) suggests some implications for teaching CT. Abiding by the significance of infusion or integration of CT in the contents, she proposes three techniques. Critical reading is in the lead because reading texts are rich in supplying content in various ways. Besides, writing to learn is another technique in which students practice writing twice to improve their thinking. These steps are called first-order and second-order thinking (Elbow, 1983 as cited in Carr, 1990). In the first-order, students perform free writing without deep thinking. However, the second-order supports guided practice and reflection to advance the written text with deeper and reasoned thoughts. The last one is the classification games. This kind of game may be applicable to numerous branches, and it is helpful for students to sort and classify the similarities and differences and to find the relationships between concepts or things.

There are various approaches, strategies, techniques, and activities which will be beneficial to develop critical thinkers. While some of them specifically applicable in language classrooms, other are common for many disciplines. However, one point could be generalizable among all. It is that critical thinking could be successfully developed by continuous and dedicated practice along with structured approaches and techniques. Therefore, teachers are at the core of guiding the learners in this process.

Since the current study is related to critical thinking development through reading skill, critical reading as one of the strategies in teaching CT will be examined in dept in the following section.

2.1.5. Critical Reading

Reading is a sophisticated process in which various skills and sub-skills are involved. Cognitive skills are one of them and it can be achieved through reading comprehension and practice (Nassaji, 2014) because reading is not a simple process of knowing each word of the text. Rather, it is about making sense of the material and comprehending it by conducting a number of strategies. According to Huijie (2010), critical reading (CR) is higher order and an interactive process in which the reader and the author communicate through the text in a complex way. Therefore, applying relevant strategies in the development of critical reading is highly significant. As a result of this significance, numerous strategies were put forward in the literature to enhance critical reading skills.

First of all, schema theory has a strong connection with critical reading (Norris & Philips, 1987). Since schema theory is related to bringing the background knowledge critical before experiencing new information, it forms a strong basis for the newly learned material because learners go through the lower comprehension to higher cognitive development. Besides, drawing inferences as one of the sub-skills of critical thinking is highly related to schema theory (Aloqaili, 2011).

Sutherland and Incera (2021) expressed the supporting reading sub-skills in the improvement of CT skills. The first one is the skimming skills. Thanks to this sub-skill, readers could get the gist of the reading text in a short time, and then they can make judgements whether it is worthy of reading before delving in it (Fauzi, 2018). In this way, learners could improve their evaluation skills by practicing this strategy. Reviewing is another skill in developing CR skills. Applying and synthesizing as cognitive levels of Bloom's original taxonomy, are beneficial to boost CR. Lastly, questioning is another sub-skill in improving CR when the right and sophisticated questions are asked. Thus, learners could be better readers and thinkers when they are able to ask related and deeper questions about the text rather than asking questions which are easily found in the text.

Similarly, Kurland (2000) associates some of the reading sub-skills with CR. Previewing, as a beginning, is related to finding more information about the content of the text before starting reading. This is also connected to building a schema to comprehend and to make connection with the text.

Varaprasad (1997) states the importance of annotating strategies in the improvement of CR skills. Thanks to annotating, learners could actively read the text by taking notes of the essential points. Likewise, summarizing is beneficial for developing critical readers because it helps learners to differentiate the main points by neglecting unnecessary parts. Responding is another strategy for readers because they reflect on the text after reading so that they make connection between their thoughts and the text.

Duke and Pearson (2008) describe the strategies that critical readers need to apply in their reading practices. The first one is the previewing the text before reading to form a prior understanding before deep reading. Critical readers are selective readers so that they know what to focus on and what to dismiss. Since they are active readers, they always make predictions about what will happen next. As another part of prediction, they make inferences and guess the meaning of unknown words from the context instead of searching them on the dictionaries.

From different points of view, differentiating facts and opinions is a good way of practicing CR because learners realize what is personal thought and what is an unbiased information. Making generalization is another strategy because students gather the similar features or characteristics. Identifying purpose of the author is also a significant step in achieving CR because readers go beyond the text and make inferences about unwritten information by evaluating the text (McWhorter, 2012; as cited in Harida, 2016).

There are also numerous other strategies associated with critical reading. Since CR is related to critical thinking, any reading strategy utilized for deeper and higher understanding of the text are significant for the development of critical readers. Paris, Wasik, Turner (1996; as cited in Kadir, Subki, Jamal & Ismail, 2014) proposed eleven reading strategies for each category of pre-reading, while-reading, and post-reading strategies useful for critical readers. It is shown in the figure 2.1. below.

Pre-reading strategies	While-reading strategies	Post-reading strategies
<input type="checkbox"/> Establishing a good physical environment	<input type="checkbox"/> Checking comprehension	<input type="checkbox"/> Appreciation of text and writer
<input type="checkbox"/> Setting reading purpose	<input type="checkbox"/> Identifying the main idea	<input type="checkbox"/> Recisit pre-reading expectations
<input type="checkbox"/> Accessing prior knowledge	<input type="checkbox"/> Making inferences	<input type="checkbox"/> Review notes, glosses, text markings
<input type="checkbox"/> Asking questions based on the title	<input type="checkbox"/> Recognizing patterns	<input type="checkbox"/> Reflect on text understanding
<input type="checkbox"/> Semantic mapping	<input type="checkbox"/> Looking for discourse markers	<input type="checkbox"/> Consolidate information
<input type="checkbox"/> Skimming for general idea	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Review information
<input type="checkbox"/> Previewing the text: examining headings	<input type="checkbox"/> Predicting the main idea	<input type="checkbox"/> Elaborate and evaluate
<input type="checkbox"/> Reviewing instructions	<input type="checkbox"/> Glossing	<input type="checkbox"/> Determining what information is needed
<input type="checkbox"/> Identifying text structure and genre	<input type="checkbox"/> Comparing what is read with what is known	<input type="checkbox"/> Apply new information to the task at hand
<input type="checkbox"/> Determining what is known about the topic	<input type="checkbox"/> Evaluating value of what is being learned	<input type="checkbox"/> Relate the text to own experience
<input type="checkbox"/> Predicting what might be read	<input type="checkbox"/> Rereading text or skipping ahead	<input type="checkbox"/> Critique the text

Figure 2.1. Comprehension Strategies

The reading strategies for promoting critical readers have strong correlation with the cognitive levels and key words in Bloom’s revised taxonomy. For instance, applying, analyzing, and evaluating skills share common grounds for critical thinking and reading strategies. Besides, summarizing, reviewing, inferring, predicting, reflecting, comparing and critiquing are the key words for six cognitive levels in Bloom’s taxonomy. Therefore, applying Bloom’s taxonomy in educational practices has a crucial importance for growing critical thinking skills for learners.

2.2. Bloom’s Taxonomy

2.2.1. Bloom’s Original Taxonomy

Even though the broader idea of Socratic questioning and critical thinking goes back to Socrates, the formal criterion in setting goals or assessing these goals in an educational setting was needed. The need for such a classification was considered by Benjamin Bloom in a meeting with his colleagues in 1948. An in-depth classification was completed in 1956 and was named after Bloom who was the pioneer of this exhaustive study. This classification was turned into taxonomy because of its deep structure. Firstly, taxonomy refers to “real order among phenomena” and it is based on theoretical views and studies. Additionally, creating a taxonomy enables its users to have a comprehensive, communicable tool in addition to seeking answers to

educational problems and suggesting ideas for creative materials in education (Bloom et al., 1956). Although it did not get adequate attention in the beginning, it was translated into 22 languages which leads this taxonomy to be popular around the world. Nowadays, it is known as Bloom's Original Taxonomy (Bloom, 1956) and it has three domains *Cognitive, Affective, and Psychomotor*. As this study deals with CT, the cognitive domain was looked through. Six steps named *knowledge, comprehension, application, analysis, synthesis, and evaluation* were the keystones of the cognitive domain.

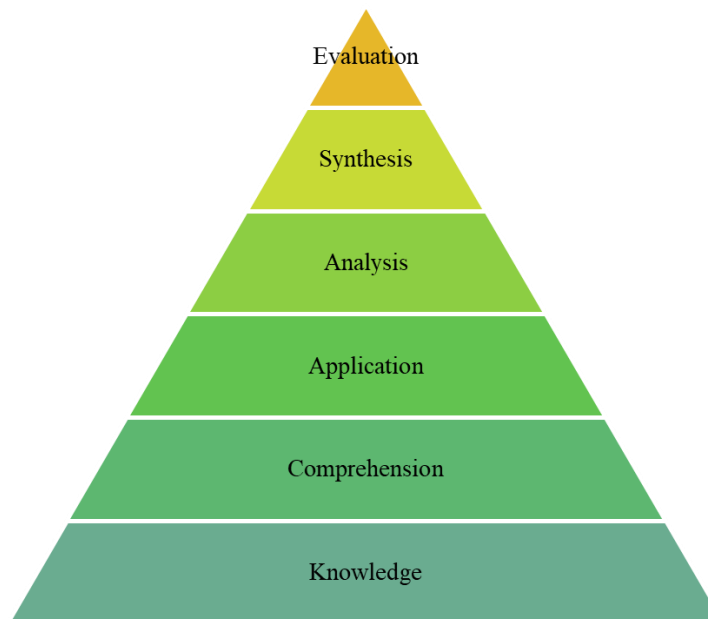


Figure 2.2. Bloom's Original Taxonomy

The original taxonomy manifests the cognitive levels from simple to complex in order to achieve critical thinking. The first level is the knowledge which includes different subclassifications from concrete to abstract or from simple to complex. These are displayed below.

Table 2.1. Subclassification of the Knowledge Level

Knowledge
Knowledge of specifics
Knowledge of terminology
Knowledge of specific facts
Knowledge of ways and means of dealing with specifics
Knowledge of conventions
Knowledge of trends and sequences
Knowledge of classifications and categories
Knowledge of criteria
Knowledge of methodology
Knowledge of universals and abstractions in a field
Knowledge of principles and generalizations
Knowledge of theories and structures

The second cognitive level is comprehension. It involves understanding the issue at a surface level with no utilization of opinion or idea. It comprises the skills such as translation, interpretation, and extrapolation. The third one is the application which refers to the usage of information in new situations. These first three levels are the basics for attaining higher levels and they are clustered as the lower levels. Without achieving these lower levels, it is not likely to achieve higher levels.

The first step at the higher level is analysis. It necessitates the skills such as analysis of elements, relationships, and organizational principles. Within this cognitive level, learners are expected to examine the smaller components of the big picture. In this way, learners can make comparisons independently. Synthesis is about forming a new creation by combining the pieces. The subskills of synthesis are the production of a unique communication, production of a plan, or proposed set of operations, and derivation of a set of abstract relations. The highest thinking level in Bloom's original taxonomy is the evaluation. It is related to making judgments and criticism about the materials put forward till this step. The subcategories of this level are the evaluation in terms of internal evidence and judgments in terms of external criteria. To sum up, all these six cognitive levels compose the taxonomy for the cognitive level. This taxonomy has two divisions called as lower (knowledge, comprehension, application) and higher (analysis, synthesis, evaluation) levels and it

necessitates students to move from the first step to the last to be able to practice critical thinking successfully.



Figure 2.3. Higher and Lower Order Thinking Skills Retrieved from: <https://www.slideteam.net/layered/layered-pyramid/6/blooms-taxonomy-with-lower-and-higher-order-thinking-skills.html>

2.2.2. Bloom's Revised Taxonomy

The rigidity of the Original Taxonomy brought along changes and adaptations to meet the demands of the new era in education. Cumulative hierarchical steps of the Original Taxonomy did not allow users to go through stages before completing the previous one, so it was not flexible in practice (Anderson and Krathwohl, 2001). Current requirements in education also led latest adaptations. These changes were not prompt; they required a deep analysis of the original taxonomy, and it took six years to be completed. This new taxonomy was structured by Bloom's scholars and called Bloom's Revised Taxonomy. As mentioned above, the Revised Taxonomy has six stages (*remember, understand, apply, analyze, evaluate, create*) in the cognitive domain named as shown below.

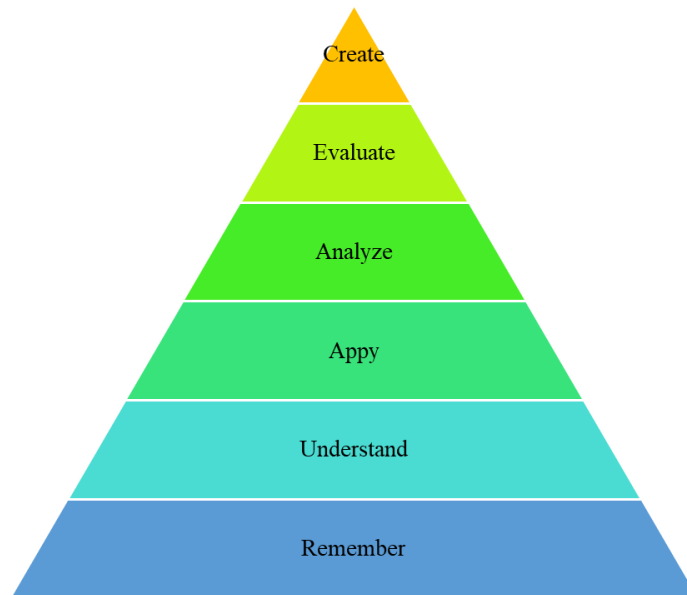


Figure 2.4. Bloom's Revised Taxonomy

As in Bloom's Original Taxonomy, Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) has six degrees that go from lower-order thinking to higher-order thinking. Even though these degrees are hierarchical, they are not as rigid as the Original Taxonomy; there is flexibility among degrees. Of all, *Remembering* is the lowest level in the taxonomy. It requires students to recall their background knowledge on the topics to be studied. Students also need to work on retrieving information from their long-term memory. *Understanding* is the second category in lower-order thinking. In this stage, students start interpreting the message they received. As its name suggests, these are the beginning steps of understanding the input. *Applying* is the third and the last one in the lower order thinking. Learners need to utilize the information they understood in new situations. *Analyzing* is the first step of higher-order thinking. Students start to build on their higher cognitive development. This stage refers to distinguishing parts from the whole text and differentiating them as separate concepts. *Evaluating* is a crucial step in achieving critical thinking. It includes judging and critiquing ideas following the standards and criteria. *Creating*, which is the last and highest stage of the cognitive domain, refers to creating something new and original by combining all the ideas and elements coherently. Similar to the original taxonomy, the cognitive levels range from the lower to the higher degrees as depicted below.

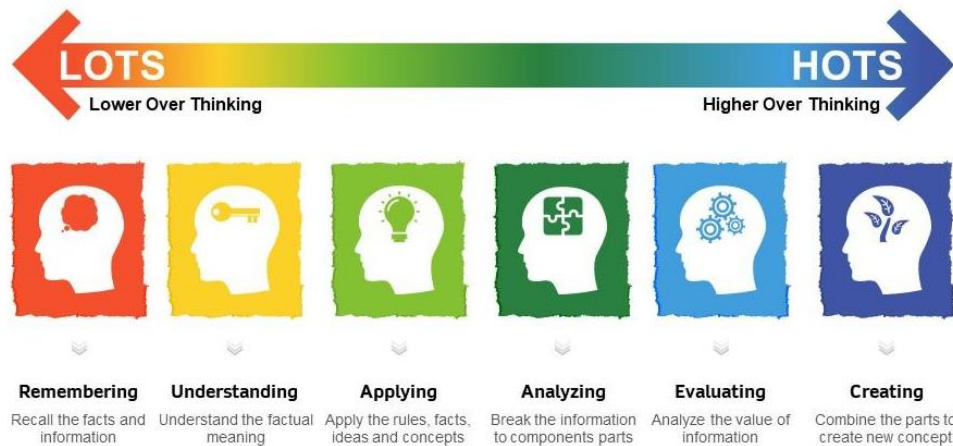


Figure 2.5. The Process from Lower to Higher Thinking. Retrieved from: <https://www.slideteam.net/blooms-taxonomy-model-for-task-execution.html>

As it is clear above, lower-order thinking levels (LOTS) begin with remembering. This is the first step in achieving higher thinking. Without building on thinking from the beginning steps, it is not probable to reach successful critical thinking. Therefore, each step is highly significant in this process. Understanding follows the remembering in LOTS and learners try to make meaning out of the learned material. Then, they attempt to utilize the meaning they gained in a different situation than they have first encountered which is categorized as the applying level. The skills that learners achieved till this process are approved as the lower order thinking skills. Henceforward, learners will not abide by the information they have first met. Contrarily, they are expected to develop their own reasoning and judgments. At the end of these series of actions, they will be able to produce a new product, idea, concept, etc. As the name implies, these elaborative thinking activities are called higher-order thinking skills (HOTS). There are various sub-categories of six main cognitive skills. With the help of these sub-categories, educators could be more aware of the content and extent of each skill. The stages, their goals, and cue verbs were provided by Anderson and Krathwohl (2001) in the next figure.

PROCESS CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory.	
1.1 RECOGNIZING	(e.g., Recognize the dates of important events in U.S. history)
1.2 RECALLING	(e.g., Recall the dates of important events in U.S. history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication.	
2.1 INTERPRETING	(e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	(e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	(e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	(e.g., Write a short summary of the events portrayed on videotapes)
2.5 INFERRING	(e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	(e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	(e.g., Explain the causes of important eighteenth-century events in France)
3. APPLY—Carry out or use a procedure in a given situation.	
3.1 EXECUTING	(e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	(e.g., Determine in which situations Newton's second law is appropriate)
4. ANALYZE—Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	
4.1 DIFFERENTIATING	(e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	(e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards.	
5.1 CHECKING	(e.g., Determine whether a scientist's conclusions follow from observed data)
5.2 CRITIQUING	(e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	
6.1 GENERATING	(e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	(e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	(e.g., Build habitats for certain species for certain purposes)

Figure 2.6. Structure of Cognitive Level Dimension in Revised Taxonomy

In order to meet the demands of the current issues in education, Anderson and Krathwohl (2001) attached the knowledge dimension which is apart from the original taxonomy. The knowledge dimension is categorized under four categories as factual, conceptual, procedural, and metacognitive knowledge. Each category also demands further targets related to its headings. *Factual knowledge* is related to the basic elements such as terminology and specific details of the target topics. *Conceptual knowledge* deals with the relationships among the elements covered. Classifications, generalizations, and knowledge of theories enhance conceptual knowledge. *Procedural knowledge* is the next category which is about knowing how to perform.

It includes subject-specific skills, techniques, and methods together with knowledge of the criteria for suitable procedures. *Metacognitive knowledge* as the last category is concerned with cognition and awareness. *Strategic knowledge* is one of the subcategories of this step as well as knowledge of cognitive tasks and self-knowledge. The table for the knowledge category was also detailed by Anderson and Krathwohl (2001) as displayed below.

MAJOR TYPES AND SUBTYPES	EXAMPLES
A. FACTUAL KNOWLEDGE —The basic elements students must know to be acquainted with a discipline or solve problems in it	
AA. Knowledge of terminology	Technical vocabulary, musical symbols
AB. Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE —The interrelationships among the basic elements within a larger structure that enable them to function together	
BA. Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB. Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC. Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE —How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods	
CA. Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB. Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC. Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE —Knowledge of cognition in general as well as awareness and knowledge of one's own cognition	
DA. Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC. Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level

Figure 2.7. Structure of Knowledge Dimension in the Revised Taxonomy

As it is certain in the explanations and the figures clarified above, there is a certain distinction between the original and revised taxonomies. The most obvious and well-known difference is the change in the last two levels. While the evaluation is the highest level in the original taxonomy, it was placed at the 5th step in the revised version. Therefore, the highest level to achieve CT was determined as the creation of a new product and named ‘create’. In this way, the name ‘synthesis’ was replaced with ‘create’. Additionally, the noun form in the original taxonomy was altered with the verbs to be able to set the objectives accurately (Krathwohl, 2002).

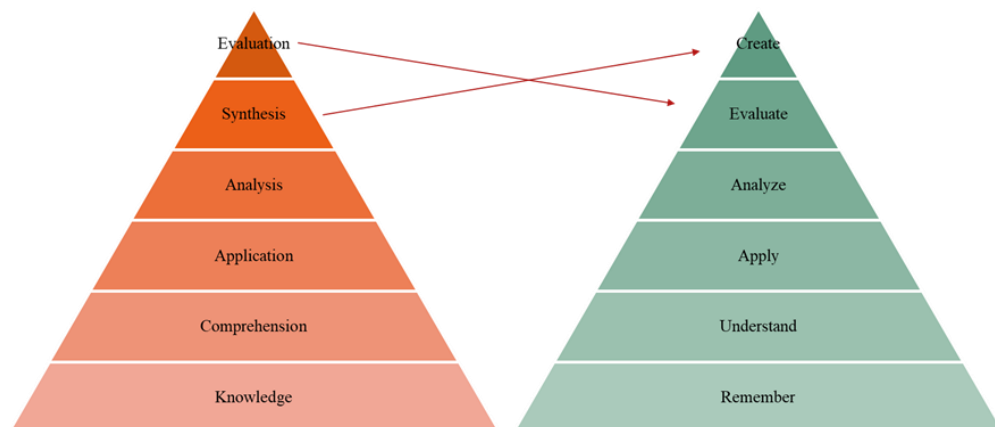


Figure 2.8. The Alteration between the Original and Revised Taxonomies (Krathwohl, 2002)

Unique to the revised taxonomy, the knowledge dimension was included in the cognitive domain as a result of the current shifts in education, so it turned into two-dimensional taxonomy as displayed below. In this way, the rigidity of the original taxonomy is diminished thanks to the two layered taxonomy.

Table 2.2. The Revised Taxonomy Table

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

This new table of classification is created to meet the demands of the new necessities in education. Even though factual, conceptual, and procedural knowledge dimensions were hidden in the original one, they were displayed explicitly and made clear that they obviously needed to be taken attention. Besides, meta-cognitive knowledge as the “awareness and knowledge of one’s own cognition” (Anderson & Krathwohl, 2001, p. 55) was covered in the taxonomy table so learners’ awareness of themselves and their learning progress was approved as an essential necessity in Bloom’s revised taxonomy. In this way, it is aimed to place the objectives considering both the knowledge and cognitive dimensions so that the missing levels could be revealed handily. This is highly practical for curriculum developers and teachers since they can set their goals by looking at the big picture to attain a harmony between the objectives or the activities.

Bloom’s Taxonomy is especially useful for curriculum developers, researchers, and teachers in the field of education because it serves as a “clear, concise visual representation” (Krathwohl, 2002, p. 218) between the criteria and the objectives. As well as the educational field in the broadest term, critical thinking has precedence in the curriculum of MoNE (Bümen, 2006). Anderson and Krathwohl (2001) state the benefits of Bloom’s taxonomy for educationists. Firstly, it is a popular and reliable tool for measuring thinking levels. Providing cognitive levels in a systematic way enables teachers and coursebook developers to define the thinking levels by analyzing the taxonomy table and to develop supportive activity inline within the same table. This taxonomy also points out consistencies and inconsistencies in curriculum planning. The cumulative practice of the same levels stands out when the taxonomy table is filled out, so material developers could simply identify the most practiced levels and try to find out the least practiced levels. In this way, they manage to set more balanced objectives or activities. Besides, it helps the users create plans considering learners’ perspectives and critical thinking development, so it is a handy source to create objectives and materials practically and systematically in order to support and develop critical thinking skills.

2.2.3. Research on Bloom’s Taxonomy

As a result of being a reliable source in education, countless studies consulted on Bloom’s taxonomy in order to evaluate a wide range of topics in various domains of education. Even though the studies related to reading and coursebook evaluation

are presented in the following sections, the studies utilized Bloom's taxonomy in different fields and domains of education are summarized below. Since Bloom's taxonomy is a common and valid source in evaluating critical thinking, various research in education took advantage of it as well as the studies about critical reading and coursebook evaluation.

One of the trendiest topics which utilized Bloom's taxonomy is the curriculum evaluation studies. In the research conducted by Dalkılıç and Büyükaşka (2021), English language curricular objectives for the secondary schools in Turkey were evaluated considering the cognitive dimension in Bloom's revised taxonomy. Among 245 objectives collected in four grades of secondary school, the vast majority of them belonged to the lower order thinking skill with the predominancy of the understanding level from 5th to 8th grades. Due to the implementation of skills in the curricula explicitly, the cognitive levels in certain language skills were also considered. It was concluded that receptive skills are associated with lower levels while the higher levels as the minority of the curricula are only reflected within productive skills.

Similar kind of study in the department of teaching Turkish as a foreign language is administered (Emre, 2020). However, this thesis study involved the knowledge dimension of Bloom's revised taxonomy, as well. Five curricula of the levels from A1 to C1 were included in the research and 1269 objectives were collected in all. Among all these objectives, only two of them revealed the metacognitive knowledge so it was scarce when all of the objectives are considered. For the cognitive dimension, the analysis and evaluation levels were poorly covered. When it comes to language skills, listening and reading skills were dominant in the understanding level. However, the creating was the leading level in the spoken production and writing skills. Besides, the understanding and application were mostly utilized in the spoken interaction skill.

From a different point of view, Sönmez (2017) developed a curriculum and supportive exercises for secondary-school Turkish language teaching in light of Bloom's taxonomy. In this process, several steps are taken in order from the decision on the program's content to the evaluation of the plotted program. While doing this, the appropriate objectives and supplementary exercises were also prepared. Implementing this new curriculum to the experimental group and consulting

teachers' opinions, the effectiveness of the new curricula is approved. Therefore, it is obvious that Bloom's taxonomy is an efficient instrument not only in the evaluation of curriculum but also in the creation of critical one.

Coursebooks are handy sources for both teachers and learners throughout the semester and they are the practical representatives of the curriculum and the objectives, so their evaluation in terms of critical thinking implementation is one of the popular topics in the literature. As well as the consistency between the curricular objectives and the coursebooks in use, their practicalities for developing critical thinkers are investigated in numerous studies. As this is the main topic of the current study, it is exemplified in detail in section 2.4.

In order to review what is acquired as a result of a certain learning period, learners are expected to be assessed regularly. Not surprisingly, the content of these assessments needs to be in line with the objectives and the coursebooks to achieve validity. Therefore, the examination questions are also mostly evaluated documents to reveal the extent of critical thinking levels in courses and teacher practices due to 21st-century requirements. Similar to curriculum and coursebook evaluation studies, exam questions are assessed by employing Bloom's taxonomy. Universities are the places where complex questions could be asked in the exams thanks to the brain developments of adult learners. Köksal and Ulum (2018) reviewed the exam questions of a general English course according to Bloom's revised taxonomy. It was found that the questions only existed in the first two cognitive levels, so four language skills were only practiced within the remembering and understanding levels. Therefore, the researchers concluded that most of the instructors, even the ones working at university, are unaware of the implementation of the taxonomy in their practice.

Uymaz (2016) analyzed teachers' exam questions in social studies courses in secondary school. When 6067 questions are investigated, it was noticed that the majority of the question types are multiple-choice, and they are dominant in the remembering and understanding levels. Similar to instructors at university, teachers in practice are also weak in preparing critical questions.

An interesting thesis is conducted by Keray (2012) considering Bloom's taxonomy. In her experimental study, Keray (2012) analyzed students' questioning

skills. While the pre-test resulted in similar outcomes as lower levels (the remembering and understanding) in the questions, the post-test proved that the accumulation decreased in the experimental group thanks to explicit training. Besides, the researcher assumed that the students' incapability of asking higher-level questions originates from teachers' habit of asking lower-level questions, so students simply imitate what was taught and practiced. Therefore, teachers have the leading role in their students' critical thinking development.

Another intriguing research in testing considering Bloom's taxonomy was carried out by Soleimani and Kheiri (2016). In their study, M.A. and Ph.D. learners' testing course activities and assignments were investigated with regard to critical thinking aspects by utilizing Bloom's taxonomy. As today's M.A. and Ph.D. learners are tomorrow's test makers and curriculum developers, this research shed light on the literature to reflect on the highest level of education. Researchers categorized the cognitive levels as lower, medium, and higher-order thinking skills. The lower order includes the remembering and understanding levels while the applying and analyzing levels belong to the medium order. Evaluating and creating as the last two highest levels are classed under the higher order. The findings revealed that the classroom activities and assignments prepared by M.A. students are dominant in the lower-order thinking levels (69.44%). Moreover, none of the exercises belonged to the higher cognitive levels. On the contrary, Ph.D. students' activities and assignments were lacking in the lower levels with the dominancy of medium levels (58.33%). Researchers also defend that Bloom's revised taxonomy can be beneficial as a tool to keep the balance between curriculum, assessment, assignments, in-class questioning, and so on. In a nutshell, it is undeniable that the effectiveness of Bloom's revised taxonomy in education is the gospel truth.

Since the document analysis and coding of the target record such as curriculum objectives, exam questions, or coursebook exercises according to Bloom's revised taxonomy are highly prominent in the literature, Omar, Haris, Hassan, Arshad, Rahmat, Zainal and Zulfikar (2012) developed an automated analysis system that is beneficial for the coders in terms of achieving reliability. In this way, the coders could simply find out the cognitive level of the exam questions by entering the keywords so that the device analyzes them accurately. Therefore, it is implied that

Bloom's revised taxonomy is appreciated as a significant tool in education and the literature.

Bloom's taxonomy is not only investigated in the document analysis of curriculum, coursebooks, and exam questions but also in the current and trendy topics in which the use of technology is involved. In the research conducted by Pikhart and Klimova (2019), critical thinking is aimed to be developed by introducing the objectives and designing the online course according to Bloom's taxonomy. The taxonomy and six cognitive levels were introduced explicitly to university students. The outcomes indicate that students achieved a milestone in their learning process since they know what to do and how to do it systematically. Even though learners may have difficulty conducting an online course, it was an advantageous process for them since they got familiar with the process. The researchers assume that this result could be achieved in any other course, as well. Although Bloom's taxonomy may seem old-fashioned tool, its' effectiveness is still notable in the modern educational systems.

It is a fact that students of the 21st century are active in social media usage and teachers may sometimes fall behind them. The following research (Callens, 2014) about the inclusion of Bloom's taxonomy in the social media applications. As the influence of social media in learners' lives cannot be disregarded in the 21st century, the incorporation between social media and critical thinking development through Bloom's taxonomy is inevitable. Thus, Callens (2014) provided various social media applications and sites and exemplified how teachers can take advantage of them to practice six levels of Bloom's taxonomy. This is a valuable study especially for teachers in practice to evaluate the effectiveness of these sites for their learners' critical thinking developments.

2.3. Coursebook Evaluation

Coursebooks are one of the indispensable sources of education for ages, and they are "the visible heart of any ELT programme" (Sheldon, 1988, p. 237). When a classroom environment is described, coursebooks are the parts of that picture as well as students and teachers. Even though the curricula are the sources in determining the whole educational year in detail, coursebooks are the representatives of the curriculum since they are known and possessed by students who are unaware of any theoretical knowledge. As embodied versions of curriculums, coursebooks comprise

a pack of activities, exercises, questions, games, and flashcards which are commonly consulted in every ELT classroom. From another point of view, coursebooks are guides for learners to monitor their overall progress throughout the semester. Despite possessing many other advantages, (discussed in section 2.3.3.), coursebooks have a serious drawback that it is time-consuming and slow-paced to adapt and change once a coursebook is shaped. This drawback is highly influential in education since current needs and methods emerge rapidly as a result of the fast-growing world.

It is inevitable for people to keep up with the changes, especially in the field of education. Therefore, the teaching profession demands continuous development to be accordant with these innovations, and they should always follow the current trends. Students, on the other side, are considered to accommodate the changes as a result of teacher practices. However, this is not an uncomplicated process as mentioned above. Many teachers depend on coursebooks so much that the coursebooks substitute teachers' role in determining the method of teaching (Abdelwahab, 2013). Therefore, it is required that coursebooks reflect a sound methodology as well as display current trends. In this way, teachers who are not confident in their teaching or who are not acquainted with the new demands may consult coursebooks as a guide. However, McDonough, Shaw and Masuhara (2013) assert that "no textbook or set of materials is likely to be perfect" (p. 52), so it is evident that teachers should not highly depend on these sources as free of error. On the contrary, they need to evaluate coursebooks since it is a valuable ability for EFL teachers both for improving their professional skills and for enhancing the quality of their teaching (McDonough, Shaw & Masuhara, 2013). Before clarifying the importance of coursebook evaluation in ELT, it is better to appreciate different types of coursebooks used in English language classes because there are various groups of learners and thus various necessities in terms of coursebook selection.

2.3.1. Types of ELT Coursebooks

As a result of being a lingua franca, English is recognized as the most practiced language around the world. Apart from being a native language to a large number of people, English is also spoken as a second language (ESL), an additional language (EAL), or a foreign language (EFL). This variety leads to diverse needs in educational contexts in terms of the coursebook selection. Therefore, numerous coursebooks are currently on the market as appealing materials for this diversity.

However, every coursebook does not address all types of learners. In other words, coursebooks are generated as a result of specific purposes and curricula, so they fit a particular group of learners. The most prevalent types of ELT coursebooks are *international*, *localized*, and *local* coursebooks.

Tomlinson (2011) describes international coursebooks as global sources regardless of a specific culture or country (as cited in Khan & Taş, 2020). Rather, the age and level of the learners are the common grounds of the international coursebooks. Localized coursebooks are the adapted versions of international ones to be suitable for a specific group of learners in terms of cultural issues (Lopez-Barrios & Villanueva de Debat, 2014). Local coursebooks are composed for a specific group from similar backgrounds to attain curriculum objectives. These coursebooks are generally written by locals who share the same culture and native language. English language coursebooks adopted in Turkish schools fall into this category because they are designed as a result of an ongoing curriculum from 2nd to 12th grades, and they are delivered to every student in Turkey by MoNE. Below, Lopez-Barrios and Villanueva de Debat (2014) provided the comparative categorization of these main types.

Type	Definition	Target learners (L1, age group and sociocultural background)	Location of course	Institutional context	Target exams
Global	intended for use in any part of the world by learners of a specific foreign language level and age range	heterogeneous/homogeneous	worldwide	schools (official curriculum), language schools, universities	Possible preparation for a target exam
Localised	a global coursebook adapted or localised to make it fit with the learners' background and a national curriculum	homogeneous	a specific country or region	schools (official curriculum)	Possible preparation for a target exam
Local	specifically produced for a country or region, sensitive to learners' background, draws on a national curriculum	homogeneous	a specific country or region	schools (official curriculum)	Possible preparation for a target exam

Figure 2.9. Three Different Types of Coursebooks (Lopez-Barrios & Villanueva de Debat, 2014)

2.3.2. The Advantages and Disadvantages of the Coursebooks

As the most consulted sources in education, coursebooks play a crucial role for both teachers and students in the learning process. The reason for a wide range of usage is due to the undeniable advantages of the coursebooks. As mentioned above, coursebooks are created in accordance with a specific and pre-determined curriculum. Therefore, they serve a rich content that is coherent with the objectives (Demir & Ertaş, 2014). Similarly, by comprising activities, materials, tasks, language focus, and evaluation sections, coursebooks provide a pack that is full of valuable sources (Sucipto & Cahyo, 2019). This advantage causes a noteworthy benefit especially for teachers because coursebooks relieve the burden of teachers by providing countless materials (Tsiplakides, 2011). Therefore, instead of creating their own materials or finding out the authentic materials for every lesson, teachers could focus on other aspects like monitoring the students' progress or preparing evaluative materials (Nunan & Lamb, 1998). In this way, teachers could be disengaged with this time-consuming process of material creation thanks to the ready-made pack of coursebooks. This is one of the undoubted eases for all the teachers, especially for the novice ones.

From both teachers' and students' perspectives, coursebooks "provide a route map", so they could trace their progress by looking back and forward (Tomlinson, 2003, p. 39). Hutchinson and Torres (1994) draw an analogy between coursebooks and lighthouses. Just like a lighthouse, coursebooks enable teachers to recognize whether they are beyond or back of the curriculum considering the long-running semester. Additionally, coursebooks set measures for students in the evaluation process, so students could follow what they have covered in the coursebook to succeed in their assessments. From another point of view, coursebooks provide unity among users. Thus, students in different classes, schools, or even cities receive the same content (Abdelwahab, 2013). This enables a unity to conduct national assessments. In Turkey, where the young population is abundant, achieving this unity is highly crucial, and it could be done thanks to an equal curriculum and coursebook. Coursebooks have advantages for students, as well. Firstly, students are psychologically affected by the usage of coursebooks in a positive way (Litz, 2006). In other words, students take the course seriously when they hold coursebooks. Moreover, Sheldon (1988) asserts that students find coursebooks more credible than

the teacher-generated materials. Besides, learners have the opportunity to follow their progress, and to revise their deficiencies by looking back at the coursebook. Lastly, autonomous learners get the opportunity to study by themselves at their own pace thanks to the coursebooks.

Coursebooks, on the other hand, brings out several disadvantages just like any other human-made products. McDonough, Shaw, and Masuhara (2011) approve that “no textbook or set of materials is likely to be perfect” (p. 52). Therefore, consisting shortcomings in coursebooks are as usual as having various advantages. First of all, coursebooks are not flexible sources due to their hard-copy nature (Tsiplakides, 2011). Once they are published, one cannot make editing on them until the next publishing, or they cannot be changed with one click like technological sources. Additionally, coursebooks are insufficient in transferring the culture of the foreign language. When an international coursebook reveals the target culture, a local one only consists of cultural elements of that community. This is a huge weakness when learners are only exposed to the language in the classroom. Besides, coursebooks do not present a natural context in the language learning process as it is more complex than conducting the given activities that fit into a book (Tsiplakides, 2011). Thus, teachers play a crucial role in supplying authentic materials to cover up this deficiency. From another point of view, coursebooks are prepared for large groups of learners. This also causes a drawback since individualized learning is fundamental in the 21st century (O’Neill, 1993). At this point, teachers are required to provide extra individualized or differentiated materials in accordance with their students. However, addressing coursebooks too much kills teachers’ creativity (O’Neill, 1982; Ur, 1991), so they always need to be active while practicing the coursebook because managing a language course is more than leafing through the pages.

2.3.3. The Significance of Coursebook Evaluation

Since the coursebooks are the sources that both teachers and students possess throughout the semester, they are one of the most preferred materials. However, they are not flawless as elaborated above. Having both advantages and disadvantages of the coursebooks is quite common and natural in the learning process but disregarding these disadvantages and carrying on without having no adaptations are not tolerable for teachers. Therefore, coursebook evaluation needs to be a part of the teaching profession as continuous development in addition to classroom practices (Sheldon,

1988). Moreover, coursebooks are comprehensive materials, not specialized for a specific group. At this point, teachers again need to make adaptations to ensure the suitability for the students' needs and backgrounds (Sucipto & Cahyo, 2019). Besides, coursebook evaluation needs to be conducted considering the latest necessities (Murphy, 1985). Since the editing may take longer times, teachers are required to follow the current trends and provide extra materials to keep up with the changes. What's more, teachers have to be sophisticated about the coursebook evaluation to diminish the drawbacks even if they do not have the possibility to choose the coursebook (Skierso, 1991). Even though evaluation has significant effects on language teaching, Tosun and Cinkara (2019) state that English teachers in Turkey are highly dependent on the coursebooks. Nonetheless, coursebook evaluation enables teachers to know their students well by analyzing their needs and finding out the best sources that match their interests, needs, and background (Zohrabi, 2011). Therefore, it is essential for educators to appreciate the significance of evaluation and take remarkable steps in this context.

2.3.4. Coursebook Evaluation Models

Coursebook evaluation is quite a complex process to discover the value and appropriateness of the materials for certain situations. Evaluating materials needs to be taken seriously, so this process should be executed with a certain criterion to conduct a systematic and valid investigation (Rea-Dickins and Germaine, 1993). Scholars elaborated on their terminology for coursebook evaluation models which are highly valuable to cover before conducting the study.

Cunningsworth (1995) suggests two steps in coursebook evaluation named impressionist assessment and in-depth evaluation. *An impressionist overview* could be conducted by attaining a first impression of the coursebook before delving into it. This quick check is administered on the blurb, the cover, the table of contents, and the additional materials. However, an *in-depth evaluation* requires a comprehensive check. Analyzing the methodology of the coursebook, revealing the content and the skills, and determining the objectives are some processes in conducting the in-depth evaluation. In addition to this model, Cunningsworth (1995) provides three stages of material evaluation type. These stages are pre-use, in-use, and post-use evaluation. As the terms imply, *pre-use evaluation* refers to the assessment of the coursebook for future usage. It is conducted before having a previous experience of the material. In-

use evaluation could be done during the usage of the coursebook. However, *post-use evaluation* is related to reflecting on the coursebook after practice. This is performed to check its advantages or disadvantages, and thus decision for further usage or abandonment is decided at this stage.

Ellis (1997) defines two categories of material evaluation which are termed as a *predictive* and *retrospective evaluation*. The former indicates the pre-use evaluation to realize the suitability of the materials to their purposes. On the other hand, retrospective evaluation deals with the worthiness of the materials. Therefore, it is decided whether to use them in the future or not. This is not the only decision taken in the retrospective evaluation. Teachers also need to determine which activities are suitable for their students, and which adaptations are required for their specific groups of learners. In sum, the retrospective evaluation is a kind of “testing the validity of a predictive evaluation” (Ellis, 1997).

Harmer’s (2001) evaluation is quite similar to the description of Ellis (1997). However, Harmer (2001) differentiates the terms *pre-use assessment* and *post-use evaluation*. While the former refers to making judgments before actively practicing a coursebook, the latter deals with checking the judgments after practice.

McDonough and Shaw (2013) proposed three stages of evaluation as external, internal, and overall evaluation. The external and internal evaluations are quite similar to Cunningsworth’s (1995) impressionist and in-depth evaluation. Therefore, *external* refers to getting a rough idea of the coursebook by scanning the introductory sections like the blurb, the cover, the table of contents, etc. By examining these parts, teachers could develop several ideas about the appropriateness of the coursebook such as target audience, proficiency levels, the context of the coursebook, the suitability between the lesson hours and the number of units, and the presentation of the language. Once the coursebook is found suitable for the target group of students after conducting the external evaluation, teachers could move forward with the *internal evaluation* in which more in-depth inquiry of the materials is required. This time the usefulness encountered in the external evaluation is validated by investigating the units. At this point, the delivery of language skills was analyzed as well as the arrangement of the materials. Along with language focus, learning styles and motivational factors are considered at this stage. After achieving the external and

internal evaluation, teachers proceed to the *overall evaluation*. Here, four factors named usability, generalizability, adaptability, and flexibility are considered.

The evaluation carried out in the current study is related to the classification of Harmer's pre-use assessment and Ellis's predictive evaluation because the coursebook is judged according to its accordance with critical thinking without in-class practices.

2.4. Similar Studies

In this section, the studies, which are similar to the current one, are exemplified. Since the current research examines the extent of an English coursebook in terms of critical thinking by utilizing Bloom's taxonomy, several studies of coursebook evaluation according to critical thinking features in Turkey and abroad were mentioned below before making inferences.

2.4.1. Similar Studies Conducted in Turkey

In the department of science, Kahramanoğlu (2013) conducted a comparative study among the science coursebooks which were taught in the years 1948, 1974, 1992, 2000, and 2004. The wrap-up questions at the end of each unit were included in the research and they were coded according to Bloom's original taxonomy to present the critical thinking development in years of the science lesson. Without having a significant difference, the wrap-up questions in the continuous years display that most of the questions stand for the lower levels. On the other hand, the analysis and synthesis levels resulted in less than 1% in total. Even though it did not reflect the cognitive levels homogeneously, the questions in 2000's publishing were determined as the best representative of critical thinking when it was compared with the other coursebooks.

Another similar study is implemented by Savaş (2014) in the field of Turkish language teaching. The aim of this research was to reveal the critical thinking levels of the listening activities in secondary school coursebooks. Among four coursebooks from 5th to 8th grade indicated that more than half of the exercises promote lower levels with the dominancy of understanding and applying. However, the evaluating and creating levels were found least in the coursebooks. Therefore, it is obvious that there is no homogeneity between the higher and lower levels. Moreover, there is not

a direct proportion among the grades, so it cannot be said that the higher levels were practiced more towards the 8th grade.

In the domain of English language teaching, Ulum (2016) evaluated the reading comprehension questions of an ELT coursebook named ‘Q: Skills for Success 4 Reading and Writing’ from the perspective of critical thinking. 179 questions were categorized according to the cognitive levels of Bloom’s taxonomy. The coding solely resulted in the presentation of the remembering and understanding levels throughout the coursebook. In other words, none of the activities belongs to the applying and the higher levels. The coursebook only supplies the first two levels in the lower levels.

Ulum (2017) examined the activities in primary school Turkish coursebooks and activity books in terms of critical thinking development. In doing so, he benefited from the knowledge and cognitive processes in Bloom’s revised taxonomy and coded each activity in this two-dimensional taxonomy. 172 activities in the second grade, 165 activities in the third grade, and 238 activities in the fourth grade were collected. As a result of the categorization of the keywords in the correct column, it was found that factual, conceptual, and procedural knowledge types were administered in the activities. However, the metacognitive knowledge was not practiced in any of the activities from the second to fourth grades. The results of the cognitive process dimension indicate that each level was practiced, but homogeneous distribution was not observed. Besides, there was no significant difference among the grades, so it can be inferred that the activities in the primary school Turkish language coursebook mostly support lower levels even though the higher levels are exercised.

Teaching Turkish as a foreign language is one of the popular and latest fields of education in Turkey. The next study conducted by Güney (2019) evaluated the reading and listening activities of two coursebooks titled ‘*İstanbul Yabancılar İçin Türkçe Öğretim Seti*’ and ‘*Yedi İklim Türkçe Yunus Emre Enstitüsü Öğretim Seti*’ from the critical thinking perspectives. The coursebooks were examined comparatively and on their own merits. Among these two different sets, eleven coursebooks were collected from A1 to C2 levels. Each coursebook was similar in terms of the dominancy of lower levels. Besides, the cognitive levels were not practiced gradually from the remembering to the creating, so the homogeneity was not achieved in broad strokes, and the creating level was slightly encountered in the

activities. However, the second coursebook was noticed as relatively more homogeneous when it was compared with the first coursebook.

In the field of mathematics in Turkey, Usluoğlu (2020) carried out a study to compare 3rd and 4th graders' mathematics coursebooks published in the years 2009 and 2018. Four coursebooks were evaluated considering the critical thinking levels by utilizing Bloom's revised taxonomy. To do so, 159 activities were collected in total and coded according to the taxonomy. The findings exhibit that procedural knowledge was repeated most among the knowledge dimension while the understanding and applying levels were mostly practiced in the cognitive process. On the other side, evaluating and creating were the least exercised levels in both years. Due to the nature of mathematics questions, the superiority of procedural knowledge was an expected outcome. However, the dominance of the understanding and applying levels were not predicted. Furthermore, it was proved that the revised version of the coursebook in 2018 did not present a significant difference in terms of critical thinking practice.

Büken (2021) analyzed five coursebooks taught in the 6th and 7th grades' social studies lessons in Turkey. The analysis was limited to the geography field, so the historical or humanitarian topics were excluded. The objectives and activities were categorized according to the cognitive process dimension in Bloom's revised taxonomy. 22 objectives and 340 activities were extracted from five coursebooks in which two of which belong to the 6th grade while three of them are 7th graders' coursebooks. The results indicate that 18 objectives and 293 activities cover lower levels. In another word, more than 80% of the curriculum and coursebook regarding the geography field promote lower levels with the dominance of the remembering level in each coursebook. What's more, the coursebooks do not differ from each other in the reflection of the cognitive levels.

Another study is administered by Demir (2021) in the field of physics. The purpose was to assess 9th and 10th graders' unit evaluation questions in accordance with Bloom's revised taxonomy to disclose the critical thinking level. 220 questions in the 9th graders' and 207 questions in the 10th graders' coursebooks were collected. Not surprisingly, it was found that lower levels were dominant in both coursebooks. However, the applying level was the most practiced level which is a different result than the rest of the studies, so the applying levels covered nearly half of the

activities. In conjunction with this result, procedural knowledge was dominant in the knowledge dimension of the taxonomy. However, the frequency and percentages of the evaluating and creating levels were considerably low.

A remarkably similar study to the previous one was conducted by Sincar (2022). This time, the chemistry unit evaluation questions in the secondary school science lesson were included in the study, and they were analyzed according to the cognitive domain of Bloom's revised taxonomy. Among 239 questions from 5th to 8th graders, the dominancy of the lower levels was striking. Among lower levels, the most repeated level was remembering. When it comes to higher levels, the analyzing level was dominant in this category. However, no question type was matched with the evaluating level in the coursebooks.

As a result of countless studies, it is obvious that the lower levels are covered to a large extent in the coursebooks utilized in Turkish schools. This outcome was unchanging regardless of the branches. Therefore, it can be concluded that the coursebooks used in Turkish schools are inadequate in supporting critical thinking.

2.4.2. Similar Studies Conducted Abroad

Azizi (2012) examined reading comprehension questions within 10 General English Coursebooks taught in different Iranian universities. The aim of this study was to reveal the extent that which coursebooks represent CT questions. The books were analyzed considering Facoine's (2011) critical thinking model (Interpretation, Analysis, Inference, Explanation, and Self-Regulation). 1379 questions were extracted from 10 English coursebooks. 761 questions out of 1379 did not match with the selected model. It can be said that more than half of the questions did not support critical thinking. Besides, interpretation was the most used critical thinking question type in total and evaluation was the least preferred among the other features. Even the closest coursebook which meets the features in Facoine's (2011) model did not reflect critical thinking questions at all since the percentages of both critical and non-critical questions in that book were nearly half-and-half. Thus, it is concluded that English coursebooks taught in Iranian universities do not provide critical thinking questions effectively and thus these coursebooks are inadequate to promote critical thinking.

In a study, conducted by Birjandi and Alizadeh (2012), three coursebooks are evaluated to find the degree to which coursebooks reflect CT. For this purpose, three books, Top-Notch, Interchange, and English Files, were selected as they are used in language courses. As a checklist, Bloom's taxonomy was adapted to extend the scope of the study. Findings show that each book thoroughly represents lower-order thinking. The deduction, analysis, and synthesis skills were found mediocre skills throughout the books. Evaluation, creative thinking, multiple perspective-taking, and balanced thinking were weak in all. Even though the books were not significantly different from each other, Top Notch was the one up among the books.

In 2014, Abdelrahman investigated the English textbook questions for the 10th graders in Jordan. His aim was to examine the cognitive levels of the questions by taking advantage of Bloom's taxonomy. 655 questions were collected as data and coded according to six cognitive levels of remembering, understanding, analyzing, evaluating, and creating. More than half of the questions (55.11%) resulted in the first two lower levels, and 16.18% belonged to the applying levels. Thus, the lower levels covered more than 70% of the textbook questions. It is concluded that the questions do not promote higher-order thinking.

Assaly and Smadi (2015) analyzed a coursebook for the 10th graders in Israel with regards to critical thinking. Only the reading activities were selected for the analysis and six cognitive levels were consulted in Bloom's taxonomy. As a result of the coding, the comprehension level eventuated with the predominancy in the reading questions with 54%. However, the rest of the lower levels (knowledge and application) were slightly reflected with almost 10% at all. Even though the homogeneity was not achieved in the reading questions, the higher levels were practiced more when it was compared with other studies in the literature.

Muchlis (2015) examined the reading questions of an English coursebook in Indonesia. The reading questions were evaluated considering Bloom's taxonomy in order to reveal the critical thinking levels of the questions. The content analysis which is implemented with the cognitive levels from knowledge to evaluation resulted in the high frequency of the lower levels with the dominancy of knowledge and comprehension. On the other hand, the higher levels were reported as being slightly reflected.

Similar to many other studies, the study of Zareian, Davoudi, Heshmatifar and Rahimi (2015) takes advantage of Bloom's taxonomy in order to evaluate the cognitive processes of two coursebooks: English for Students of Science and English for Students of Engineering. 100 questions in the first book and 118 questions in the second book are retrieved. When the questions are classified according to Bloom's Taxonomy, it is found that the percentages and frequency decrease as the cognitive levels increase because there is a negative correlation between the cognitive levels and their occurrence in the coursebooks. Both books display a huge imbalance between the lower and higher level of thinking as well with approximately 90% for the lower level and 10% for the higher level. Additionally, there is not a significant difference in both coursebooks as they both do not support higher-order thinking.

Adli and Mahmoudi (2017) benefited Bloom Taxonomy to evaluate cognitive levels of comprehension questions in the reading sections of both elementary and advanced levels of coursebooks so the purpose of the study was to compare different levels of coursebooks in terms of comprehension question types. Mann-Whitney U test was conducted to find the significance. Lower order thinking levels (knowledge, comprehension, application) had a significant difference between elementary and advanced coursebooks. However, higher-order thinking levels were not found significantly different except for the evaluation level.

Tangsakul, Kijpoonphol, Linh and Kimura (2017) carried out a study on Bloom's taxonomy to analyze reading comprehension questions both in English coursebooks named Team Up 1-3 and in national exams called as O-Net Tests which 9th graders took in academic years between 2013 and 2016. The purpose of the study was to determine the levels of questions in accordance with Bloom's Revised Taxonomy and to make a comparison between coursebooks and the national tests in terms of comprehension question types. 416 questions were found in Team Up 1-3 and 65 questions were taken from O-NET Tests. An overwhelming majority of them were lower-level questions (Remember, Understand, and Apply) with 85% in O-NET Tests and 91% in the English coursebooks. What is more, the highest level, creating, was almost none in the coursebook (0.48) and none in the national test.

The study conducted by Wu and Pei (2018) analyzed three English coursebooks (*English Through Culture*, *Contemporary College English*, and *Think English*) commonly taught in Intensive Reading courses in China. The focus of the

study was to compare the books in terms of CT features and composite questions in the after-text reading comprehension questions. The books were coded considering Bloom's taxonomy to find out the frequency and percentage of the CT elements on them. In the total, the knowledge was the most seen one with 54% and the application was the least level with 1%. The results differ when each book was evaluated singly except for the supereminence of knowledge level questions. English Culture was the book that held the fewest higher order questions with 16.7%. The coding result of Contemporary English (26.3% higher level question) was not different from English Culture. However, Think English was the best representation of CT elements among the books. The percentages of higher and lower-level questions were about half-and-half. The reason for this was attributed to the year of publishing as the latest book involved higher-order questions. As a question design, Think English also met the demands of composite questions and found the most suitable reading resource for CT development among the three books.

Yuliyana and Fransisca (2018) conducted their research on three different EFL textbooks in Indonesia. Two of them named Talk Active and Pathway to English were commercially published while Stop Bullying Now was published by the government for the 10th graders. Within these three textbooks, only the questions in the reading activities were included in the analysis. It was found that the coursebooks supported lower levels considering the reading activities at all. When they were differentiated, it was concluded that the government-published textbook included higher-level questions more than the other commercial textbooks. Therefore, Stop Bullying Now was decided to be better in supporting critical thinking among the books analyzed.

Es-Salhi and Elfatih (2019) studied Bloom's Taxonomy so as to evaluate critical thinking elements in an EFL coursebook called Gateway English 2. To gather the data, different instruments such as document analysis, content analysis, and a questionnaire were taken advantage of. Analysis of documents and content revealed that the coursebook did not promote the critical thinking of the students as it mostly provided lower-order questions. On the other hand, teachers and educational policy showed a tendency to implement CT in education. Thus, it can be concluded that there is a gap between educational policy and coursebooks.

In a recent study, San (2019) investigated the instructions of the reading passages in the coursebook Global English A2+ which was taught to first-year students. Using Bloom's taxonomy as a criterion, this research reviewed Global English A2+ coursebook to see how far it reflects critical thinking. Data is analyzed with qualitative and quantitative methods. In the first phase of the study, all the instructions for the reading passages were gathered. 184 questions and instructions were found in 48 reading passages. In the second phase, these instructions were categorized into thinking levels according to Bloom's Taxonomy. Of all 184 questions, fifty-nine were higher-level questions while 125 questions were higher-level ones. The results indicate that the understanding level was the most used with 36.96% and the creating level was the least seen level with 1.08% within 10 units. Therefore, Global English A2+ encourages more lower-level thinkers.

Numerous English language teaching coursebooks are examined considering their support for critical thinking throughout the world. Regardless of the coursebooks' national or international usage, the result of the studies remains similar. As exemplified and depicted above, the ELT coursebooks used in different countries are dominant in lower levels, remembering, understanding, and applying. On the other hand, the higher levels were slightly practiced in many coursebooks. Moreover, different branches resulted in a similar outcome. Therefore, it is precise that a big shift in the coursebooks needs to be conducted at an international level in order to keep up with the 21st-century requirements.

3. METHODOLOGY

This chapter profoundly discusses the research design, data collection, and data analysis processes as well as the validity and reliability of the research.

3.1. Research Design

This study investigated the reading activities of the seventh grade English coursebook in terms of critical thinking and the qualitative research method is adopted. According to Thyer (2000), the nature of qualitative methods deals with discovering, unlike quantitative methods which test the hypothesis. Thus, this method was employed to allow a deep understanding of the underlying reality hidden in the coursebook (Morgan, 1996). In this way, the elements of critical thinking were aimed to be revealed by evaluating the coursebook qualitatively. As an often-used technique in qualitative research, document analysis was selected to examine the data so as to gain a deeper understanding of the texts (Corbin & Strauss, 2008). Bloom's Revised Taxonomy was drawn on while collecting and analyzing the data because it is one of the most preferred and widely accepted criteria in the field of education (Tarman & Kuran, 2015). Content analysis was used for analyzing the data. It is construed as the systematic and replicable research technique in which data coding is based on grounded theories (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel 2015; Krippendorff, 2004). According to Seif's (2012) elaboration, content analysis is the interpretation and schematization of the texts rather than counting the words in a quantitative manner.

3.2. Data Collection

Under this categorization, the material used in the research was comprehensively demonstrated as a beginning because it was the main source in the data collection process. Document analysis was interpreted theoretically, and the document analysis procedure as a data collection was clarified step by step by referring to the current study in order to reflect the procedure transparently.

3.2.1. The Material

The 7th grade English coursebook, which was evaluated in this study, was published by the Ministry of Education. The book was approved by the Board of Education and Discipline in 2018. Its' second edition took place by means of General Directorate of Support Services in 2019 and 223.876 coursebooks were published in that edition. CEFR level for the 7th grade was determined as A2 and the level of the

coursebook was designed suitably with the curricular level. Starting from the 7th grade, reading and writing skills which did not get much attention in the previous years came into existence as an integral part of language learning along with listening and speaking skills (MoNE, 2018). Thus, four main skills were respectively included in the coursebook. Each unit comprised 11 pages and the same structure continued throughout the units as exemplified in the table below.

Table 3.1. Range of Pages in Each Unit

Pages	Skills
1 & 2	Vocabulary
3 & 4	Reading
5	Listening
6	Speaking
7 & 8	Reading
9	Writing
10	Fun Time
11	Project

Two reading sections that covered 4 pages in each unit were sampled for this study. The first reading was organized for practicing the target vocabulary while the second reading was written as the main reading part throughout the units of the book. The curriculum adopted Theme-Based Instruction which is a sub-category of Content-Based Instruction (Brinton, Snow & Wesche, 2003). Thus, the themes were represented in each skill to improve students' foreign language proficiency. In this way, students were presupposed to be competent enough to use language skills to express themselves on specific topics. As shown below, the coursebook included 10 units in which ten different topics were manifested.

Table 3.2. Names of the Units

Unit Numbers	Unit Names
1	Appearance and Personality
2	Sports
3	Biographies
4	Wild Animals
5	Television
6	Celebrations
7	Dreams
8	Public Buildings
9	Environment
10	Planets

3.2.2. Document Analysis

In this research, the 7th grade English coursebook was evaluated in terms of critical thinking. Since the coursebooks are one of the types of documents, document analysis was mainly chosen to collect the data. According to Merriam (1988), “documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem”. At this point, the data of the document was compiled through document analysis in order to discover the meaning and reveal the reality of critical thinking hidden in the coursebook.

Correspondingly, document analysis is used to analyze written documents meticulously and systematically (Wach, 2013). Thus, the premeditated steps that are selected for the document analysis help the researcher stay the course throughout the data collection process. Explicit representation of these steps also corroborates the transparency of the research as this is related to the clarity of the procedures on which the conclusions are based (Büthe & Jacobs, 2015). For these reasons, the document analysis steps developed by Forster (as cited in Yıldırım & Şimşek, 2018) were used in this study as given below.

1. Reaching the documents
2. Checking the originality of the documents

3. Comprehending the document thoroughly
4. Analyzing the data
5. Utilizing the data

In the first step, the 7th grade English coursebook was attained as the main source of the study in consideration of the research aim. As the research questions set measures with regards to the coursebook and language skills, the documents were reached by considering the focus. This step also constituted a basis for the rest of the research and the document analysis process.

The coursebook was accessed by means of the Education Information Network which is the legal online platform supported by the Ministry of Education. The online version of the document was also compared with the written publication distributed to the state schools. The coursebook then was initiated to be investigated as the match was obtained.

The third step necessitates a deep understanding of the material in order to be evaluated thoroughly. The coursebook adopted in this study is an official document published by the Ministry of Education (MoNE). This results in the emphasis on the theoretical evaluation of an official document. In this study, the scope was also limited to the reading texts and exercises, so the researcher specifically dealt with the parts that were designed for the reading skill and its' activities. Thus, these parts were extracted to be examined for the research.

The content analysis goes hand in hand with the document analysis method for analyzing the document deeply (Labuschagne, 2003). Thus, content analysis was utilized in an attempt to discover the critical thinking level of the activities which are not explicitly displayed in the coursebook. Determining the document analysis as a single and main method revealed the value of comprehensive content analysis. For this reason, extra steps and extensive coding were applied to the data analysis process. A detailed representation of the data analysis process and coding scheme was given under the heading of data analysis.

Analysis of the data revealed to what extent the coursebook supported critical thinking. This outcome answered the research question as well. Content analysis chosen for data analysis resulted in valid and reliable utilization of the data. The data was also examined under the theoretical basis so as to represent the document

unambiguously. By following all the steps, the document was evaluated evidently aiming to shed light on the procedure of the study.

3.3. Data Analysis

In this section, the data analysis process was pointed out as a beginning. Following that, content analysis was fundamentally represented because it has been long-established in qualitative data analysis to present a detailed evaluation. Along with the content analysis, Bloom's Revised Taxonomy and its' coding scheme was covered briefly and associated with this study.

3.3.1. Data Analysis Process

Data analysis and its' process form the backbone of the research because a noteworthy study is based on a valid and detailed data analysis. It is also one of the critical steps in terms of gaining reliable results, so researchers need to be systematic in conducting the data analysis. However, this is not a straightforward process as there is not an only one standard that works out in all the research (Yıldırım & Şimşek, 2018). Thus, the most applicable steps for the data analysis process were conducted in this study. These steps represented by Bailey (1982) were specified and explained below.

1. Drawing the sample of the documents
2. Defining the content of the categories depending on the purpose
3. Defining the recording unit
4. Defining the context unit
5. Defining the system of enumeration

In the beginning, the sample was constituted in two phases. The first one was choosing the skill to be analyzed since it was too broad to uncover all the skills and activities in the coursebook considering the universe. Therefore, reading skill was sampled in this study as it was mostly practiced skill both in the schools and in promoting CT (Yükselir, 2018). The selection of the coursebook was the second phase of sampling. The coursebook which represents reading activities systematically and separately was adopted for this study. Among three coursebooks used in the secondary state schools, the publication of MoNE was the most suitable for the aims of this study.

In order to analyze the data, categories were developed in accordance with Bloom's Revised Taxonomy which is one of the main sources of MoNE in developing curriculum to support critical thinking (Bümen, 2006). The cognitive processes of this taxonomy were covered in the categories of data analysis. These cognitive levels are consistent with one another in terms of building higher-order thinking skills step by step. Thus, starting from lower-order thinking to moving on to higher-order thinking was expected to reinforce critical thinking according to Bloom's Revised Taxonomy.

Regarding the aim of this research, activities which shaped around reading skill were chosen as a sample. This sampling led activities to be examined as units of analysis. Hence, themes were determined on each activity and categorized into each cognitive level in Bloom's Revised Taxonomy. Even though the theme is a broad term to be analyzed, the context of the activities also helped in the coding process to give clearer and more reliable results. Therefore, recording and context units went hand in hand in the data analysis process.

While the data were being categorized according to Bloom's Revised Taxonomy, the findings were coded on a table designed for coding. Even though the findings were described on the table explicitly, they were also turned into numerical values as frequency and percentages since the result was expected to be viewed clearer by being schemed and compared with graphs.

3.3.2. Content Analysis

Content analysis is referred to a detailed and systematic way of analyzing the data according to a coding scheme to make accurate inferences and evaluations (Krippendorff, 1980; Weber, 1990). According to Yıldırım and Şimşek (2018), content analysis entails a deep examination of the concepts and themes which are not realized, so it is far beyond counting word by word (Stemler, 2000). Additionally, document analysis and content analysis are complementary to each other in discovering the concepts (Labuschagne, 2003). Evidently, content analysis has an important role in qualitative studies.

Admittedly, coding the data is a critical process of content analysis as it directly affects the findings and the results of the study. At this point, reliability and validity were considered delicately. Coding was applied to the categories that were

decided in advance and these categories were grounded on Bloom's Revised Taxonomy as one of the main sources of critical thinking. "Categories must be mutually exclusive and exhaustive" (GAO, 1996) As an exclusiveness, each level in the taxonomy stands for a unique step in building critical thinking from simple to complex. At the same time, these levels create a unity altogether which leads to exhaustiveness. *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating* as cognitive levels of taxonomy were the keystones of this study since they were the main categories of the coding criterion. Coding was applied by figuring out the cognitive level of each reading activity. After determining the levels, categories were calculated in terms of the number of activities they imply. By doing so, coding reflected the critical thinking level of the reading activities in the coursebook.

3.4. Validity and Reliability

Reliability and validity are the crucial factors in the formation of an academic study. These issues are more noteworthy in qualitative studies as they are more dependent on the researcher's subjectivity. At this point, qualitative studies are criticized as they do not have a certain method or measurement as well as not being reflected in numeric data (Yıldırım, 2010). However, scholars such as Maxwell (1992), Silverman (2001), Yıldırım and Şimşek (2018) point out that qualitative studies are increased in value when reliability and validity are considered and reflected clearly. Therefore, these two factors are meticulously considered in this qualitative study.

With reference to Yıldırım and Şimşek (2018), validity is a determinant factor in achieving reliability because it could be examined correctly if the data is valid. A study that does not cover valid data could reflect reliability, but it would not be a rewarding academic result. Thus, validity is regarded as a beginning. It refers to expressing every detail explicitly such as the data, method, and the process of the study. To achieve this, data collection and analysis processes were pointed out step by step in the previous parts. The methodological background and the reasons for choosing those methods were also clearly stated. In the findings and results section, exercises were directly taken and exemplified in order to present the coursebook and the results transparently.

On the other hand, reliability was specified as the repeatability of the results by using the same method (Baltacı, 2019). Marvasi (2004) also expressed reliability as

attaining similar results by different researchers and coders. For achieving reliability in this study, the reading exercises were coded by the researcher and two independent coders who are English teachers at the state schools. The coders were enlightened on the aim, method, and procedure of the study. They were also provided extensive training for Bloom’s Revised Taxonomy and the analysis process. Independent coders and the researcher coded the data according to the coding scheme based on Bloom’s Taxonomy. Reliability was measured by Miles and Huberman’s (1994) reliability formula as follows:

Table 3.3. The Reliability Formula

Reliability =	$\frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}}$
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According to this formula, the reliability of the study was reached to %83.5. With regards to Miles and Huberman (1994), results above %70 are considered reliable. In the following step, exercises that have disagreements were discussed again altogether by the coders and each of them was resolved on the correct level. On the whole, this study is considered to be a reliable and valid qualitative study.

4. FINDINGS AND DISCUSSION

This chapter initially summarizes the aim of the research and the procedures to recall the previous steps. Peculiar to this section, the findings of the data analysis are presented with tables and charts in accordance with the research questions. Along with the results, the chapter discusses the findings in the light of literature by comparing them with other similar or different studies.

4.1. Introduction

Being a competent critical thinker is an indispensable skill in the 21st century. Schools, as ongoing innovation centers, need to adapt to the latest changes in the world so they are required to promote students' critical thinking abilities. Coursebooks, which have a fundamental role in the schools, are necessary for developing critical thinking skills, as well. For these reasons, coursebook evaluation is highly crucial to gain insight into the current situation of implementing and supporting critical thinking in schools. Hence, the present study aimed to evaluate cognitive processes applied to the reading activities in the 7th grade English coursebook. As a further aim, the cognitive levels which were missing in the activities were intended to be adapted. Thus, the result of the data was essential to achieve the aim effectively.

The findings of this study were brought out regarding the research questions. As the research questions comprised of questions that were consistent with the aim and the results, they were addressed in this section, as well. Therefore, the research questions were presented below to provide a systematic and unambivalent flow for the following section.

1. Which levels of cognitive processes in Bloom's Taxonomy are represented in 7th grade English CB?
2. To what extent are thinking levels in Bloom's Taxonomy represented in the 7th grade English coursebook?
3. Is there a homogeneous distribution among the thinking levels?
4. Is there a significant difference between the levels of higher and lower order thinking in the activities of the reading passages?

To be able to answer the research questions, several steps were carried out. Firstly, activities in the coursebook were collected through document analysis. While collecting the data, Bloom's Revised Taxonomy set the framework to reveal the

results systematically. Content analysis was also applied in accordance with this framework to comprise an exhaustive study.

4.2. Findings Related to the First Research Question

The first question delves into the representation of cognitive levels in the reading activities of the 7th grade English coursebook according to Bloom's revised taxonomy. Within this scope, the overall findings of the coding were demonstrated with the occurrence of each level and their percentages to give a clear and general overview of the first question. Thereafter, each reading passage was respectively reviewed and clarified to reflect on the cognitive levels.

Table 4.1. Frequencies and Percentages of the Cognitive Dimension

Cognitive Levels	Frequency	Percentage
Remember	49	53,84 %
Understand	27	29,67 %
Apply	11	12,08 %
Analyze	2	2,19 %
Evaluate	1	1,09 %
Create	1	1,09 %
Total	91	100%

Regarding the table above, 91 activities were obtained in 20 reading passages. Each level existed in the activities with noticeable variances. Among lower-order thinking levels (LOTs), more than half of the activities covered the *remembering* level with 53,84%. More than a quarter of the activities were determined as *understanding* with 27 recurrences. The last level of the LOTs, *applying*, was practiced in eleven activities in all which made up 12,08% of the entire reading passages. As for the first higher-order thinking level (HOTs), *analyzing* took up only 2 activities with 2,19%. In the same manner, both *evaluating* and *creating* levels emerged only once in the overall content.

In the following section of the findings, each reading passage was focused on separately to provide a comprehensive representation of the findings. In this respect, the frequency and percentages of the levels resulting from coding were provided.

Furthermore, the instructional questions of the activities were revealed to raise the validity of the study.

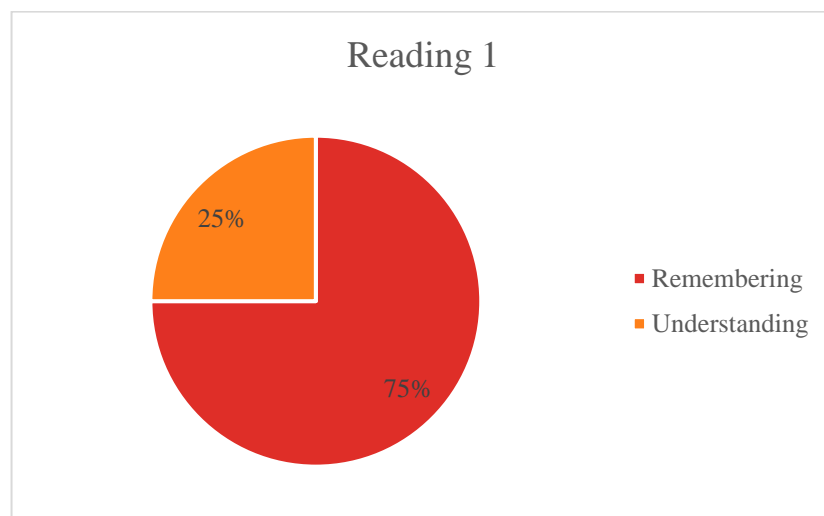


Figure 4.1. Findings of Reading 1



In the first reading, four activities were developed. Three of these activities refer to the remembering level (75%) while one of them supports the understanding level (25%) in the cognitive domain of Bloom's Taxonomy. No activity or type of question was found for the applying or higher levels. Therefore, the remembering level displayed a predominance in the first reading section. Question samples were clarified below by presenting the instructions and elucidating their level in the cognitive domain.

The first activity demands answers to Wh- questions about the passage as noted below:

- *Where are they from?*
- *Where do they live?*

Since these Wh- questions necessitate recalling the information in the reading passage and labeling the intended answer, the first activity was considered as the “*remembering*” level.

The second activity of the first reading was attached below. In this activity, students are asked to fill in the table according to the passage. However, this time it requires students to show an understanding by summarizing and rephrasing the text, not duplicating the sentences from the text. Therefore, this activity was considered as the “*understanding*” level.

2   **Read the messages again and fill in the table.**



	Appearance	Personality	Hobbies
	» <i>not very tall</i>		
			


Figure 4.2. Reading 1, Activity 2

In the third activity, students are asked true/false questions about the passage. A couple of these T/F questions were sampled below:

- _____ *She likes spending time with her friends.*
- _____ *He sometimes has problems with his teachers.*

These statements remark that students do not require to have a comprehension of the reading. Instead, they are able to find the keyword of each statement and search for whether it is true or false. Responding to the questions without comprehension of the ideas led to the “*remembering*” in the third activity.

The last activity in the Reading 1 is also recognized as the “*remembering*” level because students need to abide by the passage. Even though the activity seems like higher levels than remembering, it does not demand any interpretation of the passage. Students only ask and answer Wh- questions and reproduce the written sentences orally as the passage mentions.

4  **Work in pairs. Ask and answer the questions.**

Student A: Ask about Lily and answer about Ahmet.
Student B: Ask about Ahmet and answer about Lily.

e.g.

A: What is he like?
B: He is talkative.

A: What does she look like?
B: She has got blonde hair.

A: What does she like doing?
B: She likes watching movies.

Figure 4.3. Reading 1, Activity 4

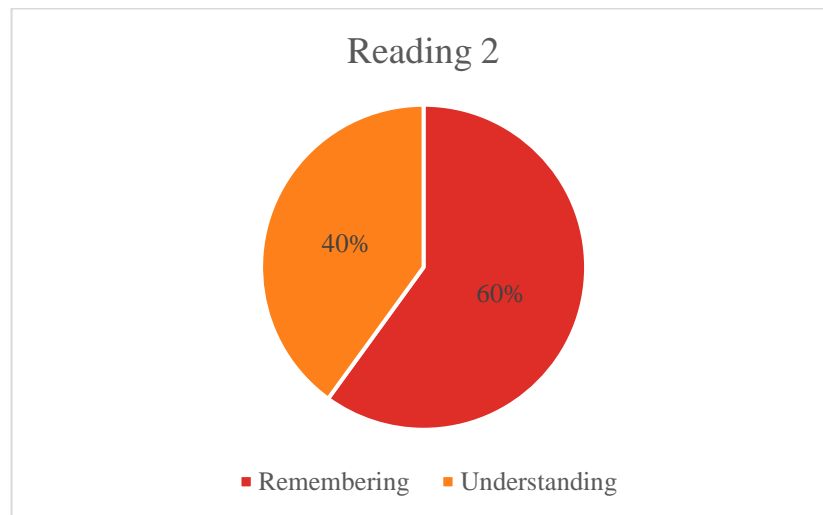


Figure 4.4. Findings of Reading 2

Similar to the first reading, Reading 2 only consists of remembering and understanding levels. With three activities, the remembering level makes up 60% while the understanding level is covered in two activities with 40% of this section. Despite having slight variation, remembering has supremacy in this section, as well. Apart from the existing levels, applying and higher-order thinking levels were not found in any of the activities.

Reading 2 starts with a pre-reading question in order to prepare students for the main reading passage as follows: “*Who do you feel close to in your family? Why?*”. This question was asked as a beginning question to the passage with the intention of recalling students’ opinions on the topic to be discussed. Hence, the first activity was regarded as the “*remembering*” level.



The second activity is concerned with students' preparation for the passage, and students need to answer this question by looking at the pictures. The questions are provided below.

- *What is the relationship between them?*
- *Do they get on well with each other?*

In the same manner, as the first activity, these questions aim to develop a preliminary preparation for the passage. However, students intended to interpret and predict the pictures this time. Their expectation of the characters was encouraged. For these reasons, the “*understanding*” level was found suitable for this kind of activity.

The third activity demands finding the best title according to their understanding of the passage. As understanding the main idea of the entire passage was crucial, this activity was determined as the “*understanding*” level.

As depicted below, students are expected to fill in the blanks with the right character by looking back at the passage in the fourth activity. There are only two characters that are compared to each other, and the statements in the activity are directly linked to the passage. Due to matching the sentences with the text and not making sense of the reading, the “*remembering*” level stood out as a cognitive level of this activity.

4   **Read the text again and complete the sentences with the names.**

1. _____ is taller than his brother.
2. _____ isn't more hardworking than his brother.
3. _____ is more popular than his brother.
4. _____ is more punctual than his brother.
5. _____ isn't slimmer than his brother.

Jack

Joe

Figure 4.5. Reading 2, Activity 4

The last activity of this section puts forward closed-ended Wh- or yes/no questions as provided below.

1. *What does Jack look like?*
2. *Why is Joe so popular at school?*

3. *Is it difficult to make friends with Joe? Why?*
4. *Is Jack a hard-working student? Why?*
5. *What do they like doing together?*

The answers to all these questions could easily be underlined in the passage. Even though ‘why’ questions sound higher than the remembering level, students do not require to rephrase the text or make sense of the text. For instance, a piece of the text was referred to support this conclusion. “...*Joe is more popular than Jack. Because he is thoughtful and friendly...*” This quotation is the answer to the second question which starts with ‘why’. At this point, they do not need to deduce this result by taking the whole text into consideration. They can simply write down the same sentence without changing it. For these reasons, the last activity was named the “*remembering*” level.

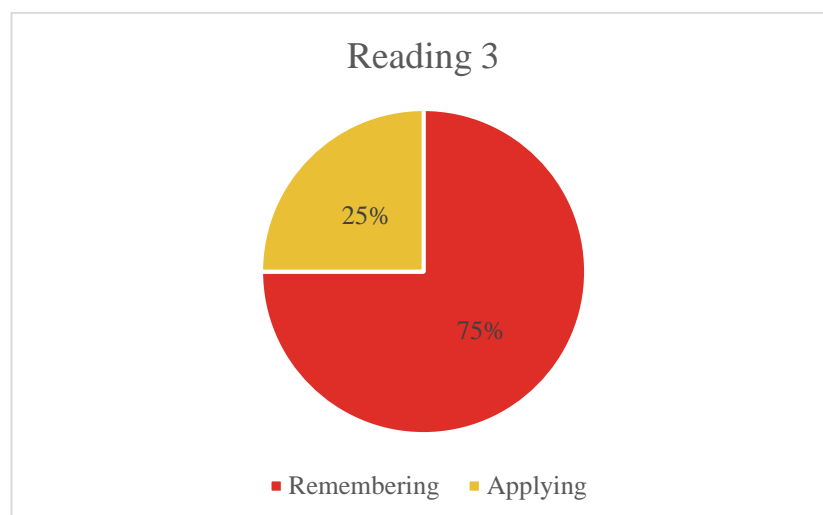


Figure 4.6. Findings of Reading 3

Including four activities, Reading 3 promotes remembering and applying levels of students. The percentage figure informs that the remembering level takes up 75% by referring to three activities. On the other hand, applying which is the last level of LOTs comprises 25% by having only one activity at all. Apart from the first two reading passages, the understanding level was not noticed and applying level was encountered for the first time. Similar to the previous passages, no higher-order level question has been promoted.

The first activity is pre-reading questions to prepare students for the topic. The questions are offered below:

➤ “How often do you do sports? Where do you do them?”

Expecting an answer to these questions needs reflection on students’ lives, so it ended up with the “remembering” level for the first activity. Students are expected to raise their readiness for the reading passage while communicating about their lifestyles.

Concerning the next one, students need to read the passage before answering the second activity. Even though it is a question related to the passage, it is not an indicator of their understanding of what they read. The only question in this activity asks: “Who is not joining the camp?”. At this point, students can scan the text, detect the names, and find out who is not joining the camp. These processes do not require them to understand the whole idea of the passage. What is more, they even do not need to read all the text with concentration. That is why, this activity supports the “remembering” level, as well.

3 Read the dialogue in part 2. Help the attendant to fill in the application forms.

Sports Camp
Application Form
Name: **Rose**.....
 Jogging
 Climbing
 Volleyball
 Tennis
 Hiking
 Football
 Basketball
 Cycling

Sports Camp
Application Form
Name:.....
 Jogging
 Climbing
 Volleyball
 Tennis
 Hiking
 Football
 Basketball
 Cycling

Sports Camp
Application Form
Name:.....
 Jogging
 Climbing
 Volleyball
 Tennis
 Hiking
 Football
 Basketball
 Cycling

Figure 4.7. Reading 3, Activity 3

The third activity is not similar to the first two activities in terms of their format. However, the content of the question does not demand a conception of the passage. When analyzed thoroughly, it is apparent that students can label the names on the text and match the sports with the right characters. As a kind of multiple-choice and closed-ended question, this activity was determined as “remembering”.

4  Look at the poster of sports camp. Do you want to join this sports camp? If yes, which sports activities do you want to join? Why?

e.g.

I want to play football in this camp because I think it is more exciting than the other sports.

I usually go climbing and I'm good at it. I want to be a professional climber.



The poster for 'SUMMER Sports Camp' features a blue background with a yellow sun at the top. The title 'SUMMER Sports Camp' is written in a stylized font. Below the title, a list of sports activities is provided: Jogging, Climbing, Volleyball, Tennis, Hiking, Football, Basketball, and Cycling. Each activity is accompanied by a small white silhouette icon. At the bottom of the poster, a red banner contains the text: 'For more information, talk to our info desk.'

Figure 4.8. Reading 3, Activity 4

The last activity of Reading 3 is distinctive from the previous activities covered so far. After learning the sports and dealing with the text, students are asked about their choices of sports. In learning the target vocabulary in the earlier activities, students are able to express their preferences in this instance. By doing so, students are expected to use the target vocabulary in a new situation apart from the passage. The actions that they would perform are taken into consideration with the use of the target vocabulary in unique sentences, so the last activity refers to the “*applying*” level.

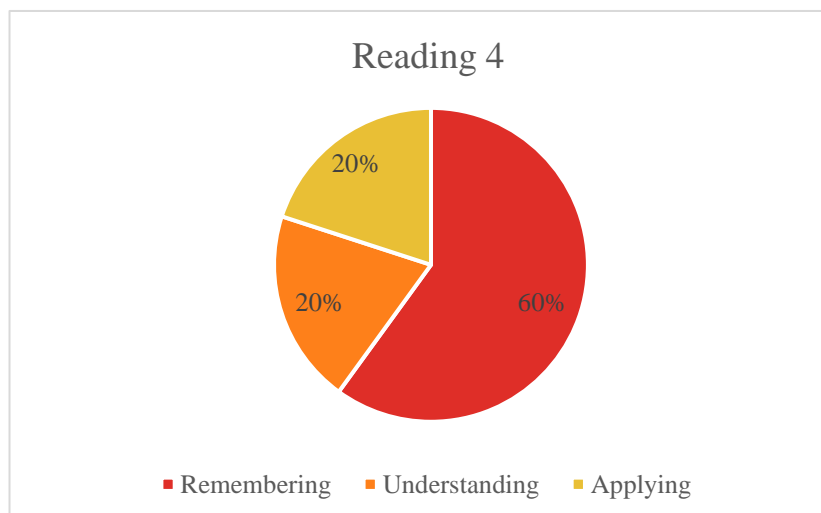



Figure 4.9. Findings of Reading 4

Covering five activities for a reading passage about sports, Reading 4 promotes the lower-order thinking level of the students by offering remembering, understanding, and applying levels. Even though this reading touched upon each lower level, remembering surpassed other levels with extra two activities. Thereby, remembering took three activities of five with 60%. Distinctively, understanding and applying levels were practiced once in two different activities which constitute 20% of both understanding and applying levels. Over and above this, higher-order thinking levels were not included in any of the activities of Reading 4.

The first activity needs students to get ready for the reading by asking “*Do you know any successful players/athletes? Why are they successful?*”. Students are expected to reveal their previous knowledge of a sportsperson they know. By doing so, they are able to form an opinion about the reading. Since the activity is associated with recalling previous knowledge, it was considered the “*remembering*” level.

The next activity directs a question in pursuit of reading as follows: “*Which sports are there in the text?*”. Students are required to scan the text in order to detect the referent sports. While searching for the names of the sports, learners do not need to comprehend the main idea, or they do not need to describe the text in their own words. That’s why the activity was decided on the “*remembering*” level.



3 **Read the texts again and choose the correct answer.**

1. Mete Gazoz	3. Çağla Büyükakçay
a. is a European Champion.	a. won a cup in İstanbul.
b. is a World Champion.	b. trains only at weekends.
2. Öznur Yılmaz	4. Yasemin Adar
a. is an archer.	a. always eats junk food.
b. is a sprinter.	b. is both European and World Champion.

Figure 4.10. Reading 4, Activity 3

Activity three consists of multiple-choice questions. After reading the text and scanning the sports, students are expected to focus on the specialty of these athletes and players. A separate paragraph is assigned for each sportsperson. During this activity, students are expected to deal with the right paragraph and check which choice can be paired correctly. As this activity is a kind of selecting the correct

answer by picking up the right information in the paragraph, the “remembering” level was found a suitable level.

4

Find the numbers in the texts. What do they refer to?

<p><u>Mete GAZOZ</u></p> <p>e.g. 17: the age of him in Rio 2016 Olympics.</p> <p>2017:</p> <p><u>Öznur YILMAZER</u></p> <p>13:</p> <p>3:</p>	<p><u>Çağla BÜYÜKAKÇAY</u></p> <p>100:</p> <p>2016:</p> <p><u>Yasemin ADAR</u></p> <p>1991:</p> <p>75:</p>
---	---

Figure 4.11. Reading 4, Activity 4

In the fourth activity, some numbers were provided beforehand, and students were aimed to search for the given numbers in the text. Upon finding the numbers, they need to infer what these numbers refer to. Following this, they are expected to paraphrase the meaning of the numbers briefly. Here, students may not copy the phrases or sentences from the text. However, they are expected to comprehend the meaning of the numbers and write down their explanation along with the correct number. Interpreting the numbers, and explaining their meanings came into prominence in this activity. For these reasons, it was chosen as the “understanding” level of Bloom’s Taxonomy.

The last activity draws attention to students’ views about their interest in different sports. To encourage students, the following questions were asked.

- *In which sports do you want to be a professional?*
- *What can you do to become successful?*

Apart from the text, students’ opinions and wishes are the main ideas of this activity. Still, it has a connection with the text because the sports and the reasons behind one’s success were described earlier. However, students need to cover any sport they wish to succeed in this time. Meanwhile, they need to give reasons for their perspectives. Because of these, the last activity of Reading 4 was chosen as the “applying” level.

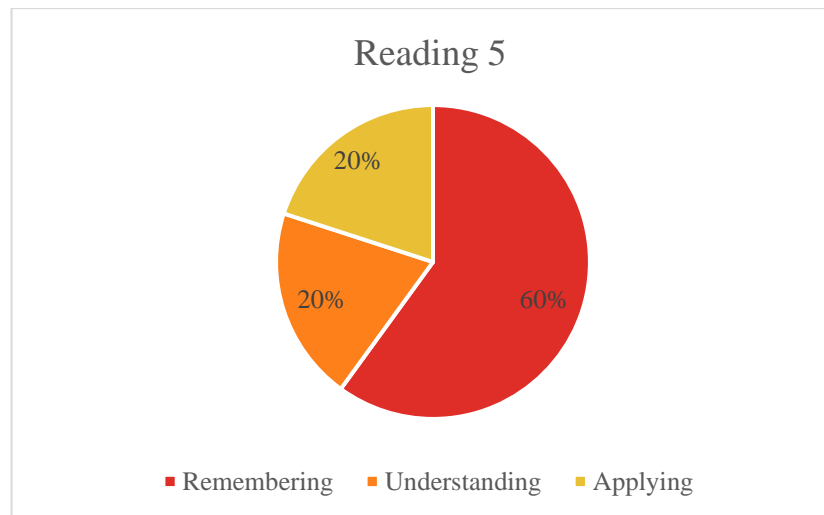


Figure 4.12. Findings of Reading 5

The results of Reading 4 and Reading 5 are found the same in terms of the frequency of the activities, their cognitive levels, and percentages. To remind previous reading and to revise this passage, the results are uttered once again. Of all five activities in Reading 5, remembering draws the attention as comprising more than half of the percentage having three activities. Besides, understanding and applying share the same proportion (20%) by carrying only one activity.

The first activity starts with a question to check students' readiness for the topic by bringing up a question about the topic of the reading passage. This question was provided below.

- *Do you read biographies? Who do you like reading about (e.g. people from history, celebrities)?*

This question triggers students' minds for the upcoming tasks. They think about the biographies before reading and generate some ideas about them. While they are reading the passage, they are expected to remember their previous ideas. As the pre-reading question encourages students in recalling their previous knowledge, the "remembering" level was accepted for this activity.

The second activity was designed as a follow-up question after reading the passage. The only question "How many patents did Tesla have?" is a type of scanning instruction. To be able to answer such a question, students do not need to understand all the ideas in the passage. Instead, they can focus on the word 'patent'

and detect the number written near that word in the text. Thus, this activity was considered the “*remembering*” level.

3 Read the text in part 2 and put the sentences into chronological order.

a. He produced electricity from Niagara Falls.
b. He became a USA citizen.
c. He started to work on AC.
d. He moved to USA.
e. He died in a hotel room.

1856

The image shows a timeline starting at 1856. There are five colored markers (red, yellow, green, teal, grey) along the timeline, each with a corresponding colored circle above it. The markers are positioned at regular intervals along the timeline.

Figure 4.13. Reading 5, Activity 3

In the third activity, students were demanded for sorting the notable events in a timeline about Tesla. To do so, they need to comprehend the main events and their flow in the reading. Outlining the main event and classifying them resulted in the “*understanding*” level.

The fourth activity covers five questions related to the passage. Four of them are Wh- questions while one of them is a yes/no question. To be clearer, two instances are provided below.

- *When was Nikola Tesla born?*
He was born in _____.
- *Did he work on wireless communication?*
_____, he _____.

The rest of the questions are similar to these closed-ended questions, as well. Since the questions have only one answer and can be extracted directly from the text, this activity was considered the “*remembering*” level.

The last activity of Reading 5 takes Nikola Tesla as the main issue as follows: “*What surprised you most about Nikola Tesla? What do you want to learn more about him?*” However, students do not abide by the reading passage this time. They are expected to express their perception and estimation independent of the passage. Combining the gained knowledge in a different way ended in the “*applying*” level.

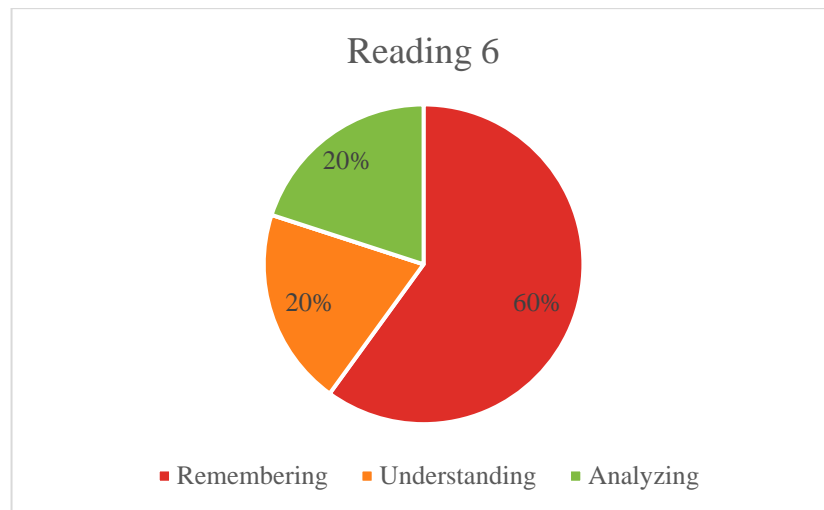


Figure 4.14. Findings of Reading 6

Reading 6 consists of five activities pursuing the reading. Similar to the previous readings, the remembering level was referred to more than the other levels. Having three activities among five, remembering makes up 60% of this passage. One of the activities was selected as the understanding level with 20%. Reading 6 is unique in comparison with the previous reading because it touches upon a higher-order thinking level for the first time. Till this reading passage, there was no trace of HOTs such as analyzing, evaluating, and creating. However, this time analysis was found for the first time.

The first two activities are designed as a pre-reading. As the passage is related to a pianist, the pre-reading questions are about music, musical instruments, and musicians. The first activity provides a piece of music to express their feelings. The questions succeeding in reading are as presented below.

- *How do you feel?*
- *Where do you dream yourself?*
- *Do you know which instrument it is?*

Students recall their preconceptions after listening to the given music. That's why this activity is an instance of the "*remembering*" level.

In a similar vein, the second activity is about recalling previous knowledge from students' long-term memory. The initiator questions are: "*Are you good at playing any musical instruments? Do you know a famous musician?*". Students are waited to point out their foreknowledge of musicians which is directly related to the

preparation for the main reading. Thus, the second activity was also determined as the “*remembering*” level.

In the third activity, students are expected to read the text and distinguish the paragraphs from each other. By making sense of what they read, students classify the paragraphs according to the reasonable title. To do so, they need to make an inference about each part. Hence, this activity was suitable for the “*understanding*” level.

Activity four is a type of true/false exercise. Students are intended to concentrate on the remarkable dates and check whether the statements match the given information in the paragraphs. This activity does not require students to grasp or interpret the meaning, so it was considered the “*remembering*” level.

The last activity of Reading 6 is a mind-triggering question for higher levels. As mentioned above, a higher-order question has been addressed for the first time so far. Thus, this makes the activity particular when compared to all the activities covered before. The question supplied in this activity is given below.

➤ *Think about what makes someone successful in her/his life and talk about it.*

Till this question, students were expected to work on the text. They conducted pre-reading activities to get ready for the text as well as answering true/false questions and determining the suitable title for the paragraphs. Each one of the activities is related to the text. On the other hand, the question in the last activity has no direct connection with the passage. Instead, students are assumed to be knowledgeable enough in the content area to deal with superior levels. By inferring and assuming the main topic of the reading, students are intended to distinguish the gist of the reading from their perspectives. In a way, students end up with a conclusion after reading. For these reasons, this activity was figured out as the “*analyzing*” level.

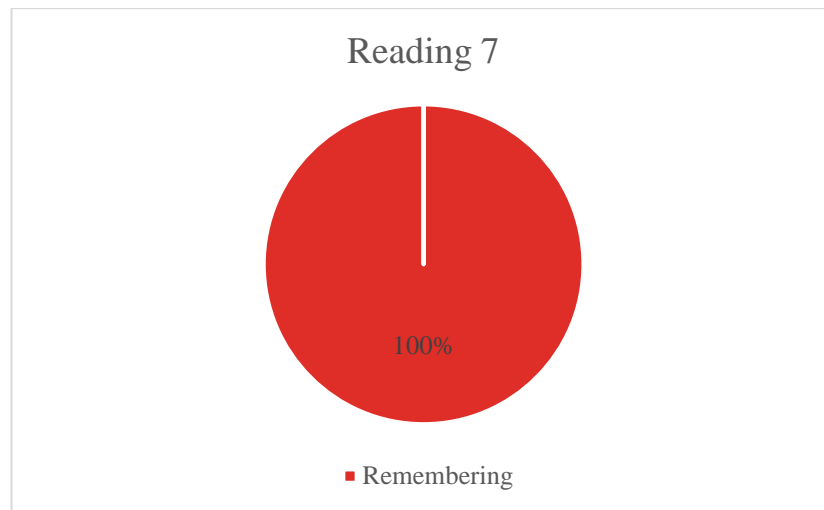





Figure 4.15. Findings of Reading 7

Three activities were prepared for Reading 7. All of them were determined as the remembering level that makes up 100%. This percentage is a single sample among findings because no level, apart from remembering, was addressed. In other words, it is concluded that only the first step in Bloom’s taxonomy was practiced with this reading passage.

The first activity is a Wh- question following the reading. This question is “Which two animals are Tom and Leo talking about?”. In the reading passage, two students are talking about a tiger and a saber-toothed tiger. While reading the text, students can simply detect these two animals and label them. Additionally, they do not require an understanding of what is the text about. Consequently, this activity was chosen as the “remembering” level.

The second activity was provided below. This time, students deal with new vocabulary items particular to this topic. Along with the target vocabulary, their English definition was presented. While conducting this activity, students neither practice higher levels nor prove an understanding. Instead, they can search for the vocabulary in a monolingual dictionary and match the words with the definitions by neglecting the context of the passage. Therefore, the second activity of Reading 7 was evaluated as the “remembering” level.

2   Match the words in the dialogue with their definitions.



prey stripe hunt paw carnivore

_____	: an animal that only eats meat
_____	: to chase and kill animals
_____	: an animal hunted and killed for food
_____	: an animal's foot that has claws or nails
_____	: a long, narrow band of different colour from its surface

Figure 4. 16. Reading 7, Activity 2

The last activity of this reading develops seven closed-ended questions that are explicitly mentioned in the text. Three questions were brought out to exemplify the content of the questions.

- *What did saber-toothed tigers look like?*
- *Where did saber-toothed tiger live?*
- *How much do tigers weigh?*

Each answer to seven questions may be underlined on the text and rewrote on the answer sheet without changing a single word on it. Rewriting or reproducing, apart from rephrasing or summarizing, infers the dominance of the “remembering” level in this activity, as well.

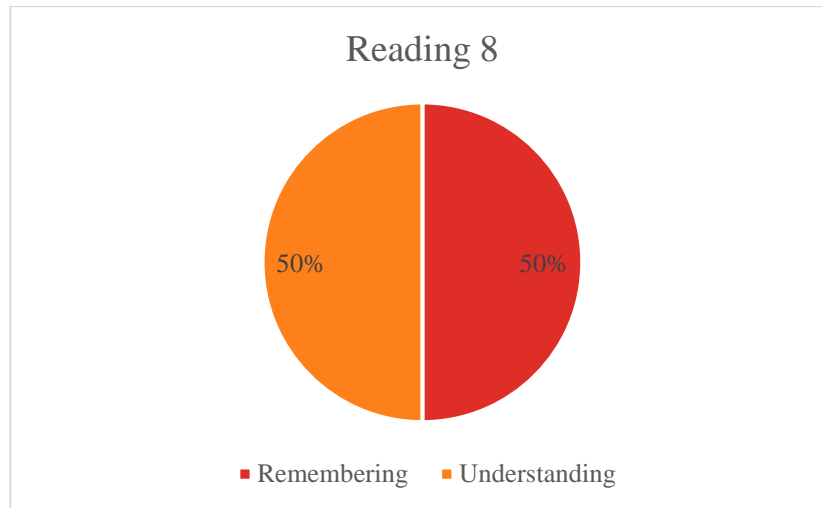


Figure 4.17. Findings of Reading 8

Along with Reading 8, four activities were covered. Among them, only remembering and understanding levels were promoted. The number of activities in both levels is equal (50%) by having two activities on each level. Apart from that, no activity higher than understanding was found. In other words, Reading 8 does not encourage applying and the rest of the higher levels.

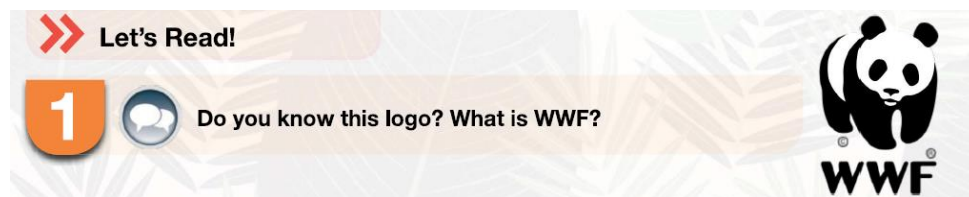


Figure 4.18. Reading 8, Activity 1

The first activity of Reading 8 starts with a pre-reading question as seen above. Since the reading is related to endangered animals, the logo of the World Wide Fund for Nature was remarked. In case of realizing its' meaning and significance, students can be mentally ready for the reading. As students ponder on recalling their background knowledge, this activity was selected as the "remembering" level.

The second activity is directly linked to the reading passage, so students need to answer it right after conducting the reading. It is a closed-ended question as given below.

- *What do these animals have in common?*

Despite practicing on a closed-ended question, students are not able to find out the answer by scanning the text because it is not explicitly written. What's more,

students are expected to explain the common features of each animal by classifying and comparing them. Making sense of what they have read encourages students to develop the “*understanding*” level for this activity.

3 **Read the texts in part 2 and write the names of animals.**

- a. _____ live nearly twenty years.
- b. _____ are hunted for their tusks.
- c. _____ only eat bamboos to survive.
- d. _____ are larger than other land mammals.
- e. _____ love quiet places like sea caves.
- f. _____ have got big ears and long trunks.
- g. _____ never give harm to people.
- h. _____ weigh about 400 kg.
- i. _____ is in the logo of an animal charity.

Figure 4.19. Reading 8, Activity 3

Activity three has a closed-ended format. To be able to fill in the blanks, students are supposed to concentrate on three animals: seals, Asian elephants, and the giant pandas. By skimming the appropriate paragraph and going through the blank sentences, students are expected to match the animals’ names with the right explanation provided in the text. The statements of the activity are the same as the passage, so students do not need to interpret what they have read. Rather, they can easily highlight the statements in the passage and take a look at the title of the paragraphs. Thus, this activity was determined as the “*remembering*” level.

4 **Read again and fill in information cards about the animals.**

<p>Seals</p> <ul style="list-style-type: none"> * <i>Habitat:</i> * <i>Size and weight:</i> * <i>Kind:</i> * <i>Lifespan:</i> * <i>Eat/prey:</i> 	<p>The Giant Pandas</p> <ul style="list-style-type: none"> * <i>Habitat:</i> * <i>Size and weight:</i> * <i>Kind:</i> * <i>Lifespan:</i> * <i>Eat/prey:</i>
<p>The Asian Elephants</p> <ul style="list-style-type: none"> * <i>Habitat:</i> * <i>Size and weight:</i> * <i>Kind:</i> * <i>Lifespan:</i> * <i>Eat/prey:</i> 	

Figure 4.20. Reading 8, Activity 4

The very last activity of the Reading 8 is a summary of the text in the form of animal cards. In order to fill in the information correctly, students are required to

comprehend the categories accurately. Moreover, they are asked to summarize the statements in their own words. Thus, this activity supports the “*understanding*” level of learners’ cognitive development.

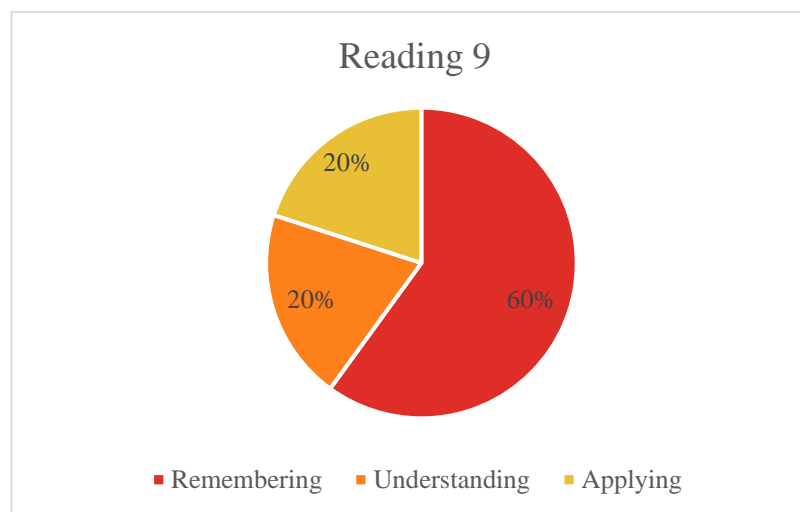




Figure 4.21. Findings of Reading 9

Reading 9 has similar results to many other findings regarding the percentage of cognitive levels. According to the chart, the remembering level surpasses other levels found in this reading. The percentage of remembering level covers more than half of the whole (60%) by comprising three activities out of five. Although understanding and applying levels were found as well as remembering, they reflect a small proportion by having only one activity. Besides, none of the higher levels was practiced during Reading 9.

The first activity is at the pre-reading stage. Students’ attention is called by proposing a question about a picture related to the text as follows: “*What are they doing? Is the boy having dinner or watching TV?*”. Both the picture and the promoting questions are supportive of students’ preparation. As these activities are about recalling background knowledge on the target topic, this activity was considered as the “*remembering*” level.


In the second activity, scanning the text stands out. As the question of this activity is: “*What do they watch on TV? Underline the TV programmes you find.*”, the name of the programs or TV shows are focused while scanning the text. Doing this activity does not require any understanding of the reading. Rather, students may underline the TV shows that they have read and list them as an answer. That’s why this activity supports the “*remembering*” level.

3   **Read the text in part 2 again and correct the underlined parts.**

1. Nina watches TV when she gets home from school.
2. Nina's mother prefers TV series to movies.
3. Billy sometimes meets his friends at weekends.
4. The signs about TV programmes are very important for Billy.
5. Billy's father only prefers watching reality shows.
6. Nina never misses her favourite team's matches.

Figure 4.22. Reading 9- Activity 3

The next activity is about redressing the wrong meanings in the given statements. The underlined parts are not correct according to the passage. Therefore, students are presupposed to apprehend the text and the statements. After that, they need to paraphrase the sentences by being connected to the main idea. Since rephrasing is at the center of this activity, it was decided as the “*understanding*” level.

4  **TV signs help people to choose appropriate programmes on TV. Write the phrases under the signs.**

» suitable for eighteen and over	» suitable for seven and over	» violence / horror
» general audiences	» suitable for thirteen and over	» negative examples





		
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Figure 4.23. Reading 9, Activity 4

In the fourth activity, the most common signs that people encounter on TV are practiced. While conducting this activity, students do not produce sentences in their own words. As the phrases were provided above the signs, students are only required to match them. Additionally, these signs are all famous and familiar to each person. For these reasons, this activity is an example of the “*remembering*” level.

5  **What are your favourite TV programmes? Why do you prefer them? Give some reasons as in the examples.**

e.g.

I prefer quiz shows because I like them. I think they are informative. People should watch them to learn new things.

I prefer watching sitcoms to documentaries. I think they are funnier. But children shouldn't prefer them.

Figure 4.24. Reading 9, Activity 5

The last activity combines the topic with students' opinions. In the reading passage, the characters talk about their favorite programs and explain the reasons behind their preferences. Till this activity, students learn about the TV shows and abide by the passage. After building an understanding of the text, students are now directed to generate their ideas, unlike the text they examined. Students are supposed to communicate with each other on a topic that was practiced throughout the reading activities. As the question type is apart from the reading, this activity was determined in the *“applying”* level.

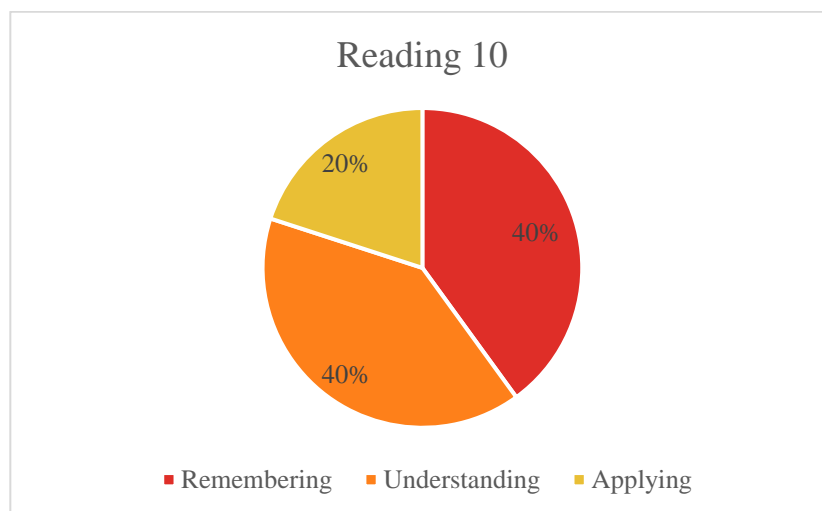




Figure 4.25. Findings of Reading 10

Each of the lower-order thinking levels was found in Reading 10. Remembering as the first level of cognitive thinking was observed in two activities. When calculated, it covers 40% of the activities. Likewise, the understanding level was applied to two activities which take in 40% of the total findings in Reading 10.

Applying, on the other hand, was practiced in only one activity so its' result came out as 20%. None of the higher-order thinking levels was referred to.

As the topic of this unit is television and TV programs, students get prepared by answering the pre-reading question as given: “Which TV programmes do you recommend to your classmates? Why?”. Thus, students are waited to talk about this question to recall their knowledge about television and to express their ideas on the topic to be practiced. For this reason, this activity was chosen as the “remembering” level.

2   Chris, Sue and Matt are talking about their favourite TV programmes. Read the dialogue and find who talked about the characters in the photos. Write their names under the photos.








Figure 4.26. Reading 10, Activity 2

In the second activity, students are asked to read the text and associate the pictures with the right person. Students are expected to understand what they have read and make a connection between the passage and the pictures. While doing so, they should be held to the passage, rather than producing something new. Hence, this activity was agreed on the “understanding” level.

There was no “Activity 3” in this reading as a result of an editorial error. That’s why it was continued with the fourth activity.

4   Read the dialogue again and complete the table.

	Series	Talk Show	Documentary
Who watched it?			
When did she/he watch it?			
Why did she/he prefer it?			
What was it about?			

Figure 4.27. Reading 10, Activity 4

The fourth activity necessitates students to summarize the text in a table. Three TV programs were mentioned in the passage by three characters. Students need to summarize the dialogues in words or phrases after distinguishing characters from each other. As it involves restating and summarizing the text in students' own words, this activity was determined as the “*understanding*” level.

Activity five necessitates students to choose the correct word. To do so, students are expected to read the sentences and find which choice matches the passage. Choosing the right word or phrase by matching does not require understanding or explaining what was learned. Therefore, it belongs to the “*remembering*” level.

6  What did you watch last on TV? Talk about it with your partner.

e.g.
I watched “Altın Petek” yesterday. There was a university student. She knew all the questions. She was very successful.





I didn't watch it. I watched “Seksenler” yesterday. A couple got married. They were very happy. It was entertaining.

Figure 4.28. Reading 10, Activity 6

The last activity which was presented above encourages students' communication with each other. After learning the target words and understanding what the topic implies, students are able to talk about their experiences by attributing the topic and the vocabulary. Since the students practice the knowledge they gained in a different situation, this activity builds on the “*applying*” level.

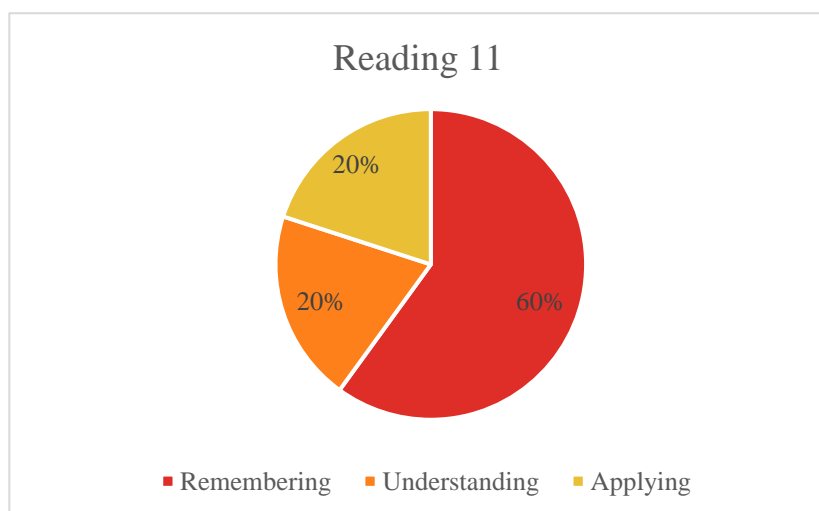




Figure 4.29. Findings of Reading 11

Reading 11 promotes lower levels by practicing remembering, understanding, and applying. While the proportion of understanding and applying is the same, remembering triples their result (60%) by having three activities at all. Understanding and applying levels are practiced only once and that results in 20% of the findings. Higher-order thinking levels are not supported in Reading 11.

Activity one prepares students for the reading by asking “*What kind of party did you attend last? Did you like it?*”. With this question, it is realized that the reading passage will be about the party, so students are waited to recall the present topic. As their background knowledge is evoked, this activity supports the “*remembering*” level.

After reading the passage, students are asked a follow-up question: “*What kind of party it is?*”. In order to answer this question, students simply look at the name of the party expressed clearly in the text. As the text includes the following sentence: “*...I want to organize a surprise graduation party for him....*”, the students do not need to make inferences from the question. Thus, this activity is at the “*remembering*” level.

3   **Read the dialogue again. What do they need for the party? Tick the correct one.**

<input type="checkbox"/> a lot of <input type="checkbox"/> a little	confetti	<input type="checkbox"/> some <input type="checkbox"/> a few	party hats	<input type="checkbox"/> three <input type="checkbox"/> a few	music CDs
<input type="checkbox"/> a lot of <input type="checkbox"/> some	cookies	<input type="checkbox"/> lots of <input type="checkbox"/> some	crisps	<input type="checkbox"/> some <input type="checkbox"/> a little	juice

Figure 4.30. Reading 11, Activity 3

In the third activity, the names of the party materials and their quantity are focused on. The materials provided in the text were given again along with two options expressing quantities. This question is achieved by finding the material in the text and checking which quantity was written just before that material. Doing such activity do not require comprehension or interpretation. Thus, this activity belongs to the “*remembering*” level.

The fourth activity prerequisites students to understand what the passage is about, and in which order the activities occur. Following that, students are demanded to summarize the text in their own words by following the steps such as ‘first’, ‘then’, ‘next’, and ‘finally’. At this point, students rephrase the steps in their own words. Hence, the “*understanding*” level was suitable for this activity.

5  **You want to organize a party. Decide on your party type. Look at the pictures. Talk about what you need and how many/how much you need.**

e.g. *I want to organize a ... party. I need a lot of/lots of/some/a little/a few*



Figure 4.31. Reading 11, Activity 5

The final activity of Reading 11 is about students’ preferences and choices about the topic which was read and learned. By the time of practicing this activity, students have already been familiar with the target vocabulary and steps of

organizing a party. This time, they are demanded to organize their party by taking advantage of the text and the words. As they use the target vocabulary in new situations under the influence of the passage, this activity was distinguished as the “*applying*” level.

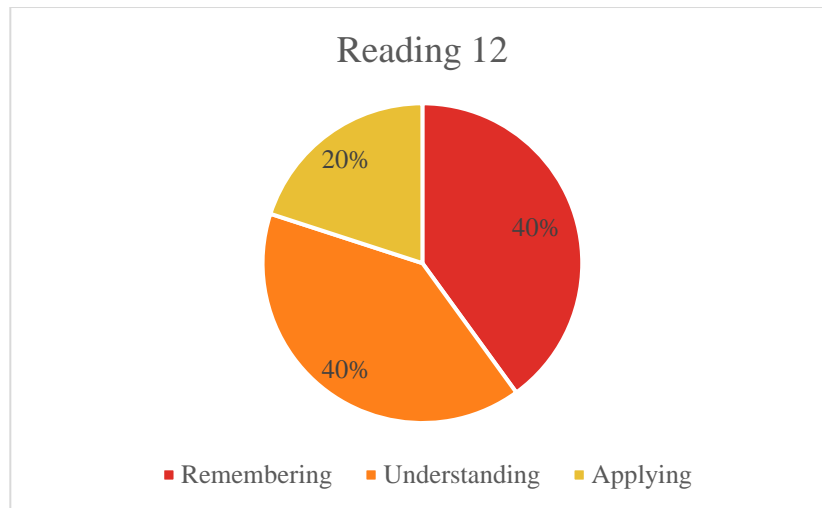


Figure 4.32. Findings of Reading 12

In Reading 12, all of the lower levels of cognitive development are supported. While remembering and understanding levels share the same proportion in Reading 12, applying level is subordinate to them by including only one activity among five. In this way, both remembering and understanding levels were reflected twice, and that resulted in 40% for each of the findings. In the meantime, higher-order thinking levels were not encountered throughout the activities of this reading.

The first activity provides a question as a preparation for reading. It is given as follows: “*How do you get invitation for celebrations?*”. It is a question causing students to express their experiences. In that way, students will remember events in their memories. Hence, this activity is at the “*remembering*” level.

The second activity presents a question like the first one after reading the passage. The instruction for this activity was given below.

- *Kim received three messages from her friends. Read the messages quickly. What are the messages about?*

In order to answer the question, students are expected to make sense of what they have read because they are asked to discover the common points among each of

the messages. Both understanding the messages and detecting similar points lead to the “*understanding*” level for this activity.

In the next activity, five Wh- questions are addressed. Three of these questions were demonstrated below.

- *Who has a graduation party?*
- *What do Rob and his wife celebrate?*
- *What time do the parties begin?*

These questions are all closed-ended and the answers are easily underlined in the text. In other words, students do not need to write the answers in their own words, or they do not need to express their ideas apart from the text. For these reasons, this activity is at the “*remembering*” level.

4

What do Jane, Rob and Wilma need for their organizations? Write them in their boxes. You can use them more than once.

» a guest list	» lots of beverages	» presents
» a cake	» some confetti	» party hats
» some cookies	» a dinner speech	» invitation cards/message
» a lot of music CDs	» candles	» balloons

Jane

Rob

Wilma

Figure 4.33 Reading 12, Activity 4

The fourth activity demands multiple processes upon reading. First of all, students need to comprehend the main idea of the passage. Then they need to define what kind of celebrations the characters have. As the main part of this activity, students are expected to write down the necessary materials considering the type of party which was mentioned in the text. That’s why the “*understanding*” level was determined for this activity.

5 You want to invite your friends to your party. Work in groups of three. Read the role cards and make a dialogue.

Student A: Invite your friends.
Student B: Accept your friend's invitation.
Student C: Refuse your friend's invitation and give an excuse.

Would you like?
 Why don't you ...?
 Let's ...!

That's a good idea.
 Thank you for inviting me.
 That sounds great.

Thanks for asking but I'm ...
 I'm sorry but I...
 I'd love to but ...

Figure 4.34. Reading 12, Activity 5

In the last activity of this reading passage, students are aimed to organize their invitations for the celebrations similar to the messages they have read. Thus, the messages in the reading serve as a sample model to conduct this activity. Staying connected with the reading passage, students are waited to form their invitation and practice it with their friends by accepting or refusing it. Since this activity is a new practice of the information gained till now, it is considered the “*applying*” level.

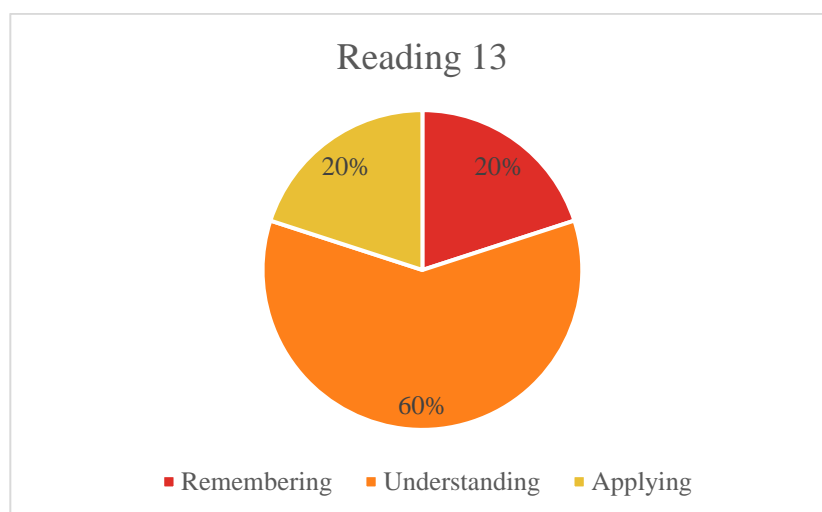


Figure 4.35. Findings of Reading 13

Reading 13 is visibly distinct from the other reading parts. By examining the chart, it is striking that understanding levels surpass remembering. Up to this reading, the remembering level came first as the most repeated and supported activity. However, this time understanding level outperformed by 60%. Apart from

understanding, the remembering and applying levels are reflected once in Reading 13. Both levels make up 20% of all the reading activities.

The first activity asks “*What do you expect from the future?*”. Since the reading passage is about future dreams, students are aimed to develop ideas and get ready before reading. Recalling their background knowledge features the “*remembering*” level.

In the second activity, students make a connection between characters and find what they are talking about by reading the dream of four different characters. In that way, students are expected to infer the main idea of the texts. Making a comparison between characters and inferring the main idea refers to the “*understanding*” level in this activity.

3Read the texts in part 2 again and fill in the table.

	Dream	Reason
Sam	» <i>to be a basketball player</i>	
Onur		
Charlie		
Laura		

Figure 4.36. Reading 13, Activity 3

Activity three is related to finding out each character’s dream and summarizing it shortly. Moreover, they are asked to give reasons behind their dreams. While some of the reasons are clear in the passage, others are implicit. Thus, students need to develop an understanding of the whole passage. Both the first and the second columns require students to make sense of what they have learned by summarizing and inferring. These practices end up with the “*understanding*” level in the third activity.

The fourth activity has a distinct form when it is compared to the rest of the activities. As displayed below, some extracts related to four characters were provided. Each statement is expected to reflect a character in the passage even though these statements were not delivered explicitly in the passages. Thus, students

first need to comprehend each character’s dream and then interpret the extracts in the activity in terms of their relevance to the characters. For this reason, the “*understanding*” level was determined in this activity.

4

Read again. Whose sentences could these be? Write their names.

1. “It will be a great game.” _____
2. “I think I’ll write all the songs we sing.” _____
3. “I love watching travel programmes on TV.” _____
4. “I should feed my kitten now.” _____
5. “One day I may go to Prague.” _____
6. “I really want to have a dog.” _____
7. “Oh, mum my trainers need washing.” _____
8. “I’m thinking of starting a band.” _____

Figure 4.37. Reading 13, Activity 4

The last activity is about making predictions based on the reading that the students have read. As the reading is related to future dreams, the students work on the understanding of the topic in the earlier activities. After all, they are ready to reflect on their knowledge in a different way while staying connected with the topic. Therefore, students are expected to write about their dream by following the given themes such as university, future job/career, future travel, future home, and any other things. Each of these items is mentioned in the passages, so the students are familiar with them. However, they use this knowledge to express themselves which is a different situation this time. For these reasons, activity four is considered the “*applying*” level.

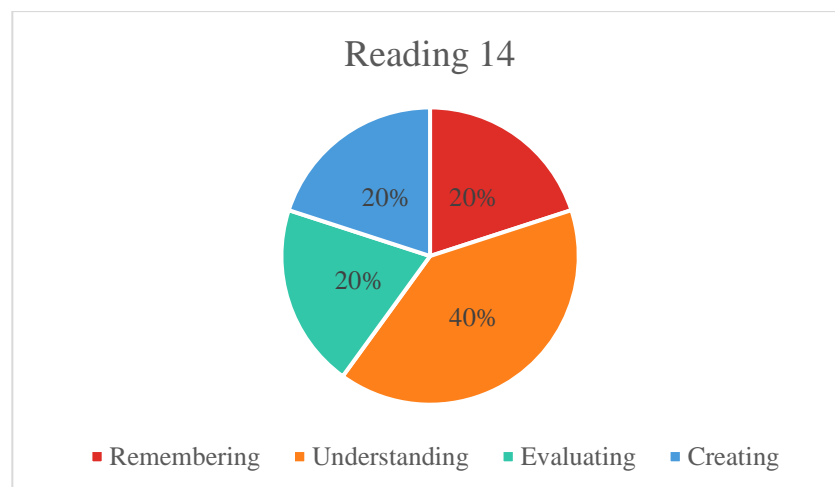


Figure 4.38. Findings of Reading 14

Reading 14 is distinct from the previous readings because the lower levels constituted most of the activities. However, this time findings were particular in two different ways. Firstly, four cognitive levels were identified. This is a unique finding as there was not such a reading which reflects four of six cognitive levels. Additionally, the two highest levels, evaluating and creating, which were not encountered throughout the activities firstly came into existence with 20% in each. In that way, higher-order cognitive levels were supported to a large extent, especially when compared to the previous readings. The percentage of remembering levels was the same with higher levels being conducted in only one activity. The understanding level was practiced twice which ended up with 40% in the results. On the other hand, applying and analyzing levels were missing in the activities so the transition levels between lower and higher-order thinking were not supported.



The first activity begins with a thought-provoking question about the future as follows: “*Think about what you will/won’t do in fifty years. Why (not)?*”. Answering this question reveals students’ preexisting thoughts about the topic they are about to learn. In other words, working on one’s previous knowledge and recalling them is related to the “*remembering*” level.

In the second activity, six clauses are removed from the text. They are then provided as a list, and students are expected to write down the meaningful clauses in the given blanks of the reading. To do so, students need to read and comprehend the idea of three paragraphs titled flying cars, going on holidays in space, and education without teachers. Later, they are expected to fill the blanks with relevant clauses given beforehand. Conducting this activity is based on understanding the material which is read and making meaningful connections between the sentences. For these reasons, this activity was considered the “*understanding*” level.

Activity three demands students to underline the prediction that surprises the students most. In order to do this activity, students are aimed to figure out the predictions clarified in the text and they need to describe which one was more surprising. Expressing one’s ideas about the written material is concerned with the “*understanding*” level.

In the fourth activity, students are waited to think deeply about the topic by reasoning their thoughts. As the activity is demonstrated below, it is expected that

students answer some open-ended questions about the predictions in the text. The answers to these questions cannot be found directly by scanning the passage. Besides, students get knowledgeable in grasping and interpreting the main idea with the help of previous activities. This time, students are required to express their ideas. While expressing themselves, they need to provide reasonable defense and justification by attributing the knowledge they gained throughout the activities. Basing ideas on strong reasons requires higher-order thinking as this activity is related to judging and justifying the predictions in the given circumstances. Hence, this activity was determined as the “evaluating” level.

4   **Read again and answer the questions.**

Which of the predictions do you think...


...will definitely happen?

...will be the greatest improvement on life in the future?

...won't happen?

Figure 4.39. Reading 14, Activity 4

The last activity which was provided below necessitates students’ production of original ideas on unique topics. In the reading text, they learned about flying cars, holidays in space, and robot teachers. However, in this activity, students do not deal with these topics. Rather, they go beyond it and compile all the information practiced after reading to develop innovative ideas. Other intriguing topics such as self-driving cars, robot maids, underwater cities, food pills, and brain chips are provided for students. They are asked to consider unique topics and predict the results of these inventions, so the students are to propose new and original ideas. For these reasons, activity five was found as the “*creating*” level in the cognitive domain of Bloom’s Taxonomy.

5  What do you know about the topics below? Choose two of them and make predictions. Will they make our lives better or worse? Why?

self-driving car robot maids food pills

underwater city chips in our brains

Figure 4.40. Reading 14, Activity 5

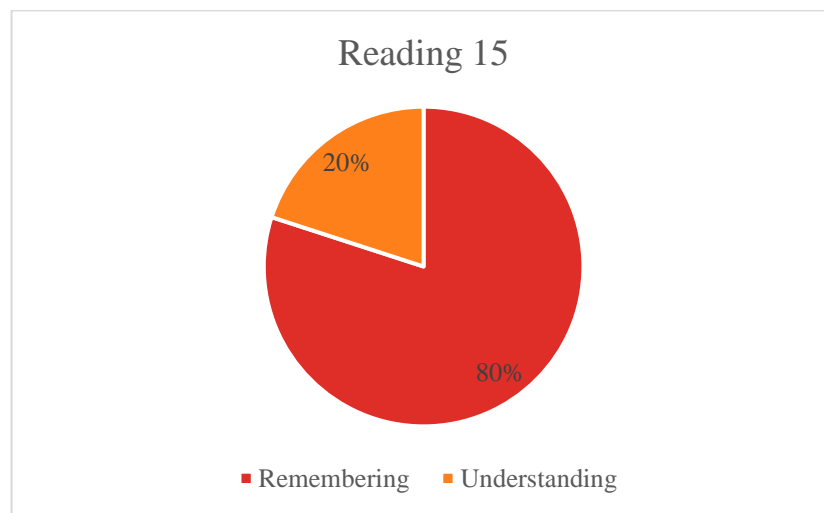


Figure 4.41. Findings of Reading 15

In Reading 15, the two lowest cognitive levels were applied in the activities. Reflecting the lowest cognitive level in four activities, the remembering level took up 80% of the findings. On the other hand, the understanding was mentioned in only one activity out of five, so it made up 20% in total. However, the rest of the cognitive levels which are applying, analyzing, evaluating, and creating were not applied in any of the activities.

The first activity asks a question about students' environment as a warm-up for the current topic 'Public Buildings'. The question is "*Which places can you see in your neighborhood?*". Students are to remember their surroundings and then talk about them. Since they do not receive input about the topic and they only express themselves in the beginning without learning anything yet, this activity was considered as the "*remembering*" level.

The second activity deals with the reading text. To be able to conduct it, students need to scan the passage and underline the places mentioned in the text. This

kind of activity demands neither an understanding of the whole text nor in-depth reading. Hence, this activity is also related to the “*remembering*” level.

After scanning the text, students are required in-depth reading in activity three. After reading thoroughly, students are expected to answer seven true/false questions. Some of them are exemplified below.


- _____ *Alan’s neighbourhood is far from the town.*
- _____ *The city hall is opposite the department store.*
- _____ *Alan sometimes goes to the park alone to enjoy on weekdays.*

These sentences are easily matchable with the text. Students need to know how to find the right information and match the given statements. Conducting such activity only demands matching, not even understanding of what was read. For this reason, activity three was determined as the “*remembering*” level.



Figure 4.42. Reading 15, Activity 4

In the fourth activity, a listening text related to the topic of the reading was provided as displayed above. This time, the main character Alan deals with the buildings around his neighbourhood, too. He visits six different places such as a pharmacy, a bakery, and a library. While listening to Alan about the places he went, students are expected to number the places in the correct order. Doing this activity necessitates triggering previous vocabulary knowledge of the places around town, not the understanding of what is going on in the listening. Thus, this activity reflects the “*remembering*” level.

5   **8.2 Listen again. Why is he there?**

1. e.g. to get aspirin and painkillers

2.

3.

4.

5.

6.

Figure 4.43. Reading 15, Activity 5

The listening text used in the fourth activity was used for activity five, as well. In this instance, students need to take note of the reasons for Alan’s presence in those places. To do so, it is necessary to distinguish the places and rephrase the reasons. These practices require a comprehension of the text, so the cognitive level decided on this activity is the “*understanding*” level.

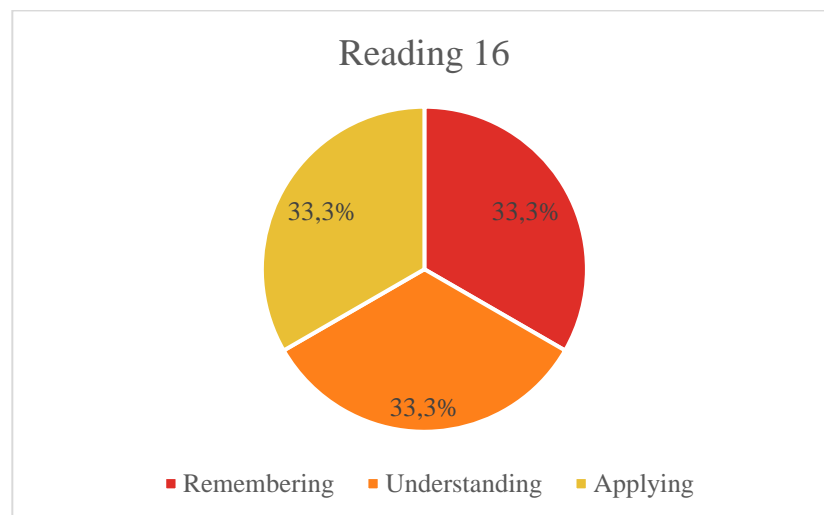


Figure 4.44. Findings of Reading 16

Reading 16 boosts each of the lower levels equally. By having three activities in all, this reading reflects remembering, understanding, and applying levels once. Therefore, the percentages reflect the same results as 33,3% for these levels. On the other hand, none of the higher-order thinking levels was supported because analyzing, evaluating, and creating levels were not focused on the activities.

Reading 16 starts with a matching activity. The matching includes three popular cities Istanbul, Beijing, and London together with their pictures, so students need to match these cities with the images that are near their paragraphs. Conducting

this activity necessitates prior knowledge of these places. In that way, students are expected to work on their background knowledge. In case of not recognizing the places, students are able to find the keywords on the passage such as Topkapı Museum, Bosphorus tour, Chinese restaurant, London eye. These practices do not require an understanding of the written material, so it was determined as the “*remembering*” level.

In the second activity, three cities, mentioned in the reading text, were compared as demonstrated below. For the comparison, distinctive features of the cities were presented. These statements are not directly extracted from the text. They are the paraphrased version of the reading, so students come up with different versions of the sentences that have the same meaning. In simple terms, students are expected to read and understand the text in order to find the differences between the cities. Thus, this activity was decided as the “*understanding*” level.

	Istanbul	London	Beijing
It is the capital city of the country.			
There are two streets full of traditional shops and stores.			
You can enjoy the amazing scenery while taking a boat tour.			
It has one of the longest buildings in the world.			
You can buy any kinds of toys there.			
People come to visit its famous art galleries and museums.			
It has a lot of historical places to visit.			
One of the oldest shopping mall is in this city.			

Figure 4.45. Reading 16, Activity 2

The last activity of Reading 16 is an open-ended question for students’ preferences about the topic. It follows as: “*Which of these cities do you prefer to visit? Why?*”. This question is related to the passage since it focuses on three cities that are introduced in the passage. However, it does not ask for information that can be underlined or inferred. Students are waited to express their own choices by attributing to the text, so they work on the topic in a different way. That is why this activity was chosen as the “*applying*” level.

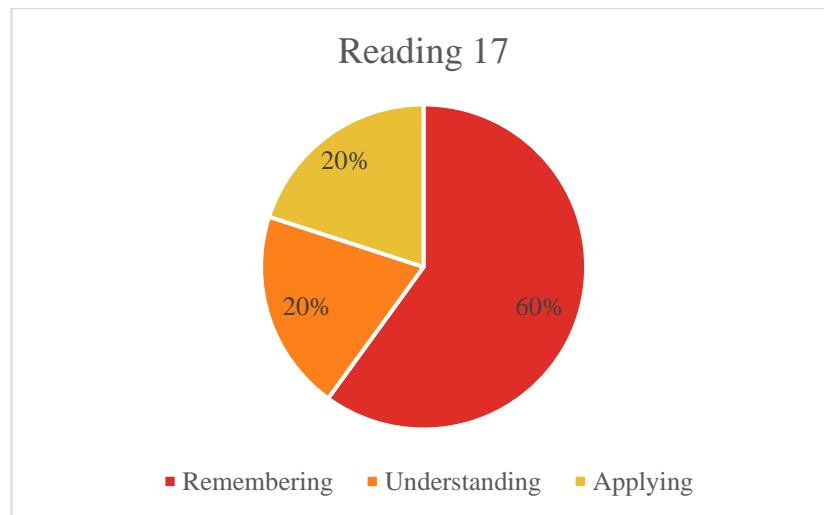


Figure 4.46. Findings of Reading 17

In Reading 17, only three levels were centered. While the remembering level was too practiced, understanding and applying did not take much attention. The findings reveal that the remembering level was promoted in three activities out of five. Understanding and applying were only found in one activity in each. In this way, remembering resulted in 60% whilst understanding applying ended up in 20%. However, all of the higher levels were not referred to or supported in Reading 17.



Figure 4.47. Reading 17, Activity 1

In the first activity, a picture followed by a question was provided in order to build readiness for the passage. The picture reflects the context of the reading text. Since two characters, Lucy and Dean, talk about alarming news, the picture of the characters sitting together and looking at the newspaper was displayed. Talking about the picture before reading aims for students' better perception of the topic. Answering this question does not require an understanding of the passage. Rather, it

triggers preconceived ideas. Thus, this activity is an example of the “remembering” level.

The second activity puts forward a question about the text. The instruction is as follows: “Read and listen to the dialogue between Dean and Lucy. Why is Dean upset?”. After reading the text, students are expected to interpret the passage and find out the reason for Dean’s sadness. Distinguishing the reason requires making sense of the input as it is not explicitly stated in the text. In fact, the answer can be given by understanding the dialogue completely. For these reasons, activity two reflects the “understanding” level.

Activity three is a vocabulary practice with the keywords of the reading text as demonstrated below. It is asked to tick the photos which are mentioned in the passage. Using public transportation, reducing water and energy waste, not cutting down the trees, and not using sprays and pesticides are the actions in the passage that one should take to stop global warming. After highlighting these actions, students may match them with the photos in the activity. Matching activity does not require an understanding of the written material. Moreover, it is directly a vocabulary practice, so this ends up with the “remembering” level.

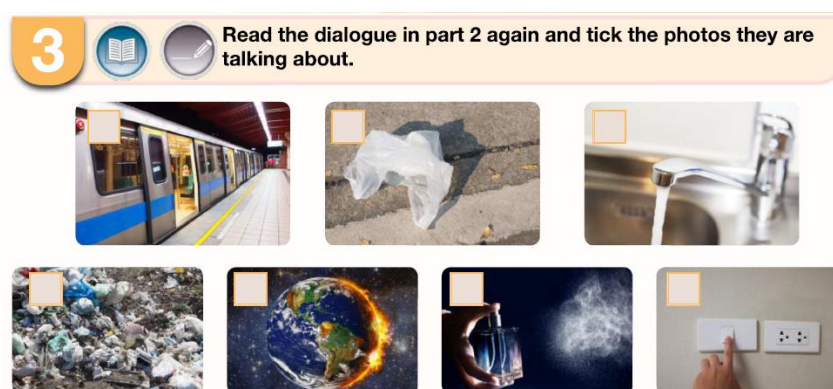


Figure 4.48. Reading 17, Activity 3

In the fourth activity, a true/false exercise was applied. There are five statements on this activity as sampled below:

- ___ *Lucy knows what the news is about.*
- ___ *Dean thinks humans disturb the balance of nature.*

Students are able to locate the information by turning back to the passage. By matching them up, the answer may easily be found. As making sense of reading was not needed, this activity refers to the “*remembering*” level.

5 Work in pairs. Read the role cards and make a dialogue. You can use the prompts below.

Role card A
You're Lucy and you will make a speech on what people must do to protect the environment.

Role card B
You're Dean and you will make a speech on what people mustn't do to protect the environment.

» **destroy rainforest** » **plant trees** » **use plastic bags**
» **use solar energy** » **drive your own car** » **recycle paper, bottles**

Figure 4.49. Reading 17, Activity 5

In the last activity, students are allowed some prompts about protecting or damaging the environment. In the reading text, Dean and Lucy talk about some actions which are beneficial and harmful to nature and they reflect on these actions by focusing on what people must or must not. When it comes to this activity, students are expected to reveal their ideas while role-playing the characters in the passage. However, they do not paraphrase the actions mentioned in the text. They come up with distinctive practices and they need to determine whether the actions must or must not be done by harmonizing the knowledge they gained in the text. As the students abide by the characters of the reading text while covering new topics, this activity supports the “*applying*” level.

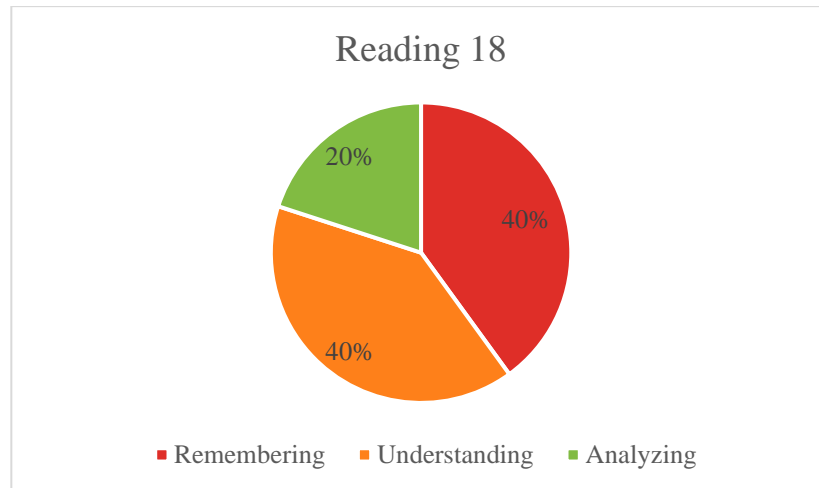




Figure 4.50. Findings of Reading 18

In Reading 18, three levels were represented. For the lower order thinking levels, remembering, and understanding were referred to. Remembering was practiced in two of the activities as well as understanding, so both levels resulted in 40%. Apart from that, analyzing as the only higher-order thinking level in Reading 18 was employed in only one activity with 20%. On the other hand, applying which needs to be promoted before analyzing was not found in the activities. Evaluating and creating as the highest cognitive levels were not applied in the activities, as well.

The first question of Reading 18 starts with a question about students' ideas on their views about protecting the environment. The question is as follows: "*What can you do to make the world a better place? What can we do to protect the environment?*". Students do not answer this question after reading and understanding the text. Instead, it is necessary to state their opinion before reading to recall their previous knowledge. In that way, it is aimed to prepare students mentally for the reading and achieve a better understanding of the input. Hence, the first activity reflects the "*remembering*" level.

There are two paragraphs in the reading text and both of them explain an environmental problem. Deforestation and wasting energy are the problems mentioned in the paragraphs. In the second activity, three pictures are provided as displayed below.

2   Read the texts quickly and match the pictures with the correct paragraphs. There is one extra.






Figure 4.51. Reading 18, Activity 2

At this point, students are expected to match the pictures with the given problems. One of the pictures is extra because there are only two paragraphs but three pictures. It is required to have an understanding of the paragraphs in broad strokes in order to match them correctly. Since the pictures are the representation of the paragraphs, this activity aims identification of the environmental problems through visual aids. Therefore, the second activity supports the “*understanding*” level.

3   Read the texts in part 2 again and match the sentences with the topics. Write (D) for “Deforestation” and (WE) for “Wasting Energy”.

A) Deforestation B) Wasting energy


1. The number of trees are decreasing day by day because of many reasons.
2. We should use renewable sources to reduce harmful effects.
3. People spend too much money and have higher bills.
4. It causes an increase in the temperature of the Earth.

Figure 4.52. Reading 18, Activity 3

Activity three helps students differentiate between deforestation and wasting energy. To do so, four statements were offered along with the problems. Students are asked to read each statement and decide which problem it refers to. Conducting this activity necessitates both an understanding of the paragraphs and a comparison of them. These practices indicate the “*understanding*” level for this activity.

In the next activity, four closed-ended Wh- questions were asked such as “*What are the important effects of deforestation?*” and “*What mustn’t we do to prevent wasting energy?*”. Each of these questions has an answer which can be underlined in the text. Thus, students do not need to write down their understanding.

Rather, they only duplicate the sentences in the text. For this reason, this activity promotes the “remembering” level.

5  **Work in pairs and make a dialogue. Read the problems and make at least two suggestions for each. Give explanations and reasons.**

Problems
 air pollution
 extinction of animals
 soil and land pollution
 too much rubbish
 industrial waste

e.g.

What should we do to stop air pollution?

We should use public transportation and...

Figure 4.53. Reading 18, Activity 5

Five other problems were provided in the last activity. In the reading text, solutions are pointed out after presenting the problems. In this activity, students were supposed to provide solutions to the given problems similar to the text. However, new and unfamiliar problems, which are not mentioned in the text, are focused on as a difference. Students need to offer reasonable solutions to problems by distinguishing between them. In this way, they are expected to realize the distinction of each problem and to attribute rational explanations for each. Thus, this activity encourages the “analyzing” level.

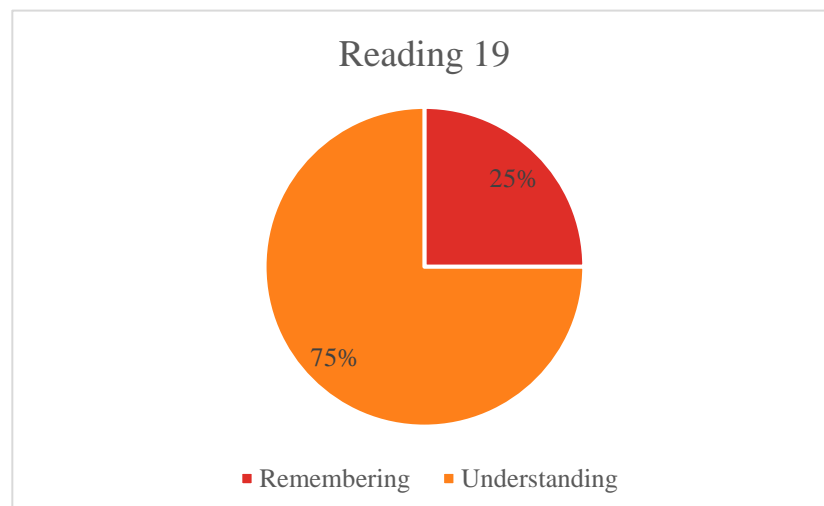




Figure 4.54. Findings of Reading 19

Four activities were practiced in Reading 19. The distribution of the activities according to the cognitive levels is not even because only remembering and

understanding levels were found. When it comes to the remembering and understanding levels, the remembering was practiced in only one activity out of four which resulted in 25%. The understanding was carried out in three activities, so it ended up with 75%. In that way, both levels were applied in the activities. Nevertheless, the rest of the levels were not reflected. In other words, applying, analyzing, evaluating, and creating were not attained.

The first activity is concerned with students' background knowledge of the planets and dwarf planets by asking: "*Which planets are smaller than the Earth? Do you know anything smaller than these planets in our Solar System?*". As this question is directly related to the reading, students are aimed to think over the topic and get ready for the text. Recalling knowledge before working on the topic is related to the "*remembering*" level.

The second activity asks a question following the reading practice. This question is "*What is the text about?*". Finding what the text deals with requires an overall understanding of the reading, so this activity necessitates the understanding of the main idea. Therefore, activity two reflects the "*understanding*" level.


3   Read the text again and correct the mistakes in the sentences.

1. There are eight dwarf planets in our solar system.
2. Dwarf planets don't share their orbits.
3. Pluto is bigger than our moon.
4. Eris is closer to the Sun than Neptune.
5. Haumea is slower than Pluto.
6. Makemake is the slowest dwarf planet.
7. Makemake is closer to the Earth than Ceres.
8. All dwarf planets are bigger than eight planets.

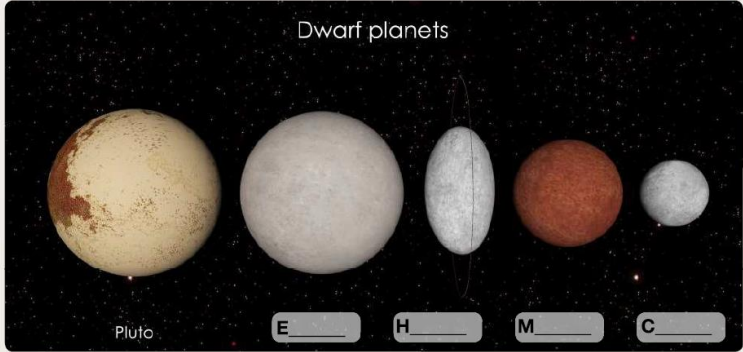
Figure 4.55. Reading 19, Activity 3

Activity three offers eight statements about the reading text. Before this activity, students' background knowledge and their understanding of the main idea were practiced. In this instance, they are aimed to deal with the text in detail, so eight statements are extracted from the text. These sentences do not offer accurate information about the passage, and students are intended to correct the mistakes in the given statements. It is essential to make sense of the text so as to detect the

mistakes because the sentences are not replicated. Interpreting the written text and finding the mistakes between two parts supports the “*understanding*” level in the cognitive domain.

4  Label the dwarf planets and write at least three scientific information about them from the text. Make some comparisons.

Dwarf planets



Pluto E _____ H _____ M _____ C _____

Figure 4.56. Reading 19, Activity 4

The last activity provides illustrations of the five dwarf planets mentioned in the text. Firstly, writing down their names below their pictures is required. In this way, students are able to visualize the dwarf planets that they have just read. As a second step, it is requested to give descriptions of each dwarf planet by summarizing and rephrasing the text. These applications lead to the “*understanding*” level.

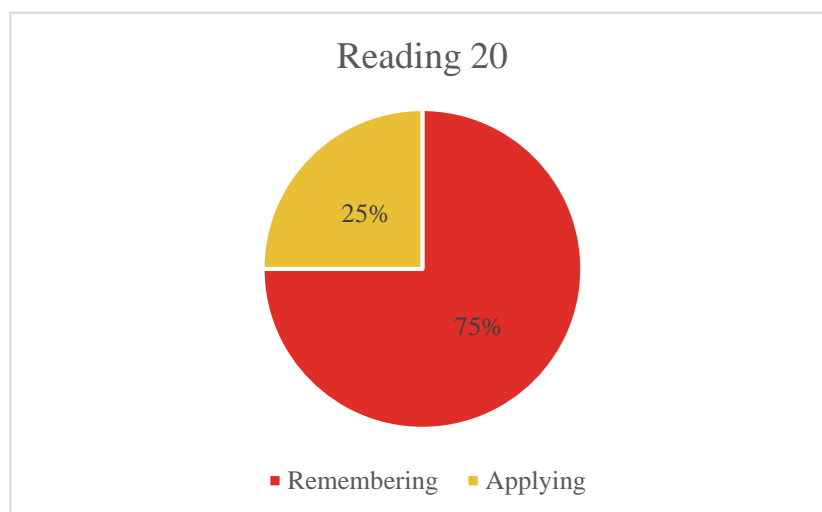


Figure 4.57. Findings of Reading 20

In the last reading of this coursebook, four activities were prepared. Among these activities, only two levels were supported. Remembering was applied in three of the activities so it resulted in 75%. Besides, one-fourth of the activities supported applying. Lower order thinking levels were mainly mentioned except for the understanding level. However, none of the higher levels were promoted in Reading 20.

The first activity of Reading 20 suggests a pre-reading question as follows: “*What did you see last when you looked at the sky at night? Discuss as a class and make a list of them.*”. Since the reading text is related to the objects seen in the sky, this question was put forward. In order to answer this question, students are to think of their experiences. Consequently, activity one refers to the “*remembering*” level.

In the second activity, the following instruction was presented: “*Read the text quickly and find: How many parts does a comet have? What are their names?*”. This statement involves scanning the text. It is not necessary to read and understand the reading in detail. Rather, the answer may be reached easily by labeling and duplicating the answer in the text. The second paragraph begins with “*A comet has five parts...*”. Later, the paragraph expresses the names of its’ parts. It is obvious that students do not require to understand the whole text. Instead, labeling the intended knowledge is practiced in this activity. This turns out as the “*remembering*” level.

The third activity asks seven Wh- questions about the text. Each of these questions is closed-ended and they can be answered by referring to the text. Some of them were signified below.

- *What did people think about a comet in the past?*
- *Whose project was the Rosetta project?*
- *How long did Philae sleep in the comet?*

As mentioned above, the answers are given explicitly in the text, so students do not infer or interpret. They simply find the answers and underline them in the text. Later, they rewrite them in the answer sheet. This exercise is duplicating the intended information once again. Thus, these practices result in the “*remembering*” level.

In the last activity of Reading 20, the following instruction was directed: “*Imagine that you report news on TV. Take notes from the text and tell the story of Rosetta mission to your friends.*”. This activity is related to Rosetta's mission which

was remarked on in the reading. However, students practice this topic as news broadcasters which is a new way to engage in the topic. In this way, students organize their knowledge and dramatize it. For these reasons, the last activity reflects the “*applying*” level.

4.3. Findings Related to the Second Research Question

Each activity in the reading passages was revealed and interpreted one by one in the previous section. This time, the findings were reviewed as a whole. In this way, the second research question aims to find out the extent of the cognitive levels represented in the 7th grade English coursebook.

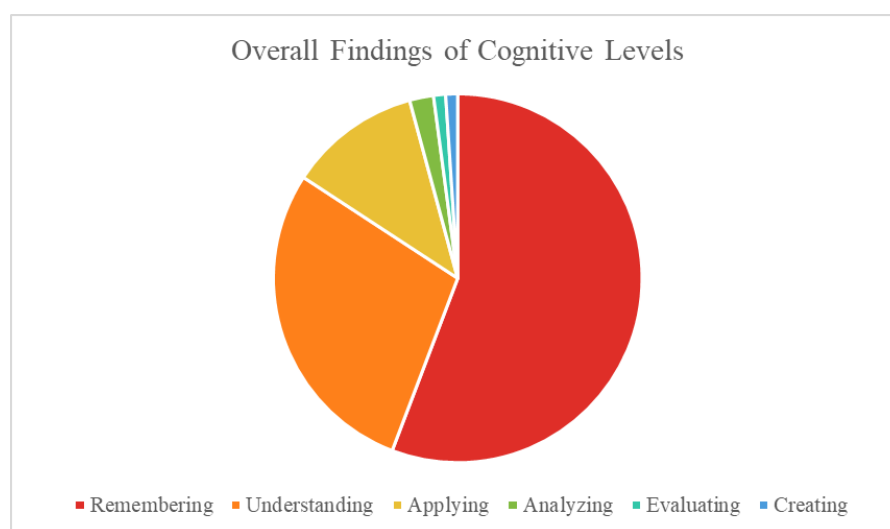


Figure 4.58. Overall Findings of Cognitive Levels

According to the chart, there seems an uneven distribution among the cognitive levels at first glance. Remembering level as the first step of the cognitive domain is associated with recalling background information before delving into the topic. Findings reveal that remembering surpassed the rest of the cognitive levels by being practiced in more than half of the activities prepared for the reading passages. Out of 91 activities, the remembering level comprised 49 activities with 53,84%. As the second level, understanding came after remembering as the second most repeated level. It is related to making sense of and forming one’s understanding after the input. Even though its’ proportion in the activities is not as much as the remembering, the understanding level covered 29,67% of all the coursebook by being exercised in 27 activities. Applying requires a combination of the information learned with new situations. In the coursebook, it was supported in eleven activities.

This frequency resulted in 12,08% of the overall findings. Remembering, understanding, and applying levels form the lower-level category in the cognitive domain. When the findings are examined considering this categorization, lower levels make up 95,59% of all. This result shows a nearly absolute amount of the percentages, so lower levels provide a basis for the reading activities in terms of cognitive development. On the other hand, analyzing, evaluating, and creating are associated with higher levels. Analyzing is about distinguishing between parts and examining them. In the overall findings, the analyzing level occurred in only two activities, and this resulted in 2,19%. Evaluating is related to making sensible and reasonable judgments by considering all the knowledge. This level was applied in only one activity out of 91 activities. Adopting this level only once ended up with 1,09%. Having the same frequency and percentage, creating was experienced in one activity throughout the coursebook. The creating level concerns about coming up with creative and original entities. Deficiency in providing higher-order thinking levels is quite obvious in the findings as they only cover 4,37% of activities through the coursebook. To sum up, the reading passages and their activities basically support the lower-order thinking levels of students. Additionally, they lack development in analyzing, evaluating, and creating at the higher-order thinking levels.

Since English is lingua-franca and is taught all around the world to attain globalization, numerous coursebooks are being used by many institutions on a smaller scale. This situation results in the evaluation of coursebooks with different viewpoints. When the literature is reviewed, a number of studies examine English coursebooks with regard to Bloom's revised taxonomy. However, the redundancy of coursebooks leads to the specificity of each one of them. With this point of view, English coursebooks that are utilized in state schools in Turkey belong to the Ministry of Education, so they are national. When the literature was considered, it was obvious that neither the current English coursebook nor the other secondary school English coursebooks were evaluated considering critical thinking in Turkey. Therefore, the results were compared with the other EFL/ESL English coursebooks taught in different regions of the world.

First of all, the predominance of lower order thinking levels emerged in several other studies which examine various English coursebooks with regard to Bloom's

taxonomy. Es-Salhi and Elfatih (2019) evaluated an EFL textbook named Gateway to English 2. The result of this research is similar to the findings of the current study as lower levels indicate dominance over higher levels. Thereby, the proportion of remembering, understanding, and applying levels were higher than the analyzing, evaluating, and creating levels in both studies.

Correlatively, Birjandi and Alizadeh (2013) reviewed three English coursebooks named Top-Notch, Interchange, and English Files. The study aimed to reveal the extent of critical thinking skills supported in each book and to compare whether there are significant differences among them. It was found that each one of the coursebooks highlighted the lower levels. What is more, there was not a significant difference between them. Thus, the cognitive levels of remembering, understanding, and analyzing were predominant in the coursebooks. This result is completely matchable with the present findings, as well.

It is reasonable to make an analogy between the previous studies and the results drawn by Sadighi, Yamini, Bagheri and Zamanian (2018) in which pre-university textbooks and university entrance exam questions were evaluated through the instrument of Bloom's revised taxonomy. It was concluded that textbooks were dominated by the lower levels of the cognitive domain as they covered 73% whereas the higher cognitive levels comprised only 27% of the textbooks. However, the exam questions were unable to demonstrate the higher levels as they only covered remembering and understanding levels by ignoring the rest of the levels in the taxonomy. The current study is especially relevant to the findings of the textbook evaluation even though it reflected on the higher levels less, so it could be said that the present study is in between the results of exam questions and the coursebook evaluation.

Reading comprehension questions were also examined within the national exam questions as well as the English coursebooks. To set an example, Lan and Chern (2010) collected the reading comprehension questions both in Scholastic Achievement English Test (SAET) and Department Required English Test (DRET). Among 140 questions collected from 2002 to 2006 years, no evidence of the evaluating and creating levels were detected. Even though the current study had samples of these levels, the frequency of them had a minute amount of all the activities. Along with the higher levels, the results of the lower levels shared

similarities by referring to the biggest proportion of all the questions in both research.

Yuliana and Tungka (2018) assessed three English coursebooks from a specific point of view. The context was limited to only Wh- questions. The comparison of these textbooks was surprising as one of them had striking and contrasting findings. To begin with, Talk Active (TA) and Pathway English (PtE) had the same result by having no questions in the higher levels. Thus, only lower-level questions were applied in these books. Quite the opposite, the textbook called Stop Bullying Now (SBN) was dominated by the analyzing, evaluating, and creating levels, so higher levels comprised 76% of the textbook which is a tremendous rate when the previous coursebooks are considered. The current study is closer to the books of TA and PtE in terms of implying an excessive amount of lower levels. On the other hand, the present study manifested higher cognitive levels even on a small scale. When it comes to SBN, it revealed a notable example of how to apply Bloom's taxonomy. Thus, it has a significant place for supporting critical thinking among the other textbooks which do not encourage higher levels.

Evaluation and comparison of reading comprehension questions of three coursebooks were also consulted in Wu and Pei's (2018) study. This research has close links to the present study as they only evaluate reading questions. The overall findings of the three coursebooks are in agreement with the previous ones and the present study. In this way, it concluded that lower levels were dominant and the remembering level was the surpassing level of all. Especially the coursebooks named English Through Culture and Contemporary Collage English had a very huge amount of lower-level which is similar to the present coursebook evaluation. However, it was realized that the results of a specific coursebook ranged when they were considered one by one. For instance, Think English as one of the coursebooks examined in this study resulted in nearly a homogeneous distribution between the lower and higher levels by having 53% lower and 47% higher-level questions. This is a promising finding for future coursebooks and exam questions because this result serves as a basis that coursebooks may support the critical thinking skills of the students by covering both lower and higher levels homogeneously.

4.4. Findings Related to the Third Research Question

The previous research question presented the overall findings that activities reflected, and it drew a frame for the overall outcome in itself. It was found that lower levels covered the biggest proportion of the reading activities, especially with the superiority of the remembering level. The second and third question is complementary to each other with a slight difference. Whereas the cognitive levels were analyzed separately in the second question, the findings were correlated by categorizing and comparing them within meaningful divisions in the third question. These divisions are the categories known as the lower levels and higher levels. Therefore, the third question goes over the homogeneity and dominance of these main categories and then compares them with the literature.

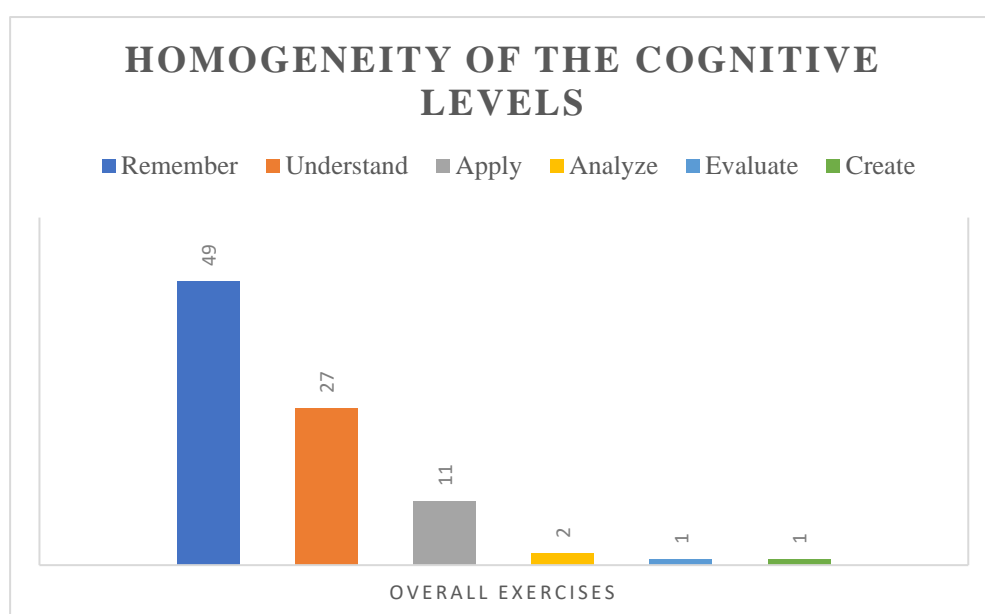


Figure 4.59. Homogeneity of the Cognitive Levels

The figure above serves the findings related to homogeneity. The homogeneity was considered within two groups lower-order and higher-order thinking levels. The total amount of the first three columns in the figure refers to the lower-order thinking levels which ended up with 95%. However, the last three levels which cluster as higher-order levels resulted in 5%. As it is obvious in the figure and the numerical data above, the distribution of the lower and higher-level activities did not constitute a homogeneity. Rather, the redundancy of the lower level stood out even at the first glance. Therefore, it was inferred that remembering, understanding, and applying were the leading levels in the reading activities in the 7th grade's English coursebook.

Moreover, it was undeniable that there was no homogeneity between the lower and higher levels.

As concluded in the second research question, some coursebooks or exam questions fail to support higher levels so learners do not get opportunities for both categories equally. Correspondingly, this inequality leads to non-homogeneous classification between lower and higher levels. The current study is an example of this situation. Besides, there are many other studies in which the homogeneity is not attained for the target matters like coursebooks. As well as similar findings, some other studies resulted in a homogeneous distribution between LOTs and HOTs as a different outcome from the current one. Both similar and different samples are clarified below to correlate with the present study.

A study conducted in Iran evaluated two ESP coursebooks. Extracting 218 questions from both coursebooks, Zareian, et al. (2015) coded and categorized the questions according to Bloom's Taxonomy. The categorization resulted in the high frequency and dominance of lower cognitive levels which are remembering, understanding, and applying. Thus, promoting lower levels in the questions are similar outcomes in both studies.

Another study, which analyzes reading comprehension questions both in an English coursebook called Team Up 1-3 and in O-Net tests, was conducted by Tangsakul, et al. (2017). The result of this study reveals that the lower-level questions ended up with 91% in the coursebooks. This finding is quite similar to the current study as both studies support lower levels above 90%.

Zaiturrahmi, Kasim, and Zulfikar (2017) evaluated instructional questions on four skills in a national EFL coursebook composed in Indonesia by aiming to find out the dominant cognitive level in these questions. Considering overall 227 instructions, 198 of them belonged to the lower levels with the superiority of the knowledge level which is the first step in the critical thinking process. This result is highly consistent with the current study as both were strongly prevalent in the lower levels.

Abdelrahman (2014) investigated both student books and workbooks taught in 10th grade EFL classes in Jordan. Within these books, 655 instructional questions were gathered regardless of the skills. It ended up with a high incidence of the lower

levels, especially the first two levels (55.11%). On the other hand, the higher levels took up nearly one-third of the questions. Even though this proportion may be higher when it is compared to the current study, the findings ultimately signify the precedence of the lower levels in both studies.

San (2019) examined the reading activities of an English coursebook entitled *Global A2+* considering the cognitive domain of Bloom's Revised Taxonomy. After collecting 184 instructions, the results were elicited as 67,94% for the lower-level thinking and 32,06% for the higher-level thinking. Even though there is not a homogenous distribution between categories, the higher levels were referred to more when the current study was considered because it only reflects 4,73% for higher-level thinking in the reading activities.

Paying attention to the needs of 21st-century skills leads to the implementation of higher levels in the coursebooks today than in the past. Even though some coursebooks are still dominant in the lower levels, they incontrovertibly reflect on the higher levels, as well. Besides, despite the predominancy of the lower levels in the activities, several coursebooks also resulted in a homogeneous distribution between the lower and higher levels when the literature was scrutinized. Some of these situations were presented and associated with the current study.

The presence of homogeneous coursebooks in terms of the cognitive levels in critical thinking may be rare. Nonetheless, the number of these coursebooks increases over time. In spite of not achieving a pure homogeneity, some coursebooks move towards that way. Olimat's (2015) research analysis on the *Action Pack* series is an example of this kind of coursebook. The relation between the *Action pack* series for 7th to 10th grades and their suitability for supporting critical thinking was examined in his study. According to his findings, the coursebooks resulted in the dominancy of the lower levels by 60% to 70%. This may not be a homogeneous result, but the proportion of the higher level is superior to the current study. Thus, it gets closer to half and promotes critical thinking more successfully.

Another research that has similar findings to Olimat's (2015) is the study of Assaly and Smadi's (2015) evaluation of the *Master Class English* textbook. In their evaluation, the understanding was the most repeated cognitive level in the coursebook. On the other hand, the proportion of the lower and higher levels was

closer to each other with 60% in the lower and 40% in the higher level. When compared to the present coursebook evaluation, Master Class was more efficient in achieving 21st century standards in terms of critical thinking even though this was not a truly homogeneous finding.

Unlike the previous findings in which the dominance of lower levels is evident, the study of Sucipto and Cahyo (2019) reached a balance between the lower and higher cognitive levels in 'Bright 2' English textbook evaluation. The analysis was limited to the reading skill in the textbook, so 145 activities were collected in total. These reading activities were dominant in the analysis and application levels. This is a surprising finding when the earlier studies are considered because they mostly resulted in the dominance of the remembering and understanding levels just like the current research. What's more, the homogeneity was attained by having 49% in the higher levels and %51 in the lower levels. These findings are highly promising for the coursebook authors and teachers because it sets an example that homogeneity could be achieved in presenting the target matter.

Having a homogeneous coursebook considering critical thinking is one of the prerequisites in today's world to fulfill 21st-century skills. In this way, other components of education are also encouraged to develop critical thinking. More surprisingly, possessing a coursebook that is dominant in higher levels is the top for raising critical thinkers when the educational materials are taken into consideration. Being analyzed by Febrina, Usman, and Muslem (2019), the coursebook named '*Bahasa Inggris SMA/MA/SMK/MAK*' is a great representative of coursebooks dominant in higher levels by comprising 66.8% for the analyzing, evaluating, and the creating levels. On the other hand, the lower levels took up 33.4% of the reading comprehension questions. It is clear that the reading activities focused on the development of critical thinking skills by practicing both lower and higher levels. Moreover, providing opportunities for higher levels reflects their' significance and necessity in the development of this skill. Even though the result of that study is totally different from the current one, it may guide the curriculum developers, authors, and teachers to concentrate on supporting critical thinking skills more in education.

4.4. Findings Related to the Fourth Research Question

Former questions uncovered the general findings of the activities prepared for the reading skill in the 7th-grade coursebook. Besides, the dominant cognitive level and category were analyzed. It was found that the remembering level and correspondingly the lower-level category took the biggest proportion in the activities. In addition to this, similar studies in the literature were provided to recognize the situation of the current study, and it resulted in both similarities and differences.

The last question for the current study deals with the difference between two main categories of Bloom's revised taxonomy. Therefore, this question aims to discover whether there is a significant difference between the lower and higher cognitive levels. Chi-Square test in SPSS Version 22 was employed in order to obtain a reliable result. The tables below offer the outcomes of the SPSS results.

Table 4.2. Cross Tabulation of the Lower and Higher Thinking Levels

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

The table above displays the categories to which the cognitive levels belong. The remembering, understanding, and applying levels belong to the lower-order thinking levels (LOTs) while the analyzing, evaluating, and creating levels are involved in the higher-order thinking levels (HOTs). The activities and their paired cognitive levels were categorized considering LOTs and HOTs.

Table 4.3. Results of the Chi-Square Test

	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.

A Chi-square test was conducted to appreciate the difference between the two main cognitive categories of Bloom's taxonomy. As a result of the chi-square test, a significant difference ($\leq .05$) was found between LOTs and HOTs. In another saying, the results of remembering, understanding, and applying levels were significantly different from the analyzing, evaluating, and creating levels.

There are limited studies that examine the target materials from the perspective of their significant differences. One of these studies is carried out by Adli and Mahmoudi (2017). Two different coursebooks as elementary and advanced were evaluated in light of critical thinking. Significant differences in cognitive levels were investigated considering these coursebooks. There were significant differences between the coursebooks except for the levels of analysis and synthesis. Additionally, the elementary book was dominant in knowledge and application levels while the advanced book surpassed in comprehension and evaluation.

The study of Birjandi & Alizadeh, 2013, which was described earlier, also differentiated three coursebooks titled *Top Notch*, *Interchange*, and *English Files*. Twelve items were included in the investigation of critical thinking in the given coursebooks. However, no significant difference was found for them except in the

criteria of evaluation and creative thinking skills. On the other hand, it was stated that *Top Notch* had higher results when it was compared to others.

Lastly, Sadighi, et al. (2018) conducted the closest study to the current one in terms of this research question, so both studies examined the significant differences between LOTs and HOTs. Evaluating *English 1 & 2* taught in Iran by using Bloom's revised taxonomy, Sadighi et al. reached a significant difference between LOTs and HOTs according to the results of the Chi-Square test. Consequently, these results are very much like the present study because significant differences were found between these two cognitive groups.

5. SUGGESTED SUPPLEMENTARY ACTIVITIES

In this chapter, the supplementary activities were designed for the missing cognitive levels. To ensure harmony, the levels in the original coursebook were provided in a table along with the additional levels. Following that, the supplementary activities were presented as a booklet.

5.1. Presentation

The findings and discussion section revealed that the 7th grade English coursebook failed to promote higher-order thinking levels in the reading skill as 95% of the activities belong to the first three levels. In other words, it can be said that reading activities are not sufficient to support critical thinkers because they have numerous missing levels in various activities. Therefore, this section presents the supplementary activities for each reading passage to bridge this gap. The activities of this section are considered supporting materials in addition to the original activities of the coursebook. Thus, the development of critical thinking skills is prioritized when compared to the sole evaluation. In the meantime, adopting Bloom's revised taxonomy creates unity and integrity among sections throughout the reading activities, so these supplementary activities were prepared considering the cognitive levels in Bloom's revised taxonomy. The cognitive levels found in the findings and suggested supplementary activities are represented below to outline this section.

Table 5.1. Activities of Reading 1

READING 1	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	5. Applying
2. Understanding	6. Analyzing
3. Remembering	7. Evaluating
4. Remembering	8. Creating

Table 5.2. Activities of Reading 2

READING 2	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Applying
2. Understanding	7. Analyzing
3. Understanding	8. Evaluating
4. Remembering	9. Creating
5. Remembering	

Table 5.3. Activities of Reading 3

READING 3	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	3B. Understanding
2. Remembering	5. Analyzing
3. Remembering	6. Evaluating
4. Applying	7. Creating

Table 5.4. Activities of Reading 4

READING 4	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Remembering	7. Evaluating
3. Remembering	8. Creating
4. Understanding	
5. Applying	

Table 5.5. Activities of Reading 5

READING 5	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Remembering	7. Evaluating
3. Understanding	8. Creating
4. Remembering	
5. Applying	

Table 5.6. Activities of Reading 6

READING 6	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	4B. Applying
2. Remembering	6. Evaluating
3. Understanding	7. Creating
4. Remembering	
5. Analyzing	

Table 5.7. Activities of Reading 7

READING 7	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	4. Understanding
2. Remembering	5. Applying
3. Remembering	6. Analyzing
	7. Evaluating
	8. Creating

Table 5.8. Activities of Reading 8

READING 8	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	5. Applying
2. Understanding	6. Analyzing
3. Remembering	7. Evaluating
4. Understanding	8. Creating

Table 5.9. Activities of Reading 9

READING 9	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Remembering	7. Evaluating
3. Understanding	8. Creating
4. Remembering	
5. Applying	

Table 5.10. Activities of Reading 10

READING 10	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	7. Analyzing
2. Understanding	8. Evaluating
3. – (printing error)	9. Creating
4. Understanding	
5. Remembering	
6. Applying	

Table 5.11. Activities of Reading 11

READING 11	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Remembering	7. Evaluating
3. Remembering	8. Creating
4. Understanding	
5. Applying	

Table 5.12. Activities of Reading 12

READING 12	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Understanding	7. Evaluating
3. Remembering	8. Creating
4. Understanding	
5. Applying	

Table 5.13. Activities of Reading 13

READING 13	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Analyzing
2. Understanding	7. Evaluating
3. Understanding	8. Creating
4. Understanding	
5. Applying	

Table 5.14. Activities of Reading 14

READING 14	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	3.2. Applying
2. Understanding	3.3. Analyzing
3. Understanding	
4. Evaluating	
5. Creating	

Table 5.15. Activities of Reading 15

READING 15	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	6. Applying
2. Remembering	7. Analyzing
3. Remembering	8. Evaluating
4. Remembering	9. Creating
5. Understanding	

Table 5.16. Activities of Reading 16

READING 16	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	4. Analyzing
2. Understanding	5. Evaluating
3. Applying	6. Creating

Table 5.17. Activities of Reading 17

READING 17	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	4.2. Understanding
2. Understanding	6. Analyzing
3. Remembering	7. Evaluating
4. Remembering	8. Creating
5. Applying	

Table 5.18. Activities of Reading 18


READING 18	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	4.2. Applying
2. Understanding	6. Evaluating
3. Understanding	7. Creating
4. Remembering	
5. Analyzing	

Table 5.19. Activities of Reading 19


READING 19	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	5. Applying
2. Understanding	6. Analyzing
3. Understanding	7. Evaluating
4. Understanding	8. Creating


Table 5.20. Activities of Reading 20

READING 20	
ORIGINAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
1. Remembering	3.2. Understanding
2. Remembering	5. Analyzing
3. Remembering	6. Evaluating
4. Applying	7. Creating


5 Work in pairs. Ask and answer questions about yourself. 





6 Analyze the characteristics below. What are the pros and cons of these characteristics? 





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7 If you were Lily's and Ahmet's classmates, to whom would you be closer? Why? Grade both of them and explain why did you grade like that?




I would be closer to because


.....

8 Think about the friend you chose in the Exercise 7. Imagine that you spent a day with her/him. Write a diary of that day by talking about your and his/her characteristics.




- 6 Do you know any twins who have different appearance and personality? Share your experience with your friends. 



- 7 Why are their characteristics different even if they are twins? What explanation do you have for this difference? Write 3 reasons which cause this difference? 

- 8 As a class, gather all the reasons in the activity 7. Choose three most repeated reasons. Now, guess why they are so popular.



- 9 As groups of 4, interview with twins about their characteristics. Ask what affects in shaping their characteristics. Follow the steps below to plan and do your interview. 

1. Find the twins to have an interview.
2. Prepare your questions beforehand with your group.
3. Take notes while having the interview.
4. Gather all your notes.
5. Choose the important points.
6. Present your interview to your class.

3B What is happening in the picture? Explain how is the picture related to the text?



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5 Ask your friends about their choices in the exercise 4. Convert the statistics into a "Tally Chart". Give 3 reasons for each sport.



Sports	How many students like it?	What are their reasons?
Jogging		⇒ ⇒ ⇒
Climbing		⇒ ⇒ ⇒
Volleyball		⇒ ⇒ ⇒
Tennis		⇒ ⇒ ⇒
Hiking		⇒ ⇒ ⇒
Football		⇒ ⇒ ⇒
Basketball		⇒ ⇒ ⇒
Cycling		⇒ ⇒ ⇒

6 Think about the most popular sport. Write it in the box.

The most popular sport in my class

Do you agree that it is the most popular sport among teenagers? Share your ideas with your friends.



- I agree that it is the most popular sport among teenagers.
- I don't agree that it is the most popular sport among teenagers.

How would you explain its' popularity in your own words?

7 Imagine that you will have a tournament about the most popular sport in your school. In groups of 4, create an attractive poster. Follow these steps:



1. Choose an attractive picture.
2. Add a slogan.
3. Provide important details.

- 6 How can people be successful? What can they do to be successful? What are some of the motivations behind someone's success? Write your ideas in the box below.



- 7 Evaluate what you learnt till now and talk about the quote below. How can you explain your thoughts about it?



Success doesn't come to you, you go to it.

- 8 Think of your biggest success. Write a diary of a day when you felt so desperate. Mention what was your encouragement in those difficult times?



- 6 “*But unfortunately, he died in a hotel room alone, at the age of 86*”. This is the last sentence of the text. How could Tesla’s life end? Why did you think in that way?



.....

.....

.....

- 7 Tesla is defined as “*a man beyond his time*”. What makes that person “beyond his/her time”? What is the criteria for that?



.....

..... *makes a*

person beyond his/her time.

- 8 Imagine that you are a scientist in the modern world and you are beyond your time. Write about your biggest inventions/discoveries.



Look at the format of the text “*The Man Beyond His Time: Nikola Tesla*” and write your short biography similar to it.



4B

Do you know any other musician/pianist as famous as Idil Biret?



What do you know about his/her life? Share some information with your friends.



6

There are some reasons behind someone's success below. Rate each of them according to you. Which one has more importance in one's



Family	→	1	2	3	4	5	6	7	8	9	10
Money	→	1	2	3	4	5	6	7	8	9	10
Friends	→	1	2	3	4	5	6	7	8	9	10
Hard work	→	1	2	3	4	5	6	7	8	9	10
Determination	→	1	2	3	4	5	6	7	8	9	10

7

Imagine that Idil Biret's success is because of a reason that you choose in the activity 6. Now, add an extra paragraph and explain that reason.



4 Look at the picture of tiger and saber-toothed tiger. Write what you understand about them after you read the text.



5 Look at the features of both animals. Can you identify any other animal which has similar features?



6 Compare these two animals by filling in the blanks. Search these information both in the text and the net.

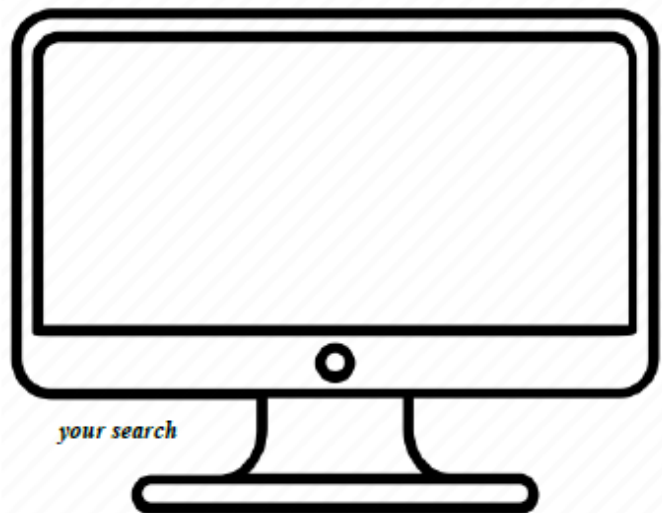
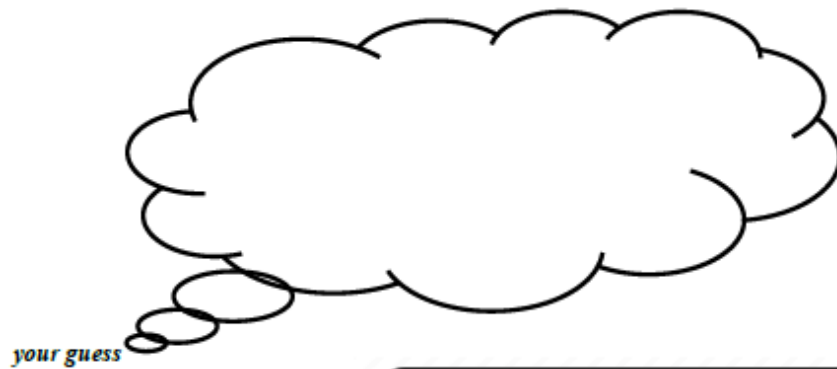


Features	Tiger	Saber-Toothed Tiger
Height		
Weight		
Speed		
Habitat		
Living Era		
Family		

7 Which animal is stronger for preying; tiger or saber-toothed tiger ? Support your decision with your findings in the exercise 6.



8 Even if these animals are strong, saber-toothed tiger is extinct. Why do you think it is extinct? First, guess the reason of its' extinction. Then, search on the net for the real extinction reason.



5 You learnt the habitats of the animals of this text. Now, place the animals on the map. Where do you think that they live?



6 Even if these animals live in different parts of the world, there are becoming extinct. What do you think about that? Is the habitat important for extinction? Explain your ideas by filling the table below.



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7 How will their extinction affect our life and environment? Is there a solution to prevent their extinction? Think about these questions as a whole class.



8 Gather all the facts you learnt till now. Create an advertisement about how to protect them. Fill in the blank sample with the title, Picture of the animal and your thoughts. Then, hang it on your classroom wall.



6 You see Nina's brother, Billy in this picture. Why does Billy watch too much TV? What could be the reason for that? Write your opinions in the box.



In my opinion,

.....

.....

.....

.....

.....

7 How would you feel if you had a brother like Bill? Color your feeling about Billy. Write why would you feel like that.



happy	sad	angry	scared	shy	confident
surprised	ashamed	disgusted	exhausted	confused	bored

I would feel because

.....

8 Design a '4 weeks recovery plan' to stop TV addiction like Billy's.



Week 1

Week 2

Week 3

Week 4

7 What could be the reasons for watching (+) / not watching (-) the TV shows below.



	+	-
Cartoons		
Movies		
Reality Shows		

8 With your friend, choose one of the TV shows and write about its' effect on people by giving reasons.



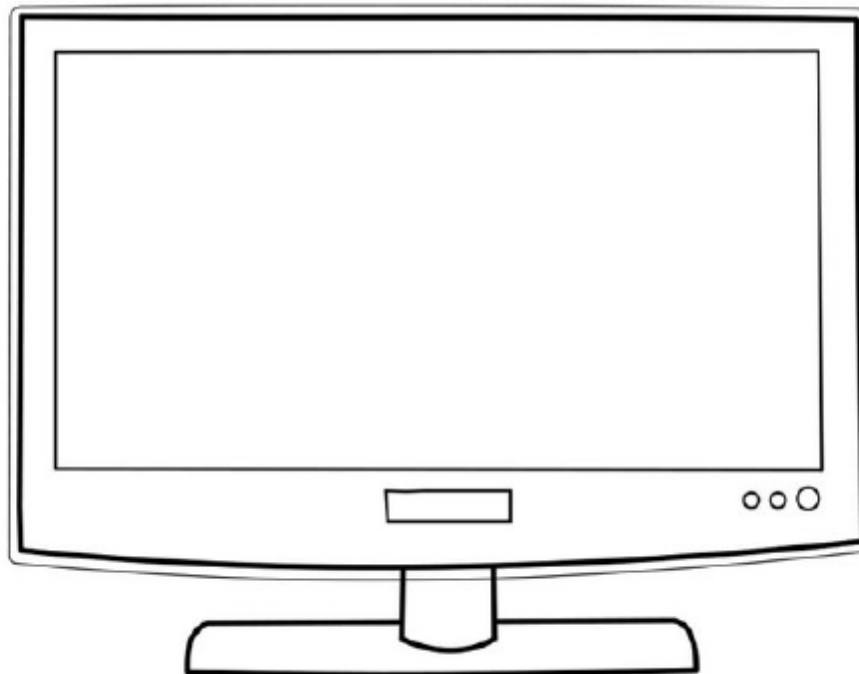
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9 Draw a scene of a TV Show which belongs to the year 2120.



6 Analyze the characteristics given below. First, match the characters with the right explanation. Then explain which one resembles you.



PAUL

is the one who helps the organizer.

PAUL'S BROTHER

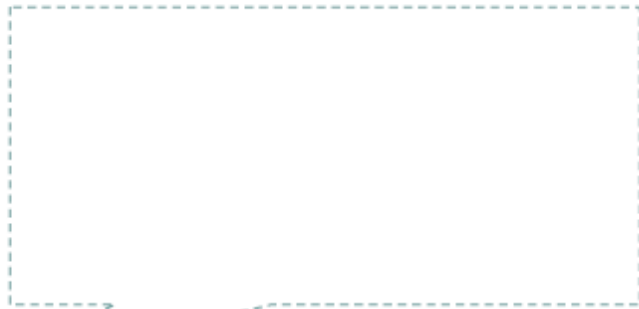
is the one who organizes the party.

AMANDA

is the one who gets the surprise.


I am like because.....

7 How would you feel if you get a surprise party? Draw your face and express your feelings.





8 Continue the next chapter of the dialogue. Imagine Paul's and his brother's talk with your friend. How would Paul convince his brother to come to the party. Then, act it out in the classroom.





6 Look back at Kim's messages. Analyze the relationship between Kim and his friends by looking at the messages. Write your comments below. 

Jane 
 Hello, Kim. How are you? I finally finished the university. I am organizing a party tomorrow evening. It's at 6 o'clock at my place. I invited all my friends and relatives. There are a lot of guests. Can you help me with the preparations? Love you, bye!

Rob 
 Kim, what's up? Tomorrow, we are celebrating our wedding anniversary. We decided to have dinner with all our friends. The dinner is at 6 p.m. I definitely want to see you there. Would you like to join us? If you can come, I can text you the details. Bye!

Wilma 
 Hey, Kim! Oh, my god! I'm so excited. You are coming to my birthday party tomorrow, right? It's at 6 at my place. I have two dresses and I can't decide. I really need your advice for my dress. I can't wait for the party. Hope to see you tomorrow. Bye for now.

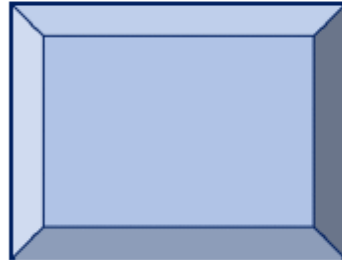
7 After reading the messages once again, Kim realizes that each party will take place at the same time. According to your opinion and the your analysis in the 'Activity 6', whose party should Kim attend? Write it on the box below. 

8 Imagine that Kim wants to attend each party, so give solutions to Kim's problem. Plan a timetable for tomorrow and help Kim to attend the parties. 

Kim's Timetable

6 p.m.

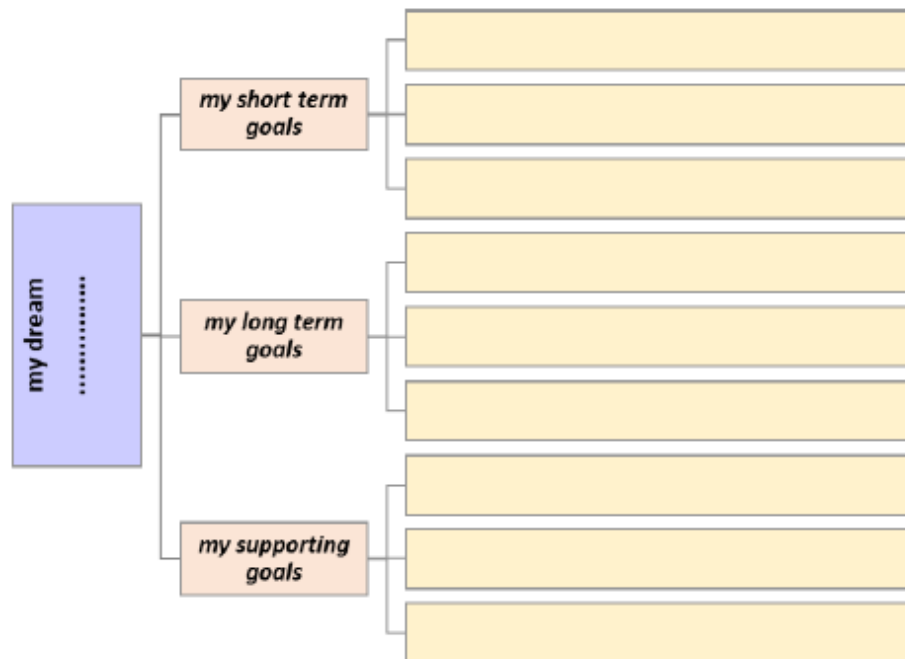
- 6 What are dreams and reality? Differentiate dreams and reality by explaining them in boxes below. Pink is for dreams, blue is for reality.



- 7 What is your dream? Do you believe that you can achieve your dream and make it true? Evaluate and criticize yourself.



- 8 Create a plan to achieve your dream in the Activity 7. In your plan, write your short term and long term goals, and add some supporting goals to achieve your dream.



32

If you were a scientist, which project in the text would you like to take part in? Why?





If I were a scientist, I would like to take part in
because.....

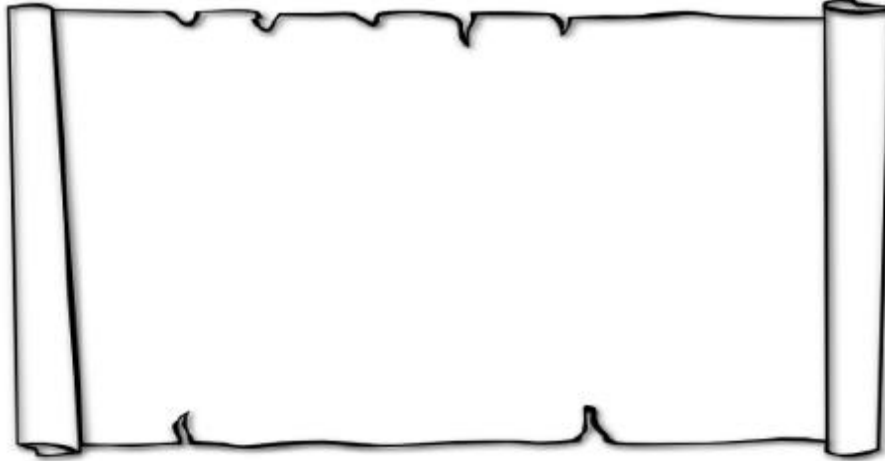
33

What are the advantages and disadvantages of the predictions in the texts? Discuss with your friends and fill in the table.



Predictions	Advantages	Disadvantages
 Flying Cars		
 Going on Holidays in Space		
 Education Without Teacher		

6 How would you describe Alan's neighborhood on a map? Look back at the text and draw Alan's neighborhood.



7 Alan says that he is happy in his neighborhood. Now, explain how can we decide that he is happy? Give 3 examples in the text and explain them considering happiness.



=
.....

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.....

8 What is the most important factor in choosing our neighborhood? Why?



9 Construct an utopic neighborhood where everyone is happy. Which values and factors would be prior for you? Think about every detail with your friends and generate a 3D model of your imaginary neighborhood.




4 Which city is more suitable for the people below? Read the text again and connect the cities with the comments below. Explain how did you make the connection. 

A) I wonder Far-East countries and their culture. I especially want to try their different kinds of foods.

B) I have heard that I can cross the continents by visiting a city! I am looking forward to it.

C) I love literature, especially the Works of William Shakespeare so I want to visit his country.

- A is related to ...
- B is related to...
- C is related to...

5 Choose a city and rate it according to given criteria below. Make a research in internet to rate correctly. 

Climate	○ ○ ○ ○ ○	Safety	○ ○ ○ ○ ○
Economy	○ ○ ○ ○ ○	Cultural Activities	○ ○ ○ ○ ○
Cost of Hotels	○ ○ ○ ○ ○	Natural Sightseeing	○ ○ ○ ○ ○
Price of foods	○ ○ ○ ○ ○	Accomodation	○ ○ ○ ○ ○
Entertaining Activities	○ ○ ○ ○ ○	Public Transportation	○ ○ ○ ○ ○

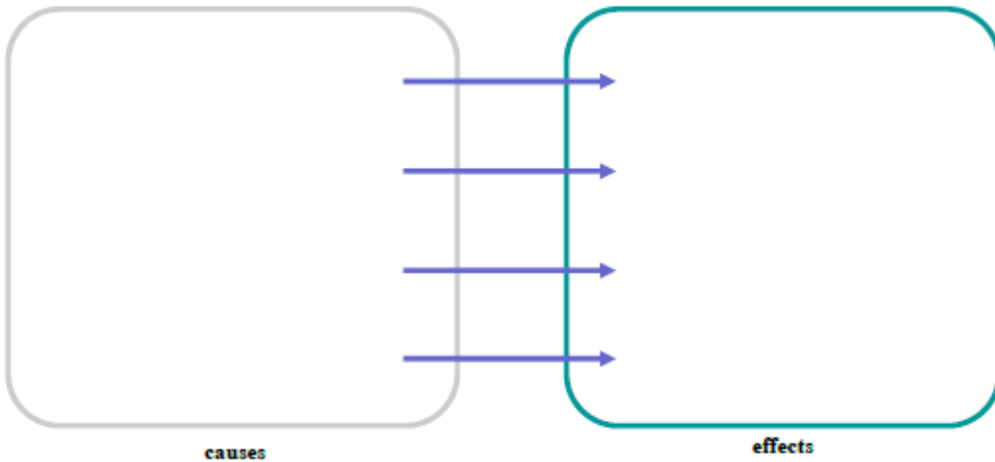
6 With groups of 4, choose a city and design a brochure for tourists. Add an attractive picture of that place. Talk about the criteria you rated in the 'Activity 5'.



42 Read the text by focusing on "global warming". How can you describe it in your own words?



6 What do you think about the reasons for global warming? Make cause and effect relationship between these reasons.



7 Among many outcomes of global warming, what is the most effective catastrophe of global warming? Why? Talk about it with your friends.



8 What can we do to reduce the risks of global warming? Make a poster as a class and hang it in the school bulletin.



WHAT CAN WE DO TO REDUCE THE RISKS OF GLOBAL WARMING?				
<i>As a Person</i>	<i>As a Class Member</i>	<i>As a City Member</i>	<i>As a Citizen of our Country</i>	<i>As a World Citizen</i>

42

Give examples of 'deforestation' and 'wasting energy' in your environment.



6

How would you prioritize the problems in 'Activity 5' according to their importance and seriousness? List from the most serious to the least serious problem. Support your ideas with reasons.



- Air pollution
- Extinction of animals
- Soil and land pollution
- Too much rubbish
- Industrial waste

Most Serious

Least Serious



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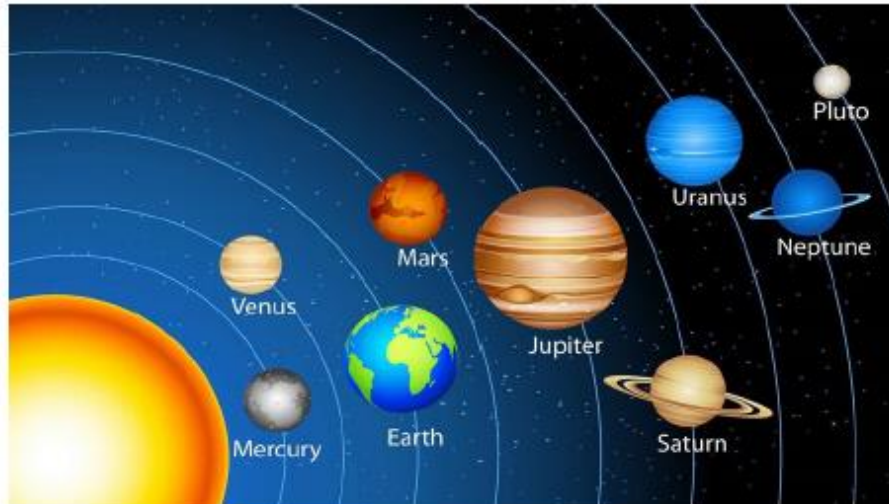
7



If people go on like that without changing their lifestyles, what will happen on Earth in years? Guess the results of this excessive usage of the sources. As a group of 5, create a short film about Earth's situation after 50 years.



5 Read the text again and search on the net about the location of these dwarf planets in our solar system. Place each of them correctly in the picture below.



6 What are the differences between planets and dwarf planets? Search on the net and state their differences.



Planets

Dwarf Planets

VS

7

Do you believe that there could be more dwarf planets to be discovered in our solar system? Answer the question by giving rational reasons.



Now, listen to your friends' answers. Make a group of yes's and no's as a class and defend your opinions.

Number of YES's

Number of NO's

8

Imagine that you discovered a dwarf planet in our solar system. After your successful discovery, people ask many questions about your success, so you will answer these questions on your Youtube channel. First, answer these questions below. Make a plan for your speech and then take a video for your channel.



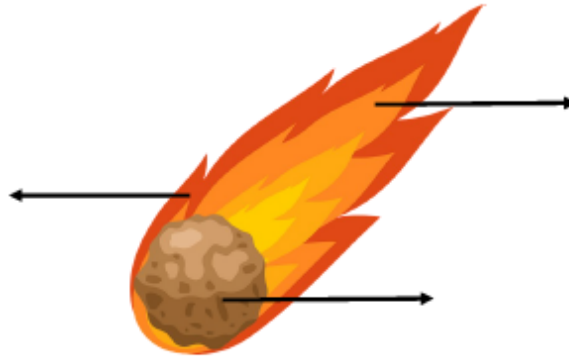
To whom do you own this success?

How many years did it take to reveal this mystery?

What can you suggest to people who want to be successful like you??

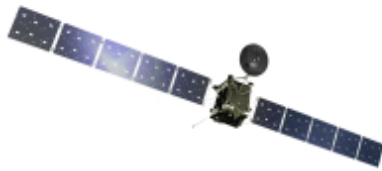
32

There are 3 main parts of a comet: *nucleus*, *coma*, and *tail*. According to the passage, locate each part correctly in the comet's picture below.



5

Both Rosetta and Philae searched a comet, but why did scientists need 2 different spacecraft? First, compare both Rosetta and Philae according to their missions.




ROSETTA

Large empty bracketed area for notes related to Rosetta.




PHILAE

Large empty bracketed area for notes related to Philae.

-
- 6** Think about the exploration of new comets. How can the discovery of a new comet affect people and change their lives? Give your opinions about this topic after you search for it. 



- 7** Rosetta found Philea on the comet after charging itself with solar energy. However, it could not rescue it. Now, you need to speculate on this mysterious event with groups of 4. Hypothesize the reasons why Rosetta could not rescue Philea. Find strong scenarios about it, and then present them to your class. 
-

*Possible
scenarios*

OUR HYPOTHESIS

6. CONCLUSION

This chapter firstly elaborates on the key points inferred from the research along with the main questions consulted at the beginning of the study. Following that, implications for teachers and authors are provided. Finally, the recommendations for further studies are expressed.

6.1. Concluding Remarks

This study was conducted with the intention of evaluating the 7th grade English coursebook in terms of critical thinking. To narrow the scope, the reading sections of the coursebook were selected and Bloom's revised taxonomy was consulted throughout the analysis process. Considering the main aim, the following four questions guided the study.

1. *Which levels of cognitive processes in Bloom's Taxonomy are represented in 7th grade English CB?*
2. *To what extent are thinking levels in Bloom's Taxonomy represented in the 7th grade English coursebook?*
3. *Is there a homogeneous distribution among the thinking levels?*
4. *Is there a significant difference between the levels of higher and lower order thinking in the activities of the reading passages?*

First of all, each activity was coded according to six levels in the cognitive domain of Bloom's taxonomy, and they were elaborated one after another by providing the original images or statements from the coursebook. It was obvious that the remembering level covered more than half of the activities. On the other hand, there was almost no activity in the higher levels, especially in evaluating, and creating.

The second question is highly associated with the first one, and it was put forward to wrap up the descriptions delivered in the beginning step. The big picture proved that the proportion of the cognitive levels decreases from remembering to creating levels. To set an example, the frequency of the remembering level was 49 while the creating level was only covered in one activity.

The third question resulted in an unambiguous outcome that there was no homogeneous distribution among the thinking levels. From remembering to creating levels, the frequency and percentages were as follows:

Table 6.1. The Results of the Coding

Cognitive Levels	Frequency	Percentage
Remember	49	53,84 %
Understand	27	29,67 %
Apply	11	12,08 %
Analyze	2	2,19 %
Evaluate	1	1,09 %
Create	1	1,09 %
Total	91	100%

Therefore, the distribution of the levels was highly different from one another, so homogeneity was not achieved. Likewise, there was no consistency between the lower and higher levels.

When it comes to the comparison between lower and higher levels, a chi-square test of the SPSS program was conducted to detect whether there is a significant difference between these two categories. A significant difference (,000) was detected between higher and lower levels as a result of the analysis.

This study contributed to the field of English language teaching in many respects. Firstly, the coursebook evaluation research of MoNE publishing is so rare in the literature even though these coursebooks are utilized by a vast number of students around Turkey to learn English as a foreign language. When the inefficacy in the language teaching process in Turkey is considered, it is not reasonable to disregard this crucial issue. Therefore, the current study contributed to the field in terms of coursebook evaluation of the most used English coursebook in the 7th grade in Turkey.

Secondly, critical thinking as one of the prominent skills in the 21st century needs to be encouraged and practiced deliberately. Since the coursebooks are the essential sources of education, the degree of critical thinking in these materials should be reflected. However, it is not possible to refer to the coursebook evaluation studies and gain insight into this perspective. Thus, this study intended to shed light on this topic by specifying the selected MoNE publishing coursebook.

In line with these key findings, the following implications are suggested for teachers and authors to compensate for the shortcomings of the target coursebook.

6.2. Implications

The current study provides implications for both teachers and authors due to the implementation of coursebook analysis. Suggestions are made for teachers considering their classroom practices. Meanwhile, authors may utilize the implications to focus more on critical thinking (CT) perspectives in their coursebook development.

It was certain that the reading activities in the 7th grade English coursebook failed to practice higher levels. In another saying, the majority of the coursebook belonged to the lower levels, with the dominance of the remembering level. Teachers, as valuable sources of education, are responsible for overcoming the deficiencies in education regarding various issues such as students' levels, age, interests, and needs, so learners are in need of their teachers in the development of critical thinking. As teachers are the first-hand sources in education, they should revise the target activities in the coursebook before conducting the lesson, as well as prepare extra materials for the specific group of students. By doing so, learners get a chance to experience activities that are both suitable to their academic level and supportive of their critical thinking development. Apart from preparing additional materials, teachers may consciously direct students' thoughts towards thinking critically by asking intriguing and critical questions which are known as Socratic questioning. Even though students may not notice the process that they are going through, teachers may take advantage of it in case they practice it appropriately.

As well as the teachers who are the key elements of CT development in schools, coursebook writers need to consider some conclusions drawn in this study because a well-prepared coursebook may be an advantageous source for both teachers and self-regulatory students. Another reason for that is the existence of teachers who are not capable of thinking critically in their lives. Thus, it could also be beneficial for teachers to develop their CT skills. For these reasons, authors are needed to pay attention to the significance of CT in their coursebooks, and they are required to supply more qualified higher-level questions in the activities. Consciously implementing higher-level questions in the activities is expected to lead teachers to pay more attention to the practice of CT skills, as well. From a different

point of view, authors may create supplementary reading books or booklets that primarily aim to strengthen CT skills. This kind of extracurricular activity is supposed to have an influential effect, especially on autonomous students. Hence, learners could get a chance to build up their CT while exercising their reading skills.

6.3. Recommendations for Further Studies

Based on the findings, several recommendations are specified item by item below for further studies, which aim to analyze coursebooks with regard to critical thinking.

1. The current study evaluated only one of the coursebooks published by MoNE. Further studies are needed to include a number of coursebooks and compare them considering critical thinking.
2. The activities of reading skills were taken into account in the analysis of the current coursebook. Therefore, activities for four skills may be involved and compared within critical thinking perspectives in future research.
3. Teachers' reading exam questions might be correlated with the coursebook as another kind of comparative study. In this way, the results of the coursebook evaluation and teachers' exam questions may be associated with each other.
4. In the present study, document analysis was the only method to be used. Further studies may be enriched by involving 7th-grade teachers' opinions so that they reflect their thoughts on the success of the coursebook on critical thinking.
5. The current study had a purely qualitative design. There is a need for the mixed-method to come up with a complete understanding of the critical thinking success in the 7th grade in Turkey, so this could be achieved with the involvement of the quantitative design.
6. Among 21st-century skills, creative thinking was only consulted in the current study. Each 4Cs, creativity, critical thinking, communication, and collaboration, may be evaluated in the coursebooks in order to create coherence.

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1. Dalkılıç, M.N. & Büyükahıska, D. (2021). The evaluation of the objectives in the secondary-school English curricula according to Bloom's taxonomy. Oral Presentation at First International Foreign Language Education Symposium. Ankara, Turkey, 28-30 June 2021, [International].

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