BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING MASTER'S PROGRAM

AN EVALUATION OF AN EFL COURSEBOOK IN TERMS OF BLOOM'S REVISED TAXONOMY AND CRITICAL THINKING SKILLS

BY

BUKET KARA

MASTER'S THESIS

ANKARA – 2024

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SUPERVISOR

Assist. Prof. Dr. Sevgi ŞAHİN

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

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To myself for doing all this hard work.

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ÖZET

Buket KARA

Yabancı Dil Olarak İngilizce Öğretiminde Bir Ders Kitabının Eleştirel Düşünme Becerileri Yönünden İncelenmesi

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

Haziran, 2024

Bu çalışma, Türkiye'de bir vakıf üniversitenin İngilizce hazırlık okulunda kullanılan bir İngilizce ders kitabının, öğrencilerin eleştirel düşünme becerilerini geliştirmedeki etkisini analiz etmeyi ve değerlendirmeyi amaçlamaktadır. Bir ders kitabı değerlendirme çalışması olarak bu çalışma, etkinliklerin eleştirel düşünmeyi ne ölçüde beslediğini ortaya çıkarmak amacıyla Bloom'un yenilenmiş taksonomisi ve Selvihan Demir (2008)'den alınan Eleştirel Düşünme Likert ölçeğini kullanarak karma yöntem araştırma türü benimsemiştir. Araştırmanın ilk aşamasında ders kitabının içeriği, eleştirel düşünme için gereken üst düzey düşünme becerileriyle ne kadar uyumlu olduğunu belirlemek amacıyla Benjamin Bloom'un yenilenmiş taksonomisi kullanılarak betimleyici içerik analizine tabi tutulmuştur. Araştırmanın ikinci aşamasında, ders kitabını kullanan 30 yabancı dil eğitmeni, ders kitabının eleştirel düşünme becerilerini geliştirmedeki etkililiğini Likert ölçeğini kullanarak değerlendirilmiştir. Elde edilen veriler betimsel istatistiklerle analiz edilmiştir. Bu çalışma, katılımcı eğitmenlerin değerlendirici olarak rol alması nedeniyle bu alandaki önceki araştırmalardan farklılık göstermektedir. Bulgular, kitabın tasarımında iyileştirilmesi gereken alanları göstermekte ve kitapta "Eleştirel Düşünme" adı verilen özel bir bölüm bulunmasına rağmen üst düzey düşünme becerilerini entegre etmenin önemini vurgulamaktadır. Bu araştırma, ders kitaplarının eleştirel ve üst düzey düşünme becerilerini geliştirmedeki etkililiğine ilişkin İngilizce Öğretmenliği alanına değerli bilgiler katmaktadır. Bu araştırmanın, Türk eğitim bağlamlarında eleştirel düşünme becerilerini geliştirmeyi amaçlayan eğitimciler, müfredat geliştiriciler, materyal geliştiriciler ve diğer paydaşlar için bir kaynak görevi göreceğine inanılmaktadır.

Anahtar Kelimeler: Bloom'un güncellenmiş taksonomisi, ders kitabı değerlendirmesi, eleştirel düşünme, İngilizce öğretimi, materyal geliştirme, üst düzey düşünme becerileri

ABSTRACT

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An Evaluation of An EFL Coursebook in Terms of Critical Thinking Skills

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This study aims to analyze and evaluate the effectiveness of an EFL coursebook used in an English preparatory school at a foundation university in Ankara, Türkiye, in promoting EFL learners' critical thinking skills. As a coursebook evaluation study, the study adopts a mixed-methods research design since it utilizes Bloom's Revised Taxonomy and a 4-point Critical Thinking Likert scale adopted from Selvihan Demir (2008) to analyze the units to reveal the extent to which activities address critical thinking skills. For the first phase of the study, all unit activities were analyzed following the cognitive steps of Bloom's Revised Taxonomy. For the study's second phase, 30 EFL instructors using the coursebook evaluated the coursebook's effectiveness in fostering critical thinking skills using the Likert scale. This particular study is unique from prior research in the field because the participant instructors performed as evaluators after receiving the necessary training. Using coding techniques from Bloom's Taxonomy for systematic content analysis, the study reveals how well the coursebook aligns with the higher-order thinking needed for critical thinking objectives. The data collected via the scale were analyzed using descriptive statistics. The findings highlight areas for improvement in the book's design, emphasizing the importance of integrating higher-order thinking skills even though the book includes a specific part called "Critical Thinking". This research provides valuable insights into the field of English Language Teaching regarding the effectiveness of coursebooks in promoting critical and higher-order thinking skills. It is believed that it will serve as a resource for educators, curriculum developers, materials developers, and other stakeholders seeking to enhance critical thinking skills in Turkish educational contexts.

Keywords: Bloom's revised taxonomy, critical thinking, English language teaching, EFL coursebook evaluation, higher order thinking skills, materials development

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

SYMBOLS AND ABBREVIATIONS

BRT	Bloom's Revised Taxonomy
CFA	Confirmatory Factor Analysis
CT	Critical Thinking
CTLS	Critical Thinking Likert Scale
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purposes
HOTs	Higher Order Thinking Skills
L1	First Language
L2	Second Language
LOTs	Lower Order Thinking Skills
MoNE	Ministry of National Education

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background to the study, its goal in depth. In addition to these required components, the statement of the problem, the significance of the study, and the research questions are addressed.

1.1. Background of the Study

The world has been changing and developing at an unprecedented pace. Education has an indisputable role in this process of modernization and civilization. Societies must update their educational systems to remain relevant in the global landscape because “we live in a fast-changing world, and producing more of the same knowledge and skills will not suffice to address the challenges of the future” (Schleicher, 2011, p.2). In a world changing so quickly, people are supposed not only to adapt, but also learn and grow constantly. This, in return, can be possible when educators develop new strategies and new skills to address the needs of the modern world. Education is like a key that opens the doors to make a positive change. "Education is the most powerful weapon which you can use to change the world." (Mandela, as cited in USAID from the American People, n.d.).

To reach recent updates in education, global resources, communicate with other scholars around the world, and be part of the global world, the importance of English as a Foreign Language (henceforth EFL) proficiency has become more apparent than ever. As English cements its place as the lingua franca of worldwide communication, being able to communicate effectively in English has become a critical talent for individuals, institutions, and governments alike. EFL is the key to opening doors to information, opportunities, and communication around the world. It is essential not only because it helps people get around in a world with many different languages, but also because it can help people understand each other and value each other. Teaching English is not just about teaching language skills; it's also about empowerment, personal growth, and the pursuit of a world full of educational, cultural, and professional opportunities. In an interconnected world, English acts as a tool they need to have meaningful conversations with people from different cultures. By learning

English, speakers gain the skills to manage the complexities of our diverse world and bridge the gaps that separate us, making the world a more open and connected place for everyone.

As one of the most crucial parts of teaching English, the importance of the appropriate materials and coursebooks cannot be neglected. Coursebooks are like the foundation of language teaching, offering a well-organized and comprehensive curriculum for both teachers and students. Riddell (2014) explains the need to use a coursebook from two different points of view. From the teacher's point of view, the book gives them information and a structure for the curriculum. As a result, teachers need much less time to prepare for the lessons. From the student's point of view, they have the chance to review work at home, a visual record of progress, easier access to material, and a sense of better professionalism (compared to many photocopied worksheets).

They are essential in determining teaching methods, preparing lessons, and promoting language learning. To guarantee the supply of high-quality resources that successfully support desired learning outcomes and cater to the needs of learners, coursebooks must be evaluated because “no single textbook can possibly work in all situations” (Sheldon, 1987, p.1). Effective coursebooks should be thoroughly evaluated to ensure they support successful language learning and align with educational goals. Coursebooks that have been carefully evaluated and adopted offer teachers useful tools that reduce the amount of time and work required for lesson planning. They provide a well-organized framework that enables teachers to provide effective and interesting learning opportunities for their students. High-quality coursebooks provide learners with defined objectives, language input, and valuable practice opportunities, serving as a basis for language learning. They encourage students and foster the learning process by assisting students in improving their language abilities in an organized and progressive manner. In order to ensure the provision of high-quality resources that successfully support language learning, the evaluation of coursebooks is essential in the development of materials. According to Hutchinson and Waters (1987), coursebook evaluation is simply a straightforward, analytical process designed to align needs with available solutions. A thorough evaluation reveals the coursebooks' advantages and disadvantages, guiding the development of new resources and fostering the advancement of language instruction through time. It is possible for teachers to establish more effective and interesting learning settings that improve students' language acquisition outcomes by assuring the availability of well-designed coursebooks.

Additionally, coursebooks have a vital role in responding to the developing world. They connect school goals to the skills that are needed in real life. By including relevant and

up-to-date content, coursebooks can meet the new challenges and needs of learners. The most recent advancements and trends in a variety of sectors, including technology, science, culture, and global challenges, have to be reflected in coursebooks because people are supposed to keep up with the times, and they need to learn the required skills in the 21st century. Stauffer has described these skills as "abilities that today's students need to succeed in their careers during the Information Age" (2022). These 21st-century skills are gathered under three categories such as life and career skills, information, media, and technology skills, and learning and innovation skills (Preparing for the 21st Century: The Education Imperative, National Academy of Sciences [NAS], 1997).

Learning and innovation skills are what distinct students who are prepared for the increasingly complex demands of life and work in today's world from those who are not. These skills are communication, creativity and innovation, critical thinking and problem-solving, and collaboration which are called 4Cs (P21, 2019). Trilling and Fadel (2009) state that these skills are crucial for young people so as to succeed as grown-ups. Hamers and Csapó (1999) claim that having "a considerable amount of knowledge at one's disposal (declarative knowledge)" is inadequate (p.12). A responsible citizen in our modern world needs to know how to use this knowledge effectively when needed. In short, true proficiency requires not only knowing *what* but also understanding *how* to navigate the processes of learning and utilizing information effectively. This statement aligns with the principles of critical thinking (henceforth CT) since it involves the capacity to analyze, evaluate, and synthesize information, surpassing mere rote memorization or surface-level understanding. It requires individuals not only to have knowledge but also to apply it in various contexts, assess the reliability of information, and make informed decisions. It can be said that there is a growing need for teaching skills related to CT, such as the ability to analyze, evaluate, and effectively use information. Individuals need to develop the capability to distinguish between valuable and irrelevant information enabling them to make meaningful and rational decisions based on the information at hand. Resnick (1987) points out that the current demand for teaching thinking skills directly results from the swift and transformative changes occurring in contemporary society.

Developing English speakers as critical thinkers and transformative intellectuals is quite important, as well as developing highly competent language users (Sun, 2010, 2016). Thinking critically is quite important since individuals learn better if they can question problems. Elder and Paul (2003) emphasized that making students active questioners is a significant part of CT education. They acknowledge the importance of students asking

questions during the learning process, stressing that “to learn well is to question well” (Elder & Paul, p. 36). If the students cannot think critically and cannot question what they have learned, “it is hardly surprising that teachers typically consider them to be incapable of making independent decisions” (Allwright & Hanks, 2009, p. 6).

As mentioned previously, coursebooks play a crucial role in language instruction as they greatly influence how well students' language skills—including their capacity for critical thought—develop. As learners must go beyond memorizing and superficial comprehension, incorporating CT skills inside coursebooks is crucial. By explicitly teaching CT skills, coursebooks can develop analytical skills, higher-order thinking, and problem-solving among learners. With the help of this integration, students may interact with language more meaningfully, motivating them to analyze, evaluate, and create data. Coursebooks should provide opportunities for students to engage in tasks requiring CT, enabling them to effectively integrate and apply CT skills. This can involve activities that challenge students to assess claims, assess evidence, recognize biases, solve issues, make wise judgments, and effectively convey their thoughts. By adding such exercises, coursebooks can help learners build the requisite cognitive abilities and attitudes that are fundamental for success in the 21st century.

Also, coursebook design must guarantee that CT skills are in line with the bigger objectives of language education. This indicates that CT should be included in language acquisition as a whole rather than as an independent component. CT skills and other linguistic abilities, such as reading, writing, listening, and speaking, should be connected in coursebooks. This integration ensures that students can employ their CT skills in various linguistic contexts and use language as an instrument for critical expression and inquiry.

1.2. Statement of the Problem

Cunningsworth (1984, p. 1) defines coursebooks as “good servants,” which means they can be a good help and resource for teachers, providing the language and other skills to survive in a modern world in which English is the medium of communication. “Learners can learn more than language from the materials used in language learning classes. What is learnt- or there to be learnt- is most obviously embodied in the materials as content” (McGrath, 2002, p. 205). In order to keep up with the fast-changing world and any educational updates, the importance of selecting the right materials must be underscored. To determine if the material is the most suitable, evaluation, a process or system for collecting

data to make the best decision for improvement (Gholami et al., 2017) is inevitable since choosing an EFL coursebook frequently denotes an important administrative and academic choice that involves a considerable amount of professional, monetary, or even political involvement (Sheldon, 1988). Therefore, a thorough evaluation would enable the administrative and instructional staff of a particular school or organization to distinguish between all of the coursebooks accessible on the market (Litz, 2001). Evaluation allows "the teachers, supervisors, administrators, and materials developers to make judgments about the textbooks and how to choose them for the learners" (Ahmadi & Derakhshan, 2016, p. 261). Recognizing the significance of material evaluation, the focus now shifts to what aspects should be evaluated.

In the modern world, individuals have to deal with an overwhelming amount of information and technological improvements. It is significant for them to look at and evaluate all the information they come across with a critical eye. Developing one's own thinking style and critically evaluating current information has become indispensable for personal and professional success. Gough (1991) highlighted the importance of thinking skills, saying, "Perhaps most importantly in today's information age, thinking skills are viewed as crucial for educated persons to cope with a rapidly changing world. Many educators believe that specific knowledge will not be as important to tomorrow's workers and citizens as the ability to learn and make sense of new information" (p. 3). Paul (1992) agreed, saying that the key to ensuring students can adapt to rapid technological changes is to assist them in developing and utilizing critical thinking abilities., which will enable them to solve difficulties in the future.

Individuals must possess diverse thinking skills, including critical thinking, to stay up with the changing world and satisfy the demands of the modern world. "In the twentieth century, the ability to engage in careful, critical thinking has been viewed in various ways: as a fundamental characteristic of an educated person, as a requirement for responsible citizenship in a democratic society, and, more recently, as an employability skill for an increasingly wide range of jobs" (Cotton, 1991, p.1). CT is essential to be successful in every aspect and moment of one's life, as well as in academic life. It is one of the necessary basic skills and types of higher-order thinking (Yeşilyurt, 2021). Because of this, it should be taught to learners by giving them a lot of practice and space to enhance their own thinking processes and heighten their awareness of their surroundings.

Moreover, critical thinking was acknowledged as a crucial 21st-century skill by APEC (2008), along with other skills such as problem-solving, flexibility, self-directed learning,

creativity, motivation, self-reliance, and communication skills. Critical thinking skills are essential in the business world, providing individuals with the ability to analyze information, make informed decisions, solve problems effectively, and adapt to dynamic and complex situations. In a business context, these skills empower professionals to assess risks, evaluate opportunities, and drive innovation, contributing to overall strategic and operational success. Given the evident necessity of these skills in today's intricate and rapidly changing environment, employers have identified "Critical Thinking/Problem Solving" as the primary competency crucial for career preparedness (NACE, 2018, p. 33). According to a survey by the Association of American Colleges and Universities (2013), %93 of employers agreed that "A candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major" (p.1).

Recognizing this, teachers play a crucial role in preparing learners for the demands of the modern world, the global workforce, and responsible citizenship. It is no longer sufficient to focus solely on teaching mechanical and lexical items. Instead, educators must take on the added responsibility of incorporating as problem-solving and critical thinking into language instruction. There is a "global interest in developing students who are skilled communicators, effective critical thinkers, dynamic problem solvers, and productive team members in diverse (increasingly international and intercultural) environments is changing the way that teachers teach, and students learn in many contexts" (Altbach et al., 2009, p.26). This shift reflects the evolving demands of the professional landscape, underlining the importance of a holistic educational approach that provides learners with the diverse skills necessary for success in today's society.

As outlined in the National Education Fundamental Law numbered 1739, one of the major goals of Turkish national education is to cultivate individuals capable of independent and scientific thinking, promoting a broad and inclusive worldview (MoNE, 2009). This suggests an emphasis on fostering CT skills, scientific literacy, and a global perspective among students. The value of fostering CT skills in the classroom is becoming more widely recognized. Brookfield (2005) asserted that critical thinking is recognized as a significant educational goal "because learning to think critically can help students deal with ambiguity and negotiate the bewildering pace of social and technological change" (p. 49). To achieve this goal, teachers who have the capability to help language learners in developing CT skills should recognize the significance of critical thinking in all aspects of life. In Schoenfeld's (1989, as cited in Paul et al., 1990) experiment, elementary students were asked a question: "There are 26 sheep and 10 goats on a ship. How old is the captain?" and a significant

number of them “solved” the problem mechanically, using shortcuts like adding, subtracting, multiplying, or dividing without truly understanding the problem. The educational system often advocates a mechanical and passive learning approach, where students memorize words and grammar rules solely for exams. Without highlighting their significance and without analyzing any thoughts, students perceive them as mere words. Today's education system requires a shift away from these mechanical methods, urging students to participate and comprehend information within a broader context actively. “A critical model of education reverses these patterns at every point. Students are continually asked to think about what they learn, to try to apply their new ideas, to compare their own ideas with those in their textbooks, to discuss what they are learning in small groups actively” (Paul et al., 1990, p. 4).

Acquiring critical thinking skills involves more than just gaining knowledge; it entails developing the capacity to engage with information in a deeper and more meaningful way. It involves the skills of breaking down information, assessing its significance or quality, and synthesizing ideas to generate new insights. Critical thinkers are good at questioning, deconstructing, and assessing the information or situations they face. In the endeavor to promote critical thinking, Blooms' taxonomy becomes invaluable. Its significance in the field of education has endured since the 1950s. It stands out as one of the most frequently consulted resources for researchers and programmers, serving as a foundational guide for structuring thoughtfully designed learning outcomes and activities. This taxonomy is particularly vital as it lays the groundwork for the cognitive steps crucial to critical thinking, including analysis, evaluation, and creation. According to Paul (1993), “To this day we commonly teach as if mere recall were equivalent to knowledge” (p. viii). It can be said that teaching tends to remain confined to the first three levels of Bloom's taxonomy but “the fact that people can remember information provides no guarantee that it will be utilized when it is needed” (Bransford et al., 1987, p. 173). Relying solely on recall is not enough for individuals in the twenty-first century. Recognized as a vital competency in the modern world, higher order thinking skills (henceforth HOTs) are essential for every student (Widana, 2017). Equipping students with the tools for higher-order thinking empowers them with the essential skill of critical thinking. It's imperative for educators to lead their students in cultivating critical thinking abilities and fostering independent thought. These skills not only facilitate their understanding of new information and materials but also enable them to navigate and adapt to novel conditions in their future pursuits (Williams, 2003). In both educational environments and real-world scenarios, it is important for individuals to possess

"skills in questioning, analyzing, comparing, contrasting, and evaluating so that [they] will not become addicted to being told what to think and do" (Freseman 1990, p. 26). Research examining achievement trends over time revealed that instruction in thinking skills resulted in an acceleration of participants' learning outcomes (Barba &Merchant, 1990; Bass & Perkins, 1984; Cotton, 1991; Kagan, 1988; Snapp & Glover, 1990). Also, instructing students in critical thinking deepens their understanding of any subject matter to which such thinking is applied (McTighe & Clemson, 1991, p. 309). That is why, the global pursuit of explicitly teaching HOTs has become a prominent objective to make a positive difference in the achievement levels (Miri et al., 2007; Williams, 2003). As Paul (1985) puts it, "To learn how to think critically is to learn how to ask and answer questions of analysis, synthesis, and evaluation. To help teacher incorporate critical thinking in the classroom is to help them ask questions that call for analysis, synthesis, evaluation" (p. 36). Facilitating CT in the classroom is not only about imparting knowledge but also about guiding students through the process of questioning and critically engaging with the subject matter. This approach aligns with the idea that effective teaching involves providing answers and encouraging students to critically examine the questions.

Unfortunately, research shows that there is still a significant amount of progress and effort required to automate teaching HOTs in both Türkiye and a need for enhancing learners' CT skills (Kaya, 1997) since college and university professors highlight the neglected role of CT in education (Paul et al., 1997). Moreover, students often fail to learn to use their minds independently or are unable to perform the higher order thinking skills associated with adult behavior. Therefore, teaching of CT skills must be more systematic (Dağkıran, 2010; Mirioğlu, 2002) through the use of technology or educational methods that can efficiently address these complex cognitive abilities.

Teachers, recognizing the complexity of teaching critical thinking, cannot do it in isolation. It requires careful planning, design, and implementation. Herein lies the importance of utilizing coursebooks as valuable tools in language instruction. They provide ready-made tasks and activities. By using a coursebook following Bloom’s taxonomy, teachers can ensure that they provide efficient CT tasks in a more systematic way since Bloom's taxonomy lays the foundation for critical thinking by delineating the progressive levels of cognitive complexity. The taxonomy provides a roadmap for educators to progressively guide students toward more advanced cognitive processes. Critical thinking subskills are often associated with higher-order thinking skills. Such coursebooks can also help teachers to design learning experiences that go beyond rote memorization. They also

provide a lot of information from different texts and contexts, offering learners the chance to analyze, evaluate, and synthesize information, thereby fostering the development of CT skills. Therefore, it's important to do a study on how well EFL coursebooks incorporate Bloom's taxonomy and present critical thinking in order to make sure that language learning is effective and to equip students for the difficulties of the contemporary world and to develop intellectual traits (Paul &Elder, 2020). By engaging in activities that require analysis, evaluation, and problem-solving, learners become active participants in the learning process. Learners are given opportunities to apply their language skills in real-life contexts that are important to them. This integration helps students understand the language better, improve their ability to understand it, and better explain themselves. They are exposed to different perspectives, cultural sensitivity, and global issues. This prepares them to become engaged and active global citizens. By evaluating EFL coursebooks in terms of Bloom's Taxonomy and CT constructs, educators and materials developers can be sure that learners are ready for the challenges of the future.

While there has been a growing focus on critical thinking (e.g., Future of Jobs Report, World Economic Forum, 2018) there remains a notable deficiency in research, particularly in the field of material evaluation. Therefore, this study aims to evaluate a coursebook utilizing Bloom's Revised Taxonomy (henceforth BRT) and to examine whether its content encompasses a broad spectrum of cognitive skills. Additionally, the insights derived from Bloom's taxonomy analysis will be combined and integrated with data from the Critical Thinking Likert Scale (henceforth CTLS) obtained from teachers who have utilized it. It helps identify gaps and areas for improvement, leading to the development of more effective and relevant EFL coursebooks, ensuring that the coursebooks not only cover a range of cognitive skills but also explicitly encourage critical thinking throughout. Hopefully, it will provide valuable insights for materials developers, curriculum designers, and educators.

1.3. Purpose of the Study

The purpose of this study is twofold: (1) to investigate the distribution of cognitive thinking levels defined by Benjamin Bloom (i.e., HOTs and LOTs) and (2) to evaluate the efficacy of an EFL coursebook in fostering the development of CT skills. This will be achieved through a parallel convergent method that combines qualitative and quantitative data, providing a comprehensive understanding of the research questions and allowing for a deeper analysis of the data. The study aims to determine whether the coursebook includes

activities that promote higher-order thinking skills and CT subskills, assessing its effectiveness in cultivating individuals with the capacity "to think freely and scientifically" as stated in the National Education Fundamental Law (MEB, 2009).

Furthermore, the study seeks to uncover teachers' perceptions and insights regarding the coursebook and its impact on students' critical thinking skills. It aims to offer practical suggestions for language teachers to better integrate CT skills into their instruction. A thorough evaluation will inform educators about the strengths and weaknesses of the coursebook, enabling them to develop targeted teaching strategies that leverage the material's strengths while addressing any gaps in promoting critical thinking skills. This ensures a more effective and strategic use of the coursebook in the classroom.

By addressing these concerns, this study hopes to contribute to the existing literature on critical thinking skills development in language teaching and provide valuable insights for language teachers. The findings have the potential to enhance the quality of language instruction and improve the development of critical thinking abilities among language learners, thereby preparing them for success in their academic and professional endeavors.

1.3.1. Research Questions

In this thesis study, the following questions were formulated in line with the research purpose.

1. To what extent are higher-order thinking skills incorporated in Life Pre-intermediate by National Geographic Learning when compared to lower-order thinking skills proposed in Bloom's Revised Taxonomy?
2. To what extent does Life Pre-intermediate by National Geographic Learning incorporate critical thinking skills based on teachers' perceptions?

1.4. Significance of the Study

English is the most common language spoken all around the world, and it is spoken by 1.5 billion people (Statista Research Department, 2023). In the modern and global world, English is an inseparable part of education, business, and social life. As a result, learning English has become essential, and coursebooks are vital tools in this process. Beyond language instruction, coursebooks play a crucial role in developing students' CT skills by

providing information, exercises, and tools for both language and cognitive skill enhancement. Equipping learners with CT skills is crucial for creating a workforce that can analyze and evaluate everything around them. This study looks at how coursebooks can help address the tendency among Turkish students to unquestioningly believe everything they see. CT is key here because only critical thinkers are willing to question their beliefs and consider opposing ideas (Duman, 2011).

The successful integration of CT exercises can enhance language learning experiences, making them more interactive and engaging, thereby simultaneously improving students' CT and language abilities. This study addresses a critical gap in existing literature by evaluating the effectiveness of a particular coursebook in promoting CT skills among young adult learners. Additionally, the significance of this study is emphasized by the limited amount of research focused on improving CT skills, especially among younger learners and those with lower proficiency levels. This lack of research underscores the need to examine how effective a pre-intermediate book is in fostering CT, filling an important gap in the existing literature.

Critical thinking is an essential component of higher-order thinking skills. It involves the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking encompasses various HOTS, such as analyzing arguments, making inferences, evaluating evidence, and solving problems. These skills are crucial for students to develop deep understanding and the ability to apply knowledge in complex, real-world situations. BRT provides a comprehensive framework that categorizes cognitive skills into a hierarchical model. This model ranges from basic cognitive skills (LOTS) such as remembering and understanding to advanced cognitive skills (HOTS) such as analyzing, evaluating, and creating. This hierarchy aligns well with the various levels of critical thinking, allowing for a structured evaluation of how well the coursebook fosters these skills. Bloom’s Taxonomy is widely recognized and utilized in educational settings to design curricula, assessments, and learning activities. By using BRT, it can be ensured that the evaluation criteria are aligned with established educational objectives and best practices. BRT emphasizes higher-order thinking processes, which are integral to critical thinking. By assessing the coursebook using this taxonomy, we can determine the extent to which it encourages students to engage in higher-order cognitive processes, thereby promoting critical thinking skills.

Using Bloom’s Revised Taxonomy to evaluate the content and CTLS to assess teachers' attitudes, this study seeks to identify the strengths and limitations of the coursebook

in fostering CT skills. Such feedback is invaluable for publishers and authors to refine future editions. For publishers, it offers insights into market credibility, ensuring quality research underpins significant financial investments and fosters innovation in coursebook design. The study's findings will inform future coursebook development, aiding curriculum designers, instructors, and materials developers.

Since the researcher works as a coordinator at the institution where the study was conducted, the feedback from teachers who used the coursebook could be easily collected offering practical suggestions for improvement. These findings can be directly applied to the institution, benefiting the university's preparation school by providing a foundation for CT skills. This aspect of the study is unique because the participant instructors acted as evaluators after receiving the necessary training. This helps the utility of the study as well since the findings will be used "in the future in the immediate context" (McDonough & McDonough, 1997, p.67). Consequently, the study will provide language teachers, both at the mentioned university and elsewhere, with practical advice on incorporating CT skills into their teaching.

This research is so significant because it combines evaluations of CT skills' effectiveness with BRT distribution, providing a comprehensive and double-checked understanding not previously addressed in the literature. Ultimately, this study is expected to enhance the integration of CT skills into coursebooks, aiming to equip students for the intricate difficulties of the modern world.

CHAPTER II

LITERATURE REVIEW

This chapter introduces and discusses the relevant terms and concepts necessary for conducting this study. First, material development and evaluation are explained. Second, the importance of EFL coursebooks and evaluating EFL coursebooks are discussed. Then, critical thinking, BRT and key elements related to CT are defined and presented. Finally, integration of critical thinking in coursebooks is imparted.

2.1. What is Material?

English is the foremost spoken language (lingua franca) globally, serving as both a first and second language. It acts as a universal medium for international communication, business, diplomacy, and academia. Proficiency in English enables individuals from diverse linguistic backgrounds to effectively communicate and comprehend one another. It is highly advantageous and valuable to be able to engage in the international world in terms of communication, education, career, and culture. That is why teaching EFL to non-native speakers is quite important. English language teaching (henceforth ELT) involves various approaches, methodologies, and practices used to facilitate language learning and proficiency development. It encompasses a wide range of settings, including schools, language institutes, universities, private tutoring, and online platforms. It covers different age groups and proficiency levels, from young learners to adults and beginners to advanced learners. The teaching process includes the use of various resources and materials, including textbooks, audiovisual materials, authentic materials, interactive whiteboards, multimedia, online learning platforms, and language learning apps. At this point, it is important to understand the meaning of the term “material” when it is mentioned. Many individuals typically associate the term "language-learning materials" with coursebooks, mainly because their primary exposure has been to this type of material. Tomlinson (2011) describes the term as “anything which is used by teachers or learners to facilitate the learning of a language” (p. 2). Materials cover a broad spectrum, including videos, YouTube content, e-mails, readers, grammar books, workbooks, dictionaries, or photocopied exercises. They can also encompass instructions provided by a teacher newspaper, photographs, live talks by invited

native speakers, food packages, tasks on cards, or discussions among learners. In essence, they can be anything intentionally employed to enhance learners' understanding and/or exposure to the language. All these materials have a crucial role in the language learning process. Kitao (1998) mentions materials as “the center of instruction and one of the most important influences on what goes on in the classroom” (p. 1). So, understanding the significance of materials makes “material development” and “material evaluation” processes a primary and indisputable part of learning.

2.1.1. The Importance of Coursebooks in ELT

English Language Teaching is a complex field that requires careful planning and effective teaching materials to help people learn. Coursebooks or textbooks are an important part of English language teaching and learning because they provide a system for teaching and learning. In ELT, coursebooks have crucial roles in in creating curriculum, planning lessons, language acquisition, and students’ engagement. Hutchinson and Torres (1994) emphasize their importance saying, “The textbook is an almost universal element of ELT teaching” (p.214). A coursebook is a map showing where the learner is going and where the learner has been. Tomlinson (2003), for example, confirms that “a coursebook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done” (p. 39). Also, it offers variety, and it provides language samples (Hutchinson & Torres, 1994; O’Neill, 1982; Ur, 2012).

First of all, coursebooks are an inseparable part of curriculum design. They give a clear order to the topics, grammar points, and language skills, which lets teachers make a coherent and comprehensive curriculum. By utilizing a coursebook, teachers can ensure comprehensive coverage of all essential language components and facilitate the gradual achievement of learning objectives. Richard and Rodgers (2014) explain the relationship between teaching materials and the objectives saying, “instructional materials define or imply the day-to-day learning objectives that collectively constitute the goals of the syllabus” (p.29). This makes sure that teachers in different schools teach the same way and gives both students and teachers a clear path to follow. Furthermore, Abdelwahab (2013) advocates that “the use of a coursebook in a program can guarantee that students in different classes will receive similar content and, therefore, can be evaluated in the same way” (p. 55). Richard (2001) emphasizes that a learning program may not be effective without

coursebooks because they offer structure and a well-defined syllabus. In other words, by using a coursebook, educators can provide consistent material to students in various classes, allowing for standardized evaluation methods. This uniformity in content is seen as a valuable aspect because it enables a more consistent and equitable assessment of students, as they are all exposed to similar educational materials.

Second, they are valuable resources for lesson planning. They offer ready-made lesson plans, ideas for teaching, and tasks that are made to cater to the needs of learners with different levels of English proficiency. Lesson plans based on a coursebook can save teachers time and effort when it comes to making and organizing teaching tools. Coursebooks often come with extra materials like audio CDs, online platforms, printable resources, and workbook tasks that help with planning and implementing lessons. Also, the adopted teaching material "can serve as a support for less experienced teachers who have yet to gain in confidence" (Cunningsworth, 1995, p. 7).

Third, coursebooks have a very significant role in facilitating language acquisition by offering learners a broad range of language input and practice opportunities. Learners must begin by learning the basics; they must follow the rules, and they must get things done properly. However, learners must also be ready for real-world interaction. They need to understand the purpose and meanings of the writers and speakers they engage with, and they must be able to use language that is not only correct and suitable but also impactful. They need materials that support structured advancement while exposing them to authentic usage of the target language (Tomlinson, 2011). At this point, coursebooks are crucially important as they offer carefully selected and graded texts, dialogues, and authentic materials that expose learners to various language forms, vocabulary, and cultural contexts. Coursebooks incorporate listening, speaking, reading, and writing activities that promote the development of all language skills. Coursebooks serve a fundamental purpose by presenting knowledge to learners in a curated, accessible, and organized manner. Hutchinson and Torres (1994) stress the significant and positive role of coursebooks in English teaching and learning. They contend that coursebooks provide vital input for classroom lessons through a variety of activities, readings, and explanations, ensuring their enduring relevance as long as they fulfill specific educational needs. Furthermore, coursebooks often have language practice tasks that help students make sure they understand and remember how the language works. Hycroft (1998) asserts that one of the key benefits of using coursebooks is the psychological support they provide to students. This support stems from the concrete measurement of progress and achievement facilitated by the use of textbooks.

Finally, coursebooks help maximize student engagement by presenting interesting and useful content. They include topics and themes that are appealing and relatable to learners, attracting their attention and motivating them to actively engage in the learning process. Coursebooks enable students to review and prepare their lessons. Even if materials are not tailored specifically for them, they may still be suitable for meeting students' needs (O'Neill, 1982).

According to Harmer (2007), it will be a big issue for teachers to keep the students interested no matter how hard they try unless the course book is interesting and relatable. Coursebooks often have multimedia tools like videos, interactive exercises, and online platforms that keep students interested and help them learn in the way that works best for them. The use of visually appealing layouts, illustrations, and graphic organizers further enhances the overall learning experience.

Bell and Gower (1998) explain the benefits of coursebooks. Coursebooks serve various practical purposes, especially in settings where English is taught as a foreign language, and teachers may lack training or time to assess the individual needs of each group. They function as a guide for both teachers and learners, providing a structured plan for lesson content and promoting reflection on previous lessons. Cortazzi and Jin (1999) characterize a coursebook as a teacher, a map, a valuable resource, a trainer, and an authoritative guide. The structure and predictability provided by coursebooks create a secure foundation for social interactions in lessons, allowing for negotiation and exploration. By handling routine tasks, coursebooks allow teachers to focus on crucial aspects of lesson planning and utilize their creative skills. They instill confidence and security in teachers, especially those with limited training. Expert-designed coursebooks, informed by current theoretical approaches, offer a level of sophistication that is challenging to replicate with locally developed materials. Moreover, coursebooks can serve as catalysts for change, introducing innovative and creative ideas within a structured framework that fosters harmony in the growth of both teachers and learners. Coursebooks “can scaffold the work of both teachers and learners and even serve an agent of change, provide that they act as guides and negotiating points rather than straightjackets” (Crawford, 2002, p. 88).

Even if there are numerous contributions of coursebooks to learning process, they might not always cater to the needs and interests of different learners in different settings. Sometimes they are regarded as “necessary evils” by teachers (Sheldon, 1988, p. 237). On one hand, teachers see these materials as legitimate resources that contribute positively to the teaching process. On the other hand, some suggest that some coursebooks lack quality

or substance. Brumfit (1980) considers coursebooks as “masses of rubbish skillfully marketed” (p.30). This perspective reflects a critical stance that teachers are not satisfied because they think some coursebooks are not good quality, yet they are successfully promoted through clever marketing strategies. “ELT books are frequently seen as poor compromises between what is educationally desirable on the one hand and financially viable on the other” (Sheldon, 1988, p. 237).

Educators need to go beyond the surface appeal or marketing tactics and assess the quality and educational value of coursebooks. The significance of coursebook evaluation becomes apparent in light of these observations. Ur (2012) says, “We need to be aware of their strengths and weaknesses in order to make the most of the former and compensate for or neutralize the latter” (p. 203). Gower et al. (2005) say, “Although time may be needed to evaluate and adapt a book, it is less time-consuming than designing a syllabus and creating materials from scratch” (p. 77). Adjustments for adapting a material require additional time and effort from teachers (Kara, 2019). Thus, the coursebooks must be evaluated thoroughly to ensure they meet the learners’ needs and the course objectives. Educators can adopt or adapt coursebooks to better fit their students' backgrounds, interests, and learning styles, which will improve their language learning experience and results in the long run.

2.1.2. Material Development

Developing effective educational resources is an essential yet complex step in supporting language learning. “Materials development refers to anything which is done by writer, teachers or learners to provide sources of language input” (Tomlinson, 1998, p.2). This involves producing and designing various educational resources, including textbooks, videos, worksheets, and other instructional tools. The main goal is to support language learning by providing valuable linguistic content. Tomlinson (2001) states material development “studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As an undertaking it involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution” (p. 66). Every educator is also naturally a material developer because students’ profiles require the need of customized materials. Also, students can appreciate the teacher’s effort to make them more engaged with the help of the customized materials. Block (1991) says “The personal touch in teacher-generated materials is highly appreciated by students. When students realize that the teacher

has gone outside the course book and prepared something personally, they make remarks such “Oh, you work hard.” (p.214). While developing materials, it is important for teachers to take learners’ characteristics into account. Dörnyei (2005) reveals some key variables to be taken into account such as personality, motivation, attitude, aptitude, learning styles, and intelligence. Of course, it cannot be denied that material development demands effort and diligence as it is quite challenging. However, it is necessary to provide language students with diverse options for practicing the target language in authentic and independent ways. Even if the duty of English teachers is huge and vital, they can fulfill this duty with a bit of extra time, motivation, creativity, and passion. Over time, through practice and experimentation, this endeavor becomes increasingly gratifying and indispensable in our teaching environments. Moreover, it serves as a means of staying updated with recently emerged teaching trends and ideas. As Tomlinson (1998) states:

> We need to make efforts to discover reliable and valid information about the sort of materials teachers and learners want to use. We need to innovate and experiment if we really want to find out how we could make language learning materials more effective and motivating. (p. 158)

While developing a material to foster language learning, Tomlinson (2011) presents some principles. First, he states the importance of achieving impact, which means the noticeable effect of materials on learners when learners’ attention and interest are attracted. It can be succeeded by novelty (unusual topics, activities, illustrations), variety (different text types, different sources, different instructor voices), attractive presentation (colors, pictures), appealing content (engaging stories, universal themes, local references), achievable challenge (e.g., tasks which challenge the learners to think). Second, materials should help students to feel comfortable since the anxiety causes the loss of opportunity for language learning (Oxford, 1999). Research conducted by Dulay, Burt, and Krashen (1982) has shown the less anxious the learner is, the better language acquisition proceeds. For this reason, materials should be designed and developed accordingly with lots of white space, texts and illustrations that they can relate to their own culture, some informal discourse features, active voice, inclusiveness. According to Tomlinson (2011), materials writers should “chat to the learners casually in the same way that good teachers do and to try to achieve personal contact with them by revealing their own preferences, interests and opinions” (p. 9). Third, he claims that materials should help students to gain confidence as well by “pushing them slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable, too” (p. 10). Fourth,

the material should be relevant and useful. Fifth, materials should require and facilitate learners' self-investment by incorporating them in learner-centered discovery activities and mini projects or giving them responsibility to decide which texts to use and how to use them. Also, materials should provide authentic input through the instructions, the activities they suggest (e.g., interviewing the teacher, doing a project in the local community, etc.) and the spoken and written texts they include. There should be no mismatch between what learners are instructed to do in textbooks and the actual reality of language use. Another important thing to keep in mind while developing materials is that learners' attention should be drawn to linguistic features of the input consciously or subconsciously. For instance, they might be paying conscious attention to working out the attitude of one of the characters in a story but might be paying subconscious attention to the second conditionals which the character uses. Noticing the gap between what they already use and the input they are given can act as an 'acquisition facilitator' (Seliger, 1979). Additionally, the material should foster communication among learners by including information and opinion gap activities, and post activities requiring them to use the information from the texts, such as deciding what to watch or discussing who to vote for. Materials should take different learning styles into consideration, and they need to maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and left-brain activities. Materials should include equal amount of controlled and free activities and also include a chance for getting feedback. In addition to Tomlinson, Hall (1995) also outlines the principles of writing materials in four categories such as the need to communicate, the need for long-term goals, the need for authenticity, the need for student-centeredness.

2.1.3. Material Evaluation

Material evaluation is quite a complex task to do, but it has a crucial role in the teaching process and curriculum making. Therefore, it is important for EFL teachers to be eligible for evaluation. This part briefly explains what material evaluation is, the reasons why the evaluation is needed in the first place, what the types of evaluation are, when the evaluation is carried out.

Evaluation is universally recognized as an essential element of teaching and learning. It constitutes a fundamental component of any curriculum and holds a crucial role in shaping the educational outcomes for learners. Rea-Dickins and Germaine (1993) stated that "Evaluation is an intrinsic part of teaching and learning" (p.4). Tomlinson (2003, as cited in

McDonough, Shaw, and Masuhara, 2013) defines material evaluation as “a procedure that involves measuring the value (or potential value) of a set of learning materials”. There is no doubt that all materials are developed for specific purposes and for specific groups of learners. The important thing is to be able to judge the needs, interests, levels of learners aligning with the objectives of the institution and Ministry of National Education (henceforth MoNE) or The Council of Higher Education. Cunningsworth (1979) makes this idea clear by saying, “Course materials are not intrinsically good or bad- rather, they are more or less effective in helping students to reach particular goals in specific situations” (p. 31). With literally hundreds of new, commercially available titles released annually in English-speaking nations, there is an abundance of EFL material available today. As Littlejohn (2011) argues, materials will probably occupy an even more prominent role in class than previously with the added extras that many publishers now offer, such as workbooks, CDs, and interactive whiteboard resources. More options necessitate more assessment before choosing. A comprehensive review allows the administrative and instructional personnel of a particular school or organization to distinguish between all of the textbooks that are currently on the market (Litz, 2001). While evaluation is unavoidable, it can be perceived as irritating due to the potential for change, external imposition, fear of criticism, and uncertainty about the consequences. As Dudley-Evans and St. John (1998) note, "Evaluation can be very threatening; it suggests change and change is often resisted" (p. 129). Nevertheless, evaluation offers a chance to focus on successes, comprehend contributing factors, and refine less successful aspects. It is not solely centered on identifying problems but also involves celebrating achievements.

Mishan and Timmis (2015) state that the primary function of evaluation is “to assess the suitability of materials for a given teaching and learning context” (p. 66). However, that’s not the only reason why the materials need to be evaluated. According to Sheldon (1988), there are three major reasons why material evaluation is carried out. First and most obvious reason is being able to decide the most appropriate coursebook. Second, novice or unskilled teachers who frequently depend on resources for guidance in conducting their classes may consider the materials they utilize as a form of teacher education. Also, teachers can be familiarized with the possible weaknesses and strengths of material during evaluation. This way, it allows an academic development as well so it can be said material evaluation is an integral part of material development not just an additional component. It is like action research developing the understanding of the functions of materials. Finally, materials that might require significant professional, financial, or political investment require a systematic

and principled assessment. It's crucial to recognize that evaluations cannot be identical due to variations in participants' goals, backgrounds (e.g., sociocultural/local) and preferred approaches across different contexts (Tomlinson, 2003). Therefore, how the material affect the people who are using it is as important as the material itself which is being evaluated. When it is said 'evaluated material,' generally, it is assumed that only coursebooks undergo evaluation. (Mishan & Timmis, 2015). Certainly, coursebooks are the first things that come to mind, yet again Mishan and Timmis include "in-house materials, tests, graded readers or self-access materials" within the scope of materials to be evaluated (p. 58). Tasks can also be evaluated to decide whether they work or not (Ellis, 1995).

2.1.3.1. Evaluation Criteria

Evaluation is widely recognized as an effective method for enhancing the quality of education. The ability to proficiently evaluate teaching materials is a vital professional skill for all EFL teachers. Evaluation includes assessing the suitability of something for a specific purpose adhering to the notion that "There is no absolute good or bad- only degrees of fitness for the required purpose" (Hutchinson & Waters, 1987, p. 96). In ELT context, determining if the materials align with students' needs, proficiency levels, and interests is crucial. "Evaluation is a matter of judging the fitness of something for a particular purpose" (Tomlinson, 2003, 41). To be able to decide what is the best, Tomlinson (2003b) presents numerous aspects to consider, including the credibility of the materials as perceived by learners, teachers, and administrators, as well as their validity, reliability, capacity to engage both learners and teachers, ability to motivate learners, effectiveness for short-term and long-term learning, skills development, perceived value by learners and teachers, support for teachers in terms of preparation and assessment, and alignment with specific requirements such as class standardization, syllabus coverage, and exam preparation.

The most significant type of material in language teaching is coursebooks since they provide structured, comprehensive, and consistent content, a wide range of pedagogical support with explanations and examples. They help teachers save time by acting as a lesson plan. For these reasons, coursebooks are like leading actors in teaching, so they need to be evaluated meticulously. However, "a coursebook is not the solution to all our problems, but one tool to help us create our own responses" (Banegas, 2018, p. 22). Coursebooks cannot "fit perfectly" (Byrd & Schuemann, 2014, p. 387) into the teaching and learning

environment. So, the question must be “Which one would be the most suitable?” instead of “Which one is the best?”.

Selecting the most suitable coursebook to be used in class is a difficult process including a variety of criteria since every teaching setting is unique. Byrd (2001) outlines three major issues: the alignment of the coursebook with the curriculum, the students, and the teachers. In order to find the coursebooks that best support the learning objectives and student needs, educators must conduct an effective coursebook evaluation. They can choose interesting, culturally appropriate, linguistically suitable, and pedagogically good resources with its assistance. Potential flaws or restrictions in coursebooks can also be discovered during this evaluation process, enabling teachers to decide how best to add to or modify the material to better meet the needs of their students. Several studies underscore the importance of evaluation practices and their potential role in reforming the curriculum through changes in evaluation methods (Broadfoot et al., 1990; Gifford & O’Connor,1992; Stake et al., 1991). Coursebook evaluation means the systematic steps of assessing the quality, usefulness, and effectiveness of educational coursebooks for teaching and learning. This process involves examining various aspects of coursebooks to pinpoint their strengths, areas needing enhancement, and suitability for particular educational goals and student populations. Given its complexity, coursebook evaluation should adhere to established guidelines to ensure a systematic and reliable investigation.

Skierso (1991) proposes a framework, asserting that the initial stage of material evaluation involves gathering information on the learning context, the course syllabus, and the students' background. According to Skierso, materials can be categorized into five subsections: aims and goals, subject matter, bibliographical data, vocabulary and structures, and layout and physical makeup. By organizing materials into these subsections, users can systematically examine and assess various aspects of the content, simplifying the process of determining the material's appropriateness for their needs.

Tomlinson (2003) suggests that the primary focus of designing an evaluation instrument should be on the criteria used for evaluating the materials. There are some notable figures in the field of education who have expressed their views or theories regarding the criteria that should be used in the evaluation of educational materials. These scholars likely contribute to the field of how best to assess and judge the quality and appropriateness of instructional materials in educational settings. Considering these different perspectives can provide a more comprehensive understanding of the field.

The first succinct evaluative approach/framework is called the CATALYST test. Grant (1987) presents a CATALYST test as a criterion that has several questions to assess the appropriateness of the coursebooks being used in the class. It stands for **C**ommunicative, **A**ims, **T**eachability, **A**vailable add-ons, **L**evel, **Y**our impression, **S**tudent interest, **T**ried and tested. There are some limitations to these criteria. For example, the "Your impression" part is explicitly impressionistic in nature. "Tried and tested" appears to be a somewhat vague criterion and is unlikely to foster principled innovation. Teachers and learners' satisfaction does not necessarily imply that the materials adhere to principles or are optimally effective. Also, "Level" and "Available add-ons" are based on an analysis rather than an evaluation. Ellis (2011) argues that teachers need "to go beyond impressionistic evaluation by examining empirically whether a task works in the way it intended and how it can be improved for future use" (p. 231).

Second, Tanner and Green's practical assessment form (1998) based on **M**ethod, **A**ppearance, **T**eacher-friendliness, **E**xtras, **R**ealism, **I**nterestingness, **A**ffordability, **L**evel and **S**kills. The form is structured around specific criteria, when initials combined, forms the acronym MATERIALS. Method refers to the instructional methods or strategies employed in the educational materials. Appearance concerns the visual presentation and overall aesthetics of the materials. Teacher-friendliness focuses on how user-friendly and accessible the materials are for educators. Extras encompasses any additional features or supplementary components that come with the materials. Realism assesses the authenticity and practicality of the content in real-world educational settings. Interestingness evaluates the degree to which the materials engage and captivate learners. Affordability considers the cost and financial accessibility of the materials. Level addresses the appropriateness of the materials for a specific educational level. Skills examines how well the materials align with the development of targeted skills.

Third, Tomlinson (2003b) suggests five categories of evaluation criteria:

- Universal: e.g., do the materials foster motivation?
- Local: e.g., are the materials culturally appropriate within the context?
- Media-specific: e.g., is the audio quality of the audio materials satisfactory?
- Content-specific: e.g., do the materials simulate real-world tasks relevant to the target group?
- Age-specific: e.g., are the visuals engaging for children?

Another framework has been proposed by McDonough, Shaw and Masuhara (2013), who focus on establishing criteria to evaluate the appropriateness of materials based on general applicability, usability, adaptability, and flexibility. Usability is evaluating practicality of the materials for both educators and learners. For example, we may need to adopt materials that suit a particular syllabus or set of objectives that we have to work to. The materials may or may not be able to do this. Generalizability is questioning whether the materials can be utilized in diverse contexts and settings. This factor prompts us to consider the next point. Adaptability is assessing the materials' capability to be adjusted or modified to meet the diverse needs and preferences of educators and learners in various educational environments. There may be some very good qualities in the materials but, for instance, we may judge the listening material or the reading passages to be inappropriate and in need of adjustment. Flexibility is examining the extent to which the materials can accommodate different teaching styles, methods, and approaches.

Rubdy (2003) suggests that evaluation criteria for educational materials can be derived from three fundamental concepts: psychological validity, pedagogic validity, and process and content validity. In assessing psychological validity, one examines whether the educational materials are aligned with the cognitive, emotional, and developmental needs of the learners. Pedagogic validity involves evaluating whether the materials are compatible with the educators' expertise, teaching methods, and educational philosophies. Process and content validity is the writer's approach to teaching and learning as well as how they present the content.

According to McGrath (2002), most of the criterion include some common aspects such as design, language content, subject matter, and practical considerations. Design refers to how the educational materials are visually structured, in terms of the layout of content including the arrangement of text, images, and other elements on a page and the overall clarity of organization ensures that learners can easily navigate through the material. Language content pertains to the coverage of linguistic items (such as vocabulary and grammar) and language skills (listening, speaking, reading, and writing) within the educational materials. Subject matter refers to the topics covered in the educational materials. It's important that the topics are relevant, engaging, and aligned with the educational objectives and the needs and interests of the learners. Practical considerations encompass factors such as availability, durability, and price of the educational materials. It considers whether the materials are easily accessible and whether they are cost-effective for both learners and educators.

Evaluating course materials is a multifaceted process that demands a thorough and systematic assessment. A structured framework including diverse criteria can guide educators in evaluating the materials more easily. Checklists serve as valuable tools fulfilling the functions mentioned earlier. By incorporating checklists, educators are better equipped to methodically examine each aspect of a coursebook, minimizing the likelihood of overlooking crucial elements. Additionally, the use of checklists promotes consistency and objectivity in the evaluation process, as educators can apply a standardized set of criteria to various coursebooks. This consistency is essential, especially when multiple educators are involved in the evaluation, ensuring a unified and fair assessment.

Cunningsworth (1995) proposes some guidelines for selecting coursebooks. According to him, coursebooks should align with the practical applications learners will have for the language. Evaluators should opt for coursebooks that empower students to use language effectively. It is crucial that coursebooks resonate with learners' specific needs, aligning seamlessly with the aims and objectives of the language-learning program. Moreover, coursebooks should be attuned to students' needs as learners, facilitating their learning process without rigidly imposing a singular "method." They must allow students to leverage the learning styles that suit them best, employing a variety of techniques. Acting as a bridge between learners and the language, coursebooks serve as a supportive tool for the learning journey. He proposed a checklist including “some of the most important general criteria for evaluation and selection purposes” (Cunningsworth, 1995, pp. 3-4).

Many scholars have proposed some checklists for evaluating and selecting materials. Mukundan & Ahour (2010, as cited in Abdelwahab, 2013) reveals that “most of the checklists are qualitative” such as Harmer (1991), McGrath (2002), Hemsley (1997), Hutchinson & Waters (1987); than quantitative such as Harmer (1998), Miekley (2005), Ur (2012). Some of the scholars only present the headwords and outline the format without including rating scales or questions (e.g., Ansary & Babaii, 2002; Brown, 1995; Littlejohn, 2011; Roberts, 1996). Some scholars have developed a checklist targeting a specific aspect or purpose that they perceive as often overlooked in the evaluation of teaching materials. For example, Canado & Almagro Esteban (2005) proposed a checklist for authenticity in ESP (henceforth English for Specific Purposes) materials. Gearing (1999) also created a checklist as a teacher’s guide, especially for inexperienced teachers.

Using checklists with specific criteria has become common in evaluating educational materials, and certain checklists from the literature have frequently been used in evaluations (Tomlinson, 2003b). For example, the famous checklist by Demir & Ertas (2014), consists

of these four main sections: Subjects & Contents (10 items), Skills & Sub-skills (25 items), Layout & Physical Make-up (7 items), Practical Considerations (14 items). The problem is that there is no set of criteria that can be universally applied to every situation or context (Byrd, 2001). In other words, different situations may require different criteria for effective evaluation, and a one-size-fits-all approach may not be suitable. It is important to consider the unique aspects and goals of each evaluation scenario and encourage a more flexible and context-specific approach to the use of criteria.

Mathews (1985), Cunningsworth (1995), and Tomlinson (2012) have also emphasized the significance of aligning evaluation criteria with the specific context of learning. The criteria used for assessing educational materials or processes should be in harmony with the particular environment, conditions, and dynamics of the learning context, taking into consideration factors such as the learners' needs, instructional methods, and broader educational goals. The aim is to enhance the effectiveness and appropriateness of the evaluation process by tailoring the criteria to the unique characteristics of the learning context.

Overall, the systematic and comprehensive nature of checklists enhances the reliability and effectiveness of coursebook evaluations, ultimately contributing to the selection of materials that best meet the diverse needs of students and align with educational objectives.

2.1.3.2. Who Evaluates When?

Another issue related to evaluation is who and when the evaluation is carried out. Mishan and Timmis (2015) classified non-specialist stakeholders who can participate in the evaluation process into three groups: teachers, learners, and publishers. Each party can be involved in the evaluation process at different times. Here, the question “When is the evaluation done?” must be answered first. Ellis (1997) describes two types of material evaluation which are called as a predictive and retrospective evaluation. The former means that the materials are tested before they are used to make sure the materials are appropriate for their purposes. The second one, retrospective evaluation, looks at how useful the tools were so that a decision can be made about whether or not to use them again. Also, teachers need to figure out which tasks are good for their students and what changes need to be made for each group of students. In short, the retrospective evaluation is “testing the validity of a predictive evaluation” (Ellis, 1997). Rea-Dickins (1994) divides evaluation into three categories such as pre-use evaluation, which can be done before using a coursebook (to see

if it caters to the needs and has construct validity); in-use evaluation, and post-use evaluation, which is assessed according to learners' performance. Pre-use evaluation refers to the assessment conducted before the actual implementation of educational materials. This type of evaluation aims to "measure the potential" performance of the materials in terms of their effectiveness and suitability for a particular context (Rubdy, 2003, p. 42). It is essentially a predictive process that helps educators anticipate how well the materials will meet the needs of learners, align with educational objectives, and contribute to the overall success of the teaching and learning experience. The best material which is going to be worth in terms of time and money is tried to be chosen. "Once the decision has been taken, however, the evaluation process should not be at an end" (McGrath, 2002, p. 14).

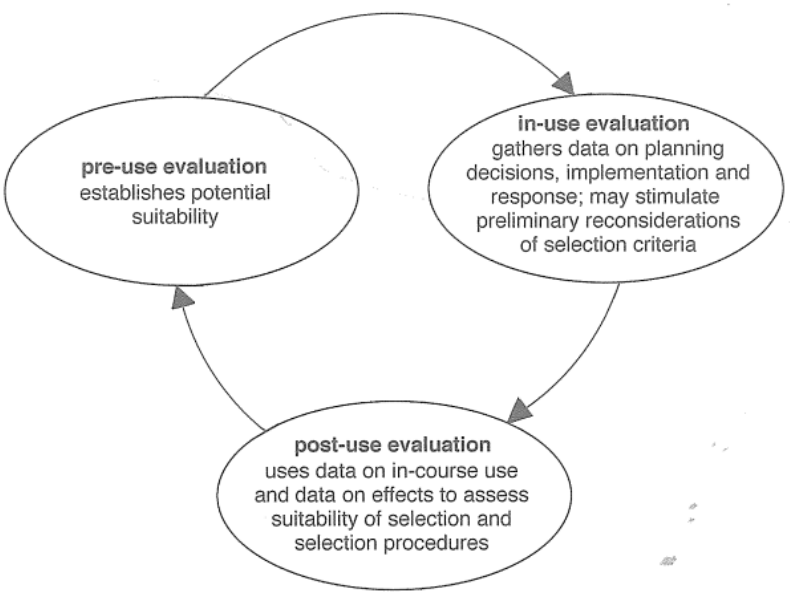
As Nunan (1991) points out, "While we can exercise professional judgment in answering questions such as, 'does the introduction, practice and recycling of new linguistic items seem to be shallow/steep enough for your students?', ultimately, such questions can only be settled with reference to their actual use" (p. 211). In-use evaluation is conducted while using a coursebook "when a newly introduced coursebook is being monitored or when a well-established but aging coursebook is being assessed to see whether it should be considered for replacement" (Cunningsworth, 1995, p. 14).

Post-use evaluation involves assessing educational materials after they have been implemented in a teaching context. It provides a retrospective analysis of the material's effectiveness and performance. The primary purpose is to determine whether the material met the intended goals and objectives. McGrath (2013) believes that post-use evaluation (retrospective) can lead to the identification of weaknesses in the materials, thereby leading to constructive revision and adaptation. Educators can assess and quantify the real and tangible results or impacts of using educational materials. By doing so, they can gain insights into how effective the materials were in achieving the intended learning outcomes and whether they contributed positively to the overall educational experience. Additionally, it provides valuable data that can be used to make informed and reliable decisions regarding the future use of the materials. This includes decisions about whether to continue using the same materials, make adaptations to better suit the needs of the learners, or consider replacing them with more suitable alternatives. The data obtained from the evaluation process serves as a foundation for evidence-based decision-making, enhancing the overall quality of the educational materials and instructional strategies. On the other hand, Dudley-Evans and Bates (1987) discuss the challenges associated with adapting materials after their initial publication, although it is so common to produce materials first for a teaching situation

in which they are trialed and adapted for future use at the end of the academic year. They provide two main reasons for that; the first is the uncertain economics of publishing. The costs associated with revising and re-publishing materials after initial publication can be significant. The other reason is the difficulty of obtaining regular feedback on materials. They suggest that the feedback loop is often disrupted after publication. Teachers may be using the materials, but there might be limited mechanisms in place to gather systematic feedback on their effectiveness. This lack of feedback can impede the process of adapting and improving materials for future use.

Figure 2.1.

Evaluation circle (McGrath, 2002, p. 180)



Teachers must have a word to say about the materials they will use: “Since the textbook tends to be the main teaching-learning aid in schools, it influences what teachers teach and what and to some extent how learners learn” (McGrath, 2002, p. 12). They can evaluate materials before, while, or after using them. Before using the materials, they can have meetings to discuss the alignment between the curriculum and teaching materials. They are shown how to use the material, and they can make some pre-judgements about it. Also, teachers who are using the same material can come together and discuss the weaknesses and strengths of the materials. They can find ways to adapt and improve it. They can decide whether they want to use it for the following years or not by asking some questions such as “What worked well?”, “What can be improved?”, “What kind of additional support can be

added?" "What difficulties did learners have?". "By planning lessons based on the materials, by teaching them and by observing the effects, the teacher is in a position to make almost a moment-by-moment assessment of whether the materials are standing up to the test of use" (McGrath, 2002, p. 180).

However, teachers can be misled by the perceived success of activities (Tomlinson, 2003b). Tomlinson (2003) also notes that evaluators can be easily deceived by activities that seem successful. For instance, lessons that promote "student talking time" are often viewed favorably, but it's essential to assess the quality of the dialogue, not just the quantity (Mishan & Timmis, 2015). In this case, observations can be used to avoid from these types of false prejudgments. Teachers can observe each other to see how others use the same material and they can reflect on their own performances as well. During observations, teachers and observers can decide whether the activity is working as desired or not easily. While doing this, it is preferable to focus on one aspect per observation. Reliability can be enhanced by concentrating on one criterion at a time and utilizing pre-prepared measurement instruments. Additionally, teachers can create "records of use" to track which sections of a book have been utilized and which ones have not. (Masuhara, 1988). These records serve as a way for teachers to keep track of how they use a particular book in their teaching. The term "records of use" implies a systematic documentation or log that details which sections or parts of the book have been incorporated into the teaching process and which sections have not been utilized. By maintaining such records, teachers can gain insights into the effectiveness of different sections of the book in facilitating learning, helping them make informed decisions about the materials they choose and the instructional strategies they employ in the classroom. The monitoring of the textbook should be conducted to facilitate an "evaluation of its use and effectiveness" (Allwright, 1981, p. 5).

"Teacher-centeredness is dominant in the selection of coursebooks" (Demir & Ertas, 2014, p.245). They are the end-users who directly engage with the materials throughout the entire semester. Since teachers are the ones who implement and navigate the coursebook in the classroom, they are in a position to assess its strengths and weaknesses based on their teaching experience. However, teacher evaluation is not enough to abandon a material on its own, even if the materials seem unsuitable in certain respects. It's important not to overlook the fact that students are also stakeholders who can be either positively or negatively impacted by the chosen coursebook. Therefore, when selecting a coursebook, careful consideration should be given to the needs and preferences of learners. How learners perceive the materials and how they respond to the effectiveness of the materials also matter.

Learners also can evaluate the materials while or after using them. So, teachers and other decision-makers should collect feedback from learners, too. They can question whether learners use the materials out of the class or not to understand the necessity of providing extra materials and more guidance. Learners can give some feedback about the content, layout, the topics, etc. Since they are using other materials, they can make some comparisons as well. McGrath (2013) argues, learners have an important role to play in evaluation: "Learners are capable of evaluation. They do not always opt for the same point on a scale. They discriminate. Given the opportunity, they can make judgements which may sometimes surprise their teachers" (p. 151). The feedback can be collected via a questionnaire including questions such as "How easily could you do this task?", "Can you write one thing you did not like about this task?" (Ellis, 1998). Rating slip is another technique that can be used to collect data related to learners' reaction. Learners give some scores to the tasks to measure the value and interest of an activity (McGrath, 1997). To have useful insights into learners' reactions, learner diaries can be an efficient way. Learners can write to record their learning process and to reflect on the materials.

Another party having a word to say in evaluation process is publishers for sure. As they are the ones who produce the coursebooks and some supplementary materials, they need to be actively involved in the evaluation process. Their role involves developing content that aligns with educational standards, ensuring accuracy, relevance, and quality, which are already established by exam syllabi, guidelines, or standards such as the Common European Framework (Council of Europe, 2020). Amrani (2011) points out that publishers can utilize either piloting or reviewing of materials to evaluate their appropriateness. However, she highlights that reviewing, involving feedback from stakeholders, has become more prevalent than piloting as a practice adopted by publishers.

2.1.3.3. Evaluation Types

It is essential to acknowledge and comprehend the intricacies inherent in the evaluation process. A critical aspect involves recognizing the nuanced nature of evaluation methods, which can be broadly categorized as impressionistic, in-depth, and checklist methods. Abdelwahab (2013) outlines three primary methods for evaluating coursebooks. The first is the impressionistic method, which entails evaluating a textbook based on an initial overall impression. This impression is formed by reviewing the blurb and table of contents, then quickly perusing the book to understand its structure, topics, layout, and visuals. While this

method alone may not be comprehensive, it can be supplemented, for example, by the checklist method, which is the second approach.

The checklist method is systematic, where criteria on a predefined list are checked off in a specific order. It facilitates easy comparison of different materials and is relatively time-efficient compared to alternative methods. Combining the impressionistic and checklist methods ensures a more comprehensive evaluation.

The third approach, known as the in-depth method, promotes a thorough analysis of representative aspects, such as the design of a specific unit or exercise, or the handling of specific language elements. However, a limitation of this method is that the chosen section may not fully represent the entirety of the book.

In summary, a well-rounded textbook evaluation could involve forming a general impression using the impressionistic method, enhancing it with the systematic checklist method, and supplementing these with a detailed analysis of specific features through the in-depth method.

Tomlinson (2003) examines criteria in two stages; “an external evaluation that offers a brief overview of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation” (p.53). External evaluation refers to providing a comprehensive external overview of how educational materials have been organized. McDonough, Shaw, Masuhara, (2013) explain their aim as “examining the organization of the materials as stated explicitly by the author/publisher by looking at the ‘blurb’, or the claims made on the cover of the teacher’s/students’ book and the introduction and table of contents” (p. 54). Cambridge University Press & Assessment (n.d.) describes blurb as “a short description of a book, film, etc., written by the people who have produced it, and intended to make people want to buy it or see it”. When evaluating educational materials externally, including a consideration of the blurb is part of the process of examining how the materials are presented and marketed to potential users. It provides a snapshot of the publisher's or author's perspective on the content and goals of the materials. The blurb often reflects the marketing strategy behind the materials. Understanding the marketing intent is crucial in assessing how well the materials are positioned in the educational market.

Additionally, McDonough et al. (2013) suggest scanning the table of contents page is considered useful because it often acts as “a ‘bridge’ between the external claim made for the materials and what will actually be presented ‘inside’ the materials themselves” (p. 54). Evaluators use blurb and the table of content in gaining insights into the alignment between

what is promised in the marketing or introductory materials and what is delivered in the educational content. This is actually what Tomlinson (2003b) calls analysis in that "it asks questions about what the materials contain, what they aim to achieve and what they ask learners to do" (p.16). From the "blurb" and the introduction, we typically anticipate remarks on some of the following aspects (McDonough et al., 2013, pp. 55-56):

• the target audience (the intended recipients of the materials)

• the skill level (e.g., false beginner, low intermediate)

• the intended usage context (e.g., EFL, ESL, ESP, EAP)

• the organization and presentation of language content into instructional units/lessons (unit/lesson structure and length)

• the author's perspectives on language and teaching methodology, and their perception of the interplay between language, learning, and the learner

In the external evaluation stage of educational materials, several factors should be considered (McDonough et al., 2013, p. 57):

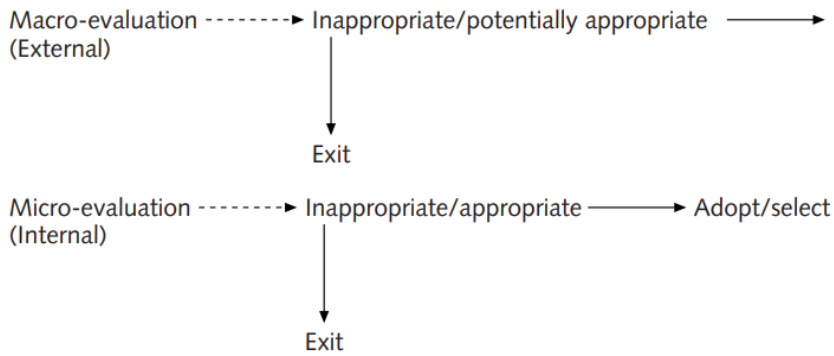
- Primary Use and Cost: Evaluate whether the materials are intended as the main core of the course or supplementary. This consideration impacts their effectiveness in a given context and the overall cost, particularly relevant if economics influences material selection.
- Availability and Clarity of Teacher's Book: Assess whether a teacher's book is in print and locally available. Consider its clarity, especially for non-native speaker teachers. The absence of a teacher's book may hinder effective use of the student edition.
- Inclusion of Vocabulary List/Index: Check if the materials include a vocabulary list/index, which can be beneficial for learners, especially in contexts involving individualized or out-of-class work.
- Table of Contents as a Bridge: Consider the table of contents as a transitional element between external and internal evaluation phases. It can provide valuable insights into the organization of materials, vocabulary coverage, skill development, and the presence of interactive digital components.
- Visual Material: Evaluate the visual elements (photographs, charts, diagrams) and determine if they serve a learning purpose or are merely cosmetic. Assess whether visual material is integrated into tasks, requiring learner interaction.

- Layout and Presentation: Examine the clarity of layout and presentation, avoiding materials that are cluttered with excessive information. Balance is crucial, including clarity of instructions and matching activities with instructions. Consider the potential durability of materials over time.
- Cultural Bias and Sensitivity: Assess whether the materials are culturally biased or overly specific. Check for representation of minority groups and women, ensuring a balanced portrayal of a country or society. Consider potential offense caused by biased content.
- Inclusion of Digital Materials: Evaluate the cost and necessity of including digital materials such as CDs, DVDs, interactive games, quizzes, and downloadable web materials for language acquisition and development.
- Inclusion of Tests: Consider the presence of tests (diagnostic, progress, achievement) in the teaching materials and their usefulness for specific learners.

Following the external evaluation, a decision can be reached regarding the suitability of the materials for adoption or selection. If the evaluation indicates that the materials have the potential and worthy for further inspection, an internal or more detailed evaluation can be followed. However, if the materials are deemed unsuitable at this stage, the evaluation process can be concluded, allowing for the exploration and assessment of other materials if desired.

Figure 2.2

An overview of the materials evaluation process (McDonough et al., 2013)



Further investigation is necessary to determine whether the objectives behind creating the materials have been clearly articulated and whether the materials effectively address the identified market gap. This thorough examination at the organizational level lays the foundation for a deeper understanding of the materials and their intended purpose in the

educational landscape. At this point, a detailed internal evaluation is required “to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program” (McDonough & Shaw, 1993, p. 64). For a thorough internal inspection of materials, it is essential to examine at least two units (preferably more) from a book or set of materials (McDonough et al., 2013, p. 59).

This examination aims to investigate specific factors critical to the evaluation process such as the followings (McDonough et al., 2013, pp. 59-60):

- Skills: Assess whether all language skills are covered, examining the proportion and its appropriateness for the teaching context. The investigation should determine if skills are treated discretely or in an integrated manner.
- Grading and Sequencing: Evaluate the grading and sequencing of materials, exploring whether there is a clear principle behind it. Investigate if materials claim to be graded and how this is implemented across units or within them.
- Reading and Discourse Skills: Consider whether the materials offer substantial content beyond individual sentences. Teachers often observe an imbalance where there is an excessive emphasis on skills development and insufficient opportunities for students to apply those skills to extended reading passages.
- Authenticity of Listening Materials: Assess whether listening materials use authentic recordings or artificial dialogues. Verify if dialogues mimic the features of spontaneous speech.
- Speaking Materials: Determine whether speaking materials align with the characteristics of real interaction or if they present artificial dialogues instead.
- Tests and Exercises: Analyze how tests and exercises align with learner needs and the taught content.
- Learning Styles: Determine whether the materials cater to various learning styles and if claims regarding self-study modes are justified, considering the increasing emphasis on independent learning and learner autonomy.
- Motivation: Consider whether the materials are engaging and motivating for both students and teachers. Strive for a balance that appeals to teachers while maintaining student motivation.

After all, when a coursebook is chosen, its success or failure can only be judged meaningfully during and after its classroom use. Learners are not taught in a vacuum; rather, they originate from somewhere and are working toward certain educational goals and future

training. Finally, the coursebook must be evaluated in terms of its integration with and contribution to these long-term aims (Sheldon, 1988).

2.2. Critical Thinking

Critical thinking has a lot of definitions but basically it is the ability to objectively analyze and evaluate information, arguments, or situations in a systematic and logical manner. Dictionary definition of *critical thinking* is "the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you" (Cambridge University Press & Assessment, n.d.). Critical thinking is a purposeful and organized way of thinking that helps you understand what's happening in your life and surroundings. It involves considering how others think, using what you've learned, and reflecting on your own thinking processes (Cüceoğlu, 1995). It can be defined as "thinking explicitly aimed at well-founded judgment, using appropriate evaluative standards in an attempt to determine the true worth, merit, or value of something" (Paul & Elder, 2006, p. 7). Fisher and Scriven (1997) describes the term as "skilled, active interpretation and evaluation of observations, communications, information and argumentation" (p. 20). According to Dewey (1910) it is "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (p. 6). It is the capacity to think with clarity and reason, comprehending the logical relationships among ideas. It can be characterized as the aptitude for reflective and autonomous thinking. "Critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information" (Skills You Need, n.d.). It involves actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from various sources. Critical thinking goes beyond simply accepting information at face value; it requires a deeper level of engagement and scrutiny.

According to Browne and Keeley (2013), the term *critical thinking* can be described as: 1) recognition of a series of interconnected critical inquiries; 2) capability to pose and address critical inquiries; and 3) inclination to actively employ these critical questions. The fundamental idea of critical thinking involves raising critical questions about the sources one is using to form an informed judgment on their credibility. While asking a set of critical questions, the "goal is to be able to use them together to identify the best decision available" (Browne & Keeley, 2013, p. 2). Reichenbach gives a similar definition by saying "critical thinking involves using a cluster or group of interconnected skills to analyze, creatively work

with, and evaluate what you read and hear so that you can decide whether or not to believe something or to take a specific action" (2001, p. 13). Critical thinking involves actively engaging with ideas, evidence, and assumptions to develop logically sound judgments and reach informed conclusions in a methodical and systematic way. 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).

CT skills play a vital role in the process of learning, empowering individuals to progress beyond the surface-level comprehension and engage with information in a meaningful and analytical manner. Cultivating these skills enables learners to scrutinize ideas, evidence, and arguments with a discerning eye, allowing them to make well-informed judgments and decisions. Critical thinking actively nourishes students (Browne & Freeman, 2000) and help them identify, distinguish, and evaluate their characteristics (Enright & Beatie, 1992). By encouraging a systematic and logical approach, critical thinking skills foster intellectual curiosity and open-mindedness, fostering a deep understanding of complex concepts. They equip individuals with the ability to identify biases, logical fallacies, and hidden assumptions, thereby promoting intellectual independence and autonomy. Moreover, CT skills empower learners to skillfully evaluate the credibility and reliability of sources, ensuring that they acquire accurate and well-supported knowledge.

As Willingham (2008) states, it has been acknowledged that developing thinking skills is one of the initial and main objectives of any educational process. "Critical thinking is the heart of well-conceived educational reform and restructuring because it is at the heart of the changes of the 21st century" (Paul, 1993, p.13). It must be regarded as a vital component of the 21st century skillsets. Also, Beyer (1991b) acknowledges that the primary objectives of contemporary education are enhancing students' thinking competencies and fostering a deeper understanding of the world we inhabit. As critical thinking aids students in addressing a range of academic, personal, and civic matters in a rational manner, "the academic goal of CT instruction, regardless of the educational level, should be furthering students in the development of their CT cognitive skills and affective dispositions" (Facione, 1990, p. 16).

In a time with lots of information and fast changes, improving critical thinking skills is like having a helpful guide. It helps learners confidently go through a large amount of information and make smart choices. There is a connection between one's mental state and the overall quality of life. "If we can take charge of our own minds, we can take charge of

our lives; we can improve them, bringing them under our self-command and direction" (Paul et al., 1990, p. 7).

The primary rationale for the necessity of teaching critical thinking skills, devising strategies for their application in active teaching, and integrating them into educational materials is primarily because by integrating critical thinking skills into educational practices, students are better equipped to become active and engaged learners, capable of applying critical thinking in various academic disciplines and in their personal and professional endeavors. Critical thinking in education fosters independent thinking, problem-solving abilities, and the capacity to make well-founded decisions. All in all, "to be a skilled learner, you must be a skilled thinker" (Paul & Elder, 2006, p. 210).

2.2.1. Critical Thinking Subskills

Critical thinking may be regarded as a tricky term in that some other concepts such as 'higher order thinking skills', 'metacognition', 'creative thinking', 'reasoning' and even 'problem solving' all could be included under the same conceptual group. Cuban (1984) suggested that the aforementioned terms are mostly used as interchangeable ones that "distinctions that psychologists make on the basis of their perspectives are often lost in the crucible of the classroom" (p. 677). The nuances between these terms, as outlined by experts, may become blurred or lost in the day-to-day reality of teaching and learning. There is a need for greater clarity in defining and understanding these related concepts to ensure effective communication and implementation in educational settings.

Higher-order Thinking refers to cognitive processes that involve more advanced mental activities beyond simple recall or memorization, requiring deeper understanding. Critical thinking is a form of higher order thinking that encompasses a range of cognitive processes. Tharp and Gallimore (1988) suggest that higher-order thinking emerges from social interaction. They highlight the significance of context and interaction in cognitive education.

"Metacognition refers to one's knowledge concerning one's own cognitive processes and products" (Flavell, 1976, p. 232). Students should actively observe their thinking processes and adjust them in accordance with their cognitive objectives. It has also been defined as "the abilities of individuals to adjust their cognitive activity in order to promote more effective comprehension" (Gavelek & Raphael, 1985, p. 22). Henle (1966) regards this regulation as the core of autonomous self-education. Costa (1987) proposes that the capacity

to "know what we know and what we don't know" is distinctively human, yet not universally acquired by all adults. He advocates for metacognitive skills as a fundamental element in higher-process skills instruction. Also, Facione (1990) suggests mastering at CT means regularly thinking about how you use your critical thinking skills. It's about recognizing when you're doing well and when you could do better and figuring out ways to get better. CT is a metacognitive process and simply being mindful of and reflecting on one's own thinking can help an individual review the arguments and question the assumptions of others (Cotter & Tally, 2009; Paul & Elder, 2006b).

"Creative thinking is thinking patterned in a way that tends to lead to creative results" (Perkins, 1991, p. 85). Creative thinkers are inclined to explore different perspectives, break away from conventional patterns of thought, and embrace innovation. Creative thinking can inspire new perspectives for critical thinking, and critical thinking can help refine and evaluate creative ideas. These two forms of thinking complement each other and work together. Effective thinking, whether critical or creative, encompasses both the assessment of quality and the generation of novelty. Critical thinkers, often associated with evaluative thinking, actively produce methods to scrutinize and test assertions. On the other hand, creative thinkers, linked with generative thinking, analyze the freshly generated thoughts to evaluate their validity and practicality. Rather than being fundamentally different in nature, the distinction between critical and creative thinking lies in the degree and emphasis placed on each aspect (Marzano et al., 1991).

Reasoning is systematically inferring information based on the principles of logic. Its primary objective is to establish or verify the validity of a claim or assertion. This cognitive process involves deriving conclusions from observations, formulating hypotheses, and shaping beliefs. The application of reasoning allows individuals to move from given, evidence to a logical conclusion. Reasoning serves various purposes, including the identification of unstated assumptions, differentiation between relevant and irrelevant information, justification of claims, and determination of the validity of others' assertions. It is a cognitive tool employed for problem-solving and critical thinking (Beyer, 1991).

Problem-solving is a cognitive process that involves finding solutions to difficulties or challenges, wherein critical thinking plays a pivotal role. Glatthorn and Baron state a good thinker "welcomes problematic situations and is tolerant of ambiguity" (1991, p.65). When faced with a problem, individuals need to think critically to identify the situation, consider alternative perspectives, analyze evidence, and make informed decisions. de Bono (1967) suggests that when solving a problem, we should check if we're assuming certain things

about the problem that might be holding us back from finding solutions. Critical thinkers, who question assumptions and challenge biases, approach problems with openness, break down complexity into manageable parts, and explore beyond assumed constraints, excel at this process. Bransford and Stein (1984) describe an ideal problem solver is a person who has the ability to 1) recognizing the problem, 2) define and represent it accurately, 3) exploring potential strategies, 4) implementing these strategies, 5) reflecting on and evaluating the outcomes. This multifaceted approach underscores the interconnected nature of problem-solving. Moreover, successful problem-solving involves more complex cognitive processes, as acknowledged by Anderson and Krathwohl (2001). “Students are increasingly likely to make connections between and among elements of knowledge when activities are used that involve more complex processes such as analyze, evaluate, and create.” (Anderson & Krathwohl, 2001, p. 235). Critical thinking is interrelated and conceptually connected to skills such as reflection, judgment, questioning, higher order thinking, reasoning, decision-making, problem solving, creative thinking, metacognition, reasoning which are collectively contributing to intellectual engagement in complex tasks (Fischer & Spiker, 2009; Giancarlo & Facione, 2001).

Critical thinking is a complex term containing lots of subskills. *Critical thinking* and *critical thinking subskills* are not synonymous. CT subskills are specific components or abilities that contribute to the overall practice of critical thinking. Each subskill plays a distinct role in the CT process. It's crucial to recognize that these subskills cannot be thought of in isolation; rather, they work in tandem, collaboratively improving the ability to think critically. As Lipman (2003) underscores, “the coordination of thinking skills is of the very first order of importance” (p. 171).

As put forward by Terenzini et al. (1995), key elements of critical thinking include:

- Analysis: Understanding the underlying structure, relationships, and implications of complicated ideas or issues by breaking them down into constituent parts.
- Evaluation: Using criteria such as accuracy, logic, evidence, and bias to evaluate the quality, credibility, and usefulness of information, arguments, or sources.
- Inference: Using existing evidence to draw logical conclusions or make reasoned judgments, considering potential limitations or alternative explanations.
- Deductive Reasoning: The process of arriving at sound judgments by applying general principles or rules to more particular contexts.

- Inductive Reasoning: hypothesizing or drawing broad conclusions from specific observations or patterns.
- Problem-solving: the ability to recognize a complex problem, investigate it thoroughly, and come up with effective solutions using critical thinking.
- Reflection: Critically assessing one's own way of thinking, including one's assumptions and biases, and making conscious efforts to alter one's way of thinking for the better.
- Open-mindedness: The attitude of being open to new ideas and arguments, questioning one's own beliefs, and being genuinely interested in learning more.
- Communication: Clearly and effectively expressing thoughts, ideas, and arguments while keeping the audience in mind and using facts and reasoning to back up statements.
- Creativity: Generating unique and innovative ideas or solutions by combining critical thinking with imagination.

Guilford (1966) has identified four central components of CT skills that include: fluency, flexibility, originality, and elaboration. One's capacity to continuously generate a great deal of new concepts and approaches is one definition of what's known as "fluent thinking." (Runco, 2007; Torrance, 1973). Flexibility refers to the capacity to examine an issue from various perspectives and form new categories that will help you find an answer (Runco, 2007; Torrance & Goff, 1989). Originality refers to generating rare, uncommon, and new ideas (Runco, 2007; Torrance & Goff, 1989). Elaboration can be defined as the process of enriching ideas, strengthening their meanings, and increasing their impacts (Runco, 2007; Torrance & Goff, 1989).

Ennis, a prominent scholar in the field of critical thinking, outlines critical thinking subskills in two categories: dispositions and abilities. He explains CT abilities under 12 categories. These are 1) concentrating on a question; 2) assessing arguments; 3) Posing and responding to questions of clarification and challenge; 4) evaluating the credibility of a source; 5) observing and evaluating observation reports; 6) drawing deductions and assessing them; 7) making inferences and evaluating them; 8) formulating and assessing value judgments; 9) describing terms and evaluating definitions; 10) recognizing assumptions; 11) determining a course of action; 12) communicating with others (Ennis, 1991, pp. 68-70).

Fischer and Spiker (2009, pp. A1-A4) have categorized critical thinking (CT) skills into four essential groups. *Interpretation skills* involve framing problems, extracting meaning from materials, and assessing consistency, clarity, and completeness. *Reasoning skills* encompass inductive and deductive reasoning, simulation, avoiding fallacies, and applying judgment. *Assessment skills* are vital for evaluating information in terms of value by scrutinizing truthfulness, credibility, and the strength of conclusions, as well as evaluating sources, recognizing conflicts of interest, and considering alternative explanations. *Meta-cognitive skills* boost critical thinking by encouraging individuals to explore diverse perspectives, ask questions, generate alternative explanations, and consider various facets of an issue. These skills also encompass staying relevant, monitoring consistency, assessing understanding, comparing analogous situations, and challenging biases. Overall, this framework provides a comprehensive structure for understanding and developing critical thinking abilities.

Beyer (1995) presents a metacognitive model that categorizes thinking subskills. His taxonomy of thinking skills involves thinking, problem-solving, and decision-making. To accomplish these tasks, individuals employ various subskills that guide a process of conceptualizing, deciding, and validating the most suitable solution for a given problem. The proposed model comprises three levels of thinking. Level 3 consists of eight micro thinking skills, while Level 2 involves ten critical thinking operations. At Level I, micro thinking skills and critical thinking operations are utilized strategically in conceptualizing, decision making, and problem-solving. Critical thinking operations are like as follows: 1) discriminating facts from assumptions; 2) discerning relevant from irrelevant information; 3) verifying the accuracy of factual statements; 4) evaluating if sources are trustworthy; 5) defining ambiguous claims or arguments; 6) uncovering implicit assumptions; 7) identifying bias; 8) detecting logical fallacies; 9) finding inconsistencies in reasoning; 10) judging how strong an argument is.

Critical judgment is a fundamental element of critical thinking. Since critical thinking involves assessing what is reasonable to accept, it is essential to make critical judgments about the accuracy and reliability of information used in arguments and the evidence supporting claims. It means a tendency to assess objectively rather than unquestioningly accept (Lipman, 1988). Critical judgement skills include “the ability to make logical inferences, to identify logical fallacies, and to judge the logical consistency of arguments” (Beyer, 1991, p.73).

Paul (1991) explains the elements of critical thinking as follows:

Table 2.1

The elements of critical thinking

Cognitive Strategies	Comparing and contrasting ideals with actual practice
Micro Skills	Thinking precisely about thinking: using critical vocabulary
	Noting significant similarities and differences
	Examining or evaluating assumptions
	Distinguishing relevant from irrelevant facts
	Making plausible inferences, predictions, or interpretations
	Giving reasons and evaluating evidence and alleged facts
	Recognizing contradictions
	Exploring implications and consequences
Cognitive Strategies	Refining generalizations and avoiding oversimplifications
Macro Abilities	Comparing analogous situations: transferring insights to new contexts
	Developing one's perspective: creating or exploring beliefs, arguments, or theories
	Clarifying issues, conclusions, or beliefs
	Developing criteria for evaluation: clarifying values and standards
	Evaluating the credibility of sources of information
	Questioning deeply: raising and pursuing root or significant questions
	Analyzing or evaluating arguments, interpretations, beliefs, or theories
	Generating or assessing solutions
	Analyzing or evaluating actions or policies
	Reading critically: clarifying or critiquing texts
	Listening critically: the art of silent dialogue
	Making interdisciplinary connections
	Practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
	Reasoning dialogically: comparing perspectives, interpretations, or theories
	Reasoning dialectically: evaluating perspectives, interpretations, or theories
Affective Strategies	Thinking independently
Traits of Mind	Developing insight into egocentricity or socio-centricity
	Exercising fair-mindedness
	Exploring thoughts underlying feelings and feelings underlying thoughts
	Developing intellectual humility and suspending judgment
	Developing intellectual courage
	Developing intellectual good faith or integrity
	Developing intellectual perseverance
	Developing confidence in reason

Marzano et al. (1991) summarize core thinking skills as shown in Table 2.2:

Table 2.2

Core thinking skills

Focusing Skills	Defining problems
	Setting goals
Information Gathering Skills	Observing
	Formulating questions
Remembering Skills	Encoding
	Recalling
Organizing Skills	Comparing
	Classifying
	Ordering
	Representing
Analyzing Skills	Identifying attributes and components
	Identifying relationships and patterns
	Identifying main ideas
	Identifying errors
Generating Skills	Inferring
	Predicting
	Elaborating
Integrating Skills	Summarizing
	Restructuring
Evaluating Skills	Establishing criteria
	Verifying

The three primary metrics for assessing CT are The Watson–Glaser Critical Thinking Appraisal (Watson & Glaser, 1980), the California Critical Thinking Skills Test (Facione et al., 1998), and the Cornell Critical Thinking Test (Ennis et al., 1985). These tests offer operational definitions to evaluate CT. The Watson–Glaser Critical Thinking Appraisal, as the oldest and one of the most extensively utilized and researched measures of critical thinking, was designed based on critical thinking skills: inference, recognition of assumptions, induction, deduction, interpretation, and evaluation of arguments (Bernard et al., 2008). Cornell Critical Thinking Test includes sections concerning deduction, credibility of evidence, identification of assumptions, determination of meaning, and judging facts (Fischer & Scriven, 2009). California Critical Thinking Skills Test measures improvements in the core CT skills of interpretation, analysis, evaluation, inference and explanation (Facione,1990b).

In Delphi Report gathering input from 46 CT experts to formulate a consensus definition of CT, Facione (1990) explains subskills under 6 categories. First, *interpretation* involves understanding and expressing the meaning or significance of various experiences, data, events, beliefs, or rules. This includes categorization, decoding significance, and clarifying meaning. Second, *analysis* focuses on identifying inferential relationships among

statements, concepts, or representations intended to express beliefs or opinions. It includes examining ideas, detecting arguments, and analyzing arguments. Third, *evaluation* involves assessing the credibility of statements or representations and evaluating the logical strength of inferential relationships. This includes assessing claims and arguments. Forth, *inference* involves recognizing the components necessary to draw logical conclusions, generating hypotheses, and considering relevant information. This process involves examining evidence, proposing alternative explanations, and reaching conclusions. Fifth, *explanation* refers to stating the results of one's reasoning, justifying procedures, and presenting reasoning in the form of cogent arguments. Sixth, *self-regulation* involves self-monitoring of cognitive activities, elements used, and results obtained. This includes self-examination and self-correction, where errors or deficiencies are identified, and reasonable procedures are designed to remedy them.

Wolcott (2003) cover all aspects of thinking skills: 1) comparing and contrasting skills; 2) inference, analysis, evaluation and metacognition skills; 3) critical thinking skills; 4) creative thinking, originality and imagination skills; 5) risk taking skills; 6) curiosity; 7) decision making skills; 8) problem solving skills; 9) investigation and research skills; 10) induction and deduction skills; 11) argumentation skills; and 12) classifying skills (as cited in Demir, 2008, p.51).

This study adopts Wolcott's definition, as it encompasses the common elements identified by other scholars and the Likert scale used in this study is based on Wolcott's version.

2.2.2. Teaching Critical Thinking

"We teach children many skills, physical skills, social skills, expressive skills, linguistic and mathematical skills, why not thinking skills?" (Fisher, 1990, p. x). The question prompts a deliberate consideration of integrating thinking skills into the curriculum. A lot of scholars agree on the significance of teaching CT skills to students (Brookfield, 2005; Dewey, 1910; Gose, 2009; Kuhn, 1999; Paul, 1993; Tsui, 2002). Why exactly do we need to teach CT skills? Fisher says, "the key function of education is to teach children to think critically, creatively and effectively" (2003, p.6). Ensuring that students learn to think critically and with an open mind makes sure that they not only learn important subjects, but also become good citizens who can think ethically and act for the general good. "Developing critical thinkers is central to the mission of all educational institutions" (Paul &Elder, 2006,

p.9). However, is it easy to teach someone to think critically? “For teachers, the situation is not hopeless, but no one should underestimate the difficulty of teaching students to be critical thinkers” (Willingham, 2008, p. 26).

If students are to truly receive an education educators need to prioritize thinking within the curriculum and expect students to use their thinking to work ideas into it. Teaching CT skills is a must for teachers who want to prepare their students for a world that changes quickly. Bodies of knowledge evolve and expand, yet thinking skills remain timeless. They continue to be invaluable throughout our lives, enabling us to both acquire knowledge and engage in reasoned analysis (Beyer, 1987). As societies transition from mere information reception to active information processing, schools must enhance students' capacity for higher-order thinking (Tucker, 1988). Schools give students the intellectual tools they need to thrive in an information-driven world by helping them develop analytical skills, promoting evidence-based reasoning, encouraging open-mindedness, and helping them learn how to solve problems. Teachers have the power to give young people a voice, teach them how to think critically for the rest of their lives, and give them the tools they need to shape their own futures and make good contributions to society. Beyer (1988) explains four reasons why school-wide instructional programs enhancing learner thinking must be implemented. First, a growing number of students lack the proficiency needed for higher-order thinking. Second, the swift increase in information calls for individuals who are equipped with the skills to make informed decisions. This goal can be best accomplished via education. Third, the push to enhance thinking skills in schools arises from worries about deficiencies in students' cognitive abilities. Fourth, instructing students in critical thinking offers benefits for both the individual and society, resulting in enhanced academic performance and achievement.

However, to be able to CT, educators must be the critical thinkers in the first place. The teacher is the most important guide in creating effective thinking processes in students. (Kale, 1993, p.25). A study conducted by Sakar and Aybek (2016) shows developing critical thinking attitudes in students can be achieved by first having these characteristics. Only the teachers with strong critical thinking skills can guide students to develop their own, leading to better thinking habits. Pintrich (1995) stresses the significance of instructors modeling their thinking for students. Although a single approach may not be optimal for every student, he suggests that teachers explicitly show the application of knowledge and problem-solving approaches so that students can witness a variety of learning methods, and the diversity of individual learning preferences. “To become adept at teaching so as to foster critical thinking, we must become committed to thinking critically … become active, daily,

practitioners of critical thought. We must regularly model for our students…" (Paul et al., 1990, p. 8). Academic practitioners are pressed to think critically in various situations such as reviewing a colleague's work, serving on a committee making judgments on proposals, addressing and handling conflicts, responding to challenges from students on grading, materials, or pedagogy, recognizing and addressing bias or prejudice, seeking alternatives to established practices. questioning what others consider nonproblematic, evaluating theory through practical application and vice versa (Lipman, 2003). Paul claims "Teachers should have a solid foundation in critical thinking skills if they are expected to teach them" (1985, p. 37). He questions teachers and push them to reflect on their own attitudes towards critical thinking by saying, "Are we willing, in short, to become critical thinkers so that we might be an example of what our students must internalize and become?" (1993, p.13). Teachers must acknowledge and believe critical thinking is important skill to teach so that they can fully and effectively incorporate these skills into the teaching process. This idea is aligned with the assumption that individuals' decisions throughout their lives are best indicated by their beliefs (Bandura, 1986).

However, a study conducted by California Commission on Teacher Credentialing (Paul et al., 1997) with college and university professors highlights the neglected role of CT in education. Despite a prevalent acknowledgment among the participants (89%) that CT is a key instructional objective, a striking contrast emerges. Only a minority (19%) could offer a precise definition of critical thinking, and merely 9% were integrating critical thinking into their daily classroom routines. This gap between educators' recognition of the importance of critical thinking skills and their actual implementation emphasizes the need for a more systematic approach.

Onosko and Stevensen (1991) conducted research with 25 respected staff developers, and they came up with 5 strategies to improve higher order thinking. These strategies are 1) helping educators in analyzing and constructing a conceptual framework for critical thinking; 2) modeling targeted instructional strategies to foster students' thinking skills; 3) creating platforms for teachers to actively engage in practicing and discussing effective instructional strategies; 4) allocating time for teachers to collaborate on workshop concepts, share techniques, and formulate practical classroom applications; 5) involving teachers in higher order thinking, such as authentic problem-solving, within the context of their respective subject areas.

Glatthorn and Baron (1991, pp. 66-67) propose a model emphasizes three key elements for creating a thinking-centered classroom: 1) A spirit of inquiry: The teacher embraces

uncertainty, encourages intellectual challenges, and views education as an exploration into the unknown; 2)An emphasis on problem solving: The teacher fosters a problem-solving mindset by prompting students to identify problems, wonder, ask questions, speculate, and explore topics beyond predefined answers; 3) A more deliberative pace: The teacher gives students time for reflection, consideration of alternatives, and weighing evidence is crucial for developing thoughtful conclusions. They believe that certain approaches are effective to promote thinking skills such as teaching thinking in all subjects wherever appropriate, giving students with examples of good thinkers, assigning subject-specific problems that necessitate the use of cognitive processes, selectively emphasizing the connections between important search processes and specific subjects, and offering suitable opportunities for applying the model to personal decision-making.

Ennis (1989) came up with a typology of four classes to describe and classify different ways to teach critical thinking. These four courses are generic, infusion, immersion, and mixed approaches. In the generic method, critical thinking is taught as a separate course from other subjects. This method focuses on teaching skills and strategies for critical thought in a separate course or module. The material is meant to be useful in many different fields and situations, with the goal of improving students' general critical thinking skills. Similarly, Kuek (2010) supports this idea, but these types of courses rely heavily on the teachers and their capability (Alwehaibi 2012).

The infusion approach is a way to teach critical thought by putting it into different subjects or fields. Instead of being taught in a separate class, critical thinking skills and ideas are built into the lessons of other topics. This way of teaching is meant to help students use critical thought in their own fields of study, making the lessons more useful and relevant. Also, Hatcher (2006) supports this approach works better than teaching CT skills as a separate course.

The immersion approach puts students in an environment where critical thought is always emphasized and practiced. In this method, critical thinking skills are taught in many different classes. This creates a mindset of critical thinking that sinks in the entire curriculum. The goal of the immersion method is to teach students how to think critically by giving them many chances in many different fields. In line with this, Duron et al. (2006) proposed a five-step framework to embed CT skills into the curriculum with these steps: 1) define learning goals; 2) incorporate questioning in teaching; 3) apply before assessment; 4) review, refine, and improve; and 5) give feedback and assess learning. This framework requires active participation and student-centered learning.

The mixed method is a combination of the first three. It's a mix of separate courses on critical thinking, putting critical thinking into certain subjects, and making an immersive setting. This method takes into account what's good about each approach and tries to use their strengths to help people learn how to think critically. Ennis's typology gives us a framework for figuring out how to teach critical thought in different ways. Similarly,

Another model is SMART model cited by Emerson (2013). SMART is an acronym showing instructional strategies must be **S**elf-referential (Edman, 2009; Lawrence et al., 2009; Mason & Budge, 2011), use **M**etacognitive tasks (Cotter & Tally, 2009; Dunn et al., 2009; Paul & Elder, 2006b; Wade, 1997), give many opportunities for **A**pplication (Beyer, 2008; Gagné, 1985; Huitt et al., 2009), give **R**eflective feedback (Greenlaw, 2003; Lindsey & Berger, 2009; Yang, 2008), and maximize **T**ransfer of skills to diverse settings (Knezic et al., 2009; Merrill, 2009; Yang, 2008). In the first step, learners activate self-referential thinking and find personal relevance. Next, they are to manage learning and problem-solving. They recognize their own strengths and weaknesses. Teachers should ensure that each level of metacognition is followed by chances for students to apply what they have learned, thus enhancing retention through practice. Providing feedback to oneself or receiving feedback from others that encourages reflection and analysis of one's performance. It focuses on providing information that helps individuals in understanding their own thinking processes, identifying areas in which they may improve, and making adjustments for upcoming learning or problem-solving tasks. In the end, individuals are able to implement the newly acquired knowledge, abilities, or techniques in a different setting. Learners develop greater levels of autonomy and efficiency throughout the course of their education.

Costa (1991) groups teacher behaviors that promote students' thinking in the classroom into four categories: questioning to help gather and process information, structuring the classroom for optimal interaction and legitimizing thinking, responding to support and extend students' thinking, and modeling desirable intellectual behaviors in everyday challenges. He suggests that teachers should ask questions to help students to process information critically. The questions should elicit some cognitive objectives like synthesizing, analyzing, categorizing, explaining, classifying, comparing, contrasting, stating causality, inferring, experimenting, organizing, distinguishing, sequencing, summarizing, grouping, and making analogies.

In Delphi Report, Facione (1990) recommends that teaching CT should encompass diverse approaches, including explicit instruction, modeling, and providing justifications for

application procedures. Learners should be exposed to situations where applying these skills is necessary, and feedback on proficiency and improvement should be provided. Starting with simple scenarios, instruction should progress to realistically complex situations. In CT, learners need to dedicate personal effort, practice, attention, and self-assessment. Teaching also aims to inspire learners to achieve higher proficiency and independence, along with coaching them on achieving goals.

Paul et al. (1990, p.17) suggest that lesson plan "remodeling", a strategy for critical thinking, involves teachers critiquing and creating new lesson plans based on a critical process. An initial lesson plan is refined through criticism, leading to a revised lesson plan. This revision involves incorporating one or more critical thinking strategies based on principles that support a cohesive understanding of critical thinking. Since generic thinking skills often do not transfer well across different subjects or into real-world applications when they are explicitly taught in isolation (Larkin, 1989). These skills are better learned and applied when integrated into the context of particular subjects or content, according to Beyer (1987) and Ennis (1989).

There are many other methods to teach CT, with one notable example being de Bono's (1999) Six Thinking Hats. This versatile tool can be applied across diverse situations to enhance thinking processes, improve communication, and facilitate more effective problem-solving and decision-making. The approach encourages participants to consider a situation from different perspectives, fostering creativity, critical thinking, and effective communication. The focus should be on addressing all aspects of the problem rather than conflicting. This approach fosters collaborative work as well as critical thinking skills (Patris, 2004 as cited in Şenşekerci & Bilgin, 2008). Another approach is Kassem's CRTA Model (2000), designed for the systemic infusion of critical thinking skills. CRTA is an acronym that stands for **C**reate the right climate, **R**eflect about thinking skills and revise instructional objectives, **T**each thinking skills/dispositions explicitly, and **A**ssess critical thinking for real-life use (p. 3). Perkin's thinking frames (1986) are representations intended to guide the process of thought by supporting, organizing, and catalyzing thinking. He posits that intelligence equals power, tactics, and content. In their meta-analysis, Abrami et al. (2008) revealed that some teaching strategies appeared to be more effective than others at developing CT skills. Feuerstein's "Instrumental Enrichment" method, for instance, has been proven to improve thinking skills (Savell et al., 1986). There are some strategies that can be implemented such as class discussions and debates (Hansen & Salemi, 2012; Taylor, 2002), Socratic questioning (Pithers & Soden 2000; Yang et al., 2005), critiquing journal articles,

writing research papers, and evaluating case studies (Lawrence et al., 2009). Moreover, certain books can serve as valuable guides for teaching CT skills, such as "Critical Thinking Skills Success" by Starkey (2004). It offers 20 lessons designed to systematically build CT skills so it can be adapted in an educational context. Regardless of the chosen method for teaching critical thinking, each of these instructional approaches serves as a pathway to foster the development of learners' understanding (Prawat 1991, as cited in Ryan, 1994).

To be able to teach critical thinking skills, teachers and material developers must follow some cognitive steps. It requires to provide structured and systematic instruction. All the stakeholders need to ensure that students receive a clear and organized framework for developing their critical thinking abilities. For example, lower order thinking skills (henceforth LOTs) like remembering have their place in acquiring foundational knowledge, they are insufficient for cultivating the depth of thinking required for critical analysis, problem-solving, and decision-making. Teaching critical thinking involves higher-order cognitive processes that extend beyond simple recall to promote a more comprehensive and thoughtful engagement with information.

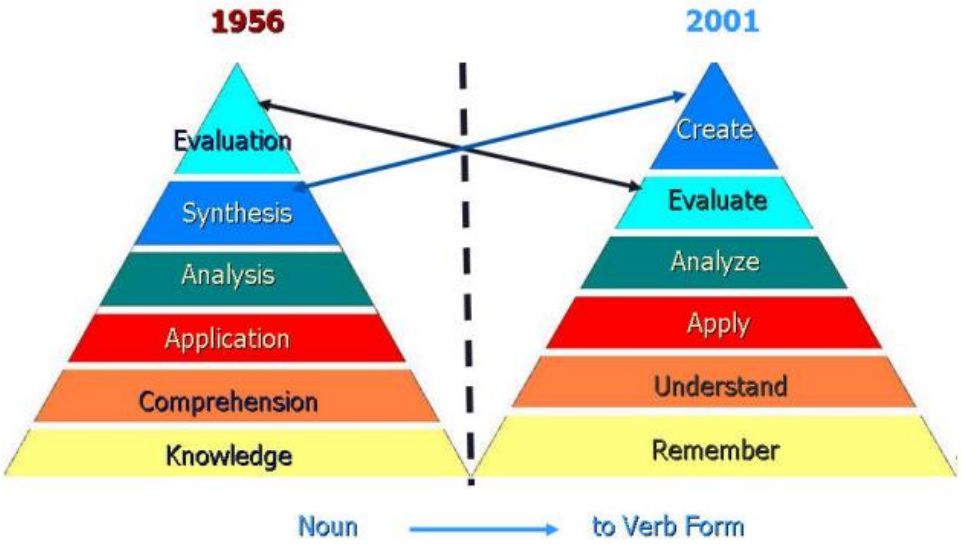
For instance, problem-solving is closely tied to critical thinking, which involves analyzing and reasoning toward a goal. In simpler terms, a problem is more than just a straightforward question—it requires thinking and understanding the context it comes from. As a term *problem* can be defined as “a task which requires analysis and reasoning toward a goal (the "solution"); must be based on an understanding of the domain from which the task is drawn; cannot be solved by recall, recognition, reproduction, or application of an algorithm alone” (Smith, 1991, p. 10). Consider the question, “What is the capital of Türkiye?” Unlike a problem, this query does not prompt problem-solving; a swift response like "Ankara" involves simple recall. True problem-solving, however, requires a deeper analytical process, including analyzing the problem, evaluating possible solutions, and comparing and contrasting results. So, it can be said that critical thinking subskills are closely related to Higher Order Thinking Skills in Bloom’s Taxonomy. In essence, critical thinking involves digging deeper, asking questions, and going beyond the surface to arrive at well-thought-out solutions. As a result, the ability to think critically is considered a higher-order cognitive skill.

2.3. Bloom’s Taxonomy

The foundations of critical thinking theory extend back to the works of Benjamin Bloom, who categorized learning behaviors within the cognitive domain. Bloom's Taxonomy is a hierarchical framework that categorizes educational goals and cognitive processes. It was created in 1956 by Benjamin Bloom and his associates and has since grown to be a popular paradigm in education. It is "a multi-tiered model of classifying thinking according to six cognitive levels of complexity" (Forehand, 2005). The taxonomy organizes learning objectives into six levels, arranged in a pyramid shape, with each level building upon the previous one. Anderson and Krathwohl (2001) saw the need for a revision (see Figure 2.3).

Figure 2.3

Bloom's revised taxonomy (Wilson, 2016)



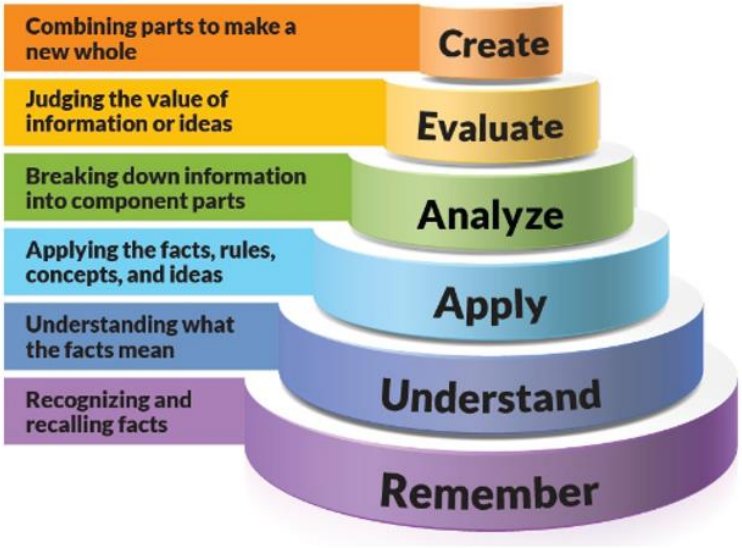
Anderson and Krathwohl (2001) order the levels, from the lowest to the highest as shown in Figure 2.4. These are:

1. Remembering: Learners require to retain or recognize information, facts, or concepts. It involves retrieving "relevant knowledge from long-term memory" (p. 31).
2. Understanding: Learners show comprehension, and they can explain ideas or concepts at this level.
3. Applying: It refers to employing acquired knowledge and abilities to address challenges or carry out tasks in a specific setting.

4. Analyzing: Analyzing involves breaking information down into its essential elements, investigating connections, and identifying patterns or relationships.
5. Evaluating: At this level, learners form opinions, weigh the pros and cons of different choices, and provide reasons for their judgements based on evidence.
6. Creating: It entails coming up with original ideas, designing new products, or developing new solutions by integrating existing knowledge and skills.

Figure 2.4

Learning outcomes of bloom's revised taxonomy (Shabatura, 2022)



By using this taxonomy, a teacher can organize and analyze many learning activities, considering the levels of students. For example, when telling a story named Goldilocks and Three Bears, the questions shown below can be asked (Fisher, 1990, p.70):

1. Knowledge: What happened in the story? What did Goldilocks do in the Bears' home?
2. Comprehension: Why did it happen that way? Why did Goldilocks like little Bear's best?
3. Application: What would you have done? What would have happened if Goldilocks had come to your house?
4. Analysis: Which part did you like best? Which parts could not be true?

5. Synthesis: Can you think of a different ending? What would you have done if you were Goldilocks?
6. Evaluation: What did you think of the story? Was Goldilocks good or bad? Why?

Bloom's Taxonomy can be used for different purposes. It provides a systematic method for designing curricula. By integrating tasks that address various cognitive levels, educators can guarantee a well-rounded and comprehensive learning experience for students. Designing assessments aligned with Bloom's Taxonomy allows educators to evaluate students' understanding and thinking skills more effectively. It enables the assessment of a range of cognitive abilities such as recalling a fact from the passage (remember) to performing a role play (create). Also, different students may excel at different cognitive levels, and providing a range of activities accommodates diverse learning styles and abilities. Thinking skills, such as analyzing, evaluating, and creating, are crucial for developing critical thinking as well. Activities at these levels encourage students to analyze information and evaluate arguments, fostering deeper understanding. Moreover, activities at higher levels, often involve problem-solving. These activities challenge students to apply their knowledge to real-world situations, promoting the development of practical problem-solving skills.

Anderson & Krathwohl (2001) created a chart named “The Cognitive Process Dimension” (pp. 67-68) for aligning prompts and activities with the cognitive skill levels of Bloom's Taxonomy. This chart has been updated and revised by Mishan and Timmis (2015). Each level of cognitive is associated with specific processes, prompts, sample activities, and sample questions related to the story of Little Red Riding Hood (see Appendix II).

Bloom's Taxonomy provides educators with a structured framework to guide the design of learning objectives, instructional strategies, and assessments. It encourages the progression of thinking skills from lower-order to higher-order cognitive processes, promoting deeper understanding, critical thinking, and creativity in learners. According to Anderson & Krathwohl (2001) first three (remembering, understanding, applying) steps are called lower order thinking skills. They involve basic knowledge acquisition and comprehension of information. The others that require learners to engage in more complex cognitive processes, such as analyzing, evaluating, and creating are called higher order thinking skills (HOTs).

By separating these skills, educators can guide learners through a progression of learning, ensuring that they develop a solid knowledge base before moving on to more advanced thinking processes. Teachers challenge students to apply their information in

deeper and more sophisticated ways through encouraging critical thinking and making connections. For application and problem-solving, higher-order cognitive abilities are crucial. Higher order skills enable learners to transfer and apply their knowledge to new contexts, solve complicated issues, and think creatively while lower-order skills are important for knowledge acquisition. Also, making a distinction between lower-order and higher-order thinking abilities enables more specialized testing and education. Assessments and learning exercises can be specifically targeted at various levels of thinking by educators. They can then evaluate students' comprehension, give them individualized feedback, and create lessons that support the growth of both lower- and higher-order skills. Higher order thinking abilities frequently more closely match the cognitive demands of everyday scenarios, such as work and school environments. In conclusion, separating lower order and higher order thinking skills demonstrates that there are different levels of cognitive complexity and helps people learn to understand things better, think critically, solve problems, and use their information in the real world. This difference makes it easier for teachers to set up learning experiences in a way that helps students develop a wide range of thinking skills, evaluate their progress, and plan lessons that support that growth. By using Bloom's Taxonomy, educators can effectively scaffold learning experiences and promote intellectual growth and development in students.

Bloom's Taxonomy gives a framework for making learning objectives that are clear and can be measured. By matching the content and activities in a coursebook to the different stages of Bloom's Taxonomy, designers can make sure that the materials and activities help students develop different thinking skills. Coursebooks can provide a logical progression of cognitive difficulty, beginning with basic thinking skills and gradually progressing to more advanced ones, so that students can build a strong base of knowledge before moving on to more complex cognitive processes. Different kinds of thinking skills can be taught with different kinds of tasks. Activities that require remembering facts or understanding concepts (lower-order skills) can be used to reinforce foundational knowledge, while activities that require analyzing information or judging arguments (higher-order skills) can challenge learners to think critically and use their knowledge in different situations.

For example, when learners are tasked with problem-solving, a critical preliminary step involves analyzing the nature of the problem by deconstructing it. “There is no way to effectively solve problems unless one thinks critically about the nature of the problem and how to go about solving them” (Paul, 1993, p.9). Critical thinking has an indispensable part in the problem-solution process along with all other higher order thinking skills.

By putting Bloom's Taxonomy into coursebook design, teachers can make more complete and useful learning tools. The taxonomy serves as a guide for cultivating critical thinking skills, fostering a deeper understanding of concepts, and facilitating the transition from lower-order to higher-order thought. It gives a helpful framework for making coursebooks that help students learn in a way that is useful and interesting.

2.4. Bloom's Taxonomy and Critical Thinking

Bloom's taxonomy does not provide a specific definition of critical thinking. Instead, it outlines six levels of cognitive skills that together form the foundation of critical thinking (Aviles, 1999). These levels not only facilitate the analysis, evaluation, and synthesis of information but also serve as guiding principles for individuals in enhancing their cognitive abilities. Considering thinking skills as tools employed for exploring the world, solving problems, and making judgments, attempting to enumerate and master all these cognitive skills would be an insurmountable task. Therefore, having a structured framework becomes indispensable in navigating the complexities of cognitive development and skill acquisition.

> If thinking skills are the mental capacities we use to investigate the world, to solve problems and make judgements, then to identify every such skill would be to enumerate all the capacities of the human mind and the list would be endless. (Fisher, 2007, p. 72)

A lot of scholars have endeavored to determine the essential skills in human thinking, with Benjamin Bloom standing out as one of the most renowned. Bloom (1956) emphasizes that while knowledge is essential in education, it's not enough as the sole outcome. He argues,

> What is needed is some evidence that the students can do something with their knowledge, that is, that they can apply the information to new situations and problems. It is also expected that students will acquire generalized techniques for dealing with new problems and new materials. (p. 38)

Zohar and Dori (2003) support this view by stressing the evolving definition of "knowing," which now includes the capacity to locate and utilize information proficiently rather than simply memorizing it. This is essentially what critical thinking is all about. Even if there are multiple terms used for these skills like "critical thinking", "problem solving", or as Bloom himself says "intellectual abilities and skills", still this type of cognitive action "requires some analysis or understanding of the new situation; it requires a background of

knowledge or methods which can be readily utilized; and it also requires some facility in discerning the appropriate relations between previous experience and the new situation" (Bloom, 1956, p.38).

Bloom's taxonomy of thinking skills, referred to as the "cognitive objectives of education," has found widespread application among educators for planning their teaching. Bloom classifies the first three as "lower-order" cognitive skills and the last three as "higher-order" skills, with each building on the simpler ones before it. The last three skills, especially, are seen as more advanced and crucial for critical thinking (Bloom, 1956; Khodadady & Karami, 2017). He also emphasizes the circular and interconnected nature of his work and says, "it is quite possible that the evaluative process will in some cases be the prelude to the acquisition of new knowledge, a new attempt at comprehension or application, or a new analysis and synthesis" (p. 185). APA (1990) acknowledges this circular nature of CT by saying:

> CT is non-linear and recursive to the extent that in thinking critically a person is able to apply CT skills to each other as well as to the problem at hand. For example, one is able to explain one's analysis, analyze one's interpretation, or evaluate one's inference. (as cited in Giancarlo & Facione, 2001, p. 3)

This intricate nature of critical thinking is acknowledged also by Reichenbach (2001). While defining higher-order thinking, Lewis and Smith (1993) highlight that it occurs when an individual receives newly acquired information stored in memory and interrelates, rearranges, or extends this information to accomplish a specific purpose or find potential solutions in challenging situations. In today's knowledge-based economy, there is a greater demand for knowledge workers skilled in higher order thinking and reasoning, allowing them to address complex and real-world problems in the workplace (Govindasamy, 2001). Recognizing the importance of adapting to fast-paced world, MoNE (2023) introduced a course called "Thinking Education" to help learners discern necessary and accurate information from vast sources. The course aims to equip individuals with the skills to navigate a fast-paced. It focuses on interpreting and critically evaluating information from real and virtual sources, understanding events, and responding thoughtfully. The course promotes informed decision-making, effective problem-solving, responsible citizenship, and professional excellence.

While critical thinking necessitates higher-order thinking skills, it is crucial to acknowledge the significance of lower-order thinking skills in fostering the ability to think critically. As Baron (1988) aptly notes, "without knowledge, thinking is an empty shell" (as

cited in Medin, 1990, p.140), underscoring the indispensable role of all thinking skills in the development of critical thinking. All cognitive levels are equally important as they form the groundwork for higher levels of thinking. As one moves from LOTs to HOTs, thinking capacity expands. For that reason, a strong base in lower order thinking skills is essential to effectively support the advancement to more complex, higher order thinking skills.

Teachers can effectively guide students towards becoming critical thinkers by scaffolding CT skills and explicitly informing students that these activities are meant to enhance their critical thinking (Westbrook, 2014). This process involves breaking down CT skills into manageable steps, providing support and gradually increasing the complexity of tasks. Using Bloom's taxonomy, which provides a framework for developing cognitive skills from basic to complex, can further support this goal, as it helps students build a solid foundation for critical thinking (Kelly, 2019). To incorporate critical thinking effectively in the classroom, teachers should focus on asking questions that prompt students to engage in higher-order thinking, such as analysis, synthesis, and evaluation (Paul, 1985). By doing so, teachers create opportunities for students to practice and develop these skills in a structured and supportive environment. Over time, as students become more comfortable and proficient with these tasks, they will continue to develop their critical thinking skills independently, extending their application beyond the scope of the course.

By doing so, students will be empowered to apply open and critical thinking to all aspects of their lives. Recognizing the importance and relevance of these skills encourages students to think critically not only within the context of learning English but also in their everyday decision-making and problem-solving. Ultimately, they will be equipped with the lifelong ability to think deeply and critically about a wide range of issues.

2.5. Materials for Thinking Critically

In the evolution of English Language Teaching (ELT) methodologies, a noteworthy shift has been observed toward fostering critical thinking skills within language learners. The traditional emphasis on rote memorization and language structure has given way to an increased recognition of the importance of cultivating learners' abilities to analyze, evaluate, and synthesize information. This paradigmatic shift towards critical thinking in ELT materials is driven by a broader educational goal to equip learners with skills that extend beyond language proficiency. Educational theorists argue that language learning should not only encompass linguistic competence but also nurture learners' capacity to think critically

about the content they face. “Rote learning and memorization are no longer appropriate for those who want new, meaningful knowledge and understanding” (Živković, 2016, p. 107). Rote memorization requires reciting information without understanding its deeper meaning, while CT requires skillful analysis, evaluation, and interpretation, reflecting a more thoughtful and analytical approach to understanding the subject matter (Sternberg, 2003). Several studies consistently demonstrate that the acquisition of critical thinking skills can enhance the process of learning a foreign language (Afshar & Movassagh, 2017; Liang & Fung, 2021). Consequently, the selection and development of teaching materials have become pivotal in aligning language education with the demands of a dynamically changing world.

Critical thinking materials in ELT are designed to engage learners in activities that go beyond mere language comprehension. They prompt learners to question, infer, and deduce conclusions from the information provided in the target language. Texts are carefully chosen or crafted to stimulate analysis and discussion, encouraging learners to articulate their thoughts, challenge assumptions, and construct well-reasoned arguments.

One crucial aspect of material development for critical thinking involves the inclusion of diverse perspectives and controversial topics. This not only broadens learners' exposure to different viewpoints but also encourages them to navigate through conflicting ideas, fostering intellectual agility and open-mindedness. Authentic texts, case studies, and real-world scenarios are integrated to provide a rich and varied context for critical exploration.

Moreover, the pedagogical approach in these materials often involves collaborative learning strategies, such as group discussions, debates, and problem-solving activities. These activities aim to enhance learners' ability to articulate their ideas effectively, consider alternative viewpoints, and engage in constructive dialogue—a set of skills valuable both in language use and broader academic and professional contexts.

While challenges exist, such as ensuring materials are accessible to learners at various proficiency levels, incorporating critical thinking elements into ELT materials signifies a significant and progressive step in fostering learners who not only communicate proficiently but also think critically in the language they are acquiring.

Because of all these reasons mentioned above, it is crucial to select and adopt the best teaching material for a particular group of learners to foster critical thinking. However, it is ironic that being able to choose the best material for facilitating critical thinking requires thinking critically as well. When it comes to evaluating materials critically, such as articles, research papers, or any information source, critical thinking plays an essential role in several

ways since the evaluation process encompasses a lot of judgements. First, critical thinking helps evaluators evaluate the credibility of the source. This involves considering the author's qualifications, the publication or platform where the information is presented, and whether there is evidence of bias. Also, critical thinking involves breaking down arguments into their components, identifying assumptions, evaluating evidence, and assessing the logical connections between ideas. This process allows individuals to discern the strength and weaknesses of a material. When individuals engage in critical thinking, they are better equipped to evaluate information, weigh competing claims, and arrive at conclusions based on evidence and reason. This process of critical thinking can be crucial in the setting of material adoption. Individuals often encounter various sources of information and competing claims about the benefits and drawbacks of those materials when they are considering the adoption of new materials, products, or technologies. Critical thinking allows individuals to sift through this information, analyze it objectively, and make more informed decisions. It helps them assess the suitability of a material for their specific needs, understand potential risks, and evaluate the overall impact of adopting that material. Evaluators tend to think independently and not to rely solely on authority or popular opinion when they are critical thinkers. It helps them to question information and arrive at their own conclusions.

In an era of information overload, where we are bombarded with vast amounts of data and opinions, the ability to think critically is essential for navigating and making sense of the world. It not only helps individuals in selecting the most suitable materials but also enables them to engage in meaningful discussions, solve problems, and contribute to informed decision-making processes. Critical thinking is a skill that is valuable in various aspects of life, from education and work to personal decision-making and civic participation.

2.6. Critical Thinking Skills in EFL Coursebooks

Coursebooks are one of the most important and widely used tools for learning a language. The goals of the program are reflected in them, and they also have other benefits for both teachers and students. Hutchinson and Torres (1994) say that during times of change, a course book can be a way to help teachers and a way to make changes and adjustments. Most teachers think that course books are helpful tools that give useful information and help. Learners also need coursebooks to help them through the difficult process of learning. "Textbooks are the visible heart of any ELT program," says Sheldon (1988, p.237) stressing how important textbooks are when teaching English. First of all, coursebooks are essential

in helping students improve their thinking skills by exposing them to a variety of challenging material. Students encounter a variety of viewpoints, theories, and concepts in well-designed coursebooks, which challenges their preconceptions and broadens their worldview. Coursebooks promote critical thinking, the evaluation of facts, and the formation of autonomous judgements by presenting information in a fair and objective manner. Second, exercises and activities that encourage students to use higher order thinking skills are included in coursebooks. Students may be required to analyze, assess, and synthesize information as part of these exercises, which motivates them to engage in the material beyond rote memorizing. Coursebooks encourage the development of critical thinking skills by offering opportunities for problem-solving, decision-making, and logical reasoning. Coursebooks also teach students how to use and develop critical thinking techniques. They instruct students in argument analysis, logical thinking, and evidence evaluation, giving them the cognitive frameworks necessary to properly examine complicated situations. Coursebooks also encourage information literacy abilities by training students to assess sources, identify bias, and differentiate between accurate and false information. This improves their capacity to critically analyze the information they come across. The coursebooks' assessment and feedback features support the improvement of critical thinking abilities. Coursebooks give students the chance to show off their analytical and problem-solving skills by creating assessment assignments that demand them to use their critical thinking skills. Teachers' constructive criticism of students' ideas and thought processes promotes reflection and aids in the development of their critical thinking abilities. While coursebooks can serve as a basis for the development of critical thinking, it is crucial to remember that they are not the only factor in determining a student's capacity for critical thought. In order to foster and direct students' critical thinking, teachers must use coursebooks as a resource to build a stimulating and encouraging learning environment. In conclusion, coursebooks act as a catalyst for cultivating critical thinking abilities. They offer a variety of content, encourage students to engage in higher order thinking exercises, impart critical thinking techniques, and provide opportunity for evaluation and feedback. Because of this dynamic interaction, coursebooks help students develop their critical thinking skills and their ability to think independently, reflectively, and discerningly.

2.7. Related Studies

In education, evaluating teaching materials is crucial for effective teaching worldwide. Teachers and researchers understand how important it is to choose the right materials for learning. As we focus on improving teaching methods, various studies explore how we evaluate educational materials. This section navigates through the progression of these studies, starting with general material evaluation and moving towards the specific area of assessing teaching materials for developing critical thinking skills.

A plethora of research has investigated the evaluation of teaching materials, encompassing diverse perspectives and methodologies. Studies by Smith (2017), Johnson (2019), and Lee (2020) have investigated the intricacies of assessing the appropriateness, relevance, and efficacy of educational materials in various contexts. These investigations illuminate the challenges inherent in material evaluation and underscore the need for systematic approaches to ensure quality in instructional resources. There are a lot of studies focusing on different aspects of evaluation carried out to evaluate the teaching materials comprehensively. A study conducted by Yazıcı and Hayta (2021) showed that the reading-focused coursebook was pretty good in terms of external evaluation with the high-quality cover, page layout, and colors, but internal evaluation revealed shortcomings in effectively teaching the target language. Some studies (Atay & Kurt, 2006; Taylan, 2013) evaluated the effectiveness of a coursebook used in Türkiye and it was seen there was a dilemma between teachers and students since students find the book effective while teachers think it is not that effective. For example, Demirci and Tavil (2015) examined if the skills taught in the Yes You Can A1.2 coursebook, used by the Ministry of National Education in Türkiye, were effectively integrated. The study acknowledges that not all coursebooks develop four language skills equally. Despite students' satisfaction with the coursebook, teachers objected to its use due to a lack of successful integration of skills. This may show that students may not know exactly what they need because they might be unaware of better book options (Atay & Kurt, 2006, p. 60). There are some studies which the coursebook receives criticism from both students and teachers due to excessively long reading passages, inappropriate difficulty levels, and a lack of various learning styles, a lack of emphasis on speaking practice. (Aytuğ, 2017; Çakıt, 2006). The study conducted by Kayapınar (2009) aimed to explore teachers' perspectives on the quality of widely used beginner and intermediate level foreign language coursebooks in preparatory classes across twenty-five high schools. Two English coursebooks were selected for the study, involving 134 English teachers in Mersin. Using a 76-item questionnaire and open-ended questions, teachers were surveyed on their opinions about the chosen coursebooks. Overall, it was revealed that the coursebook

packages did not align with the needs and expectations of teachers and failed to meet the needs of learners. A study by Kütük and Su-Bergil (2021) aimed to gather EFL teachers' perspectives on coursebooks provided by the Ministry of National Education (MoNE) across different educational levels in various Turkish cities. The findings revealed that a majority of teachers expressed dissatisfaction with the content of MoNE-provided textbooks. This dissatisfaction was linked to teachers' loss of motivation and reluctance to adopt the textbooks. So, it can be said that coursebooks must be examined comprehensively and teachers' perspectives must be incorporated (Yılmaz & Aydın, 2015.) Also, there are some studies which both teachers and students find the coursebook effective (Özdemir, 2007). Time to time, the book may not be suitable for the needs of teachers and students in that specific setting (Güreli, 2008). Research providing students' expectations from coursebook by Hopa (2019) looked into what college students studying English in Türkiye think about their coursebooks. She found that students want their coursebooks to teach them practical communication skills for real life, not just things useful for exams. Also, students feel that coursebooks should help them become more autonomous learners.

Although people worldwide emphasize the importance of teaching critical thinking skills, critical thinking is not a process that is easily measured nor is it a process easily taught (Baker & Delmonico, 1999). The literature now tries to explore how to evaluate materials, imparting and fostering critical thinking. "Critical thinking is perhaps the most oft-cited learning objective" (Browne & Meuti, 1999, p.162). This is because becoming a self-regulated, autonomous learner requires using critical thinking effectively. (Lindner & Harris, 1998; Zimmerman & Martinez-Pons 1986, 1988; Zimmerman, 1989). There are some studies showing that students who are better at thinking critically tend to do better in improving their learning process (Abrami et al., 2008; Alkaya, 2006; Bell & Loon, 2015; Huber & Kuncel, 2016; Johnson, 2002; Marin & Halpern, 2011; Tosuncuoğlu, 2018). There are studies also focusing on the critical thinking abilities of teachers or teacher candidates, considering these skills as prerequisites before teaching them (Kürüm, 2002; Yıldırım Taştı &Yıldırım, 2022). Teachers are open to the idea of teaching CT skills in their classrooms (Stapleton, 2011). Even if, they try to implement CT skills in their classrooms, they face some challenges such as 1) low ability of students in English, 2) teachers' lack of competencies in preparing HOTs questions and 3) lack of facilities and infrastructure to support effective implementation of HOTs (Fitriani et al., 2023, p.746).

Table 2.3 summarizes various studies on the importance of CT in education, highlighting key aspects such as the necessity for better learning, the role of critical thinker

teachers, the importance of teaching CT from an early age, and the neglected role of CT in books.

Table 2.3

Related studies

CT=Better learning	Teaching CT=Critical thinker teachers	CT takes time and it must be taught from early ages and lower proficiency levels	CT skills are not enough in books	Books focus more on LOTs
Abrami et al., 2008; Alkaya, 2006; Bell & Loon, 2015; Facione & Facione, 1993; Huber & Kuncel, 2016; Johnson, 2002; Marin & Halpern, 2011; Marzano, 1991; Santos, 2018; Sönmez, 2017; Tosuncuoğlu, 2018	Alaxendar et al., 2010; Doğanay & Sarı, 2012; Karademir, 2013; Kutlu & Schreglmann, 2011; Kürüm, 2002; Stapleton, 2011; Ünlü, 2018; Yeşilyurt, 2021; Yıldırım Taştı &Yıldırım, 2022	Akar, 2007; Deniz, 2019; Fung, 2017; Kayapınar, 2009; Liang & Fung, 2021; Özmen, 2008; Uğurlu, 2010; Watrous-McCabe, 2005	Chen, 2021; Garcia, 2018; Güzel Yüce & Emir, 2020; Yağcılar, 2010	Abdelrahman, 2014; Arı, 2018; Assaly & Smadi, 2015; Gökler et al., 2012; Hazhemnezhad, 2011; Mosalanejad, 2010; Oktaviani, 2018; Öztürk, 2019; Rahpeyna & Khoshnood, 2015; Razmjoo & Kazempourfard, 2012; Rebla, 2022; Tarman & Kuran, 2015; Ulum, 2016; Zaiturrahmi & Zulfikar, 2017

However, there is a scarcity of publications dedicated to enhancing critical thinking. Especially, for the development of CT from early ages and lower proficiency levels, there is only a few research in the literature (Akar, 2007; Deniz, 2019; Fung, 2017; Liang & Fung, 2021; Uğurlu, 2010). In a study conducted by Yağcılar (2010) using Beyer's (1995) Critical Thinking Model, the research aimed to explore strategies for improving critical thinking skills in both ESL and EFL settings. Specifically, the study focused on the integration of "reading into writing" in 6th-grade English Language Teaching coursebooks used in Turkish state schools. The findings indicate that the book lacks activities that effectively foster critical thinking skills, particularly at higher levels such as critical thinking operations and strategies.

Educators can design a curriculum that encourages students to employ thinking dispositions, thereby promoting student learning through participation in critical thinking activities (Facione & Facione, 1993). Notably, studies by Garcia (2018) and Chen (2021)

have explored the pivotal role of teaching materials in promoting active engagement and analytical thinking. These works lay the groundwork for understanding how educational resources can serve as catalysts for nurturing the cognitive abilities essential for navigating the complexities of the modern world.

The information available about how to pick and assess coursebooks is vast. When choosing and evaluating coursebooks, it's important to use criteria that make sense for the situation. Harmer (1991) suggests looking at things like how the book looks, what it covers, how it teaches, what it aims to achieve, and whether it meets the teachers' and learners' specific needs. Within this evolving landscape, the use of checklists has emerged as a systematic tool for material evaluation. The studies of Anderson (2016) and Kim (2019) showcase how checklists provide a structured framework for educators to assess the suitability of materials, ensuring a comprehensive evaluation process. There are studies using checklists (Akar & Kara, 2022) to assess the materials in various ways such as the quantity and frequency of various text types, materials accuracy, and supporting learning materials (Akbar, 2016). BRT has been used as a checklist while evaluating coursebooks all around the world. Oktaviani (2018) evaluated a 5th-grade primary English textbook in Malaysia and found it primarily focused on comprehension. Similarly, Razmjoo and Kazempourfard (2012) discovered that most activities in the textbook emphasized LOTs. They recommended that textbook developers incorporate higher-order cognitive activities and that teachers use additional materials to address this gap. Rahpeyna and Khoshnood (2015) also found that lower-order cognitive skills were more frequently used than higher-order skills in their evaluated books. In Pakistan, Chandio et al. (2016) analyzed exam questions from the last five years and found that they mostly focused on 'remembering,' neglecting HOTs. Hashemnezhad (2011) evaluated an English grammar coursebook using Bloom's taxonomy and a questionnaire developed by Daoud and Celce-Murcia (1979) for selecting suitable coursebooks. The questionnaire focused on the subject, vocabulary, structure, exercises, visuals, and physical features of the book. The study found that the coursebook only included activities involving first-level cognitive skills. Mosalanejad (2010) evaluated three high school and one university preparatory coursebook, coding their learning objectives based on Bloom's taxonomy. The analysis revealed that lower-order cognitive skills were more prevalent in all the books. However, the university-level preparatory coursebook also included higher-order cognitive skills.

Unfortunately, in Türkiye, students expected to get passing grades by memorizing course notes, find themselves in a comparable educational setting at our universities

(Yılmaz, 1997). CT skills are not adequately promoted, but it is no longer enough to raise literate people. In the 21st century, people need a broader set of skills. In contemporary education, a shift is sought beyond just teaching of language skills. The emphasis is placed on the development of critical thinking abilities, aligning with Descartes' famous saying, "I think, therefore I am." While Turkey has been a pioneering country in conducting research on CT skills, followed by the USA, recent years have seen an increasing focus on CT studies in Turkey (İşlek & Hürsen, 2014). Despite the significance scholars attribute to CT education, the current education system in Turkey doesn't strongly support it. According to Özmen (2008), the advancement of CT skills faces challenges due to assessment designs that favor memorization over productive thinking, the structure of student selection exams, and the absence of dedicated national, governmental, or institutional organizations for CT in Türkiye. A meta-synthesis study by Polat (2015) encompassing 18 qualitative studies in Turkish highlighted the importance of incorporating various techniques, such as discussion, cause and effect, and methods involving relationships, interpretation, questioning, research, inference, and comparison, for acquiring critical thinking skills. Despite recognizing the necessity for these methods, teachers often lean towards the "straight explanation" approach. Teachers have acknowledged a lack of sufficient implementation of activities targeted at developing critical thinking skills. Some studies conducted to analyze the teachers' attitudes toward CT show that teachers have no problem with imparting CT skills in their lessons, but they state that they don't have enough time to deal with it. According to a study done by Karademir (2013), teacher candidates are good at thinking critically and asking questions. They are comfortable with these skills and want to get better at overcoming challenges in thinking critically and asking questions.

Rebla's (2022) study demonstrated that the reading activities in the 7th-grade English coursebook published by MoNE failed to practice higher levels of bloom's taxonomy. Similarly, Öztürk (2019) evaluated 9th grade English coursebooks and identified a distinct emphasis on conceptual knowledge and lower order thinking skills. However, a noticeable gap in metacognitive knowledge was observed. Arı (2018) conducted a study to evaluate the outcomes of the 2015 and 2017 secondary school Turkish education programs, noting that "remember" and "evaluation" was not given enough importance. Whereas Sönmez (2017) proposed a model program based on BRT and conducted a mixed-method study to evaluate its effectiveness. The study included both a control group and an experimental group. The control group, taught using BRT model, showed positive attitudes and outcomes, indicating that the program effectively supported the students' learning needs.

By bringing together all these studies, it is observed that, while a considerable amount of knowledge exists regarding the selection of good books. However, there's still room for further understanding of how to select books that help students become good thinkers. This is why there's a need to study more and find ways to make books that assist students in thinking better.

CHAPTER III

METHODOLOGY

In this section, the research design, the data collection instruments used in the research, the particular coursebook analyzed, the application of the data collection instruments, the data analysis procedure, and reliability and validity issues are presented and discussed.

3.1. Research Design

This study uses a convergent parallel mixed method to comprehensively evaluate the implementation of CT skills in a pre-intermediate level EFL coursebook published by National Geography Learning. This study employs a post-use evaluation of materials to gain crucial insights into their effectiveness and identify areas for improvement. Such evaluations reveal whether intended learning outcomes were achieved and help educators make data-driven decisions to enhance instruction quality (Richard, 2001). Ellis (1997) emphasizes the importance of post-use evaluation, noting it helps determine which activities are effective, how materials can be adapted for future use, and whether they are worth reusing.

The research paradigm involves collecting and analyzing both quantitative and qualitative data to gain a deeper understanding and address the research questions investigated in the study (Creswell, 2014; Denzin, 1970; Malik & Hamied, 2016; Nunan, 1992). In this study, the researcher collected “both forms of data roughly at the same time” and integrated this “information in the interpretation of overall results” (Creswell, 2014, p. 15). The two-pronged research design combines descriptive content analysis and the descriptive survey model.

Mixed methods research “recognizes that school learning is complex, and that one data source is usually insufficient for more comprehensive understanding. When qualitative findings expand on quantitative findings (or vice versa), practical implications of the research are offered with more confidence” (Newton Suter, 2012, p.238). This agrees with Creswell (2014), who says mixed methods research combines the strengths of both qualitative and quantitative approaches. The combination of these two “provides a more complete understanding of a research problem than either approach alone” (Creswell, 2014, p.4). The rationale for choosing a mixed-method approach in this study lies in its ability to

obtain the strengths of both qualitative and quantitative methodologies while minimizing their limitations. This approach proves beneficial when researchers have access to both types of data, allowing for a comprehensive understanding of research problems by integrating different perspectives of individuals and combining qualitative and quantitative data (Creswell, 2014).

The first step of the study reveals the distribution of higher-level cognitive steps and lower-level cognitive steps of Bloom's taxonomy within listening, speaking, reading, writing, grammar, vocabulary and pronunciation activities in the coursebook. An attempt has been made to determine the extent to which these activities impact the development of individuals' cognitive skills. Anderson and Krathwohl's (2001) revised version of Bloom's taxonomy was used for this phase of the study due to its prevalence and usefulness. The qualitative findings and inferences were presented even if the data was shown via numerical data such as percentages and frequencies. Qualitative research is preferred since it gives the researcher a chance to analyze the content. As noted by Creswell (2012), one characteristic of qualitative research is “analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings” (p.26).

Content analysis is a systematic and objective research method for characterizing and quantifying phenomena (Downe-Wamboldt, 1992; Schreier, 2012). It is often used to figure out what ideas are present in a piece of text in social sciences. It's a systematic and repeatable way of analyzing text by breaking it down into smaller categories through specific coding (Büyüköztürk et al., 2019). Seif (2012) states content analysis “goes beyond merely counting words or extracting objective content from texts to examine meanings, themes, and patterns that may be manifested or latent in a particular text” (p.62). Even though Berelson (1952, p.18), one of the founders of content analysis, suggested that it is a part of quantitative study saying, “research technique for the objective, systematic and quantitative description of the manifest content of communication”, opposite definitions have been provided by Shapiro and Markoff (1997) leading “content analysis” to a broader definition like “any methodological measurement applied to text (or other symbolic materials) for social science purposes” (p.14). Hsieh and Shannon (2005) describe content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p.1278). As summarized by Dinçer (2018) content analysis has three subcategories such as meta-analysis, meta-synthesis, and descriptive content analysis. He explains descriptive content analysis as “to reveal the pattern(s) of a theme in frequencies or percentages to present an overall case and

does not allow detailed inferences" (p.179). Descriptive content analysis involves systematically analyzing the content and structure of the coursebook itself. Researchers can examine the organization, coherence, relevance, and alignment of the materials with intended learning outcomes. They can also analyze the types of activities and tasks provided, the language input, and the opportunities for critical thinking and language development.

In the second phase, descriptive survey model was utilized within the CT skills framework. The quantitative data were collected using Critical Thinking Likert Scale (Demir, 2008). This quantitative approach was complemented by qualitative data from open-ended responses provided by teachers. Employing this dual method facilitated a more thorough assessment of the book's efficacy in addressing and promoting critical thinking skills.

3.2. Research Context

This study is a coursebook evaluation conducted at a preparatory school of a foundation university in Ankara, Türkiye. The school follows a semi-modular system for language instruction. The academic year is divided into four tracks, each lasting eight weeks, where students progress from A1-A2 to B1+ level without level-specific classes. Also, they do not repeat the tracks even if they could not get high scores. Students do not repeat tracks even if they do not achieve high scores; instead, those who lag behind their peers receive additional support lessons. Evaluation methods during each track include two writing tasks, two speaking tasks, online assignments, and teacher assessments, culminating in a track achievement test. A final score of 70 is required to pass the preparation school.

The selected coursebook, used solely during the 2023-2024 academic year, was chosen for its potential to enhance students' critical thinking (CT) skills—a key focus of the institution. The ability to analyze situations and view them from multiple perspectives is crucial as students engage in tasks that require language production on debatable topics. This emphasis on CT skills influenced the decision to test this particular book, informed by pre-evaluations and the goals outlined in its new edition.

Given that the coursebook is slated for potential use in the 2024-2025 academic year, this evaluation is particularly significant. The feedback gathered from both students and teachers will determine whether it will continue to be used. This book is part of a broader strategy to incorporate "Skillful Reading, Writing, and Critical Thinking" materials from

Macmillan Education into mandatory English courses across various levels, reflecting the institution's commitment to fostering higher-order thinking skills.

The researcher's role as a coordinator at the institution provides unique access and influence over material adoption, allowing for practical application of the thesis findings. The ease of access to the book and the ability to efficiently gather feedback from other teachers further facilitate the research process. This study not only aims to assess the coursebook's effectiveness in developing CT skills but also seeks to inform future material adoption decisions within the preparatory school.

3.3. Coursebook

The coursebook subjected to evaluation in this study is "Life Pre-Intermediate" by National Geographic Learning. The back cover of the book states, Life Pre-intermediate is for learners who are around A2 level and want to progress towards B1 according to the Common European Framework of Reference (CEFR). The 2nd edition of the book includes some updates regarding critical thinking. On their website, the publishing house describes these updates and claims that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. They claim, "To encourage a generation of informed decision-makers, Life prepares learners to think critically while teaching the English skills needed communicate effectively. […] Information-rich topics and a carefully designed critical thinking syllabus challenges learners to understand texts at a deeper level." (National Geographic Learning, n.d.). The book includes a part named "Critical Thinking" associated with longer reading passages. This part aims learners to read the text again more deeply to find out what the author is trying to achieve and to analyze the style of the writer. Students are asked to differentiate between fact or opinion, assess the relevance of information, read between the lines, evaluate the reliability of the information, or identify the techniques used by the author to convince the reader or weigh up evidence. When new vocabulary or grammar is introduced, students are frequently expected to use the target language in controlled practice exercises in addition to applying critical thinking to the reading texts. When students are given the chance to analyze and evaluate a situation while using the new language both critically and creatively, they apply it in productive speaking and writing tasks. Students transit from using "lower-order thinking" to "higher-order thinking" in this way (*National Geographic and Critical Thinking*, 2019).

The book is an international coursebook with a global focus. It helps students build the confidence and skills they need to do well in school and use English in a globalized world. It is designed for people who cross national borders and communicate with people from other countries. It has a topic-based, multi-strand curriculum that covers grammar, vocabulary, real life functions, pronunciation, critical thinking and the four skills (listening, speaking, reading, and writing), which are given significant emphasis. The coursebook has twelve units: Lifestyle, Competitions, Transport, Challenges, The environment, Stages in life, Work, Technology, Holidays, Products, History, Nature. In the coursebook, the unit topic is firstly presented with a picture and questions to activate students' schemata. Grammar is presented through reading and listening texts. In further lessons, new language is presented through informative texts with a balanced mix of grammar, vocabulary, pronunciation, speaking and writing tasks along with some functional language activities. Each unit has a unit opener part, consisting of a picture accompanied by a brief listening track (approximately 30 seconds) designed to prepare learners for the unit's content. Additionally, there is a part called "My life" which aims to encourage learners to relate the global content to their own life via personalization. Each unit comprises 12 pages. Unit opener is followed by Part A, B, C, D, E, F parts. Part A and B presents the target grammar, vocabulary. Part C focuses on reading and critical thinking while Part D deals with real-life functions of the language. Part E is related to writing skill while Part F has a video lesson. At the end of every unit, Life has a "Review and Memory Booster" part to give learners a chance to practice what they have learnt such as vocabulary, grammar, and functional language.

3.4. Participants

The participants of the study were thirty EFL instructors (8 male, 22 female) working at a preparatory school at a foundation university in Ankara, Türkiye. They have been using the book for 1 year only. Collecting feedback from the teachers who actually used the book in the same institution is so important because they are the ones who are going to use the same book in the following year if it is adopted.

As can be seen in Table 3.2., eleven of the instructors were BA graduates while 19 held an MA degree in various fields of study, such as ELT (n.14), English Language and Literature (n.2), Linguistics (n.2), and others (n.1). Those who received BA only graduated from various departments, the majority of which was ELT (n.20).

As for the years of teaching experience they had, it was found out that 56.7% of the instructors (n. 17) had less than 5 years of experience, 20 % (n.6) had a teaching experience of 5-9 years. 10.0% of them (n. 3) had experience between 10-15 years, 10.0% of them (n. 3) had experience between 15-20 years and there was only 1 teacher who had 20 years or more of teaching experience.

Table 3.1

Instructors' demographic information

		Frequency	Percent
Year of Teaching Experience	less than 5 years	17	56,7
	5 to 9 years	6	20,0
	10 to 15 years	3	10,0
	15 to 20 years	3	10,0
	20+ years	1	3,3
	Total	**30**	**100,0**
Educational Background			
BA	ELT	20	66,7
	Literature	9	30,0
	Linguistics	1	3,3
	Total	**30**	**100,0**
MA	ELT	14	73,7
	Literature	2	10,5
	Linguistics	2	10,5
	Others	1	5,3
	Total	**19**	**100,0**

3.5. Data Collection Instruments

The study focuses on evaluating a coursebook in two steps. In the first step, the book's content underwent analysis based on the cognitive steps of Bloom's revised taxonomy to identify the distribution of lower-order thinking skills and higher-order thinking skills. In the second step of the study, the EFL instructors who used the coursebook were provided with a coursebook evaluation scale including 41 items (see Table 3.2) related to the CT skills expected to be presented in the English coursebook. These two phases are explained in the following:

3.5.1. First phase of the study: Course book analysis procedure

For the first part of the study, the researcher prepared a chart showing all the steps in Bloom's taxonomy and all the units and language subskills (reading, listening, writing, speaking, grammar, vocabulary, pronunciation) under each phase. To decide which item belongs to which level, Bloom's Taxonomy Verb Chart (see Appendix II) by Mishan and Timmis (2015) was utilized. For further help, Bloom's Taxonomy Verb Chart improved by Shabatura (2014) was also used when needed in order to "maximize coherence among codes" (Creswell, 2014, p. 199).

The verb charts are quite comprehensive but still there might be some verbs which were reused in different cognitive levels. For instance, the verb "*explain*" is categorized under the "*Understand*" level, but it's essential to consider not only the verbs but also the task requirements when determining the cognitive level. If the task requires students to explain the rules of present simple tense, it falls under the "*Understand*" level. However, if the task requires students to explain their daily routine by using simple present tense, it would be classified under the "*Apply*" level. On the other hand, if the task requires students to explain their hypothetical daily routines if they lived on Mars and present it to whole class using a poster, then it would be categorized under the "*Create*" level. The researcher determined the cognitive level of the tasks and coded each instance of cognitive steps and presented their distribution through frequency and percentage. To ensure inter-rater reliability, negotiations were conducted as needed regarding the coding of tasks in terms of BRT. Using the numerical data derived from this coding, the researcher drew inferences. This qualitative approach aimed to uncover concerns related to improving CT skills and understand how LOTs and HOTs were distributed. Revised Bloom's Taxonomy can provide a structured framework for understanding the cognitive complexity of the content.

3.5.2. Second phase of the study: Critical Thinking Likert Scale (CTLS)

In the latter phase of the study, the CTLS was used to evaluate the coursebook's effectiveness in developing critical thinking, so it served as a coursebook evaluation checklist. For this phase, a descriptive survey approach was employed using the CTLS (Demir, 2008) within the context of CT skills framework. "These descriptions are then summarized by reporting the number or percentage of persons reporting each response" (Lodico et al., 2010, p.12). Although the Likert scale generated quantitative data, the researcher provided interpretations based on the results and the further comments section as

the researcher is “an instrument for both data collection and analysis” (Malik & Hamied, 2016, p. 174).

Thirty EFL instructors were asked to fill out the CTLS to analyze the coursebook in terms of critical thinking components from the institution where the researcher works as a coordinator were chosen for this study. All the instructors working in the preparation school participated in the training session and answered the scale.

The Likert scale comprises four options: "needs improvement," "fair," "good," and "excellent." Participants were instructed that "good" and "excellent" are considered satisfactory, while "needs improvement" and "fair" are considered unsatisfactory. The scale, adapted by Demir (2008), comprised 41 items related to CT subskills, sourced from evaluation instruments by Facione and Facione (1994), Wolcott (2003), and MacCormac (2007) (as cited in Demir, 2008) since the items encompass all the dimensions of thinking skills. The researcher chose this scale because reliability of the rubric was tested via piloting by Demir (2008). The selection of this scale was also based on its comprehensive nature, ease of use for teachers and suitability for the context. The responses of the participants to the coursebook evaluation scale were subjected to analysis using the descriptive statistical analysis. The findings from both steps were compared to gain a comprehensive understanding. By integrating numerical data, drawing inferences, and considering comments from teachers, the study established a robust foundation for a valid analysis of the coursebook.

Table 3.2

Item distribution based on the thinking skills (Demir, 2008)

Number of the Item	The Thinking Skills Evaluated
Item 1, 38, 41	Teaching of the thinking skills and argumentation
Items 2, 3 and 4	Comparing and contrasting skills in the coursebooks
Items 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14	Inference, analysis, evaluation and metacognition skills in the coursebooks
Items 15 and 16	Critical thinking skills in the course books
Items 17, 18, 19 and 20	Creative thinking, originality and imagination skills in the coursebooks
Items 21 and 22	Risk taking skills in the coursebooks
Items 23, 24 and 25	The course books’ making use of students’ curiosity
Items 26, 27, 28	Decision making skills in the coursebooks
Items 29, 30 and 31	Problem solving skills in the coursebooks
Items 32, 33 and 34	Investigation and research skills in the coursebooks
Items 35, 36, and 37	Induction and deduction skills in the coursebooks
Items 39, 40	Classifying skills in the coursebooks

Before the participants were administered the scale, to enhance reliability and internal validity, the researcher organized a concise one-day workshop comprising a training session including CT subskills imparted in the scale, group discussions, and hands-on activities. As Creswell (2014) emphasizes, clear and consistent data collection procedures are necessary to avoid non-response errors, which can occur when potential respondents either refuse to participate or cannot respond because of unwillingness or inability (Malhotra &Birks, 2006). Ensuring that all participants have a similar understanding of the construct and the questions in the scale is believed to help preserve the study's validity by mitigating these types of errors.

Right after the training session, the researcher accompanied teachers during their feedback sessions to provide assistance and clarification on CT subskills included in the scale. Therefore, it can be affirmed that, in aligning with the scale items, all the teachers were acquainted with the fundamental concepts and subskills of critical thinking. They were prompted to select the option that best aligns with their assessment of the issue under discussion. Teachers were encouraged to offer additional insights under the "further comments" category, sharing specific examples of how they integrated critical thinking activities into their lessons using the coursebook.

3.5.2.1. Exploratory Factor Analysis

The expert has tested its reliability and validity by using Exploratory Factor Analysis (henceforth EFA) and Confirmatory Factor Analysis (henceforth CFA). EFA and CFA are essential techniques in research for understanding and validating data structure and to examine the internal reliability (Kim & Mueller, 1978). They have different but complementary roles. According to Tabachnick and Fidell (2006), combining EFA and CFA offers a robust approach to developing and validating scales. They proposed EFA must be used “to describe and summarize data by grouping together variables that are correlated” (p. 609). EFA can be done repeatedly “until the researcher has a test with numerous items forming several factors that represent the area to be measured.” p. 607).

CFA is then used to confirm the factor structure identified by EFA, assessing how well the proposed model fits the observed data using various fit indices (e.g., RMSEA, CFI, TLI).

As a result of EFA, it was found that Kaiser–Meyer–Olkin coefficient = 0.857, Bartlett's test $\chi 2$ value = 4376.177 and $p < 0.01$. It was determined that the scale consists of twelve sub-

dimensions (see Table 3.4). The ten-dimensional scale explains 84.69% of the total variance. The factor loadings of the items in the first sub-dimension are between 0.777 and 0.716, the factor loadings of the items in the 2nd sub-dimension are between 0.721 and 0.698, the factor loadings of the items in the 3rd sub-dimension are between 0.889 and 0.611, the factor loadings of the items in the 4th sub-dimension are between 0.725 and 0.715, and the factor loadings of the items in the 5th sub-dimension are between 0.728 and 0.611. The factor loadings of the items in the 6th sub-dimension are between 0.687 and 0.656, the factor loadings of the items in the 7th sub-dimension are between 0.811 and 0.704, the factor loadings of the items in the 8th sub-dimension are between 0.779 and 0.727, and the factor loadings of the items in the 9th sub-dimension are between 0.744 and 0.724. The factor loadings of the items in the 10th sub-dimension vary between 0.731 and 0.725, the factor loadings of the items in the 11th sub-dimension vary between 0.721 and 0.698, and the factor loadings of the items in the 12th sub-dimension vary between 0.797 and 0.758.

Table 3.3

The results of EFA

Items	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12
Item1	,777											
Item38	,773											
Item41	,716											
Item2		,721										
Item3		,703										
Item4		,698										
Item5			,889									
Item6			,793									
Item7			,756									
Item8			,737									
Item9			,695									
Item10			,678									
Item11			,677									
Item12			,624									
Item13			,611									
Item14			,614									
Item15				,725								

Item16				,715								
Item17					,717							
Item18					,728							
Item19					,716							
Item20					,611							
Item21						,687						
Item22						,656						
Item23							,811					
Item24							,804					
Item25							,704					
Item26								,779				
Item27								,738				
Item28								,727				
Item29									,744			
Item30									,731			
Item31									,724			
Item32										,731		
Item33										,724		
Item34										,725		
Item35											,721	
Item36											,703	
Item37											,698	
Item39												,797
Item40												,758
Explained variance (%)	23,605	12,465	8,348	7,399	6,965	6,547	6,335	6,102	5,978	5,640	5,451	5.10
Explained total variance (%)	9,678	36,070	44,419	51,818	57,783	63,330	67,665	71,667	75,246	78,540	81,491	84.691
Eigenvalue	8,93	5,111	3,423	3,034	2,446	2,274	1,777	1,641	1,467	1,351	1,210	1,110
Kaiser-Meyer-Olkin	,857											

In the EFA analysis applied to the data of the CTLS questions, it was considered that the factors with eigenvalues above 1.00 and the factor load value of the items belonging to these factors should be 0.45 or higher, although this value could go down to 0.30 (Büyüköztürk, 2010). Items with a value above 0.45 and a difference between the factor loadings of an item on more than one sub-factor above 0.1 were included in the analysis. In this analysis, it was determined that there was no item with a common variance load below 0.30 and the difference between the factor loadings of an item on more than one sub-factor below 0.1. 41 items were grouped under twelve dimensions and explained 84.69% of the total variance.

Considering previous similar studies, factor 1 in the scale is “Teaching of the thinking skills and argumentation”, factor 2 is “Comparing and contrasting skills in the course books”. , factor 3 “Inference, analysis, evaluation and metacognition in the course books”, factor 4 “Critical thinking skills in the course books”, factor 5 “Creative thinking, originality and imagination skills in the course books”, factor 6 “Risk taking skills in the course books”, factor 7 “The course books' making use of students' curiosity”, factor 8 “Decision making skills in the course books”, factor 9 “Problem solving skills in the course books”, factor 10 “ It was decided to name it as "Investigation and research skills in the course books", factor 11 as "Induction and deduction skills in the course books", and factor 12 as "Participants' thoughts about classification skills in the course books".

3.5.2.2. Confirmatory Factor Analysis

“CFA tests whether there is a sufficient level of relationship between the factors previously determined by exploratory factor analysis, which variables are related to which factors, whether the factors are independent of each other, and whether the factors are sufficient to explain the model” (Özdamar, 2004, p.1).

CFA was performed for CTLS and goodness of fit values RMSEA, GFI, CFI, NFI, NNFI IFI and AGFI were used. According to the literature, GFI, CFI, NFI, NNFI IFI and AGFI values can be ≥ 0.90 (Şimşek, 2007) or 0.80- 0.89 (Doll et al., 1994; Segars & Grover 1993) are also expressed as acceptable values.

In addition, limit values of fit indices accepted by Büyüköztürk et al. (2004), were used as a basis in the research for the scale structure.

Table 3.4

The results of CFA

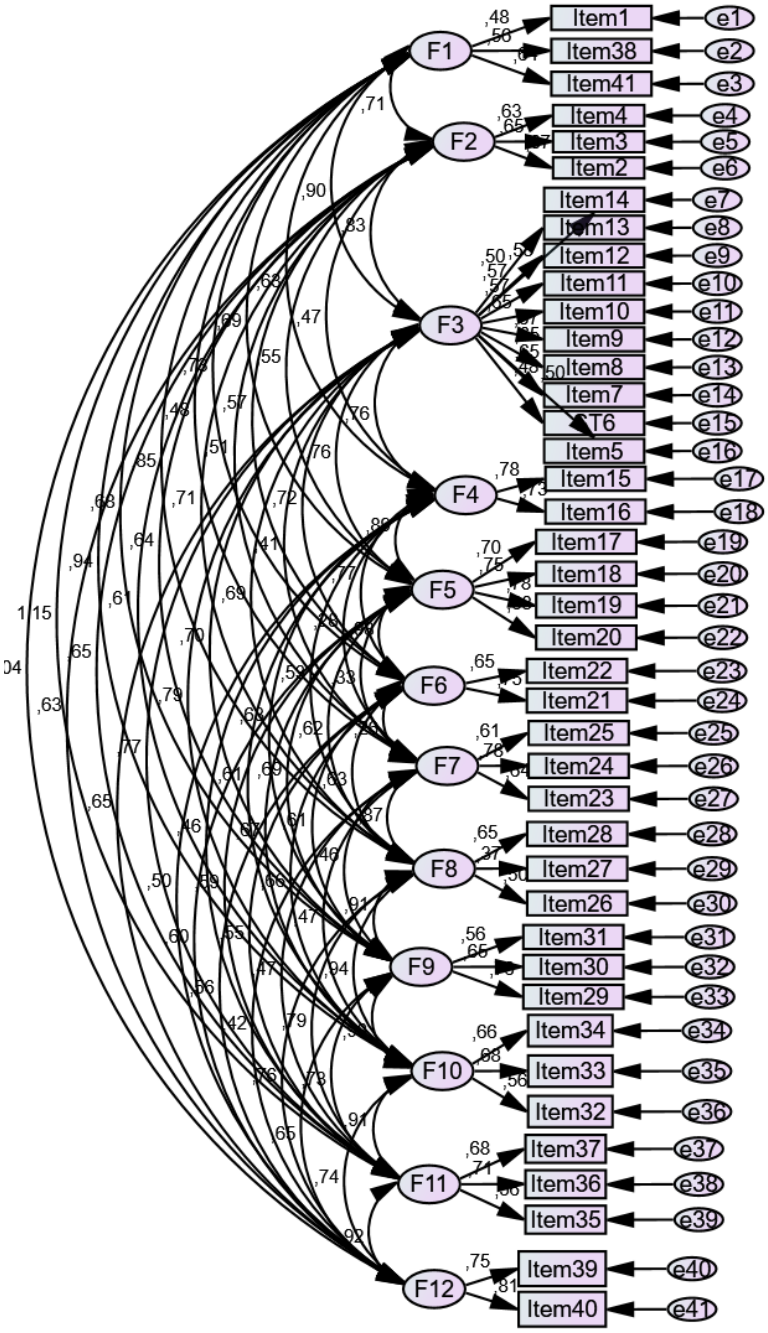
Fit Index Model	Limit Values	**Finding**
RMSEA	≤0.05/0,05-0,08	0,0514
GFI	≥0,90/0,80	0,871
AGFI	≥0,90/0,80	0,918
CFI	≥0,90/0,80	0,943
NFI	≥0,90/0,80	0,915
IFI	≥0,90/0,80	0,844
CMIN/DF	2< CMIN/DF <5	3,383

MSEA: Mean Square Error Average; GFI: Goodness of Fit Index; AGFI: Adjusted Goodness of Fit Index; CFI: Comparative Fit Index; IFI: Incremental Fit Index; CMIN/DF: Chi-square minimum discrepancy function.

The calculated fit indices are seen in Table 3.5. When the fit indices were examined, RMSEA, GFI, CFI, AGFI, IFI and CMIN/DF values were found to be within acceptable limits after the modifications made. In line with these findings, the factor structure obtained by EFA was confirmed by CFA and it was supported that the scale consists of twelve factors with 41 items.

Figure 3.1

The Path diagram of CTLS subdimensions



F1= "Teaching of the thinking skills and argumentation", F2= "Comparing and contrasting skills in the course books", F3= "Inference, analysis, evaluation and metacognition skills in the course books", F4 ="Critical thinking skills in the course books", F5= "Creative thinking, originality and imagination skills in the course books", F6= "Risk taking skills in the course books", F7= "The course books' making use of students' curiosity", F8= "Decision making skills in the course books", F9= "Problem solving skills in the course books", F10="Investigation and research skills in the course books", F11= "Induction and deduction skills in the course books", F12= "Classification skills in the course books"

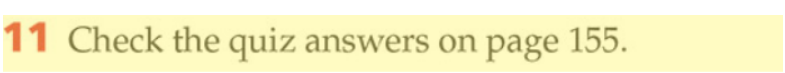
3.6. Data Analysis

The following steps were taken during the analysis process: Document selection, in-depth examination, content analysis, text transformation into numerical data, crosschecking the findings via coursebook evaluation rubric, and interpretation of the results. The data was analyzed by the researcher using BRT and CTLS.

Remembering, *Understanding*, *Applying*, *Analyzing*, *Evaluating*, and *Creating* as cognitive levels of Bloom's revised taxonomy are the cornerstones of this study because these levels create a unity altogether from simple to complex. Beyond focusing solely on language skills like listening, speaking, reading, and writing, the study also examines language subskills (often referred to as language components), which are specific aspects that enhance proficiency within each language skill. To facilitate comprehensive assessment and understand the distribution of BRT across each language subskill, particularly in the CT section, the language subskills featured in the book were initially categorized into groups such as Reading, Listening, Writing, Speaking, Grammar, Vocabulary, Pronunciation, Critical Thinking -as shown in the selected coursebook-. The components related to "word building" and "word focus" were assessed within the 'Vocabulary' section while "My life" and "Real Life" exercises were addressed in the 'Speaking' section. Each unit of the book features a separate Critical Thinking part. This part was handled separately due to its importance in assessing the degree to which it fosters higher order thinking abilities and enhances critical thinking skills. Unit openers are like small listening lessons used to activate learners' schemata. That's why this part was dealt under 'Listening' section. This categorization helps to assess the complexity and depth of thinking involved in each unit or activity. During the coding of tasks, the ones instructing to compare/check answers are omitted. (see Figure 3.2).

Figure 3.2

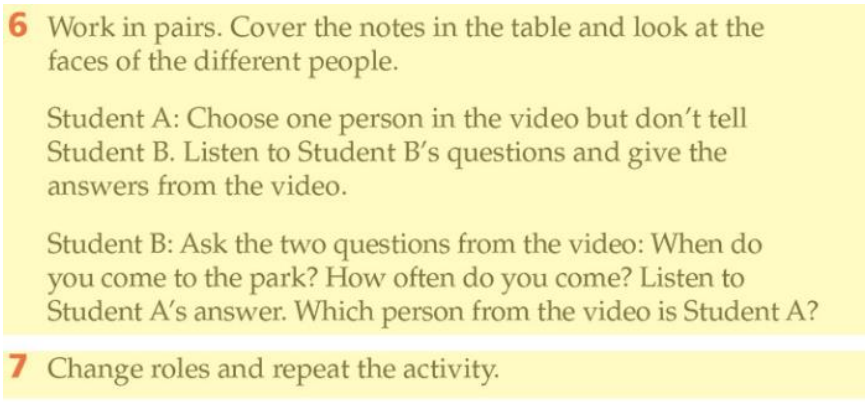
Unit 5B.11



Tasks that they necessitate students to engage in a reciprocal activity are grouped together as a single unit, even if they are assigned different numbers (see Figure 3.3).

Figure 3.3

Unit 1F.6-7



6 Work in pairs. Cover the notes in the table and look at the faces of the different people.

Student A: Choose one person in the video but don't tell Student B. Listen to Student B's questions and give the answers from the video.

Student B: Ask the two questions from the video: When do you come to the park? How often do you come? Listen to Student A's answer. Which person from the video is Student A?

7 Change roles and repeat the activity.

After that categorization, each unit and activity were examined based on its cognitive level in BRT. The findings coded on a table to show the distribution of cognitive levels across the data. At this point, coding the data is super crucial since it affects the results of the study. Gibbs (2007) describes coding as "how you define what the data you are analyzing are about" (p.38). According to him, several sections are usually discovered and then associated with a name for the idea- the code. Coding is the process of categorizing text to devise a framework of thematic ideas about it. While the results were presented explicitly in a table, they were also quantified into numerical values such as frequencies and percentages. This was done to ensure that the findings could be easily interpreted and understood. During the coding process, the researcher referred to a chart (see Appendix II) by Mishan and Timmis (2015) to ascertain the cognitive level of each task.

Table 3.5

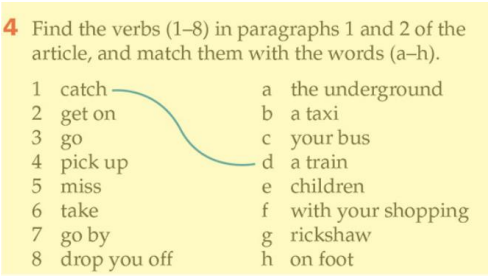
Sample coding process of Unit 1A

UNITS	SKILLS	TAKS	REMEMBER	UNDERSTAND	APLY	ANALYZE	EVALUAT	CREATE
	LISTENING							
		1A.11			1			
	SPEAKING	1A.12						1
		1A.13				1		
	READING	1A.2	1					
	WRITING							
		1A.4		1				
		1A.5			1			
		1A.6			1			
	GRAMMAR	1A.7		1				
		1A.8		1				
		1A.9		1				
		1A.10			1			
	VOCAB	1A.1		1				
	PRO							
	CT							

In some specific cases where tasks included verbs associated with one cognitive level but showed characteristics aligning with another, the focus of the task was carefully assessed to determine its corresponding cognitive level. For example, you can see the example where “match” falls under remember level (see Figure 3.4) as shown in the verb chart (see Appendix III) prepared by Shabatura (2014). However, the presence of the verb "match" does not inherently mean *remember* level; rather, the focus and characteristics of the task must be analyzed carefully. For the second example, in the second task where students match the objects to the types of rubbish (see Figure 3.5), the verb "match" corresponds to *understand* level this time. In the last example (see Figure 3.6), the students should break the text into pieces to understand where the writers stand and what they prioritize in their writings, so it requires students to *analyze* the text to be able to match the different views with different writers. Therefore, it can be said that even if activities include certain verbs associated with specific cognitive levels, this is not the case all the time. The nature and requirements of the task play an important role in determining its cognitive level.

Figure 3.4

Unit 3C.4

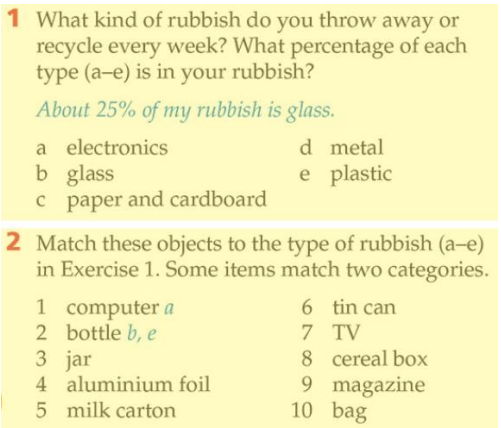


4 Find the verbs (1–8) in paragraphs 1 and 2 of the article, and match them with the words (a–h).

1	catch	a	the underground
2	get on	b	a taxi
3	go	c	your bus
4	pick up	d	a train
5	miss	e	children
6	take	f	with your shopping
7	go by	g	rickshaw
8	drop you off	h	on foot

Figure 3.5

Unit 5A.2



1 What kind of rubbish do you throw away or recycle every week? What percentage of each type (a–e) is in your rubbish?

About 25% of my rubbish is glass.

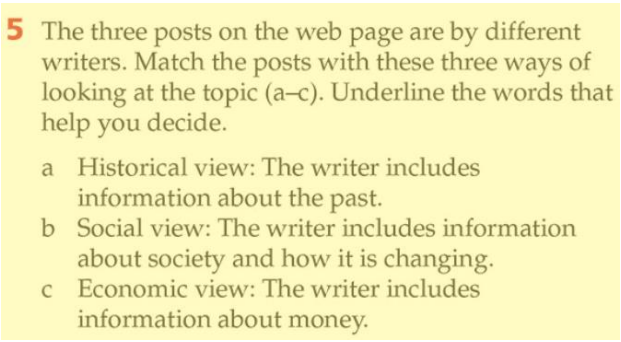
a	electronics	d	metal
b	glass	e	plastic
c	paper and cardboard		

2 Match these objects to the type of rubbish (a–e) in Exercise 1. Some items match two categories.

1	computer *a*	6	tin can
2	bottle *b, e*	7	TV
3	jar	8	cereal box
4	aluminium foil	9	magazine
5	milk carton	10	bag

Figure 3.6

Unit 6C.5



5 The three posts on the web page are by different writers. Match the posts with these three ways of looking at the topic (a–c). Underline the words that help you decide.

a Historical view: The writer includes information about the past.
b Social view: The writer includes information about society and how it is changing.
c Economic view: The writer includes information about money.

To achieve reliability, this study also refers to Potter and Levine-Donnerstein's (1999) concept of reliability and validity in content analysis. They emphasize a two-step process: first, developing a coding scheme that aligns with the study's theoretical framework, and second, assessing coders' decisions based on established guidelines and standards. Transparent and detailed descriptions of the coding process in qualitative content analysis can demonstrate methodological integrity and enhance reliability. From this perspective, inter-coder reliability, where the same content is independently coded by two or more coders and the findings compared for agreement (Armstrong et al., 1997), is crucial as well. For that reason, while analyzing the content, the researcher sought advice from the supervisor, colleagues, and experts in the field for tasks that were debatable (Lincoln & Guba, 1985). After completing the analysis of the first 5 units, the researcher scheduled a meeting with the intercoder (the supervisor of the thesis) to address any debatable aspects and cross-check the codes she had noted. The findings were regularly reviewed by the supervisor to ensure inter-rater reliability.

After achieving intercoder agreement (Guest, 2012), she returned to the analysis of all units, starting once more from the beginning. In order to prevent any shift in the definition of codes or changes in their meaning while coding, the researcher consistently compared data related to the same cognitive level with the assigned codes and wrote memos on the analysis process. The cyclical analysis process then continued for the remaining units. It adheres to the steps of Tesch's (1990, pp.142-149) guide for a systematic process of analyzing textual data as paraphrased by Creswell saying, "perform a preliminary analysis. If necessary, recode your existing data" (2014, p.198). Applying all these steps ensures the reliability of the study.

In the second part of the study, which involves a Critical Thinking Likert Scale by Demir (2008), the researcher conducted a training session on CT subskills to ensure all participants had a uniform understanding because it is important to have mutually understood definitions among evaluators for assessing critical thinking skills. Tomlinson and Masuhara (2004) underscore this by proposing a list of five questions to ensure that the evaluation criteria are reliable, meaning that other evaluators would define and interpret them consistently. After the training, the researcher gave a 41-item coursebook evaluation rubric to 30 preparation schoolteachers from the same institution to collect their feedback on the effectiveness of the book in promoting CT skills with the researcher available to assist with any confusion. By involving 30 evaluators instead of just one (the researcher), the study's internal validity is enhanced. To test the reliability and validity of the scale, despite its prior usage, the researcher consulted an expert when needed. To prevent researcher bias, experts reviewed the results of the statistical analysis and the codes derived from the collected data.

For this specific phase of the study, IBM SPSS 25.0 program was used for all statistical analyses. The research employed descriptive statistics, including variables' frequency and percentage distributions. In 4-point Likert scale, “needs improvement” and “fair” options are regarded as insufficient while “good” and “excellent” are marked as sufficient for each item. There was a “further comments” section in the rubric to collect additional insights and suggestions from teachers for each item, so numerical data collected from the rubric was supported qualitative data. By looking at the numerical data and the comments by teachers, the researcher made some interpretations regarding the coursebook's effectiveness in teaching CT skills. This combined analysis provides a comprehensive understanding of the effectiveness of the coursebook in promoting critical thinking skills, enriching the quantitative findings with qualitative insights from teachers' perspectives.

With the help of this two-pronged research design featuring convergent parallel mixed method, it can be understood how different cognitive levels are addressed and which critical thinking subskills are practiced effectively within the material. This method allows for a comprehensive analysis by using both qualitative and quantitative data. It helps people grasp the complexities and detailed process of teaching critical thinking skills. It provides invaluable feedback for institutions, teachers, curriculum developers, publishing houses and the stakeholders.

CHAPTER IV

FINDINGS & DISCUSSIONS

This chapter presents and discusses the results of the course book analysis and the Likert scale data under the relevant research questions.

4.1. Findings for Research Question 1

To what extent are higher-order thinking skills incorporated in Life Pre-intermediate by National Geographic Learning when compared to lower-order thinking skills?

This section provides percentages and frequencies of cognitive levels in Bloom's Revised Taxonomy for each skill covered in the book. First, all tasks in the book are classified according to a language skill and then analyzed based on the cognitive steps of BRT. Tasks may involve multiple cognitive steps; in which case the higher-level step is used for categorization. Findings are presented in separate tables for each language skill to give a clearer overview of cognitive step distribution across different language skills.

The Table 4.1 displays the distribution of cognitive levels in Bloom's Revised Taxonomy across different language skills, showing the frequency and percentage of each cognitive step within each skill. The language skills are speaking, vocabulary, grammar, listening, reading, writing, pronunciation, and critical thinking, with a total of 745 tasks analyzed. The largest portion of tasks is in the speaking category, comprising 162 of the total, which suggests a strong focus on this skill in the book. In contrast, critical thinking tasks are the least frequent. 250 of the tasks falls under "understand" level, making it the most prominent cognitive level across the skills. The least addressed cognitive level is "create" which has 5.22% of all the tasks.

Table 4.1

Distribution of language skills according to the cognitive steps of BRT across the coursebook

LANGUAGE SKILLS	NUMBER OF TASKS	REMEMBER		UNDERSTAND		APPLY		ANALYZE		EVALUATE		CREATE	
		f	%100	f	%100	f	%100	f	%100	f	%100	f	%100
SPEAKING	162	27	16.67%	24	14.80%	57	35.19%	8	4.94%	23	14.20%	23	14.20%
VOCABULARY	149	23	15.44%	66	44.30%	38	25.50%	7	4.70%	13	8.72%	2	1.34%
GRAMMAR	135	8	5.93%	52	38.52%	72	53.33%	1	0.74%	2	1.48%	0	0%
LISTENING	105	51	48.54%	27	25.71%	4	3.81%	9	8.57%	13	12.38%	1	0.95%
READING	81	23	28.40%	45	55.56%	1	1.23%	3	3.70%	9	11.11%	0	0%
WRITING	68	11	16.18%	15	22.05%	12	17.65%	5	7.35%	13	19.12%	12	17.65%
PRONUNCIATION	23	0	0%	20	86.95%	2	8.70%	0	0%	1	4.35%	0	0%
CRITICAL THINKING	22	1	4.55%	1	4.55%	0	0%	12	54.55%	7	31.80%	1	4.55%
TOTAL	745	144	19.33%	250	33.56%	186	24.97%	45	6.04%	81	10.88%	39	5.22%

Table 4.2

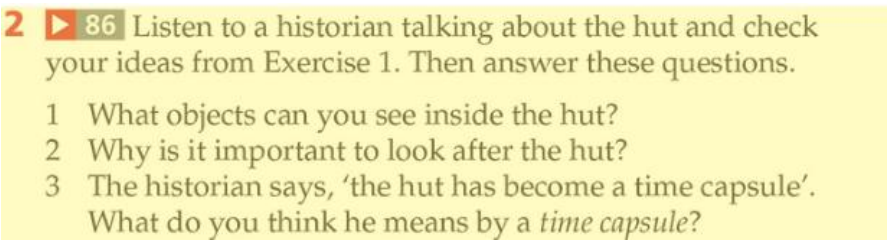
BRT coding of listening tasks

BRT	f	%
REMEMBER	51	48.58%
UNDERSTAND	27	25.71%
APPLY	4	3.81%
ANALYZE	9	8.57%
EVALUATE	13	12.38%
CREATE	1	0.95%
TOTAL	105	100%

The Table 4.2 shows the frequency and percentages of cognitive steps of Bloom's Revised Taxonomy in listening tasks. The highest frequency is in the "remember" step with 51 occurrences, which constitutes 48.58% of the total tasks observed. Listening tasks typically begin with basic information recall, ensuring students can recognize and remember key details from the listening material, which is essential for advancing to higher levels of cognitive processing. These tasks often include comprehension check questions, which can range from "remember" to "understand" levels, depending on the questions' nature. For example, the first and second questions in Figure 4.1 target the "remember" level, while the third question challenges students to go beyond recall and interpret the meaning of "time capsule." This is followed by the "understand" step, which has a frequency of 27 and accounts for 25.71% of the total. The "evaluate" step has a frequency of 13, representing 12.38% of the total. Next is the "analyze" with a frequency of 9, making up 8.57% of the total. The "apply" step follows with a frequency of 4, or 3.81% of the total. Lastly, the "create" step has been observed only once, representing 0.95% of the total. Overall, there are 105 listening tasks in the book, making up 100% of the observed data.

Figure 4.1

Unit 11UO.2


2 ▶ 86 Listen to a historian talking about the hut and check your ideas from Exercise 1. Then answer these questions.

1 What objects can you see inside the hut?
2 Why is it important to look after the hut?
3 The historian says, 'the hut has become a time capsule'. What do you think he means by a *time capsule*?

Table 4.3

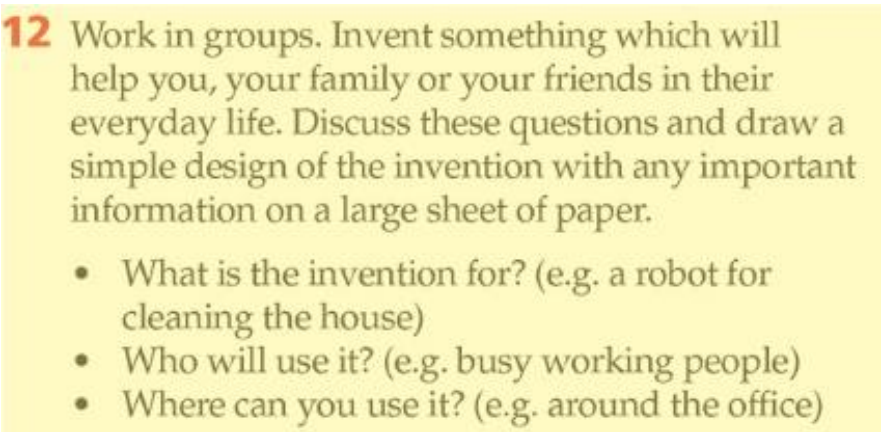
BRT coding of speaking tasks

BRT	f	%
REMEMBER	27	16.67%
UNDERSTAND	24	14.80%
APPLY	57	35.19%
ANALYZE	8	4.94%
EVALUATE	23	14.20%
CREATE	23	14.20%
TOTAL	162	100%

The Table 4.3 shows the distribution of speaking tasks across the coursebook, classified by cognitive steps of BRT. The category with the highest frequency is "apply" with 57 occurrences, representing 35.19% of the total speaking tasks observed in the book. This is followed by "remember" with a frequency of 27, making up 16.67% of the total. The "understand" category has a frequency of 24, accounting for 14.80% of the total speaking tasks. The "evaluate" and "create" steps each have a frequency of 23, making up 14.20% of the total each. Compared to other skills in the book, speaking contains the most tasks at the "create" level (see Figure 4.2) and “evaluate” level (see Figure 4.3) because it is a productive skill that often requires generating new and original content through discussion, debate, and collaboration or sharing ideas, making judgements. The "analyze" category has a frequency of 8, which constitutes 4.94% of the total. In total, there are 162 speaking tasks distributed across these categories, comprising 100% of the observed data in the book.

Figure 4.2

Unit 8B.12


12 Work in groups. Invent something which will help you, your family or your friends in their everyday life. Discuss these questions and draw a simple design of the invention with any important information on a large sheet of paper.

- What is the invention for? (e.g. a robot for cleaning the house)
- Who will use it? (e.g. busy working people)
- Where can you use it? (e.g. around the office)

Figure 4.3

Unit 8A.10

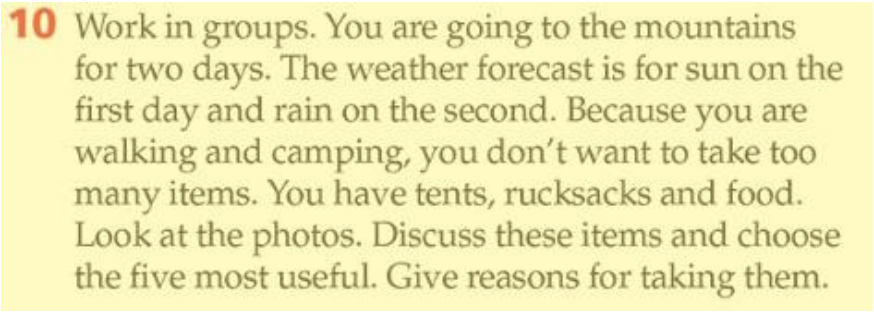


Table 4.4

BRT coding of reading tasks

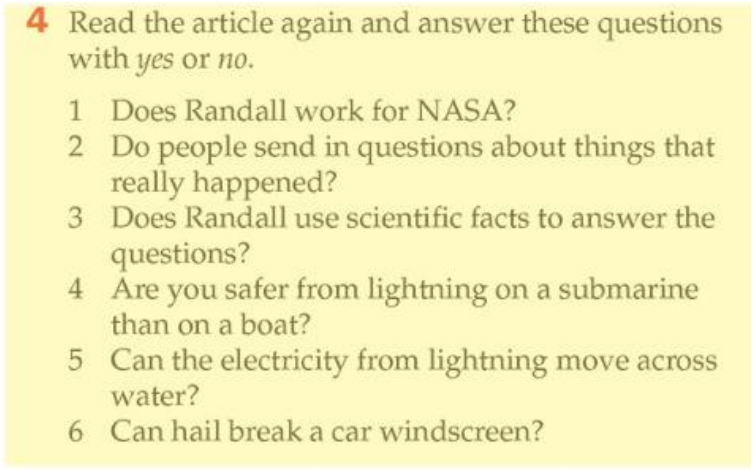
BRT	f	%
REMEMBER	23	28.40%
UNDERSTAND	45	55.56%
APPLY	1	1.23%
ANALYZE	3	3.70%
EVALUATE	9	11.11%
CREATE	0	0%
TOTAL	81	100%

The Table 4.4 shows the distribution of reading tasks across the coursebook, classified by different cognitive steps of BRT. The category with the highest frequency is "understand" with 45 occurrences, which constitutes 55.56% of the total reading tasks observed in the book. This is followed by "remember" with a frequency of 23, making up 28.40% of the total. The "evaluate" category has a frequency of 9, representing 11.11% of the total reading tasks. The "analyze" category has a frequency of 3, accounting for 3.70% of the total. The "apply" category has a frequency of 1, or 1.23% of the total. Lastly, the "create" category has a frequency of 0, which means it does not occur in the observed reading tasks. In total, there are 81 reading tasks distributed across these categories, comprising 100% of the observed data in the book. Figure 4.4 shows a task that belongs to “remember” level. Although the activity may appear to require higher-level thinking, students can answer the questions by directly finding the answers in the passage, using keywords to locate the relevant section. It does not require interpreting the text, so responding these yes/no questions without comprehension of the ideas reflects “remember” level. On the other hand, Figure 4.5 shows a task requiring learners to find the gist, so it falls under the “understand” level since it requires interpreting the text to grasp the main ideas. This involves recognizing

patterns, summarizing information, and making connections within the text, all of which go beyond simple recall.

Figure 4.4

Unit 12A.4

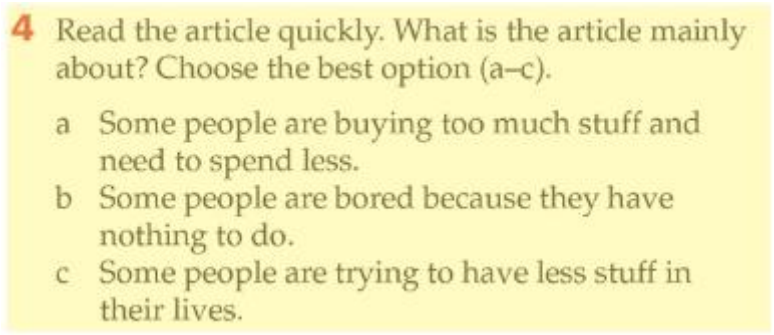


4 Read the article again and answer these questions with *yes* or *no*.

1 Does Randall work for NASA?
2 Do people send in questions about things that really happened?
3 Does Randall use scientific facts to answer the questions?
4 Are you safer from lightning on a submarine than on a boat?
5 Can the electricity from lightning move across water?
6 Can hail break a car windscreen?

Figure 4.5

Unit 10C.4



4 Read the article quickly. What is the article mainly about? Choose the best option (a–c).

a Some people are buying too much stuff and need to spend less.
b Some people are bored because they have nothing to do.
c Some people are trying to have less stuff in their lives.

Table 4.5

BRT coding of writing tasks

BRT	f	%
REMEMBER	11	16.18%
UNDERSTAND	15	22.05%
APPLY	12	17.65%
ANALYZE	5	7.35%
EVALUATE	13	19.12%
CREATE	12	17.65%
TOTAL	68	100%

The Table 4.5 shows the frequency and percentages of cognitive steps of BRT in listening tasks. The category with the highest frequency is “understand” with having 15 occurrences and representing 22.05% of the total writing tasks. It is followed by “evaluate” with a frequency of 13, representing 19.12% of the total. Following these are "apply" and "create," with each having 12 occurrences and representing 17.65% of the total writing tasks observed in the book. The "remember" category has a frequency of 11, accounting for 16.18% of the total. The "analyze" category has a frequency of 5, which constitutes 7.35% of the total. In total, there are 68 writing tasks distributed across these categories, making up 100% of the observed data in the book. Writing topics are typically given through a sample reading, allowing students to understand the requirements of the target writing topic by examining the passage. After presenting the target writing topic, the book instructs students to write a similar piece that falls under the "apply" level or to "create" something entirely new. For instance, the task depicted in Figure 4.6 may seem to be at the "create" level, but it is actually at the "apply" level, as students are taught formal email writing and then asked to write a similar email on the same topic (requesting a refund). In "apply," students take what they have learned (the formal language and structure of an email) and use it in a specific context (a complaint about a delayed order). The task involves using skills and concepts from the previous lesson in a given situation, demonstrating the ability to transfer learning from one context to another. Thus, the cognitive level of this task is best categorized as "apply." After the writing practice, students read their partners' emails (see Figure 4.7) and "evaluate" the language in terms of formality level.

Figure 4.6

Unit 5E.4

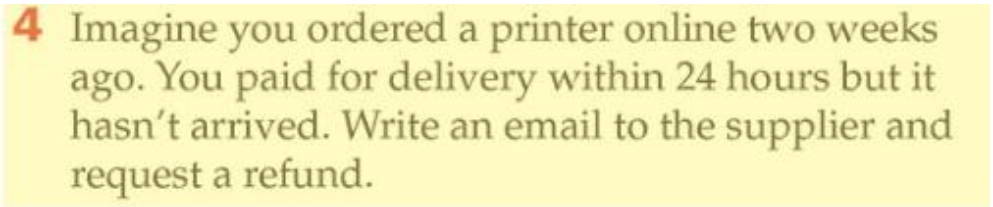


Figure 4.7

Unit 5E.5

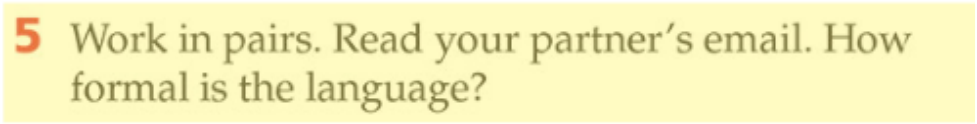


Table 4.6

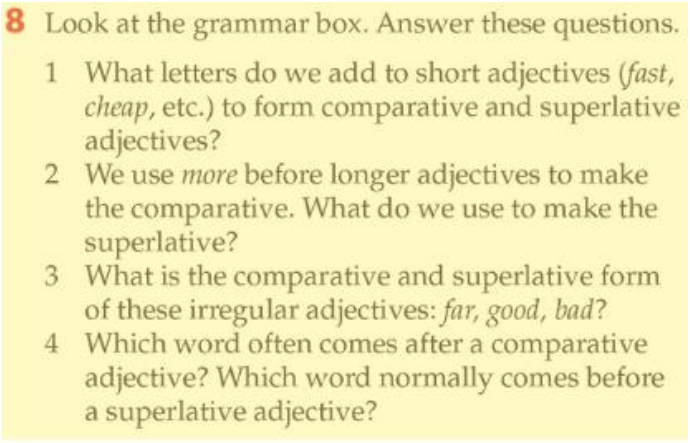
BRT coding of grammar tasks

BRT	f	%
REMEMBER	8	5.93%
UNDERSTAND	52	38.52%
APPLY	72	53.33%
ANALYZE	1	0.74%
EVALUATE	2	1.48%
CREATE	0	0%
TOTAL	135	100%

The Table 4.6 presents the distribution of cognitive steps of BRT in grammar tasks across the coursebook. The category with the highest frequency is "apply" with 72 occurrences, which constitutes 53.33% of the total grammar tasks observed in the book. This is followed by "understand" with a frequency of 52, making up 38.52% of the total. The "remember" category has a frequency of 8, representing 5.93% of the total grammar tasks. The "evaluate" category has a frequency of 2, making up 1.48% of the total. The "analyze" category has a frequency of 1, accounting for 0.74% of the total. Lastly, the "create" category has a frequency of 0, meaning it does not occur in the observed grammar tasks. In total, there are 135 grammar tasks distributed across these categories, comprising 100% of the observed data in the book. Most of the grammar tasks addresses to understand and apply levels After students understand grammar rules through the elicitation section in each grammar part (see Figure 4.8), they must apply their knowledge to practical exercises (see Figure 4.9). Higher order thinking skills in grammar part are limited because the production of the target language is primarily examined under other skills like speaking and writing.

Figure 4.8

Unit 3A.8

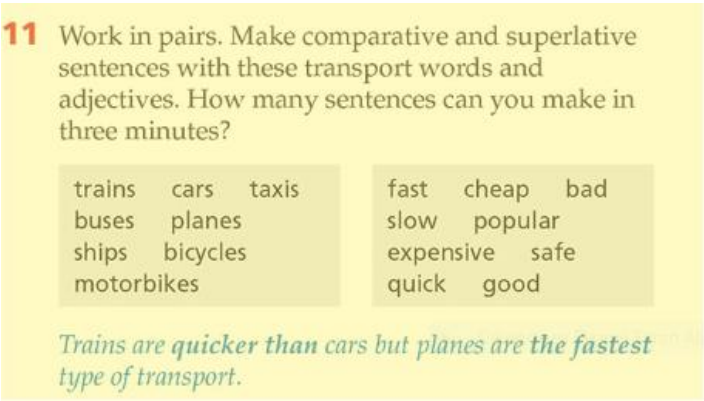


8 Look at the grammar box. Answer these questions.

1 What letters do we add to short adjectives (*fast, cheap*, etc.) to form comparative and superlative adjectives?
2 We use *more* before longer adjectives to make the comparative. What do we use to make the superlative?
3 What is the comparative and superlative form of these irregular adjectives: *far, good, bad*?
4 Which word often comes after a comparative adjective? Which word normally comes before a superlative adjective?

Figure 4.9

Unit 3A.11



11 Work in pairs. Make comparative and superlative sentences with these transport words and adjectives. How many sentences can you make in three minutes?

trains cars taxis
buses planes
ships bicycles
motorbikes

fast cheap bad
slow popular
expensive safe
quick good

*Trains are **quicker than** cars but planes are **the fastest** type of transport.*

Table 4.7

BRT coding of vocabulary tasks

BRT	f	%
REMEMBER	23	15.44%
UNDERSTAND	66	44.30%
APPLY	38	25.50%
ANALYZE	7	4.70%
EVALUATE	13	8.72%
CREATE	2	1.34%
TOTAL	149	100%

The Table 4.7 shows the frequency and percentages of cognitive steps of BRT in vocabulary tasks. The category with the highest frequency is "understand" with 66

occurrences, which constitutes 44.30% of the total vocabulary tasks observed in the book. “Understand” has the biggest share here because vocabulary activities often require students to interpret meanings from context and match the words with the correct definitions (see Figure 4.10). This is followed by "apply" with a frequency of 38, making up 25.50% of the total. The "remember" category has a frequency of 23, representing 15.44% of the total vocabulary tasks. The "evaluate" category has a frequency of 13, making up 8.72% of the total. The "analyze" category has a frequency of 7, accounting for 4.70% of the total. Lastly, the "create" category has a frequency of 2, representing 1.34% of the total. In total, there are 149 vocabulary tasks distributed across these categories, comprising 100% of the observed data in the book.

Figure 4.10

Unit 4F.5

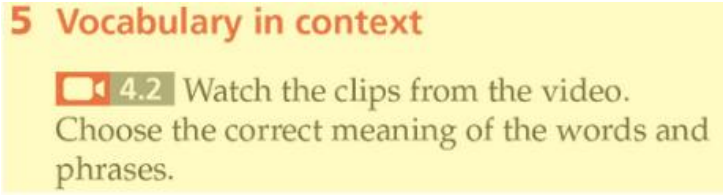


Table 4.8

BRT coding of pronunciation tasks

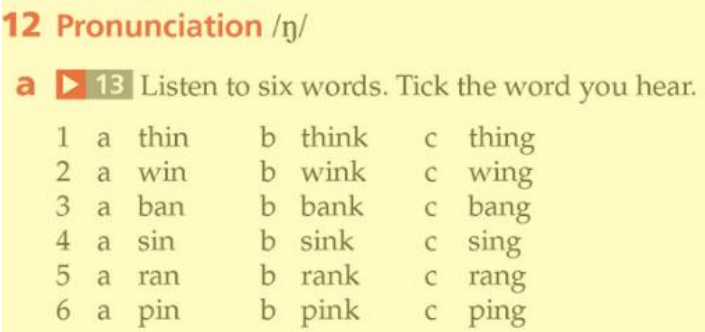
BRT	f	%
REMEMBER	0	0%
UNDERSTAND	20	86.95%
APPLY	2	8.70%
ANALYZE	0	0%
EVALUATE	1	4.35%
CREATE	0	0%
TOTAL	23	100%

The Table 4.8 shows the frequency and percentages of cognitive steps of BRT in pronunciation tasks. The category with the highest frequency is "understand" with 20 occurrences, which constitutes 86.95% of the total pronunciation tasks observed in the book. Pronunciation tasks are often about listening to model speech, identifying phonetic nuances (see Figure 4.11) and repeating sounds. This helps students understand the correct pronunciation. The "apply" category has a frequency of 2, representing 8.70% of the total pronunciation tasks. The "evaluate" category has a frequency of 1, making up 4.35% of the

total. The steps "remember," "analyze," and "create" all have a frequency of 0, meaning they do not occur in the observed pronunciation tasks. In total, there are 23 pronunciation tasks distributed across these categories, making up 100% of the observed data in the book.

Figure 4.11

Unit 2B.12


12 Pronunciation /ŋ/

a ▶ 13 Listen to six words. Tick the word you hear.

1	a	thin	b	think	c	thing
2	a	win	b	wink	c	wing
3	a	ban	b	bank	c	bang
4	a	sin	b	sink	c	sing
5	a	ran	b	rank	c	rang
6	a	pin	b	pink	c	ping

Table 4.9

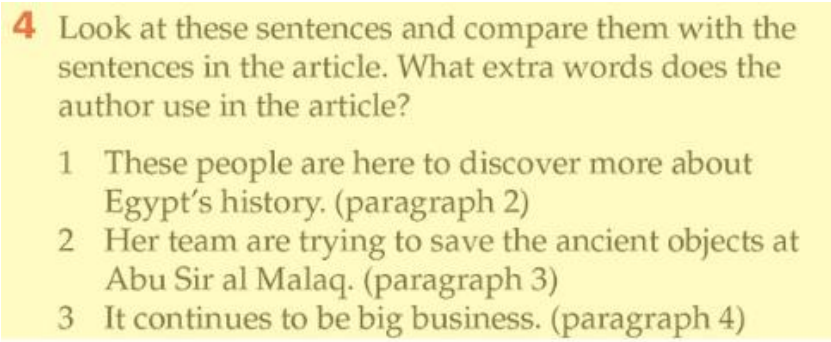
BRT coding of critical thinking tasks

BRT	f	%
REMEMBER	1	4.55%
UNDERSTAND	1	4.55%
APPLY	0	0%
ANALYZE	12	54.55%
EVALUATE	7	31.80%
CREATE	1	4.55%
TOTAL	22	100%

The Table 4.9 shows the frequency and percentages of cognitive steps of BRT in the tasks targeting to boost critical thinking skills. The category with the highest frequency is "analyze" with 12 occurrences, which constitutes 54.55% of the total critical thinking tasks observed in the book. This is followed by "evaluate" with a frequency of 7, representing 31.80% of the total. The categories "remember," "understand," and "create" each have a frequency of 1, making up 4.55% of the total each. The "apply" category has a frequency of 0, indicating that this skill is not represented in the critical thinking tasks. In total, there are 22 critical thinking tasks distributed across these categories, making up 100% of the observed data in the book. It may seem unusual to have a task targeting the lowest cognitive level (see Figure 4.12) in a section called "critical thinking," but it serves as a preparatory exercise for the following task targeting the "evaluate" level (see Figure 4.13).

Figure 4.12

Unit 11C.4


4 Look at these sentences and compare them with the sentences in the article. What extra words does the author use in the article?

1 These people are here to discover more about Egypt's history. (paragraph 2)
2 Her team are trying to save the ancient objects at Abu Sir al Malaq. (paragraph 3)
3 It continues to be big business. (paragraph 4)

Figure 4.13

Unit 11C.5

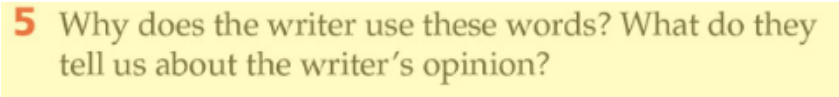

5 Why does the writer use these words? What do they tell us about the writer's opinion?

Table 4.10

BRT coding of all the tasks across the coursebook

BRT	f	%
REMEMBER	144	19.33%
UNDERSTAND	250	33.56%
APPLY	186	24.97%
ANALYZE	45	6.04%
EVALUATE	81	10.88%
CREATE	39	5.22%
TOTAL	745	100%

The Table 4.10 presents the distribution of the cognitive steps of Bloom's Revised Taxonomy across all the tasks in the coursebook. It includes the frequency and percentages for each category. The category with the highest frequency is "understand" with 250 occurrences, which constitutes 33.56% of the total tasks observed in the coursebook. This is followed by "apply" with a frequency of 186, making up 24.97% of the total. "Remember" has a frequency of 144, representing 19.33% of the total tasks. "Evaluate" has a frequency of 81, accounting for 10.88% of the total. "Analyze" has a frequency of 45, making up 6.04% of the total. Lastly, "create" has a frequency of 39, representing 5.22% of the total. In total,

there are 745 tasks across all categories of Bloom's Revised Taxonomy in the coursebook, making up 100% of the observed data in the coursebook.

4.2. Findings for Research Question 2

To what extent does Life Pre-intermediate by National Geographic Learning incorporate critical thinking skills based on teachers' perceptions?

The Likert Scale includes 41 statements related to critical thinking skills expected to be addressed. These subskills are grouped into different categories (see Table 3.2). This part presents percentages and frequencies for each item collected from 30 preparation schoolteachers based on the respective CT skill categories.

4.2.1. Items Related to Teaching of the Thinking Skills and Argumentation (Items 1, 38, 41)

The answers to the evaluations of the participating teachers in terms of "Teaching of Thinking Skills and Argumentation " and the frequencies of these answers are presented in Table 4.11.

Table 4.11

Participants' perceptions about teaching of thinking skills and argumentation in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
1.	teaches/introduces the thinking skills explicitly in a creative manner.	7	23,3	11	36,7	11	36,7	1	3,3	**30**	**100**
38.	provides students opportunities to defend their ideas/opinions/etc. presenting reasons and to try to persuade a friend or other friends using the target language.	3	10,0	10	33,3	16	53,3	1	3,3	**30**	**100**
41.	assesses students on their use of thinking skills relevant to the subject matter.	9	30,0	7	23,3	13	43,3	1	3,3	**30**	**100**

As seen in Table 4.11, 36.7% of the teachers evaluated the coursebook as good in terms of item 1 and 3.3% evaluated it as excellent. While 23.3% of the teachers evaluated the coursebook as needing improvement, 36.7% evaluated it as fair. It was determined that 60%

of the participants found the coursebook insufficient in terms of "Teaching of Thinking Skills and Argumentation". When the teachers' answers to item 38 were examined, 53.3% rated the coursebook as good, 3.3% rated it as excellent, 33.3% rate it as fair and 10.0% evaluated it as needing improvement. It was determined that 56.6% of the participants found the coursebook sufficient in terms of item 38. When the teachers' answers to item 41 were examined, 43.3% evaluated the coursebook as good, 3.3% evaluated it as excellent, 23.3% evaluated the coursebook as fair and 30.0% evaluated it as needing improvement. It was determined that 53.3% of the participants found the coursebook insufficient in terms of item 41.

4.2.2. Items Related to Comparing and Contrasting Skills (Items 2, 3 & 4)

Teachers were asked to evaluate the coursebook in terms of "Comparing and Contrasting Skills". Items 2, 3 and 4 in the rubric were prepared to reveal whether the coursebook adequately include activities related to "Comparing and Contrasting Skills". The responses of the participating teachers to the evaluation of the coursebook in terms of "Comparing and Contrasting Skills" and the frequencies of these responses are presented in Table 4.12.

Table 4.12

Participants' perceptions related to comparing and contrasting skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
2.	provides students activities which require them to compare ideas/point of views/ solutions to a raised problem in the target language.	1	3,3	12	40,0	16	53,3	1	3,3	**30**	**100**
3.	provides students opportunities to compare new information with the data previously given in the book.	2	6,7	15	50,0	11	36,7	2	6,7	**30**	**100**
4.	gives students opportunities to compare advantages and disadvantages of the alternatives/tasks/structures/ learning styles/practice activities presented in the course book.	7	23,3	15	50,0	8	26,7	0	0	**30**	**100**

As seen in Table 4.12, when the teachers' answers to item 2 are examined, 53.3% evaluate the coursebook as good, while 40.0% evaluated the coursebook as fair. 3.3%

evaluated the coursebook as excellent, and 3.3% evaluated it as requiring improvement. It was determined that 43.3 % of the participants found the coursebook insufficient in terms of "Provides students activities which require them to compare ideas/point of views/solutions to a raised problem in the target language".

When the answers given by the teachers to item 3 are examined, 50.0% evaluate the coursebook as fair and 36.7% evaluate it as good. 6.7% evaluate the coursebook as needing improvement and 6.7% rated it as excellent. It was determined that 56.7% of the participants found the course book insufficient in terms of "Gives students opportunities to compare advantages and disadvantages of the alternatives/tasks/structures/ learning styles/practice activities presented in the course book".

When the teachers' answers to item 4 are examined, 50.0% evaluate the coursebook as fair, while 23.3% evaluate it as needing improvement. 26.7% evaluated it as good. It was determined that 73.3% of the teachers found the course book insufficient in terms of "Gives students opportunities to compare advantages and disadvantages of the alternatives/tasks/structures/ learning styles/practice activities presented in the course book".

4.2.3. Items Related to Inference and Metacognition Skills (Items 5 & 6)

Teachers were asked to evaluate the coursebook in terms of "Inference and Metacognition Skills". Items 5 and 6 in the rubric were prepared to reveal whether the coursebook contains enough "Inference and Metacognition Skills". The answers to the participant teachers' evaluation of the coursebook in terms of "Inference and Metacognition Skills" and the frequencies of these answers are presented in Table 4.13.

Table 4.13

Participants' perceptions related to inference and metacognition skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
5.	provides students activities which require them to infer the meaning of a word/a phrase/a statement/etc. instead of explicit teaching of the meaning.	5	16,7	4	13,3	15	50,0	6	20,0	**30**	**100**
6.	provides students opportunities to recognize/identify what is known and what is needed to know/what additional information is needed to complete a language task.	3	10,0	13	43,3	12	40,0	2	6,7	**30**	**100**

As shown in Table 4.13, when the answers of teachers to item 5 are examined, %50 rate the coursebook as good, 20.0% rate it as excellent, 13.3% rate it as fair and 16.7% rate it as needing improvement. 70% of the participants find the coursebook sufficient in this aspect. When teachers' responses are examined for item 6, 40.0% evaluated the coursebook as good, while 6.7% evaluated the coursebook as excellent, 43.3% evaluated the coursebook as fair, and 10.0% evaluated it as needing improvement. It was determined that 53.3% of the participants found the coursebook insufficient in terms of item 6.

4.2.4. Items Related to Analysis and Evaluation Skills (Items 7, 8, 9, 10, 11, 12, 13 & 14)

Teachers were asked to evaluate the coursebook in terms of "Analysis and Evaluation Skills". Items 7, 8, 9, 10, 11, 12, 13 and 14 in the rubric were prepared to reveal whether the coursebook contains enough "Analysis and Evaluation Skills". The responses of the participating teachers to the evaluation of the coursebook in terms of "Analysis and Evaluation Skills" and the frequencies of these responses are presented in Table 4.14.

Table 4.14

Participants' perceptions related to analysis and evaluation skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
7.	provides students opportunities to recognize and express how various information is connected in the target language. i.e., cause-effect, problem-solutions, consequences, etc.	4	13,3	11	36,7	10	33,3	5	16,7	**30**	**100**
8.	provides students activities which require them to determine the order of the events, ideas, visuals, etc. and tell these using the target language.	1	3,3	3	10,0	11	36,7	15	50,0	**30**	**100**
9.	provides students activities to which require them to recognize relevant and irrelevant information while completing a language task.	9	30,0	5	16,7	10	33,3	6	20,0	**30**	**100**
10.	provides students opportunities to modify/change patterns/statements/questions/responses/phrases/etc.	4	13,3	16	53,3	7	23,3	3	10,0	**30**	**100**
11.	asks students "What if…?", "How would you…?" and "What do you think?" questions which give the opportunity to reflect their personal opinions, ideas, etc.	5	16,7	7	23,3	6	20,0	12	40,0	**30**	**100**

12.	provides learners opportunities to question the appropriacy of the language they use to the audience.	7	23,3	16	53,3	6	20,0	1	3,3	**30**	**100**
13.	provides students activities which require them to question the setting, the roles of participant and the purpose of the communication while completing a language task.	6	20,0	10	33,3	8	26,7	6	20,0	**30**	**100**
14.	provides students opportunities to acquire the system of grammar together with the system of the use of the target language; i.e. persons, social settings, modes of the communication (all the components of communicative events together with attitudes, beliefs, e t c.).	6	20,0	8	26,7	10	33,3	6	20,0	**30**	**100**

As shown in Table 4.14, when teachers' responses to item 7 were analyzed, %33,3 evaluated the coursebook as good, %16,7 rated it as excellent, %36,7 evaluated it as fair and %13,3 thought the book needed improvement. It was determined that the participants were undecided about the book's adequacy in terms of item 7.

When the teachers' answers to item 8 were examined, 36.7% evaluated the coursebook as good, 50.0% evaluated it as excellent, 10.0% evaluated the coursebook as fair and 3.3% evaluated it as needing improvement. It was determined that 86.7% of the participants found the coursebook sufficient in terms of item 8.

When the teachers' answers to item 9 were examined, 33.3% evaluated the coursebook as good and 20.0% evaluated it as excellent while 16.7% evaluated the coursebook as fair and 30.0% evaluated it as needing improvement. %53,3 of the participants found the coursebook sufficient in terms of item 9.

When the teachers' answers to item 10 were examined, 23.3% evaluated the coursebook as good, 10% evaluated it as excellent, 53.3% evaluated the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 66.6% of the participants found the coursebook insufficient in terms of item 10.

When the teachers' answers to item 11 were examined, 20.0% evaluated the coursebook as good, 40.0% evaluated it as excellent, 23.3% evaluated the coursebook as fair and 16.7% evaluated it as needing improvement. It was determined that 60.0% of the participants found the coursebook sufficient in terms of item 11.

When the teachers' answers to item 12 were examined, 20.0% evaluated the coursebook as good, 3.3% evaluated it as excellent, 53.3% evaluated the coursebook as fair and 23.3% evaluated it as needing improvement. It was determined that 76.6% of the participants found the coursebook insufficient in terms of item 12.

When the teachers' answers to item 13 were examined, 26.7% evaluated the coursebook as good, 20.0% evaluated it as excellent, 33.3% evaluated the coursebook as fair

and 20.0% evaluated it as needing improvement. It was determined that 53.3% of the participants found the coursebook insufficient in terms of item 13.

When the teachers' answers to item 14 were examined, 33.3% evaluated the coursebook as good, 20.0% evaluated it as excellent, 26.7% evaluated the coursebook as fair and 20.0% evaluated it as needing improvement. It was determined that 53.3% of the participants found the coursebook sufficient in terms of item 14.

4.2.5. Items Related to Critical Thinking Skills (Items 15 & 16)

Teachers were asked to evaluate the coursebook in terms of "Critical Thinking Skills". Items 15 and 16 in the rubric were prepared to reveal whether the coursebook contains enough "Critical Thinking Skills". The responses of the participating teachers to the evaluation of the coursebook in terms of "Critical Thinking Skills" and the frequencies of these responses are presented in Table 4.15.

Table 4.15

Participants' perceptions related to critical thinking skills in the coursebooks

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
15.	provides students opportunities to attain a credible, concise, and convincing style of presentation/use of the target language.	4	13,3	12	40,0	11	36,7	3	10,0	**30**	**100**
16.	provides students activities which activate their prior knowledge link it to new situations/transfer insight to new contexts.	6	20,0	12	40,0	10	33,3	2	6,7	**30**	**100**

As seen in Table 4.15, when the teachers' answers to item were examined, 36.7% rated the coursebook as good, 10.0% rate it as excellent, 40.0% rate it as fair and 13.3% evaluated it as needing improvement. It was determined that 53.3% of the participants found the coursebook insufficient in terms of item 15.

When the teachers' answers to item 16 were examined, 33.3% evaluated the coursebook as good, 6.7% evaluated it as excellent, 40.0% evaluated the coursebook as fair

and 20.0% evaluated it as needing improvement. 60% of the participants found the coursebook insufficient in terms of item 16.

4.2.6. Items Related to Creative Thinking, Originality and Imagination (Items 17, 18, 19 & 20)

Teachers were asked to evaluate the coursebook in terms of "Creative Thinking, Originality and Imagination". Items 17, 18, 19 and 20 in the rubric were prepared to reveal whether the coursebook contains enough "Creative Thinking, Originality and Imagination". The responses of the participating teachers to the evaluation of the coursebook in terms of "Creative Thinking, Originality and Imagination" and the frequencies of these responses are presented in Table 4.16.

Table 4.16

Participants' perceptions related to creative thinking, originality and imagination skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
17.	provides students opportunities to practice the target language at different levels of complexity and formality.	4	13,3	9	30,0	13	43,3	4	13,3	**30**	**100**
18.	provides students opportunities to generate clever, unique, unusual statements, responses, stories, etc. using the target language.	6	20,0	11	36,7	11	36,7	2	6,7	**30**	**100**
19.	provides students opportunities to imagine themselves in various places, positions, situations, etc. for target language use.	4	13,3	5	16,7	11	36,7	10	33,3	**30**	**100**
20.	provides students role play and drama activities which allow them to use the language creatively.	6	20,0	6	20,0	13	43,3	5	16,7	**30**	**100**

As seen in Table 4.16, when the teachers' answers to item 17 were examined, 43.3% rate the coursebook as good, 13.3% rate it as excellent, 30.0% rate it as fair and 13.3% evaluated it as needing improvement. It was determined that 56.6% of the participants found the coursebook sufficient in terms of item 17.

When the teachers' answers to item 18 were examined, 36.7% evaluated the coursebook as good, 6.7% evaluated it as excellent, 36.7% evaluated the coursebook as fair

and 20.0% evaluated it as needing improvement. It was determined that 56.7% of the participants found the coursebook insufficient in terms of item 18.

When the teachers' answers to item 19 were examined, 36.7% evaluated the coursebook as good, 33.3% evaluated it as excellent, 16.7% evaluated the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 70.0% of the participants found the coursebook sufficient in terms of item 19.

When the teachers' answers to item 20 were examined, 43.3% evaluated the coursebook as good, 16.7% evaluated it as excellent, 20.0% evaluated the coursebook as fair and 20.0% evaluated it as needing improvement. It was determined that 60.0% of the participants found the coursebook sufficient in terms of item 20.

4.2.7. Items Related to Risk Taking (Items 21 & 22)

Teachers were asked to evaluate the coursebook in terms of "Risk Taking". Items 21 and 22 in the rubric were prepared to reveal whether the coursebook contains enough "Risk Taking". The responses of the participating teachers regarding their evaluation of the coursebook in terms of "Risk Taking" and the frequencies of these responses are presented in Table 4.17.

Table 4.17

Participants' perceptions related to risk taking in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
21.	encourages students to use target language as much as possible in various ways i.e., asking questions, generating utterances/dialogues, writing texts, giving oral explanations, etc.	2	6,7	8	26,7	12	40,0	8	26,7	**30**	**100**
22.	provides students opportunities to demonstrate their willingness to take language using chances; defend ideas, make predictions, make plans, etc.	5	16,7	10	33,3	12	40,0	3	10,0	**30**	**100**

As seen in Table 4.17, when the teachers' answers to item 21 were examined, 40.0% rate the coursebook as good, 26.7% rate it as excellent, 26.7% rated it as fair and 6.7% evaluated it as needing improvement. It was determined that 66.7% of the participants found the coursebook sufficient in terms of item 21.

When the teachers' answers to item 22 were examined, 40.0% evaluated the coursebook as good, 10.0% evaluated it as excellent, 33.3% evaluated the coursebook as fair and 16.7% evaluated it as needing improvement. It was determined that the participants were undecided about the adequacy of the coursebook in terms of item 22.

4.2.8. Items Related to Students' Curiosity (Items 23, 24 & 25)

Teachers were asked to evaluate the coursebook in terms of "Students' Curiosity". Items 23, 24 and 25 in the rubric were prepared to reveal whether the coursebook contains enough "Students' Curiosity". The responses of the participating teachers regarding their evaluation of the coursebook in terms of "Students' Curiosity" and the frequencies of these responses are presented in Table 4.18.

Table 4.18

Participants' perceptions related to coursebook's making use of students' curiosity

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
23.	provides students activities which take their attentions, raise their curiosity/motivation/willingness to complete a language task.	12	40,0	10	33,3	6	20,0	2	6,7	**30**	**100**
24.	provides students opportunities to seek further information on a topic and do independent study.	8	26,7	12	40,0	8	26,7	2	6,7	**30**	**100**
25.	help students ignore irrelevant distracters and maintain attention during the task.	7	23,3	12	40,0	9	30,0	2	6,7	**30**	**100**

As seen in Table 4.18, when the teachers' answers to item 23 were examined, 20.0% rate the coursebook as good, 6.7% rate it as excellent, 33.3% rate it as fair and 40.0% rate it as needing improvement. It was determined that 73.3% of the participants found the coursebook insufficient in terms of item 23.

When the teachers' answers to item 24 were examined, 26.7% evaluated the coursebook as good, 6.7% evaluated it as excellent, 40.0% evaluated the coursebook as fair and 26.7% evaluated it as needing improvement. It was determined that 66.7% of the participants found the coursebook insufficient in terms of item 24.

When the teachers' answers to item 25 were examined, 30.0% evaluated the coursebook as good, 6.7% evaluated it as excellent, 40.0% evaluated the coursebook as fair

and 23.3% evaluated it as needing improvement. It was determined that 63.3% of the participants found the coursebook insufficient in terms of item 25.

4.2.9. Items Related to Decision Making (Items 26, 27 & 28)

Teachers were asked to evaluate the coursebook in terms of "Decision Making". Items 26, 27 and 28 in the rubric were prepared to reveal whether the coursebook contains enough "Decision Making". The responses of the participating teachers regarding their evaluation of the coursebook in terms of "Decision Making" and the frequencies of these responses are presented in Table 4.19.

Table 4.19

Participants' perceptions related to decision making skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
26.	provides students opportunities to make the necessary decisions in order to be able to cope with new language.	5	16,7	16	53,3	9	30,0	0	0	**30**	**100**
27.	provides students activities which require them to decide whether something is an assumption or a fact, a comment, or a request, etc.	1	3,3	3	10,0	15	50,0	11	36,7	**30**	**100**
28.	provides students opportunities to choose the most suitable response/question/phrase/statement/word/etc. among several options.	4	13,3	5	16,7	11	36,7	10	33,3	**30**	**100**

As seen in Table 4.19, when the teachers' answers to item 26 were examined, 30.0% evaluated the coursebook as good, 53.3% evaluated it as fair and 16.7% evaluated it as needing improvement. It was determined that 70.0% of the participants found the coursebook insufficient in terms of item 26.

When the teachers' answers to item 27 were examined, 50.0% evaluated the coursebook as good, 36.7% evaluated it as excellent, 10.0% evaluated the coursebook as fair and 3.3% evaluated it as needing improvement. It was determined that 86.7% of the participants found the coursebook sufficient in terms of item 27.

When the teachers' answers to item were examined, 36.7% evaluated the coursebook as good, 33.3% evaluated it as excellent, 16.7% evaluated the coursebook as fair and 13.3%

evaluated it as needing improvement. It was determined that 70.0% of the participants found the coursebook sufficient in terms of item 28.

4.2.10. Items Related to Problem Solving (Items 29, 30 & 31)

Teachers were asked to evaluate the coursebook in terms of "Problem Solving". Items 29, 30 and 31 in the rubric were prepared to reveal whether the coursebook contains enough "Problem Solving". The responses of the participating teachers regarding the evaluation of the coursebook in terms of "Problem Solving" and the frequencies of these responses are presented in Table 4.20.

Table 4.20

Participants' perceptions related to problem solving skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
29.	provides students opportunities to recognize /detect their problems/difficulties in language learning process.	16	53,3	7	23,3	7	23,3	0	0	**30**	**100**
30.	provides students guidance to infer or suggest alternate solutions and apply them.	4	13,3	16	53,3	9	30,0	1	3,3	**30**	**100**
31.	provides students opportunities creatively to seek new solutions to address the changing problems that they encounter in language learning process.	12	40,0	11	36,7	6	20,0	1	3,3	**30**	**100**

As seen in Table 4.20, when the teachers' answers to item 29 were examined, 23.3% evaluated the coursebook as good, 23.3% evaluated it as fair and 53.3% evaluated it as needing improvement. It was determined that 76.6% of the participants found the coursebook insufficient in terms of item 29.

When the teachers' answers to item 30 were examined, 30.0% evaluated the coursebook as good, 3.3% evaluated it as excellent, 53.3% evaluated the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 66.6% of the participants found the coursebook insufficient in terms of item 30.

When the teachers' answers to item 31 were examined, 20.0% evaluated the coursebook as good, 3.3% evaluated it as excellent, 36.7% evaluated the coursebook as fair

and 40.0% evaluated it as needing improvement. It was determined that 76.7% of the participants found the coursebook insufficient in terms of item 31.

4.2.11. Items Related to Investigation and Search (Items 32, 33 &34)

Teachers were asked to evaluate the coursebook in terms of "Investigation and Search". Items 32, 33 and 34 in the rubric were prepared to reveal whether the coursebook contains enough "Investigation and Search". The answers of the participating teachers regarding their evaluation of the coursebook in terms of "Investigation and Search" and the frequencies of these answers are presented in Table 4.21.

Table 4.21

Participants' perceptions related to investigation and search skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
32.	provides students opportunities to seek for alternative uses of the target language.	4	13,3	9	30,0	11	36,7	6	20,0	**30**	**100**
33.	provides students activities which require them to seek evidence to support a claim/a topic/a response/a conclusion/etc.	6	20,0	7	23,3	13	43,3	4	13,3	**30**	**100**
34.	provides students activities which require them to do systematic research on a topic, present their findings using the target language in their own words.	8	26,7	8	26,7	10	33,3	4	13,3	**30**	**100**

As seen in Table 4.21, when the teachers' answers to item 32 were examined, 36.7% evaluate the coursebook as good, 20.0% evaluate it as excellent, 30.0% evaluate the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 56.7% of the participants found the coursebook sufficient in terms of item 32.

When the teachers' answers to item 33 were examined, 43.3% evaluated the coursebook as good, 13.3% evaluated it as excellent, 23.3% evaluated the coursebook as fair and 20.0% evaluated it as needing improvement. It was determined that 56.6% of the participants found the coursebook sufficient in terms of item 33.

When the teachers' answers to item 34 were examined, 33.3% evaluated the coursebook as good, 13.3% evaluated it as excellent, 26.7% evaluated the coursebook as fair

and 26.7% evaluated it as needing improvement. It was determined that 53.4% of the participants found the coursebook insufficient in terms of item 34.

4.2.12. Items Related to Induction and Deduction (Items 35, 36 & 37)

Teachers were asked to evaluate the coursebook in terms of "Induction and Deduction". Items 35, 36 and 37 in the rubric were prepared to reveal whether the coursebook contains "Induction and Deduction" sufficiently. The responses of the participating teachers regarding their evaluation of the coursebook in terms of "Induction and Deduction" and the frequencies of these responses are presented in Table 4.22.

Table 4.22

Participants' perceptions related to induction and deduction skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
35.	gives students opportunities to make deductions out of the presented information and use it to complete a language task.	5	16,7	8	26,7	12	40,0	5	16,7	**30**	**100**
36.	provides students opportunities to construct a valid generalization about the use of target language in various situations or in different modes of communication.	4	13,3	10	33,3	14	46,7	2	6,7	**30**	**100**
37.	provides students opportunities to clearly articulate the logic of this generalization giving the reasons.	6	20,0	14	46,7	10	33,3	0	0	**30**	**100**

As seen in Table 4.22, when the teachers' answers to item 35 were examined, 40.0% rate the coursebook as good, 16.7% rate it as excellent, 26.7% rate it as fair and 16.7% evaluated it as needing improvement. It was determined that 56.7% of the participants found the coursebook sufficient in terms of item 35.

When the teachers' answers to item 36 were examined, 46.7% evaluated the coursebook as good, 6.7% evaluated it as excellent, 33.3% evaluated the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 53.4% of the participants found the coursebook sufficient in terms of item 36.

When the teachers' answers to item 37 were examined, 33.3% evaluated the coursebook as good, 46.7% evaluated the coursebook as fair and 20.0% evaluated it as

needing improvement. It was determined that 66.7% of the participants found the coursebook insufficient in terms of item 37.

4.2.13. Items Related to Classification (Items 39 & 40)

Teachers were asked to evaluate the coursebook in terms of "Classification". Items 39 and 40 in the rubric were prepared to reveal whether the coursebook contains enough "Classification". The responses of the participating teachers regarding their evaluation of the coursebook in terms of "Classification" and the frequencies of these responses are presented in Table 4.23.

Table 4.23

Participants' perceptions about classification skills in the coursebook

NO	ITEMS	Needs improvement		Fair		Good		Excellent		**TOTAL**	
	The coursebook…	f	%	f	%	f	%	f	%	**f**	**%**
39.	provides students activities which require them group/order/classify/label words, statements, phrases, usages of language or materials used in a language task.	1	3,3	8	26,7	12	40,0	9	30,0	**30**	**100**
40.	provides students activities which require them to list the reason for and against the most promising ideas/options/responses/etc. using the target language.	4	13,3	8	26,7	16	53,3	2	6,7	**30**	**100**

As seen in Table 4.23, when the teachers' answers to item 39 were examined, 40.0% evaluated the coursebook as good, 30.0% evaluated it as excellent, 26.7% evaluated the coursebook as fair and 3.3% evaluated it as needing improvement. It was determined that 70.0% of the participants found the coursebook sufficient in terms of item 39.

When the teachers' answers to item 40 were examined, 53.3% evaluated the coursebook as good, 6.7% evaluated it as excellent, 26.7% evaluated the coursebook as fair and 13.3% evaluated it as needing improvement. It was determined that 60.0% of the participants regarded the coursebook sufficient in terms of item 40.

4.2.14. An Overview of Further Comments

In the further comments section, only the half of the teachers (15) have added extra comments. One teacher suggests the book should focus more on critical thinking skills, especially in grammar, beyond just reading. Other praises its critical thinking sections, which prompt students to analyze and evaluate text deeply, distinguishing fact from opinion, assessing reliability, and identifying persuasive techniques. These activities, integrated with speaking and writing tasks, foster both critical and creative language use, leading from lower order thinking to higher order thinking skills. Effective use of imagery further supports the book's goals according to her. Regarding item 2, one teacher expressed dissatisfaction with the repetitive and unengaging nature of activities related to comparing ideas and viewpoints. Another teacher remarked on the book's failure to accommodate different learning styles (item 4). For item 5, regarding activities requiring students to infer meanings, 1 of the teachers felt the meanings were too vague, while another one found them mostly explicit. 1 teacher highlighted a lack of explanation in activities aimed at identifying necessary information for language tasks. For item 9 which is about the activities requiring to recognize relevant and irrelevant information, 1 teacher said it is not enough while another one said it was presented only via multiple options questions. 1 teacher found activities for modifying language patterns dull and ineffective in capturing students' attention. In terms of questions prompting personal reflection, one teacher appreciated the communicative activities, while another found certain questions unsuitable for young adults. Additionally, one teacher felt that the questions lacked intrigue, leading them to independently supplement activities due to perceived shortcomings in the book. Concerning appropriacy of language use, 1 teacher called for more activities on formal/informal language, and 1 of them found the presentation column lacking in relevance. For item 13about questioning the setting, the roles of participant and the purpose of the communication, 2 of the teachers think there is no setting, or no role provided or analyzed while 1 of the teachers concerns about that students are not happy with the speaking part since the tasks are so similar and repetitive. 1 of the teachers says these kinds of activities are not enough so she had to provide more. For item 14 about the book’s effectiveness on acquiring the system of grammar together with the system of the use of the target language, 1 of the teachers said there are “no communicative events and no social settings” while 1 of them thinks communicative language teaching is not the best especially for timid students in crowded classrooms. For the 16th item related to activating students’ background knowledge, 1 of the teachers said except lead-in part there was no

reviving schemata while the other thought the book is not sufficient in reviving background knowledge, so she had to provide more. 2 of the teachers criticizes the book because the activities in which students can practice the language do not vary in terms of complexity or formality (item 17). For item 18, which discusses providing students opportunities to generate clever, unique, unusual statements, responses, stories, etc., three teachers found the tasks uninspired and supplemented them to enhance creativity. For item 19 saying the book "provides students opportunities to imagine themselves in various places, positions, situations, etc. for target language use." 1 of the teachers noted that the tasks are not various, and the language is generally used in similar everyday situations. Regarding item 20, about providing role play and drama activities, four teachers found these activities either limited or confined to the speaking part, necessitating additional modifications. For item 21, which encourages using the target language in various ways as much as possible, two teachers suggested that they are similar and maybe freer activities can be added to the book. For item 22, which provides opportunities to demonstrate willingness to use language, one teacher found the topics lacking in argumentativeness, while two teachers suggested student disinterest as a possible factor. For item 23, which aims to raise student motivation/interest/willingness, seven teachers noted repetitive themes and suggested making topics more appealing, particularly to Gen Z, and incorporating CCQs. Regarding item 25, which involves maintaining attention, one teacher appreciated the flow and harmony in the chapters as a supplementary factor to achieve maintaining attention, while another attributed student distraction to disinterest. 1 of the teachers says the book doesn't provide sufficient opportunities to choose the most suitable response/question/phrase/statement/word/etc. among several options (item 28). 2 of the teachers think there is no self-assessment for students to recognize /detect their problems/difficulties in language learning process while 1 of the teachers says a self-evaluation rubric can be added to each unit (item 29). 1 of the teachers thinks the book doesn't provide any inference or deduction (item 30). 1 of the teachers thinks the book provides only environmental issues to seek new solutions to address the changing problems that they encounter in language learning process. Most probably this teacher misunderstood this question and thought it was about finding creative solutions for challenging situations. And another teacher says even if there was an opportunity to find solutions about the problems that they face in language learning, students are not aware (item 31). 1 of the teachers thinks the book provides enough chance for students to find evidence for their answers especially in the reading parts (item 33). 1 of the teachers think in terms of item 34

asking students to do a research and present their findings, one teacher found research and presentation tasks limited. 1 of the teachers thinks that the book doesn't give students opportunities to make deductions out of the presented information and use it to complete a language task, but it is because of the level of the book maybe for next and more advanced levels there might be more deductions and interpretations (item 35). When it comes to defending their opinions with reasons, two teachers found the book lacking. They noted that the topics were safe and non-debatable, with widespread agreement, prompting them to include additional discussion components (item 38). Regarding item 41, which addresses the book's assessment of students' use of thinking skills relevant to the subject matter, four teachers noted a lack of justification. Consequently, they felt the need to include more questions to address this deficiency.

4.3. Discussions

This section aims to discuss the findings in relation to the relevant literature. To address the research questions, the discussion will follow the same order in which the results were presented in the study.

As mentioned in the literature review, one of the major goals of Turkish national education is to cultivate individuals capable of independent and scientific thinking (MoNE, 2009). This highlights the importance of critical thinking, enabling individuals to analyze information, evaluate evidence, and make reasoned decisions. By fostering these skills, the education system prepares students for academic success and informed, responsible citizenship, essential for adapting to a rapidly changing world. "So as to make lives 'valuable' and create citizens with the ability of CT, the great part responsibility is held by universities" (Özmen, 2008, p. 120). The universities need to use educational materials fostering CT skills in order to prepare their students a rapidly changing world. From this perspective, this study aims to evaluate an EFL coursebook used in a preparation school to determine its effectiveness in teaching and practicing critical thinking skills.

In the first part of the study, which utilizes BRT to evaluate the tasks in the book for their effectiveness in boosting CT skills, some striking interpretations emerged. When all tasks were analyzed and categorized under a single cognitive level of Bloom's taxonomy, it was found that only 165 out of 745 total tasks belonged to the higher three levels. This indicates a lack of tasks addressing higher order thinking in the book. The distribution of

tasks revealed that writing, speaking, and critical thinking tasks comprise the majority of the higher-level cognitive tasks. Thus, HOTs are primarily addressed through productive skills in the book. Although the coursebook claims to emphasize HOTs, the actual distribution of tasks coded using BRT across different language skills does not support this claim. In practice, these HOTs are not consistently incorporated into the tasks, suggesting a discrepancy between the book's stated objectives and the reality of its content.

For example, in listening tasks, the focus is predominantly on remembering and understanding, with minimal representation of higher-order skills as they predominantly involved listening to audio and answering questions without requiring interpretation. This suggests that listening tasks may not sufficiently challenge students to engage in deeper cognitive processes. This finding is confirmed by a study by Uzaldı (2024), who emphasizes the necessity of incorporating HOTs. This is surprising, as listening tasks could also involve analyzing the speaker's tone, intention, formality/informality, reasons behind statements, or identifying the best idea/advice/solution, thereby addressing higher order thinking skills. However, this distribution can also be understandable for two reasons. First, listening is classified as a receptive skill (Harmer, 1991), meaning it is not suitable for production. Still, it could have been linked to HOTs but, because of the learners' low proficiency level, it is hard to go beyond LOTs. Second, according to CEFR (2020), A2 learners are expected to understand the main idea when the oral discourse is produced clearly. Therefore, it is crucial for learners to identify the meaning of the input in order to build on it. This is something expected for this level.

Speaking tasks have a balanced approach, with more emphasis on apply and some coverage of analyze, evaluate, and create. The majority were at the "apply" level (35.19%), as students are often required to use newly introduced grammar or vocabulary in practical, communicative situations, reflecting real-world language use without creating something new. However, the total of higher-level tasks in speaking constitutes 33.34%, which is a remarkable proportion, indicating that speaking tasks are closely related to HOTs.

In the reading tasks, the most common level targeted was "understand," as learners are generally expected to find exact answers from the passage (remember) or grasp the main idea, make inferences, and summarize key points (understand). This finding aligns with previous studies (Sirait, 2014; Alfaki, 2014). There is minimal engagement with HOTs, which might indicate that reading tasks are designed more for comprehension rather than critical analysis or synthesis of information. Additionally, each unit included a section called "Critical Thinking" that featured a reading passage and was analyzed separately. As a result,

this separate categorization leads to a reduction in the number of HOTs in the tasks categorized under the reading skill.

Writing tasks engage students across a wide range of cognitive skills. While remembering (16.18%) and understanding (22.05%) are present, there is significant emphasis on applying (17.65%), evaluating (19.12%), and creating (17.65%). The relatively high percentages for evaluating and creating suggest that writing tasks effectively encourage students to engage in critical thinking and creative processes.

A dominant (53.33%) of grammar tasks are focused on applying, which implies a practical approach to grammar instruction, where students use grammar rules in various contexts. Grammar tasks mostly emphasize lower-order cognitive skills, with minimal focus on higher-order skills.

In vocabulary tasks, understanding is the primary cognitive skill suggesting that comprehension of word meanings and usage is crucial. Having a separate vocabulary section in the book is beneficial, providing students with the necessary terminology for discussions since CT requires a rich vocabulary and terminology knowledge (Wright, 2002).

Pronunciation tasks, on the other hand, focus almost entirely on understanding, with little emphasis on other cognitive levels. It shows these tasks are designed to recognize and produce correct sounds. There is very limited focus on HOTs which is expectable.

Critical thinking part in the book primarily center around analyzing and evaluating, indicating a strong emphasis on higher order thinking skills in this field. Critical thinking tasks are predominantly focused on higher-order skills, particularly analyzing and evaluating, which are essential for developing critical thinking abilities. It is good to have these types of tasks addressing HOTs since students remember things better when they're asked to engage in higher cognitive-level thinking (Koray & Altunçekiç, 2002). That’s why, it's important to think cognitive levels while designing tasks and instructions.

Overall, across all tasks in the coursebook, different language skills emphasize different cognitive levels, with listening and grammar tasks leaning heavily towards lower-order skills, while speaking and writing tasks show a more balanced or higher-order cognitive engagement. Many tasks, especially in grammar and speaking, highlight the importance of applying knowledge, which is crucial for real-world language use. It can be said that HOTs are seen in productive skills more. The emphasis is on LOTs, while the representation of HOTs is lower. This is parallel with the findings of other studies (Abdelrahman, 2014; Arı, 2018; Assaly & Smadi, 2015; Gökler et al., 2012; Hazhemnezhad, 2011; Mosalanejad, 2010; Oktaviani, 2018; Öztürk, 2019; Rahpeyna & Khoshnood, 2015;

Razmjoo & Kazempourfard, 2012; Rebla, 2022; Tarman & Kuran, 2015; Ulum, 2016; Zaiturrahmi & Zulfikar, 2017). It can be linked to the level of the book (pre-intermediate) as well as materials at this level typically focus more on foundational language skills and may not extensively incorporate complex cognitive tasks.

As mentioned in the literature review, LOTs are essential for building more complex levels of thinking. Learners must understand the basics before they can create something new. However, mastering LOTs does not mean neglecting HOTs. Focusing excessively on LOTs can diminish one's ability to think critically (Steen, 1987). To become independent learners and active citizens, individuals need to learn how to analyze, evaluate, and create. Critical thinkers analyze, interpret, and compare information rather than passively accepting it (Şahinel, 2011; Yağcılar, 2010). Therefore, including LOTs in educational programs is not disadvantageous as long as there is sufficient emphasis on HOTs as well (Yurdakul Güde, 2021).

The general lack of tasks that engage students in these higher order thinking activities indicates a need for curriculum enhancement. By integrating more HOTs into the coursebooks, educators can better prepare students for the cognitive demands of real-world language use. This finding is aligned with the findings of the study by Sönmez (2017) saying BRT supported the learning needs of the students.

The second research question aimed to investigate teachers' perceptions of the coursebook's effectiveness in promoting critical thinking, utilizing a Likert scale to gather their insights. Numerous studies have demonstrated the correlation between improved language learning and CT skills (Abrami et al., 2008; Alkaya, 2006; Bell & Loon, 2015; Huber & Kuncel, 2016; Johnson, 2002; Marin & Halpern, 2011; Tosuncuoğlu, 2018). Therefore, it is essential to incorporate these skills into coursebooks. However, the results of the CTLS indicate there are some areas that need improvement. In terms of items related to teaching of the thinking skills and argumentation, the book fails to teach these skills explicitly in a creative manner while it shows moderate success in providing students opportunities to use these skills. These findings are in line with the findings of other studies by Demir (2008), who used the same scale for different books and Özmen (2008). While opportunities exist to discuss debatable topics, reasoning is frequently lacking. Toulmin’s (1969) argumentation theory emphasizes that every argument should be supported by backing and reasoning. Therefore, it's essential for students to effectively employ these techniques, but they often require guidance on how to do so. Anticipating students to master CT skills in a second language without explicit guidance is not realistic. So, providing

students with CT integrating tasks is crucial for their advancement as proficient critical thinkers in a second language. Teaching CT skills properly can be achieved by prioritizing materials that fosters critical thinking (Zemsky, 2009). The idea that students need for a guidance and CT integrated materials is supported by Rezaei et al. (2011) and Wilson (2016). Incorporating vocabulary that are key terms in the language of thinking might help. According to Güzel Yüce and Emir (2020), enriching EFL books with words like *agree*, *evaluation*, *choice*, *difference*, and *prediction* can enhance thinking skills.

One of the important subskills of CT is metacognition. It is important to be able to reflect on one's own thinking processes (Flavell, 1976), thereby distinguishing between what is known and unknown to target areas for improvement (Costa, 1987). Metacognition is argued to be among the most essential for students in developing their second language proficiency (Anderson, 2002; Garner & Alexander 1989; Halpern 2003; Keihaniyan, 2013; Weinert & Kluwe, 1987). However, the coursebook lacked tasks designed to help students, distinguish between familiar and unfamiliar information, link prior knowledge with new concepts, and assess their own thinking. It needs to provide more opportunities to recognize what is known and what additional information is needed to complete a language task. Also, many teachers suggest the need for better support in helping students recognize and articulate their language learning difficulties. They express dissatisfaction with activities that require students to independently make decisions to handle new language. To address this, incorporating CT tasks could be beneficial because CT helps language learners to evaluate their learning methods, to spot the areas that need to be improved (Santos, 2018). Costa and Kallick (2009) propose that students should move from receiving knowledge to actively producing it through reflective thinking. Therefore, it's vital to include tasks in educational materials that promote evaluating one's own thinking and learning process. Teachers can employ a structured sequence of questions to prompt students to recall what they learned previously and expand upon it (Falkof & Moss, 1984). Additionally, incorporating more self-assessment checklist into the book can be beneficial for students to track their own learning process as suggested by American English (n.d.).

The research reveals another concern - the book does not help students in identifying their learning styles or strategies. To accommodate different learning styles, more inclusive instructional strategies that cater to various preferences and strengths, such as visual, auditory, and kinesthetic approaches, can be implemented to raise CT (Aljarabah & Mai, 2020; Dawahdeh & Mai, 2021; Swanson et al., 2015). When developing CT skills, it's crucial to boost engagement, incorporate a variety of activities, and ensure inclusivity to support

diverse learners effectively. It ensures that all students feel valued and included in the learning process.

The book has good comments in terms of ordering ideas and events, recognizing relevant/irrelevant information and classification activities, acquire the system of grammar together with the system of the use of target language, discriminate the facts and assumptions and to choose the most suitable statement/word etc. While these tasks do not necessitate an intricate thought process, they nonetheless cultivate a degree of critical thinking among students.

Questioning the appropriacy of language, the purpose of communication, roles, and setting are closely related to critical thinking as they involve a deeper analysis and evaluation of language, communication dynamics, roles, and settings. Due to similar and repetitive subjects, students rely on a limited set of strategies to communicate, rather than employing a diverse range of communication techniques (Delen & Tavil, 2010). The findings show that there is also a need for improvement in generating clever, unique responses and stories which shows us the lack of “create” level. Various dialogues can be presented to sustain students' curiosity and willingness to complete tasks. Also, the variety helps students practice language in different contexts and give them a chance to adjust the language. Incorporating diverse and real-life scenarios can help students practice and refine their communication skills in different contexts.

The study suggests that coursebooks should provide structured guidance and activities to enhance students' problem-solving skills, promoting a more problem-solving-oriented approach. Current problem solution tasks in the book lack creativity and fail to encourage students to explore innovative solutions. It is recommended that critical thinking-evoking problems avoid closed or predetermined solution options to allow individuals to express their unique thought processes freely (Türnüklü & Yeşildere, 2005). If students can define and limit a problem, gather the necessary information to find a solution, generate alternative solutions, test them, and choose the most appropriate one, they are more likely to be successful in different subjects at school (Aytek, 2024). That’s why the book should include more problem-solving tasks so that the learners could speak the language and use their critical thinking while communicating their ideas. This finding aligns with the findings of (Bağ, 2020). She also argues that students favor activities centered on real-life topics they care about, which also entail addressing real problems, refining their critical thinking abilities. To achieve this, Facione’s IDEA (2015) -a 5-Step critical thinking general problem-solving process- can be applied.

For induction and deduction skills, the coursebook is seen as moderately effective, with a significant portion of teachers rating it as "Good" for opportunities to make deductions and generalizations. However, a notable percentage also feels there is room for improvement, particularly in articulating the logic behind generalizations. When students are presented with binary options or true-false questions. In such cases, students may not feel compelled to provide explanations for their answers, leading to a mere fifty-fifty chance of accuracy. To address this, tasks requiring deduction should be supplemented with prompts that encourage reasoning and justification. So, these types of tasks must be supported by reasoning and justification. Reasoning is quite a skill because Motivating students to seek for their own reasons is a step to become lifelong learners which is an aim of the qualified thinking process (Jantrasakul, 2012). This notion resonates with findings from other studies (Beyer, 1991; Khodadady & Karami, 2017), underscoring that tasks lacking reasoning fail to promote critical thinking and do not lead to academic success.

Moreover, the coursebooks did not prompt students to seek additional information on topics or present new information convincingly. These activities provide students with extra opportunities to engage with the target language beyond the classroom, promoting learner autonomy. The coursebook's ability to develop investigation and research skills receives generally good reviews. However, teachers noted that even when the book included research tasks, they were not particularly effective due to the repetition of similar topics. Therefore, there is a need for more activities that enhance critical thinking since it is obvious that CT can help students produce the target language more effectively and become autonomous learners (Ebrahimi & Safaei, 2019; Gandimathi & Zarei, 2018; Marzano, 1991; Park & Kim, 2018).When the material lacks in specific areas like this, teachers can supplement it with their own materials or adapt existing ones, as suggested by (Davidson, 1998; Nasırcı & Aybek, 2018). Teachers reported doing this when they felt it was necessary.

It is good to have critical thinking section, but still there is lack of depth or opportunities for debate, indicating a need for more challenging topics. It can be said that one of the reasons for this is repetitive themes and limited engagement in some activities, suggesting the need to make topics more appealing, incorporate more diverse scenarios, and enhance student motivation, particularly among Gen Z learners. As students' changing nature as initiators becomes more evident, educators must respond by fostering environments that encourage exploration and deeper inquiry. This requires adapting curricula to include a broader range of perspectives and real-world applications, empowering students to take more active roles in shaping their learning experiences. Using technology for this purpose could

be effective because students often perceive themselves as sociable, even when they primarily socialize online. Platforms like YouTube, Instagram, and TikTok, which are heavily utilized by students, can be utilized to curate and present educational content in a way that engages their attention effectively (İçme, 2023).

The effectiveness of teaching CT skills is significantly enhanced when students are also affectively engaged. Nepal & Mahadeo (2023) highlight that facilitating students to express their emotions and opinions enables them to achieve a deeper comprehension of complex topics. Active learning can be achieved via teachers making lessons relevant to students' lives, setting high expectations and pushing them beyond comfort zones. They foster collaboration and interaction, encourage participation through discussions and group work, and show care for students' learning and growth (Paolini, 2015). However, teachers have expressed that both they and their students find the tasks in the book somewhat boring when it comes to fostering such expression. To effectively nurture critical thinking skills, it is crucial to seamlessly integrate these skills into lessons (Çiçek & Büyükuysal, 2013). Yüksel et al. (2023) emphasize the importance of incorporating current and relevant subjects to capture students' interest. Teachers confirm that there are some activities which encourage students to compare/contrast/do research and discuss but they think that these activities are repetitive and unengaging, and they are not debatable enough. Consequently, students may not feel like actively participating. Students feel more engaged and connected to learning when course content relates to their experiences and interests, which motivates them (Ajabnoor & Fatima, 2024). However, the book consists of the topics related to nature, pollution, animals, water, and the World, so the similarity between topics makes it boring for students and they do not want to participate in discussions. Due to the lack of diversity, discussions lack depth, as everyone shares similar ideas, leaving little room for debate or different perspectives. Whenas the complexity of critical thinking activities is greatly affected by the variety and content of the text being studied. Therefore, when evaluating materials, it's crucial to consider the content, relevance, and variety of topics covered. This finding is supported by the results of a study conducted by Soe (2024). In such cases, employing strategies such as "classroom discussions" and thought-provoking, higher order "questions" can be highly effective in fostering CT skills among students. This approach is supported by the findings of a study conducted by Guerrout (2020), Karabulut (2012) and Schuitema et al. (2018). Asking such questions has the potential to enhance student motivation as well. The motivation is crucial for teaching CT in EFL contexts (Chamot, 1995; Facione, 2015). This motivation enhances their flexibility, problem-solving skills, and

efficiency in acquiring knowledge (Mulang, 2021). According to Yurdakul (2004), curiosity-triggering questions can enhance motivation and lead to a more enriching learning experience. Engaging texts, such as real-life stories, can trigger curiosity and encourage students to explore real life scenarios, facilitating direct learning experiences (Schmoker, 2007; Shanahan, 2003). Also, integrating CT activities into various skills has the potential to enhance motivation and cooperation (Gültekin & Saylan, 2018; Kurnaz, 2019). Students can be encouraged to do research, question information, and develop metacognitive skills (Erdem & Akkoyunlu, 2002; Korkmaz & Kaptan, 2002).

It is clear that a test/exam-based assessment system or giving homework does not help improve critical thinking skills. Yildirim and Yalcin (2008) support this view, stating that traditional teaching methods are not effective in developing problem-solving and critical thinking skills. In the documentary named *The Enemies of Reason*, Richard Dawkins (2007) emphasizes the importance of engaging in interactive discussions with students as a means of promoting critical thinking. These kinds of activities through which the learners negotiate the meaning and communicate with their friends to complete a task are considered as a way of motivating the actual CT process (Schuitema et al., 2018). Ramanathan and Kaplan (1996) argue that second language (L2) learners who lack exposure to this kind of interaction may have difficulties in thinking critically. Furthermore, teacher awareness is pivotal in addressing coursebook shortcomings and promoting critical thinking among students as stressed by Alaxendar et al. (2010), Doğanay and Sarı (2012), Kutlu and Schreglmann (2011), Ünlü (2018) and Yeşilyurt (2021). Teachers, being critical thinkers themselves, must recognize the importance of CT and create a supportive environment where all ideas are welcomed without judgment (Marzano, 1991). This underscores the essential role of teachers in nurturing critical thinking skills among students.

Teachers ask for more varied and creative tasks, particularly in generating unique responses and stories, as well as in providing opportunities for imaginative language use. This is crucial because, for a learning activity to stimulate critical thought, it must capture students' interest and curiosity (Kanik, 2010). Teachers note limitations in research and presentation tasks, which are once again linked to the repetitive nature of the themes. Allowing students to choose their presentation topics could enhance their intrinsic motivation, as they tend to be more invested when they can select tasks that resonate with their interests (Sasy, 2016).

Although the book is praised for providing opportunities for deduction and interpretation, some teachers suggest the need for more advanced levels to further develop

these skills. They think the context falls short to infer the meanings of target vocabulary items. It is important to provide students with enough information to deduce, interpret and elicit responses. Providing adequate context is crucial for students to deduce, interpret, and respond effectively. Without proper context, students' development of critical thinking skills in the target language may be hindered (Snow et al., 1989). Güzel Yüce and Emir (2020) emphasize the importance of context for motivating students and facilitating cognitive processes in language learning.

Recognizing that teaching critical thinking is a multifaceted endeavor, evaluating EFL coursebooks is only the initial step in a broader process of developing educational resources (Kayapınar, 2009). A holistic approach must be implemented to ensure a comprehensive integration of critical thinking throughout the educational process (Özmen, 2008). Thus, it can be said that curriculum, syllabi, and assessment methods must be modified accordingly with this idea in mind. Universities can integrate critical thinking and decision-making skills into their curriculum to better prepare graduates for the job market (Watrous-McCabe, 2005). It is not enough to apply these skills only one or two language skills (Alnofaie, 2013).

In conclusion, the results from the CTLS and BRT coding suggest that while the coursebook is effective in covering foundational cognitive levels, it could benefit from more consistent integration of HOTs and CT skills across all language skills because disproportionate emphasis on LOTS across tasks, particularly in listening and grammar activities has been identified. While speaking and writing tasks showed a more balanced engagement with HOTS, there remains a notable gap between the coursebook's stated goals and its actual content. This inconsistency suggests a need for curriculum enhancement to better prepare students for real-world cognitive demands. A comprehensive review and adjustment of specific activities in the book are recommended to enhance the overall integration of these thinking skills. Introducing more tasks that challenge students to analyze, evaluate, and create could improve the coursebook's effectiveness in teaching CT and contribute to deeper language proficiency. Findings from the second part of the study highlighted areas needing improvement such as explicit teaching of thinking skills, metacognition and problem-solving, more diverse and engaging activities.

Overall, the study highlights the importance of a balanced approach that incorporates both LOTs and HOTs, supported by tasks fostering CT skills, to better equip students for academic success and informed citizenship.

CHAPTER V

CONCLUSION

This chapter will present a summary of the study, discuss pedagogical implications, present the limitations of the research, and suggest ideas for future research.

5.1. Summary of the Study

This thesis study evaluates the effectiveness of Life Pre-intermediate by National Geographic Learning used in a preparatory school at a foundation university in Ankara, Türkiye, for promoting CT skills among EFL learners. Employing a parallel convergent mixed methods research design, in the first phase of the research, the researcher employed Bloom's Revised Taxonomy to analyze and evaluate unit tasks across all language skills and language areas and their alignment with higher order thinking skills. In the second phase, a 4-point Critical Thinking Likert Scale was used to get participant instructors (n.30) who were familiar with the coursebook to evaluate the book's effectiveness in fostering CT skills.

This study is distinctive because it combines BRT and CTLS and involves instructors as evaluators, offering practical insights from those directly using the coursebook. Instructors who used the material in real classrooms were involved to understand how it helped students develop CT skills. Before administering the CTLS, instructors received a training session to ensure a consistent understanding of CT subskills, and their feedback and recommendations were collected to ensure a comprehensive and reliable evaluation process. By involving instructors as evaluators, the study aimed to achieve the most accurate results regarding the coursebook's effectiveness. While the study provided insights into teachers' perceptions, BRT served as a reliable framework for analysis, allowing the researcher to interpret results from diverse data sources.

The study found areas for improvement in the coursebook's design, particularly in the integration of HOTs, despite the presence of a "Critical Thinking" section. The findings from BRT highlight the need for embedding HOTs throughout all the language skills to enhance learners' CT skills. CTLS revealed that the coursebook demonstrates strengths in certain areas of teaching CT skills, such as comparing ideas/points of view, determining the order of events, inferring meaning, reflecting personal opinions, recognizing relevant and

irrelevant opinions, acquiring grammatical systems, practicing the target language at different levels of complexity and formality, role-playing, discerning facts and assumptions, finding suitable questions/responses, exploring alternative uses of the target language, making deductions and generalizations, defending ideas and seeking evidence, listing reasons for and against, and classification skills.

However, the coursebook also showed notable weaknesses in teaching thinking skills creatively, comparing and linking new information with existing knowledge, identifying what is needed to complete a language task, comparing advantages and disadvantages, modifying patterns/responses, questioning the appropriacy of language/settings/roles of participants, giving credible and convincing presentations, assessing one's own thinking, detecting problems and finding solutions in language learning process, making decisions to cope with new language tasks, conducting research, giving reasons for generalizations, maintaining/attracting attention, and suggesting/inferring solutions.

The results indicate that teachers, curriculum developers, and publishers must place more emphasis on CT skills and enhance HOTs to develop conscious, intellectual, and self-aware language learners. The collaborative activities, research tasks can be done to increase interaction and motivation. The themes in the book can be varied to attract and maintain students' attention.

This research contributes to the field of English language teaching by providing insights into the alignment of coursebook content with critical thinking development, serving as a resource for educators, curriculum developers, and other stakeholders aiming to improve critical thinking skills in Turkish educational contexts.

5.2. Pedagogical Implications

The study evaluated the effectiveness of an FL coursebook used in a preparatory school in Ankara, Türkiye, with a particular focus on its capacity to improve CT skills. By looking at the findings obtained from CTLS and analysis using BRT, some implications have been presented aligned with the potential implications of the study findings include:

5.2.1. Implications for Publishers

The findings from the study have important implications for publishers in the creation and design of English language coursebooks. Coursebooks, as the embodiment of curricular decisions from the ministry to the classroom, reflect the priorities in education (Thornbury, 2013). To cultivate citizens capable of critical thinking, publishers must ensure that their textbooks align with these revised curricular goals by incorporating materials that promote CT skills. This includes integrating more tasks that challenge students to engage in HOTs, such as analyzing, evaluating, and creating, across all language skills. Such an approach would provide students with a more comprehensive language learning experience and better prepare them for the cognitive demands of real-world language use.

The study's results highlight the importance of balancing cognitive levels throughout coursebooks. While foundational cognitive levels such as remembering and understanding are covered effectively, there is a noticeable gap in tasks that promote higher-order thinking. To address this, publishers should revise the mentioned book and aim for a more balanced approach that includes a range of cognitive levels within each language skill, supporting students' development of critical thinking.

The coursebook's current structure could improve in offering students opportunities to use language creatively and take risks in language use. Publishers can respond by incorporating more tasks that encourage critical thinking, such as defending ideas, exploring alternative solutions, engaging in creative language activities and assessing their own learning. Additionally, the findings of this study should guide publishers in assessing how well coursebooks facilitate critical thinking and help them adjust materials to better cater to the needs of educators and learners. Publishers might also consider including more detailed "I can" checklists at the end of each unit to encourage students to recognize and reflect on their own thinking processes.

Another important consideration is the emphasis on practical application. By integrating tasks that mirror real-life scenarios and challenges, publishers can provide students with meaningful opportunities to apply their CT skills. An interdisciplinary approach that brings elements from other disciplines, such as science, history, or current events, into language learning can enhance students' critical thinking abilities and offer a more engaging and comprehensive learning experience. The variety of the themes will increase students’ motivation and willingness.

Finally, publishers should commit to continuous revision and updates as critical thinking skills and educational standards evolve. This includes keeping content current, relevant, and reflective of best practices in language education. By addressing these implications, publishers can produce more effective coursebooks that better support students' development of CT skills alongside language proficiency, ultimately contributing to a more holistic and enriching learning experience.

5.2.2. Implications for Teachers

The study's findings carry important implications for teachers aiming to improve students' CT skills through English language coursebooks. These findings are also beneficial for the teachers who participated in the study, as their evaluation of the book allows them to utilize the insights effectively. Given that teachers find the book insufficient in some areas and the results of BRT indicate a lack of HOTs, it is clear that teachers should enhance the coursebook content with additional resources or activities that target HOTs. While the coursebook may be effective at covering LOTs, teachers should incorporate tasks that challenge students to analyze, evaluate, and create.

Incorporating more student-centered and experiential activities such as role-playing, case studies, group projects, debates, and engaging discussion questions allow students to apply their knowledge actively in more complex and creative ways (Lynch, 2008). Teachers can optimize learning by using methods like asking challenging questions, problem-based learning, and using computers for learning tasks. Platforms like YouTube, Instagram, and TikTok can effectively support these types of activities, facilitating engaging and interactive learning experiences that resonate with students' digital preferences and learning styles.

Encouraging critical reflection through activities such as journals and fostering collaborative learning in small groups also promotes deeper inquiry among students. Teachers should also foster students to reflect on their learning processes and outcomes, promoting metacognitive awareness and helping them recognize the connections between language learning and critical thinking.

Another implication for teachers is the importance of scaffolding students' learning experiences. Teachers may need to provide explicit instruction and modeling in critical thinking strategies, guiding students through the different cognitive steps of Bloom's revised

taxonomy. By scaffolding learning experiences, teachers can assist students gradually build their CT abilities and apply them across various language tasks.

Teachers can also leverage feedback from students to continuously assess the effectiveness of the coursebook and any supplementary materials in promoting critical thinking. Gathering students' perspectives can provide valuable insights into their learning experiences and help teachers identify areas where additional support or adjustments may be needed.

Lastly, teachers should pursue professional development opportunities focused on CT instruction in language education. By staying informed about best practices and emerging strategies, teachers can enhance their ability to effectively teach CT skills and adapt their teaching methods to meet the evolving needs of their students. Overall, the study's findings emphasize the importance of teachers taking an active role in fostering students' CT skills and tailoring instruction to maximize learning outcomes.

5.2.3. Implications for Curriculum Developers

The study's findings offer some implications for curriculum developers in the context of designing English language coursebooks that effectively integrate CT skills. As a first thing, the importance of the CT skills must be accepted since it is shown one of the skills that would be demanding and popular in the next years while finding a job according to the Future of Jobs Report (World Economic Forum, 2018). Also, being a critical thinker requires time, it is obvious that it cannot be achieved in short period by giving workshops, trainings (Akyüz & Samsa 2009; Baker & Delmonico, 1999; Fahim & Sa'eepour, 2011; Gündüz, 2017; Güner, 2015). That's why it needs to be embedded in the curriculum. The course design should prioritize the teaching and enhancement of CT skills among learners. To facilitate this, the lesson plan "remodeling" approach, as proposed by Paul et al. (1990), can be employed. This method entails refining initial lesson plans through critical evaluation, ultimately leading to the creation of revised and improved lesson plans.

Another key implication is the need to ensure that course materials offer a balanced distribution of cognitive tasks across Bloom's revised taxonomy. While foundational cognitive levels such as remembering and understanding are essential, curriculum developers should strive to include tasks that help students to participate in higher-order

thinking, such as analyzing, evaluating, and creating. They should progressively elevate the complexity of both the content and tasks presented to students (Collins & Brown, 1989).

Also, students should be given opportunities to apply their acquired knowledge and skills in diverse contexts or scenarios. Curriculum developers should consider incorporating more diverse and real-world scenarios into coursebooks to force students apply their CT skills in meaningful contexts. This can include tasks that encourage students to explore multiple perspectives, make informed decisions, and justify their opinions. To foster a more student-centered, problem-solving approach, Facione's IDEA (2015) – a 5-step critical thinking general problem-solving process – can be utilized. By presenting students with complex language tasks that mirror real-life situations, curriculum developers can promote deeper cognitive engagement and practical language application.

Another important consideration is the integration of CT across various language skills. Instead of confining CT tasks to specific sections or activities, curriculum developers should embed these skills throughout the coursebook. This approach can help students see the relevance of CT in all aspects of language learning and encourage them to use these skills consistently.

Curriculum developers should also work closely with teachers and students to gather feedback on the effectiveness of coursebook materials in promoting critical thinking. They need to incorporate scaffolding techniques, which entail initially offering support to students and then gradually transitioning the responsibility for learning to them. This collaborative approach can lead to continuous improvements in course design and ensure that materials remain relevant and engaging for learners.

Finally, curriculum developers should align the assessment process with these skills guarantees that students are not only absorbing information but also developing the ability to analyze, evaluate, and create knowledge. It is crucial to assess HOTs as defined in Bloom's revised taxonomy and CT skills in teaching materials to ensure that educational objectives are being met. This alignment is essential for fostering a deeper understanding and application of learned concepts and ultimately it enhances the quality and effectiveness of the curriculum.

Overall, curriculum developers should keep abreast of emerging trends and research in language education and CT instruction. By staying informed, developers can create innovative materials that not only align with current educational standards but also support the development of students' CT skills in language learning contexts. This ongoing

commitment to research and innovation will help curriculum developers produce coursebooks that meet the evolving needs of both educators and learners.

5.3. Limitations of the Study and Suggestions for Further Research

All units in in the coursebook have been thoroughly evaluated to see if it promotes CT skills and this study aims to make contributions to the field by presenting valuable insight to the publishers, educators, and other stakeholders, but there are some limitations of course. The first limitation is that this research only focuses on one book, so the results are not generalizable. Another limitation is that the study does not include the students' views and experiences. Future findings could be better and more varied if there were more studies that used students and other teachers as sources of data. Additionally, given that this study primarily involves teachers with 0-5 years of experience, it would be beneficial to conduct a similar study involving more experienced teachers to explore the impact of expertise on the perception of CT. In this study, the focus was only on imparting critical thinking skills in coursebooks, so future studies can explore the assessment process and its alignment with CT skills or BRT as well as design course content and teaching methods to enhance the CT skills. Teacher's or students critical thinking skills or dispositions can be investigated as well. In future research, the information gathered from evaluating the course book can be backed up by observing English language classrooms to see if these tasks really do help to teach critical thinking. For further studies, other 21st century skills might be included such as creativity, communication, and collaboration. In addition to these considerations, the study is restricted to the setting of a preparation school. Thereby, the feedback gathered from teachers regarding the efficacy of the book is also limited to concentrating specifically on young adult learners. As a result, future research may explore the perspectives of other age groups to provide a more comprehensive understanding. In this research, the focus was on the effectiveness on the book in terms of boosting CT skills, but there are other variables affecting the CT skills of students such as the dispositions of learners. Thus, students' dispositions can be measured for further studies.

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APPENDICES

Appendix I. Critical Thinking Likert Scale

Dear participants,

You are invited to participate voluntarily in evaluating the effectiveness of the Life Pre-intermediate coursebook by National Geographic in enhancing critical thinking skills at Ankara Medipol University. The purpose of this rubric is to evaluate the coursebooks for teaching and practicing critical thinking skills. Your involvement in this study is crucial, and we assure you that no personal identification information is required. Your participation in this survey will significantly contribute to the success of our research, and the data collected will be used for academic purposes. Please be assured that your responses will be kept completely anonymous, and no names will be disclosed in the research findings. If you have any comments or questions about the study, please feel free to contact me using the information provided below. We appreciate your willingness to be a part of this research, and we thank you in advance for your valuable contributions.

Buket Kara

Sevgi Şahin (Ph.D.)
Thesis Advisor

Consent Form

I willingly participate in this study, and I have received assurance that my name will not be utilized in any manner in this study or in any other research paper published by the researcher.

Name Surname:

Signature:

EVALUATION RUBRIC FOR CRITICAL THINKING SKILLS IN EFL COURSEBOOKS

Part I: General Information and Educational Background

Gender: □ Male □ Female □ Prefer Not to Respond

Year of Teaching Experience:

□ less than 5 years □ 5 to 9 years □ 10 to 15 years □ 15 to 20 years □ 20+ years

Professional development in Critical Thinking Skills (e.g. training, workshops, seminars, conferences, etc.)

□ Yes, I have received formal training on CT.

□ No, I have not received formal training on CT.

□ I have informally acquired knowledge about CT.

Educational Background:

BA: Name of the University: _____. Year of Graduation: _____

Department:

□ EFL □ Literature □ Linguistics □ Translation & Interpretation □ Others

MA: Name of the University: _____. Year of Graduation: _____

Department:

□ EFL □ Literature □ Linguistics □ Translation & Interpretation □ Others

Part II: Effectiveness of the coursebook in fostering critical thinking skills.

Please tick (✓) the most suitable answer according to the statements. Please share more comments in the designated "Further Comments" column. Your ideas are highly valued and contribute significantly to our understanding.

No	The coursebook…	Needs Improvement	Fair	Good	Excellent	Further Comments
1.	teaches/introduces the thinking skills explicitly in a creative manner.					

2.	provides students activities which require them to compare ideas/point of views/ solutions to a raised problem in the target language.					
3.	provides students opportunities to compare new information with the data previously given in the book.					
4.	gives students opportunities to compare advantages and disadvantages of the alternatives/tasks/structures/ learning styles/practice activities presented in the course book.					
5.	provides students activities which require them to infer the meaning of a word/a phrase/a statement/etc. instead of explicit teaching of the meaning.					
6.	provides students opportunities to recognize/identify what is known and what is needed to know/what additional information is needed to complete a language task.					
7.	provides students opportunities to recognize and express how various information is connected in the target language. i.e., cause-effect, problem-solutions, consequences, etc.					
8.	provides students activities which require them to determine the order of the events, ideas, visuals, etc. and tell these using the target language.					
9.	provides students activities to which require them to recognize relevant and irrelevant information while completing a language task.					
10.	provides students opportunities to modify/change patterns/statements/questions/responses/phrases/etc.					
11.	asks students “What if…?”, “How would you…?” and “What do you think?” questions which give the opportunity to reflect their personal opinions, ideas, etc.					

12.	provides learners opportunities to question the appropriacy of the language they use to the audience.					
13.	provides students activities which require them to question the setting, the roles of participant and the purpose of the communication while completing a language task.					
14.	provides students opportunities to acquire the system of grammar together with the system of the use of the target language; i.e. persons, social settings, modes of the communication (all the components of communicative events together with attitudes, beliefs, e t c .).					
15.	provides students opportunities to attain a credible, concise, and convincing style of presentation/use of the target language.					
16.	provides students activities which activate their prior knowledge link it to new situations/transfer insight to new contexts.					
17.	provides students opportunities to practice the target language at different levels of complexity and formality.					
18.	provides students opportunities to generate clever, unique, unusual statements, responses, stories, etc. using the target language.					
19.	provides students opportunities to imagine themselves in various places, positions, situations, etc. for target language use.					
20.	provides students role play and drama activities which allow them to use the language creatively.					
21.	encourages students to use target language as much as possible in various ways i.e., asking questions, generating utterances/dialogues, writing texts, giving oral explanations, etc.					

22.	provides students opportunities to demonstrate their willingness to take language using chances; defend ideas, make predictions, make plans, etc.					
23.	provides students activities which take their attentions, raise their curiosity/motivation/willingness to complete a language task.					
24.	provides students opportunities to seek further information on a topic and do independent study.					
25.	help students ignore irrelevant distracters and maintain attention during the task					
26.	provides students opportunities to make the necessary decisions in order to be able to cope with new language.					
27.	provides students activities which require them to decide whether something is an assumption or a fact, a comment, or a request, etc.					
28.	provides students opportunities to choose the most suitable response/question/phrase/statement/word/etc. among several options.					
29.	provides students opportunities to recognize /detect their problems/difficulties in language learning process.					
30.	provides students guidance to infer or suggest alternate solutions and apply them.					
31.	provides students opportunities creatively to seek new solutions to address the changing problems that they encounter in language learning process.					
32.	provides students opportunities to seek for alternative uses of the target language.					

33.	provides students activities which require them to seek evidence to support a claim/a topic/a response/a conclusion/etc.					
34.	provides students activities which require them to do systematic research on a topic, present their findings using the target language in their own words.					
35.	gives students opportunities to make deductions out of the presented information and use it to complete a language task.					
36.	provides students opportunities to construct a valid generalization about the use of target language in various situations or in different modes of communication.					
37.	provides students opportunities to clearly articulate the logic of this generalization giving the reasons.					
38.	provides students opportunities to defend their ideas/opinions/etc. presenting reasons and to try to persuade a friend or other friends using the target language.					
39.	provides students activities which require them group/order/classify/label words, statements, phrases, usages of language or materials used in a language task.					
40.	provides students activities which require them to list the reason for and against the most promising ideas/options/responses/etc. using the target language.					
41.	assesses students on their use of thinking skills relevant to the subject matter.					

Thank you again for taking time and answering the questions!

From Demir, S. (2008). *An evaluation of thinking skills in ELT coursebooks at primary and secondary levels: Teachers' point of view*. [Unpublished master thesis, Çukurova University]. YÖK Ulusal Tez Merkezi.

Appendix II.

Sample prompts/questions matched to descriptors of Bloom's taxonomy (Mishan & Timmis, 2015)

Cognitive Skill Level	Process	Prompts	Sample Activities	Sample questions for the story of Little Red Riding Hood
Creating	Based on given information; reformulating, extending, building, planning, hypothesizing, generating new patterns/structures	*create, compose, predict, design, devise, formulate, imagine, hypothesize*	Devise/perform role plays, advertisements, games or mazes using the input as a launching point Compose a sequel or prequel to the input – genre/media-switch e.g., written input transferred to aural/graphic output or newspaper article transferred to dialogue, poem, blog	*Compose a sequel or prequel to the story of Little Red Riding Hood: choose to use a different medium/genre, e.g., social networking site, news media report, poem or dialogue, and/or a different cultural context*
Evaluating	Making/defending judgements and arguments based on evaluation of criteria Linking to own values/ideas Critiquing/reviewing	*judge, debate, justify, critique, review, argue*	Write a set of rules or conventions relating to conduct in a particular situation or context, e.g. school rules, hospitality conventions in a specific culture Conduct a debate Write a critique or review	*What can you infer from the story of Little Red Riding Hood about conventions of behavior in the culture in which the story is set? (For instance, it is not acceptable for animals to eat people – although the other way around is acceptable, as in some versions of the story Little Red Riding Hood's basket contained sausages.)*
Analyzing	Separating information into its component parts to identify how the parts relate to each other and the overall structure Inferencing (and distinguishing between facts and inferences) Differentiating Organizing Deconstructing	*compare, contrast, categorize, deconstruct*	Conduct a mini research project (design a survey, gather and analyze data)	*Design and conduct a survey, and analyze your findings from it, to investigate how your classmates/friends would react to each event in the story of Little Red Riding Hood (e.g. what would they do if confronted by a wolf?)*
Applying	Abstracting and reapplying to a different situation. Selecting and/or connecting information/ideas Implementing, changing	*illustrate, interpret, transfer, infer, change, complete*	Recast input as a different genre/medium, e.g. rewrite a newspaper article as a dialogue, or write a description of a photograph	*Tell the story of Little Red Riding Hood via a different medium/genre, e.g. social networking site, news media report, poem, dialogue.*
Understanding	Determining the meaning of written/audio/graphic communication, i.e. interpreting the message	*explain, paraphrase, summarize, exemplify, categorize, predict*	Re-tell or summarize input (in written, oral or graphic form)	*Summarize the story of Little Red Riding Hood.*
Remembering	Recalling data or information	*tell, list, draw, locate, recite*	Make a list, timeline or fact chart Answer list of factual questions	*List what Little Red Riding Hood carried in her basket.*

Appendix III.

Bloom's Taxonomy Verb Chart (Shabatura, 2014)

Level of Understanding	Measurable Action Verbs
Create	abstract, animate, arrange, assemble, budget, categorize, code, combine, compile, compose, construct, cope, correspond, create, cultivate, debug, depict, design, develop, devise, dictate, enhance, explain, facilitate, format, formulate, generalize, generate, handle, import, improve, incorporate, integrate, interface, join, lecture, model, modify, network, organize, outline, overhaul, plan, portray, prepare, prescribe, produce, program, rearrange, reconstruct, relate, reorganize, revise, rewrite, specify, summarize
Evaluate	appraise, assess, compare, conclude, contrast, counsel, criticize, critique, defend, determine, discriminate, estimate, evaluate, explain, grade, hire, interpret, judge, justify, measure, predict, prescribe, rank, rate, recommend, release, select, summarize, support, test, validate, verify
Analyze	analyze, audit, blueprint, breadboard, break down, characterize, classify, compare, confirm, contrast, correlate, detect, diagnose, diagram, differentiate, discriminate, dissect, distinguish, document, ensure, examine, explain, explore, figure out, file, group, identify, illustrate, infer, interrupt, inventory, investigate, layout, manage, maximize, minimize, optimize, order, outline, point out, prioritize, proofread, query, relate, select, separate, subdivide, train, transform
Apply	acquire, adapt, allocate, alphabetize, apply, ascertain, assign, attain, avoid, back up, calculate, capture, change, classify, complete, compute, construct, customize, demonstrate, depreciate, derive, determine, diminish, discover, draw, employ, examine, exercise, explore, expose, express, factor, figure, graph, handle, illustrate, interconvert, investigate, manipulate, modify, operate, personalize, plot, practice, predict, prepare, price, process, produce, project, provide, relate, round off, sequence, show, simulate, sketch, solve, subscribe, tabulate, transcribe, translate, use
Understand	add, approximate, articulate, associate, characterize, clarify, classify, compare, compute, contrast, convert, defend, describe, detail, differentiate, discuss, distinguish, elaborate, estimate, example, explain, express, extend, extrapolate, factor, generalize, give, infer, interact, interpolate, interpret, observe, paraphrase, picture graphically, predict, review, rewrite, subtract, summarize, translate, visualize
Remember	cite, define, describe, draw, enumerate, identify, index, indicate, label, list, match, meet, name, outline, point, quote, read, recall, recite, recognize, record, repeat, reproduce, review, select, state, study, tabulate, trace, write

1993

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Kurul Başkanı

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Bilgilerinize saygılarımızla sunarız.

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Üniversitemiz Yabancı Diller Yüksekokulu'nda görev yapan Sorumlu araştırmacısı Öğr. Gör. Buket KARA "Yabancı Dil Olarak İngilizce Öğretiminde Bir Ders Kitabının Eleştirel Düşünme Becerileri Yönünden İncelenmesi (An Evaluation Of An EFL Coursebook in Terms Of Critical Thinking Skills)" isimli tez konusu ile ilgili olarak ; Üniversitemiz Etik Kurul başvuru ve izin süreci kapsamında yürütülen çalışmaya yönelik Yabancı Diller Yüksekokulu öğretim görevlileri ile araştırma verilerini yapabilmesi Rektörlüğümüzce uygun bulunmuştur.

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Publications

1. Kara, B., Şahin, S. (2024, May 24). *An evaluation of an EFL coursebook in terms of critical thinking skills* [Conference Presentation]. The 7th World Conference on Research in Teaching and Education, Munich, Germany. https://www.worldte.org/