

An Analysis of *Select Readings* Intermediate Level Textbook's Activities by Utilizing Revised Bloom's Taxonomy

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Abstract:

This study demonstrates the important role of curriculum in developing and promoting critical thinking among students, and showcases how far the university curriculum is efficient in this regard. The past studies showed that the EFL textbooks do contain critical thinking elements, however, it is significant to investigate the extent to which a specific textbook like *Select Readings* contain those skills. The aim of this study is to analyze the activities of the reading textbook *Select Readings* Intermediate level taught at the University of Basra, College of Arts, Department of English, second year students by utilizing the revised Bloom taxonomy (2001) of cognitive skills. To achieve this aim, the researcher utilizes the descriptive analysis approach of qualitative data analysis to evaluate the activities so as to reveal the critical thinking elements in this textbook, while the secondary data was collected via two questionnaires; one is administered for teachers and the other was distributed to students in order to reveal their understanding of critical thinking. The results indicated that *Select Readings* Intermediate level contains most of the critical thinking skills in

Bloom's taxonomy in its activities. However, the distribution of those skills is not balanced. Thus, the teachers' role should be to employ those skills in their teaching instructions. The findings of the questionnaires shed light on teachers' and students' perceptions of critical thinking and revealed the important role the teachers assume to play in the process of developing students' critical thinking. Besides, informing teachers and curriculum designers about the significance of critical thinking skills and conducting more research in this field are the main recommendations of the study.

Key Words: (Critical Thinking, Curriculum, *Select Readings* Intermediate, Bloom Taxonomy)

تحليل أنشطة الكتاب المنهجي (*Select Readings*) للمستوى المتوسط باستخدام تصنيف بلوم

الحديث

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الملخص:

تسعى هذه الدراسة الى اظهار الدور البارز للمنهج في تطوير ودعم التفكير الناقد بين الطلبة وتعرض مدى كفاءة المنهج الجامعي في هذا الصدد. أظهرت الدراسات السابقة ان الكتب الخاصة بدراسة اللغة الانكليزية كلغة اجنبية تحتوي على عناصر من التفكير الناقد, ومع ذلك, فمن المهم دراسة مدى احتواء كتاب منهجي معين مثل *Select Readings* على هذه المهارات وان الهدف من هذه الدراسة يتمثل بأستعراض الانشطة الخاصة بكتاب القراءة المنهجي *Select Reading* وتحليلها للمستوى المتوسط من هذه السلسلة الذي يُدرّس في جامعة البصرة, كلية الآداب, قسم اللغة الانكليزية لطلبة المرحلة الثانية عن طريق استخدام تصنيف بلوم الحديث (٢٠٠١) للمهارات المعرفية. و لتحقيق هذا الهدف, قامت الباحثة باستخدام المنهج الوصفي لتحليل البيانات النوعية لتقييم الانشطة لمعرفة مدى

احتواء هذا المنهج على عناصر التفكير الناقد. تم جمع البيانات الاولية عن طريق تحليل نص الكتاب المنهجي *Select Readings* بينما تم جمع البيانات الثانوية عن طريق استبيانين تم اجراء احدهما للمدرسين والاخر تم توزيعه على الطلبة بهدف الكشف عن فهمهم للتفكير الناقد. وأشارت النتائج الى أن الكتاب المنهجي *Select Readings* المستوى المتوسط يحتوي على معظم مهارات التفكير الناقد في تصنيف بلوم في انشطته، ومع ذلك، فإن توزيع هذه المهارات غير متوازن. وبالتالي يجب أن يكون دور المدرسين هو توظيف تلك المهارات في ارشادات التدريس الخاصة بهم. سلطت نتائج الاستبيانين الضوء على تصورات المدرسين والطلبة لمفهوم التفكير الناقد وكشفت الدور الذي يفترض ان يقوم به المدرسون من أجل تطوير التفكير الناقد للطلبة من التوصيات التي خرجت بها الرسالة هي أعلام المدرسين ومصممي المناهج بأهمية التفكير الناقد وأجراء المزيد من البحوث في هذا المجال.

الكلمات المفتاحية : (التفكير النقدي، المنهج ، اختيار القراءات متوسط ، تصنيف بلوم).

1. Introduction

The process of teaching and learning has witnessed a dramatic change in many countries. This reshuffle has launched several important concepts and one of which is Critical Thinking. The concept of critical thinking received the attention of many researchers. Those researchers have made several attempts to utilize or encourage the inclusion of critical thinking within the curriculum for its importance in effective thinking which constitutes and enhances the framework of the learning process, as Yaqoob (2021) reveals, and that critical thinking evaluates the product of the learning process and elucidates what teachers do achieve inside their classes (p.71).

One of the ways of enhancing critical thinking is textbooks. Textbooks are considered the most prominent

components that are significant in teaching English language. Thus, textbooks are supposed to be used in an appropriate way to achieve its aimed learning objectives. To achieve this goal, textbooks need to be evaluated to mark the possible strengths and weaknesses, and according to this study, to find out the extent to which the reading comprehension textbooks at the university level utilize and contain critical thinking. Despite the significance of critical thinking to higher education, little research has been done on this topic especially in the Iraqi context. Therefore, the present study investigates the attainability of critical thinking skills in the reading comprehension curriculum at the Department of English, College of Arts, University of Basra.

This study is a replica of a Master thesis in Applied Linguistics submitted to the Department of English, College of Arts, University of Basra. The next subsections present the research problem, aims of the study, and the research questions that are raised to realize the aim of the study.

2. Statement of the Problem

The selection of the appropriate textbook that fulfills most of the aimed learning objectives is not an easy thing. Flippo and Caverly(2008) argue, a “clear distinction has to be made in terms of the shift from reading didactic college textbooks to

trade books whose main role is to provoke argumentation at various levels,so that students arrive at personally as well as contextually defined understandings and conclusions regarding the material”(p.27).In order to achieve success in learning,the first step is to select the appropriate textbook, that is,one that promotes critical thinking skills since most teachers do not have either time or ability to develop their own teaching materials.Prescribed reading comprehension textbooks for college learners should set the basic critical thinking skills’ concepts because learners while reading comprehension texts do not only understand words and phrases within the texts; but they also go beyond the meaning of sentences“the writer’s intended meaning”.Thus,the reader is expected to read what is between the lines (Herber, 1978, p. 45).

To read between the lines entails inference of what is beyond mere words or sentences, it means to be involved in a process of critical reading which is a dynamic constructive activity where the reader’s background knowledge is the core of interest. This background knowledge is utilized to construct meaning on the basis of the information provided by the author (Kabilan et al,2010,p.128).In addition,the key contributor in this activity is the mind of the learner where the major cognitive activities are conducted.The mind needs to be developed and trained for thinking skills. One way of developing the mind is

education, according to Paul and Elder (2014, p.374), and that education should promote student's reasonability by developing the disposition of inquiring teachers' and students' justified beliefs (Paul and Elder,2014,p.405)

In brief,based on the positive relation between critical thinking and reading comprehension investigated by many studies and in order to develop critical thinking faculty of college students and produce active learners, it is significant to employ critical thinking skills within textbooks, and in turn to raise students' critical thinking consciousness.

3. Objectives of the Study:

The study is conducted to investigate the following objectives:

- 1.To analyze and to see whether or not reading textbooks prescribed for university level students utilize critical thinking skills.
- 2.Toexamine the teachers' and students' perceptionsregardingcriticalthinkingskillsinthereadingtextbooks .
- 3.Itishopedtobe of great benefit to students, researchers, teachers and curriculum designers.

4. Research Questions:

Based on the statement of the problem given earlier, the study is guided

by the following two major questions:

4.1.Text:

a.To what extent do the reading textbooks prescribed for learners at the university level promote critical thinking skills?

4.2.Critical Thinking Perception:

a.How do the university professors conceptualize the term “critical thinking” and use this skill as a medium of instruction?

b.How do students conceptualize critical thinking?

5.Critical Thinking:Definition and Structure

To define critical thinking is definitely a task that is surrounded by challenges. This challenging characteristic stems from its interdisciplinary nature for a variety of fields of knowledge like philosophy, psychology and education. Therefore, critical thinking cannot be defined precisely and by review in literature on critical thinking a host of definitions can be revealed.

Added to that, the way scholars conceive the concept of critical

thinking will definitely determine how they apply it (Al Maliki, 2010, p.5).

Critical thinking for Halvorsen (2005) is not an easy task to be defined since it means different things to different people in a variety of different cultures and contexts. However, instructors can make use of some of its major elements in their classrooms. When engaging in critical thinking means to think critically about an issue and to consider that issue from various perspectives, to look at and challenge any possible assumption that may underlie the issue and to explore its possible substitutions (p1).

According to Cottrel (2017, p.1) Critical thinking is a cognitive process that is related to the use of the mind. To learn thinking in a critical, analytical and evaluative way means definitely the use of mental processes like categorization, judgment and selection, thus; critical thinking is an ability that can be grown up in persons since many people who have the potential to develop critical thinking more effectively can be prevented from doing that for reasons among which is the lack of this ability.

Menkes (2005) also considers critical thinking as a cognitive skill, this skill determines the extent to which someone collects, processes and applies information so they can identify the best

way to reach a specific goal or navigate a complex situation (p3). In the same vein, Sternberg(1986) depicts critical thinking in the mental processes and strategies used by people when they aim at solving problems or make any decision, or when trying to learn new concepts. Critical thinking for him is a tool of learning(p.2).

In addition to that, critical thinking is both cognitive and psychological ability that increase the probability of desirable outcome. It is that kind of thinking that is engaged in solving problems, calculating, formulating inferences, likelihoods and making decisions (Halpern, 2003, p.6).

In another perspective, Facione (2011) defines critical thinking as a thing that has a purpose like proving some points, explaining the meaning of something or trying to solve problems (p.4). Therefore, when applying critical thinking one is about to fulfill an aim or get something solved, which means to find out whether something is partly true or not at all (Hughes, 2014, p.2). This leads to the fact that when reaching any truth it is important to apply critical thinking which is the use of rational skills, values and world views in order to be close as possible to the truth (Gabennesch, 2006, p.63).

The field of education receives its portion of critical thinking when the shift from acquisition of facts to the process of thinking is emphasized by scholars like Lipman (1988, p.5) where the aim is to make students think for themselves. Critical thinking is related to all educational aspects, research, curriculum developments, parents of students and using evaluating information in an effective way (Beyer, 1985 as cited in Juniardi, 2018: p.38). Within the borders of education, Liaw (2007) defines critical thinking as the using of information, experience and knowledge of the world in a way that gives an opportunity to EFL students to seek alternatives, pose questions, make inference and solve problems, a process through which an understanding is achieved in many complex ways (p.5).

5.1. The Significance of Critical Thinking in Education

Critical thinking is identified as a significant and a major academic aspect (Bruce, 2020, p.8). The goal of education is to nourish the individual and help him in realizing his own full potentialities (Lyer, 2019, p.2). According to Emir (2009) education should lead students who are characterized as being qualified in the right way, as how to learn and what to learn. Added to that, while students are involved in the educational

learning process they will definitely manifest their critical thinking abilities (p.1). Thus,

it becomes very significant that one of the main aims of education is to develop critical thinking skills of students which is considered to be a central aim of contemporary education approaches (Lyer, 2019, p.3).

The role of education can be traced in Lipman's and Paul's views. Lipman (2003) considers

the main objective of education is "the production of educated persons" and citizens who are characterized by well reasonableness (p.11).

Moreover, Paul (1986) states that "education for the inquiring mind" is the ultimate outcome and core of education,

and that the rational mind is that one which is capable of analyzing, synthesizing, gathering and assessing information (p1).

Therefore, it is important to teach critical thinking in the course of teaching discipline knowledge (Pithers and Soden, 2000, p.241).

Accordingly, to achieve any progress in the educational field enhancing students' critical thinking is a major requirement.

5.3. Benjamin Bloom Taxonomy

Bloom taxonomy is a

is considered to be the most influential learning scheme in the educational psychology although it is not the only hierarchical scheme in the

area (Callister, 2010, p.196). It has been demonstrated into three

domains, as Bloom(1956,p.7)revealed:The cognitive domain,the affective domain and the psychometric domain.The most significant is the cognitive domain which contains objectives that deal with knowledge recall and skills' development.

This domain divides learning activities into six categories. Those six categories are: Knowledge, comprehension, application, analysis, synthesis, and evaluation. Those categories except knowledge are known as "skills and abilities".

In the 1990s Lorin Anderson who is a former student of Bloom updated the taxonomy in order to add relevance for students and teachers of the 21st century. The updated version makes changes to terminology and level. For terminology, nouns in the old version become verbs since verbs describe actions and that thinking is an active process. Knowledge is changed to remember, evaluation becomes evaluate, comprehension and synthesis become to understand and to create. In case of level change, evaluation changed its place to the second from the bottom in the updated version (Moore and Stanley, 2010, p.5). The shift in terminology and level in the taxonomy is shown in Figure (1)

determine how those parts are associated with one another and to the whole structure as well. Evaluate is defined as making judgment on the basis of certain criteria or certain standard. And finally, create means to put elements together in order to form a new coherent whole or to form an authentic product.

6. Review of Related Studies:

Since critical thinking is considered as an integral component within the educational process, many researchers have been very interested to conduct their research in this domain in order to improve and modify materials and in turn to foster critical thinking skills for students and integrate those skills within the teaching techniques for the aim of facilitating the learning activity.

It is a well worth area of study,however most research in this concern explores the relation between critical thinking and the learner's performance and how reading comprehension is a fruitful mine for teaching those skills; and few research was conducted to reveal the manifestation of critical thinking skills within textbooks especially in the Iraqi context.

Fatima M. Alul's thesis (2000) *Analyzing English Textbook Questions for the Elementary Eighth Grade in Palestine Based on Bloom's Taxonomy of Educational Goals at its Cognitive Domain* intended to evaluate the instructional questions in the

8th grade English textbooks utilized in Palestine in the academic year 1999 to 2000 by utilizing Bloom's Taxonomy as a model for the analysis. The result showed that there is a majority of lower level questions in the textbook under investigation which is common with the findings of the present study. Moreover, an article by Reza Zabihi (2011) entitled *An Investigation of Critical Reading in Reading Textbooks: A Qualitative Analysis* attempted at evaluating and discovering what is inside the textbooks and exploring the extent to which reading textbooks meet the standard of developing critical reading. The findings revealed that whether a specific textbook fosters critical thinking and in turn critical reading, is a matter of the types of tasks, materials and exercises and not a matter of the way the instructor takes over the class and presents a variety of tasks and strategies.

Additionally, Ayat Abd Al-Qader Ahmed Saif conducted a study entitled *Evaluating the Higher Order Thinking Skills in Reading Exercises of English for Palestine Grade 8* in 2012 investigating higher order thinking skills in reading exercises. She evaluated higher order thinking skills in the reading exercises in grade 8 textbook by utilizing two tools of data collection which are a content analysis card and a structured interview. The findings revealed that the skills are

not well distributed in the student book nor in the work book, which is consistent with the findings of the present study.

Finally, in 2020 Hader Kubashi Bariha and Gidaa Fahmie Yousif made a study entitled *An Investigation of the Impact of Critical Thinking Skills Instructions of the Iraqi EFL Learners' Reading Comprehension Proficiency* at ThiQar University. This study investigated the effect of teaching critical thinking skills in the university on the reading comprehension proficiency. The findings of the study revealed certain implications for all university professors, teachers, instructors, all members of the educational system and policy makers in Iraq. The study concluded a significant relation between critical thinking skills and EFL learners' reading comprehension and that critical thinking definitely has a positive impact on student's proficiency in reading comprehension at the university level.

It becomes significant to clarify those skills for both learners and teachers when they are already existed within the textbook and integrated within its design. Based on the findings of the last study of Hader Kubashi and Gidaa Fahmie Yousif, it seems very important to conduct such a study that investigates the utility of critical thinking skills in the university reading comprehension textbooks in order to reveal what is beyond the textbooks concerning critical thinking skills, and give

recommendations for curriculum designers and teachers to employ those skills

7.Research Methodology

This section describes the methodology and procedures utilized in this study. It describes the research type and its design. It also includes description of data collection instruments together with describing the data analysis process employed in this qualitative research that can best answer the research questions.

7.1 Research Design

The methodology of this study stems from a qualitative inquiry. In order to investigate the research questions, the researcher triangulated three sources of data: Textbook, teachers' views and students' perceptions. The design of the study is a qualitative descriptive analytical one in order to get a comprehensive understanding of the attainability of critical thinking skills in the reading comprehension textbooks' content and how teachers and students conceptualize those skills since it aims at, according to Creswell(2008) "investigating detailed rendering of people, places, or events in a setting in a qualitative research"(p.254). Furthermore, as two major components to the research questions center on the way critical thinking is conceptualized for teachers and students as well, two attitudinal surveys are developed via questionnaire to investigate how

those participants conceptualize those skills. The study is highly qualitative in nature. Qualitative research is conducted since “we need a complex detailed understanding of the issue” (Creswell, 2013, p48).

7.2 .Data Collection Methods

A variety of tools are utilized to collect data and information to address the research questions. The tools include the analysis of the activities of the textbook *Select Readings Intermediate* (Chapters 5, 6 and 7) according to the cognitive domain of Revised Bloom taxonomy. Questionnaires were also administered to teachers and students as well to explore their perception of critical thinking skills. The activities of the textbook *Select Readings Intermediate* are analyzed and classified according to the cognitive domain of Bloom’s revised taxonomy. The researcher read the selected chapters of the textbook deeply, extensively and carefully. The researcher utilized descriptive analysis as a qualitative research technique to collect data from the textbook. It is noteworthy that exercises in any textbook are not in the form of questions rather they are instructions that lead students to do a variety of activities. Those activities, Igarria and Assaly (2014) argue, play an important role in developing students’ thinking skills. In addition, one way through which students develop higher levels

in thinking is the activities, and for that reason the essential role of the textbook is to develop students' skills of thinking that is why the analysis will be achieved on the exercises of the textbook.

Moreover, the rationale behind achieving the analysis on the activities is that the questions' level in textbooks according to Andre (1979,p.281-282) should target learners' cognitive processes. Therefore, activities should direct thinking processes with objectives like recalling, recognizing, paraphrasing or examining new materials by using comprehension and application questions; together with analysis and evaluation questions. Those levels correspond with the hierarchical levels of Bloom taxonomy. Therefore, a coding scheme is developed to code the activities of *Select Readings* in terms the existence of verbs of each level of Bloom's revised taxonomy and the frequency of each critical thinking level is calculated.

According to Shrum and Glisan (2010) every level of the revised taxonomy is bounded with certain action verbs. They developed a chart based on the Revised Taxonomy including those action verbs for each level of thinking (p.79). The researcher adapted the following chart from: Shrum and Glisan, 2010 (based on Bloom Revised Taxonomy Planning

Framework,http://www.kurwongbss.qid.edu.au\thinking\Bloom
\bloom.htm).The verb groups are shown in Table.1

Table(1): Shrum and Glisan Framework based on revised Bloom
Taxonomy

<i>Bloom's Level</i>	<i>Definition of Level</i>	<i>Action Verbs Bounded in Each Level</i>
Remember	To recognize and recall learned material	Memorize, Relate, Define, Describe, Discover, Listen, Know, Recite, Example, Choose, Review, Record, Label, List, Match, Find, Group, Recognize, Locate, Match, Name, Give, Show, Reproduce, Repeat, Retrieve, Read, Cite, Select, Sort, State, Write, Outline, Tell, Say, Scan, Preview, arrange, Complete, Mean, Ask, Identify, Look, Connect, Acquire, and Underline
Understanding	To make sense of material	Discuss, Describe, Explain, Outline, Demonstrate Understanding of, Interpret, Paraphrase, Relate, Predict, Restate, Show, Distinguish, Illustrate, Rewrite, Convert, Defend, Comprehend, Distinguish, Estimate, Explains, Extend, Generalize, Reorganize, Observe, Research, Retell Give an example, example, Infer, Identify, Think, Ask, Know, Scan details, Summarize, Associate, Give an Idea and Report.
Applying	To use learned conception and materials to complete	Excuse, Practice, Interpret, Make, Apply, Operate, Discover, Change, Draw, Demonstrate, Implement, Modify, Calculate, Collect, Use, Solve, Sequence Interview, Record, Report, Sketch, Teach, Prepare Use guides, maps and charts, Compute, Construct, Manipulate, Classify, Categorize, Roleplay,

	e new tasks	Choose, Practice, Write and Produce.
Analyzing	To break down information to smaller parts in order to understand it.	Compare, Separate, Contrast, Survey, Arrange, Analyze, Classify, Deconstruct, Deduce, Differentiate, Distinguish, Dissect, Infer, Integrate, Investigate, Organize, Outline, Paint, Report, Research, Survey, Select, Separate, Solve, Structure, Subdivide, Detect, Order, Criticize, Diagram, Categorize, Relate, Debate, Question, Inquire, Test, Discriminate, Breakdown, Identify, Illustrate, and Select.
Evaluating	To judge the value of an idea or material by developing specific criteria or applying certain Standards or criteria	Appraise, Assess, Consider, Check, Criticize, Critique, Debate, Discuss, Experiment, Evaluate Give Opinion, Judge, Prioritize, Recommend, Relate Summarize, Test, weigh, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Explain Interpret, Justify, Support, Score, Revise, Measure, Decide, Probe, Argue, Conclude, Infer, Determine, Tell why, Guess and Choose.
Creating	To put information and	Compose, Construct, Create, Design Devise, Estimate, Forecast, Generate, Hypothesize, Plan Imagine, Infer, Invent, Make, Produce, Role play,

ideas together in order to develop certain idea or to be engaged in critical thinking	Rearrange parts, Present, Propose, Transform, Write Imagine, Organize, Predict, Compile, Revise, Improve, Produce, Develop, Formulate, Combine Categorize, Reconstruct, Relate, Rewrite, Modify Summarize, Tell, and Write .
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Based on this table, a coding scheme is developed by the researcher and it is designed to code each cognitive level separately in all exercises in each chapter on the basis of verbs existence.

Table(2): Coding Scheme based on Bloom Revised Taxonomy

Title of Exercise	Existing verbs in Level
Total No. of Verbs	

Besides, the other data collection tool is utilizing two questionnaires; one is administered to teachers to seek their opinions about critical thinking. I also examined whether the teachers were aware of the importance of integrating critical thinking skills into curriculum.

The other questionnaire is administered to students as well to seek their perceptions about critical thinking skills¹.

The majority of the questions were open ended questions with close ended questions. The close ended questions could help in avoiding bias and subjectivity while the open ended questions, according to Dornyei(2003,p.47) could lead to perspectives that were not predicted before. The questions have been developed by the researcher and the supervisor with reference to available related literature. The content of both questionnaires were checked by the supervisor. The teachers' sample is the professors at the Department of English, College of Arts, University of Basra. The participants are seven teachers. While the population of the students is the second and third year(morning classes)(13 males and 30 females) at the department of English, College of Arts, University of Basra who enrolled in the academic year 2021-2022. The aim behind this selection is that students at this level are expected to have a view about the subject under investigation and for reasons of majority.

¹The primary questionnaire data is accessible via the following links:

- a. Teachers' questionnaire:(<https://drive.google.com/file/d/1GF3jTFq-kQc-xa97wTpVOVytzRoN-NuL/view?usp=sharing>)
- b. Students' questionnaire
:<https://drive.google.com/file/d/1KshWo2i56Omd8ZAIJIVEp7nrG2sW-En9/view?usp=sharing>

7.3.Data Analysis

Data were analyzed as follows:

1.To answer research question number one activities in each chapter of the textbook is analyzed according to the cognitive domain of Revised Bloom taxonomy.Chapters were analyzed on the basis of the six levels of Revised Bloom taxonomy. Those categories are labeled as:1)Remembering 2)Understanding 3)Applying 4)Analyzing 5)Evaluating and 6)Creating.Each coding category involves examples of each level from the analyzed exercises on the basis of key verbs that represent the cognitive domain of each level of thinking. In order to make the data more manageable, data were represented in tabular forms which could facilitate judgment in terms of critical thinking attainability within the textbook exercises. Percentage and frequency in each table is provided.

2.To answer research question number two the data obtained from the questionnaires were addressed by analyzing, describing and categorizing into major themes to trace the candidates' level of perception of critical thinking.

8.Results and Discussion

Below is a discussion of the obtained results from the analysis of the guiding research questions of the current study.

1 .Text:

a. To what extent do the reading textbooks prescribed for learners at the university level promote critical thinking skills?

The researcher provided the answer for the first research question by analyzing the textbook of *Select Readings Intermediate*.The chapters selected for the analysis are:Chapter 5,6 and 7.The analysis of the selected data intended to figure out whether thistextbook of *Select Readings* utilize and promote elements of critical thinking.The researcher analyzed the textbook on the basis of the attainability of critical thinking.

The results showed that all the selected chapters of the textbook have implemented the six levels of Bloom's taxonomy. However, the distributionof those levels is not balanced.In each chapter there is a dominant level of the cognitive skills. The most dominant level is (Remembering).The remembering level constituted (31.5%). The results revealed the fact that the reading comprehension exercises focus on asking students to retrieve and recall previous information and background knowledge with no emphasis on engaging students to think critically due to the inequality distribution of the six levels of Bloom's taxonomy in each chapter of the textbook. The below table illustrates the

distribution of the levels of thinking throughout the three chapters of the textbook of *Select Readings*.

Table

(3):Critical Thinking Skills Distribution in Intermediate level

Cognitive level	Frequency	Percentage
Remembering	45	31.5%
Understanding	27	18.9%
Applying	21	14.7%
Analyzing	17	11.9%
Evaluating	20	13.9%
Creating	13	9.1%
Total	143	100%

2.Critical Thinking Perception

a. Teachers' critical thinking perception

The findings from the qualitative data of teachers' questionnaire showed that most instructors were capable of defining critical thinking, yet they refer to some skills and abilities that, as they thought, were related to critical thinking. However, they didn't define critical thinking precisely and in its general terms. This

means that instructors did have some idea about what critical thinking is,yet, this notion is limited to some skills that they thought constitute critical thinking. Another worth noting finding is that teachers' ability of elaborating on their definitions of critical thinking is ranging from referring to some skills and examples to a brief and superficial conceptualization of this term.

The findings also showed that instructors are aware of the importance of critical thinking in academia, however, some of them considered teaching critical thinking to students is not pivotal. In addition, instructors have a limited awareness of the role of the four language skills in promoting and enhancing critical thinking skills. Table (4) represents the major themes of teachers' perception of critical thinking

**Table
(4): Themes' Summary of Teachers' Critical Thinking Perception**

Theme	Inst.1	Inst2	Inst3	Inst.4	Inst.5	Inst.6	Inst.7
1.Critical thinking perception	It is a way of thinking logically.	A way of evaluation based upon logical criteria.	Using logic to solve problems.	The skill of analysis, evaluation and reflection.	Analysis and evaluation with respect to reason.	A kind of ideas development.	Creativity and finding new ideas.
2.The importance of CT in academia	It helps students to	It helps in education	It helps students to	It helps students to	It helps students in observing	It helps in the	It helps students

	understand any subject material.	g students to be logically unbiased and objective .	control their specialization and be creative	reflect on content of course book	and analyzing everything.	field of knowledge.	nts not to be passive.
3.The significance of CT to students	Teaching CT is important but not necessarily.	I don't know,it is beyond my subject.	It should be integrate into all courses .	Students have to learn CT to help them in analysis and evaluation.	It helps students in analyzing and observing.	It develops different skills	It is not important.
4.The four language skills and CT	Language skills gradually promote CT.	Any activity with analysis is CT.	In order to control any skill one needs CT	The four language skills involve activities that require CT	It depends on the way of teaching.	CT is interwoven in language learning.	Language skills do not always promote CT

b.Students' conceptualization of critical thinking

The results obtained from students' questionnaire data revealed that respondents perceived critical thinking in three ways: The majority of students conceptualized critical thinking as a method of analysis, evaluation and problem solving. This

implies that critical thinking for them is a tool that helps in stimulating their thinking to reflect on any subject material. The other notion is that critical thinking is rational thinking that helps them in dealing with various subjects. Another responses consider critical thinking as a kind of knowledge, opinion and strong personality. Those results revealed that students developed a good comprehension of critical thinking although the students in the demographic part of the questionnaire revealed that they did not attend any critical thinking course whether before or during their study at college. Interestingly, some students perceive critical thinking as the skill of having opinions, that is, one way of achieving this goal is by critical thinking which corresponds with one of Facione's(1990) definitions of critical thinking as a means to achieve the independence and autonomy of thought(p.92). Table(5) shows students' conceptualization of critical thinking.

Table(5): Themes' Summary of Students' Critical Thinking Conceptualization

Theme	Answer	No. of Students	Percentage
1.Critical thinking perception.	Analysis, evaluation and problem solving	12	27.9%
	Criticism, knowledge, education and culture	10	23.3%
	Opinion, design and	4	9.3%

	strong personality		
	Rational thinking	4	9.3%
	Critical reading	4	9.3%
	Irrelevant answer	9	20.9%
2.The importance of learning critical thinking skills for students.	Yes	39	90.7%
	No	4	9.3%
3.The employment of critical thinking in academia.	It is utilized in every subject of study.	15	34.9%
	It is used in understanding any reading text.	10	23.3%
	It is used in analyzing ,criticizing and judging on things .	8	18.6%
	Critical thinking is utilized in solving things rationally and scientifically.	7	16.3
	Irrelevant answer.	3	6.9%
4.Languageskills and critical thinking promotion.	Language skills are used in understanding and analyzing any reading text.	16	37.2%
	It is utilized in promote communication and	8	18.6%

	learning vocabulary.		
	It helps in getting more knowledge about language.	7	16.4%
	It make easily to understand culture	6	13.9%
	Irrelevant answer	6	13.9%

9. Conclusions

The study came up with the following conclusions:

1.The reading comprehension textbooks at the university level,*Select Readings* Intermediate include many activities that call for the use of critical thinking skills.However,the majority of the content of the textbook meet the lower order skills:Remembering and understanding and less emphasis is paid for higher order skills: Analysis and evaluation.

2.In order to improve the higher order skills,teachers could utilize questions that foster those skills.

3.Students have to some extent a sufficient knowledge of critical thinking and they know some strategies of this concept and thereby they have to be introduced to various types of critical thinking strategies.They also acknowledged the importance of critical thinking in reading so they need to develop a comprehensive understanding of this concept and this

is the role of curriculum designers and teachers to review and evaluate their materials and syllabi every so often.

4.Examining the teachers' conception toward critical thinking is significant to bridge the gap between theory of critical thinking and how it is practiced inside classes.

5.Most of the teachers who participated in the survey have a limited conceptualization of critical thinking.Yet, they all consider including critical thinking into curriculum is significant and that they do utilize this skill in their teaching instructions.Also,some of them express the need for future training regarding teaching critical thinking in classrooms.

6.The findings of the study could inspire syllabus planners to include critical thinking in their teaching plans and it could impress curriculum designers to select textbooks that stimulate students'thinking.

7.This study had also confirmed some of the benefits that might be developed among students when learning critical thinking.

8.Finally,it is important that students should not only know a specific textbook content rather they should obtain and know the cognitive skills that are necessary to deal with any tasks of any textbook material,that is,to be autonomous learners for future experiences.

10. Recommendations for Further Research

1. Another research can be done to investigate critical thinking skills in *Select Readings* by utilizing Paul and Elder model of critical thinking.

2. Another research can be done to observe real classes where reading comprehension textbooks are taught to see how teachers apply critical thinking in their instructions.

3. Finally, the present study takes into consideration the opinions of a small number of teachers at the Department of English, College of Arts, University of Basra and the results are not to be generalized, thus, it is recommended to conduct a study utilizing a large number of teachers to examine their conceptions of critical thinking.

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