



## Analysis Of English 9th Grade Turkish Efl Coursebook For High School According To Critical Thinking And Problem Solving In 21st Century Principles

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### Abstract

This study looks at how critical thinking and problem-solving abilities can be developed using Uplift Coursebook, a Ministry of National Education English Course textbook intended for English language instruction (ELT) at the ninth grade level. The study is to look into how course materials assist these abilities in a setting where problem-solving and critical thinking are becoming more and more crucial in reading skills. The document analysis method, which is a qualitative research method, was used in the process of finding and analyzing the values in the book. A checklist for reading skills that was based on the Facione Model was used to conduct the analysis. Critical thinking and problem-solving abilities were assessed in relation to the coursebook's objectives, exercises, and provided materials. The coursebook's capacity to promote student participation and its student-centered approach were also taken into consideration. Results indicate that the coursebook has a great deal of promise for fostering critical thinking and problem-solving abilities. It is said, meanwhile, that certain areas still need work and that putting the suggested tactics into practice can assist support these skills more successfully. As a conclusion, this study offers a foundation for comprehending the function of Grade 9 ELT coursebooks in fostering critical thinking and problem-solving abilities as well as pinpointing areas in which these abilities may be strengthened.

**Keywords:** Coursebook evaluation, critical thinking and problem solving, Facione's (2011) critical thinking model, ELT

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## Introduction

Experts usually concur that education is essential to the expansion and advancement of any nation. The aim of education is referred as teaching learners to think by Dewey (1910) and de Bono (1976) However, some nations' educational systems including Türkiye place more of an emphasis on teaching students "what to think" than "how to think" (Schafersman, 1991), which is referred to as critical thinking. Educational system is seemed as being responsible for critical thinking in students. According to Lewis and Smith (1993) it is argued that critical thinking skills are for everyone, not just the gifted. In order to achieve such goals, educational materials, especially coursebooks have an important role to achieve process-centeredness education because coursebooks are the fundamental materials in the learning process in 21st century skills. textbooks are main learning resources that are beneficial for both teachers and learners. The coursebooks at schools in Türkiye are published by Ministry of National Education. Our Ministry aims to prepare young generation by considering 21st century skills. Critical Thinking has significant effect so 9th Grade Coursebook is evaluated by analysing the strengths and weaknesses and determining how well the coursebooks meets the standards of Critical Thinking and the Critical Thinking reading activities in coursebook content will sufficient or not are the questions which are expecting to answer.

It is imperative that students be able to navigate and stay up to date with the latest developments in information and communications technology in the modern world. It is the duty of educational establishments to provide pupils with modern skills such as Critical Thinking and Problem Solving. Because critical thinking abilities help students "deal effectively with social, scientific, and practical problems," they are also seen as crucial. (Shakirova, 2007)

These abilities cover all of the proficiencies required to succeed in the information era (Dede, 2009). As such, the suitability of instructional resources in fulfilling these requirements is critical.

This study aims to investigate how well the 9th grade English coursebook aligns with the 21st century ability of critical thinking. It is investigated if the reading assignments in the Uplift 9th Grade English Coursebook have anything to do with problem-solving and critical thinking. This study's main goal is to determine whether or not we can use our English coursebook to integrate critical thinking and problem solving into our courses.

The main question is presenting the study. It is: To what extent are features of Facione's (2011) critical thinking model represented in 9th Grade ELT English coursebook reading activities published by Ministry of National Education in Türkiye used?

A nation's educational system needs to be updated on a regular basis if it hopes to stay up with the times and compete with modern civilizations. Pupils ought to be prepared with the required abilities. In this evolving environment, there is no other way to exist but by doing this. As a result of recent technological advancements, it is imperative that we incorporate these abilities into our lessons.

Instead than being taught as an extra subject, the skills students need to succeed in the society in which they will work and live should be integrated into every subject area (Larson, L. C., & Miller, T. N., 2011). For students, teaching 21st century skills under a different heading could be tedious, pointless, and unimportant. However, students will pick up these abilities implicitly if they are included in our classes and resources.

The importance of this study is to examine and evaluate how well the reading exercises in a 9th grade coursebook which is published by Ministry of National Education that are meant to be used in English language instruction incorporate 21st century abilities like critical thinking.

## Review of Literature

### 21st Century Skills

Machines and robots have increased their capacities and been able to complete duties previously performed by humans, which was not the case in the 20th century, thanks to the amazing advancements in information and communications technologies (ICT) in the 21st century (Dede, 2010)

In the twentieth century, schools offered more knowledge-based education, emphasizing the development of the three Rs (reading, writing and arithmetic). Because being literate, having very high reading and writing skills, and having a great understanding of mathematics may have been enough to be successful in life.

But according to Rotherdam and Willingham (Rotherdam and Willingham, 2009), in order for students to succeed in the modern world, they must possess 21st century skills, and schools should teach their students these abilities in order to prepare them for the real world. Communication, collaboration, critical thinking and creativity skills, are the 4Cs of 21st century. These skills are not only to prepare the students for the real life outside the classroom, but also for their immediate learning within the classroom. Language is used in language classrooms of the twenty-first century as a tool for cross-cultural and international communication. The world is turning into a "global village" due to increased mobility, which has an impact on language education in terms of what is taught and how it is taught since techniques, strategies, and new skills that are used and found to be effective in one area of the world spread to other areas of the world (Dupuy, 2011).

Taylor (2009) suggests that instead of using traditional methods in English Learning classes, educators should adopt new approaches that integrate technology, culture, content, and lifelong skills. According to Fandiño (Fandiño, 2013), in EFL classes, students should be exposed to activities and procedures that promote creativity, critical thinking, teamwork, self-direction, and cross-cultural competency.

Taking a look at some of the research done on incorporating 21st century skills into English language instruction, it is clear that some scholars, educators, and organizations actively involved in education have realized the significance of the 21st century skills like communication, collaboration, critical thinking and creativity skills.

### Thinking skills

Thinking skills are basic skills that enable the individual to be active and create a sense of responsibility for one's learning, develop, ensure permanent learning, and provide research methods and methods. (Dağlıoğlu & Çakır, 2010). There are several classifications for thinking skills. For example, Beyer (1987) defines thinking skills in three parts as; problem solving skills, critical thinking skills and information processing skills. "Basic operations, problem solving, decision making, critical thinking, and creative thinking" is how Presseisen

(1985) described thinking skills. Determining cause and effect linkages, determining relationships through analogies, classifying data, and determining qualities are some of the fundamental classification processes that are covered.

Finding new methods to convey ideas, examining language, being conscious of implicit thoughts that are not spoken, and being conscious of biases are all examples of critical thinking.

Four thinking areas were discovered by Perkins and the others in the study, according to Bruning, Schraw, and Ronning (1995). Problem solving, decision-making, critical thinking, and creative thinking are the explanations for these cognitive domains. Different classifications are used to categorize thinking skills: basic thinking level and higher level thinking level. Higher order cognitive abilities necessitate the definition and organization of mental knowledge (Ekici, 2002).

### Critical thinking and problem solving

One of the fundamental skills of education in the twenty-first century is critical thinking. This ability is a component of higher order cognitive abilities." There is an urgent need to foster the ability to think critically in learners since they are living in an era where they are surrounded by various types of texts, both online or in-print." (Tıkız, 2019, s. 24)

Making decisions about what to believe or do is the main goal of critical thinking, which is a type of reflective, logical thinking. a propensity for reflective suspicion that enables accurate situation assessment. It is clear how much critical thinking is needed today in our country and around the world, when we think that the news of the cryptocurrency exchange Thodex, where thousands of people have been scammed, comes very recently, such as April 2021. In actuality, even when neither we nor anybody else intends to deceive, we are highly skilled at drawing incorrect assumptions. (Flew, 2023)

Critical thinking is defined as "the development and evaluation of ideas/proofs" by Facione (1984). According to him, critical thinking is more than just analyzing ideas; it's an active process that involves discussions. Facione notes that the process of creating evidence entails the standard steps involved in solving problems: gathering background data, formulating plausible initial hypotheses, designing procedures to test these assumptions, constructing an argument based on the outcomes of these test procedures, and, if required, assessing and reexamining the arguments. It is important not to give up in the face of obstacles, to analyze the possibilities and challenging conditions well, and to work as a team. (Emel, 2022)

Critical thinking has its roots in the works of the renowned Greek philosopher Socrates (470 BC – 399 BC).

Critical thinking has been influenced by the ideas of renowned educational philosopher John Dewey as well. According to Dewey (1933), an individual's thinking quality is influenced by his or her surroundings. One of the main ideas of the theory—also referred to as the "doing learning" approach—is that the student is encouraged to think critically by questioning the experience. (Dewey, 1933).

According to McKnown (1997), the fundamental traits of critical thinking are as follows:

- Critical thinking is motivated by judgment and the mind. The findings produced through the use of critical thinking must not be deceptive and must be supported by relevant, reliable, and valid facts.
- Critical thinking demands in-depth thought: formulating an idea necessitates deliberately assessing one's own and other people's opinions.
- Targeted thinking is necessary for critical thinking, which demands focus. Making the optimal decision regarding the person's actions or beliefs is the goal.

Examining these characteristics reveals that critical thinking and problem-solving are similar, but critical thinking and creative thinking are also related. As a result, one could argue that their cognitive abilities are related.

McKnown (1997) evaluated a number of definitions of critical thinking and combined "evaluation of mind conduct" and "critical thinking effort" to represent the two primary components of critical thinking.

### Delphi Project and Facione Modele

Under the direction of prominent critical thinking scholar Peter Facione, a Delphi Project (1988–1989) was carried out to get around the difficulty of defining critical thought.

The term "CT" is thoroughly defined in the definition provided by Facione (1990) in the Delphi Project. A "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based" is what Facione (1990, p. 3) defines as CT.

The foundation of the Delphi method is the idea that "many thoughts and views on a particular subject are more meaningful than a single view."

Based on the perspectives of experts, the Delphi Project outlines the competencies that critical thinking entails. 52% of the project's expertise were in philosophy, 22% were in education, 20% were in the social sciences, and 6% were in physics.

The cognitive abilities of interpretation, analysis, evaluation, inference, explanation and self-regulation are all included in critical thinking. The core competencies of critical thinking are all six of these abilities. (Facione, 1990).

The following are the components of critical thinking skills:

Interpretation is the process of comprehending and communicating the significance or meaning of diverse experiences, events, situations, data, customs, beliefs, rules, acts, or actions that must be adhered to (Facione, 1990, p.8).

Analysis: To identify present and deliberate inferential linkages between definitions, assertions, concepts, inquiries, and other explanations that aim to elicit information, beliefs, experiences, causes, judgments, or views. (Section 9.) Facione, 1990.

Evaluation: "Assessing the credibility of statements or other statements, such as a person's perception, experience, ... or expression of his or her opinion; assessing whether the current or planned inferential relationships between statements, expression, question or other types of expression are logical." (Facione, 1990, p. 9)

Inference: "Figuring out what needs to be done to get reasonable results; creating hypotheses and assumptions; considering the information gleaned from data, expression, evidence, judgment, belief, opinion, concept, definition, questions, or other forms of presentation regarding the outcomes and their implications." (Facione, 1990, p.10.)

"Explanation of a judgement based on findings based on coherent, conceptual, methodological, logical, and circumstantial reasoning, as well as a convincing demonstration of one's mental conduct, serve as an indication of the implications of that judgment."(Facione, 1990, p.11).

"Self-regulation is the capacity to actively assess one's own cognitive processes, to critically analyze and assess one's own inferential judgments in order to ... question, validate, approve, or evaluate the components one utilizes in these processes." (Facione, 1990, p.12)

Yujong (2011) examined a college EFL reading classroom where students read and commented to articles from "The New Yorker" in an effort to promote critical literacy in EFL settings. The findings demonstrated that these EFL participants could actively employ language resources from the articles as well as their own cultural and personal experiences to support their viewpoints and raise concerns after being trained to be critical readers of the material. According to the study, articles from newspapers and magazines may be useful teaching resources for encouraging critical thinking in EFL reading classes.

University students who learnt English as a foreign language employed PROB, GLOB, and SUB strategies, according to Temur and Bahar's (2011) study, which sought to determine the met cognitive awareness of the reading methods of these students. The majority of methods were employed in problem solving, whereas supportive strategies were employed the least.

In order to assess 9th grade English coursebooks in Turkiye, it is used the critical thinking framework proposed by Facione (2011) model to assess the course materials and perform data analysis.

**The Importance of Coursebooks in Language Teaching and Learning**

It is undeniable that one of the primary needs of modernity is international communication in these days. It can be said that learning a foreign language has become less of a choice and more of a necessity in the current world. Our educational system has also managed to maintain the value of teaching foreign languages in our nation. The abstraction of a foreign language is one of the biggest challenges in teaching and learning it. Coursebooks have long been seen as essential elements of teaching English, with a significant impact on both the teaching and language learning processes.

It is considered one of the most important resources. According to Tomlinson (2003: 39), "the coursebook helps to provide a route map for both teachers and students, allowing them to look back at what was done and anticipate what will be done in the lesson in advance." Highlighting the value of coursebooks, Richards (2001: 1) "comes to the conclusion that any curriculum lacking textbooks that explain the curriculum and organization is worthless." According to Richards (2001), textbooks will continue to be essential in all language learning environments even with technology advancements. This is due to the fact that textbooks provide curriculum objectives along with teaching and learning tools for both educators and students.

Woodward (2001: 146) emphasizes that "textbooks allow students to progress to the material that will be presented in subsequent classes and to refer back to the one they have already finished."

### Coursebook evaluation

A textbook, according to Sheldon (1987), is a book created specifically to assist language learners in developing their linguistic and communicative skills. A textbook is a necessary tool for EFL lessons, and the majority of ELT practitioners utilize them in their regular lesson plans.

There are benefits and drawbacks to using textbooks in the teaching and learning of languages. The textbook's format might give the instructor a guide on how to conduct the lessons (Hutchinson & Torres, 1994).

In order to measure the advancements gained in teaching and learning, textbooks can also be used as a focal point for instruction (Tomlinson, 2003).

Textbooks can also be helpful tools for students, such as a reference for monitoring their progress (O'Neil, 1982).

For instance, Mukundan (2007) asserts that one of the elements that determines whether an EFL program is successful or unsuccessful is the caliber of the textbook. Nonetheless, textbook selection is typically determined by variables like popularity and repurposing, rather than thorough research (Tomlinson, 2010). Furthermore, a lot of publishers publish books that are created for market share rather than those that follow the guidelines established by authorities in the area for learning foreign languages.

Considering all of these factors, it is essential that educators evaluate EFL textbooks in order to choose instructional materials that support students in reaching the learning goals of courses provided at educational facilities like the ILI. Evaluation will become more crucial if research initiatives like the current research indicates a strong correlation between CT and the academic success of EFL students enrolled in these facilities.

## METHOD

In order to conduct the intended research, 9th Grade English Coursebook were selected. This coursebook is currently taught at high schools in Türkiye. It is consisted of 116 pages. In this study, reading activities of each unit were evaluated based on Facione's (2011) critical thinking model. Six factors were considered through the evaluation. These textbook consists of ten units and every unit has four sections, each covering listening, reading, speaking and writing activities. It is consisted of 116 pages. In each unit there are 2 pages reading activities.

### Research methods

Every reading activity was assessed independently using a critical thinking paradigm. The six components of Facione's (2011) critical thinking model—interpretation, analysis, evaluation, inference, explanation, and self-regulation—were used in this study. There were several critical thinking models with different components, but this model was used in this study since it was the most modern, relevant, and perfectly matched the procedure and objective of the study. Facione (2011) proposed the following six cognitive abilities as the fundamental building blocks of his critical thinking model:

- Understanding the significance of diverse inquiries, assertions, conclusions, and experiences is known as interpretation.
- Analysis is the process of determining the true connections between various informational claims, queries, concepts, and experiences.
- Assessment: this refers to determining the veracity of different viewpoints, inquiries, convictions, etc.
- Inference: the use of components required to generate hypotheses and arrive at logical conclusions.
- The ability to reason logically from the thinking of others is the explanation.
- Self-regulation: the deliberate management and observation of one's mental processes.

Since the current study's material serves as the primary source for the analysis, it is significant. In order to reflect the critical thinking levels in the reading activities, 9th Grade Uplift coursebook was chosen. The present coursebook was chosen primarily for the purpose of covering reading skills repeatedly in each unit and including a variety of activities for the development of critical thinking abilities.

Because the Facione Model checklist offers a thorough and organized foundation in critical thinking, it was chosen as the assessment tool for assessing the reading activities. A few actions were made in order to carry out the document analysis. Following the selection of the text, the chosen talent was expounded upon. Then, rather of counting the parts



numerically, the chosen data is studied using deductive content analysis, which allows researchers to create the meaning of the documents in accordance with the cognitive skills in the Facione model checklist.

### Data Collection

Since a coursebook is used as target material in the study and needs to be well understood in terms of using critical thinking, document analysis, one of the qualitative methodology's approaches, was chosen. (Bowen, 2009) According to Wach (2013), document analysis enables researchers to carefully and methodically assess the materials.

### Data Analysis

To address the research question and investigate the extent to which features of Facione's (2011) critical thinking model are represented in the Coursebook, primarily, the frequency of Critical Thinking features in reading activities in 9th Grade coursebook was presented and their percentage and numbers were computed and shown in the tables. Every piece of data was acquired through a thorough analysis of the reading actions in the book.

### Findings And Interpretation

Uplift Grade 9 is a 9th Grade Coursebook which is used in all kinds of state schools in Türkiye. It is published by Ministry of National Education publications as state books. It includes 10 themes, 116 pages and workbook which has 65 pages in total. In each unit, two-page sections are reserved for each skill. In finding chapter, reading activities of each unit were presented based on Facione's (2011) critical thinking model by using tables for each unit. The first research question of the study findings regarding the question 'To what extent are features of Facione's (2011) critical thinking model represented in 9th Grade ELT English coursebook reading activities published by Ministry of National Education in Türkiye used?' are presenting. Six core factors that are crucial for CT factors were considered through the evaluation. The six factors in the tables are marked if they are present in the units. The tables that categorize activities based on which CT skills that are aimed to develop.

**Table 1**

*Analysis of English Coursebook Theme 1 Studying Abroad Module 1B Variety is the Spice of Life Reading Activities according to Facione Model*

Unit/ Module/ Title	Activity	Inter pretat ion	Ana lysis	Evaluat ion	Infere nce	Expla natio n	Self- Regulation
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1/1B/a	Vocabulary in Context		X		
1/1B/b	Inference Questions				X
1/1B/c	Vocabulary in Context		X		
1/1B/d	Comparative Essay Assignment		X	X	
1/1B/e	Reading Comprehension Exercise		X		
1/1B/ Game Time	Critical Review				X

**Theme 1 Module 1B:**

Interpretation: Four activities (1 Reading Comprehension Exercise, 1 Comparative Essay Assignment, 2 Vocabulary in Context)

Analysis: One activity (1 Comparative Essay Assignment)

Evaluation: One activity (1 Critical Review)

Inference: One activity (1 Critical Discussion Questions)

Explanation: No activity

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or an annotated reading task and explanation activity.

**Table 2**

*Analysis of English Coursebook Theme 2 My Environment Module 2B Put Your Town On The Map! Reading Activities according to Facione Model*

Unit/ Module/ Title	Activity	Interpretation	Analysis	Evaluation	Inference	Explanation	Self-Regulation
2/2B/a	Vocabulary in Context	X					
2/2B/b	Inference Questions				X		

2/2B/c	Comparative Essay Assignment		X	X		
2/2B/d	Reading Comprehension	X				
2/2B/e	Summarization Task	X	X	X		X
2/2B/f	Comparative Essay Assignment	X	X			
2/2B/ Game Time	Critical Review		X	X		X

### Theme 2 Module 2B:

Interpretation: Four activities (1 Reading Comprehension Exercise, 1 Comparative Essay Assignment, 2 Vocabulary in Context)

Analysis: Four activities (2 Comparative Essay Assignment, 1 Summarization Task, 1 Critical Review)

Evaluation: Three activities (1 Comparative Essay Assignment, 1 Summarization Task, 1 Critical Review)

Inference: One activity (1 Inference Questions)

Explanation: Two activities (1 Summarization Task, 1 Critical Review)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or an annotated reading task and explanation activity.

### Table 3

*Analysis of English Coursebook Theme 3 Movies Module 3B What's On! Reading Activities according to Facione Model*

Unit/ Module/ Title	Activity	Interpretation	Analysis	Evaluation	Inference	Explanation	Self-Regulation
3/3B/a	Vocabulary in Context	X					

3/3B/b	Reading Comprehension Exercise	X					
3/3B/c	Vocabulary in Context	X					
3/3B/d	Inference Questions				X		
3/3B/e	Critical Review			X			
3/3B/f	Comparative Essay Assignment	X	X				X
Game Time	Critical Discussion Questions		X	X	X		X

**Theme 3 Module 3B:**

Interpretation: Four activities (1 Reading Comprehension Exercise, 1 Comparative Essay Assignment, 2 Vocabulary in Context)

Analysis: Two activities (1 Comparative Essay Assignment, 1 Critical Discussion Questions)

Evaluation: Two activities (1 Critical Review, 1 Critical Discussion Questions)

Inference: Two activities (1 Inference Questions, 1 Critical Discussion Questions)

Explanation: Two activities (1 Comparative Essay Assignment, 1 Critical Discussion Questions)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or Introduce a Self-Assessment Checklist.

**Table 4**

*Analysis of English Coursebook Theme 4 Human In Nature Module 4B Calm Before The Storm Reading Activities according to Facione Model*

Unit/Module/Title	Activity	Interpretation	Analysis	Evaluation	Inference	Explanation	Self-Regulation
4/4B/a	Vocabulary in Context	X					
4/4B/b	Reading Comprehension	X					

4/4B/c	sion Exercise Vocabulary in Context	X		X			
4/4B/d	Comparativ e Essay Assignment	X	X				
4/4B/e	Reading Comprehen sion Exercise	X	X	X			
4/4B/f	Summarizat ion Task	X	X	X	X	X	
4/4B/ Game Time	Critical Discussion Questions		X	X	X		

#### Theme 4 Module 4B:

Interpretation: Six activities (2 Reading Comprehension Exercise, 1 Comparative Essay Assignment, 2 Vocabulary in Context, 1 Summarization Task)

Analysis: Four Activities (1 Comparative Essay Assignment, 1 Reading Comprehension Exercise, 1 Summarization Task, 1 Critical Discussion Questions )

Evaluation: Four activities (1 Vocabulary in Context, 1 Reading Comprehension Exercise, 1 Summarization Task ,1 Critical Discussion Questions )

Inference: Two activities (1 Summarization Task ,1 Critical Discussion Questions  
Explanation: One activity (1 Summarization Task)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal , Reflective Practice task or an annotated reading task and explanation activity.

#### Table 5

*Analysis of English Coursebook Theme 5 Inspirational Module 5B Hang In There Reading Activities according to Facione Model*

Unit/ Modu le/ Title	Activity	Interpreta tion	Analy sis	Evaluat ion	Infere nce	Explanat ion	Self- Regulat ion
5/5B/a	Critical Review	X	X	X			
5/5B/b	Comparativ e Essay Assignment		X				

5/5B/c	Vocabulary in Context	X		X			
5/5B/d	Vocabulary in Context	X		X			
5/5B/e	Reading Comprehension Questions	X					
5/5B/6	Critical Discussion Questions			X	X	X	X
5/5B/f	Summarization Task	X		X			
5/5B/g	Critical Review	X		X	X		
5/5B/ Game Time	Critical Discussion Questions			X	X	X	

**Theme 5 Module 5B:**

Interpretation: Six activities (2 Critical Review, 1 Summarization Task, 1 Reading Comprehension Questions, 2 Vocabulary in Context)

Analysis: Eight activities (2 Critical Review, 1 Summarization Task, 1 Comparative Essay Assignment, 1 Reading Comprehension Questions, 2 Vocabulary in Context, 1 Critical Discussion Questions )

Evaluation: Four activities (2 Critical Review, 2 Critical Discussion Questions,)

Inference: Two activities (2 Critical Discussion Questions)

Explanation: One activity (1 Critical Discussion Questions)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal, Reflective Practice task or an annotated reading task and explanation activity.

**Table 6**

*Analysis of English Coursebook Theme 6 Bridging Cultures Module 6B Different Places, Different Manners Reading Activities according to Facione Model*

Unit/Module/Title	Activity	Interpretation	Analysis	Evaluation	Inference	Explanation	Self-Regulation
6/6B/a	Critical Review	X	X	X	X		

6/6B/b	Reading Comprehension Exercise	X						
6/6B/c	Vocabulary in Context	X	X	X				
6/6B/d	Critical Discussion Questions	X	X	X	X	X	X	
6/6B/e	Comparative Essay Assignment	X	X	X	X			
6/6B/f	Critical Review			X			X	X
6/6B/ Game Time	Critical Discussion Questions		X	X	X			

### Theme 6 Module 6B:

Interpretation: Five activities (1 Critical Review ,1 Reading Comprehension Exercise, 1 Comparative Essay Assignment, 1 Vocabulary in Context,1 Critical Discussion Questions)

Analysis: Four activities (1 Critical Review,1 Vocabulary in Context,1 Critical Discussion Questions,1 Comparative Essay Assignment,)

Evaluation: One activity (Critical Review)

Inference: One activity (1 Critical Review ,2 Critical Discussion Questions, 1 Comparative Essay Assignment)

Explanation: Two activities (1Critical Discussion Questions , 1 Critical Review)

Self-Regulation: Two activities (1Critical Discussion Questions , 1 Critical Review)

**Recommendation:** All the criterias for Facione Modele seems fulfilled. A balanced distribution was made.

### Table 7

*Analysis of English Coursebook Theme 7 Wolrd Heritage Module 7B Once Upon A Time Reading Activities according to Facione Model*

Unit/ Modu le/ Title	Activity	Interpreta tion	Analy sis	Evaluat ion	Infere nce	Explanat ion	Self- Regulat ion
7/7B/a	Critical Review	X	X	X			

7/7B/b	Reading Comprehension Questions	X					
7/7B/c	Vocabulary in Context	X	X				
7/7B/d	Vocabulary in Context	X	X				
7/7B/e	Comparative Essay Assignment	X	X	X			
7/7B/f	Summarization Task	X	X				
7/7B/g	Summarization Task	X	X	X	X	X	
7/7B/ Game Time	Critical Discussion Questions		X	X	X		

**Theme 7 Module 7B:**

Interpretation: Seven activities (1 Critical Review,1 Reading Comprehension Question, 1 Comparative Essay Assignment, 2 Vocabulary in Context, 2 Summarization Task)

Analysis: Seven activities (1 Critical Review,2 Vocabulary in Context ,1 Comparative Essay Assignment, 1 Critical Discussion Questions,2 Summarization Task)

Evaluation: Four activities (1 Critical Review,1 Comparative Essay Assignment, 1 Critical Discussion Questions,1 Summarization Task)

Inference: Two activities (1 Critical Discussion Questions,1 Summarization Task)

Explanation: One activity (1 Summarization Task)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or an annotated reading task and explanation activity.

**Table 8**

*Analysis of English Coursebook Theme 8 Emergency and Health Problems Module 8B Being Out Of Sorts Reading Activities according to Facione Model*

Unit/Module/Title	Activity	Interpretation	Analysis	Evaluation	Inference	Explanation	Self-Regulation
8/8B/a	Vocabulary in Context	X	X				



8/8B/b	Reading Comprehen sion Exercise	X					
8/8B/c	Reading Comprehen sion Exercise	X	X	X			
8/8B/d	Vocabulary in Context	X	X				
8/8B/e	Reading Comprehen sion Exercise	X	X				
8/8B/f	Critical Review	X	X	X			
8/8B/g	Critical Review	X	X	X	X	X	
8/8B/ Game Time	Critical Discussion Questions		X	X	X		

### Theme 8 Module 8B:

Interpretation: Six activities (2 Reading Comprehension Exercise, 2 Vocabulary in Context, 2 Critical Review)

Analysis: Seven activities (2 Vocabulary in Context ,2 Reading Comprehension Exercise ,1 Critical Discussion Questions, 2 Critical Review)

Evaluation: Five activities (2 Reading Comprehension Exercise, 2 Critical Review, 1 Critical Discussion Questions)

Inference: Two activities (1 Critical Discussion Questions, 1 Critical Review)

Explanation: One activity (1 Critical Review)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or an annotated reading task and explanation activity to make a balanced distribution between criterias.

### Table 9

*Analysis of English Coursebook Theme 9 Invitations and Celebrations Module 9B Let's Get Together Reading Activities according to Facione Model*

Unit/ Modu le/ Title	Activity	Interpreta tion	Analy sis	Evaluat ion	Infere nce	Explanat ion	Self- Regulat ion
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9/9B/a	Critical Review	X	X	X			
9/9B/b	Critical Review	X	X	X	X		
9/9B/c	Vocabulary in Context	X					
9/9B/d	Reading Comprehension Exercise	X					
9/9B/e	Comparative Essay Assignment	X	X	X	X	X	X
9/9B/f	Comparative Essay Assignment	X	X	X			
9/9B/g	Critical Review	X	X	X			
9/9B/h	Critical Review	X	X	X	X		
9/9B/	Critical		X	X	X		
Game Time	Discussion Questions						

### Theme 9 Module 9B:

Interpretation: Nine activities (4 Critical Review, 1 Reading Comprehension Exercise, 2 Comparative Essay Assignment, 1 Vocabulary in Context, 1 Critical Discussion Questions)

Analysis: Seven activities (4 Critical Review, 2 Comparative Essay Assignment, 1 Critical Discussion Questions)

Evaluation: Seven activities (4 Critical Review, 2 Comparative Essay Assignment, 1 Critical Discussion Questions)

Inference: Four activities (2 Critical Review, 1 Comparative Essay Assignment, 1 Critical Discussion Questions)

Explanation: One activity (1 Comparative Essay Assignment)

Self-Regulation: One activity (1 Comparative Essay Assignment)

**Recommendation:** All the criterias for Facione Modele seems fullfilled. It can be inferred that balanced distribution was made although there is consistence in interpretation activity.

**Table 10**

*Analysis of English Coursebook Theme 10 Television and Social Media Module Follow for Follow Reading Activities according to Facione Model*

<b>Unit/ Modul e/ Title</b>	<b>Activity</b>	<b>Interpreta tion</b>	<b>Analy sis</b>	<b>Evaluat ion</b>	<b>Infere nce</b>	<b>Explanat ion</b>	<b>Self- Regulat ion</b>
10/10 B/a	Critical Review	X	X	X			
10/10 B/b	Critical Review	X	X	X	X		
10/10 B/c	Reading Comprehen sion Exercise	X					
10/10 B/d	Vocabulary in Context	X					
10/10 B/e	Comparativ e Essay Assignment	X	X	X	X	X	
10/10 B/f	Comparativ e Essay Assignment	X	X	X	X	X	
10/10 B/ Game Time	Critical Discussion Questions		X	X	X		

**Theme 10 Module 10B:**

Interpretation: Six activities (2 Critical Review, 1 Reading Comprehension Exercise, 2 Comparative Essay Assignment, 1 Vocabulary in Context)

Analysis: Five activities (2 Critical Review, 2 Comparative Essay Assignment ,1 Critical Discussion Questions)

Evaluation: Five activities (2 Critical Review, 2 Comparative Essay Assignment ,1 Critical Discussion Questions)

Inference: Four activities (1 Critical Review ,2 Comparative Essay Assignment ,1 Critical Discussion Questions)

Explanation: Two activities (2 Comparative Essay Assignment)

Self-Regulation: No activity

**Recommendation:** It can be added a self-regulation activity, such as a reflection journal or an annotated reading task and explanation activity. There is a balanced distribution of activities in other criterias.

**Conclusion, Discussion And Suggestions**

## Conclusion

The purpose of this study was to investigate how critical thinking and problem-solving abilities in reading activities can be developed using Uplift Coursebook, a Ministry of National Education English Coursebook intended for English language instruction (ELT) at the ninth grade level. To be well understood in terms of using critical thinking, document analysis, one of the qualitative methodology's approaches, was chosen. The document analysis applied on 74 activities in all modules of the themes. A checklist for reading skills that was based on the Facione Model was used to conduct the analysis. Six factors were considered through the evaluation. The tables that categorize activities based on which critical thinking skills that are aimed to develop. Critical thinking and problem-solving abilities were assessed in relation to the coursebook's objectives, exercises, and provided materials.

In the present study, according to first research question as tables 1-10 indicate, the representation of Critical Thinking features according to Facione Model Checklist can be recognized. It can be pointed out that each unit of the English coursebook adequately covers all critical thinking skills according to the Facione model except Self-Regulation that has less activities comparing with the other criterias.

Regarding the data in all tables, the most used CT criteria is Interpretation that includes 57 activities. The criteria of Analysis has also similar amount including 50 activities. The least used CT criteria according to checklist is self-regulation. It has only 3 activities. This criterion is followed by explanation and inference as 12 and 22 activities, respectively. There is an average number of events with 32 events belonging to the evaluation criteria. It can be pointed out that each unit of the English coursebook adequately covers all critical thinking skills according to the Facione model except Self-Regulation that has less activities comparing with the other criterias.

Besides it can be seen that the most preferred activity title as Critical Review including 49. The activities, in order from most used to least, are as follows: 35 Comparative Essay Assignment, 32 Critical Discussion Questions, 24 Vocabulary in Context, 17 Summarization Task, 14 Reading Comprehension Exercise, 5 Reading Comprehension Questions, 2 Inference Questions. There aren't CT activities like Annotated Reading, Debate Preparation, Advanced Reading Comprehension in the 9th Grade Uplift ELT Coursebook.

According to the Facione model, it can be verified that every unit in the 9th Grade Uplift English coursebook sufficiently addresses critical thinking skills.

According to second research question, critical thinking of activities in reading skills, as tables 11-20. Seven skills that are crucial for CT skills were considered through the evaluation criteria. It can be seen that the most preferred skill as Inference and Deduction that covers 22. Synthesizing information skill can be visible in 16 CT activities. Application of Knowledge is the second one in the ranked list. The CT skills, in order from most used to least, are as follows: 9 Problem Solving, 5 Interpreting and Reflecting, 1 Analysis and Evaluation. It can be seen that each unit of the English coursebook adequately covers all critical thinking skills except Discussion and Debate and Analysis and Evaluation that have less activities comparing with the other CT skills.

It was concluded that nearly all of reading activities in the themes of 9th Grade Uplift English Coursebook were related to Critical Thinking skills.

## Discussion

As it is stated clearly in Literature Review section, the use of an appropriate Coursebook at schools is significant both for the students and the teachers. Integrating more Critical Thinking and Problem Solving content like self-regulation, discussion and debate, analysis and evaluation into the coursebooks should be one of the major aspects of preparing a coursebook in this century. The data shows that some of the activities which requires high level CT skills are not in the content. The most significant thing is that the book itself, which is the subject of our research, can be developed by considering critical thinking and problem-solving abilities in reading activities.

It can be deduced that critical thinking and problem solving are two 21st century skills that our students must acquire in order to adjust to the changing environment, and the English coursebook ought to include more of these topics.

## Suggestions

The distribution of activities according to criterias can be done equally in each theme or by equalizing the distribution in different themes. Not only the distribution of the activities like self-regulation, discussion and debate, analysis and evaluation should put into the coursebooks but also activities like Annotated Reading, Debate Preparation, Advanced Reading Comprehension that are more challenging and involving high-level critical thinking skills should be put into coursebooks. Students should meet them in the 21st century. Visually, it can become more noticeable and quicker to understand. It is suggested that they may be taken into account and included when editing ELT coursebook content.

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