

## The Thinking Levels Demanded In Reading Activities In The Coursebook *global A2+*

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### Abstract

Nowadays teachers and educators are responsible to help students improve 21<sup>st</sup> century skills including thinking skills. In ELT classes, reading activity is one of the effective tools to scaffold and upgrade students' thinking skills. Therefore, the present study investigated the levels of thinking demanded by reading task instructions in the coursebook *global A2+*. The instructions were gathered, analysed and categorized in conformity with Bloom's Revised Taxonomy (2001), cognitive domain. The results of the study reveal that 67.94 % of 184 instructions call for lower level thinking whereas 32.06% of them demand higher level thinking. It is recommended that a revision of the reading comprehension instructions in the coursebook *global A2+* has to be done and teachers are to pose thought-provoking questions to encourage students' thinking practices.

**Key words:** thinking levels, Bloom's Revised Taxonomy (2001), reading task instructions

## 1. Introduction

### 2.

#### 2.1 Background of the Study

The 21<sup>st</sup> century is usually defined as "the knowledge age" and as "the century of competition", so people not only have to be literate and numerate but also need well developed thinking skills to survive in the rapidly changing world (Trilling & Fadel, 2012). Wagner (2008) asserts that knowledge, an outcome of education, is no longer believed to be sufficient to effectively cope with the challenges in the world. Nowadays, people all over the world encounter stiff competition in their search for jobs with better salaries and prospects. Therefore, it is a great demand for students to be equipped with 21<sup>st</sup> century skills including critical thinking skills in their classrooms for their survival among challenges and competition (Myo Myint, 2016).

In this changing world, it is believed that thinking, in particular, critical thinking is important, not to be the victims of misleading information. Moreover, thinking practice can promote deep learning as an alternative approach to what rote learning and memorization approaches cannot provide. Therefore, many countries have included the cognitive skills in their educational agenda (Trilling & Fadel, 2012).

In 2012, the Ministry of Education, Myanmar introduced integrated thinking skills while teaching content subjects in any education context to help students upgrade their life skills to survive in the challenging 21<sup>st</sup> century (Ministry of Education, the Republic of the Union of Myanmar, 2012).

Being teachers, we should consider how the education sector can participate in promoting competitiveness. Traditionally, Myanmar schools have emphasized knowledge acquisition rather than knowledge creation and application. Memorization and rote learning have been the main mode of learning from the first year of schooling. In traditional Myanmar teaching context, memorization and rote learning have been the main mode of learning from the first year of schooling (Han Tin, 1992). Myo Myint, (2016) points out that rote learning is useful in the acquisition of basic knowledge and that knowledge serves as "basic for critical thinking, creativity, and problem solving, curiosity, imagination and self-confidence". Hence, he suggests that higher education institutions must serve as "apex of knowledge creation and manipulation" so that graduates are well-prepared for the competitive and continually changing 21<sup>st</sup> century world.

In ELT classes in Myanmar, all four skills: listening, speaking, reading, writing are integrated to develop communicative practices. However, teaching and learning a language for its own sake is not enough for students and they need to learn a language in order to develop and apply their thinking skills in situations that go beyond the language classroom (Myo Myint & Poe Poe, 2003). Richards (2006) suggests that language should serve as a means of developing higher order thinking skills, also known as critical and creative thinking. Therefore, teachers should help students develop their language skills as well as their thinking skills in ELT classes.

In the educational process, there are three main elements: teacher, student and textbook that represent the curriculum and textbook plays a crucial role in English language teaching context (Richards, 2006). Sheldon (1988) also indicates that textbooks not only represent the visual heart of any ELT programme but also offer considerable advantages for both teacher and student in ELT.

Myo Myint,(2016) highlights that EFL coursebooks are used in Myanmar ELT classes and there are meaningful communicative practices which will improve students' speaking fluency and writing skill, the receptive skills are in priority in ELT classroom. The materials should include a wide variety of reading and listening genres and practise a range of reading and listening skills to help Myanmar students, get exposure in English.

Moreover, according to Muijs and Reynolds (2011), reading activities, reading comprehension tasks, are the most fundamental domain in ELT classrooms and teachers are responsible to make the tasks to be thought-provoking and, interesting and to include tasks that encourage students to examine the information they receive critically. Students, especially university students, should practise thinking in reading activities to develop critical thinking skills so that they are more able to become less dependent on teachers and textbooks, to evaluate, challenge and change the structures or situations in society, to develop reflective thought and a tolerance for ambiguity.

Edward and Bowman (1996) states that course books are considered crucial for teaching and learning instructions especially for countries where English is used as a foreign language and questions are vital components of the course books as they aim at creating an interest in the subject. Questioning is an essential part of information seeking and questioning can be considered as intellectual tool and instructional tool (Rosenshine, et al., 1996; Ashner,1961) suggests that questioning is one of the basic ways by which the teacher stimulates student thinking and learning. Questions can be ranked according to the level of thought required for answering it, for instance, low cognitive/high cognitive, convergent/divergent questions (Winne,1979).

## 2.2 Rationale for the Study

In Myanmar ELT context, locally produced coursebooks were usually used in previous decades (Myo Myint & Poe Poe, 2003). In 2012, for the purpose of developing ELT material, the international coursebooks were introduced. *Global* series, was prescribed for English Specialization undergraduate students and English for Professional Purposes undergraduate students while *Straightforward* series, the Myanmar version, for Arts and Science undergraduate students (non-English Specialization) in Myanmar.

According to Muijs and Reynolds (2011), "It is important to ask higher-level questions whenever possible to help develop [pupils'] students' thinking skills". Consequently, the analysis and evaluation of the questions or instructions used in ELT classes and instructions of activities in coursebooks need to be considered for the sake of curriculum review and development. Hutchinson & Torres (1994) and Luukka et. al. (2008) state that reading sections of textbooks are one of the major sources of content for teaching a foreign language and may considerably affect the readers' purpose of reading (Alderson, 2000). Consequently, the present study aimed at analysing and evaluating the demanded thinking levels of the reading task instructions in the coursebook *global* A2+, in conformity with the cognitive process dimension in Bloom's Revised Taxonomy (2001).

The present study listed the instructions of reading activities in "*global*" coursebook A2+, which has been used for the First year English Specialization students and the First year English for Professional Purpose students since 2012 and then analysed and evaluated them. The study intended to identify the cognitive categories addressed by the instructions in the selected component in the

coursebook, using Bloom's revised Taxonomy, Cognitive Domain, (Anderson & Krathwohl, 2001) in order to find out limitations of the instructions in terms of cognitive demand.

### 1.3 Research Questions

The present research was done to find out the answer to the questions:

1. What levels of cognitive thinking skills do the instructions in reading component in the *global Coursebook A2+* call for?
2. Which particular cognitive level is called for by the instructions for reading tasks in the coursebook?

First, the instructions of activities in the coursebook *global A2+* were listed. After that, they were analysed and evaluated using Bloom's revised Taxonomy, Cognitive Domain (Anderson & Krathwohl, 2001).

## 3. Literature Survey

### 3.1 Theoretical Review

There are different existing frameworks and criteria for textbook evaluation in terms of cognitive process. Bloom's Revised Taxonomy (BRT) can be a good choice to assess the basic skills, aligning teaching materials with the thinking skills (Krathwohl, 2002).

Among the different existing frameworks and criteria for textbook evaluation, Bloom's Revised Taxonomy (BRT) can be a good choice to assess the basic skills and align teaching materials and learning activities with the cognitive thinking processes such as remembering, understanding, and analyzing. BRT is a practical tool for course evaluation (Marzano & Kendall, 2007) and helps L2 teachers form alignment between assessment and course objectives (Krathwohl, 2002). As Hanna (2007) points out, the BRT "aligns learning objectives, curriculum, and assessment to link the complexity of learning with the cognitive domains" (p.9). Considering the above mentioned issues, evaluating ELT textbooks based on BRT bears significance to ELT learners

Skills	Sample Prompts	Purpose	Level
Remembering	recognize, list, describe, identify, retrieve, name	Memorize and recall facts	<b>LOWER ORDER THINKING LEVEL</b>
Understanding	describe, explain, estimate, predict	Understand and interpret meaning	
Applying	implement, carry out, use, apply, show, solve	Apply knowledge to new situations	
Analyzing	compare, organize, site differences, deconstruct	Break down or examine information	<b>HIGHER ORDER THINKING LEVEL</b>
Evaluating	check, critique, judge, hypothese, conclude, explain	Judge or decide according to a set of criteria	
Creating	design, construct, plan, produce	Combine elements into a new pattern or product or structure	

and teachers as well as material developers.

Trilling and Fadel (2012) also assert that "the most common hierarchy in ranking cognitive level of questions" is Bloom's taxonomy (1956) or Bloom's revised taxonomy (2001). They also suggest that Bloom's taxonomy or Bloom's Revised Taxonomy is famous model for questions or instructions that demand for active learning approaches, core knowledge and thinking process and it is used for decades in every subject, at every grade or level to prepare students to survive in 21<sup>st</sup> century.

Moreover, Nilson (2010) describes a systematic process for designing a series of questions for the process of inquiring and suggests teachers to use Bloom's Taxonomy, Bloom's Revised Taxonomy to frame their question design so that they appropriately scaffold questions starting with basic knowledge (remembering facts) to more advanced skills such as understanding, applying, analyzing, evaluating and creating. Therefore, the present study was done in line with Bloom's Revised Taxonomy (Anderson, & Krathwohl, 2001).

#### **Table 1: Bloom's Revised Taxonomy (Thinking Skills: LOTS & HOTS)**

Bloom's Revised Taxonomy (2001) identifies levels of cognitive learning arranged from lower-order to higher-order levels of thinking as can be seen in Table 1. The cognitive domain highlights intellectual outcomes and is further divided into six specific categories or levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Bloom's Revised Taxonomy introduces the levels of thinking in a hierarchical order. Each of the level builds in complexity from the previous level.

Anderson and Krathwohl (2001) divide the six levels within the cognitive domain into two levels of thinking skills: Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS) that can be seen in Table 1. They typify that the three top levels (Analysing, Evaluating, and Creating) of Bloom's Revised Taxonomy as higher order thinking skills, and the other three levels (remembering, understanding, and applying) as lower order thinking skills. According to Krathwohl (2002), students are required to know, memorize, repeat and list information at the lowest level and they have to judge, criticize, resolve, invent, and make recommendations at the higher levels.

In ELT classrooms, students are involved in practising thinking while learning language and develop their critical thinking and problem solving skills. Bloom's revised taxonomy also provides an important framework for teachers to focus on higher order thinking in designing tasks and crafting materials (Anderson & Krathwohl, 2001).

## **2.2 Previous Researches**

Many previous studies explored the cognitive process, thinking levels, critical thinking and its notion of questions given in coursebooks and teachers' questions in ELT context. Some studies focused on instructions in reading component of the coursebooks or in tests in different contexts, for instance, studies conducted by Charles (1980), in America; Lan & Chern (2010), in Taiwan; Assaly & Smadi (2015), in Israle; Khine Myat Thwe Aung (2015), in Myanmar and Sri Yuliana & Novalita Fransisca Tungka (2018), in Indonesia. It was learned that these studies were carried out

according to Bloom's Original Taxonomy (1956) and Bloom's Revised Taxonomy (2001) to analyze the instructions given in reading component in the coursebooks in line with thinking skills. Charles (1980) conducted a study to identify and analyze the levels and types of questions available in reading skills development books of Mary Land Community College developmental/ remedial programmes. The purpose of the analysis was to determine the distribution of the questions over the six levels of cognitive domain of Bloom's Taxonomy. The results of the study revealed that of the selection of a sample of 555 questions, 145 fell into the knowledge category of Bloom's Taxonomy, 400 into the comprehension category, 2 into the application category, and none in the categories of analysis, synthesis, and evaluation. The results indicated that very little stimulation of the higher thinking processes was offered via the questions used in the reading skills development books used in the community colleges. Generally speaking, the authors and publishers of these books, and the educators that use them need to become more concerned about the higher level thinking development of students.

Similarly, Lan and Chern (2010) conducted a study in which they aimed at investigating the cognitive process levels and knowledge types measured on the English reading comprehension tests of college entrance examinations administrated from 2002 to 2006 in Taiwan, based on the revised Bloom's taxonomy. Thus, a descriptive analysis was conducted to examine cognitive skills intended to be assessed, hoping to serve as a reference for English teachers while helping learners develop the needed cognitive skills in reading and test preparation. Results showed that four major levels in the Revised Bloom's taxonomy (remember, understand, apply, and analyze) along with eight sub-levels, and three types of knowledge (factual, conceptual, and procedural) along with three sub types were identified. Additionally, items on remember factual knowledge and understand factual knowledge, which belong to lower cognitive levels, were the majority in the tests, and few items were found at higher levels of (apply) and (analyze).

In the context of Israel, Assaly and Smadi (2015) conducted a research on "*Using Bloom's Taxonomy to evaluate the Cognitive Levels of Master Class Textbook's Questions*". This study aimed at evaluating the cognitive levels of the questions for the reading texts in *Master Class* textbook. *Master Class* was a course book for the tenth grade high school students at Proficiency Level, Stage 1. A checklist based on Bloom's Taxonomy was the instrument used to categorize the cognitive levels of the questions collected from the Mastering Reading sections of *Master Class* textbook. The results showed that the author of *Master Class* emphasized the cognitive level of Comprehension, having 54% of the questions whereas only 3.7% and 6% of the questions on the cognitive levels of Knowledge and Application respectively. The results indicated that 36.3% of the textbook's questions emphasized higher-order thinking skills.

To the best of the researcher's knowledge, few studies have been done in the Myanmar context to evaluate thinking skills that reading comprehension questions in textbook call for. Those studies dealt with questions in reading tasks in the coursebooks used in Basic education level, for example, Khine Myat Thwe Aung (2015) did a research entitled "*A Study of Grade 11 English Textbook (2010) based on Bloom's Revised Taxonomy*". The findings showed that in the English textbook published for Grade 11 students in public schools, the lower levels of thinking are the most widespread and the higher learning levels are not frequently found in the textbook.

In a recent study, Sri Yuliana & Novalita Fransisca Tungka (2018) did a research on "Critical Thinking Questions in the Reading Section of EFL Textbooks". The purpose of their research was to investigate how far EFL textbooks used for second grade students in senior high schools in Poso regency, Central Sulawesi province, Indonesia, accommodate critical thinking skill in the coursebook reading comprehension sections. Questions in reading activities in two commercially published textbooks (Talk Active and Pathway to English) and one government-published EFL textbook (Stop Bullying Now) were evaluated in line with Bloom's Revised Taxonomy and Four Level of Comprehension. The result shows that the reading sections of the target coursebooks contain more LOTS than HOTS questions. The interesting finding is that the government-published EFL textbook is more ready-to-use to prepare students with critical thinking skill than the two commercially published textbooks as it has more HOTS questions than the other two textbooks. Referring to the findings of those studies reviewed, the Lower Order Thinking Skills were mostly motivated by the reading comprehension questions in the coursebooks being analysed. Thus, based on those studies, it seems that the predominance of lower order thinking questions in reading component in coursebooks appears to be a worldwide problem in ELT context nowadays.

## 4. Research Methodology

### 4.1 Research Method

This study intended to evaluate the cognitive levels of the questions in reading component in the course book *global A2+*. The data would be analysed in accordance with the six levels of cognitive domain, Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). The qualitative method was employed to analyse and evaluate the levels of thinking that the instructions or questions in reading component call for and a quantitative method was also employed merely to generate the frequencies and percentages of the thinking levels students had to have in doing tasks.

It is obvious that questions or instructions involved multiple cognitive skill levels in line with cognitive process in Bloom's Revised Taxonomy (2001). However, in this study, the highest level of thinking that students had to attempt to do the activities by following the instructions in the coursebook was taken into account in collecting the data. In analysing and classifying the instructions in reading activities in the coursebook, instruction that calls for students' compliance or performance of an activity is considered as a unit of analysis.

### 3.2 Research Materials

The materials of the current study are instructions in reading tasks in *global English coursebook A2+*, designed by Clandfield (2012). The *global* series, the version used in Myanmar, is a four-level, multi-skills English series for university students in Myanmar. Each level of *global* course includes a coursebook, a workbook, listening material, video material and a teacher's book with CDs. Each coursebook contains 160 pages, except level-4 which consists of 168 pages. Each book has ten units, focusing on a particular topic in different ways. Each unit consists of six two-page lessons of several components. The first lessons: Vocabulary, Reading and Listening texts, Grammar, Writing and Speaking & Pronunciation are the core parts of the unit and the last two

lessons include additional materials to practise such as Function Globally, Global English Writing Model, Study Skills and Review.

All the tasks provided in different components in the *global* coursebooks are related to each other, and the writer of the *global* coursebook A2+, Clandfield (2012) claims that the materials in *global* themselves are thought-provoking pieces and reading tasks and discussion questions for texts encourage students' reflection and critical thinking practices. For those reasons, instructions provided in all components were taken into consideration in the present research. However, the objectives, teaching methodologies used, and assessment of teaching and learning, perception of teachers and students of thinking skills were not considered in this study.

The study intended to investigate to what extent the instructions in reading activities in the coursebook *global* A2+ help students answer Higher Order Thinking Skill (HOTS) questions that consist of analyzing, evaluating and creating (Anderson & Krathwohl, 2001), to upgrade their critical thinking skills.

### 3.3 Research Procedure

The data for this study was collected in two stages. During the first stage, the researcher gathered all the instructions for the tasks from the English *course book global* A2+. Then, the questions from unit one till unit ten were listed in a serial order. Then, in the second stage, the researcher classified all (184) instructions given for the tasks in 48 reading passages into levels of cognitive domain using research tool of Bloom's Revised Taxonomy and then calculated them. To examine the frequency and percentage of the cognitive levels, represented by the instructions from reading component in the coursebook, the quantitative study was carried out to be easier to interpret more specific and explicit data. The numbers of activities that call for different levels of thinking were then calculated in order to determine the percentages of thinking levels students had in doing the activities in each unit. All 184 questions from reading activities in the course book were classified, analyzed, and categorized according to the six levels of New Bloom's Taxonomy (2001). After that, the frequency and percentage of the thinking levels that all instructions from all ten units were calculated.

## 5. Findings

The study revealed that all levels of cognitive process were demanded by instructions of activities in the coursebook *global* A2+.

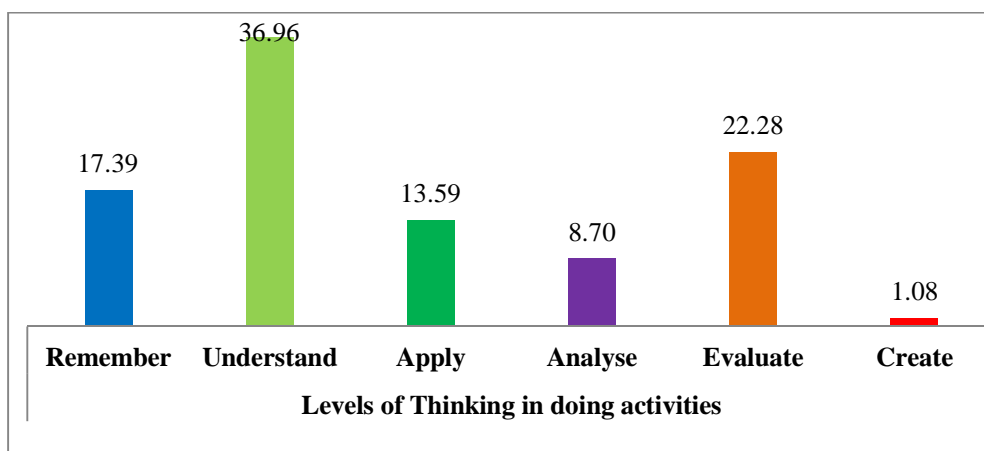


**Table 2: Frequency and Percentage of cognitive process levels of instructions in reading component in global coursebook A2+**

Unit	Students' Thinking Levels in doing reading activities												Total No. of Instructions
	Lower Order Thinking Skills						Higher Order Thinking Skills						
	Remembering		Understanding		Applying		Analysing		Evaluating		Creating		
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	5	23.81	11	52.40	3	14.29	0	0.00	2	9.52	0	0.00	21
2	3	18.75	6	37.50	4	25.00	2	12.50	1	6.25	0	0.00	16
3	1	7.14	5	35.72	4	28.57	1	7.14	3	21.43	0	0.00	14
4	3	18.75	5	31.30	1	6.25	3	18.75	4	25.00	0	0.00	16
5	2	16.67	5	41.66	1	8.33	2	16.67	2	16.67	0	0.00	12
6	5	21.74	8	34.78	2	8.70	1	4.35	7	30.43	0	0.00	23
7	2	8.70	10	43.47	2	8.70	2	8.70	7	30.43	0	0.00	23
8	3	16.67	6	33.33	2	11.00	2	11.00	4	22.00	1	6.00	18
9	3	12.00	7	28.00	4	16.00	2	8.00	8	32.00	1	4.00	25
10	5	31.25	5	31.25	2	12.50	1	6.25	3	18.75	0	0.00	16
Total	32	17.39	68	<b>36.96</b>	25	13.59	16	8.70	41	22.28	2	<b>1.08</b>	<b>184(100%)</b>
	<b>LOTS → 125 instructions (67.94%)</b>						<b>HOTS → 59 instructions (32.06%)</b>						

Table 2 indicates the frequencies and percentages of cognitive levels students have to attempt in doing the reading activities in the coursebook in each unit. The result showed that in all units of the coursebook, instructions in reading component called for the *understanding* level of thinking the most and the *creating* level of thinking the least.

The frequencies of the instructions of the six cognitive levels range from 2 (1.08%) for *creating* to 68 (36.96%) for *understanding* level. The findings indicated that the *evaluating* level appeared at a percentage of 22.28% which was more frequently touched than the *remembering* level, obtaining 17.39% of total 184 instructions given in reading activities in the coursebook. The overall finding of this study was that 125 instructions for reading tasks (67.94%) needed Lower Order Thinking Skills while 59 instructions (32.06%) demanded for Higher Order Thinking Skills as shown in Table 2.



**Figure 1: Percentage of each cognitive thinking level of instructions in reading component**

Figure 1 presents the different ranges of the percentages of each thinking level that students have to reach in doing the reading activities in the *global coursebook A2+*. The bar chart (Figure 1) highlights the percentage of thinking skills, in order of being the most to the least demanded by instructions in reading component as: understanding 36.96%, evaluating 22.28%, remembering 17.39%, applying 13.59%, analyzing 8.70%, and creating 1.08% respectively.

## 6. Discussion

The present study is similar to the studies conducted by Charles (1980), Assaly & Smadi (2015), Khine Myat Thwe Aung (2015) and Sri Yuliana & Novalita Fransisca Tungka (2018) in the sense that it focused on the analysis of reading questions in ELT textbooks whereas Lan & Chern (2010) analysed the English reading comprehension tests of college entrance examinations administrated from 2002 to 2006 in Taiwan. This study analyzed the *global A2+ coursebook* used for the first year university students in Myanmar and the research material analysed in the study of Charles (1980) was materials used in college. However, the study is different from other three previous studies reviewed in the level of the class the coursebook was prescribed as textbooks analysed in the studies by Assaly & Smadi (2015), Khine Myat Thwe Aung (2015) and Sri Yuliana & Novalita Fransisca Tungka (2018) were used in secondary level. Although the research materials focused are different in terms of levels they were used, the study is similar to the studies done by Lan & Chern (2010), Khine Myat Thwe Aung (2015) and Sri Yuliana & Novalita Fransisca Tungka (2018) in using Bloom's Revised Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating) as the tool for analysis. On the other hand, the recent research is different from Assaly & Smadi's (2015) study as it dealt with the secondary stage textbook, using the old version of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation).

All the studies reviewed agreed on the fact that all instructions in reading activities in English textbooks and in English reading comprehension tests of college entrance examinations they analyzed showed predominance of lower-level questions (Charles,1980; Lan & Chern,2010; Assaly & Smadi,2015; Khine Myat Thwe Aung,2015, and Sri Yuliana & Novalita Fransisca Tungka,2018). The results of these studies indicated that possibly it is easier for teachers and authors to write lower cognitive level questions than questions on higher level. It seems that the authors who wrote

textbook reading comprehension questions did not pay adequate attention to develop the students' thinking and they found it easier to write lower level questions than higher level ones. Possibly, the learners for whom the questions were directed to were unable to deal with higher-level demands. The results of the reviewed researches showed that most of the reading comprehension questions emphasized the knowledge level. However, the finding of the present study was contrary to those of the previous studies in that the instructions for reading activities in the *global A2+* call for understanding level the most and the coverage of the understanding skill in *global A2+ students' book* was virtually satisfactory.

According to Anderson and Krathwohl (2001), understanding level of thinking requires generalizing or connecting ideas using supporting evidence. Therefore, the *global A2+* coursebook writer is successful to some extent in motivating learners to practise translating and paraphrasing the concepts at hand through instructions in reading component in the coursebook. It is logical that the coursebook writer took priority on comprehension skill in developing reading tasks.

As seen in Figure 1, even though evaluating level of thinking skills appeared to be not adequately tapped in the reading tasks in the book, it received more frequency than analysing skill and remembering skill. To develop evaluating skill, priority should be given to tasks that require learners' evaluating the strengths and weaknesses of an argument, an event, a thing and questions or instructions. It is suggested that material developers should implant questions which require learners to suggest solutions, evaluate the solutions and propose alternative solutions.

According to the values obtained, remembering thinking skill which is the basis and beginning in thinking process was slightly less focused than evaluating which is one of the higher order thinking skills. The result reflects that the coursebook writer seems to reduce practice of remembering thinking skill which is the lowest level in Bloom's Revised model. It reduced rote learning or memorization and increased more practices of higher level cognitive skill to equip students with essential critical thinking skill to survive in the 21<sup>st</sup> century.

As the findings of the study showed, the instructions in the coursebook *global A2+* Reading component appeared not to be strong in triggering analysing level of thinking through a few tasks including comparing, contrasting and distinguishing the ideas. Although analysing skill appeared less frequently in instructions in the instructions evaluated, this skill was commonly tapped while students practised evaluating thinking skill in doing activities. To improve the quality of the book with regard to analysing skill, material developers can include questions which require learners to identify the underlying causes or sources of the issue and activities that ask learners to prioritize the most important ideas should be included.

The findings of the study indicated that the creative thinking skill was moderately targeted. Learners are more likely to foster this skill if they have more exposure to tasks that require them to devise metaphors or analogies for their experience and concepts discussed. Tasks which engage students in finding solutions or building strategies for the problems will generate the creativity of students.

The result generally implied that the inclusion of the understanding and evaluating skills in the reading activities in the book was satisfactory, while the frequencies of remembering and applying skills can be considered moderate to low. The instructions for analyzing and creating levels of thinking were not strongly involved.

According to the findings of the study, it can be safely claimed that the instructions for reading tasks in *global A2+* coursebook mainly tapped understanding and evaluating skills. Moreover, the values obtained indicated that the claim of the coursebook writer "the materials in *global coursebook A2+* are thought-provoking pieces" and "reading tasks and discussion questions for texts encourage students' reflection and critical thinking practices" has been approved.

The result showed that *global textbook A2+* included instructions that required both lower level and higher level cognitive demands in reading component. Bloom (1956) emphasizes that offering of lower level information to students is a basis to move to upper levels of cognition and students need to know certain basic information before they can engage in higher order thinking. Therefore, having more instructions calling for Lower Order Thinking Skills than those motivating Higher Order Thinking Skills in the coursebook might not affect the judgment on the textbook.

The average number of the instructions that require high cognitive demands in the textbook suggested that the author seemed to consider the importance of training students on these levels of questions. It would eventually contribute to an effective EFL content especially at the university level or even for daily life needs. In line with EFL revised curriculum requirements, the *global A2+* textbook author seems to have considered to increase the number of questions that require HOTS to some extent.

## 7. Conclusion

One of the crucial issues in the content of the course books is the questions or instructions containing activities (Rosenshine, B., Meister, C. & Chapman, S., 1996). The questions in the reading component in *the coursebook global A2+* were studied in this research in order to distinguish the activities in the target component of the course book which reflected various thinking skills as stated in Bloom's Revised Taxonomy cognitive domain.

The overall finding of this study was that the majority of the questions assessed the lower level cognitive domains and only few questions were found to address higher cognitive processes. Therefore, it can be concluded that, based on the results of this research, the reading tasks in the *course book global A2+* can help students develop lower cognitive skills more than higher thinking skills. Hence, it is suggested that in order to improve the content of the course books and make a balance between lower-order questions and higher-order ones, multilevel questions and instructions provoking higher thinking skills should be devised and incorporated at the lessons in ELT classrooms. Accordingly, it is proposed that tasks of various cognitive demands should be included and the materials in English textbooks or in any coursebook should be adapted in order to equip students with the ability to perform tasks at any cognitive level in ELT context.

In the light of the findings of the present study, some suggestions for further research to evaluate instructions in all components of coursebooks and to conduct in-depth qualitative research by interviewing the textbook developers and users to see their perspectives. It is also suggested to do an action research on the effect of using HOTS questions following Bloom's Revised Taxonomy or any valuable and sound strategies and models. The study highlighted that the teacher's books are worth to be referred in evaluating the coursebooks and their workbooks are also to be analysed to have the complete description of the extent of thinking skills the *global* series demand.

Findings of this study may offer instructors, educational administrators, syllabus designers, curriculum planners, and material developers some handy hints on the inclusion of thinking skills in the EFL materials. Teachers can also employ the findings of the study and implant innovative techniques to their teaching to compensate for the weak points of the textbooks with regard to cognitive thinking process.

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