

**An-Najah National University
Faculty of Graduate Studies**

**Applied Critical Thinking Skills Involved in
the Reading Texts of *English for Palestine*,
Grade 9: An Analytical study**

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Dedications

I dedicate my thesis:

At first to Allah, the most merciful and gracious who blesses me with the opportunity to learn and be here this moment.

To my parents, brothers, sisters especially Arwa, and my lovely aunt Kharia.

To my kindly friends Ola Abu hour, Sabreen al -absi, Shaymaa al- khatib and Nadwa Nassar.

To Palestinian martyrs.

To the soul of my grandparents and aunt Badeea whom I have always been blessed by their prayers and wishes, may God mercy on them.

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الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

Applied Critical Thinking Skills Involved in the Reading Texts of *English for Palestine*, Grade 9: An Analytical study

مهارات التفكير الناقد التطبيقية المتضمنة في نصوص القراءة
في منهاج اللغة الانجليزية للصف التاسع: دراسة تحليلية

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة عملية أو لقب علمي أو بحث لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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**Applied Critical Thinking Skills Involved in the Reading Texts of
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Abstract

This study aimed at finding out the applied critical thinking skills that should be latent in the analytical card used to analyze the reading texts in *English for Palestine –Grade9*. Besides, the study sought to clarify the extent of the incorporation of applied critical thinking skills in the reading texts.

To achieve these aims, the researcher designed the content analysis card with a panel of experts in the field of curriculum evaluation and English supervisors based on different models and literature review. The researcher and another specialized teacher analyzed the reading texts in *English for Palestine- Grade9* using the refereed card. Frequencies and percentages were estimated. Tables and charts were drawn.

Results showed that there was a wide variance in the frequencies of the applied critical thinking skills. "Demonstrating values and attitudes in the reading texts "got the highest score in a percentage of 10.3 %, 84 frequencies. The lowest item was "Presenting information in a way enabling the reader to infer conclusions "in a percentage of 3.8%, 31 frequencies.

The researcher recommended modifying reading texts in *English for Palestine-Grade 9* textbook in light of the study results. Curriculum designers should take into consideration the applied critical thinking skills when evaluating and analyzing textbooks since incorporating these skills is a new trend in the teaching and learning situation.

Chapter one

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

1.2 Statement of the Problem

1.3 Objectives of the study

1.4 Questions of the study

1.5 Definition of Terms

1.6 Significance of the study

1.7 Limitations of the Study

1.8 Summary

Chapter one

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

English is one of the most influential languages in the world. It is dominant in fields of knowledge such as science, medicine, engineering, philosophy, and press. In addition, it is the language of Hollywood movies, television, technology, and business. Wong & Jhaveri (2015) stated that English is the dominant language of communication and it is a global language which has brought many drastic changes to the way it is perceived and dealt with; it is the most powerful one.

As the case in many countries, the Palestinian educational system places a great focus on teaching English. As a subject to be transmitted to the students on achieving certain objectives for enabling them to cope with new life skills that are stated in the English Language Curriculum document(2015).

Hamdona(2007) stated that life is a series of experiences. It provides people with needed skills that develop their characters to be good members in their societies. There is a serious need to provide the Palestinian learners with a list of life skills to cope with the progress of the world. Moreover, life skills are the skills which enable individuals to deal effectively with the demands and challenges of everyday life. In addition, life skills are classified into personal, interpersonal, societal, political, and social skills which help people make decisions, communicate effectively, develop leadership, solve problems and think critically and creatively.

Dajani&McLaughlin(2009), revealed that a new English Palestinian curriculum is taught in Palestine since 2000 from the first grade to twelfth grade, and it is considered as a core subject in teaching. In addition, they explained the necessity of integrating the Palestinian series as they develop a critical learner for facing future challenges in life. Moreover, Bakeer(2018), indicated that English is a means of communication in which there should be an integration of "Innovative material" for helping students to overcome the obstacles and tenderness they may encounter during their lives. Similarly, the content of the English Language Curriculum Document (2015) revealed that the challenge of education is to have a learner who can overcome the difficulties and face this new world.

Consequently, the impact of what is being taught is so important since the purpose of teaching a language is not restricted to a specific technique or approach. Therefore, the curriculum content should be selected in a way that enhances the students' personality and growth.

The organization of the curriculum should be in a way that addresses the learner as an active participant in the learning process. English language curriculum document, (2015)clarified that language learning is an active process in which students use knowledge in life situations. As a result, this requires preparing a critical thinker who can acquire language while he is thinking of something else.

In addition, the English language curriculum document (2015) revealed that one of the general goals of the newly adapted series of

English is improving students' views of the world and life experiences by developing learner's communicative competence. Reading skill is classified as the most important skill to be taught in schools. Students should be trained to read critically and use information in relevant life situations.

This research aimed at analyzing one aspect of the content of the adopted *English for Palestine, Grade 9* in terms of the applied critical thinking skills in the reading passages since they are the most important to be taught. The researcher found that the comprehension texts are more suitable for examining the applied critical thinking skills because they are a hub of the four main skills: reading, writing, listening and speaking. This goes with the fact that applied critical thinking skills can be found at any one of these skills.

Syllabus and curriculum designers are always curious about and concerned with developing the Palestinian curriculum. Therefore, the researcher aimed at identifying the areas on the reading texts that should be focused on depending on developed criteria to have an actual application of critical thinking skills.

1.1.1 Content analysis

Content analysis has been a method used in the communication analysis field since 1952 by Berelson. It is a tool used for different types of research such as science, Politics, history-social sciences, and communication. And Lasswell in 1965 published a book entitled language

of Politics. Since that time Lasswell's book has become a classic and standardized source in the area of content analysis. Also, the term content analysis is coded in Webster's dictionary since 1961. (Prasad, 2008).

Berlson (1952) defined content analysis as that " It is a research technique for the objective, systematic to be done for and quantitative description of the manifest content of communication"p.220

As cited in Prasad (2008), Kerlinger, 1973 defined content analysis as a systematic way of measuring specific variables objectively; he added that content analysis can be done for any document, letter, text, short story, or newspaper content. Hsieh& Shanon (2005) referred to content analysis as a method for interpreting the text content through the categorization process of the patterns identified in the text data. Therefore, it is like any scientific method characterized by objectivity.

Textbooks are a vital component of the curriculum and it is an indispensable part of it as it is a "common feature" of classrooms. Textbooks can be analyzed for its content and structure for making sure that the textbook used is effective or not. Moreover, English text passages can be analyzed using the content analysis method for making inferences from their texts. (Keeffe, 2013)

The main purpose of using content analysis that it is a useful method for making inferences for procedures of content as it is a method in which the researcher relies on available material in which coded from the text can be inferred then statistically analyzed. Furthermore, content analysis also

enable the researcher to make categories from the texts that can be analyzed for the study purposes. (Bereslon, 1952)

As cited in Macnamara (2005), Gilly & Yale (1988) described the content analysis as the "fastest-growing technique over the past 20 years "

Content analysis is an applied research method that can be used for both qualitative and quantitative data according to the research purpose. The researcher can make sense of the data as a whole unit by using the categorization, grouping, or conceptual map technique. This method can't be helpful without the organization phase since it is a process starting with preparation ending with the resulting stage. (Elo & Kynga's, 2008)

There are specific steps that should be followed in the content analysis process. First, the research question should be stated precisely matching the selected content. Second, categories or units of analysis should be developed. Third, the researcher analyzes the collected data. (Prasad, 2008)

For the sake of clarity and systematicity, the researcher used the content analysis card for rating the applied critical thinking skills involved in the reading texts in terms of categories.

1.1.2 Reading texts

Reading is "an active and complex process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text". (National Center for

Educational Statistics [NCES],2005).Reading is defined as thinking and it is a mental process in which students can connect what they read to their prior process between two parts, the reader and the text. This is a characteristic of active reading. The reader can read, interpret, and connect the written material to his experiences. (UK essays, 2018).Also, Tang&Mihaela(2015)added that having an active reader means developing a critical reader. Furthermore, reading is a way of connecting and integrating experience.

Different reading skills should be developed in teaching reading texts. Udiani(2011) listed them as skimming which is the ability to read for getting the main idea. It is reading for gist. And scanning which is a reading strategy in which the learner looks through the text for specific details. Then, prediction in which the reader learns how to conclude the main idea from the text.

Next, inferring that involves the use of information for coming up with something that isn't stated in the text. After that, making connections in which the reader should connect his previous knowledge to the new information. And Judging topics and ideas, so the reader should judge the truth of the argument and make informed decisions of the worth reading material. Then, Asking questions as the reader should be active, ask, answer, and explain questions. Also, interpreting texts in which the reader should look for the intended meaning not only the literal meaning. Then, summarizing texts in which the reader should be able to re-tell the main

points in his own words. Finally, distinguishing facts from opinions in which the reader should distinguish between what are facts from opinions.

While Ali(2010)classified reading skills as inferring, summarizing, skimming, scanning, and guessing meaning. As a result, there are basic reading skills that should be involved when teaching students any reading text like skimming, scanning, connecting, interpreting, and predicting.

Concerning the criteria for evaluating reading texts, Miller (2002) added that reading texts should be evaluated regarding values, knowledge, and skills involved in. He classified them in terms of the following criteria. They should be authentic texts, and they should be related to the Palestinian culture. Also, they should enrich students' knowledge.

Smith, Foorman & Kosannovicw(2017) published rubrics for analyzing the content of the material including material that allows students to be self- regulated learners, motivate students to read other text types to support, activates students to reflect, evaluate, and write their points of view. In addition, including material that cultivates students to ask and answer questions.

1.1.3 Applied critical thinking

Ibrahim (2002) defined thinking as a mental process in which a person compares his prior knowledge to the new information. It is also a process in the cognitive domain which occurs in higher metacognitive levels. Moreover, Gamal(2001) referred to thinking as a process that is done for solving any problematic situation faced during life.

There are many types of thinking. Kelly(2015) classified types of thinking into creative thinking which is connected to the student ability to create and build new ideas from the available new material, and analytical which is a logical process where learners can break down the whole into parts. In addition, critical thinking deals with the ability to evaluate, solve, infer and value things. In addition, concrete thinking is the ability to apply thoughts. Furthermore, abstract thinking is the ability to code and understand concepts. Divergent thinking is the ability to bring what is being taught from different sources into reality or application to make decisions. And convergent thinking is the ability to collect different views in an organized way of reaching a solution. Then, sequential thinking is an organized way of thinking; it is a step by step process. Finally, holistic thinking is a way in which a person takes things from all the directions seeing it as a whole.

In addition, Butterworth &Thwaites(2013) in their book, referred to thinking as a skill including three major classifications for thinking skills as a problem- solving which is the ability to process data to make informed decisions, and critical thinking which is the ability to critically judge, evaluate, and analyze things independently. Finally, applied critical thinking means that "students not only know how to think critically, but they have the disposition to do so and they apply their critical thinking skills daily".

Vaske(2001) explained that critical thinking contributes to a more rational and humane society. In addition, critical thinking is associated with

reasoning, intelligence, and higher-order thinking mental activities which may not occur without interacting with people since it is social in nature. It should be taught in the context which means that it should be a subject matter.

Fisher(2011) defined critical thinking as a "skilled and active interpretation and evaluation of observation and communication information and argumentation. Also, Pressesin(1986) relates it to five aspects including the ability to make inferences, assumptions, reasoning, and conclusions

Bulterworth&Thwaites(2013) defined applied critical thinking as the application of thinking process in which students think and apply their thinking in their daily lives. As cited in Action Management Associate, applied critical thinking skill is a process of improving students' confidence in them, and the institute for applied critical thinking (2007) explains that the context of applied critical thinking skills is "everyday life"

Butterworth &Thwaits(2013) divided the applied critical thinking skills into three major elements:

1. Inference which means that the information should be presented in a way that enables the reader to infer conclusions, so information is the basis. A critical thinker can infer conclusions from any document.
2. Explanation which means that the information should be presented in a logical sequential manner like involving reasons in arguments.

3. Evidence which means that the information presented in a way that includes reasons and conclusions which proves the arguments.

According to the University of Houston-clear Lake (2012), applied critical thinking is characterized by curiosity in which the information mentioned gives a sense of wonder and doubt, and connecting which is the ability to see how ideas are connected and formulate categories. Then, creativity is the ability to create, and interpret, not follow the ideas mentioned. Finally, communicating is the ability to express the written material in a written or a spoken form.

1.2 Statement of the problem

After reviewing the literature related to the subject, the researcher found that there is little attention given to applied critical thinking skills and reading. This study attempts to analyze *English for the Palestine textbook, Grade 9* to see to what extent reading texts in the book match the most important objectives of teaching reading. As declared in the English Language Curriculum document (2015), students should "read critically. Therefore, the researcher conducted this study to analyze the applied critical thinking skills involved in the reading comprehension texts of *English for Palestine, Grade 9*.

1.3 Objectives of the study

This study tried to find to what extent the applied critical thinking skills are incorporated in the reading texts of *English for Palestine, Grade*

9. Therefore, the researcher analyzes the reading texts using the content analysis method. In addition, the researcher aimed at developing criteria of applied critical thinking skills for evaluating the reading texts in the 9th grade textbook. .

1.4 Questions of the study

This study tried to answer the following questions:

1. What are the applied critical thinking skills that should be included in the card?
2. To what extent do the reading texts of *English for Palestine, Grade 9* incorporate applied critical thinking as clarified in the card analysis?

1.5 Definition of Terms

For specifying what is meant by the terms used, the mentioned definitions are listed below:

1. **Applied critical thinking:** it is "students not only know how to think critically, but they have the disposition to do so and they apply their critical thinking skills daily". (Bulterworth & Thwaites, 2013)

The operational definition is that information should be presented in the reading texts in a way that enables students to deal with logical inferences, analyze information and infer conclusions.

2. **English for Palestine grade 9:** is the textbook published by the Ministry of Education and Higher Education in 2015. It includes the syllabus,

objectives, the selected material, and ways of evaluating students' achievement. It consists of 9 units each semester. (Ali,2010)

The operational definition: It is the textbook used composed and published by the Ministry of Education in 2013 used by teachers until today.

1.6 Significance of the Study

The significance of this study emerges from these points:

- 1- It is hoped that teachers of English may benefit from the results in adjusting their teaching methodologies for building a learner who has the disposition to think critically and apply these skills in their life.
- 2-Syllabus designers of all school subjects can enrich and reinforce the curricula with the applied critical thinking skills. In addition, this study may help curriculum designers in selecting text passages that help the students to think critically.
- 3-It encourages future researchers to evaluate English textbooks about other important issues like the topics chosen and textbooks' format.

1.7 Limitations of the Study

The study considered these limitations:

- 1.Academic limitation:** The analysis was for the reading texts of *English for Palestine, Grade 9* textbook.

2. Temporal limitation: This study was implemented in the scholastic year 2020-2021.

3. Topic limitations: The analysis focused mainly on applied critical thinking skills in the reading texts.

1.8 Summary

This chapter showed an overview of the main points of the thesis. It provided the importance of the content analysis tool in analytical research, the main elements of applied critical thinking skills, a statement of the problem, objectives of the study, limitations, significance, purpose, and questions of the study.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 Studies related to Textbook Evaluation

2.3 Studies related to critical Thinking

2.4 Studies related to international models for applied critical thinking skills' classifications

2.5Summary

Chapter Two

Review of Related Literature

2.1 Introduction

This chapter revealed the relevant literature review that is related to textbook evaluation including their content, textbook coverage, and the integration of skills. In addition, some previous studies are connected to analyzing *English for Palestine* textbooks in terms of creative and higher-order thinking skills. Meanwhile, the importance of the availability of critical thinking skills in English textbooks is emphasized in many researches as manifested in this chapter. Also, there are some studies concerning reading texts. Then, the researcher shed light on the reading texts on *English for Palestine, Grade9*.

2.2 Studies related to Textbook Evaluation

A lot of evaluative studies were conducted for analyzing content, reading texts, textbooks converge, the integration of skills in the textbook. The main purpose was for modifications and adjustment, in which textbook designers benefit from. In this section, there are many studies related to textbook evaluation and analytical studies concerning critical thinking and applying critical thinking skills. This section was arranged topically.

Shaban(2017) conducted a study for finding out the extent of involving fluency activities in the 8th grade English textbook. For achieving the study purpose, the researcher used the card analysis as a tool of the study and a questionnaire for achieving the purpose of the study following

a descriptive-analytical method. He developed criteria benefiting from the mentioned literature review with consulting experts in the field of curriculum design. Results showed that fluency activities are not sufficient in the textbook exercise. Consequently, the researcher recommended modifying the involved fluency activities in the textbook intensively.

Abed-wahab(2013)stated that textbooks are the main source of conveying knowledge and making it available to learners all the time. Moreover, the use of textbooks guarantees that all students will be exposed to the same content as it is a guide for teachers in achieving the learning objectives. In addition, the researcher explained the importance of using textbooks and overemphasized the vitality of evaluating new textbooks using certain criteria for the benefit of teachers and students.

Halawa(2011) revealed the difference between the Israeli and Palestinian Twelfth-grade Textbooks. He highlighted the areas where our curriculum needs more improvement. Halawa stated that we should develop the curriculum by taking the advantage of the Israeli textbook. For example, our curriculum lacks interactive tasks and activities.

Ali(2010) evaluated the reading texts used in English for Palestine textbook for the ninth grade. The researcher aimed at evaluating the weakness of the reading texts and exercises by comparing them with standards. He recommended using supplementary material to enrich the English book in many areas.

Aqel(2009) analyzed the English textbook for the 11th grade. Results showed that textbook lacks the literary texts and it is full of text passages and repetition of topics. Therefore, he recommended for enriching the textbook of literary texts instead of a large number of units.

Al Mazaloum(2007) conducted an analytical research about the content of *English for Palestine, Grade 10* in the light of standards for foreign language learning. He aimed at specifying what the modern standards for learning a foreign language are comparing them with the common standards in the English textbook. He found that communication standards scored the most, so he recommended making a balance between these standards in the units of the textbook.

Miekley (2005) published a checklist for evaluating reading textbooks. The reason is that teachers consider textbooks as a reliable source of knowledge. The researcher mentioned that there should be certain criteria for developing reading textbooks. Therefore, the main concentration will be on the selection of the internal components of the textbook, the topics presented, and themes. Also, there is a need to conduct analytical studies in the field of content analysis.

Grainger(2002) stated that textbooks lack a lot of important elements that curriculum planners should take into consideration like textbook coverage and textbook content. For example, if the main purpose of any reading text is to teach a certain skill, the chosen text should focus on developing this skill not to achieve another objective. Therefore, textbook

designers should focus on the quality of the material. In addition, there should be a balance between both of them.

In conclusion, all of this research was conducted for the sake of pointing out that English textbooks need to be modified in many aspects, and most of them don't focus on applied critical thinking skills in these textbooks. In the area of pointing the weakness in the textbooks, Ali(2010) conducted his study .In addition, some studies shed the light on the quality of the material Abu Humos(2012), Miekly(2007), and Al Mazaloum, (2007). Some studies were about comparing different textbooks with others like Halawa(2011) and Grainger(2002) studies . As a result, all of these studies recommended for other adjustments and modifications.

2.3 Studies related to critical thinking

Stephen& Brookfield (2012) clarified that critical thinking is not only a way of helping students to progress in their academic achievement but also it is a way of enhancing students' progress in all life aspects culturally, politically, and educationally. Therefore, critical thinking skills develop students' personalities in all life aspects. This is applied critical thinking.

Paul & Elder(2008)defined critical thinking as a set of skills that a person has to conceptualize, apply, analyze, synthesize, and evaluate information to guide behavior. Also, it is a process of examining information structures or elements leading to explanations, implications,

inferences, and conclusions. They added that critical thinking employs criteria that can be assessed in a certain context. Moreover, there is a difference between critical thinking and ordinary thinking. Teachers' roles should be reinforced for changing their students' ordinary thinking to be critical thinking depending on the content presented.

Boleng, Lumowa&Palenwen(2017) discussed teachers' roles in increasing their students' critical thinking abilities. Critical thinking is the student's ability to analyze the existed data presented, infer conclusions, give comments, and solve problems. In addition, teachers can emphasize their students' critical abilities from the first step when writing a lesson plan. Also, teachers should always pay attention to the models used in teaching. Models should not be conventional. Besides, different critical thinking models can develop independent critical thinkers. The researchers adopted a critical thinking model for teaching biology in their classes. This model consisted of five major components. There are analysis, interpretation, inference, evaluation, and explanation.

Robert &Sandra(1994) published a book about the idea of considering critical and creative thinking as a part of the instructional lesson content. They showed different samples of lessons that integrate critical thinking into their content.

Ricketts(2004) conducted a study for assessing the critical thinking level for a group of youth leaders in the National Future Farmers of America Organization and their level of leadership experience and training.

The researcher found that the focus of the group of leaders should be on teaching specific critical thinking skills. He also concluded that leaders should prepare their students for their university life later on by focusing on developing their critical thinking abilities in their education courses.

As cited in Santos(2017), Lai (2011) explained that critical thinking is viewed in two aspects. The first is connected to the cognitive abilities in which one can evaluate, interpret, and analyze. The other is connected to the disposition which can be developed for being well-informed.

In an attempt to evaluate the level of comprehension questions for the English textbook, Abu Humos(2012) conducted a paper to know if the level of the comprehension questions on the book is suitable for preparing a student to the university levels by referring to the higher-order thinking taxonomy. He concluded that there should be some modifications to some areas in the textbook.

Keshta&seif(2013) conducted an evaluative study for investigating the availability of the higher-order thinking skills in the reading passages for the 8th grade English textbook using a content analysis card and an interview. He founded that evaluation skills got the least score. There is consensus between the interviewee about the shortage in the Higher Order Thinking Skills(HOTS) in the reading exercises.

Tailakh(2015) stated that any reading text should be followed by reading exercises that cover the intended objectives. They should be

suitable to the text regardless of the reading strategy used in teaching. In addition, the researcher evaluated the reading activities in the 8th grade English textbook in terms of creative thinking skills by categorizing them into four domains. The result was that creative thinking skills should be developed in the reading activities involved in the textbook in different ways.

Doyle(2018) demonstrated that there are different characteristics of critical thinking. Critical thinking is a mental process that can be achieved through practice. Also, teaching critical thinking depends on the available material using different methodologies. It is a complex behavior that is part of the human personality which is reflected in his emotions and attitudes. Consequently, critical thinking needs enough experience to be taught in a teaching and learning situation.

Case(2005)stated that higher-order thinking skills should be developed in teaching by helping learners to organize their metacognitive abilities. Also, teachers' interests should be directed to transferring knowledge through content for developing students' critical thinking skills using different strategies.

Beyer(1995) mentioned that teaching critical thinking in the curriculum is a very important issue for different reasons. Justification of the argument is explained by revealing the advantages that students gain from incorporating critical thinking in the textbook content. The researcher stated that new standardized tests are constructed to measure students'

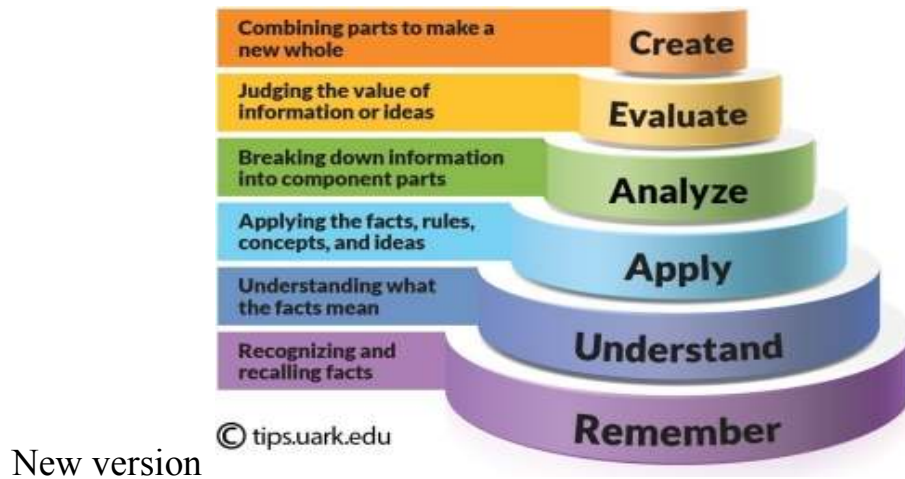
abilities to apply the knowledge acquired. Also, teaching critical thinking is a noble educational goal for many centuries, and good thinkers are problem solvers.

Saleh&Mahboob(2003) conducted a study for proving that there is a correlation between creative reading skills and the ability of creative thinking. They revealed there was a positive relationship between creative thinking and the ability of creative thinking. Therefore, reading texts should be designed in a way that leads to the development of thinking skills.

2.4 Studies related to different models for Applied Critical Thinking skills' classifications

As cited in Hyder&Bhamani(2017), Bloom presented in 1956 a taxonomy explaining that learning transforms from lower levels of memorizing information into higher levels of applying, analyzing, and evaluating. Bloom's taxonomy is a hierarchical schema. Cognitive, affective, and psychomotor are the main three domains of learning according to Bloom's taxonomy. The cognitive domain consisted of six levels. As clarified in the form:

According to Bloom's taxonomy ,objectives are divided into three main domains: Cognitive, Affective and Psychomotor. There are six levels in the taxonomy ,moving through the lowest order process to the highest. Then a revised version of the taxonomy was created in 2000 as it is shown below.



Tanujaya, Mumu&Margono(2017) stated that students' thinking is associated with the learning process and content. Students should be trained in thinking and exposed to materials that promote higher-order thinking skills. They should be able to conceptualize, apply, analyze, and evaluate their work. In addition, students' capabilities should be raised through the integration of Higher Order Thinking Skills(HOTs).

Anwar, Jalinus&Pardjono (2017) developed a model to develop their students' higher-order thinking skills. The model design was developed with a panel of experts and lecturers. In addition, the designed model was implemented on a focus group on the electronics system subject. The model is based on the last three models in Blooms' taxonomy. Results proved those students' HOT skills can be improved based on the input presented. Also, HOT skills are considered as critical thinking. It includes the thinking process to achieve the desired aims. Moreover, teachers should organize their students' thinking to be information users.

Jennifer, Bretel&Villamor (2013) illustrated the effectiveness of teaching knowledge through HOT skills that can be enhanced. Students

will be able to transfer knowledge to different situations easily. In addition, students' mental abilities as analysis, interpretation, and evaluation will be improved. Furthermore, learners will manipulate information to arrive at conclusions and produce knowledge.

As cited in Bender (2002), Vermaak (1993) explained that applied critical thinking skills are important parts of the teaching units that helps learner to digest the content presented and absorb it for having a self-regulated learner. Each unit should include a set of skills for developing the value system through inference, explanation, and evidence. Besides, the value system should be effective for reflecting deep understanding.

Furthermore, Ricketts (2004) designed criteria for evaluating the ability of a selected group of leaders in agriculture and leadership to think critically based on the demographic variables. The researcher built a critical thinking test. The results were high on the parts regarding how to understand information sequence and the way it is presented, so learners were more competent at these sides.

Vick(2004) clarified the extent of formal and informal development training experiences of school principals in Tennessee which are applied on thirteen critical success factors that were developed according to published criteria. In addition, the researcher used the interview as a tool of the study for 20 school principals. Results showed that scenarios, cohort groups, and experienced staff can be used by universities to build a strong

principal training program. Also, critical thinking success factors should be addressed more effectively as recommended in the study.

UNICEF(2006) classified applied critical thinking skills as a life skill that should be part of the educational input. Therefore, students can increase their internal focus and self-management. UNICEF published several points that are classified under the term applied critical thinking skills

- Identifying information sources
- Analyzing values and factors affecting attitude influences
- Analyzing attitude influences

Changwong, Sukkamart&Sisan(2018) conducted an experimental study consisted of two groups. The first consists of 35 students applying a model called preparation understanding cooperation sharing and creation model "PUSCU" to enhance students' critical thinking skills in the learning process. The other group is taught traditionally. The results of the experimental group were high. This entails that students who master the ability to think critically will perform better academically with the acquired critical thinking practices. Therefore, the researcher recommended using this model as an effective educational system to develop Thailand youth. They adopted their creative model in conducting their study. "PUSCU" is a model that consisted of five steps to teach critical thinking:

- **P:** preparation for learning

- U: understanding
- C:cooperation
- S: sharing new knowledge
- C: create

Hakim, Sariyatun&Sudiyanto (2018) conducted a study for dealing with the problem of teaching history. They discussed how students take the historical material for granted; while they should develop their critical thinking skills through learning history. They formulated a new technique connecting the contextual teaching and learning model (CLT). Therefore, their students acquire the skills of relating historical information in the taught content with real situations. This can be manifested clearly in their ability to reconnect the acquired material with any social problems and cultural contexts they may encounter in their lives, spontaneously more knowledge they obtain.

Butterworth &Thwaites (2013)proposed that critical thinking models should be composed of three major elements that focus on the major components of any designed critical thinking model. These are inference, explanation, and evidence. The reason is that a critical thinker should be able to explain any problem and infer a conclusion.

Živkoviüa(2016) designed a course to use critical thinking skills by preparing a model of critical thinking skills for undergraduate students of Engineering. He stated that students should think critically to obtain the

expected learning outcomes. Results revealed that students under question showed adverse social, professional, and technical achievements in their field.

The proposed model composed of many skills and sub-skills as listed below:

Skills	Sub skills
Interpretation	Categorization, decoding, and clarifying the meaning
Analysis	Identifying arguments and analyzing them
Inference	Deducing pieces of evidence and drawing Conclusions
Evaluation	Assessing arguments
Explanation	Inferring results
Self-regulation	Self-correction

Norman and Jordanini (2003) classified the listed items that should be included under applied critical thinking:

- Analyzing data and apply it in another context
- Describe how beliefs affect decisions
- Identify items that interfere with the aims
- Recognize the learning process
- Practice decision making

2.5 Summary

As explained in the literature review, there were a lot of studies conducted by scholars and researchers concerning evaluating and analyzing English textbooks in terms of the skills, weaknesses, and content. They formed that there are a lot of areas in the English textbooks that need to be modified in terms of different points as clarified. The researcher emphasized applied critical thinking skills. In addition, this chapter showed different models for applied critical thinking skills classifications.

Chapter Three

Methodology

3.1 Introduction

3.2 Research design

3.3 Aims of card analysis

3.4 Analysis sample

3.5 Performing the analysis

3.6 Card Analysis Development

3.7 Questions of the study

3.8 Validity of the card

3.9 Reliability of the card

3.10 Statistical procedure

3.11 Procedures of the study

3.12 Summary

Chapter Three

Methodology

3.1 Introduction

Critical thinking skills are an essential part of the learning process, as clarified in previous studies, for having an engaged learner. This descriptive-analytical study aimed to identify the applied critical skills involved in the content of *English for Palestine, Grade9*.

This chapter showed the research design, analysis sample, aims of card analysis, and the validity and reliability of the data and procedures of the study.

3.2 Research design

Because of the appropriateness of the study method for identifying the applied critical thinking skills included in the Palestinian content, a descriptive-analytical method was used in the study. This method was relevant to descriptive-analytical studies. In addition, the card analysis served to analyze the collected data.

3.3 Aims of card analysis

This research aimed at measuring the frequencies of the applied critical thinking skills latent in the Palestinian content.

3.4 Sample of Analysis

Reading texts in 14 units of the content of *English for Palestine, Grade9* were used for collecting data for analyzing the content and

counting the frequencies of the items listed in the card from July, 2020 to September 2020 with consulting supervisors of English and experts in the Ministry of Education. The reading texts were taken directly from the book.

3.5 Performing the Analysis

For conducting the analysis, the researcher contacted another teacher who teaches 9th grades to carry out the content analysis card. The researcher provided the teacher with the criteria that prepared for evaluating the availability of applied critical thinking skills involved in the reading texts of *English for Palestine – Grade 9*. Furthermore, the teacher was asked to start the analysis of the units 1-14 to check his understanding. After that, the second teacher completed the analysis for all the units. Besides, the analysis was conducted by counting the frequencies of each item 9th. The researcher asked another analyzer who is a teacher of English language of 9th grades to perform the analysis.

3.6 Card Analysis Development

In content analysis studies, the content analysis card is used as the tool of the study. For the sake of clarity and systematicity, so the card includes the developed criteria to analyze the reading texts. The researcher conducted the card items depending on the mentioned literature review and the suggested models with a jury of specialists in the curriculum and assessment department. The card was adjusted according to their comments and suggestions, Then it is used by the researcher as the analysis tool. For

example, numbers 5,7 and 16 were deleted because they were not relevant and did not match the mentioned models See appendix(2&3)

3.7 Questions of the study

This study tried to answer the following questions:

1. What are the applied critical thinking skills that should be accredited in the card?
2. To what extent do the reading texts of *English for Palestine, Grade 9* incorporate applied critical thinking as clarified in the card analysis?

3.8 Validity of the card

To ensure the validity of the criteria used in analyzing the reading texts, the content of the card was evaluated by juries of English supervisors and curriculum designers who suggested some comments and adjustments and modifications relevant to the card. Then, the researcher took their comments and modified the card according to the suggested recommendations such as numbers 5,7 and 16 were deleted because they were not relevant and did not match the mentioned models.(see appendix 1)

3.9 Reliability of the card

Reliability through persons

To test the level of consistency through persons, the findings of the analysis of the reading texts of the units 1-14 were done by the researcher and another teacher. Tables (1)illustrated the level of consistency between

the results of the researcher and the teacher. The purpose was to find out to which degree correlation exists through persons. To check the reliability, the researcher used the Holsti correlation. Holsti,(1968)

$$R = \frac{2M}{N_1 + N_2}$$

R refers to the consistency; (M) refers to the number of the analysis agreed upon by the analyzers; (N₁ + N₂) refers to the elements of the analysis

Table (1): Points of agreement and Differences between the researcher and the teacher (units 1-14 from 9th grade)

Unit	Text	Analyzes	Number of items	Points of agreement	Points of differences	Correlation coefficient
1	Teacher A	1 st	11	11	6	64.7
		2 nd	17			
	Teacher B	1 st	20	20	4	83.3
		2 nd	24			
	Total	1 st	31	31	10	75.6
		2 nd	41			
2	Teacher A	1 st	32	32	0	100.0
		2 nd	32			
	Teacher B	1 st	25	24	1	96.0
		2 nd	24			
	Total	1 st	57	56	1	98.2
		2 nd	56			
3	Teacher A	1 st	19	19	5	79.1
		2 nd	24			
	Teacher B	1 st	22	22	1	95.6
		2 nd	23			
	Total	1 st	41	41	6	87.2
		2 nd	47			
4	Teacher A	1 st	19	19	0	100.0
		2 nd	19			
	Teacher B	1 st	37	37	3	92.5
		2 nd	40			
	Total	1 st	56	56	6	94.9
		2 nd	59			

5	Teacher A	1 st	23	23	0	100.0
		2 nd	23			
	Teacher B	1 st	33	30	3	90.9
		2 nd	30			
	Total	1 st	56	53	3	94.6
		2 nd	53			
6	Teacher A	1 st	51	50	1	98.0
		2 nd	50			
	Teacher B	1 st	33	33	0	100.0
		2 nd	33			
	Total	1 st	84	83	1	98.8
		2 nd	83			
7	Teacher A	1 st	38	37	1	97.3
		2 nd	37			
	Teacher B	1 st	38	37	1	97.3
		2 nd	37			
	Total	1 st	76	74	2	97.3
		2 nd	74			
8	Teacher A	1 st	23	18	5	78.2
		2 nd	18			
	Teacher B	1 st	14	14	3	82.3
		2 nd	17			
	Total	1 st	37	35	2	94.5
		2 nd	35			
9	Teacher A	1 st	14	14	1	93.3
		2 nd	15			
	Teacher B	1 st	19	16	3	84.2
		2 nd	16			
	Total	1 st	33	31	2	93.9
		2 nd	31			
10	Teacher A	1 st	28	28	0	100.0
		2 nd	28			
	Teacher B	1 st	27	26	1	96.2
		2 nd	26			
	Total	1 st	55	54	1	98.1
		2 nd	54			
11	Teacher A	1 st	31	28	3	90.3
		2 nd	28			
	Teacher B	1 st	37	36	1	97.2
		2 nd	36			
	Total	1 st	68	64	4	94.1
		2 nd	64			
12	Teacher A	1 st	29	29	1	96.6
		2 nd	30			
	Teacher B	1 st	35	33	2	94.2
		2 nd	33			

	Total	1st	64	63	1	98.4
		2nd	63			
13	Teacher A	1st	21	21	0	100.0
		2nd	21			
	Teacher B	1st	19	19	4	82.6
		2nd	23			
	Total	1st	40	40	4	90.9
		2nd	44			
14	Teacher A	1st	33	33	1	97.0
		2nd	34			
	Teacher B	1st	33	33	1	97.0
		2nd	34			
	Total	1st	66	66	2	97.0
		2nd	68			

The results showed that there were high correlations between the two teachers which enabled the researcher to process the data collected.

3.10 Statistical procedure

For achieving the study purpose, the researcher conducted the card and analyzed the reading texts in the Palestinian content after that frequencies and percentages were counted.

3.11 Procedures of the study

The researcher conducted this study following these procedures:

- Listing the related previous studies that benefit the card analysis items.
- Developing the criteria based on different models for critical thinking skills classifications and by consulting some experts.
- Conducting the card analysis on the applied critical thinking skills latent in the reading passages in the book.
- Counting card frequencies and percentages after analyzing the card.

-Providing interpretations and recommendations.

3.12 Summary

This chapter showed the reliability and validity of the criteria used in the descriptive-analytical card accredited in the study. Besides, the study procedure described how the study was conducted.

Chapter Four

Results

4.1 Introduction

4.2 Answer of Question One

4.3 Answer of Question Two

4.4 The Analysis Results

4.5 Summary

Chapter Four

Results

4.1 Introduction

This study aimed at investigating the applied critical thinking skills that should be accredited in the card for analyzing the reading texts in *English for Palestine –Grade9*. It also aimed at clarifying the frequencies and percentages of the applied critical thinking skills incorporated in the reading texts. Therefore, a modified content analysis card was developed by the researcher and refereed by many experts in the field of education. Besides, findings and results were presented and statistically processed for clarifying the data collected. Charts and tables were also drawn.

4.2 Answer of Question One

This study sought to answer the first question **"What are the applied critical thinking skills that should be accredited in the card?"**

The researcher developed criteria based on different models of applied critical thinking skills. Then, these criteria were refereed by curriculum designers, English supervisors, and English teachers. After accrediting the items, the card items were used for analyzing the textbook. It included eighteen items. (See appendix 2)

1. Applied critical thinking skills

Applied critical thinking skills include 15 items of how a reading text should be written in a way that enables the reader to be a critical thinker (see appendix 3). These items were

1. Presenting information in a way enabling the reader to infer conclusions.
2. Analyzing information in a sequential manner.
3. Arranging ideas in the text showing the causal relationships among them.
4. Explaining ideas logically to help readers making logical inferences.
5. Providing enough information for valuing things
6. Demonstrating values and attitudes in the reading texts.
7. Establishing social norms.
8. Providing appropriate contexts for the topics discussed.
9. Clarifying topics that are related to current issues.
10. Reflecting deep understanding.
11. Using a suitable method for introducing the argument.
12. Presenting information in a well-formed way that interferes with attaining goals.
13. Formulating information in a practical way.
14. Solving problematic situations by giving sequential convincing reasons.
15. Explaining information sources.

4.3 Answer of Question Two

In an attempt to answer the second question, the researcher and another teacher analyzed the English textbook." **To what extent do the reading texts of *English for Palestine, Grade 9* incorporate applied critical thinking as clarified in the card analysis?"** The answer was clarified in the results of the analysis.

The 9th grade English textbook consists of 14 units. Each unit includes two reading texts representing the same theme. Therefore, there are 14 themes represented in the textbook. The researcher analyzed them all. The first-semester textbook consists of seven units and each unit represents a different theme. Unit one represents "*Greetings*", unit two "*Completed actions*", unit three "*Giving advice*", unit four "*Good action*", unit five "*Historical events*", unit six "*Success*", and unit seven "*Islam*". In addition, the second semester includes 7 units and each unit represents a theme. Unit eight "*Habits*", unit nine "*Friends*", unit ten "*Wildlife*", unit eleven "*Gardens*", unit twelve "*Happiness*", unit thirteen "*Relationships*", unit fourteen "*E-mails*".

4.4 Results of the analysis

1. Applied critical thinking skills

Table (2): Frequencies and percentages for items of critical thinking skills that are latent in the content of *English for Palestine– grade 9* textbook

Item	Critical thinking skills	Frequency	Percentage	Rank
1	Presenting information in a way enabling the reader to infer conclusions	31	3.8	15
2	Clarifying topics that are related to current issues	33	4.0	14
3	Providing appropriate contexts for the topic discussed	37	4.5	13
4	Formulating information in a practical way	40	4.9	12
5	Arranging ideas in the text showing the casual relationships among them	41	5.0	11
6	Explaining information sources	53	6.5	10
7	Reflecting deep understanding	55	6.7	9
8	Explaining ideas logically to help readers making logical inferences	56	6.9	7
9	Providing enough information for valuing things	56	6.9	7
10	Analyzing information in a sequential manner	57	7.0	6
11	Presenting information in a well-formed way that interferes with attaining goals	64	7.8	5
12	Solving problematic situations by giving a sequential convincing reason	66	8.1	4
13	Using a suitable method for introducing the argument	68	8.3	3
14	Establishing social norms	76	9.3	2
15	Demonstrating values and attitudes in the reading texts	84	10.3	1
Total		817	100.0	

Figure1: Percentages for items of critical thinking skills that are latent in the content of *English for Palestine– Grade 9* textbook

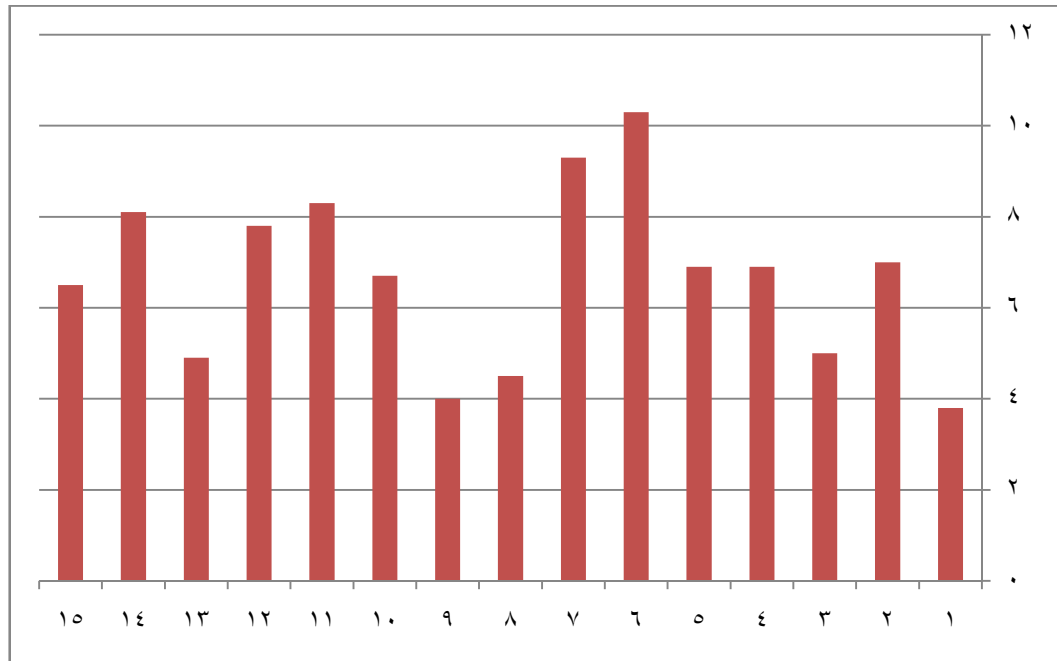


Table 2 and figure 1 present frequencies and percentages for each item of the applied critical thinking skills that are latent in the content of *English for Palestine– Grade9* textbook. The item "Demonstrating values and attitudes in the reading texts "got the highest score in a percentage of 10.3%, 84 frequencies. The lowest item was "Presenting information in a way enabling the reader to infer conclusions "in a percentage of 3.8%, 31 frequencies. "Establishing social norms" item got the second score in a percentage of 9.3%, 76 frequencies.

" Using a suitable method for introducing the argument "got the third rank in a percentage of 8.3%, 68 frequencies. "Solving problematic situations by giving sequential convincing reason" got the fourth rank in a percentage of 8.1%, 66 frequencies. "Presenting information in a well-

formed way that interferes with attaining goals" got the fifth rank in a percentage of 7.8%, 64 frequencies. "Analyzing information in a sequential manner" got the sixth rank in a percentage of 7.0%, 57 frequencies. "Explaining ideas logically to help readers making logical inferences "and" Providing enough information for valuing things " got the seventh rank in a percentage of 6.9%, 56 frequencies. " Reflecting deep understanding" got the ninth rank in a percentage of 6.7%, 55 frequencies. " Explaining information sources "got the tenth rank in a percentage of 6.5%, 53 frequencies. " Arranging ideas in the text showing the casual relationships among them" got the eleventh rank in a percentage of 5.0%, 41 frequencies. " Formulating information in a practical way" got the twelfth rank in a percentage of 4.9%, 40 frequencies. Providing appropriate contexts for the topic discussed" got the thirteenth rank in a percentage of 4.5%, 37 frequencies. " Clarifying topics that are related to current issues " got the fourteenth rank in a percentage of 4.0 %, 33 frequencies.

Table (3): Frequencies and percentages of critical thinking skills involved in the reading texts of *English for Palestine-Grade9* English textbook.

Unit	Part1		Part 2	
	Frequencies	Percentages	Frequencies	Percentages
1	11	3.0	17	4.5
2	32	9.0	32	8.5
3	19	5.0	24	6.5
4	19	5.0	19	5.0
5	23	6.0	23	6.0
6	51	14.0	50	13.5
7	38	10.0	37	10.0
8	23	6.0	18	4.5
9	14	4.0	15	1.0
10	28	7.5	28	7.5
11	21	5.5	28	7.5
12	29	8.0	30	8.0
13	21	5.5	21	5.5
14	33	9.5	34	9.0
Total	362	100.0	376	100.0

Table (3) shows frequencies and percentages of critical thinking skills involved in the reading texts of *English for Palestine –Grade9*. The highest percentage in the first part was unit 6, part 1. The lowest was unit 1 part 1. On the second part, the highest percentage was unit 6, part 2. The lowest was unit 1 and 8part 2.(See appendix5)

4.5Summary

In this chapter, results presented how the card was modified and implemented to answer the questions of the study. In light of the results, the researcher noticed the variance in presenting the applied critical thinking skills in the reading texts of *English for Palestine-Grade9*.

Chapter Five

Discussion, Conclusion, and Recommendations

5.1 Introduction

5.2 Discussion of the questions of the study

5.3 Conclusion

5. 4 Recommendations

Chapter Five

Discussion, Conclusion, and Recommendations

5.1 Introduction

This chapter included a discussion of the study results. At the end of this chapter, conclusion, and recommendations were given in light of the results for further research in analytical studies in English textbooks. The discussion showed an explanation of the first question of the study relating it to the mentioned models in the literature review. Then, a clarification of the data showed the extent of critical thinking skills that are included in the units of *English for Palestine, Grade9*.

5.2 Discussion of the questions of the study

In trying to answer the first question of the study, the first list of applied critical thinking skills included 18 items and the format was different from the modified and refereed card. The arrangement of the numbers included in the card was changed and numbers 5, 7 and 16 were deleted because they were not relevant and did not match the mentioned models. Finally, 15 items are used for analyzing the reading texts. (See appendix 4)

Based on chapter two, different models and studies explained the required applied critical thinking skills that should be involved in any criteria accredited to analyze textbooks. The researcher benefited from the mentioned models for conducting the study following published rubrics for analyzing textbooks. Curriculum designers, English supervisors, and

teachers refereed the criteria and modified items many times to having modified criteria that can be used for analyzing any textbook. (see appendix III)

Živkovića(2016) designed a course to use critical thinking skills by preparing a model of critical thinking skills for undergraduate students of engineering. Ricketts (2004) designed criteria for evaluating the ability of a selected group of leaders in agriculture and leadership to think critically based on the demographic variables. The researcher benefited from these items in these models.

Besides, UNICEF (2006) classified applied critical thinking skills as a life skill that should be part of the Educational input. Besides, Norman and Jordanini (2003) classified the listed many items that should be included under applied critical thinking for analyzing data and apply it in another context.

The current study aimed at identifying the required critical thinking skills involved in the reading texts of *English for Palestine, Grade9*. In this chapter, the implementation of the study is explained. The card showed that most of the applied critical thinking skills are dominant in the field of representing values, attitudes, and social norms and representing information logically in a sequential manner. On the other hand, there should be a high prominence in the fields of involving ways that help learners to infer conclusions and reach evidence through explanations.

As in table 3, frequencies and percentages showed that unit 6, part1, and 2 got the highest scores in the involvement of critical thinking skills. In addition, in unit 6, part1 critical thinking skills scored 14, 0% and part2 got 13, 5%. This revealed that there was a good representation of applied critical thinking skills in the reading texts in the unit. Numbers 1, 3, 5 and 6 were the highest. This means that unit 6 demonstrated a good representation of applied critical thinking skills. In unit 6, information was presented in a way that enables the reader to infer conclusions, and ideas are arranged in the text showing the causal relationship among them. Furthermore, the researcher thinks units should be enriched with applied critical thinking skills like unit6.

Unit1 and unit8 scored very low percentages in the involvement of applied critical thinking skills. As in table3, unit1 scored 3.0% and unit8 scored 4.5%, part2. In unit1, item1"Presenting information in a way enabling the reader to infer conclusions" is neglected or ignored. On the other hand, this item was important for training learners on how to think critically. Moreover, it is a basic skill in applied critical thinking skills as mentioned in Živkovića's model (2016). Živkovića(2016) stated that making inferences and drawing conclusions from any text is an essential skill for teaching students to think critically. Consequently, units of *English for Palestine, Grade9* should be designed and written with little more concentration on critical thinking skills.

Unit8, part2 scored 4.5% which indicated a low percentage. This showed that the reading texts involved in this unit lack the representation of applied critical thinking skills. For example items 2, 5, 9, 10, and 15 scored 0. This means that they were not given enough attention .The researcher attributes this to the lack of variety of presenting ideas in the text, they are almost informed in the same way.

The researcher thinks that items like "Presenting information in a way enabling the reader to infer conclusions"," Providing appropriate contexts for the topic discussed", and "Clarifying topics that are related to current issues" were not given enough attention somehow. There should be more involvement in such items. This may be attributed to the reason that writers focus more on the information included inside the comprehension texts, while more attention should be given to the way these information presents to the reader for achieving the reading purposes.

Results showed that ideas in the reading texts were not presented in a way that enables the reader to infer conclusions. Also, Tanujaya et al(2017) deduced that making inferences is a fundamental skill of teaching reading texts since it increases the students' capabilities of logical and critical thinking.

Besides, Most of the applied critical thinking skills were represented for increasing the students' knowledge of the social norms, values, and attitudes. In this way, students will relate the written material to their

metacognitive abilities. Then, they will be able to think critically and increase their higher-order thinking skills.

The researcher found that learners should be able to analyze information sequentially and the topics discussed in the reading texts should be related to current issues. Also, learners should reflect deep understanding after reading any textbook for developing the learners' critical thinking abilities. Therefore, this encourages them to acquire some characteristics which enable them to have the right decisions.

By the way, this study presented an essential issue in teaching and learning. Critical thinking is a technique used in life. Learners should be motivated to be successful in their life. For having better successful learners in the community, the content of the taught material should be adequate for preparing students to be functional, self-controlled, and critical thinkers.

5.3 Conclusion

It is important to clarify that this study aimed at developing the criteria of applied critical thinking skills for evaluating *English for Palestine-Grade 9*. Therefore, a panel of experts in the curriculum center, English supervisors and English teachers modified and refereed a list of applied critical thinking skills that the researcher designed based on books, journals, and the literature review.

After that, the researcher and another teacher who teaches 9th grade analyzed the reading texts in the textbook based on the established criteria.

Results showed that there was not a big tendency in presenting ideas on the reading texts in ways that enable readers to make inferences and draw conclusions. Therefore, the selection of any reading texts should be according to well-established criteria for achieving the attained goals.

It is obvious from the results that the book demonstrates values and attitudes in the reading texts. For example, units one and ten got 5 frequencies. This means there were a high representation of values in the book. On the other hand, it was obvious from the results that the information was not presented in a way that enables the reader to infer conclusions. For example, units one and four got 0 frequencies.

The researcher thinks that the reading texts should be written and selected according to a definite criterion that develops the students' critical thinking skills.

5.4 Recommendations

The researcher suggested these recommendations for developing *English for Palestine, Grade 9* textbook in light of the study results. These are as follows

For curriculum designers and teachers

- 1- The researcher recommends modifying reading texts in *English for Palestine, Grade 9* textbook in light of the study results, and research could be conducted to develop the criteria used in the card.

- 2- Curriculum designers should take into consideration changes and modifications in the curriculum since there are always changes in English textbooks because of analytical studies .
- 3- Other types of applied critical thinking skills should be taken into consideration for analyzing reading texts in the English textbooks, so the researcher recommends coping with the progress of the mentioned models.
- 4- Researchers are advised to conduct analytical studies including different types of thinking such as creative thinking for English for Palestine textbooks from grade 1-12 focusing on their content more to have good readers and keep our national curriculum with our counterparts.
- 5- For teachers, they do comparative studies between private and public curriculum.

Recommendations for further research

- 1- Enrich English reading texts with critical thinking skills and applied critical thinking skills.
- 2- Further research should be conducted for further modifications in English textbooks for better adjustments in many areas in the textbook. For example, evaluating textbook exercises or creative thinking skills in the reading comprehension texts which result in long life learning.
- 3- Teachers are advised to apply different types of critical thinking to activate their students' abilities as a way to develop their students'

personal development such as their self-esteem , self-dependency and self- confidence. Because students will learn how to evaluate, so they will not depend on the teacher as the source of information.

- 4- The researcher suggests forming a committee that includes teachers, supervisors, educators and parents to follow up the syllabus in order to develop it according to both situation analysis and needs analysis.
5. Research might also be conducted and extended into the series of English for Palestine textbooks.

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Appendices

Appendix(1)

List of Experts

1. Dr. Mohammed Matar-Director of Assessment & Evaluation Dpt.
2. Mohamed Mansour Supervisor of English-Ramallah
3. Jamal Al- Masri Supervisor of English-Jenin
4. Suha Nafie Supervisor of English- Ramallah
5. Dr. Odeh Odeh English Literature-An Najah National University
6. Loai Anaya Supervisor of English -Tulkarm
7. Majed Awad Supervisor of English-Tulkarm
8. Khitam Khaiat Supervisor of English-Tulkarm
9. Simaodeh- English teacher-Qalqilia

Appendix (2)

Preliminary list of content analysis card

Applied Critical Thinking Skills Involved in the Reading Texts of *English for Palestine, Grade 9: An Analytical study*

Preliminary list

Content Analysis Card

Dear Sir.....

Subject: Refereeing content analysis card

The researcher aims to analyze Applied Critical thinking Skills in the Reading Texts of *English for Palestine, Grade 9*. Based on the international forms and models for applied critical thinking skills, the researcher adjusted a number of items that are listed in the card including 18 items for the applied critical thinking skills that should be latent in the content of *English for Palestine Grade 9*. The items are built based on several models for applied critical thinking skills as clarified in the literature review

With appreciation to your co-operation, you are kindly invited to referee the items listed by making any modification in terms of:

- 1. Its relevance to the books' content.**
- 2. Its suitability to the books' content.**
- 3. Its importance to the book's content.**

Thank you for collaboration

The researcher: Kifayah Kittani

Directions:

Indicate how much relevant and important are the following items of applied critical thinking skills to the content of English for Palestine – grade nine textbook.

1 = Not Relevant and important

2 = Relevant and Important

3 = Very Relevant and Important

No.	Applied Critical thinking skill	1	2	3
1.	Presenting information in a way that enables the reader to infer conclusions			
2.	Analyzing information in a sequential manner			
3.	Including reasons in the reading texts which proves the arguments			
4.	Analyzing values and attitudes in the reading texts			
5.	Organizing the content for giving a reasonable explanation			
6.	Including a logical sequence of the ideas reaching evidence			
7.	Explaining reasons for making reasonable inferences			
8.	Offering different ways for introducing arguments			
9.	Providing appropriate contexts for the topics discussed			
10.	Giving topics that are related to current issues			
11.	Reflecting logical thinking and deep understanding			
12.	Analyzing social norms			
13.	Including reasons proves the argument			
14.	Formulating information in a well- organized categories			

15.	Solving problematic situations by giving sequential convincing reasons			
16.	Providing enough information for valuing things			
17.	Explaining information sources			
18.	Presenting information in a well- informed way			

Appendix (3)

Modified and refereed content analysis card

Applied Critical Thinking Skills Involved in the Reading Texts of *English for Palestine, Grade 9: An Analytical study*

Modified and Refereed

Content Analysis Card

Dear Sir.....

Subject: Refereeing content analysis card

The researcher aims to analyze **Applied Critical thinking Skills in the Reading Texts of *English for Palestine, Grade 9***. Based on the international forms and models for critical thinking, the researcher adjusted several items that are listed in the card including 18 items for the applied critical thinking skills that should be latent in the content of ***English for Palestine Grade 9***. The items are built based on different models for Applied critical thinking skills as clarified in the literature review

With appreciation to your co-operation, you are kindly invited to referee the items listed by making any modification in terms of:

- 1. Its clearness in covering the applied critical thinking skills.**
- 2. Its appropriateness for the reading texts' content.**
- 3. Its importance to the reading texts' content.**

Thank you for collaboration

The researcher: Kifayah Kittani

Indicate the relevance and the importance of the following items of applied critical thinking skills to the content of *English for Palestine – grade nine* textbook.

1 = Not important

2=Important

3 = Very Important

No.	Applied Critical thinking skill	1	2	3
1.	Presenting information in a way enabling the reader to infer conclusions			
2.	Analyzing information in a sequential manner			
3.	Arranging ideas in the text showing the causal relationships among them			
4.	Explaining ideas logically to help readers making logical inferences			
5.	Providing enough information for valuing things			
6.	Demonstrating values and attitudes in the reading texts			
7.	Establishing social norms			
8.	Providing appropriate contexts for the topics discussed			
9.	Clarifying topics that are related to current issues			
10.	Reflecting deep understanding			
11.	Using a suitable method for introducing the argument			
12.	Presenting information in a well-formed way that interferes with attaining goals			
13.	Formulating information in a practical way			
14.	Solving problematic situations by giving sequential convincing reasons			
15.	Explaining information sources			

Appendix (4)

Content analysis card

Item	Applied Critical Thinking Skills
1.	Presenting information in a way enabling the reader to infer conclusions
2.	Analyzing information in a sequential manner
3.	Arranging ideas in the text showing the causal relationships among them
4.	Explaining ideas logically to help readers making logical inferences
5.	Providing enough information for valuing things
6.	Demonstrating values and attitudes in the reading texts
7.	Establishing social norms
8.	Providing appropriate contexts for the topics discussed
9.	Clarifying topics that are related to current issues
10.	Reflecting deep understanding
11.	Using a suitable method for introducing the argument
12.	Presenting information in a well-formed way that interferes with attaining goals
13.	Formulating information in a practical way
14.	Solving problematic situations by giving sequential convincing reasons
15.	Explaining information sources

Appendix (5)

The researcher's content analysis card table

Applied critical thinking skills																	Total
units	Text	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Unit 1	Text1	0	1	2	1	1	1	0	1	0	0	2	1	1	0	0	11
	Text2	0	5	1	1	2	0	0	2	0	0	3	1	2	0	3	20
	Total	0	6	3	2	3	1	0	3	0	0	5	2	3	0	3	31
Unit 2	Text1	0	4	2	4	3	0	1	1	3	0	3	2	3	2	4	32
	Text2	2	4	3	2	5	2	1	0	0	2	2	1	0	0	1	25
	Total	2	8	5	6	8	2	2	1	3	2	5	3	3	2	5	57
Unit 3	Text1	1	3	1	2	2	3	1	1	1	0	2	0	2	0	0	19
	Text2	2	2	0	3	2	1	0	3	1	1	3	1	0	0	3	22
	Total	3	5	1	5	4	4	1	4	2	1	5	1	2	0	3	41
Unit 4	Text1	0	0	1	2	3	1	1	1	1	2	3	3	1	0	0	19
	Text2	0	12	3	5	2	0	0	1	0	5	4	1	1	2	1	37
	Total	0	12	4	7	5	1	1	2	1	7	7	4	2	2	1	56
Unit 5	Text1	0	2	1	2	0	0	3	1	0	1	2	2	3	3	3	23
	Text2	2	10	6	2	1	1	1	1	2	3	3	1	0	0	0	33
	Total	2	12	7	4	1	1	4	2	2	4	5	3	3	3	3	56
Unit 6	Text1	6	5	7	4	7	5	2	0	1	4	2	2	1	3	2	51
	Text2	0	4	7	4	2	0	1	0	6	4	2	1	0	1	1	33
	Total	6	9	14	8	9	5	3	0	7	8	4	3	1	4	3	84
Unit 7	Text1	2	6	6	5	4	0	0	0	4	1	1	4	0	3	2	38
	Total	2	6	6	5	4	0	0	0	4	1	1	4	0	3	2	38
Unit 8	Text1	3	0	4	3	1	2	1	1	0	1	3	2	1	1	0	23
	Text2	4	0	1	1	0	1	1	1	0	0	1	0	2	2	0	14
	Total	7	0	5	4	1	3	2	2	0	1	4	2	3	3	0	37
Unit 9	Text1	0	1	0	2	1	0	1	2	1	1	3	0	1	1	0	14
	Text2	1	0	1	4	3	1	0	0	1	1	3	2	2	0	0	19
	Total	1	1	1	6	4	1	1	2	1	1	6	2	3	1	0	33
Unit 10	Text1	2	1	3	3	2	3	2	3	1	2	2	1	2	0	1	28
	Text2	1	3	1	3	1	2	1	1	3	1	4	1	0	3	2	27
	Total	3	4	4	6	3	5	3	4	4	3	6	2	2	3	3	55
Unit 11	Text1	3	3	3	2	2	3	2	1	1	1	3	1	2	3	1	31
	Text2	0	0	3	5	2	1	0	3	3	1	5	2	3	4	5	37
	Total	3	3	6	7	4	4	2	4	4	2	8	3	5	7	6	68
Unit 12	Text1	1	3	5	3	2	0	2	3	2	1	3	0	2	2	0	29
	Text2	1	0	1	3	3	1	3	1	2	3	3	5	1	5	3	35
	Total	2	3	6	6	5	1	5	4	4	4	6	5	3	7	3	64
Unit 13	Text1	0	1	3	3	0	1	1	0	0	4	3	2	1	2	0	21
	Text2	0	0	0	3	2	0	0	1	0	2	4	2	3	1	1	19
	Total	0	1	3	6	2	1	1	1	0	6	7	4	4	3	1	40
Unit 14	Text1	2	3	4	4	4	2	1	1	1	3	2	2	2	1	1	33
	Total	2	3	4	4	4	2	1	1	1	3	2	2	2	1	1	33

Appendix (6)

The second analyzer's content analysis card table

		Applied critical thinking skills															Total
units	Text	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Unit 1	Text1	1	1	2	3	2	1	1	1	0	0	2	2	1	0	0	17
	Text2	2	5	2	2	2	0	0	1	1	0	3	1	2	0	3	24
	Total	3	6	4	5	4	1	1	2	1	0	5	3	3	0	3	41
Unit 2	Text1	0	3	2	4	3	1	1	1	3	0	3	2	3	2	4	32
	Text2	2	2	3	2	4	2	1	0	0	2	1	3	1	0	1	24
	Total	2	5	5	6	7	3	2	1	3	2	4	5	4	2	5	56
Unit 3	Text1	3	3	1	2	2	3	1	2	1	0	2	0	2	1	1	24
	Text2	3	2	0	3	2	1	0	3	1	2	3	1	0	0	2	23
	Total	6	5	1	5	4	4	1	5	2	2	5	1	2	1	3	47
Unit 4	Text1	0	2	1	2	3	1	1	1	1	2	1	3	1	0	0	19
	Text2	0	10	3	5	2	2	2	1	0	5	4	1	2	2	1	40
	Total	0	12	4	7	5	3	3	2	1	7	5	4	3	2	1	59
Unit 5	Text1	2	2	1	2	0	0	3	1	0	1	3	2	3	3	3	23
	Text2	2	6	6	2	1	1	1	2	2	3	3	1	0	0	0	30
	Total	4	8	7	4	1	1	4	3	2	4	6	3	3	3	3	53
Unit 6	Text1	5	5	7	4	7	4	2	0	1	4	3	2	1	3	2	50
	Text2	0	4	6	4	2	0	1	1	6	3	2	1	0	2	1	33
	Total	5	9	13	8	9	4	3	1	7	7	5	3	1	5	3	83
Unit 7	Text1	1	6	4	5	3	0	0	3	3	1	2	4	0	3	2	37
	Total	1	6	4	5	3	0	0	3	3	1	2	4	0	3	2	37
Unit 8	Text1	3	0	4	3	1	0	1	1	0	0	1	2	1	1	0	18
	Text2	2	2	1	1	0	1	2	1	0	0	3	0	2	2	0	17
	Total	5	2	5	4	1	1	3	2	0	0	4	2	3	3	0	35
Unit 9	Text1	0	1	0	2	1	0	2	2	1	1	3	0	1	1	0	15
	Text2	1	0	1	4	3	1	0	0	1	0	3	2	0	0	0	16
	Total	1	1	1	6	4	1	2	2	2	1	6	2	1	1	0	31
Unit 10	Text1	2	1	3	3	2	3	2	3	1	2	2	1	2	0	1	28
	Text2	1	1	1	3	1	2	2	1	3	1	4	1	0	3	2	26
	Total	3	2	4	6	3	5	4	4	4	3	6	2	2	3	3	54
Unit 11	Text1	3	2	3	2	2	1	2	1	1	1	3	1	2	3	1	28
	Text2	0	0	3	5	2	1	0	3	3	2	4	2	3	4	4	36
	Total	3	2	6	7	4	2	2	4	4	3	7	3	5	7	5	64
Unit 12	Text1	1	2	5	3	2	0	2	3	2	1	3	2	2	2	0	30
	Text2	1	2	1	3	3	1	3	0	2	3	3	4	1	4	2	33
	Total	2	4	6	6	5	1	5	3	4	4	6	6	3	6	2	63
Unit 13	Text1	0	1	2	3	0	1	1	0	1	4	3	2	1	2	0	21
	Text2	0	1	0	3	2	1	0	1	0	3	4	3	2	2	1	23
	Total	0	2	2	6	2	2	1	1	1	7	7	5	3	4	1	44
Unit 14	Text1	3	3	5	4	4	2	1	1	0	3	1	2	2	1	2	34
	Total	3	3	5	4	4	2	1	1	0	3	1	2	2	1	2	34

جامعة النجاح الوطنية
كلية الدراسات العليا

مهارات التفكير الناقد التطبيقية المتضمنة في نصوص القراءة
في منهاج اللغة الانجليزية للصف التاسع :دراسة تحليلية

إعداد
كفاية ناجح كتاني

إشراف
د. سوزان عرفات
د. فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب
تدريس اللغة الانجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس،
فلسطين.

2021م

ب

مهارات التفكير الناقد التطبيقية المتضمنة في نصوص القراءة في منهاج اللغة الانجليزية للصف

التاسع :دراسة تحليليه

إعداد

كفاية ناجح كتاني

إشراف

د. سوزان عرفات

د. فواز عقل

الملخص

هدفت هذه الدراسة إلى إيجاد مهارات التفكير الناقد التطبيقية المتضمنة في نصوص القراءة في منهاج اللغة الانجليزية الفلسطيني للصف التاسع. كمان أنها هدفت لتوضيح مدى توافر مهارات التفكير الناقد التطبيقية في نصوص القراءة.

ولتحقيق هذه الأهداف،صممت الباحثة بطاقة تحليل المحتوى وبالتعاون مع نخبة من خبراء تطوير المناهج ومشرفي اللغة الانجليزية بالاعتماد على دراسات سابقة ونماذج مختلفة. وقام كل من الباحثة ومعلم متخصص آخر بتحليل نصوص القراءة في كتاب اللغة الانجليزية للصف التاسع مستخدمين بطاقة التحليل المحكمة. وتم إعداد النسب المئوية والتكرارات ورسم الجداول والأشكال البيانية للتوضيح.

وأظهرت النتائج أن هناك تباين واسع في تكرارات مهارات التفكير الناقد التطبيقية. حيث سجلت مهارة "توضيح القيم والآراء في نصوص القراءة" أعلى نقطه بنسبه 10.3 % 84 تكرارا. وحصلت مهارة "عرض المعلومات بطريقه تمكن القارئ من استخلاص النتائج" على أدنى نسبه وهي 3.9 %، 31 تكرارا.

وأوصت الباحثة بتعديل نصوص القراءة في كتاب اللغة الانجليزية للصف التاسع في ضوء نتائج الدراسة. كما يجب على مصممي المناهج الأخذ بعين الاعتبار مهارات التفكير الناقد التطبيقية عند تحليل وتقييم المناهج باعتبار أن دمج هذه المهارات توجهها جديدا في الموقف التعليمي.