Identifying Critical Thinking in "*My Next Words*" for Fifth Grade: A Study Using Content Analysis

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Abstract

This study investigates the presence and development of critical thinking elements within the My Next Words textbook for fifth-grade EFL students. Using content analysis, the research examines the textbook's activities through the lens of Bloom's Taxonomy: Remember, Understand, Apply, Analyze, Evaluate, and Create. Analysis of specific instructions, such as "Look at the picture and write your friend's activities" and "Describe your activity that you can do in your room," reveals that while the textbook incorporates tasks fostering basic critical thinking skills like recall and application, it falls short in promoting higher-order cognitive processes, including detailed analysis and critical evaluation. To enhance the development of advanced critical thinking skills, future editions should integrate more complex activities that challenge students to engage in deeper cognitive processes. The study underscores the need for a more balanced approach to foster comprehensive critical thinking abilities in EFL education, suggesting that future research should explore the long-term impact of these tasks and the role of teacher training and digital tools in enhancing critical thinking.

Keywords: Critical Thinking, Content Analysis, Bloom's Taxonomy, EFL Instruction, Elementary Education.

INTRODUCTION

In the realm of English as a Foreign Language (EFL) education, cultivating critical thinking skills is fundamental for students' cognitive development and overall academic success. Critical thinking involves the ability to analyse, evaluate, and synthesize information, which is crucial for effective language learning and application (Cottrell, 2011). For fifth-grade students learning English, integrating critical thinking into their educational activities can significantly enhance their ability to use the language meaningfully and effectively.

The *"My Next Words"* activity, designed for young EFL learners, aims to support vocabulary acquisition and language skills development. However, its potential to foster critical thinking has not been extensively explored. This study addresses this gap by employing qualitative content analysis to evaluate how the *"My Next Words"* activity incorporates critical thinking elements.

To systematically assess the instructional tasks within the activity, this study uses Bloom's Taxonomy as a guiding framework. Bloom's Taxonomy provides a hierarchical model of cognitive development, ranging from basic recall of facts to higher-order thinking skills such as application, analysis, evaluation, and synthesis. By applying this taxonomy, the study categorizes various instructional activities based on their cognitive demands. For example, tasks that require students to *"Look at the picture and write your friend's activities"* are analyzed for their ability to promote basic recall and application, while activities like "Describe your own room" are examined for their potential to foster higher-order thinking skills.

This approach not only facilitates a detailed analysis of how the *"My Next Words"* activity supports critical thinking but also aligns with educational objectives for developing robust cognitive skills in young learners. The study aims to provide insights into how well the activity's design promotes different levels of Bloom's Taxonomy, ultimately contributing to more effective instructional strategies in EFL contexts.

METHOD

This study employs a qualitative content analysis approach to examine the *"My Next Words"* activity for fifth-grade EFL students. Qualitative content analysis is chosen for its effectiveness in systematically analyzing textual material to interpret its meaning and identify patterns (Creswell, 2014). This method is particularly suitable for exploring how instructional activities in the textbook promote critical thinking skills.

Data Collection

a. **Materials**

The primary material for this study is the *"My Next Words"* activity from the fifth-grade EFL textbook. This activity includes various instructional tasks designed to enhance vocabulary and language skills.

b. Sampling

A purposive sampling technique is used to select specific tasks within the *"My Next Words"* activity that are representative of different levels of Bloom's Taxonomy. This ensures a comprehensive analysis of tasks ranging from basic recall to higher-order thinking.

Data Analysis

a. Coding Scheme

A coding scheme based on Bloom's Taxonomy is developed to categorize the instructional tasks within the *"My Next Words"* activity. The taxonomy's six levels, Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating are used as categories to code the data.

1. Remembering: Tasks that require students to recall facts or basic concepts.
2. Understanding: Tasks that involve explaining ideas or concepts.
3. Applying: Tasks that require the use of information in new situations.
4. Analyzing: Tasks that involve breaking down information into parts to explore relationships.
5. Evaluating: Tasks that require justifying decisions or opinions.
6. Creating: Tasks that involve generating new ideas, products, or ways of understanding.

b. Procedure

1. Identification of Tasks: Each instructional task within the *"My Next Words"* activity is identified and listed.
2. Coding: Tasks are coded according to the levels of Bloom's Taxonomy using the predefined coding scheme.
3. Analysis: The frequency and distribution of tasks across different levels of Bloom's Taxonomy are analyzed to determine how well the activity promotes critical thinking skills.

c. Ethical Considerations

The study adheres to ethical guidelines for educational research. As the data involves textbook content rather than human subjects, there are minimal ethical concerns. However, the study ensures that the content is used appropriately and credits the original authors of the textbook.

d. Expected Outcomes

The qualitative content analysis is expected to:

1. Identify the presence and distribution of critical thinking tasks within the *"My Next Words"* activity.

2. Provide insights into how the activity supports the development of higher-order thinking skills according to Bloom's Taxonomy.

Offer recommendations for enhancing EFL instructional materials to better foster critical thinking skills in young learners.

FINDINGS AND DISCUSSION

a. Findings

1. "Look at the picture and write your friend's activities"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look at the picture and write your friend's activities	Look	Apply	Requires visual observation to identify activities in the picture.
	Write	Apply	Involves documenting the identified activities in written form, applying descriptive language.

Instructions Analysis: This instruction prompts students to first observe a picture and then write about the activities their friend is doing. The task engages the students in applying their observational skills to accurately interpret the visual information and then translate their observations into written descriptions. This exercise helps in reinforcing their descriptive language skills by requiring them to recall and apply vocabulary relevant to the activities depicted in the picture.

2. **"Listen and write: what are they doing?"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Listen and write: what are they doing?	Listen	Apply	Involves comprehending spoken information to identify activities.
	Write	Apply	Requires recording the identified activities in written form, applying listening and writing skills.

Instructions Analysis: Students are required to listen to a description and then write down what activities are being described. This task challenges students to apply their listening skills to understand the spoken information and then accurately record their understanding in written form. It reinforces the connection between auditory comprehension and written expression, crucial for language development.

3. **"Look and answer: Look, count and say"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look and answer: Look, count and say	Look	Apply	Requires observing a picture to identify elements to count.
	Count	Apply	Involves quantifying the identified elements, applying numerical skills.
	Say	Apply	Requires verbalizing the count, applying verbal communication skills.

Instructions Analysis: This instruction engages students in a multi-step process where they first observe a picture to identify elements that need to be counted, then use their numerical skills

to count these elements, and finally articulate the count verbally. This comprehensive task integrates visual, numerical, and verbal skills, reinforcing their ability to observe, quantify, and communicate findings effectively.

4. "Let's talk: take the flashcard"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Let's talk: take the flashcard	Talk	Apply	Involves using the flashcard as a prompt to start a conversation.
	Take	Apply	Requires engaging in conversation based on the flashcard, applying verbal interaction skills.

Instructions Analysis: Students are asked to take a flashcard and use it as a basis for conversation. This task applies their ability to use prompts to initiate and maintain a dialogue. By relying on the information or images on the flashcard, students practice their conversational skills, enhancing their ability to use language in an interactive and communicative context.

5. "Let's talk: take the flashcard and ask your friend"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Let's talk: take the flashcard and ask your friend	Take	Apply	Involves using the flashcard to initiate a conversation.
	Ask	Apply	Requires formulating and asking questions based on the flashcard, involving creative dialogue.
	Friend	Apply	Engaging in interactive dialogue with a peer, applying conversational skills.

Instructions Analysis: This instruction takes the previous task a step further by not only requiring students to take a flashcard but also to ask their friend a question based on it. This task stimulates creativity as students must generate questions, enhancing their critical thinking and

dialogue skills. The interactive nature of the task reinforces their ability to communicate effectively and engage in meaningful exchanges.

6. **"Look and write: Complete the sentences"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look and write: Complete the sentences	Look	Understand	Observing prompts to understand the context for sentence completion.
	Write	Apply	Documenting the identified actions in written form, demonstrating the application of language skills.
	Complete	Apply	Filling in the blanks in sentences, applying language knowledge and contextual understanding.
	Sentences	Apply	Writing coherent sentences by correctly filling in the missing words or phrases.

Instructions Analysis: Students are instructed to observe prompts and complete sentences by filling in the blanks with appropriate words. This task requires understanding the context (Understand) and applying language skills (Apply) to form coherent sentences, reinforcing their comprehension and grammar usage.

7. **"Let's arrange the words"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Let's arrange the words	Arrange	Apply	Organizing words into a logical sequence, applying knowledge of language structure.
	Words	Apply	Using words to create a coherent sequence, demonstrating syntactical skills.

Instructions Analysis: This instruction requires students to arrange words into a logical sequence. By organizing the words, students apply their understanding of language structure

and syntax to create coherent sentences or phrases. This task reinforces their knowledge of grammar and sentence construction, improving their ability to form logical and meaningful statements.

8. **"Help me to put the things on the right places"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Help me to put the things on the right places	Help	Apply	Assisting in organizing items based on specific criteria.
	Put	Apply	Arranging items according to spatial understanding, applying organizational skills.
	Place	Apply	Ensuring proper placement of items, demonstrating spatial reasoning.

Instructions Analysis: This instruction requires students to assist in placing items in their correct locations based on specific criteria. The task applies their organizational and spatial reasoning skills, as they must understand the criteria and correctly position each item. It promotes their ability to follow instructions and understand spatial relationships.

9. **"Search the words you can find in the bathroom"**

Instructions	Components	Bloom's Taxonomy Level	Analysis
Search the words you can find in the bathroom	Search	Remember	Locating words related to the bathroom setting from memory.
	Words	Remember	Identifying and listing vocabulary associated with the bathroom environment.

Instructions Analysis: Students are asked to recall and list words associated with a bathroom setting. This task falls under the Remember level of Bloom's Taxonomy, as it tests their memory and vocabulary recognition related to a specific context. It helps reinforce their ability to recall relevant vocabulary from their memory.

10. "Write the word you can find in the kitchen"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Write the word you can find in the kitchen	Write	Remember	Recording words related to the kitchen environment from memory.
	Word	Remember	Identifying and documenting vocabulary related to the kitchen.

Instructions Analysis: This instruction requires students to recall and write down words associated with a kitchen. It tests their memory and vocabulary related to the kitchen environment, reinforcing their ability to retrieve and document relevant words from memory.

11. "Take cards and answer the question"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Take cards and answer the question	Take	Apply	Using cards to respond to questions, applying card information.
	Cards	Apply	Utilizing card content to provide answers, demonstrating comprehension.
	Answer	Apply	Formulating responses based on card information, applying understanding and communication skills.

Instructions Analysis: Students are instructed to take cards and use them to answer questions. This task requires them to apply the information on the cards to formulate responses, testing their comprehension and ability to communicate answers effectively. It helps develop their understanding and application skills in using prompts to generate responses.

12. "Let's write: Describe your own room"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Let's write: Describe your own room	Write	Understand	Documenting a description of one's room, demonstrating comprehension of personal environment.
	Describe	Understand	Articulating details about one's room, showing comprehension and descriptive skills.

Instructions Analysis: This instruction asks students to write a description of their own room. It requires them to understand their personal environment and articulate it in written form. This task tests their ability to comprehend and describe details accurately, reinforcing their descriptive writing skills.

13. "Look at the picture and write the things you can do"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look at the picture and write the things you can do	Look	Apply	Observing the picture to identify potential actions.
	Write	Apply	Documenting the identified actions in written form, demonstrating the application of language skills.

Instructions Analysis: Students are asked to observe a picture and write down the actions they can identify. This task engages their observational and language application skills, as they must accurately interpret the visual information and translate it into written descriptions of potential actions. It reinforces their ability to use descriptive language based on visual cues.

14. "Ask your friend using 'What can you do in the…?"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Ask your friend using 'What can you do in the…?'	Ask	Understand	Formulating questions to gather information from peers.
	Friend	Understand	Engaging in a dialogue to understand peer perspectives.
	'What can you do in the…?'	Understand	Comprehending and articulating activities in specific contexts.

Instructions Analysis: Students are instructed to ask their friends about activities they can do in various contexts. This task involves formulating questions and engaging in dialogue, requiring them to understand and articulate activities, enhancing their communication and comprehension skills.

15. "Describe your activity that you can do in your room"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Describe your activity that you can do in your room	Describe	Apply	Articulating an activity that can be performed in their room, using detailed and descriptive language.
	Activity	Apply	Providing a clear and detailed account of the specific activity performed in the room.
	Room	Understand	Relating the activity to the features and layout of the room to provide context.

Instructions Analysis: Students are instructed to describe an activity they can perform in their room. This requires them to not only apply their descriptive writing skills but also to probe reasons and evidence by explaining how the room's features support or enable the activity. The task emphasizes detailed articulation and contextual understanding, demonstrating their ability to connect physical space with specific actions and provide reasons for their choices.

16. "Listen to the teacher and circle the time. A or B"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Listen to the teacher and circle the time. A or B	Listen	Apply	Comprehending auditory information to identify and select the correct time from given options.
	Teacher	Apply	Following verbal cues and instructions to make an accurate selection.
	Time	Understand	Applying understanding of time to choose the correct option based on the teacher's instructions.

Instructions Analysis: Students must listen to the teacher's instructions and circle the correct time from given choices. This task involves probing reasons and evidence as they need to interpret and apply auditory information to accurately identify the correct option. It assesses their ability to understand and act on verbal instructions while evaluating their comprehension of time concepts.

17. "Take your card and ask: What time is it?"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Take your card and ask: What time is it?	Take	Apply	Using the card to prompt a question about time.
	Card	Apply	Utilizing the card as a tool for initiating a time-related inquiry.
	Ask	Apply	Formulating and asking a question to obtain specific time information.
	What time	Apply	Probing reasons and evidence by requesting time details, and questioning perspectives on time usage.

Instructions Analysis: Students are asked to use a card to inquire about the time. This task involves probing reasons and evidence as they must ask a question that seeks specific information and may also explore viewpoints or perspectives related to time. It requires them to use the card effectively to facilitate a meaningful inquiry, demonstrating their ability to generate questions and seek detailed responses.

18. "Look at the picture and put a tick"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look at the picture and put a tick	Look	Apply	Observing the picture to identify elements that match the criteria.
	Picture	Apply	Using visual information to select correct elements for marking.
	Tick	Apply	Marking accurate items with a tick based on observation.

Instructions Analysis: Students are required to look at a picture and put a tick on correct elements. This task probes reasons and evidence by requiring them to assess visual information and make judgments about accuracy. It emphasizes observational skills and the ability to mark items based on evidence presented in the image.

19. "Let's draw: Draw a clock"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Let's draw: Draw a clock	Draw	Create	Producing a visual representation of a clock based on provided guidelines.
	Clock	Create	Applying knowledge of time and clock structure to create an accurate drawing.

Instructions Analysis: Students are tasked with drawing a clock. This involves probing reasons and evidence as they need to demonstrate their understanding of clock components and time representation. The task assesses their ability to create a visual tool that accurately reflects their knowledge of time-telling.

20. "Look and write: Look at the picture and write a sentence about it"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look and write: Look at the picture and write a sentence about it	Look	Apply	Observing the picture to understand and describe its content.
	Picture	Apply	Using visual details to construct a descriptive sentence.
	Write	Apply	Composing a sentence that accurately reflects the picture's content.
	Sentence	Analyze	Probing implications, consequences, and alternatives by describing the picture's elements.

Instructions Analysis: Students need to look at a picture and write a sentence about it. This task involves probing implications, consequences, and alternatives by requiring them to interpret visual information and articulate a coherent description. It emphasizes analytical skills to convey meaning and context through written language.

21. "Look and circle: Circle activities you do every day"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Look and circle: Circle activities you do every day	Look	Apply	Observing and identifying daily activities from a list or picture.
	Circle	Apply	Marking activities that match personal daily routines.
	Activities	Apply	Evaluating and selecting relevant activities based on personal experience.

Instructions Analysis: Students are asked to circle activities they do every day. This task probes reasons and evidence by requiring them to identify and select activities that accurately reflect their daily routines. It assesses their ability to recognize and mark personal experiences from given options.

22. "Ask your friend using 'What time do you...?"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Ask your friend using 'What time do you...?	Ask	Apply	Formulating a question about time to obtain specific information from a peer.
	Friend	Apply	Engaging in dialogue to gather information on time-related activities or routines.
	What time	Apply	Probing viewpoints or perspectives on time usage or schedules.

Instructions Analysis: Students are required to ask their friend about their time-related activities using a specific question format. This involves probing viewpoints or perspectives, as

the task seeks to gather information on how others perceive or manage their time. It assesses their ability to use questioning techniques to explore different perspectives.

23. "Match the pictures and the activities"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Match the pictures and the activities	Match	Apply	Associating pictures with corresponding activities based on visual cues.
	Picture	Apply	Using visual information to accurately pair with activities.
	Activities	Apply	Evaluating and selecting correct activity descriptions that match the pictures.

Instructions Analysis: Students are tasked with matching pictures to activities. This requires them to use reasons and evidence by assessing visual information to determine correct associations. It evaluates their ability to connect images with appropriate activities based on given criteria.

24. "Mark the sentences T (True) and F (False) based on the space provided"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Mark the sentences T (True) and F (False) based on the space provided	Match	Apply	Identifying the truth value of statements based on given information.
	Sentences	Apply	Evaluating the accuracy of sentences and marking them as true or false.
	T (True) / F (False)	Apply	Using criteria to assess and mark statements accurately.

Instructions Analysis: Students are instructed to mark sentences as true or false based on available information. This task involves probing reasons and evidence by requiring them to evaluate statements for accuracy. It emphasizes their ability to apply critical thinking to determine the validity of given statements.

25. "Write the following sentences in the correct order"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Write the following sentences in the correct order	Write	Apply	Organizing sentences to create a logical sequence based on grammatical rules.
	Sentences	Apply	Arranging sentences to form a coherent narrative or description.
	Order	Apply	Applying understanding of sentence structure to ensure proper sequencing.

Instructions Analysis: Students are instructed to arrange sentences in the correct order. This task probes reasons and evidence by requiring them to apply their knowledge of grammar and syntax to create a coherent and logical sequence. It evaluates their ability to organize information effectively and demonstrate understanding of textual structure.

26. "Match the picture with the name"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Match the picture with the name	Match	Apply	Associating pictures with their corresponding names based on visual cues and context.
	Picture	Apply	Using visual information to correctly identify and pair with the appropriate name.
	Name	Apply	Evaluating names to ensure they accurately match the pictures provided.

Instructions Analysis: Students are asked to match pictures with names. This task involves probing reasons and evidence by requiring them to use visual and contextual clues to accurately pair images with their corresponding names. It assesses their ability to apply visual recognition and categorization skills.

27. "Match the pictures with the sentences"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Match the picture with the sentences	Match	Apply	Associating pictures with sentences based on the content and context.
	Picture	Apply	Using visual details to accurately pair with descriptive sentences.
	Sentences	Apply	Evaluating sentences to ensure they match the correct pictures.

Instructions Analysis: Students are instructed to match pictures with sentences. This task involves probing reasons and evidence by requiring them to interpret both visual and textual information to make accurate associations. It evaluates their ability to connect descriptive sentences with relevant images effectively.

28. "Write a sentence through the table"

Instructions	Components	Bloom's Taxonomy Level	Analysis
Write a sentence through the table	Match	Apply	Creating a sentence based on information or data presented in a table.
	Sentence	Apply	Constructing a meaningful and accurate sentence that reflects the table's content.
	Table	Analyze	Interpreting table data to formulate a coherent and relevant sentence.

Instructions Analysis: Students are instructed to write a sentence based on information from a table. This task involves probing reasons and evidence by requiring them to interpret and analyze tabular data to create a sentence. It emphasizes their ability to extract and articulate information from a structured format.

b. Discussions

The analysis of activities in *My Next Words* reveals that the textbook incorporates a range of tasks designed to foster critical thinking skills, though the depth and complexity vary. The activities generally align with different levels of Bloom's Taxonomy, but there is a notable variance in the extent to which higher-order critical thinking is encouraged.

Analysis Level: Many tasks engage students in analysis, the second level of Bloom's Taxonomy, by requiring them to organize and process information. For instance, activities such as *"Write the following sentences in the correct order"* and *"Complete the sentences"* necessitate

students to break down sentences and arrange them logically. This involves identifying grammatical structures and understanding the sequence of information, thus demonstrating their ability to analyze and apply basic linguistic principles. Similarly, *"Match the picture with the name"* and *"Match the pictures with the sentences"* ask students to categorize and match visual and textual information, requiring a fundamental level of analysis to align items correctly.

Evaluation Level: The textbook also incorporates tasks that align with the evaluation level of Bloom's Taxonomy. Activities like *"Mark the sentences T (True) and F (False) based on the space provided"* and *"Look and circle: Circle activities you do every day"* involve assessing the validity of statements and evaluating personal relevance. These tasks require students to apply criteria to determine accuracy, demonstrating their ability to evaluate information and make reasoned judgments based on given criteria.

Synthesis Level: There are several tasks that engage students in synthesis, the third level of Bloom's Taxonomy, which involves combining information to create new outputs. Activities such as *"Take your cards and tell your friend"*, *"Write a sentence through the table"* require students to synthesize information from different sources or formats to generate coherent and contextually appropriate responses. These tasks encourage students to integrate various pieces of information and apply them in new and meaningful ways.

Application Level: Many tasks fall under the application level, which is the second level of Bloom's Taxonomy. Activities like *"Look at the picture and write a sentence about it"* and "Take your card and ask: What time is it?" involve applying learned knowledge to specific contexts. These tasks require students to use their understanding of vocabulary and sentence structure in practical scenarios, demonstrating their ability to apply concepts in context.

Despite these efforts, the textbook primarily emphasizes lower to moderate levels of critical thinking, with less focus on higher-order skills such as detailed analysis, evaluation of multiple perspectives, and argumentation. For instance, while tasks like *"Describe your activity that you can do in your room"* and *"Look and write: Look at the picture and write a sentence about it"* prompt students to generate new sentences and descriptions, they do not always require deep analysis or the consideration of alternative viewpoints.

Overall Analysis: *My Next Words* successfully integrates a variety of activities that address different levels of Bloom's Taxonomy, including application, analysis, and synthesis. However,

there is a noticeable emphasis on foundational skills and moderate-level critical thinking. The inclusion of more complex tasks that challenge students to engage in higher-order thinking—such as evaluating diverse perspectives, constructing arguments, and analyzing complex scenarios—could enhance the development of advanced critical thinking skills.

By incorporating activities that target higher levels of Bloom's Taxonomy, such as detailed analysis and critical evaluation, the textbook could better support students in developing the cognitive skills necessary for complex problem-solving and reasoning. This would align more closely with the goals of fostering comprehensive critical thinking abilities and preparing students for more sophisticated language use and analysis.

CONCLUSION

This study aimed to identify and analyze the presence and development of critical thinking elements within the *My Next Words* textbook for fifth-grade EFL learners. Through detailed content analysis, it was found that the textbook integrates various activities that engage students at different levels of Bloom's Taxonomy. These activities encourage fundamental critical thinking skills such as recalling information, applying knowledge, and synthesizing new ideas.

The analysis revealed that many tasks within the textbook are designed to engage students in the basic levels of Bloom's Taxonomy, such as *"Complete the sentences"* and "Write the following sentences in the correct order." These tasks primarily focus on helping students recall information, understand content, and apply knowledge to specific contexts. While these foundational skills are crucial, they represent the lower to moderate levels of critical thinking.

Activities like *"Match the pictures with the sentences"* and *"Look and circle: Circle activities you do every day"* push students slightly further into the realm of evaluation, as they must make judgments about the accuracy or relevance of the information presented. However, there is a noticeable gap in tasks that require students to engage in higher-order thinking skills such as detailed analysis, critical evaluation, and synthesizing new ideas from multiple sources of information.

Despite the presence of tasks that promote basic and intermediate critical thinking skills, the textbook could benefit from incorporating more activities that challenge students to engage in deeper cognitive processes. Higher-order thinking tasks, such as analyzing complex scenarios,

evaluating diverse perspectives, and constructing well-reasoned arguments, are essential for developing advanced critical thinking skills.

To foster deeper cognitive development and better prepare students for complex problem-solving and reasoning, it is recommended that future editions of the textbook include more activities targeting higher levels of Bloom's Taxonomy. These should involve detailed analysis, critical evaluation, and argumentation to enhance students' comprehensive critical thinking abilities.

Future research should consider longitudinal studies to examine how the integration of higher-order thinking tasks in textbooks influences students' critical thinking skills over time. Additionally, comparative studies could be conducted to evaluate the effectiveness of different textbooks in promoting critical thinking among EFL learners. Researchers might also explore the impact of teacher training on the effective implementation of critical thinking activities in the classroom, as well as the role of digital tools and resources in enhancing critical thinking skills. By expanding the scope of research, educators and textbook developers can gain a deeper understanding of effective strategies for fostering critical thinking in language education.

In conclusion, while "*My Next Words*" makes significant strides in promoting basic critical thinking skills, there is ample room for improvement. By incorporating more complex and challenging activities, the textbook can better support the development of advanced critical thinking skills, ultimately contributing to more effective and meaningful language learning experiences for fifth-grade EFL students. Future research should focus on longitudinal and comparative studies, teacher training, and the integration of digital tools to enhance the overall effectiveness of critical thinking education in language learning.

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