

A Content Analysis of the WH-Questions in the EFL Textbook of That's Right

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ABSTRACT

In the current study, the researchers analyzed the units of the textbook "That's Right" for 10th grade students for English teaching in Israel. The study examined the WH-questions found in the textbook according to the various cognitive levels of Bloom's Taxonomy. By using Bloom's taxonomy, the researchers attempted to understand whether WH-questions used in the textbook emphasize high-level thinking and cognitive skills development. The question of this study is: To what extent do the WH-questions in the textbook "That's Right" emphasize higher order thinking skills? Content analysis was performed for the questions for five study units in the textbook. The question served as the unit of analysis for this research. A WH-question is defined as a question beginning with a WH-word and ending with a question mark. The questions were collected, listed, and analyzed according to Bloom's taxonomy, according to which thinking skills are divided into low and high orders. Low order thinking skills are knowledge, comprehension, and application. High order thinking skills are: analysis, synthesis, and evaluation. Percentages and frequencies of each cognition level were calculated for each book unit separately and for all the units combined. Validation and reliability checks were performed to validate this study. The results showed that 245 out of the 324 questions emphasized cognition levels that develop lower order thinking skills, while only 79 questions emphasized the three levels that use high order thinking skills. The textbook "That's Right" questions place most emphasis on comprehension and knowledge, which are both connected to lower order thinking skills. This may result in lower cognitive abilities among students and should be further investigated to create better language skills in future generations. Additional studies of English textbooks at various age levels using content analysis are recommended. These studies will show which cognitive skills are developed in English materials and will improve future English education in Israel.

Keywords: EFL textbooks, That's Right, Bloom's Taxonomy, content analysis, WH-questions

INTRODUCTION

This study will focus on learning English as a Foreign Language (EFL): the study of English by nonnative speakers living in a non-English-speaking environment.

The study of English language has become more important than ever before in the technological and globalized world of the 21st century. It is one of the most widely spoken languages and is considered to be a common international language in the fields of education, business, trade and commerce. A person who does not speak English might have difficulty keeping up with the progressive force of the world. A high level of English communication is likely to pave way to better employment opportunities in today's competitive and changing world.

Since the English language is mostly accepted, it is important for students to master it. One of the questions that arise in the context of promoting English studies in the education system is: When should students begin learning the language? Those who advocate early learning argue that it is more effective to learn a foreign language in childhood than in adulthood (Vanhove, 2013). The opposite position claims that adult learning is more effective and that they have higher levels of motivation. Adult learners are able to close the gap and achieve higher achievements in a shorter period of time than students who began to learn a foreign language at a young age (Hu, 2016). The difference between these two types of learners may imply the need for different learning strategies when teaching older students, such as strategies that enforce students' motivation.

The Israeli Ministry of Education defines English as the first foreign language after the official languages – Hebrew and Arabic. The Ministry's educational goal is to get to at least a minimum level of communication for the entire population. The official year to start teaching English in Israel is the 4th grade, although there is not conclusive evidence of the benefits of learning English at an early age. Despite the fact that the Ministry of Education does not allocate teaching hours for English studies prior to 4th grade, the Ministry takes a positive view regarding teaching English earlier (Ministry of Education, 2013). According to this policy, English is one of the central core subjects in the education system.

According to guidelines to pre-basic stage of English teaching, published by the Ministry in January 2009, English teachers are called upon to devote a specific time for listening and speaking before fourth or third grade to four months at the beginning of fourth grade, before beginning to read (Ministry of Education, 2009).

The new English curriculum for English teaching throughout the education system that was published in November 2013 provides comprehensive instructions in various fields for learning English, including principles for learning meaningful language, learning materials, use of learning technologies, assignment of tasks, assessment, etc (Ministry of Education, 2013). For the first time this program defines the exact and detailed content that students must acquire (vocabulary and grammar skills) in the various language practices (speaking, thinking, reading, etc.), at each stage of the learning process.

In the same year, a multi-cultural statistical analysis was performed among 8th grade students in Israel (Ministry of Education, 2013). The English test for eighth graders examined students' degree of mastery of key skills in the English curriculum such as understanding questions, written presentation, and access to Information from written texts. Four dimensions of understanding were examined: understanding of the literal meaning, integration, inference, and personal response. The study showed differences between Jewish and Arab students. Most Arab students began learning English in the 4th grade, while most Jewish students began in 3rd grade (Ministry of Education, 2013).

In addition, Arab students showed significantly lower grades in all the skills examined in comparison to Jewish students throughout all research years (2007-2013). The reasons for these discrepancies require further investigation to determine whether it stems from teaching level, student abilities, the textbooks, or other factors. The same study showed that Arab schools devote more hours for English studies in comparison to Jewish ones. This poses the question of why Arab students have lower achievements in English. One of the factors may be the textbooks used to teach English in Arab Schools (Ministry of Education, 2013).

In today's developing world, the need to learn EFL goes far beyond learning grammar forms veiled in communicative functions. In consequence, the EFL field cannot ignore that learners must develop intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural speakers (Gómez Rodríguez, 2015). On this context, the researcher will explore the benefits and drawbacks of the use of EFL Textbooks.

English teachers in the Arab community in Israel view EFL textbooks as the main source material for the education process. This might be attributed to the fact that English is not their native language, which might make them more dependable on educational aids such as a textbook. Even those who prepare their own class content may lack the confidence to reach a teaching level that suits the standards for teaching English as a foreign language (Igbaria, 2013).

EFL teachers usually select the most suitable textbook that answers their students' needs and level of linguistic ability to use in their classrooms. With this perspective in mind, the current research will review a commonly used EFL textbook for 10th grade students.

The current study will analyze the EFL textbook "That's Right for 10th Grade" by Maggie Ben Zion, published in 2014, for 10th grade EFL students in Israel. This EFL textbook is the main tool that teachers in the Arab sector use for teaching English as a second language. Most teachers totally depend on the contents of the textbook.

This study conducted a content analysis of the WH questions in the textbook "That's Right" for 10th grade students. The researchers examined the WH questions, and analyzed each according to Bloom's taxonomy. The study attempted to answer the questions: Do the questions in the book encourage students to use higher level thinking skills? Can teachers depend on the book for classroom teaching? The main question of this study was: To what extent do the WH-questions in the textbook "That's Right" for 10th grade students emphasize higher order thinking skills?

This study is important in that it creates a better understanding of an EFL textbook. This helps increase teachers' awareness in choosing and evaluating textbooks for their students. In addition, this study offers teachers suggestions as to how to improve the quality of their teaching using the "That's Right" textbook.

LITERATURE REVIEW

Textbooks are a very central tool for the teachers in teaching a foreign language. They supply the teachers the opportunity to present more time to other worthwhile pursuits and they can reduce potential professional overwork. With regard to benefits of the textbooks, Ur (2002) notes some advantages of course books: they supply a clear outline for teachers and students, they provide learning material for each student cheaply and easily and they help teachers' especially inexperienced ones, to teach better. Richards (2001) presents other advantages of textbooks: They provide structure and syllabus, they preserve quality, they supply learning resources and they can provide actual language models and input.

Communicative textbooks play an important role in teaching English as a foreign language. Many teachers depend on them for guidance and support for teaching the class, particularly new teachers with less experience (Gómez Rodríguez, 2015). Teachers also use textbooks to develop students' communicative skills such as: the ability to use language, convey messages, and negotiate with other speakers in social contexts of real life (Savignon, 2001). To

accomplish this task, textbooks include lists of communicative functions, grammar forms, and language skills to be practiced. Additionally, they display communicative tasks involving simulated or genuine real-life situations. However, the sociocultural dimensions of communication and the cultural contents intervene significantly in language use. Therefore, culture cannot be disregarded in the design of communicative textbooks (Tudor, 2001). Cultural contents may be another reason why Israeli Arab students show lower grades in English in comparison to Jewish students.

However, there are also disadvantages to using textbooks. Teachers become less creative and make excessive use of prescribed textbooks. Richards and Renandya (2002) indicate the disadvantages of textbooks as: being unsuccessful in presenting valid and realistic language models, decreasing learner roles, not contextualizing language activities, providing inappropriate cultural understanding for the students, and failing to provide communicative abilities. Ur (1996) presents other arguments against the use of textbook: they are not suitable for students with different needs, no textbook is interesting to everyone, it prevents teachers' creativity, is less genuine and situation friendly, they may not be suitable for the level of the students, and teachers are not free to consider suitable teaching methods based on students' level.

Ahmadi & Derakhshan (2016) state that by considering the above mentioned benefits and limitations of using textbooks, it is necessary to adapt or supplement books or provide appropriate guidance and support for teachers to enable them to best use textbooks. Shafiee (2012) believes that the evaluation of the ELT materials highlights some qualifications of EFL teachers: It helps the teachers acquire knowledge and skills to adopt the most suitable book based on the learners' needs and to adapt the textbook to the students' needs, as well as provide a precise evaluation of the materials. Teachers should therefore focus on using their creative skills and exploring innovative ideas hidden within the framework of the textbook, instead of using them blindly.

The discussion above shows that although there are disadvantages and problems in using EFL textbooks, there are advantages as well. Textbooks are in common use throughout the world and are essential in the teaching process - particularly for teachers who have lower confidence in their teaching abilities (Ur, 2002).

Content Analysis (CA)

Content analysis is a general term for several different strategies used to analyze text. It is a systematic coding and categorizing approach used for exploring large amounts of textual information to determine trends and patterns of words used, their frequency, their relationships, and the structures and discourses of communication (Gbrich, 2007).

CA originally focused on mass communication science, but is applied in many other fields of science such as education, anthropology, management, political science, psychology, and sociology. The procedure of analysis for other science fields preserve the advantages of quantitative content analysis as developed within communication science and transfer and further develops them to qualitative-interpretative steps of analysis (Mayring, 2000).

The purpose of content analysis is to describe the characteristics of the document's content by examining who says what, to whom, and with what effect (Bloor & Wood, 2006). Qualitative content analysis is defined by Mayring (2000) as an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification.

A qualitative content analysis researcher inserts the text into a communication model after defining the aims of analysis. This is expressed by Krippendorff (1980), who defines content analysis as the use of replicable and valid methods for making specific inferences from text to other states or properties of its source. CA is a technique that has the objective of placing many words from a particular text into as few content categories as possible according to clear-cut rules of coding. Krippendorff (2004) defines CA as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The research conclusions results from content analysis of the text and are projected on the context. When using CA, text research can be performed without the interference of the researcher's feelings about the text or the study objectives (Krippendorff, 2004).

Krippendorff (1980) states four central characteristics of CA:

1. Content analysis is a non-reactive technique. As such it does not include errors that result from human interactions or emotions.
2. Since CA depends on researcher questions, data analysis can be conducted in different ways. Researchers are not limited in their analysis due to predetermined structured choices when using CA.
3. CA is able to process symbolic forms.
4. CA can cope with large volumes of data.

Main Characteristics of "That's Right" Textbook for 10th Grade

"That's Right" was written by Maggie Ben Zion, a non-Arab author and designed for 10th grade heterogeneous classes. It is an engaging up to date course for 3 point intermediate level high school students. It was written according to the revised English curriculum, and approved by the Israeli Ministry of Education.

"That's Right" contains five theme-based units and two literature-based units. The content of these units was chosen according to the curriculum while taking the interests of the students into consideration. The objective of the learning material in the various units is to enrich students' knowledge while offering them an opportunity to relate to their own experiences.

Each unit defines different social interaction skills, grammar, and vocabulary. The units themes and social skills are as followed:

Level 1: Going places – emphasizes expressing personal wishes and opinions and writing e-mail.

Level 2: Going places – emphasizes engaging in a phone conversation and expressing personal opinions.

Level 3: Make a difference - emphasizes introducing yourself, expressing opinions and engaging in a conversation about volunteer work.

Level 4: What's new: emphasizes engaging in conversations about future plans and expressing personal opinions.

Level 5: Extraordinary people: emphasizes engaging in conversations about past events and expressing personal opinions.

Textbook Analysis, Evaluation and Selection

Textbooks are an essential component of any EFL course. They provide teachers with guidelines concerning syllabi, teaching methodologies and teaching materials (Gul et al., 2015).. The content in the textbooks should suit the level of the students. If the textbook does not suit the students' level, the teacher misses liable to face difficulties when using it. The quality of a textbook may even determine the success or failure of an EFL course. Unfortunately, textbooks are often selected based upon the prestige of the author, the publisher, or marketing rather than their pedagogical value (McGrath, 2006).

The process of analysis, evaluation, and selection of textbooks is a central process in the educational system. Textbook evaluation is a process of collecting information and attempting to identify its strong and weak points. Analyzing a textbook requires researchers to use specific analysis criteria. Many researches use the same criteria such as: cost, layout, design, skills, vocabulary and structure, activities, learning strategies and the extent to which the teacher's guide is helpful. Thus, the evaluation process is a subjective one.

According to Tomlinson (2008), there are two causes for learning failure. The first is that for commercial reasons, textbook writing focuses heavily on linguistic items rather than on students' educational needs. The second reason of textbook failure is that the authors do not analyze them and merely rely on intuition (Tomlinson, 2008). Litz (2005) states that there is an expressed concerns for the cultural content of textbooks which are culturally biased and perpetuate a gendered English (Litz, 2005). It is therefore important to conduct EFL textbook evaluation to ensure that they facilitate the educational objectives.

Textbook evaluation using content analysis is an educational tool used to develop educational materials. Textbook analysis evaluates learning materials, improves them and determines their classroom application. Therefore, the textbooks that are used should be reviewed and changed periodically. In 2007 the Israeli Ministry of Education (MoE) created a new educational policy called "Pedagogical Horizons for Learning". The concept of what such graduates should know needs to change to ensure that Israel's education system graduates would be able to successfully meet the cultural, economic, scientific and technological challenges of the 21st century,. One of the main goals of the education system is for graduates to have extensive knowledge in a variety of academic disciplines, and the education system needs to constantly check for changes (Zohar, 2008).

Justification of Textbook Evaluation

Whether one believes that textbooks are inflexible and biased or that they help teaching and learning, the fact that textbooks are here to stay cannot be denied (Litz, 2005). Since 1970 there has been a trend to make learners the center of language instruction, and textbooks are resources in achieving aims and objectives in terms of learner needs. Textbooks should not determine the aims themselves (components of teaching and learning), but should serve the needs of teachers and learners (Brown, 1995). Consequently, there is a need to establish and apply a wide variety of relevant and contextually appropriate criteria for evaluating language textbooks in use.

Evaluation of textbooks helps find the best book for each curriculum and thus improves the quality of education. Hutchinson (1987) states that textbook evaluation has two benefits for teachers. They not only improve their educational quality, but also increase the teachers' knowledge of different education methods and improve their professional skills. Evaluation of materials enables teachers to develop awareness of their own teaching methods (Hutchinson, 1987).

Sheldon (1988) has offered other reasons for textbook evaluation. He suggests that the selection of a textbook is an important educational decision in which there considerable professional, financial, is and even political investment (Sheldon, 1988).

Cunningsworth (1995) and Ellis (1997) state that textbook evaluation helps teachers with their professional development. Teachers acquire a general understanding of the nature of textbook material, rather than just a general assessment. As a result, textbook evaluation promotes cooperation between teachers, empowers them, and improves their skills. Textbook

evaluation also helps teachers to better understand the learning materials and their various characteristics.

A clear textbook evaluation would therefore enable the managerial and teaching staff of a specific institution or organization to choose the book that best suits their needs from those available on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses of each textbook. This would eventually help teachers to best use the book's strong points and recognize the shortcomings of certain exercises, tasks, and entire texts. In addition, Litz (2005) states that textbook evaluation can be a valuable component of teacher training programs because it serves the dual purpose of making student teachers aware of important features to look for in textbooks, while familiarizing them with a wide range of published language instruction materials (Litz, 2005).

There are several methods of textbook evaluation. The most common method is the predictive or 'pre-use' evaluation method. This method examines a textbook that is still not being used for future performance. The second method is 'in-use' method that examines materials that are currently in use. The third method is the retrospective or the 'post-use' method. This method is a reflective process examining materials that were used previously. These methods of textbook evaluation help educators to select the best textbooks and to develop personally and professionally - resulting in better education, which is beneficial for teachers, students, parents and the society in general. This study is an "in-use" evaluation since it examines a textbook designed for 10th grade students that is already in use in the educational system in the Arab sector.

Literature Review

Textbook evaluation began during the 1940s with hand-written analysis of texts that examined the frequency of occurrence of identified terms (word counts). This method was inefficient in terms of time and prone to error. During the 1950s more sophisticated strategies began to appear. New ideas emerged about analyzing other aspects of the text such as syntax, semantics, and pragmatics. Since then many methods of text evaluation developed that will be described in this review.

We will divide the literature review into three sections: research done on English textbooks on Arabic speaking countries, Research evaluating cultural differences in textbooks and CA textbook analysis researches. First, since the current paper used Bloom's Taxonomy as a framework for the analysis, we will describe Bloom's taxonomy.

Bloom's Taxonomy

The model of Bloom's taxonomy is named after Benjamin Bloom, who developed the taxonomy in 1956 with Max Englehart, Edward Furst, Walter Hill and David Krathwohl, Benjamin Bloom also edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals* that is known as Bloom's Taxonomy (Bloom et al., 1956). Generations of teachers and college instructors use the taxonomy in their education.

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.

In the original version of the taxonomy, the cognitive domains are divided into the following six levels of objectives (Bloom et al., 1956, 204):

1. Remembering – recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Blooms taxonomy defines knowledge as “the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
2. Comprehension - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. Blooms taxonomy defines comprehension as “a type of understanding or comprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
3. Application - using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations. Blooms taxonomy defines application as the “use of abstractions in particular and concrete situations.”
4. Analysis - involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations. Blooms taxonomy defines analysis as the “breakdown of communication into its constituent elements or parts s that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
5. Synthesis - Synthesizing involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Blooms taxonomy defines synthesis as “putting together of elements and parts so as to form a whole.”
6. Evaluation - presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Bloom's taxonomy defines evolution as “judgments about the value of material and methods for given purposes.”

The cognitive domain list of Bloom's taxonomy was chosen as an evaluation method of this research. The six categories of the taxonomy help to understand the textbook objectives for both teachers and students, and create a clear, goal oriented, educational framework. In addition, Bloom's taxonomy will be used to determine the order of the thinking skills of the questions in the textbook, according to each learning category.

Bloom et al. (1956) define the six levels of the cognitive domain in Bloom's taxonomy and their thinking level skills as follows:

1. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
2. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
3. Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles,

laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
5. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning of this kind uses creativity and as such uses high levels of thinking skills.
6. Evaluation: It is concerned with the ability to judge the value of material for a specific cause. The judgments are based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. This learning level is the highest in the cognitive hierarchy because they contain elements of all other categories, plus conscious value judgments based on clearly defined criteria.

In this study, the researchers analyzed the aspect of questions in 'That's Right' in order to assess the importance of textbooks in developing students' thinking skills. Content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Krippendorff, 1980).

Analysis helps in understanding different aspects of questions, and to what extent they contribute to developing students' thinking. The analysis itself offers us the possibility of choosing which questions to save, change, or modify. Analysis also constitutes an indication of the level of the textbook and if the book leads students towards levels of higher thinking such as analysis, synthesis, and evaluation. Analysis of questions is an objective and systematic research method that describes the analysed material from the quantitative standpoint and emphasizes and clarifies the characteristics and meanings of the material being analysed.

English textbooks research on Arabic speaking countries

Many textbook evaluation studies were performed in Jordan. Due to the geographical and ethnical proximity of Jordan to Israel, one can assume there may be similarities between Jordanian and Israeli students. If so, perhaps there is also a resemblance in the educational needs of these two populations. The review will begin with Jordanian and Palestinian textbook analysis in chronological order.

In Jordan, there has been done a massive study in the field of EFL textbook evaluation. Hatamleh & Jaradat (1984) evaluated the basic characteristics of TEFL English textbooks vs active English textbooks in Jordanian elementary schools. The research used an evaluation scale to rate textbooks' content, audiovisual additions, and general technical aspects of the textbooks. The study revealed that TEFL English textbooks were more pertinent than Active English Textbooks in all aspects except for letters, printing, paper, durability, and general appearance. The objectives of TEFL Textbooks were clear, teachable, and related to content of textbooks and students' needs. The TEFL manual was extremely good in terms of providing visual aids, pictures and appendices. The researchers also report drawbacks of Active English Textbooks: Language and the teaching methods were difficult, the content failed to relate to students' background and their environment, the book lacked visual aids or supplementary materials, and did not develop positive concepts and attitudes of elementary students. The

researcher concluded that the TEFL textbooks were more suitable to the students' educational goals and interests than the "Active English" textbooks, and that the TEFL manual was better suited to the local educational needs.

Karsou (2005) analyzed an English textbook evaluating the following criteria: rationale, objectives, listening, speaking, reading, writing, teaching aids, vocabulary, contents, teaching methods, the workbook, teacher's guide, and the general aspects of the textbook. The researcher used a questionnaire and interviews as evaluation tools. The research results showed positive and negative points of the textbooks. The positive points were: encouraging students to communicate in English, interesting and appropriate reading materials, suitable teaching aids, suitable teaching methods and suitable teacher's guide. The textbooks disadvantages included: unsuitable and irrelevant objectives, unsuitable activities of comprehension and speaking, lack of distinction between passive and active vocabulary and insufficient details in the teachers' guide.

Two studies evaluated a new elementary school textbook called PETRA. Al-Jarrah (1987) built an evaluation scale to determine the specifications of good quality textbooks in order to analyze the textbook strengths and weaknesses. PETRA textbooks were analyzed and evaluated (i.e., pupils' book, workbook, and teachers' manual) for grades five and six. The findings of the study indicated that PETRA textbooks had good rationale, objectives, and language skills, vocabulary, grammar, 23 content, method of teaching, technical factors, handwriting books, teachers' books, and general aspects. On the other hand, the study revealed the following drawbacks of the PETRA textbooks: Teachers were not contacted regarding the selection of EFL objectives for PETRA materials, textbooks teachers and students' introductions are not clear, and the size of the books made them inconvenient for students to handle. Al-Jarrah recommended that the teachers should participate in selecting the objectives of the textbook and that the instructions in PETRA textbooks should be clarified. In addition, the number of units of both PETRA textbooks should be minimized to enable teachers and pupils to cover the material effectively.

Another study done by El-Mustafa (1988), evaluated the PETRA textbook using two evaluation scales - one for teachers and one for students. The teachers' scale contained the strengths and weaknesses of eleven major characteristics of good textbooks. The pupils' scale examined pupils' perceptions about the textbook. The results of the study showed statistically significant differences between the responses of male and female teachers on the three subscales of rationale, vocabulary, and general aspects. There were also differences between the responses of male and female pupils on the two subscales of vocabulary and structure, and general aspects. The PETRA textbook was rated adequate regarding rationale, objectives, language skills, teaching aids, grammar, vocabulary, content, teaching method, workbook, teacher's manual, and general aspects. The teachers were not consulted in selecting the textbook objectives. Clarity of instructions in PETRA textbook was inadequate. Harmony of PETRA textbook with other texts adopted for the next higher levels were inadequate. El-Mustafa recommended that the teachers should participate in selecting the textbook objectives; clear instructions ought to be provided for both teachers and pupils since they are necessary to help the teachers recognize what to teach, and the pupils what to learn. Practical application of learned material for teachers, and enhancing the attractiveness and utility of the wall-pictures are also necessary to teach and learn more effectively. English language teachers should be trained in the main principles of language learning and the various techniques of current language teaching/learning.

Both El-Mustafa's and Al-Jarrah's findings showed similarities: The rationale and objectives were good. Vocabulary and structures were emphasized. The content, teaching aids, methods of teaching, teacher's book and the general aspects of the book were all rated as being adequate. The content of the lessons of the unit of PETRA series was logically organized, and the material was accurate and correct. On the other hand, the two studies revealed that PETRA textbooks lacked a clear introduction for teachers or students; and the instructions were incompatible. In addition, both studies emphasized that the teachers were not consulted in selecting the textbook objectives and recommend future collaboration between teachers and book writers.

Another study on the second edition of Petra was performed by Saleh (1990). The study used two scales developed by El-Mustafa (1988), one for teachers and the other for students. The results of the study revealed that there were significant differences between male and female teachers on the two variables of objectives and content. There was also a significant difference between the responses of teachers and trainers on the objectives variable. No significant differences were found among teachers due to experience, education, or area. The rationale and objectives of the textbook were suitable and clear for both teachers and pupils. It was also found that the reading material was relevant to the learner's life and background. The methods used in the book were perceived to be suitable for achieving the stated goal and focused upon fluency and transfer of communication. On the other hand, it was found that the book did not include clear introductions for either teachers or pupils, and teachers were not asked to participate in selecting the objectives.

Saleh, in congruence with Mahmoud, recommends that the Ministry of Education should hold seminars for teachers to receive proper training, and that teachers should be given the opportunity to participate in selecting and stating the objectives of the textbook because of their awareness of the pupils' needs and interests. In addition, providing the textbook with clear introduction for teachers will help them better understand the objectives, rationale of the textbook and the method to be followed to achieve the stated goals. Finally, Saleh recommended that training programs for EFL teachers on PETRA methodology should be carried out. In addition, evaluation studies on the PETRA textbooks ought to be conducted in different areas in Jordan.

Al-Barakat et al. (2006) examined the compatibility of the first four primary textbooks used in Jordanian public schools. The researchers used a questionnaire and an interview in order to evaluate the contents, layout, evaluation tasks, the teachers' guide for the series, and examined the availability of the supplementary materials. The research results revealed that the books are suitable to the needs of teachers and students, offer a wide variety of resources to choose from and are suitable to a heterogeneous student population. The teaching materials are interesting, engaging, effective and suitable to the students' age. The teachers' guide is easy to use, and is clear, flexible, and has a variety of exercises.

Many studies evaluated high school English textbooks in Jordan. Al-Kofeiri (1997) evaluated an English textbook for 10th grade in Jordan. The study examined teachers' perspectives of the textbook. This study also examined differences between teachers' perspectives ascribed to gender, educational qualifications, and teaching experience. The researcher also gathered teachers' suggestions for improvements. The research emphasized characteristics of a good textbook: rationale, objectives, language skills, reading skills, teaching aids, vocabulary, grammar, content, teaching methods, a workbook, teacher's guide, and general aspects. The research findings showed positive teachers' perspectives regarding the book. Teachers claimed that they were not sufficiently involved in determining teaching. There was also a significant

difference between the teachers' perspectives when divided by gender and educational qualifications. There was no significant difference between levels of teaching experience. Teachers suggested that the textbook were that the book should include more learning games and co-curricular activities to improve verbal capabilities. The researcher recommended these suggestions to the Ministry of Education in Jordan.

Another study done by Al-Momani (1998), evaluated AMRA English textbook for the 11th and 12th grades in Jordan. The researcher developed three evaluation tools. The first evaluative instruments were two evaluative questionnaires, one for teachers and supervisors and one for students. The teachers' and supervisors' questionnaire covered the strength and weaknesses of eleven characteristics for good English textbooks. These characteristics included rationale, objectives, skills, grammar and structure, functions, vocabulary, methods of teaching, workbooks, teachers' manual, teaching aids and general aspects. The students' questionnaire evaluation the same characteristics of good textbook. The second evaluative instrument was the interview form. This instrument consisted of 22 questions covering all aspects related to the evaluated textbook. The third evaluative instrument was the observational form which included real observations on how to teach and use the evaluated textbooks in the class. The following aspects were observed: teaching vocabulary, reading, comprehension, grammar and structural functions, listening and speaking skills, and writing. The results revealed that the objectives of the book were compatible with students' needs, vocabulary suited the students' level and facilitated communication, grammar and structure suited students' background, and the book was well - printed without errors. The teacher's manual included answers that helped teachers understand the textbook rational. The workbooks were useful and enhanced understanding. Textbooks did not stress listening and speaking skills. Students reviewed the textbook content as being uninteresting. Al-Momani recommended training English teachers on how to teach the textbook, include teachers in selecting textbooks and using other evaluative instruments to test the textbook.

Magableh (2000), also analyzed an English high school textbook used in Jordan using questionnaire given to a sample of: teachers, supervisors and students. The study sample consisted of 6 teachers, 5 supervisors and 81 students from one school. The researcher developed a questionnaire consisting of two evaluation scales, one for teachers and supervisors and one for students. The teachers' and supervisors' scale covered strengths and weaknesses in 13 characteristics of a good textbook: rationale, user definition, layout, accessibility, linkage, physical characteristics, suitability, sufficiency, revision, flexibility, guidance, language skills and clarity of concepts. The student scale covered the following characteristics: sufficiency, accessibility, linkage, suitability, revision, flexibility and technical elements. The research showed positive and negative points of the textbook. The positive points were interesting and included: logically arranged materials, exercises relate to students' level and interest, functional rationale, attractive and easy to understand content, clear font and illustrations, emphasize on writing skills, clear introduction and comfortable size. The textbooks' negative points included: Lack of a teachers' guide or workbook, lack of colors, grammar, role-play, punctuation, spelling, and phonetic transcription of the vocabulary, tests, visual aids and dialogues, lack of social connection, no self-thinking or problem solving encouragement for students, concepts are not suited to students' level, does not meet the students' needs. The researcher recommends adding a teacher's manual, workbook, cassette and visual aids to the textbook. In addition, the author recommends that teachers conduct more content analysis researches to select textbooks and vary the teaching techniques.

Ababneh (2007) analyzed the content of an English textbook for 10th grade students in Jordan. The study also examined teachers' and supervisors' opinions about the book. The study

analyzed the workbook and teachers' manual in relation to outcomes, language skills, linguistic components, communication activities, and the cultural aspects. The research examined how these components are stated, distributed, and balanced in the textbook. The researcher used two evaluation tools: a questionnaire and structured interviews to examine teachers' and supervisors' opinions regarding the books. The results showed vocabulary words were not evenly distributed, grammar and reading tasks were dominant and the teacher's book was of great help. The cultural aspect were suitable for the Jordanian environment. Teachers and supervisors agreed regarding the book's suitability to the Jordanian culture. The researcher recommended deleting some grammar exercises and to provide a vocabulary list instead to distribute the book's tasks more evenly.

Al-Smadi (2008) evaluated the same English textbook for 10th grade students using five characteristics: Knowledge competencies, information and technology competencies, communication, students' roles, and teachers' roles. The researcher used two different evaluation tools for supervisors and teachers and another for students. The results showed no significant difference between teachers' and supervisors' perspectives of the application of the curriculum. A significant difference was found between students' perspectives and those of teachers and supervisors. The researcher offered suggestions to the Ministry of Education in Jordan based on these results.

One evaluation of EFL textbook used in Jordanian universities was found done by Al-Smadi (2003) on the components of an English course at Yarmuk University in Jordan. The research examined components of the student's book, workbook, teacher's guide, layout, physical make-up, and learning aids. The researcher used two evaluation questionnaires - one for lecturers and one for students. The questionnaires contained 80 and 66 Likert type items respectively that covered the weaknesses and strengths by 11 characteristics of a good textbook. These characteristics were: objectives, subject matter, speaking and listening, grammar and structural functions, reading and writing, vocabulary, teaching methods, activities, the teacher's guide, layout, physical make-up, and teaching aids. The study sample consisted of 22 instructors and 264 students who studied three levels of the Meters textbook. The results showed that the lecturers were satisfied with the layout, physical make-up, grammar, subject matter and structural functions of the textbook. Whereas the students were not satisfied with all the textbooks' characteristics. These significant differences between lecturers and students perspectives emphasized a need in making changes in the textbook. In light of the research results, several suggestions were offered to the language center at Yarmuk University.

Few rescuers were performed on Palestine's textbooks. Masri (2003) evaluated the first grader's new English textbook for Palestine from teachers' perspectives in the Northern District of Palestine. The study sought to determine the role of gender, educational level, and years of experience variables on the degree of evaluation. A questionnaire was developed for the purpose of this study. The results showed that the degrees of evaluation of the book shape domain, the book content domain, the structure of the language and the grammar, and the methods and aids were high. Significant differences were found in the degree of evaluation between male and female teachers in favor of males, and there were significant differences due to teaching experience. The researcher recommended that teachers should: keep up with modern trends in teaching English as a foreign language and should create new methods and techniques in teaching English for Palestine Grade 1. They would also concentrate on using tapes and cards and vary their techniques to deal with individual differences among their students. They should also organize school workshops so that they can exchange experiences and discuss recent educational trends such as developing students' cognitive skills, promotion of self-learning, and life-long educational skills. In addition the researcher recommended

workshops, programs and seminars for EFL teachers to keep teachers focused on effective techniques that help increase students' interaction and involvement in the classroom.

Another Palestine textbook evaluation was performed by Mahmoud (2006) who evaluated 'English for Palestine 1V' textbook used for teaching English in Gaza. The researcher used two instruments: a 52-item questionnaire given to teachers and an evaluation of the characteristics of a good textbook. The research found that the textbooks were suitable but lacked several items that characterize a good textbook. He noticed that Teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objectives of the curriculum. Designers should consider the country's environment in the materials included in the book's activities. The textbooks should be revised carefully to ensure that they are free of mistakes. The number of hours per week is insufficient to cover the selected material of the fifth grade. There should be a balance between the aims, the materials and the number of hours designed to render the entire message to the students. The students' book should have a glossary, proper pronunciation and phonetic transcription of each word and an index listing the key words with their meanings and page number.

Badawi (2007) evaluated the content of English for Palestine Grade 10 textbook, which was designed for 10th grade students in the West Bank and Gaza Strip and has been used since 2004-2005. He used the descriptive analytical method of research to carry out the study. He designed an analysis card that sought to collect relevant data to process the study. The data involved conducting a survey for the textbook to analyze the activities that are compatible with the standards set by the study. The analysis card was shown to 12 experts to benefit from their comments regarding any potential modifications, deletions and additions 17 to achieve validity. Reliability was examined through the help of three researchers. The findings of the study showed a variance in presenting the standards of foreign language learning. Communications standards were highly dominant in contrast with communities, connections and cultures standards. He pointed out that there should be more balance in the distribution of the standards among the units of the textbook. The findings also showed good presentation of topics in the textbook. Various topics were introduced throughout the twelve units. Badawi (2007) recommended establishing a follow up research committee in order to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers were invited to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching, and employ more effective methods such as group work, team work and cooperative learning methods.

The two previous studies (Mahmoud's and Badawi's) agreed that there is a variety in the topics of the textbook units. On the other hand, there should be more balance in the distribution of the standards among the units, and the textbooks ought to be evaluated and revised continuously.

Mahmoud's and Masri's studies both emphasized that EFL teachers should keep up with the modern effective trends of teaching by attending seminars and taking part in the workshops held from 19 time to time by the Ministry of Education so they can achieve students' progress and better interaction in the classroom.

CA Textbook research

CA textbook evaluation was increasingly used after year 2000. We will now review some of the latest CA textbook studies but will start with an early study that used Blooms taxonomy.

Elsuidi (1992) analyzed questions in Moslem religious books for 6th-grade elementary school students in Qatar according to Bloom's taxonomy. The study found that 56% of the questions were knowledge questions, 43% were comprehension questions, 1% was application questions, and there were no questions pertaining to the higher levels of Blooms taxonomy.

Sidek (2012) conducted CA of EFL textbooks for middle school students in Malaysia. The study attempted to determine how well a nationally mandatory EFL textbook prepared students for college reading level. Reading instructional design in the EFL textbook was analyzed in terms of types and the grade-level length of passages. The research suggests that passage-related variables in the current textbooks might contribute to the reading flaws seen at the university in Malaysia. The researcher concluded that national Malaysian EFL Upper Secondary curriculum and textbook fail significantly to prepare students for college

CA of English was performed in few studies in Jordan. Zawahreh (2012a, b) performed two different CA textbook studies. The researcher analyzed the grammar activities and the new vocabulary items in six modules of an English textbook used in Jordan. The results of the studies showed the following: First, the number of the grammar activities is appropriate and distributed in a good balanced way between the six modules of the textbook. Second, all of the linguistic data are accurate and correct in details. Third, most of the grammar activities are clear and complete. Fourth, most of the grammar activities are presented in a meaningful fashion. Fifth, although most of the new vocabulary items met the criteria of the analysis, there was no balance in distribution of the new vocabulary items between the six modules and the distribution of the parts of speech within the module.

Freahat & Al-Faoury (2015) conducted a CA of thinking levels of the reading comprehension questions in three Jordanian textbooks; two for 11th and 12th grades and one book which was used at university. All WH-questions in the three textbooks were analyzed according to Bloom's taxonomy. The results indicate that low-level questions were dominant in all three books. The researchers concluded that the reading material of the university textbook did not emphasize higher thinking. The high school textbooks reading content had more questions showing high-level thinking than the university textbook. The researches recommended that there should be more communication between secondary schools and universities to bridge this gap.

Another CA study using Blooms Taxonomy was performed by Igbaria (2013). The researcher conducted CA of the WH-questions in an EFL textbook for 12th grade students, according to Bloom's taxonomy. The study checked the extent to which the WH-questions in the textbook emphasize high-level thinking and on developing cognitive skills. He concluded that the textbook focuses mainly on the lower thinking processes of knowledge, comprehension and application. These findings emphasize the need for more research on EFL textbooks used in Israel in order to determine the occurrence of low level thinking tasks. Also Tabari (2015) used CA based on Bloom's taxonomy on the cognitive aspect of EFL high school textbooks published both in Iran and in the United States. The researcher concluded that in order to elevate content quality of the textbooks, there is a need to develop a more comprehensive lesson plan that will enhance cognitive and social skills at intermediate and advanced levels.

Alharbi (2015) used checklists to create a CA of a textbook series taught in high schools in Saudi Arabia. The research examined whether the books achieve their pedagogical goals using teachers' evaluation. The evaluation revealed important factors that can enhance the quality of EFL education in Saudi Arabia. The author recommended involving curriculum designers, teachers, and learners whose participation could provide a broad and in-depth view of the

material in the books. Additionally, the approach used in the study could be used to reveal the understandings and perceptions of the teachers and learners, whose attitudes are essential to the educational process.

Similarly, Ahmadi & Derakhshan (2016) used CA of various EFL textbooks by teachers throughout the world. The research attempted to examine teachers' perceptions on the strengths and weaknesses of the textbooks. The research illustrated the extent to which textbooks provided the needs of teachers and students, and revealed the benefits and deficiencies of each book. The researchers recommend that syllabus designers, developers of learning materials, and educational authorities investigate newly-published textbooks in order to improve the quality of textbooks of EFL education.

Chegeni et al. (2016) used CA as a basis for analysis of an intermediate EFL textbook in the United States. Their study provides an example of textbook analysis that can help language teachers and material developers select a textbook. The authors believe that their study findings have substantial implications for practitioners, material developers and both general and specialized EFL teachers and learners. They concluded that evaluation procedures and checklists could increase results for learners, instructors and administrators. On the same year, Nordlund (2016) used CA on English textbooks used in school years 4-6 in Sweden. The analysis examined the extent of vocabulary use in the book and whether it corresponded with accepted English words. The study showed that there was no common core vocabulary in the textbooks. The study further showed that even though many words did correspond to general high-frequency words, as much as one-third were not found among the 2,000 English words used most frequently.

The current study will perform content analysis of the contemporary textbook "That's Right" for 10th Grade by Maggie Ben Zion, published in 2014, which is currently used for English teaching of Arab students in Israel. WH-questions are the basic strategy of the textbook and will consequently serve as the basis for analysis. This chapter was divided into two main parts: description of the analysis tools that will be used in the current study and a literature review.

The first part began with defining the evaluation tool known as content analysis, which will be used in the current study to analyze "That's Right for 10th Grade" textbook. The researchers then presented the main characteristics of Bloom's taxonomy which will also be in use. Finally, the importance and justification of textbook analysis was discussed. This part emphasizes the role of materials in language classes and the importance of the process of textbook analysis and evaluation.

The final part of this chapter reviewed literature concerning textbook analysis evaluation. The studies reviewed here were conducted in various Arab and non-Arab countries. Since the researcher believes there may be a cultural and language connection between the Jordanian and Israeli Arab populations, the researcher first reviewed studies conducted in Jordan. This is due to the similar language and cultural beliefs (like sometimes religion) of these two population. Although there might be similarities between these populations, it is worth mentioning that Jordanian learn English as a second language whereas Israeli Arabs learn English after learning Hebrew (as a second language after Arabic) so the two populations are also different. Most of the studies used one or two evaluation tools such as questionnaires, interviews, or both. All the studies that were reviewed here used teacher, students and supervisors as their research population for evaluating the textbooks. Most of the studies examined the textbooks' characteristics such as: rationale, objectives, activities, content, language skills, grammar, vocabulary, teaching methods, evaluation tasks etc. Most of the

studies concluded that teachers should be more involved in determining the objectives of English instruction and that textbook should contain more exercises emphasizing communicative activities. These studies give more insight into the field of textbook evaluation and demonstrate that the evaluation process of textbooks is essential for English teaching.

The review was essential in order to correctly perform analysis and evaluation of the course of study "That's Right". This book is in use for the first time in the Arab community in Israel, so this study is categorized as an in-use evaluation. The fact that this book is being used for the first time makes the current content analysis extremely important, since it sheds light on the positive and negative points of the book and help teachers and supervisors decide on the best fitted book for teaching English for the Arab community in Israel.

The purpose of this research is to suggest a way to assess whether the textbook offers a stimulating learning tool for the students and if it advances the development of high thinking skills and independent use.

Research Question

The question of this study is: To what extent do the WH-questions in the textbook "That's Right" emphasize higher order thinking skills?

METHODOLOGY

This study attempts to determine whether the book "That's Right" for 10th Grade students encourages them to use high thinking skills as classified in Bloom's Taxonomy. According to the Israeli Ministry of Education Pedagogical Horizons policy for teachers and planner, newly written textbooks should devise a curriculum that develops thinking, contributes to a deeper understanding of content, constructs knowledge, fosters a high cognitive ability in a variety of contexts and nurtures critical and creative thinking (Yoad, 2009).

The researchers chose WH-questions as the analysis unit of this research. A WH-question is a question beginning with a WH-word such as who, what, which, where, when, and why. The answer to a WH-question corresponds to the WH-word in the question.

The research question is: To what extent do the WH-questions in the textbook "That's Right" emphasize higher order thinking skills?

This chapter will describe the research tools, their validity and reliability, and the statistics used in the study.

The Research Population and Sample:

The course book "That's Right" for heterogeneous 10 grade classes

Data collection and analysis

The researchers collected all the WH-questions of the book and placed them in a chart. The researchers used tables with four columns for collecting the questions and recording the data. The first column contained the serial number of the question, the second contained the question, and the third and fourth columns were used for recording the level of the question and the page number in the book on which the question appeared. The tables were also divided into six parts corresponding with the study units in the book. The researchers then analyzed the questions according to Bloom's taxonomy. After categorizing the questions, the researchers calculated the percentage and frequency of each level of Bloom's taxonomy for each unit of the book.

Research Tools

Qualitative analysis of the textbook was performed using content analysis. Content Analysis of the That's Right for 10th Grade student's book was conducted to analyze the questions of the five units of the textbook based on the cognitive domains of Bloom's taxonomy.

The researchers used a guide created by Igbaria (2013) to divide the questions based on the cognitive domains of Bloom's taxonomy. This guide included a description of the level of each question together with its criteria. This tool has been designed to allow the researchers and a second analyst to calculate the frequencies of each level of question in the textbook That's Right for 10th Grade students.

The researchers created a list of the questions percentages and frequencies according to Bloom's taxonomy. The percentages and frequencies were divided according to the book units with totals for each unit.

Validity and Reliability of the Research Tools

The research was conducted following previous research done by Igbaria (2013). An Inter-Rater Reliability test was conducted with the help of a second analyst. Both the researchers and the analyst categorized the questions according to Bloom's taxonomy levels of cognitive domain. The researchers first analyzed the books questions according to Bloom's taxonomy. Then the researchers chose a random sample of 50 questions from the 324 questions in the textbook. These questions were analyzed by the second analyst in addition to the researchers. Frequency of agreement and disagreement between the two analysts was calculated. Using these frequencies, the researchers calculated the consistency coefficient between these two analyses of the sample questions. There were 44 questions that were agreed upon and 6 which were not agreed upon.

$$\text{Consistency Ratio} = \frac{\text{NO. of Coincident answers}}{\text{NO. of coincident answers} + \text{NO. of different answers}} * 100$$

$$\text{Consistency Ratio} = \frac{44}{44 + 6} * 100$$

$$\text{Consistency Ratio} = \frac{44}{50} * 100 = 88\%$$

This Consistency ratio shows that the research tool is reliable and can be used to analyze all the textbook questions.

Limitations

This study has the following limitations:

- The study is limited to the course of study "That's Right" for heterogeneous 10th grade students.
- The study is limited to the following components: the questions and Bloom's taxonomy.

Summary of the Research Procedure

In summary, the results of this research were obtained using a ten-stage procedure.

- 1) Defining the research question.
- 2) Reviewing related literature.
- 3) Choosing the class and textbook.

- 4) Determining the unit of analysis (WH-questions).
- 5) Collecting all the WH questions from the textbook.
- 6) Preparing the research tool for analyzing the questions.
- 7) Establishing validity and reliability.
- 8) Analyzing the questions according to the six levels in Bloom's taxonomy.
- 9) Counting the frequency for each of the six levels of cognitive domain in Bloom's taxonomy.
- 10) Recording the data in tables (to be shown in the next chapter)

Whether or not the lesson plans in the book develop high order cognitive skills was determined by examining the WH-questions and by determining their cognitive level percentages according to Bloom's taxonomy. This also determined if the book "That's Right" meets the new guidelines of the Israeli Ministry of Education and should be used in.

RESULTS AND THEIR DISCUSSION

This section will present and discuss the results obtained after analyzing the questions from "That's Right" textbook. This analysis was used to answer the research question:

- To what extent do the WH-questions in the textbook "That's Right" emphasize higher order thinking skills?

In order to answer the research question, the researchers analyzed all the textbook questions, and then collected the results. Table 1 shows the level of the question and the frequency and percentages for each level in each learning unit of the book.

The researchers obtained the results by thoroughly studying and learning all the contents of the textbook "That's Right for 10th Grade" and listing all the WH-questions. The researchers collected 324 questions and then used the research tool to analyze the questions and calculate the percentage for each level of the cognitive domain according to Bloom's taxonomy.

Table 2 shows the total frequencies and percentages of the six levels of the cognitive domain in Bloom's taxonomy in the textbook "That's Right for 10th Grade" students.

Table 1: Frequencies and Percentages of the WH-Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in Each Learning Unit in the Textbook "That's Right for 10th Grade" students

Level of question	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Total	Percentage
Knowledge	17	21	36	19	19	112	%34.567
Analysis	13	13	10	7	9	52	%16.04
Comprehension	27	29	16	21	33	126	%38.888
Synthesis	3	3	1	1	3	11	%3.395
Application	1	0	4	1	1	7	%2.16
Evaluation	2	2	6	2	4	16	%4.93
Total	64	68	73	51	69	324	%100

Table 2: Frequencies and Percentages of the WH-Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Textbook "That's Right for 10th Grade" students

Level of question	Total	Percentage
Knowledge	112	%34.57
Analysis	52	%16.04
Comprehension	126	%38.89
Synthesis	11	%3.39
Application	7	%2.16
Evaluation	16	%4.93
Total	324	%100

DISCUSSION

Table 1, which shows the level of the question and the frequency and percentages for each level in each learning unit of the book. The level that appeared most frequently was the knowledge level in unit three. Comprehension level and knowledge level were most frequently used in all the textbook units. Comprehension level was more frequently used than the knowledge level in all units but unit three. Synthesis, application and evaluation levels were rarely used.

Table 2 shows the frequencies and percentages of the six levels of cognitive domain in Bloom's taxonomy. The frequencies in the table range from 7 - 126, while percentages range from 2.16% to 38.89%. The level that appeared most frequently was the comprehension level. These findings correlates with previous study such as Freahat & Al-Faoury (2015) and Igbaria (2013).

The application and synthesis levels received the lowest percentages and frequencies, which were both lower than 4%. Evaluation level also showed low frequency of 4.93%. Low frequencies of high level learning was also found by Igbaria (2013). The reason that application, which is the third level of low level thinking, is almost absent from the book is not clear. The author might have used only memorization without its application and teachers should take this under consideration when using this textbook.

Knowledge level appeared at a frequency of 112 and a percentage of 34.57% and was only little less than comprehension level. These findings demonstrate high frequencies of low level learning skills.

The textbook is intended for heterogeneous classes with advanced, intermediate, and weak students. The author consequently chose to emphasize questions of the lower thinking processes to fit the average student – which is intermediate or weak.

Table 2 also shows that the authors did relate to the levels of questions that required higher thinking processes. The first, the analysis level, was much more frequent than the other two levels of synthesis and evaluation. The researchers suggest several reasons for this difference: This is the first level of higher thinking processes, and therefore might be easiest for students to cope with. The author might have specifically choose analysis questions because they might be easier for students to understand. Presumably, the author received guidance in writing questions that called for higher thinking processes after the new English curriculum was

written. The new curriculum for English instruction emphasizes these types of questions demonstrate high level thinking skills. Therefore, the textbook maintained a fair degree of integrating these levels-mainly the level of analysis.

CONCLUSIONS AND RECOMMENDATIONS

The results of the current study show that the textbook "That's Right" attempts to develop students' higher thinking processes only on the analysis level. The textbook mainly focuses on lower thinking processes of knowledge and comprehension, while neglecting application.

The researchers of the present study makes several recommendations: The questions in textbooks for English instruction that are intended for heterogeneous classes must be assessed carefully, and questions that encourage higher thinking processes among students should be encouraged. Workshops should also be organized to teach textbook authors to evenly divide book questions between all levels of learning skills. Experts should be involved in writing textbooks, and these textbooks should be revised while by more than one person in order to provide more varied learning materials. The author also recommends that workshops be conducted to familiarize textbook authors with the new curriculum for English instruction. These workshops should encourage authors to place more emphasis on higher thinking processes when planning and writing textbooks. Finally, additional activities should be written to accompany the textbook "That's Right" that emphasize questions that encourage higher thinking processes.

The authors' recommendations regarding future research are: Other textbooks used for English teaching (and also other lessons) in Israel should be analyzed for their content. Since this is the second research with nearly the same results, it can be speculated that this problem can be found in other books as well. Future studies should be conducted to analyze the type and level of questions used by teachers in 10th grade classes. The authors also feel that the book "That's Right" should be analyzed regarding the level of questions in relation to the affective and psychomotor domains. Finally, since the cultural importance of materials was found in previous studies and since culture has a major impact in Israel, the authors also suggest conducting studies examining cultural content of textbooks.

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