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An Analysis of English for Palestine- Textbook of Grade Eight Based on Reflective Thinking Skills

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An Analysis of English for Palestine- Text book of Grade Eight Based on Reflective Thinking Skills

Abstract:

The current research aimed to analyze English for Palestine- textbook of eight based on reflective thinking skills. To achieve the study purpose, the two researchers adopted the descriptive analytical approach and designed a content analysis card in order to collect and analyze data. The content analysis was designed in terms of reflective thinking skills and refereed by a number of teaching English language specialists and experts in the field of teaching English language. The two researchers used SPSS (22) to get mean, std. deviation, sum and percentages.

The results of content analysis showed that English for Palestine-8 includes reflective thinking skills with variant values. Observing got the highest percentage with (22.651%), followed by proposing with a percentage of (22.483%). Inferring got the third rank with a percentage of (20.134%). Then detecting contradictions got a percentage of (18.792%). However, reasoning got the lowest percentage with (15.939%). Thus, the two researchers recommended that the designers of the Palestinian curricula and specialists should focus on enriching reflective thinking skills when setting objectives, teaching and evaluation strategies, and standards should be built in order to evaluate the availability of reflective thinking skills in the English for Palestine textbooks.

Keywords: Analysis, Reflective Thinking Skills, English for Palestine Eight Grade.

الملخص:

يهدف البحث الحالي إلى تحليل منهاج اللغة الانجليزية للصف الثامن في ضوء مهارات التفكير التأملي. ولتحقيق هدف البحث، قامت الباحثتان بتبني البحث الكمي واستخدام المنهج الوصفي وذلك بتصميم بطاقة تحليل محتوى لجمع البيانات وتحليلها. تم بناء بطاقة تحليل محتوى في ضوء مهارات التفكير التأملي ومن ثم تحكيمها من قبل مجموعة من الخبراء والمختصين في مجال تدريس اللغة الانجليزية. استخدمت الباحثتان البرنامج الإحصائي (SPSS) للحصول على المتوسط الحسابي، الانحراف المعياري، المجموع، والنسب المئوية. أشارت نتائج تحليل المحتوى إلى أن منهاج اللغة الانجليزية للصف الثامن يحتوي مهارات التفكير التأملي بنسب مختلفة. كانت مهارة الملاحظة أعلى نسبة (22.651٪)، ويليها مهارة وضع حلول مقترحة بنسبة (22.483٪). وجاءت مهارة الوصول إلى استنتاجات في المرتبة الثالثة بنسبة (20.134٪) يليها مهارة كشف المغالطات بنسبة (18.792٪) وتواجدت مهارة الاستدلال بأقل نسبة (15.939٪). لذلك أوصت الباحثتان بأن يركز مصممو المناهج الفلسطينية والمتخصصون على تحليل وإثراء كتب اللغة الإنجليزية في ضوء مهارات التفكير التأملي وأن يتم وضع معايير لتقويم هذه المهارات في كتب اللغة الانجليزية للمراحل المختلفة. بالإضافة لتحديد دور المعلم في تنمية مهارات التفكير التأملي.

كلمات مفتاحية: تحليل، مهارات التفكير التأملي، كتاب اللغة الانجليزية للصف الثامن.

Introduction:

The twenty first century is characterized by the explosion of knowledge, the tremendous technological progress in all fields, the plurality of cultures, and the growth of scientific discoveries and inventions. That places greater emphasis on the responsibility of society and educational institutions to prepare a good citizen who interact positively with social issues and problems. In this regard, Castells (2010) describes the twenty first century as an unprecedented era as globalization have controlled core business competencies that emphasize on knowledge, mobility and collaboration. Societies' growth cannot be attained unless their citizens have diverse thinking abilities that allow them to keep pace with the age of knowledge and choose what is suitable for the values and requirements of the community in the overall developmental process.

Kelly (2015) points out that thinking is a cognitive activity you use to process information, solve problems, make decisions, and create new ideas. A systematic transformation of mental representation of knowledge to characterize actual or possible states of the world, often in service of goals. Barell (1991) describes thinking as a series of mental activities that the brain does when exposed to stimulation after receiving it through one of the five senses. In its broad sense, it is a research process about the meaning in situation and experience. The researchers define thinking as processing information mentally in which mind manipulates information by understanding, analyzing, comparing and putting relationships between ideas in order to come up with an appropriate decision or solution.

Due to the significance of thinking in one's life, modern educational trends have focused on reconsidering educational programs and academic curricula in all educational stages to prepare learners for adapting with knowledge exploration and provide them various opportunities to practice different thinking skills. Emphasis on students acquisition for thinking skills helps them observe recent scientific developments to make good choices about the proposed alternatives and to make the appropriate decision for each situation they encounter in daily life (Dinkelman 2000,197) . The development of thinking skills among learners has also become one of the most important goals of teaching English as a foreign language because of its great role in guiding the behavior of learners and in stimulating their mind and activating mental abilities. This can contribute in developing their thinking skills, including reflective thinking skills.

Modern society is becoming more complex; information is becoming available and changing more rapidly prompting users to constantly rethink, switch directions, and change problem-solving strategies. Thus, it is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their day-to-day activities. In our age of high technology, the phrase "update" has become one of the catchwords of this modern century as a conclusion. Thus, this highly competitive environment does not exclude content of textbooks, so the content of them should also be improved. Reflective thought gives us a very reasonable, powerful way of growth in this sense.

Reflective thinking is one part of HOTS that makes the student acts reasonably through active, continuous and mindful thinking to lead to further conclusions. Reflective thinking is also an active activity which takes effort to explain things, and tries to connect ideas to gain the deep meaning in applying the right strategy. So, the reflective thinking consists of understanding concept and decision making maturely, when faced with a problem (Salido, 2019). With reflective thinking, students are not only able to answer questions, but also able to express the processes that occur in his mind when solving the problem.

According to Fischer and Pruyne (2003), reflective thinking is a complex form of cognition exclusively associated with adult development. Moreover, reflective thinking is regarded as a process of thinking which encompasses deep or high- level learning, which means engaging in critical thinking, obtaining cognitive and metacognitive awareness, operating with sophisticated conceptual thinking, and originating creative ideas to solve problems.

In the same context (Hsieh & Chen, 2012) show that reflective thinking transforms and re-digests acquired knowledge to solve problems and demonstrate personal creativity- perhaps, highlighting personal values during knowledge acquisition and integration. In this respect, Sahari (2019) aimed to investigate the appropriate reflective thinking skills of intermediate stage students, which should be included in textbooks for the study of Islamic Education Books for Intermediate students and to identify the role of classroom activities in improving reflective thinking skills of students. Also, Abd El Qader (2017) explored how much available the reflective skills are among the basic ninth graders in Homs and also investigated the impact of gender and educational level of the parents on reflective thinking skills. Related previous studies show different results according to the inclusion of reflective thinking skills in the textbooks, for example, Al Shahry (2017) showed that there is a general concern of the reflective thinking skills in the textbook, but the skills were included in uneven percentages as follows, visual vision_ detecting fallacies _inferring _reasoning_ then proposing solutions.

Currently, textbooks are considered as an essential component of any EFL curricula and thus the selection of the best suitable book for a particular context demands careful investigation. As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction at school. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching learning process. Teachers and students can build and develop their reflective thinking skills better if they use qualified textbooks which provide and support the material needed.

The researchers noticed the difficulty faced the teachers and students of grade 8 when studying the textbook-8 and took into their account the recommendations of the previous studies, such as Keshko (2019) and Afana and Lolo (2002) to investigate the availability of reflective thinking skills in the textbooks.

As a consequent, it's highly significant to regularly analyze, evaluate, and enrich English for Palestine textbooks as they are necessary for the teaching and learning process. Thus, textbooks designers can deal with the problems and points of weakness to provide a curriculum of a high quality. The two researchers think that this study is beneficial due to the lack of studies in this topic. As a result, the study findings will help teachers and writers of English for Palestine to modify and improve some points of the content to enhance reflective thinking skills.

Theoretical Background:

Reflective Thinking:

Reflective thinking is not a new notion; its origin is derived from the works of John Dewey. Dewey (1933, 9) states that reflective thinking is " an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the conclusion to which it tends." Dewey stresses the importance of allowing students to reflect on their experiences as a means of expanding their minds. Students' reflections—often written as a form of journals, guided questionnaires, diaries, and papers— have long been used to promote thinking (Pagano & Roselle, 2009). Reflective thinking according to Lester (2005, 458), is "a basic structure of the ideas that serves as the basis of phenomenon that is to be investigated".

Walle (2007) affirms that reflective thinking is a basic component of HOTS that is very crucial for students as it's an active activity that takes effort to explain things, and tries to connect ideas to gain the deep meaning in applying the right strategy. Reflective thinking makes the student acts reasonably through active, continuous and mindful thinking to lead to further conclusions. The reflective thinking ability can be seen from how to respond to problems with preliminary knowledge, explaining the process done, correcting mistakes found during troubleshooting, and communicating ideas (Skemp, 1882).

McBrien (2007) reports that reflective thinking can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice. Sezer (2008) explains that learners who think reflectively become aware of and control their learning by actively accessing what they know, what they need to know and how they bridge that gap. Rodgers (2002) adds that reflective thinking a process consisting of four criteria: firstly, as a meaning-making process; secondly, as a rigorous way of thinking; thirdly, as an interactive activity; and lastly, as a set of attitudes. Even though researchers have adopted various definitions of reflective thinking in their studies, an analysis of them revealed certain general themes for defining and assessing its quality. More specifically, the procedure of reflection needs to include some systematic analysis of the problem or event.

The researchers defined reflective thinking as a process of observing events and digesting information so that one can deduce meanings and interpretations which help in dealing intelligently with the upcoming experiences regarding specific goals.

Reflective thinking concretes on how judgments about happened problematic situations are created. However, reflection is most significant in motivating students learning through complex problem-solving tasks as learners can step back and think about methods they actually follow in problem solving activity and effective strategies for achieving their goal.

Characteristics of Reflective based curriculum and activities that prompt and support reflective thinking:

Activities prompt reflective thinking should:

• Provide enough wait-time for students to reflect when responding to inquiries.

•Provide emotionally supportive environments in the classroom encouraging reevaluation conclusions.

• Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.

• Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.

• Prompt students' reflection by asking questions that seek reasons and evidence.

• Provide some explanations to guide students' thought processes during explorations.

• Provide a less-structured learning environment that prompts students to explore what they think is important.

• Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.

Types of Reflective Thinking:

Griffith and Frieden (2000) differentiate between three types of reflective thinking: a) pre-reflective b) quasi reflective c) reflective thinking (the highest level of reflective thinking). In pre-reflective thinking level, knowledge is either gained by direct observation or from an authority figure and is absolutely correct and certain. The persons using pre-reflective thinking see problems in concrete but simplistic ways. At the quasi reflective level, individuals begin to reason and recognized that handling ill- structured problems can be complicated, and knowledge is uncertain. Quasi-reflective thinkers could not rely on themselves dealing with complicated problems. At the highest level of reflective thinking individuals recognize that knowledge is obtained from a variety of sources and is best understood in relationship to a specific context. Although it may be impossible to reach a perfect judgment about a given problem, some judgments might be more accurate than others.

Importance of Reflective Thinking Skills:

It is important to prompt reflective thinking in middle school students to support them in their transition between childhood and adulthood. During this time period adolescents experience major changes in intellectual, emotional, social, and physical development. They begin to shape their own thought processes and are at an ideal time to begin developing thinking, learning, and metacognitive strategies. Therefore, reflective thinking provides middle level students with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences, and transfer their learning to other situations.

Abd al-Wahhab (2005, 177-178) summarizes the importance of reflective thinking in the following points:

1. Reflective thinking includes analysis and decision-making. It may precede the learning process and occur during and after it.

2. When individuals think reflectively, they become able to relate the thoughts to past, current and predictive experiences.

3-Individuals who practice reflection always plan, observe, and evaluate their style of operations and steps they follow to pass judgment.

4. Reflective thinking is an important skill in problem-based learning.

5. It contributes to the development of a sense of responsibility and an open and creative mind.

6. Reflective individuals are more able to direct their life, and are less dependent on others.

7. It gives students a sense of control over their thinking and its successful use.

8. It develops a sense of self-confidence in school environment and life tasks.

Reflective thinking and curriculum:

Due to the significance of reflective thinking in an individual's life, modern educational trends have focused on reconsidering educational programs and curricula at all levels of education, and preparing them so as to provide individuals with many opportunities to practice reflective thinking skills that help to pursue modern scientific developments. They also focused on well choosing for alternatives presented and taking the appropriate decision for each situation they face in daily life (Al-Baali, 2006, 15).

There is a strong relationship between reflective thinking and the curriculum, as the curriculum must contain reflective thinking skills. There are several approaches in which reflective thinking is used in solving problems in learning situations to stimulate and support students, so the teacher must do the following: (Afaneh, 2003, 52).

1. Getting students to identify the problems in question, and understand them clearly in their minds.

2. Urging students to generate ideas related to the problem, by encouraging them to:

▪ Situation analysis.

▪ Forming specific hypotheses.

3. Urging students to carefully evaluate each suggestion by encouraging them to:

Form an unbiased attitude, suspension of judgment or outcome.

▪ Critique each proposal and test or reject the suggestions with a system.

▪ Review results.

4. Encouraging students to organize the material to be used in the thinking process by encouraging them to:

▪ use statistics of results from time to time.

▪ use tabulation method and graphic expression.

Reflective Thinking Skills:

Darwish (2005) adds that there are six different sets of skills that are the focus in all learning activities in the Early Level Class. Reflective thinking skills involve the children learning to: communicate -evaluate their learning (How well am I doing?) -revise their thinking (change their ideas after listening to the group) -set targets (I know what I want to do next) -assess (How can I do better?) -invite praise and positive criticism Encouraging reflective thinking skills helps the children to understand and improve their learning by planning their next steps and valuing other people‘s opinions.

Kember (2000) lists the reflective thinking skills into four skills as habitual action, understanding, reflection, and critical reflection. Habitual actions which learned first and exceled by regular use; understanding as a considerate, thoughtful actions that make use of the current knowledge and experience without considering the previous schemes; reflection which involves the critique of assumptions about the content or process of problem solving; and critical reflection as a high level of reflective thinking. In this level, learners become aware of why he/she perceive, think, feel, or act.

There are five essential reflective thinking skills as being reviewed in Obeid and Afana (2003), Biongan (2014), Keshkou (2005: 43), Qatrawi (2010: 50), and Afana and Al_Lolo (2002):

a. Observing:
is the ability to identify the components of the topic visually and recognize the relations through pictures, images, and drawings.

b. Detecting contradictions:
is the ability to modify misconceptions and identify illogical relations in order to find out gaps in the task or problem.

c. Inferring:
is the ability to implement prior knowledge to deduce new information, analyze connections in the event, and then reach out suitable inferences.

d. Reasoning:
is the ability to use prior information and deep thinking to interpret opinions, attitudes, and feelings.

e. Proposing:
is the ability to suggest alternative solutions and predict findings by setting logical steps to solve the presented problem. Besides, those steps should be based on expected mental portrays of the learner himself.

Content Analysis:

Content analysis is a research method and tool for the systematic illustration of data to obtain better understanding and provide knowledge as a practical guide.

Kerlinger (1986, 86) defines content analysis as "a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables." The researchers define content analysis as an objective, organized method in which stability and validity are needed for analyzing the content through classifying and describing data in the content.

Importance of Content Analysis:

Content analysis has an exceptional significance for researchers as it:

_Tackles and follows one system in the analysis process.

_Assists the researchers to complete the elements of analysis, so they won't miss any part of them.

_Monitors recurrence rates of phenomena, so one could employ the data with more than one mean and to achieve more than one aim.

_Achieves objectivity and high stability factor of the analysis process.

_Saves time and efforts especially if it is designed by a computer as it provides a quick analysis of the content of more than one subject or a textbook. (Tueima, 1987)

Statement of the problem:

The study problem stems from several sources. First, during the researchers' work as teachers of English at UNRWA schools, they noticed that eighth graders have poor reflective thinking skills through the discussions, debates, and open questions. Also, it was observed that the students have difficulty analyzing and reflecting on texts, pictures, and dialogues when they're being asked (why and how) questions.

Second, the researchers interviewed instructors and supervisors in the field of education and English language who assure that the textbook of grade 8 is crammed with information lacking the challenging, evoking activities that stimulate students' reflective skills. Besides, most of 8 graders' teachers complain of the textbook for grade 8 and as a result find difficulty when teaching it. Additionally, the researchers conducted a pilot study on some education specialists and teachers of English who assured the need of the study.

Third, the researchers explored several related studies in which recommendations agreed with the purpose of the current study, such as Keshko (2019), Nemer (2017), Tailakh (2015), and shahry (2012). Consequently, the two researchers aim at analyzing the curriculum in terms of reflective thinking skills and suggest a set of recommendations in order to enhance curriculum development. In this regard, this research addresses an Analysis of English for Palestine- textbook of grade eight based on reflective thinking skills.

Research Main Question:

The problem of the current research is formulated in the following main question:

To what extent does the English for Palestine- textbook of grade eight include the reflective thinking skills?

Research Sub-Questions:

The following sub-questions are derived from the main question:

1. What are the reflective thinking skills should be included in the English for Palestine- textbook of grade eight?
2. To what extent does the English for Palestine-textbook of grade eight content include reflective thinking skills (observing, detecting contradictions, inferring, reasoning, and proposing)?

Limitations of research:

This research is limited to the following:

- **Objective limits:**

  The study is limited to the activities included in English for Palestine textbook of grade 8 for the first and second term.

  The covered reflective thinking skills are (observing, detecting contradictions, inferring, reasoning, and proposing.)

- **Time limits:**

  This research is carried out in the academic year (2020-2021).

Objectives of research:

This research aimed at:

- Analyzing the English for Palestine textbook of grade eight based on reflective thinking skills.
- Conducting content analysis card in terms of refereed reflective thinking skills indicators.
- Determining the most significant skill that is included in English for Palestine-textbook of grade eight.

Significance of research:

This research can contribute in:

- Illustrating the extent of including reflective thinking skills in English for Palestine-textbook of grade eight.
- Identifying the strong and weak points in English for Palestine-textbook of grade eight in the light of reflective thinking skills.
- Drawing attention among curriculum designers and educators towards reflective thinking skills as an input of enhancing some aspects of the learning-teaching operation.
- Developing English for Palestine - textbook of grade eight in the light of the results of the present research.
- Motivating other researchers to carry out similar researches on other levels or subjects benefited from the current study results.

Operational Definitions

The following terms were defined operationally for presenting better understanding of the study terms:

Analysis:

It's the process of breaking the English for Palestine-8 into its constituent parts based on the reflective thinking skills in order to get better understanding.

English for Palestine 8 grade:

It is a textbook prepared by the Ministry of Education in 2011-2012 to be used in teaching English to grade 8 in Palestine.

Grade 8:

They are students in the eighth basic class in the stage of compulsory education, and aged between (14-15) years old.

Reflective thinking:

The two researchers point out that reflective thinking is an active, careful and mental investigation of the eighth graders about their beliefs and experiences; it occurs when a learner or individual faces a problem. Moreover, Reflective thinking helps the learner to access knowledge on his own.

The researchers define reflective thinking as a process of observing events and digesting information so that one can deduce meanings and interpretations which help in dealing intelligently with the upcoming experiences regarding specific goals.

Reflective Thinking Skills:

They are the skills of observing, detecting contradictions, inferring, reasoning, and opposing, which are analyzed and found in the English for Palestine textbook for grade 8.

Procedures of research:

- Reviewing studies that are related to the current research and getting benefits from the researchers' experiences.
- Recognizing reflective thinking skills through reviewing theoretical framework and literature involved in similar studies.
- Designing a content analysis card based on reflective thinking skills.
- Refereeing the content analysis card by presenting it to a group of teaching English language and methodology experts.
- Analyzing English for Palestine-Textbook grade eight content by two researchers.
- Measuring the reliability of textbook analysis by persons.
- Processing collected data through English for Palestine-Textbook grade eight content analysis to record mean, std. deviation and percentages using SPSS.
- Discussing results in the light of reflective thinking skills, holding recommendations and suggestions.

Previous studies

Previous Studies Related to Reflective Thinking Skills:

Abu Shaqra(2019), focused on revealing the effectiveness of using literature circles strategy for developing reading comprehension and reflective thinking skills for eleventh graders. To achieve the aim of the study, the researcher used the quasi-experimental approach. The sample of the study consisted of 74 students enrolled in the first semester of the scholastic year 2018-2019; from Al-Haj Mohammed Al-Najjar secondary school in Khan Younis. The sample was randomly assigned into two groups, the experimental group (N=37) and the control group (N=37). For collecting data, the study utilized instruments included: a checklist of reading comprehension skills to be developed for eleventh graders, a checklist of reflective thinking skills to be also raised for 11th graders (c) pre-post reading comprehension skills test, (d) pre-post reflective thinking skills test.

A t-test was used to statistically analyze the results of the test as well as Eta square to examine the effect size of the literature circles. Results of the study showed significant differences at 0.05 level between the mean scores of the control and the experimental groups on the post- test in favour of the experimental group in overall reflective thinking.

Keshko (2019), aimed at defining the Reflective thinking skills which are supposed to be included in the eleventh Chemistry book, and determining the extent of acquisition for from these skills. The researcher has used the analytical descriptive method. The study sample contains information pictures and drawings existed in the eleventh Second semester of the eleventh Science book 2017 /2018.The sample includes (78) male and female students. For achieving the objectives of the study, the researcher has made a list of Reflective thinking skills that include the following five skills: observation and reflection, explanation, finding notional solutions, defining incorrect notions and deduction.

The researcher has also made a content analyzing tool and built a test to measure how much the students acquire from the reflective thinking skills. The most important finding is that there are statistically significant differences between the presumptive general average (70%) and the general average of the reflective thinking skills test.

Sahari (2019), aimed to investigate the appropriate reflective thinking skills of intermediate stage students, which should be included in textbooks for the study of Islamic Education Books (Student book, activities textbook) for Intermediate students. Moreover, its objective was to identify the role of classroom activities in improving reflective thinking skills of students. The study adopted the descriptive approach as it's appropriate for the nature of the research. A questionnaire of 44 items of reflective thinking skills was used as an instrument for collecting data. This questionnaire was applied to 150 Islamic education teachers. The findings showed that the availability of classroom activities included skills are classified as an intermediate in all indicators with exception to three of them which were very high. The study also showed no statistically significant differences between the average grades of teachers related to the classroom.

Salido et al. (2019), examined the analysis students' reflective thinking ability viewed by students' mathematical ability at senior high school. This study adopted the descriptive design for achieving the goal of the study. The researchers used instruments of test and interview for collecting data. The sample of this study focused on three students of class XI at Senior High School. The reflective thinking ability was divided into four stages: habitual action, understanding, reflection and critical reflection. Findings of this study revealed that the student with the high level is at the stage of reflection, the student with the medium level is at the stage of understanding, and the student with the low level is at the stage of habitual action. In conclusion, students' reflective thinking ability is

Hossieini et al. (2018), the main aim of this study is to examine the effects of teaching reflective thinking model on academic self-efficacy, reflective thinking, achievement motivation, and intention certainty of the of Farhangyan University students in Ahvaz. The sample group consisted of 269 students (154 male and 113 female students) was selected based on random stratified

sampling method. The experimental approach was used with pre and post-test design. The researcher used two sample groups based on random sampling and stratified sampling. To collect data, a questionnaire and an interview were administered. The researchers also used mancova and one-way covariance to test the study hypotheses.

The analysis results clarified that the scores of academic self-efficacy, achievement motivation, intention certainty and reflective thinking (P = 0.001) were significant. Also it was revealed that there is a significant difference between the post-tests of the experimental group with the first and the second control groups in all variables. The training of reflective thinking model significantly increased the academic self-efficacy, achievement motivation, intention certainty and reflective thinking of experimental group students compared to the first and second control groups are not yet developed supremely.

Abd El Qader(2017), explored how much available the reflective skills are among the basic ninth graders in Homs. It also investigated the impact of gender and educational level of the parents on reflective thinking skills. In order to achieve the aim of this study, the researcher used the descriptive approach and utilize a scale of reflective thinking skills. Then the scale was applied on a sample of 300 students from grade nine chosen randomly from some Homs schools pupils. The findings of the research revealed that the students possessed the reflective skills differently to a percentage of 60% as follows, reasoning, proposing, inferring, contrasting, then observing. Reasoning skill had the highest percentage. It also revealed that there is no statistically significant relationship between scores of students and education levels of parents, but there is a relationship between reflective thinking and gender in the reflective thinking scale in favor of males.

Al Shahry (2017), the aim of this study is to evaluate the science textbook for the first intermediate grade according to the reflective thinking skills in Saudi Arabia. The researcher adopted the descriptive analytical approach and designed a content analysis card of the reflective thinking skills should be included in the science textbook. The sample of the study consisted of the first term of the science textbook for the first intermediate grade_including 14 lessons. Frequencies, percentages and means were used for carrying out the statistical treatments. The results of this paper showed that there is a general concern of the reflective thinking skills in the textbook, but the skills were included in uneven percentages as follows, visual vision_ detecting fallacies _inferring _reasoning_ then proposing solutions.

Dervent (2015), this study aims to examine the effect of reflective thinking on the professional teaching practices of preservice physical education teachers and to explore their reflective levels. To achieve this purpose, the researcher used qualitative research paradigm. Action research was used to gain a deeper understanding of the reflective experiences of preservice physical education teachers. For collecting data, the study utilized reflective journals, interviews, and video recordings of micro teaching sessions. Also, the content analysis method was used to analyse the data. Findings of the study revealed that reflective thinking framework allowed preservice physical education teachers to focus on their application of their knowledge and enabled them to generate a conscious awareness of their professional development. Consequently, preservice physical education teachers showed professional development in proper planning, time management, and use of school facilities. Additionally, the study could determine students' developmental levels and teaching approaches through their experiences and their reflections on these experiences.

Commentary on the previous studies:

The current study aimed at analyzing the English textbook-8 based on the reflective thinking skills while Sahari (2019) aimed to investigate the appropriate reflective thinking skills of intermediate stage students, which should be included in textbooks for the study of Islamic Education Books for Intermediate students and to identify the role of classroom activities in improving reflective thinking skills of students. Abd El Qader(2017), aimed to explore how much available the reflective skills are among the basic ninth graders in Homs and also to investigate the impact of gender and

educational level of the parents on reflective thinking skills. Abu Shaqra(2019), aimed to reveal the effectiveness of using literature circles strategy for developing reading comprehension and reflective thinking skills for eleventh graders. Moreover, Salido et al. (2019), aimed to examine the analysis students' reflective thinking ability viewed by students' mathematical ability at senior high school.

The current study adopted the descriptive approach which is similar to Sahari (2019) and Abd El Qader(2017), Salido (2019) and Al Shahry (2017) that used the descriptive approach. However, Abu Shaqra (2019) used the quasi-experimental approach; Al Shahry (2017) adopted the descriptive analytical approach; Dervent (2015) used qualitative research, and Hossieini et al. (2018) used experimental approach was used with pre and post-test design.

The current study used a content analysis card like Al Shahry (2017) and Keshko (2019) whereas Sahari (2019) used a questionnaire of 44 items of reflective thinking skills, Abd El Qader(2017) used a scale of reflective thinking skills, and Abu Shaqra(2019) used many instruments included: a checklist of reading comprehension skills to be developed for eleventh graders and a pre-post reading comprehension skills test. Dervent (2015) utilized reflective journals, interviews, and video recordings of micro teaching sessions. Also, the content analysis.

After reviewing the above mentioned studies, the researchers noticed that they all agree that reflective thinking skills should be studied, explored, and improved among teachers and learners. The researchers deduced some notes from the previous studies. All the related previous studies employed the descriptive approach as the current study except Shaqra (2019) and Hossieni et al. (2018) which adopted the experimental approach. Also, qualitative research design was used by Dervent (2015). Moreover, samples of the studies ranges from 3 to 300 participants except the study Shahry (2012) which targeted the science textbook as the study sample, and this is similar to the current study. Different tools were administered and implemented for collecting data, such as questionnaires in Sahari (2019); interviews in Salido (2019) and Dervent (2015); and pre-posttest in Shaqra (2019). Shahry (2012) used content analysis card like the current study.

Eventually, findings of the previous studies revealed that the availability of thinking skills in textbooks and learners is not sufficient yet, such as Sahari (2019) and Shahry (2012), and AbdElQader (2017). The results of the high values in the current study are in line with Al Shahry (2017) and Keshkou (2019), but they are not in line with AbdElQader (2017). Besides, the results of the low values agree with Keshkou (2019) but don't agree with Abd El Qader (2017).

Methodology

Research design:

The researchers adopted the a quantitative research and the descriptive approach as the applied as descriptive content analysis card was designed and used for analyzing English for Palestine textbook -grade eight in the light of reflective thinking skills.

Research population and Sample:

The population of this study is the two books (A and B) which represent the two parts of the curriculum of English for Palestine Eighth Grade, since each book represents one half of the curriculum and taught in one semester

Instrument description:

The two researchers used a content analysis card based on Reflective thinking skills. The content analysis card consists of five main skills (observing, detecting contradictions, inferring, reasoning, and opposing) and twenty three indicators. It aimed to collect and analyze the data involved in English for Palestine 8.

A. Analysis objective:

The content analysis aimed to identify the inclusion of reflective thinking skills included in the textbook of grade 8.

B. Analysis sample:

The sample of the study consisted of all the activities in the fourteen units included in English Palestine 8, included listening, reading, speaking, writing, vocabulary and language structure activities.

C. Analysis categories:

The categories of analysis are the reflective thinking skills.

D. Analysis Units:

The researchers used the period (each page has a period; a lesson) as the unit of analysis to decide the inclusion of reflective thinking skills.

E. Coding Unit:

The coding unit is the smallest unit that the researchers use for counting and measuring. The researchers depended on the activity as the coding unit of the analysis as the textbook is built on activity-based-curriculum, so the analysis units are the activities in the textbook.

Procedures of Analysis:

1. Defining the objective of analysis: The analysis aimed at defining the reflective thinking skills that are incorporated in English for Palestine textbook- grade 8 by making frequencies and percentages of each skill.
2. Deciding on the reflective thinking skills supposed to be included in the textbook-8 and designing the content analysis card after checking the reliability and validity of the card.
3. Defining the sample of analysis.
.4. Defining the categories and units of analysis
5. Calculating the frequencies and percentages of each skill in each period.
7. Calculating the overall frequencies and percentages.

The delimitations of the Analysis Process:

- The study scope was the English textbook in the grades 8 (A and B).
The analysis contains all the periods of the textbook in 14 units. -
- The study used a list of reflective thinking skills prepared after consulting the referees.

Validity of the content analysis card:

The content analysis card was refereed through consulting a group of specialists (6 holders of PhD from different universities and supervisors).Two indicators were deleted and one item was modified to be more appropriate.

Reliability of content analysis card:

The two researchers analyzed the content of English for Palestine-8. The researchers clarified the categories of analysis process which are the reflective thinking skills. The analysis units are the periods as the two parts of the book contain 168 periods. The activity is used as the coding unit of the analysis, so all the activities including the dialogues, paragraphs, pictures, charts, and exercises were analyzed. The book contains 900 activities.

To check the reliability, the researchers used Holsti correlation, (Holsti, O.R.88, 140-142).

$$R = \frac{2\,M}{N1 + N2}$$

$$R = \frac{2\,(596)}{(637 + 596)} = 0.966$$

(R) refers to the consistency; (M) refers to the number of the analysis agreed upon by the analyzers; (N1+ N2) refers to the elements of the analysis. Correlation between the two researchers is shown in table (1).

Table (1):Coefficient correlation between the two researchers

Analyst (1)	Analyst (2)	**Points of Agreement**	**Points of difference**	**Correlation coefficient**
637	596	596	41	%0.96

The results in the table (1) show that there is a high correlation between the two researchers, which enables the researchers to process the data collected.

Statistical methods:

The two researchers used suitable methods to process data of analyzing the content of English for Palestine 8 in the light of reflective thinking skills as follows:

- Frequency as it shows the number of each item frequencies in English for Palestine 8.
- Percentages.

Study Results and Analysis

1. Answer to the first study question:

The first sub-question was "what are the reflective thinking skills should be included in the English for Palestine- textbook of grade eight?". To answer this question, the two researchers reviewed related books and previous studies and consulted the referees to elicit the reflective thinking skills supposed to be included in the English for Palestine 8. Table (2) clarifies these skills.

Table (2): The Reflective Thinking Skills included in the English for Palestine 8

No.	Skills	Sub-skills
1.	**Observing**	1.Recognizing main ideas from visuals. 2.Using mind maps and diagrams for clarifying some points and events. 3.Reflecting on pictures, photos, and charts 4.Making notes about specific details.
2.	**Detecting Contradictions**	1.Specifying confusing points included in the task or text. 2.Realise non-organized ideas, information or events 3.Generating different new questions. 4.Focusing on the significant information for decision making.
3.	**Inferring**	1. Moving logically from the general to the specific. 2. Functioning prior knowledge for getting inference. 3.Judging the accuracy and correctness of the given information 4.Classifying ideas according to their linguistic domains. 5.Analyzing relations and connections composing the incidents.
4.	**Reasoning**	1.Using information to reveal explicitly stated facts 2.Interpreting attitudes, opinions ,feelings and tones 3.Producing logical and sensible interpretations 4.Relating observations with conclusions. 5.Giving more meaningful examples.
5.	**Proposing**	1.Discussing the ideas after the task. 2. Proposing alternative consequences (events, ideas, opinions).

		3.Suggesting convincing solutions. 4.Selecting the most appropriate solutions/alternatives. 5.Proposing new issues related to the lesson.
Total	**5**	**23**

Answer to the second question:

The second question which was formulated as, "to what extent does the English for Palestine-textbook of grade eight content include reflective thinking skills (observing, detecting contradictions, inferring, reasoning, and proposing)?". To answer this question, the researchers analyzed the English for Palestine 8 in the light of reflective thinking skills. Table (3) shows the availability of observing skill in the content of English for Palestine 8.

Table (3) Availability of observing skill in the content of English for Palestine 8:

		Activities help Ss. to:	Frequency	Percentage
Observing	1.	Recognize main ideas through visuals.	44	32.592
	2.	Use mind maps and diagrams for clarifying some points and events.	37	27.407
	3.	Reflect on pictures, photos, and charts.	35	25.925
	4.	Make notes about a text.	19	14.074

As demonstrated in Table (3), item (1) got the highest percentage with (32.592 %), followed by item (2). The researchers attribute mainly the high values of items 1 and 2 to the reason that the textbook is full of illustrative and informative pictures, photos, mind maps, charts, and diagrams which help learners recognize main ideas in a better way. As a result, the curriculum designers paid sufficient attention for using visuals in the textbook of grade 8. However, item 4 got the lowest percentage with (14.074%). Thus, the two researchers see that the textbook of grade 8 should enhance the skill of making notes as it helps learners to make sense of what they are learning and so remember it later. Also, it is a powerful aid of communication since it helps in processing and learning information in real time. The results here agree with the study of Shahry (2017), but they don't agree withNahel (2010) and Khaldi (2016).

Table (4) Availability of detecting contradictions skill in the content of English for Palestine 8:

		Activities help Ss. to:	Frequency	Percentage
Detecting Contradictions	1.	Specify confusing points included in the task or text.	48	42.857
	2.	Realize non-organized ideas, information or events.	11	9.821
	3.	Generate different new questions.	28	25.000
	4.	Focus on the significant information for decision making.	25	22.321

Table (4) reveals a clear variance among the four items of detecting contradictions skill since item (1) had the highest percentage with (42.857 %) while item (2) had the lowest percentage with (9.821%). The researchers refers these values to the concern given for the first item especially in

structure lessons since the book activities help learners to detect the confusing points. This enables learners to detect differences and similarities in confusing issues, and therefore helps them to grasp the meaning deeply. Nevertheless, a low concern was given to item (2) "Realize non-organized ideas, information or events" because it is a complicated skill which needs effort, training, and time Researchers believe that curriculum designers should enrich the book with this skill for the reason that it is helpful for finding out gaps and misconceptions in the tasks. The results of the study are in line with Al Shahry (2017), Sahari (2019), and Nahel (2010).

Table (5) Availability of inferring skill in the content of English for Palestine 8:

		Activities help Ss. to:	Frequency	Percentage
Inferring	1.	Move logically from the general to the specific.	18	18
	2.	Function prior knowledge for getting inference.	44	36.667
	3.	Judge the accuracy and correctness of the given information.	16	13.333
	4.	Classify ideas according to their linguistic domains.	27	22.5
	5.	Analyze relations and connections composing the incidents.	15	12.5

The researchers noted from Table (5) that there is an obvious distinction among the items of inferring. As observed in Table (5), item (2) "Function prior knowledge for getting inference" got the highest percentage with (36.667%) while item (5) "Analyze relations and connections composing the incidents" got the lowest percentage with (12.5%). The two researchers attributed these values to the reason that prior knowledge has long been considered the most important factor influencing learning and student achievement. The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills in real life situations. This result don't agree with Al Shahry (2017) and Sahari (2019). The two researchers see that item (5) should have been paid much attention in the textbook due to its importance in interpreting data to gain more knowledge about the subject, providing learners with more in-depth information about a topic and helping them make more rational decisions. This result agrees with Sahari (2019).

Table (6) Availability of reasoning skill in the content of English for Palestine 8:

		Activities help Ss. to:	Frequency	Percentage
Reasoning	1.	Use information to reveal explicitly stated facts.	20	21.052
	2.	Interpret attitudes, opinions ,feelings and tones.	16	16.842
	3.	Produce logical and sensible interpretations.	14	14.736
	4.	Relate observations with conclusions.	22	23.157
	5.	Give more meaningful examples.	23	24.211

The two researchers observed from Table (6) that item (5) "Give more meaningful examples" got the highest percentage with (24.211%) followed by item (4) "Relate observations with conclusions". It's highly believed that giving examples on a certain topic by the learners is apparently a clear evidence of learners' acquisition of the information taught because they are directly able to apply the skills or knowledge they are engaged in actively. This result is in line with Al Shahry (2017) but is not in line with Nahel (2010). On the other hand, item (3) "Produce logical and sensible interpretations" got the lowest percentage with (14.736%). The two researchers attributed this value

to the reason that producing interpretation is not a simple skill; it requires great effort and time to be acquired, but it's a significant reflective skill for discovering, determining, and assigning the meaning in a given context.This result agrees with Sahari (2019) but doesn't agree with Al Shahry (2017).

Table (7) Availability of proposing skill in the content of English for Palestine 8:

		Activities help Ss. to:	Frequency	Percentage
Proposing	1.	Discuss the ideas after the task.	28	20.895
	2.	Propose alternative consequences (events, ideas, opinions).	37	27.611
	3.	Suggest convincing solutions.	22	16.417
	4.	Select the most appropriate solutions/alternatives	22	16.417
	5.	Propose new issues related to the lesson.	25	18.565

Table (7) illustrates that item (2) "Propose alternative consequences " had the highest percentage with (27.611%) while items (3) and (4) had the lowest percentage with (16.417%). The two researchers attribute the variant values to the significance of proposing alternatives skill in providing learners opportunities to think of relevant alternative to the current topic and therefore prompting inquiry and exploration. When learners are engaged in such skill, they are effectively positive and active learners in the process of learning and this makes them more autonomous and responsible for their own learning. Nonetheless, it is noted from Table 7 that items 3 and 4 got equal percentages as they alike somehow. Suggesting and selecting solutions are crucial skills of reflective thinking in view of the fact that the textbook ought to provide opportunities for students to choose and implement the best alternative and encourage students to monitor and reevaluate their results and findings throughout their learning. The results of highest value agree with Al Shary (2017) but don't agree with Khaldi (2016). However, the results of the lowest values agree with Sahari (2019) and Nahel (2010).

Table (8) Availability of reflective thinking skills in the content of English for Palestine 8:

		Skills	Frequency	Percentage	Order
Reflective Thinking Skills	1.	Observing.	135	22.651	1
	2.	Detecting contradictions.	112	18.792	4
	3.	Inferring.	120	20.134	3
	4.	Reasoning.	95	15.939	5
	5.	Proposing.	134	22.483	2
		Total	596	100 %	

As highlighted in Table (8), there is a clear variance between observing and reasoning while there is proximity between observing and proposing . Observing got the highest percentage with (22.651%) and a frequency of 135, followed by proposing with a percentage of (22.483%) and a frequency of 134. Inferring got the third rank with a percentage of (20.134%) and a frequency of 120. Then detecting contradictions got a percentage of (18.792%) and a frequency of 112. It's observed that reasoning got the lowest percentage with (15.939%) and a frequency of 95.

The two researchers attribute the concern given to observing in view of the fact that using visualizing clarifies concepts accurately and makes learning more memorable. The English for Palestine 8 utilizes pictures, diagrams, charts, and maps to present the consisting sides of the problem and getting recognized with its components in order to hold and attract learners' attention, help learners understand faster and communicate effectively with others. Additionally, proposing got a high value among the skills as the curriculum designers recognized its importance in solving problems. As a matter of fact, the textbook helps learners to expect different results and alternatives to the studied topic, discuss the issues after the task, and propose solutions to different problems.
On the other hand, reasoning got the lowest percentage among the reflective thinking skills although it is necessary to interpret feelings, opinions and events and to get others convinced with the presented meaning or the final results the learner got through the process of deep thinking. Curriculum needs to enhance this skill as it's helpful in relating observations with conclusions and using information to reveal explicit and implicit facts. The results of the high values in this study are in line with Al Shahry (2017) and Keshkou (2019), but they are not in line with Abd El Qader (2017). Besides, the results of the low values agree with Keshkou (2019) but don't agree with Abd El Qader (2017).

Accoeding to the previous studies' results, Sahari (2019) showed that the availability of classroom activities included reflective thinking skills are classified as an intermediate in all indicators with exception to three of them which were very high. The study also showed no statistically significant differences between the average grades of teachers related to the classroom. Abd El Qader(2017) revealed that the students possessed the reflective skills differently to a percentage of 60% as follows, reasoning, proposing, inferring, contrasting, then observing. Al Shahry (2017) showed that there is a general concern of the reflective thinking skills in the textbook, but the skills were included in uneven percentages as follows, visual vision_ detecting fallacies _inferring _reasoning_ then proposing solutions. Abu Shaqra(2019) showed significant differences at 0.05 level between the mean scores of the control and the experimental groups on the post- test in favour of the experimental group in overall reflective thinking. Dervent (2015) revealed that reflective thinking framework allowed pre service physical education teachers to focus on their application of their knowledge and enabled them to generate a conscious awareness of their professional development.

Recommendations:

Based on the study results, the two researchers come up with the following recommendations to be considered:

1. The designers of the Palestinian curricula and the education specialists should focus on improving reflective thinking skills when setting objectives, teaching and evaluation strategies.
2. Survey studies should be carried out on curricula for identifying the relative weight for the reflective thinking skills in each level.
3. Clear standards should be built in order to measure and evaluate the availability of reflective thinking skills in the English for Palestine textbooks.
4. The roles of the education specialists and teachers should be specified to guide them in teaching reflective thinking skills.
5. Researchers should analyze the textbooks of English for Palestine in the light of other types of thinking skills.

Suggestions:

The two researchers suggest the following:

1. Conducting similar studies on other Palestinian textbooks of English language for Palestine graders to analyze and evaluate the availability of reflective thinking skills.

2. Implementing studies about teachers' and supervisors' attitudes towards reflective thinking skills in the English language textbooks.
3. Exploring the effect of new active learning strategies on developing reflective thinking skills in different levels.
4. Conducting further studies on suggested programs to improve reflective thinking skills in different levels.
5. Implementing studies on the availability of reflective thinking skills among teachers of higher levels.

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