



T.C.

AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA

THESIS

AN ANALYSIS OF ELT COURSEBOOKS IN TERMS OF 21<sup>ST</sup>  
CENTURY SKILLS: COMMUNICATION, COLLABORATION,  
CRITICAL THINKING, CREATIVITY

ASLIHAN AKÇAY

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

Antalya, 2019

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**İNGİLİZCE DİL ÖĞRETİMİ DERS KİTAPLARININ 21. YÜZYIL  
BECERİLERİ AÇISINDAN ANALİZİ: İLETİŞİM, İŞ BİRLİĞİ,  
ELEŞTİREL DÜŞÜNME, YARATICILIK**

**MA THESIS**

**Aslıhan AKÇAY**

**Supervisor**

**Assoc. Prof. Dr. Hüseyin KAFES**

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İMZA

**Başkan** : **Prof.Dr. Ömer ŞEKERCİ**  
Süleyman Demirel Üniversitesi, Fen Edebiyat Fakültesi/  
Batı Dilleri Edebiyatı Bölümü İngiliz Dili ve Edebiyatı

**Üye** : **Dr.Öğr.Üyesi Mustafa CANER**  
Akdeniz Üniversitesi Eğitim Fakültesi  
Yabancı Diller Eğitimi İngiliz Dili ve Eğitimi

**Üye (Danışman)** : **Doç.Dr. Hüseyin KAFES**  
Akdeniz Üniversitesi Eğitim Fakültesi  
Yabancı Diller Eğitimi İngiliz Dili ve Eğitimi

**YÜKSEK LİSANS TEZİNİN ADI:**

**An Analysis of ELT Coursebooks in terms of 21<sup>st</sup> Century Skills: Communication, Collaboration, Critical Thinking, Creativity**

**ONAY:** Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun ..... tarihli ve ..... sayılı kararıyla kabul edilmiştir.

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## ABSTRACT

### AN ANALYSIS OF ELT COURSEBOOKS IN TERMS OF 21<sup>ST</sup> CENTURY SKILLS: COMMUNICATION, COLLABORATION, CRITICAL THINKING, CREATIVITY

Akçay Aslihan

MA, Foreign Languages Education Department

Supervisor: Assoc. Prof. Dr. Hüseyin Kafes

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With the advances in technology in the 21<sup>st</sup> century, the skills required to be successful in life have considerably changed. English, as a school subject, has played a leading role in implementing many of the educational changes and new approaches in the classroom since it is a global language. Coursebooks, being an important component of the teaching and learning process, have considerable impact on incorporating new approaches into their syllabi. Therefore, the current study aims to investigate the 4Cs of 21<sup>st</sup> Century Skills – communication, collaboration, critical thinking, creativity, in English language teaching coursebooks. With this purpose in mind, a qualitative approach – content analysis design – was employed. The data was collected through internal and external evaluation checklists, which were developed based on related literature and field experts' opinions. The scope of the study was four primary coursebook series designed by international publishing companies, namely *Power Up*, *Oxford Discover*, *Give Me Five* and *Big English Plus*. The results were reported through descriptive statistics, frequency, mean and percentage. According to the results of the study, it has been revealed that each coursebook series includes the 21<sup>st</sup> century skills to some extent mostly in project, speaking and writing tasks.

**Keywords:** *21st Century Skills, Communication, Collaboration, Critical Thinking, Creativity, Coursebook Analysis, Evaluation, ELT Coursebooks*

## ÖZET

### İNGİLİZCE DİL ÖĞRETİMİ DERS KİTAPLARININ 21. YÜZYIL BECERİLERİ AÇISINDAN ANALİZİ: İLETİŞİM, İŞ BİRLİĞİ, ELEŞTİREL DÜŞÜNME, YARATICILIK

Akçay Aslıhan

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Bölümü

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Temmuz 2019, 104 sayfa

21. yüzyılda teknoloji alanındaki gelişmelerle birlikte, hayatta başarılı olabilmek için sahip olunması gereken beceriler de önemli ölçüde değişmiştir. Bir dünya dili olması sebebiyle, İngilizce, eğitim alanındaki değişikliklerin pek çoğunu ve yeni yaklaşımları, bir ders olarak sınıf içerisinde uygulama konusunda öncü bir role sahiptir. Öğrenme ve öğretme sürecinin önemli bir parçası olan ders kitaplarının ise yeni yaklaşımların müfredata dahil edilmesi konusunda etkisi büyüktür. Bu sebeplerle, bu çalışma İngilizce dil öğretiminde kullanılan ders kitaplarında 21. yüzyıl becerileri olan *iletişim, iş birliği, eleştirel düşünme* ve *yaratıcılık* becerilerini incelemeyi amaçlamaktadır. Bu amaç doğrultusunda, nitel araştırma yöntemlerinden içerik analizi deseni uygulanmıştır. Veriler, uzman görüşü ve ilgili alan yazın baz alınarak geliştirilen dış değerlendirme ve iç değerlendirme kontrol listeleri aracılığıyla toplanmıştır. Bu çalışmada, uluslararası yayınevleri tarafından geliştirilmiş olan dört ilkökul ders kitabı serisi - *Power Up, Oxford Discover, Give Me Five* and *Big English Plus* – analiz edilmiştir. Elde edilen sonuçlar betimsel istatistik, frekans, ortalama ve yüzdelik olarak raporlanmıştır. Çalışma sonuçlarına göre, her bir ders kitabı serisinin 21. yüzyıl becerilerini belli ölçülerde dahil ettiği ve bu becerilerin çoğunlukla proje, konuşma ve yazma çalışmalarında bulunduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** *21. Yüzyıl Becerileri, İletişim, İş birliği, Eleştirel düşünme, Yaratıcılık, Ders Kitaplarının Analizi, Değerlendirme, İngilizce Dil Öğretimi Ders Kitapları*

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Statement of the Problem**

In this fast-moving world, society and technology has undergone considerable developments and changes. Technological developments have caused a significant number of jobs to be done by the robots and machines, as a result of which 800 million global workers will be under the threat of losing their jobs by 2030 (McKinsey Global Institute Report, 2017). Therefore, the skills distinguishing people from robots have been a matter of discussion in the field of education as well as in the business world and herewith a great deal of attention has recently been drawn to the term ‘21st Century Skills’ by educators and researchers. Some discussions have initiated integrating ‘21st Century Skills’ into the context of English language teaching as well (Bouzid, 2016; Crowley, 2015; Mercer, 2017; Nunan, 2017; Sun, 2016). English, being a global language and gaining greater importance as a school subject in Turkey, might have a leading role to help develop these skills of the students. However, considering the fact that most teachers in Turkey take the coursebooks as basis of their teaching, the textbooks designed to teach English language have a significant influence on developing and fostering 21st Century Skills. In this study, the 4Cs of 21st Century Skills, namely, ‘Communication’, ‘Collaboration’, ‘Critical Thinking’ and ‘Creativity’ will be analysed in ELT coursebooks. While there are many local companies publishing coursebooks to teach English, international publishing companies have given more attention to include these skills in the syllabus of English language teaching coursebooks and in this respect, coursebooks published by international companies play a critical role.

#### **1.2. Purpose of the Study**

In literature, it is brought on that students need to develop 21st Century Skills to be successful in today’s world and therefore some discussions have led 21st century skills to be boosted more, incorporated into education and carried out in the classroom.

In this globalized and digitized world, as the global language, the language of digital and an integral part of education, English language teaching should be different from the 20th century. Moreover, it should adapt the changes in educational areas and embody them in the new approaches (Fandino, 2013). In most circumstances, the approach or the method is greatly influenced by the coursebook used as the teaching and learning material in EFL classrooms. Richards (2001) defines coursebooks as one of the key components of a language program since a well developed curriculum describing the objectives, syllabus, content and approach of the program is mostly determined by the coursebook. Therefore, coursebooks designed for EFL classrooms may play a crucial role in integrating 21st Century Skills in English language teaching. In order to find out whether recently developed coursebooks include these skills in their objectives and syllabi, an analysis and evaluation of them is essential. A great many recent studies are available for EFL coursebooks analysis, review or evaluation in the literature (e.g., Banegas, 2018; Demir & Yavuz, 2017; Hamiloğlu & Mendi, 2010; Kailola, 2017; Mohammadi & Abdi, 2014; Sarani & Kord, 2018; Söğüt, 2018; Vassiljev, Skopinskaja & Liiv, 2015). However, most of these studies do not tend to analyse 21st Century Skills in ELT coursebooks. Due to the fact that the available literature regarding the issue raised above is limited, the purpose of this study is to review and analyse the coursebooks designed for English language teaching purposes in terms of the inclusion of the 4Cs (Communication, Collaboration, Critical Thinking, Creativity) of 21st Century skills in the syllabus.

### **1.3. Scope of the Study**

The current study aims to analyse ELT coursebooks developed by international publishing companies for young learners. Since it is commonly discussed that education should start at an early age, the analysis is, particularly, on the coursebooks for young learners. The coursebooks to be analysed have been chosen according to the latest series of each publishing companies and level 3 of each series will be used including the teacher's book, student's book and workbook components to analyse. The publishing companies have been decided on their being an international one and having a leading role in Turkey. The series to be used in the study are *Power Up* (2018), *Oxford Discover* (2014), *Big English Plus* (2015) and *Give Me Five* (2018). The products of the leading companies in ELT publishing field have been chosen among Cambridge University Press, Oxford University Press, Pearson Education and Macmillan Education.

## **1.4. Research Questions**

With respect to the aim of the study stated above, the following questions are aimed to be answered:

1. To what extent are the 21st Century skills included in ELT coursebooks?
  - 1.1 To what extent are communication skills included in ELT coursebooks?
  - 1.2 To what extent is are collaboration skills included in ELT coursebooks?
  - 1.3 To what extent are critical thinking skills included in ELT coursebooks?
  - 1.4 To what extent are creativity skills included in ELT coursebooks?

## **1.5. Limitations**

The main limitation is the sample of the study. Although different publishing company coursebooks can be analysed, the sample involves only one level of a recently-developed series by four international publishing companies. A sample with a variety of publishing companies and series would ensure more accurate results to generalise.

## **1.6. The Significance of the Study**

Education should focus on developing students' both academic success and soft skills such as presentation skills, public speaking, effective communication and working in cooperation among other skills. Being aware of the fact that coursebooks are an essential part of teaching and practice, the inclusion of communication, collaboration, critical thinking and creativity, the 4Cs of 21st century skills, in ELT coursebooks could have considerable influence on teaching and practising these skills simultaneously. Some of the studies on EFL coursebooks have been conducted to analyse issues regarding culture, linguistic syllabus, pedagogy and choice of topics (Şimşek & Dündar, 2017). Evaluation and analysis of ELT coursebooks in terms of 21st century skills integration and implementation has not been a matter of concern for many of the studies, which brings the current study greater importance. Hence, this study will contribute to the available research in education and provide more insight into developing 21st Century Skills and English language together. Reviewing and analysing ELT coursebooks developed by international publishing companies which take research as basis may enlighten curriculum designers, authors, publishing companies, teachers and all the other bodies involved

in education regarding ways of including the 4Cs of 21st century skills in teaching. The findings may also contribute to the coursebooks analysed to be developed better in the to-be updated editions. Furthermore, teachers could consider integrating these skills into their teaching, implementing different methods and strategies. More importantly, students might feel the classroom environment as the simulation of the real life, be involved in their learning process and take responsibility for their own learning.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Theoretical Background

With the incredible advance in information and communications technologies (ICT) in the 21st century, machines and robots have expanded their capabilities and been able to accomplish tasks done by human, which was not the case in the 20th century (Dede, 2010). These improvements have a direct influence on what skills people were required to have in the 20th century and are required to have in the 21st. The basic knowledge skills; reading, writing and arithmetic (3Rs), were regarded as fundamental in the 20th century while the applied skills such as collaboration, communication, creativity and critical thinking (4Cs) are ‘very important’ to succeed in the 21st century (Casner-Lotto & Barrington, 2006).

In the 20<sup>th</sup> century, being literate, having very good reading and writing skills with a great understanding of arithmetic could have been enough to be successful in life, and thereby schools offered more knowledge-based education, focusing on development of 3Rs. However, as Rotherdam and Willingham (2009) claim, in today’s world students need 21st century skills to be successful in life and schools should prepare students for life by incorporating communication, collaboration, creativity and critical thinking skills in their teaching.

As the term ‘21st century skills’ has become more of an issue with the developments and changes in ICT in the present era, some educators and researchers have discussed what could be done in the field of education. Furthermore, some organisations and institutions have worked in partnership to produce a series of research briefs on key aspects of conceptualizing, developing and assessing the 4Cs of 21st century skills (Mishra & Kereluik, 2011).

Communication, collaboration, critical thinking and creativity skills, the 4Cs of 21st century, are not only to prepare the students for the real life outside the classroom, but also for their immediate learning within the classroom. Being energetic and tech-savvy; having a short concentration span, the 21st century learners desire their learning to be challenging, inspiring and collaborative (Crockett, 2015). It might be wiser to have a deeper understanding of the information age and its requirements, to study the general characteristics of today’s students and then shape the learning environment at schools accordingly. Rotherdam and Willingham (2009) suggest the schools be more conscious about two points; one is to include skills like



critical thinking, collaboration and problem solving in teaching and the other is to give more importance to the ways of knowing information rather than the information itself.

As for language teaching, for the past century, much has been done to make sure that the quality of the methods will help improve the quality of teaching and eventually a super-method will be developed to ensure the efficacy of teaching which, once, was considered as the Silent Way, Suggestopedia or the Natural Approach for some (Richards, 1990). In the late twentieth century, though, the focus of the super-method was on meaning rather than the structural knowledge of language, which forms the basis of “communicative competence” (Hymes, 1971). When it comes to the 21st century, the language classroom is quite different from the one employed in mid and the late 20th century. The language classroom, then, focused mainly on grammar, memorization and learning from rote. On the other hand, the 21st century language classroom counts on language as a means to communicate interculturally and globally (Eaton, 2000). As a result of increasing mobility, the world is becoming a ‘global village’, which also has effects on language education regarding what is being taught and how it is taught since the methods, approaches and new skills applied and found to be successful in a part of the world spread around the other parts of the world. (Dupuy, 2011). Thus, people tend to apply what has been tried and approved by some other people to be on the safe side while trying something new. As suggested by Taylor (2009), EFL classrooms should avoid traditional methods and include new approaches which incorporate content, culture, technology and lifelong skills. Fandiño (2013), likewise, claims that students should be provided with practices and processes of fostering creativity, critical thinking, collaboration, self-direction and cross-cultural skills in EFL classrooms.

Considering some of the studies conducted on integrating 21st century skills into English language teaching (Dupuy, 2011; Eaton, 2000; Fandino, 2013, Taylor 2009), it can obviously be seen that the importance of the issue has been realised by some researchers, educators and bodies actively taking part in education. However, the fact that teachers are the practitioners and facilitators of the systems in the classrooms gives higher responsibilities in terms of associating their teaching with 21st century skills. Despite the fact that teachers should be supported by educational policy makers, teacher trainers, administrators, researchers and textbook designers and be provided with guidance and materials, to ensure the best practice of 21st century teaching and learning, what happens in most cases is that they depend on coursebooks to get guidance on what and how to teach (Bouزيد, 2016). From this point of view, it can be inferred that coursebooks are influential components of teaching.

Regarding the role of coursebooks in English language teaching, Sheldon (1988, p.237) has an outstanding definition stating that “a coursebook is the visible heart of any ELT program”. Undoubtedly, teachers, as well as coursebooks, have an absolute impact on teaching. A well-designed book meeting the needs of the learners and a proficient teacher being aware of these needs would make a great combination for an English language teaching program.

According to Awasthi (2006), textbooks are “an essential tool in the hand of a skilled teacher”, however, one should be more careful while preparing, selecting or adapting to the learners’ proficiency level and their needs. Atkins (2001) claims that the content, style, strengths and even weaknesses of a book should fully be understood to meet the course aims, the students’ needs and the teachers’ beliefs. In order to understand these aspects of a coursebook, analysis and evaluation should be considered necessary. As Faucette (2001) states, ELT textbooks, sold in millions each year all around the world, are considered one of the most basic resources for many language teachers, and thereby the need of ELT textbook evaluation and / or examination is relatively high.

The studies stated above mainly rely on the fact that advances in ICT which have changed one’s life routines and the skills needed to be successful in life should be taken into consideration by any parties being closely associated with education. Schools, as the institutions which are mainly supposed to prepare students for real life outside the classroom, should adapt these changes and take precautions before it is too late. Leaving behind knowledge-based education and focusing on applied and soft skills more, a better future could possibly be offered to our students. Having said that, teaching English, which is a means of intercultural communication, the global language and the language of the digital world, should be approached fairly differently than it used to be. Moreover, the needs and requirements of this information age should be taken into account; that is, not only the language skills, but also the 21st century skills - communication, collaboration, creativity and critical thinking - should be developed together. Coursebooks, being a key component of language teaching, should integrate 21st century skills in their syllabus and aim fostering 21st century skills as well as the language skills.

It is known that there are a number of ELT coursebooks used as teaching and learning materials today. However, some of the international publishing companies have a leading role in the field of ELT as research forms the basis of their publishing. Hence, the current study attempts to analyse recently published coursebooks of the international press companies having a leading role in the field of ELT in Turkey. The analysis will be conducted to identify to what

extent learning skills of 21st century -communication, collaboration, critical thinking and creativity (4Cs) - are included in selected ELT coursebooks.

In the following parts of ‘Chapter II’, the present study will look through the 21st century skills and the 4Cs; coursebook analysis and evaluation; and the related studies.

## **2.2. 21st Century Skills, Frameworks and the 4Cs**

The term ‘21st Century Skills’ has become a matter of educational discussions due to the fact that the advances in the 21st century and the challenges of the information-age society need to be addressed and emphasized, particularly in the field of education, to better prepare today’s learners for tomorrow. However, before elaborating 21<sup>st</sup> century skills, it would be more sensible to look up what the word ‘skill’ actually means. According to European Parliament and Council of the European Union’s Cedefop glossary (Cedefop, 2008), ‘skill’ is defined as “the ability to apply knowledge and use know-how to complete tasks and solve problems”. Merriam-Webster Dictionary, on the other hand, defines the word ‘skill’ as “the ability to use one’s knowledge effectively and readily in execution or performance” ([www.merriam-webster.com](http://www.merriam-webster.com)). With regards to these two definitions of the word ‘skill’, it can be assumed that ‘21st century skills’ refers to the ability of using the knowledge and know-how to be able to meet the requirements of the 21st century. According to Glossary of Education Reform (2016), the term ‘21<sup>st</sup> century skills’ is defined as follows:

The term **21<sup>st</sup> century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.

As suggested in this definition, 21<sup>st</sup> century skills do not only refer to a set of skills, but they cover ‘knowledge’ as well. Binkley et al. (2010) claim that “knowledge itself is growing ever more specialized and expanding exponentially”. Thus, expanding human capacity and productivity lies behind the ability to communicate well, share and apply information in complex problem-solving situations, which are essential skills of the 21st century. Although the term 21st century skills has been a phenomenon in education after the incredible developments in ICT, according to Davila (2016), what is implied is not to have a highly technological classroom, but “the phrase itself meant to imply a classroom that is ready for the upcoming STEM (Science, Technology, Engineering and Mathematics) needs of employment

that will allow for innovation, development and major advances across tech and on-tech industries”. Furthermore, the 21st century skills can be summarised by the 4Cs – known as communication, collaboration, critical thinking and creativity- and the students are expected to be able to (Davila, 2016):

- Perform independently and with groups in a highly technologically advanced atmosphere
- Be ready for daily, global interaction
- Be cable of adaptive, flexible and creative thinking
- Understand how to plan for, build, and include collaboration with peers who are colleagues and experts in the field

The purposes of education should be developing learners’ core skills and competencies regarding the life they are currently going through or will be living in the future no matter where they are in the world. In order to achieve this purpose, educational systems should make sure that students can solve real-world problems by applying their knowledge; be innovative, creative and productive; make use of digital tools for creating new resources, communication and discovery of new things (Douglas & Hassler, 2016).

Having realised the needs and necessities of educational practices in this information age, frameworks such as The Partnership for 21st Century Learning (P21), Assessment and Teaching of 21st Century Skills (ATC21S) and Cambridge Framework for Life Competencies in Education have been developed for more rigorous instruction and clear definitions of skills and outcomes (Parrish, 2018). For a better understanding of these frameworks and different approaches to ‘21st century skills’, each will be reviewed in general terms in the present study.

### **2.2.1. The Partnership for 21st Century Learning Framework**

The Partnership for 21st Century Learning (P21), formerly known as the Partnership for 21st Century Skills, has developed the P21 Framework for 21st Century Learning with the coalition of the business community, education leaders and policy makers since its foundation in 2002 ([www.p21.org](http://www.p21.org)). What they believe is that as tomorrow’s leaders, workers and citizens, all learners should be given the opportunities to be educated to fulfil the requirements of the 21st century in which learning takes place from birth to their career in many places and spaces.

The valuable input from educators, experts and business leaders provided in the P21 Framework defines and elaborates the skills, knowledge, expertise and support systems that students need to succeed in work, life and citizenship (2016). According to the framework, the elements of the 21st century learning have a critical role in readiness for every student in the present century and are collected under four categories with four support systems. As illustrated

in Figure 2.1, the four categories presenting student outcomes are proposed as ‘Learning and Innovation Skills – 4Cs’, ‘Life and Career Skills’, ‘Information, Media and Technology Skills’ and ‘Key Subjects – 3Rs’ supported by systems namely ‘Standards and Assessments’, ‘Curriculum and Instruction’, ‘Professional Development’ and ‘Learning Environments’.

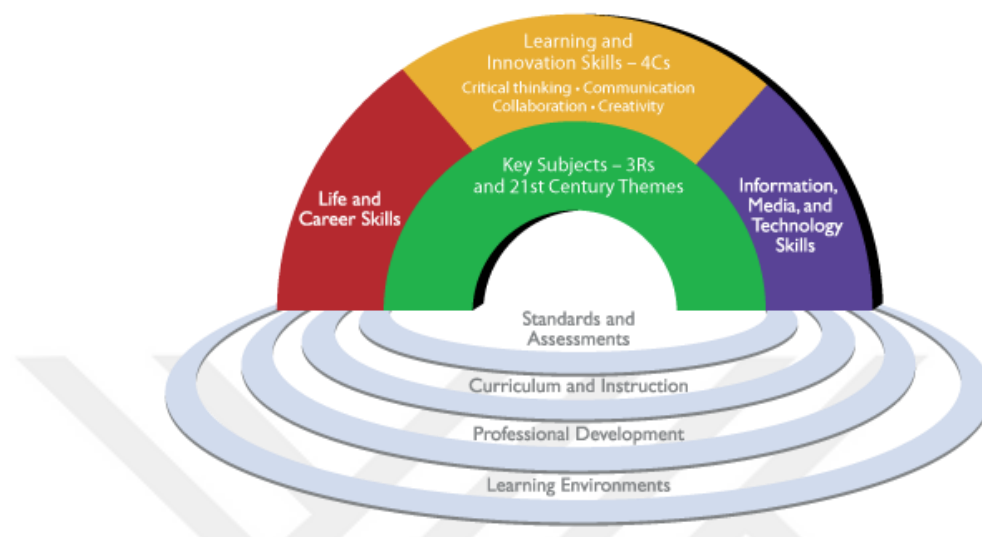


Figure 2.1. P21 Framework for 21st Century Learning: Student Outcomes and Support Systems (2007)

The main research concern of the current study, the 4Cs - communication, collaboration, critical thinking and creativity - are considered as “Learning and Innovation Skills” according to P21 Framework while English as “Key Subjects”.

### 2.2.2. Framework for Assessment and Teaching of 21st Century Skills

Another work that has been carried out to develop a framework for Assessment and Teaching of 21st Century Skills (ATC21S) assembled 250 researchers from around the world in 2009 with the partnership of the University of Melbourne, Cisco, Intel and Microsoft in five working groups as ‘Defining 21st Century Skills’, ‘Methodological Issues’, ‘Technological Issues’, ‘Classrooms and Formative Evaluation’ and ‘Policy Frameworks and New Assessments’ ([www.atc21s.org](http://www.atc21s.org)). The notion that today’s curricula do not fully prepare students to live and work in an information-age society and that the curricula should go further than reading, writing, mathematics and science has brought these many researchers together. As a result of their research, the working group ‘Defining 21st Century Skills’ has identified ten 21st century skills in their report (Binkley et al., 2010). Having analysed a great many frameworks for 21st century skills curriculum and assessment, they collected ten skills under four categories. According to the report presented by Binkley et al. (2010), among these 21st century

skills, the subject skills of the present study communication, collaboration, critical thinking and creativity are organised into the groupings “Ways of Working” and “Ways of Thinking” as indicated in Table 2.1.

Table 2.1. *ATC21S’ Grouping of 21st Century Skills*

Ways of Thinking	Ways of Working	Tools for Working	Living in the World
<ul style="list-style-type: none"> <li>•Creativity and Innovation</li> <li>•Critical Thinking, Problem Solving, Decision Making</li> <li>•Learning to learn, Metacognition</li> </ul>	<ul style="list-style-type: none"> <li>•Communication</li> <li>•Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>•Information Literacy</li> <li>•ICT Literacy</li> </ul>	<ul style="list-style-type: none"> <li>•Citizenship - local and global</li> <li>•Life and Career</li> <li>•Personal and Social Responsibility - cultural awareness and competence</li> </ul>

In addition to defining and grouping the skills demonstrated in Table 2.1, ATC21S has established a new form of assessment called as “KSAVE Framework” through which the assessment objectives and sub-skills of each 21st century skills are clearly stated under the categories ‘knowledge’, ‘skills’, ‘attitudes’, ‘values’ and ‘ethics’ (KSAVE).

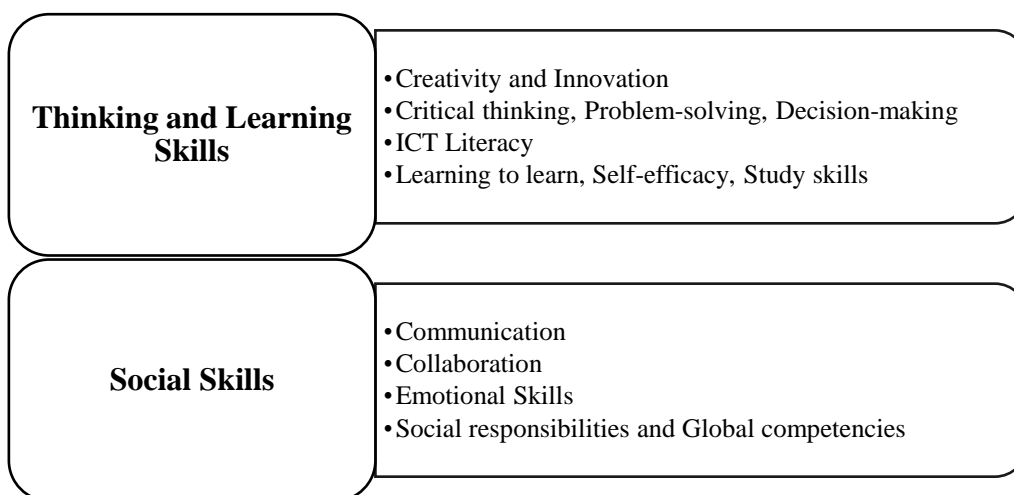
### 2.2.3. Cambridge Framework for Life Competencies in Education

Most of today’s educators graduated from 20th century education systems. However, they are expected to meet the needs of 21st century and educate their students according to these needs which necessitate the ability to know what to do with the information rather than memorising it and to work well with others (Knight, 2018). Noticing the need for a framework that will bring the life competencies and different approaches of English language programmes together, Cambridge University Press (2018) has built Cambridge Framework for Life Competencies in Education for all bodies having active roles in education. The framework aims to construct the roads for educators to include in their education system and for students to succeed in fast-changing world; to answer the globalized world’s demands through collaboration and communication; to create innovation as ICT is becoming more and more ubiquitous in the life routine and to use advanced thinking skills to overcome the challenges of today’s world.

Cambridge Framework for Life Competencies has assembled two dimensions namely ‘the component competencies’ and ‘the stages of the learning journey’. While the former is grouped under ‘Thinking and Learning Skills’ and ‘Social Skills’, the latter defines these stages

as ‘pre-primary’, ‘primary, secondary’, ‘higher education’ and ‘in the workplace’. Moreover, the framework gives a clear description of each skill introduced in Table 2.2 and the sub-skills needed to be addressed in each stage of the learning journey. According to this framework, the two components of 4Cs - creativity and critical thinking - are considered as ‘Thinking and Learning Skills’. On the other hand, communication and collaboration are regarded as ‘Social Skills’.

Table 2.2. *Components of Cambridge Framework for Life Competencies in Education (2018)*



Referring to the three frameworks developed to identify 21st century skills, the groupings and some skills under the groups might show some differences. Nonetheless, all three have included the 4Cs - communication, collaboration, critical thinking, creativity - as the skills essential to have and master in the 21st century, which leads the current study to further explore the 4Cs considering how they are defined and what sub-skills they comprise of.

#### **2.2.4. Communication**

As a component of the 4Cs of 21st century skills, communication which is “a social process in which information is exchanged in order to establish shared meaning and achieve desired outcomes” has a crucial role in one’s life (Metusalem, Belenky & DiCerbo, 2017). The results of a survey conducted by Pew Research Center in 2014 attempting to find out what skill is the most important in a child’s life to get ahead in the world today is a clear indication of this crucial role since 90% of the people selected ‘communication’ as the most important (Goo, 2015). Among the other ten skills asked to be selected, communication is seen as the most important, which points up the noteworthiness of communication in education.

Deserving great emphasis in education, the concept of communication has been a matter of research for ages. Dating back to the fourth century BCE, a model of communication was presented in Aristotle’s *The Art of Rhetoric*. As cited in Metusalem, Belenky and DiCerbo (2017), Aristotle suggests three modes in communication as ‘ethos’, ‘pathos’ and ‘logos’. Ethos is described as persuading the audience by showing wisdom or good intentions while pathos deals with the emotions of the audience and changing their perceptions. Logos, on the other hand, addresses the reasoning of an argument for persuasion. Metusalem, Belenky and DiCerbo (2017) view these three modes proposed by Aristotle as the highlighting aspect of communication due to three reasons:

First, an act of communication generally has a desired outcome (here, convincing an audience of an argument). Second, communication is affected by the emotions, beliefs, and social orientations of those involved. Third, effective communication depends on the specific content and structure of what is communicated.

In addition to these three modes in communication, Aristotle produced one of the earliest models of communication in which there are three components constructing the process of communication, namely ‘speaker’, ‘message’ and ‘listener’ (Croft, 2004). As one can see, Aristotle’s model of communication included the basic components of communication. However, looking at these three channels there should be more to consider among the ‘speaker’, ‘message’ and ‘listener’, which was realised by some other researchers. In the 20th century, a variety of models were developed to identify what components are included in communication systems (Adler & Towne, 1978; Berlo, 1960; Laswell, 1948; Shannon & Weaver, 1949). For instance, Laswell (1948, p.117) described the act of communication posing the question “Who says what in which channel with what effect?” However, Berlo (1960) considered the human elements of communication and developed a model which addresses four identified elements of communication as *source, message, channel, receiver* (SMCR). In Berlo’s SMCR model, communication process is done through the source encoding the message from the channel to the receiver who decodes the message. However, Berlo’s model (1960) suggests some factors that affect these four components of the communication introduced in Table 2.3.

Table 2.3. *Factors Affecting the Components of Berlo’s SMCR Model*

Components	Affecting factors
Source	Communication Skills, Attitudes, Knowledge, Social System, Culture
Message	Content, Elements, Treatment, Structure, Code
Channel	Hearing, Smelling, Seeing, Tasting, Touching
Receiver	Communication skills, Attitudes, Knowledge, Social System, Culture



As introduced by Berlo (1960), human elements are crucially important in communication. The source's and the receiver's cultural and social background as well as the skills of communication, attitudes and knowledge has a direct influence on the communication process. The way the message is encoded and sent, however, is another significant issue to consider in this process. On the other hand, Adler and Towne (1978) view effective communication as a result of the fact that sender's mental images successfully match with receiver's. Being interpreted by the researcher of the current study, figure 2.2 illustrates that mental images of the sender which can occur in the form of ideas, thoughts, pictures or emotions are transferred by encoding through the channel of communication. The channel that forms the message might be written, verbal or visual media. After the message is processed through the channel of the receiver by being decoded, the receiver composes mental images. Once these images have a match with the sender's, then communication process can be regarded as successful and effective.

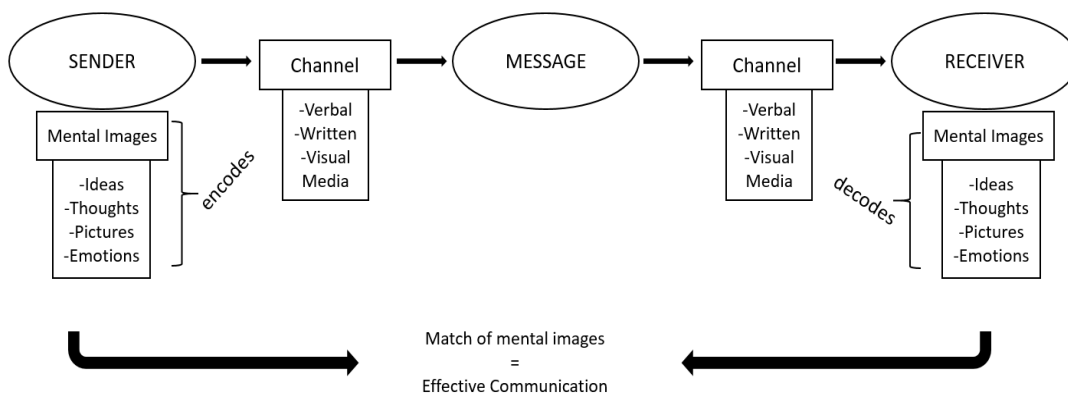


Figure 2.2. The Communication Model suggested by Adler and Towne (1978)

Observing the great emphasis put on the concept of ‘communication’, Dance (1970) examined how ‘communication’ was defined by a number of people previously and produced the common themes which were listed as ‘information exchange’, ‘use of linguistic and non-linguistic symbols’, ‘mutual understanding’, ‘social interaction’ and ‘intentionality’.

After being discussed by a number of researchers for years, communication has gained a new perception as a subject matter of studies conducted on 21st century learning and the skills needed to be successful in life. Dilley, Fishlock and Plucker (n.d.) claim that students need to be prepared for the complex life of the 21st century and “communication is a vital piece of this preparedness, as the ability to easily and effectively transfer your ideas to others is an important piece of living and working in a society”. Moreover, students should not be expected to learn

the necessary skills for effective communication on their own. Instead, teaching these skills should be the educator’s duty and building a strong ground should be the researcher’s.

The developments in ICT have evolved the way people communicate as well as the skills of communication. To construct a strong basis for the educators to incorporate the essential communication skills in their teaching, what knowledge, skills and expertise of communication as well as the other 3Cs should be mastered by the students of 21st century has been studied by the P21, ATC21S and Cambridge in depth. The report released by P21 (2015) claims that communicating clearly requires a person to:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments.

Referring to the study of P21, Binkley et. Al (2010) have identified the knowledge, skills, attitudes, values and ethics (KSAVE) of communication competence in mother tongue and additional language as indicated in Table 2.4.

Table 2.4. *KSAVE Framework for Communication (Assessment and Teaching of 21st Century Skills Project White Papers)*

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes/Values/Ethics</b>
Competency in language in mother tongue. <ul style="list-style-type: none"> <li>• <i>Sound knowledge of basic vocabulary, functional grammar and style, functions of language.</i></li> <li>• <i>Awareness of various types of verbal interaction (conversations, interviews, debates, etc.) and the main features of different styles and registers in spoken language.</i></li> <li>• <i>Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.). Competency in additional language/s.</i></li> <li>• <i>Sound knowledge of basic vocabulary, functional grammar and style, functions of language.</i></li> <li>• <i>Understanding the paralinguistic features of communication (voice-quality features, facial expressions, postural and gesture systems).</i></li> <li>• <i>Awareness of societal conventions and cultural aspects and the variability of language in different geographical, social and communication environments.</i></li> </ul>	Competency in language in mother tongue and additional language/s. <ul style="list-style-type: none"> <li>• <i>Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.</i></li> <li>• <i>Communication includes the ability to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly.</i></li> <li>• <i>Ability to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure) and to various text types.</i></li> <li>• <i>Ability to write different types of texts for various purposes. To monitor the writing process (from drafting to proofreading).</i></li> </ul> <i>Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts.</i>	Competency in language in mother tongue. <ul style="list-style-type: none"> <li>• <i>Development of a positive attitude to the mother tongue, recognizing it as a potential source of personal and cultural enrichment.</i></li> <li>• <i>Disposition to approach the opinions and arguments of others with an open mind and engage in constructive and critical dialogue.</i></li> <li>• <i>Confidence when speaking in public.</i></li> <li>• <i>Willingness to strive for aesthetic quality in expression beyond the technical correctness of a word/phrase.</i></li> <li>• <i>Development of a love of literature.</i></li> <li>• <i>Development of a positive attitude to intercultural communication.</i></li> </ul> Competency in additional language/s. <ul style="list-style-type: none"> <li>• <i>Sensitivity to cultural differences and resistance to stereotyping.</i></li> </ul>

As for Cambridge Framework for Life Competencies in Education (2018), the sub-skills of communication are mainly described as follows:

- Using appropriate language / register for context
- Managing conversations
- Overcoming own language gaps
- Participating with appropriate confidence and clarity
- Supporting others to communicate successfully.

As stated by Larsen-Freeman (2000), communicative competence requires the knowledge of what to say in the right way and time to the right person. With well-defined descriptions and sub-competencies of communication in the frameworks of P21, ATC21S and Cambridge, there is little to prevent someone from fulfilling the requirements of communicative competence defined by Larsen-Freeman. Furthermore, focusing on communication skills and teaching them is the core of language teachers' work and the heart of teaching practice as they can help learners become skilled and respectful communicators (McMahon & Crump, 2011).

### **2.2.5. Collaboration**

Being another key skill of 21st century learning, and one of the 4Cs, *collaboration* is currently getting more attention since it is identified as an important educational outcome (Lai, DiCerbo & Foltz, 2017). Including collaboration skills in teaching is key to let today's students manage difficulties and get a high-quality education (Sparks, 2017). Working with others effectively and efficiently is a skill that one should obtain for success in life while this skill is usually emphasized at schools in a traditional way through older models of interaction without realising the fact that "it is not something that students will learn on their own" (Plucker, Kennedy, Dilley, N.D). As Parmenter (2016) suggests, in the classroom, collaboration is "vital for the purposes of obtaining, sharing creating and disseminating information, knowledge, opinions, values". Collaborative learning offers an opportunity for the learners to get knowledgeable about something in the classroom and to obtain the skills that they can use the knowledge in the real world (Vincent, 2016).

Collaboration has been a matter of subject for several studies that attempt to define what it is. Literature review points to the fact that one of the most commonly used definition of collaboration is suggested by Roschelle and Teasley (1995) as "coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem" (p. 70). Similarly, McMahon and Crump (2016) define collaboration as "a cooperative activity for a shared goal in which participants make different contributions". On

the other hand, Cook and Friend (1995) see collaboration as “a style of interaction between at least two coequal parties voluntarily engaged in shared decision-making as they work toward a common goal”. It can be deduced from these three definitions that in the context of collaboration two or more participants interact, share ideas and work together for a common goal. In addition to these definitions that describe the basic idea of collaboration, Onside Learning (2014) has prepared an educational video that describes collaboration in a more detailed context as follows:

Collaboration is the ability to share ideas and thought openly alongside another person and to come up with a combined answer, response and/or solution about a particular topic or issue. It is the ability to combine different notions, beliefs and theories into one concrete explanation and a solution that is reflective of the diversity of the group itself.

Collaboration should not be seen as a simple act of working together. First of all, collaboration should come from the need of working together to achieve better compared to the outcome of an individual on their own. Moreover, there should be social interaction in which participants make co-decision and during the process of decision-making, understanding and knowledge is built together (Barfield, 2016). Being aware of characteristic diversity of the individuals, it would be a challenge to bring people together and expect them to work in harmony. As “collaborative interactions are characterized by shared goals, symmetry of structure and a high degree of negotiation, interactivity and interdependence”, participants should be trained accordingly (Lai, 2011). Collaboration requires some knowledge and skills such as ‘conflict resolution’, ‘goal setting’, ‘performance management’, ‘planning and task coordination’ (Lai, DiCerbo & Foltz, 2017). Furthermore, it should be noted that collaboration and co-operative learning are two different terms not to be confused with one another. Keast and Mandell (2013) identify co-operation as a process by which individuals focus on sharing information and expertise through a loose relationship and independent goals, however, in collaboration, the relationship is meant to be interdependent; there is a level of trust between participants who are involved in a “high risk, high-stakes and volatile environments that can produce results”. PISA report (2015) claims that agents who are considered as successful in collaboration process are supposed to generate goals, perform actions, communicate and react to messages, sense the environment and adapt to the rapidly shifting environment.

As one can see, the perception of collaboration has moved from the traditional to a more sophisticated one. Recent studies have emphasized collaboration being a more complex process rather than simply working together and thereby, some specific knowledge and skills are needed

for better collaboration. As the current study has referred to P21, ATC21S and Cambridge in communication skills, they have successfully underpinned the contemporary attempts of incorporating collaboration into teaching and learning environment with the sub-skills identified in their frameworks. According to P21 Framework Definitions (2015), successful collaboration with others requires:

- the ability to work effectively and respectfully with diverse teams,
- flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,
- shared responsibility for collaborative work and appreciation of the individual contributions made by each team member.

Referring to the study of P21, in their attempt to put the pieces together for forming the basis of collaboration skills, not only shared goals or working together is mentioned, but also the social and emotional well-being of an individual is included. Without showing respect and appreciation, being flexible and willing, no matter how good the product of the collaborative work is, process is not to be regarded as collaborative enough, which is an indicator of the fact that P21 Framework has described the act of collaboration as process-oriented, rather than product-oriented.

Based on P21 Framework, ATC21S’ working group ‘Defining 21st Century Skills’ has described the sub-skills of ‘collaboration and teamwork’ in KSAVE Framework as shown in Table 2.5 (Binkley et. al, 2010).

Table 2.5. *KSAVE Framework for Collaboration and Teamwork (Assessment and Teaching of 21st Century Skills Project White Papers)*

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes/Values/Ethics</b>
Interact effectively with others <ul style="list-style-type: none"> <li>• Know when it is appropriate to listen and when to speak</li> </ul>	Interact effectively with others <ul style="list-style-type: none"> <li>• Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty</li> </ul>	Interact effectively with others <ul style="list-style-type: none"> <li>• Know when it is appropriate to listen and when to speak</li> </ul>
Work effectively in diverse teams <ul style="list-style-type: none"> <li>• Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others</li> </ul>	Work effectively in diverse teams <ul style="list-style-type: none"> <li>• Conduct themselves in a respectable, professional manner</li> <li>• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work</li> </ul>	Work effectively in diverse teams <ul style="list-style-type: none"> <li>• Conduct themselves in a respectable, professional manner</li> <li>• Show respect for cultural differences and be prepared to work effectively with people from a range of social and cultural backgrounds</li> </ul>
Manage projects <ul style="list-style-type: none"> <li>• Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments</li> </ul>	Manage projects <ul style="list-style-type: none"> <li>• Prioritize, plan and manage work to achieve the intended group result</li> </ul>	Manage projects <ul style="list-style-type: none"> <li>• Respond open-mindedly to different ideas and values</li> <li>• Persevere to achieve goals, even in the face of obstacles and competing pressures</li> </ul>
	Guide and lead others <ul style="list-style-type: none"> <li>• Use interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>• Leverage strengths of others to accomplish a common goal</li> <li>• Inspire others to reach their very best via example and selflessness</li> </ul>	Be responsible to others <ul style="list-style-type: none"> <li>• Act responsibly with the interests of the larger community in mind</li> </ul>

ATC21S has identified all knowledge, skills, attitudes, values and ethics that are essential for collaboration and team work considering the sub-skills of interacting with others, working in diverse teams, managing projects, guiding and leading others and being responsible to others in detail.

The other framework developed to identify 21st century skills, Cambridge Framework for Life Competencies in Education (2018) suggests the sub-skills of collaboration as follows:

- taking turns in shared activities,
- listening to and respecting others' contributions,
- sharing ideas,
- taking personal for own contributions to a group task,
- managing the sharing of tasks in a project,
- evaluating and responding constructively to others' contributions or activities.

In the context of English language teaching, collaboration can be a powerful tool for both the learners and teachers since major voice of learning in the classroom belongs to students and creating a learning environment for all learners with diverse set of skills would motivate them more and empower their learning practice (Vierstra, 2017). When English language learners are provided with tasks that require collaboration, their learning journey becomes more beneficial because their social interaction increases, they develop oral language skills better and acquire academic language as well (Hynes, 2014). On the other hand, not all tasks are suitable for group work and collaboration; some can be done better by an individual than a group. Therefore, in order to make sure that collaboration is worthwhile, appropriate tasks should be chosen (Ur, 2016).

A wide range of group work and pair work activities can be implemented in English language teaching programmes, however, the emphasis on the sub-skills of collaboration identified in various frameworks should be taken into consideration to move from the stage of teaching English in a collaborative way to teaching collaboration skills in English language classrooms.

### **2.2.6. Critical Thinking**

The act of thinking and mechanisms of problem-solving have been discussed by people who work in the fields of philosophy, education and psychology and despite the fact that there are still some mysteries about the aspects of *human cognition*, some thinking strategies which are organized and systematic have been introduced under the term of *critical thinking* for the

purposes of analysing and solving problems (Dilley, Kaufman, Kennedy & Plucker, N.D). Dating back to 1950s when ‘Bloom’s Taxonomy’ was first introduced in the literature, critical thinking has been playing an important role in education.

In a research carried out by American Management Association (AMA) in 2012, it was found out that 70% of the survey participants rated critical thinking as the most important skill to have in one’s life. But what makes critical thinking so important? In this regard, Crockett (2015) claims that ‘linear thinking’ is being outscored because of the fact that critical thinking skills would lead to comprehend the data and information in a multidimensional way in the information-age society. Therefore, for success in and beyond school, students are required to have critical thinking skills, which are to compare, contrast, evaluate, synthesize and apply information without being instructed or guided. Similarly, Ventura, Lai and DiCerbo (2017) suggest that “individuals must be able to make informed decisions based on incomplete or misleading information” which is possible through obtaining critical thinking skills.

Having looked through the suggestions put forward regarding the importance of one’s having critical thinking skills for a successful life, it would give a broader sense to see how scholars have addressed the issue of ‘critical thinking’. As one of the earliest critical thinking studies, ‘Bloom’s Taxonomy’ has formed the basis of many studies (Churches, 2008; Clark, 1999; Forehand, 2010; Heick, 2018; Krathwohl, 2002; Pandey, 2017; Persaud 2018; Taevere, 2015). In their work titled as *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956), Bloom and his colleagues developed the original Taxonomy defining the six categories of the cognitive domain, namely, ‘Knowledge’, ‘Comprehension’, ‘Application’, ‘Analysis’, ‘Synthesis’ and ‘Evaluation’. Dilley, Kaufman, Kennedy, Plucker (N.D.) claims that “Bloom’s Taxonomy the cognitive domain is most relevant to the teaching of critical thinking” and they further continue explaining the fact that “the categories were assumed to be hierarchical, increasing in concreteness and complexity as one moved through the taxonomy”.

Having revised Bloom’s Original Taxonomy, Krathwohl (2002) renamed some of the categories identified in their earlier work. The revised version of the original Taxonomy presents the changes in categories as ‘Remember’, ‘Understand’, ‘Apply’, ‘Analyze’, ‘Evaluate’ and ‘Create’ in the hierarchical order. In the original Taxonomy, ‘Evaluation’ was considered as the top category whereas in the revised version, ‘Create’ made the top category renamed instead of ‘Synthesis’ of the original. Westbrook and Baker (2017) take Krathwohl’s revised version of Bloom’s Taxonomy into consideration in their work and differentiate the

categories as ‘Higher-Order Thinking Skills’ and ‘Lower-Order Thinking Skills’. The first three categories in the hierarchical order – Remember, Understand, Apply – are identified as ‘Lower-Order Thinking Skills’ since the foundation of all thinking is provided by these skills. Moreover, recalling and comprehending information and experiencing the use of it in a new context gives learners the opportunity to master ‘Higher-Order Thinking Skills’ which are regarded as the categories ‘Analyze’, ‘Evaluate’ and ‘Create’. These skills are proposed to be important in terms of academic success as well as success in life since learners are expected to “derive knowledge from collected data, make educated judgements and deliver insightful presentations” in any college setting (Westbrook & Baker, 2017).

Grounded on Bloom’s Taxonomy (1956) and Krathwohl’s revision of the original Taxonomy (2002), several attempts to define critical thinking have been made. For instance, Dilley, Kaufman, Kennedy, Plucker (N.D.) describe critical thinking as “the process of analyzing, synthesizing, conceptualizing, applying, and/or evaluating information from various sources”. Furthermore, Ravitz, Hixson, English and Mergendoller (2012) propose that “critical thinking refers to students’ being able to analyse complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view or sources of information and draw appropriate conclusions based on evidence and reasoning”. In another study done by Florea and Hurjui (2015), critical thinking is considered as “a way of approaching and solving problems based on arguments persuasive, logical and rational, which involves verifying, evaluating and choosing the right answer to a given task and reasoned rejection of other alternatives solutions”.

In addition to these attempts at describing what critical thinking is, P21, ATC21S and Cambridge have elaborated sub-skills of critical thinking in their frameworks. P21 Framework Definitions (2015) suggests that for one to think critically, it is vital to “reason effectively which requires the act of using various types of reasoning (inductive, deductive, etc.) as appropriate to the situation”. Besides, *use of systems thinking* is an indicative part of thinking, which is to “analyse how parts of a whole interact with each other to produce overall outcomes in complex systems”. Another indicator of critical thinking identified in P21 Framework Definitions (2015) is to make judgements and decisions for which the individuals need to:

- effectively analyse and evaluate evidence, arguments, claims and beliefs,
- analyse and evaluate major alternative points of view,
- synthesize and make connections between information and arguments,
- interpret information and draw conclusions based on the best analysis,
- reflect critically on learning experiences and processes.



P21 has united ‘critical thinking’ and ‘problem solving’ together under the 4Cs. However, since the current study does not particularly investigate ‘problem solving’ skills, the related part introduced in P21 Framework Definitions has been excluded. On the other hand, in order to keep the originality of ATC21S’ KSAVE Framework, skills and sub-skills of problem solving and decision making are presented in Table 2.6. It can be deduced from the table that P21 and ATC21S share similar sub-skills in terms of critical thinking. Having said that, though, ATC21S has put forward a detailed description of the skills identifying what stands for knowledge, skills, attitudes, values and ethics. Apparently, ATC21S offers more subskills of ‘systems thinking’ as well as ‘attitudinal disposition’.

Table 2.6. *KSAVE Framework for critical thinking, problem solving, decision making (Assessment and Teaching of 21st Century Skills Project White Papers)*

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes/Values/Ethics</b>
Reason effectively, use systems thinking and evaluate evidence <ul style="list-style-type: none"> <li>• <i>Understand systems and strategies for tackling unfamiliar problems</i></li> <li>• <i>Understand the importance of evidence in belief formation</i></li> </ul> Reevaluate beliefs when presented with conflicting evidence	Reason effectively <ul style="list-style-type: none"> <li>• <i>Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation</i></li> </ul> Use systems thinking <ul style="list-style-type: none"> <li>• <i>Analyse how parts of a whole interact with each other to produce overall outcomes in complex systems. Examine ideas, identify and analyse arguments</i></li> <li>• <i>Synthesize and make connections between information and arguments</i></li> <li>• <i>Interpret information and draw conclusions based on the best analysis. Categorise, decode and clarify information</i></li> <li>• <i>Effectively analyse and evaluate evidence, arguments, claims and beliefs</i></li> <li>• <i>Analyse and evaluate major alternative points of view</i></li> <li>• <i>Evaluate. Assess claims and arguments</i></li> <li>• <i>Infer. Query evidence, conjecture alternatives and draw conclusions.</i></li> <li>• <i>Explain. Stating results, justifying procedures and presenting arguments.</i></li> </ul> Self-regulate, self-examine and self-correct.	Make reasoned judgments and decisions <ul style="list-style-type: none"> <li>• <i>Consider and evaluate major alternative points of view</i></li> <li>• <i>Reflect critically on learning experiences and processes</i></li> <li>• <i>Incorporate these reflections into the decision-making process.</i></li> </ul> Solve problems <ul style="list-style-type: none"> <li>• <i>Be open to non-familiar, unconventional and innovative solutions to problems and to ways to solve problems</i></li> <li>• <i>Ask meaningful questions that clarify various points of view and lead to better solutions</i></li> </ul> Attitudinal disposition <ul style="list-style-type: none"> <li>• <i>Trustful of reason</i></li> <li>• <i>Inquisitive and concerned to be well informed</i></li> <li>• <i>Open and fair minded</i></li> <li>• <i>Flexible and honest</i></li> <li>• <i>Inquisitiveness and concern to be well informed</i></li> <li>• <i>Alert to opportunities to Use ICT</i></li> <li>• <i>Trustful of and confident in reason</i></li> <li>• <i>Open and fair minded, flexible in considering alternative opinions</i></li> <li>• <i>Honest assessment of one’s own biases</i></li> </ul> Willingness to reconsider or revise one’s views where warranted.

Considering critical thinking as one of ‘thinking and learning skills’, Cambridge Framework for life competencies in Education (2018) evaluates critical thinking together with ‘problem solving’ and ‘decision making’ as presented in ATC21S Framework. Although some common points could be found, Cambridge introduces a brief set of sub-skills underpinning critical thinking, problem solving and decision making as:

- understanding links between ideas,

- evaluating texts, ideas and arguments
- synthesizing ideas and information
- identifying and prioritising problems to be addressed
- evaluating options
- asking effective questions.

Examining through all the definitions of critical thinking described, finding a “universally accepted description of progression of critical-thinking skills” might not be that possible (Ventura, Lai & DiCerbo, 2017). Although the description of critical thinking is universally indefinite, this does not change the fact that schools and teachers should apply it in teaching and learning. Taevere (2015) claims that critical thinking should form “the core of learning for all”, be *explicitly* taught by the teachers and *extensively* practised by the learners. What is more, in order to improve learners’ critical thinking skills, textbooks including “the well-known hierarchy of learning skills” have been designed (Sternberg, 1986). As for English language teaching and learning, Živkovic (2016) believes that learners “need to become critical thinkers who share their own ideas, listen to the ideas of others, summarize concepts by analyzing, justifying, and defending ideas, making decisions, solving real-world problems” to make sure they are ready for global competitiveness.

### **2.2.7. Creativity**

Considered as one of the earliest scholars in the case of ‘creativity’, Lev Vygotsky brought it to the forefront about a century ago (Lucas & Anderson, 2015), which indicates the fact that creativity is obviously not a new phenomenon to be addressed. However, today when the world is facing many fast changes, creativity plays a fairly more important role in lives than it has ever before since overcoming real life challenges is important for success and this could be done through creative minds (Cochrane & Cockett, 2007). Many countries, in the age of information, include creativity – one of the key skills of the 21st century – in the list of desired student outcomes because the age allows information to be quickly accessed and digital data to rise. Hence, “premium is placed on the ability to use that knowledge in creative ways to produce valuable outcomes and solve complex problems” (Plucker, Kaufman, Beghetto, N.D).

Knowing that creativity matters in the present century brings in mind the question what creativity is. According to Lucas and Anderson (2015), although creativity has been researched and practised a great deal so far, it is seen as a “complex and multi-faceted phenomenon”, and thereby it is quite difficult to propose a universally accepted definition of it. Being one of the pioneers and conducting research on creativity, Stein (1953) describes creativity as “a novel

work that is accepted as tenable or useful or satisfying by a group in some point in time” (p. 311). In the later years, Rhodes (1961) proposed his definition of creativity as “the process of reorganizing knowledge (general or specific knowledge), and of articulating that synthesis so that other people can understand the meaning”. Based on this definition, Rhodes claims that there are four strands which form the basis of creativity, namely ‘person’, ‘process’, ‘press’ and ‘product’ - the four Ps of creativity - and further explains as:

One of these strands pertains essentially to the person as a human being. Another strand pertains to the mental processes that are operative in creating ideas. A third strand pertains to the influence of the ecological press on the person and upon his mental processes. And the fourth strand pertains to ideas. Ideas are usually expressed in the form of either language or craft and this is what we call product.

In recent years, having been considered as a key skill in the 21st century, there have been further research and in-depth definitions of creativity. Lucas, Claxton and Spencer (2013), for instance, have come up with a definition that includes the elements of creativity being “complex and multi-faceted, occurring all domains of life”; “learnable”; “core to what it is to be successful today” and “strongly influenced by context and by social factors”. However, regarding the definition of creativity offered by Lucas, Claxton and Spencer (2013), five creative habits of mind, each of which has three sub-habits, have been proposed by Lucas and Anderson (2015) as follows:

1. Inquisitive. Wondering and questioning - Exploring and investigating - Challenging assumptions
2. Persistent. Sticking with difficulty - Daring to be different - Tolerating uncertainty
3. Imaginative. Playing with possibilities- Making connections - Using intuition
4. Collaborative. Sharing the product - Giving and receiving feedback - Cooperating appropriate.
5. Disciplined. Developing techniques - Reflecting critically - Crafting and improving.

In a Boden’s (2004) words, creativity is regarded as an ability that enables one to produce surprising and valuable ‘ideas’ or ‘artefacts’. The former refers to “concepts, poems, musical compositions, scientific theories, cookery recipes, choreography, jokes and so on” while the latter includes “paintings, sculptures, steam engines, vacuum cleaners, pottery, origami, penny whistles, and many other things you can name” (p.1). On the other hand, AMA (2012) considers creativity as “the ability to see what’s NOT there and make something happen”. According to Lai, Yarbrow, DiCerbo and Geest (2018), in a broader sense, creativity is

“the ability to produce novel and useful ideas—ideas that not only are original and make a unique contribution to the field but also serve some purpose or fulfil some need”.

Having looked up many definitions of creativity, Kaufman and Beghetto (2013) claim that “most formal definitions of creativity place the appropriate component in as high regard as the novelty component”. Similarly, Richardson and Mishra (2018) suggest that the two common components of many definitions are ‘originality’ and ‘usefulness. Hence, they further continue that once the originality is ignored, then the whole process or product becomes mundane. Moreover, ignoring the usefulness will result in the product to be worthless or ineffective. As pointed out by Beghetto and Kaufman (2014), as well as presenting new and original things, being appropriate is crucial to be creative. On the other hand, even though novelty and usefulness matter in terms of creativity, there are factors that increase the potential of an individual’s being creative such as ‘intrinsic motivation’, ‘domain knowledge and experience’, ‘personality characteristics’ and ‘social environment’ (Lai, Yarbrow, DiCerbo, Geest, 2018). Here intrinsic motivation refers to the willingness to engage in creative tasks and personality characteristics to the openness to take intellectual risks. In addition to these, having explored several studies, Beghetto and Kaufman (2014) have summarised the individual factors having a role in creativity as:

- cognitive ability,
- personality traits such as openness to experience,
- self-beliefs such as belief in one’s creative ability,
- task-motivation,
- knowing when (and when not) to be creative,
- and knowing when to defy the crowd.

As well as seeing the definitions of creativity offered by scholars and the factors affecting an individual’s potential creativity, knowing about the developmental stages of creativity is essential. Kaufman and Beghetto (2009) suggest that although current investigations of creativity mostly focuses on ‘eminent creativity’, there are stages of development that one can reach up to the eminent level. They elaborate on this assumption with the ‘Four C’ model that indicates the developmental framework for creativity. The Four C model is explained through four stages of creativity as ‘Mini-c’, ‘Little-c’, ‘Pro-c’ and ‘Big-c’, which, in order, refer to ‘transformative learning’, ‘everyday innovation’, ‘professional expertise’ and ‘eminent accomplishments’. To exemplify these four levels of creativity, writing a poem can be addressed (Kaufman & Beghetto, 2013). A poem written by a learner can be creative to that individual, but not the teacher or others who take role in evaluation, which can be considered as ‘*Mini-c*’ level; but when this poem is found creative by a judge in a

competition, this can be considered as ‘Little-c’ level. However, the individuals who publish their poems regularly in top magazines are regarded as ‘Pro-c’ level. They are not ‘true-immortals’, though. Only true-immortals can reach at the level of ‘Big-c’ such as *William Butler Yeats, James Baldwin, or Marianne Moore*.

Beghetto and Kaufman (2014) claim that the effect of feedback is undeniable to move from the beginning level ‘Mini-c’ to the next level ‘Little-c’. Moreover, to be able to reach the professional expertise – Pro-c – the element of practice plays a great role. ‘Big-c’, on the other hand, requires time so that one can reach up to the level of ‘eminent creativity’. Nevertheless, they suggest the progression does not have to be linear from Mini-c to Big-c by explaining as follows:

Accomplished creators may go directly from Mini-c ideas to Pro-c innovations. Even novices, working alongside an expert companion, can generate mini-c insights that lead to Pro-C contributions. Students working on a project, accompanied by the expertise of a professional scientist can, for example, generate mini-c insights that result in scientific contributions.

Based on a number of works done to describe creativity, related factors and levels, the frameworks developed for 21st century skills have put the skills that underpin what makes creativity together with *innovation* (ATC21S, 2010; P21, 2015; The Cambridge Framework for Life Competencies in Education, 2018). However, it is essential to make a distinction between creativity and innovation. As Lai, Yarbrow, DiCerbo and Geest (2018) explain, innovation is used as a term often “in a business context to refer to the successful application of creativity within an organization. Innovation requires implementing a creative idea and bringing it to fruition, despite organizational constraints and challenges”.

Having mentioned about the frameworks, P21 Framework definitions (2015) offer the act of creativity and innovation in three dimensions as ‘think creatively’, ‘work creatively with others’ and ‘implement innovations’. Creative thinking requires a variety of techniques to create ideas which are new and worthwhile as well as maximizing creative efforts by elaborating, refining, analysing and evaluating one’s own ideas. On the other hand, for an individual to working creatively with others, it is suggested by P21 (2015) that one should:

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Considering creativity and innovation as “Ways of Thinking”, Binkley et al. (2010) describe what knowledge, skills, attitudes, values and ethics to have in terms of thinking and working creatively as well as implementing innovations as shown in table 2.7.

Table 2.7. *KSAVE Framework for creativity and innovation (Assessment and Teaching of 21st Century Skills Project White Papers)*

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes/Values/Ethics</b>
Think and work creatively and with others <ul style="list-style-type: none"> <li>• Know a wide range of idea creation techniques (such as brainstorming)</li> <li>• Be aware of invention, creativity and innovation from the past within and across national boundaries and cultures</li> <li>• Know the real-world limits to adopting new ideas and how to present them in more acceptable forms</li> <li>• Know how to recognize failures and differentiate between terminal failure and difficulties to overcome</li> <li>• Implement innovations</li> <li>• Be aware of and understand where and how innovation will impact and the field in which the innovation will occur</li> </ul>	Think creatively <ul style="list-style-type: none"> <li>• Create new and worthwhile ideas (both incremental and radical concepts)</li> <li>• Be able to elaborate, refine, analyze and evaluate one’s own ideas in order to improve and maximize creative efforts</li> </ul> Work creatively with others <ul style="list-style-type: none"> <li>• Develop, implement and communicate new ideas to others effectively</li> <li>• Be sensitive to the historical and cultural barriers to innovation and creativity</li> </ul> Implement Innovations <ul style="list-style-type: none"> <li>• Develop innovative and creative ideas into forms that have impact and be adopted</li> </ul>	Think creatively <ul style="list-style-type: none"> <li>• Be open to new and worthwhile ideas (both incremental and radical concepts)</li> </ul> Work creatively with others <ul style="list-style-type: none"> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> </ul> Implement Innovations <ul style="list-style-type: none"> <li>• Show persistence in presenting and promoting new ideas</li> </ul>

As seen, ATC21S has identified creativity and innovation in detail in their KSAVE Framework. The Cambridge Framework for Life Competencies in Education (2018), however, briefly describes creativity and innovation as “practical skills for participating in learning; creating new content from own ideas or other resources; and discovering and expressing own personal identity and feelings through creative activities”.

Creativity is teachable, learnable and can be fostered in both individual and group levels (Plucker, Kaufman & Beghetto, N.D). Furthermore, it is educators’ responsibility to move their teaching practices beyond particular subject teaching such as language, science or humanities; and rather include skills to empower learners to be creative for this fast-changing world (Tennant, 2017). Yet, this way to prepare learners for their ambiguous future is often neglected, and thereby it is important to explore practices that support creativity in the classroom such as “explicitly teaching for creative thinking; providing opportunities for choice and discovery; encouraging students’ intrinsic motivation; establishing a creativity supportive learning environment; and providing opportunities for students to use their imagination while learning” (Beghetto & Kaufman, 2014). Although creativity has come with arts in a larger extend so far,

it can, now, be a medium for learning other subjects (Lucas & Anderson, 2015). Considering creativity-supportive practices, all can be a part of English language teaching environment.

### **2.3. Coursebooks in English Language Teaching**

Coursebooks, with their significant role in English language teaching and learning, provide a great deal of content to present and practice for both teachers and learners (Charalambous, 2011). Seen as “the route map of any ELT programme” by Sheldon (1988, p.238), and “a core part of any curriculum as the unique contributors to content learning” by Demir and Ertaş (2014), coursebooks are among the vital components of English language teaching. No matter how technology has advanced, coursebooks will remain important in language teaching since they provide rich sources of content, texts and activities for learners and teachers (Richards, 2001). From a teacher’s perspective, coursebooks provide a framework for course objectives and a guide to teach the lesson while from a learner’s perspective they give a reason to like the lesson and become participative (Tok, 2010). Coursebooks also provide situations/context, pictures, dialogues, texts, tasks and exercises for teaching and learning (Spratt, Pulverness & William, 2005). They have a guiding role for teachers and help learners remember what they have learnt (Awasthi, 2006).

Having presented these claims regarding the importance of coursebooks for learners and teachers, it would be sensible to look at what makes a good coursebook. Ur (2016) suggests that “a good coursebook is often an essential basis of the course content and can make a real contribution to successful learning” but requires critical and selective use (p.8). Harmer (2007a) claims that what makes a good coursebook is the right language level with suitable content and activities and with logical lesson sequencing. Based on these views, it could be stated that a good coursebook provides the course content as well as success in learning, however, the level of the coursebook and lesson flow is as significant as the content itself.

Another question to keep in mind regarding the coursebooks would be how necessary they are. There might be a number of answers to this question varying according to the teacher’s teaching style, available resources to the teachers and the language teaching standards in the school context (Ansary & Babaii, 2002). Therefore, some would prefer to use coursebooks in their teaching while others refuse for some accepted reasons in their own teaching context. As in most situations, using coursebooks brings some benefits and restrictions or advantages and limitation with it (Harmer, 2007b; Richards 2001). According to Harmer (2007b), coursebooks

are beneficial since they are carefully prepared to provide a coherent syllabus, satisfactory language control, motivating texts, audial and visual aids (CDs, videos, DVDs), and extra resources. Moreover, they give the teachers confidence in teaching and requires less time for preparation as well as guides with procedures, suggestions and alternatives.

On the other hand, there are some restrictions. As Harmer (2007b, p.181) points out, “coursebooks, used inappropriately, impose learning styles and content on classes and teachers alike”. Furthermore, inappropriate use might result in little control in teaching and learning. As there is a systematic unit structure, sameness might bring demotivation. Besides, the topics can include culturally inappropriate context. Similar to Harmer (2007b), Richards (2001) offers some advantages and limitations of coursebooks. The advantages are listed as:

- They provide structure and a syllabus for a program.
- They help standardize instruction.
- They maintain quality.
- They provide a variety of learning resources.
- They are efficient for the teachers to devote their time in teaching.
- They can provide effective language models and input for non-native teachers and learners
- They can train inexperienced teachers with the teachers’ manual.
- They are visually appealing with high standards of design.

On the contrary, the limitations suggested by Richard (2001) are:

- They may contain inauthentic language
- They may distort content and present an idealized view of the world failing to represent real issues.
- They may not reflect students’ needs.
- They can deskill teachers.
- They are expensive.

Bearing in mind both the limitations and advantages of coursebook use, the majority of teachers take it as a tool to facilitate their teaching (Awasthi, 2006) and decide when and how to use it themselves (Harmer, 2007b). Coursebooks are accepted as an important aspect in English language teaching. Yet, there is not a perfect or exact definition of their role in the language classroom (Ghorbani, 2011). The role of coursebooks have changed in time since 1970s when learner-centred approach was introduced to the literature (Awasthi, 2006). Therefore, the way of presentation and practice in coursebooks have evolved taking the learners in the centre of learning as well as in the components of the coursebooks materials. Compared to the early days of coursebooks, contemporary coursebooks are supplied by materials that offers a complete ‘package’ for language learners and teachers including teachers’ guides, students’ books, workbooks, tests, CDs, videos and etc. (Littlejohn, 1992). This package includes all the materials used “to present and practise language and to develop learners’



language skills” (Spratt, Pulverbess & Williams, 2005 p.110). Since this package may not be one-size-fits-all, the current study is based on the analysis and evaluation of the coursebook components which are teacher’s book, student’s book and workbook.

### **2.3.1. Analysis and Evaluation of Coursebooks**

Having stated the advantages, role and importance of coursebooks in a language programme, the decision as to what makes a coursebook more beneficial for a particular language programme and how it should be selected and evaluated is another issue to be looked at. As Alemi and Mesbah (2012) suggest, the fact that coursebooks have a crucial role in language teaching and learning brings an utmost importance and necessity to the evaluation of coursebooks in a variety of contexts to find out the advantages of choosing one over the others. Knowing that many commercial coursebooks are available to the use of learners and teachers today, selecting one that fits the learners current and future needs by evaluating them based on systematic criteria is essential (Awasthi, 2006). Teaching materials which reflect “the needs of the learners and the aims, methods and values of the teaching program” have to be carefully selected (Cunningsworth, 1995, p.7). While selecting a coursebook which is appropriate for the students’ needs, characteristics and preferences, one should make sure that the ultimate purpose is to motivate the learners and raise their language performance (Tsiplakides, 2011). Hence, a need analysis including learners’ level, language need and interest can be applied using questionnaires and/or interviews (Spratt, Pulverness & Williams, 2005). The need analysis would help one to decide on what to include in the criteria of evaluation and selection. As Ghorbani (2011) claims coursebook evaluation should be based on updated criteria since it does not only reflect on the appropriateness of the practice, but also on the advances and changes in the field of education. Therefore, systematic criteria for coursebook evaluation that includes the needs of the local context should be defined and applied (Sheldon, 1988).

However, before coursebook evaluation, questions related to the role of the coursebook, the teachers and the learners in the programme should be overviewed. These questions might cover the followings (Richards, 2011, p.3):

- Is there a well-developed curriculum which describes the objectives, syllabus and content of the program or will this be determined by the textbook?
- Will the book or textbook series provide the core of the program, or is it one of several different books that will be used?
- Will it be used with small classes or large ones?

- Will learners be expected to buy a workbook as well or should the textbook provide all the practice students need?
- How experienced are the teachers in the program and what is their level of training?
- Are they native speakers of English? If not, how well they speak English?
- Do teachers tend to follow the textbook closely or do they use the book simply as a resource?
- Do teachers play a part in selecting the books they teach from?
- Are teachers free to adapt and supplement the book?
- Is each student required to buy a book?
- What do learners typically expect in a textbook?
- Will they use the book in class and at home?
- How will they use the book in class? Is it the primary source of classroom activities?
- How much are they prepared to pay for a book?

In addition to these questions, Chambers (1997) offers some other pedagogical factors such as “cultural appropriateness, methodology, level quality, number and type of exercises, skills, teacher's book, variety, pace, personal involvement, and problem solving” and thereby considering the factors affecting decisions on book selection, it is not an easy task, rather a complex process (p.29-30). What makes this process even more challenging is that the ones in charge of evaluating coursebooks are not knowledgeable about how to qualify their decisions due to a lack of systematically applied criteria which should include the followings (Ansary & Babaii, 2002):

- a predetermined data-driven theory-neutral collection of universal characteristics of EFL/ESL textbook, discrete and precise enough to help define one's preferred situation-specific criteria,
- a system within which one may ensure objective, quantified assessment,
- a rating method that can provide the possibility for a comparative analysis,
- a simple procedure for recording and reporting the evaluator's opinion,
- a mechanism by which the universal scheme may be adapted and/or weighted to suit the particular requirements of any teaching situation,
- a rating trajectory that makes possible a quick and easy display of the judgments on each and every criterion, and
- a graphic representation to provide a visual comparison between the evaluator's preferred choices as an archetype and their actual realizations in a particular textbook under scrutiny.

As well as the suggestions presented above regarding what should form systematic criteria, in another study, Cunningsworth (1995) proposed four domains: learners’ needs including the aims and objectives of the course, effective use of language considering present or future learning purposes, students’ learning process – not meant to be dogmatic or rigid – and the clear role as support for learning.

Not being a simple process, evaluation of the course materials has been approached in different ways by some scholars like Hemsley (1997), Ellis (1997) and McDonough and Shaw (2003). Hemsley (1997, p.74) identifies three basic types of ELT material evaluation as “an intuitive, impressionistic approach, a formal prior-to-use evaluation, and a 'process' approach”. When the evaluation process relies on the first impression without examining in a detailed and systematic way, the approach is intuitive and impressionistic. Before deciding what coursebook would be better to use, if there is a systematic evaluation counting on carefully developed procedures and checklists, then it is regarded as formal prior-to-use evaluation. The third approach offered by Hemsley deals with how effectively the chosen material has worked during the course, which may indicate further assumptions.

The types of material evaluation Ellis (1997) suggests, however, are regarded as *predictive evaluation* and *retrospective evaluation*. The former is conducted in the process of decision-making whether to choose one material over others while the latter is “can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective for future use” (p.36-37). On the other hand, the model proposed by McDonough and Shaw (2003) to evaluate ELT materials consists of two stages as “external evaluation” and “internal evaluation” (p.50). The initial stage of evaluation is performed to get a broader sense of the material organization that the author or publisher explicitly states. In order to understand the material organization and the underlying methodology of the material claimed by the author or publisher, McDonough and Shaw (2003, p.54) offer to look at the followings:

- the ‘blurb’, or the claims made on the cover of the teacher’s/students’ book
- the introduction and table of contents

Once the first stage is completed and the evaluation indicates that the material might be suitable, then one can move to the second stage which is the internal evaluation that requires a more detailed examination of at least two units considering the presentation of the skills in the materials and the grading and sequencing of the materials. For internal evaluation, the following questions might be addressed (McDonough & Shaw, 2003, p.59-60):

- Are the skills treated discretely or in an integrated way? If they are integrated, is this integration natural?
- Where reading/‘discourse’ skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings ‘authentic’ or artificial?

- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- Is there a relationship of tests and exercises to (1) learner needs and (2) what is taught by the course material? Where are these included as part of the materials?
- Do you feel that the material is suitable for different learning styles?
- Are the materials engaging to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

As has been underlined so far, different kinds of approaches in material and coursebook evaluation have been introduced into the literature. In addition to these approaches, some frameworks have been developed as well. One of the earliest and probably the most commonly cited one of these frameworks belongs to Sheldon (1988). Literature review shows that many scholars have referred to Sheldon (1988) in their works on coursebook evaluation (Ansary & Babaii, 2002; Awasthi, 2006; Ellis, 1997; Hedge, 2001; Litz, 2005; Mukundan, Hajimohammadi & Nimehchisalem, 2011; Nunan, 1991; Tomlinson, 2012; Tsiplakides, 2011). Claiming that coursebook evaluation has been neglected in the field and the evaluative tools developed since then do not cover the needs of local contexts, Sheldon (1988, p.242) constructs a framework focusing on ‘rationale’, ‘availability’, ‘user definition’, ‘layout/graphics’, ‘accessibility’, ‘linkage’, ‘selection/grading’, ‘physical characteristics’, ‘appropriacy’, ‘authenticity’, ‘sufficiency’, ‘cultural bias’, ‘educational validity’, ‘stimulus/practice/revision’, ‘flexibility’, ‘guidance’ and ‘overall value for money’, each of which is supplemented with key questions to ask; and is meant to be scored as poor, fair, good or excellent with a column provided for extra comments.

Following Sheldon’s work, many other tools for coursebook evaluation have been developed. Chambers (1997, p. 31-34), for example, offers a pro forma that identifies the steps of coursebook evaluation as:

1. Identify possible alternatives
2. Identify essential features
- 3a. Identify desirable features
- 3b. Weight desirable features
4. Establish presence of essential features
5. Establish presence of desirable features
6. Additional features
7. Calculate the initial choice
8. Judge the risk associated with book purchase.

As well as these steps, clear examples which can guide the evaluator(s) to practise them in a more structured way are provided in Chamber’s pro forma (1997).

Another coursebook evaluation tool developed by Cisar (2000) is based on the American Council on Teaching of Foreign languages (ACTFL) standards and presents a checklist to be rated in a 4-point Likert scale ranging from ‘Not at all’ to ‘Completely’. The checklist consists five areas of exploration; *communication, cultures, connections, comparisons* and *communities*. In the area of communication, the goal is to browse the texts for communicative activities with eleven yes/no questions addressing the three standards for communication. Culture, on the other hand, is presented in two parts. Part one deals with selecting culturally based visual images from the texts and looking at them carefully while part two identifies culture sections in the texts. Four-yes/no question items are provided for each part of culture. Furthermore, in rating connections, the goal is to follow the text to find opportunities for students to connect their foreign language learning with other disciplines in the school curriculum and beyond.

When it comes to the area of comparisons, Cisar (2000) introduces the goal in two parts. Part one allows the sections presenting comparisons of the students’ own language and the foreign language to be located, whereas in part two, sections presenting comparisons of the students’ own culture and the culture of speakers of the foreign language is to be located and if there is any, opportunities of comparing cultures are to be explored. For each part, two yes/no questions are included for rating. Lastly, in rating communities, the goal is to locate areas in the texts requiring the language beyond the classroom, which is presented in four-yes/no question items.

The model that Rubdy (2003, p.45) proposes for coursebook evaluation includes three categories of validity, namely, ‘psychological validity’, ‘pedagogical validity’ and ‘process and content validity’. Psychological validity is associated with learners’ needs, goals and pedagogical requirements while pedagogical validity is about teachers’ skills, abilities, theories and beliefs. Process and content validity, on the other hand, is related to the author’s presentation of the content and approach to the teaching and learning. In this model, Rubdy (2003) suggests two modes of evaluation as *static* and *dynamic*. The former mode is used to evaluate “tangible” aspects like teacher and learner materials while the latter explores abstract aspects like “flexibility, creativity and exploration” (p. 45-47).

In another study, Miekley (2005) introduces a checklist that he assumes to be an asset in coursebook evaluation. These evaluative criteria comprise of a checklist

divided into three sections; textbook, teacher's manual and context. Textbook section offers sub-categories of content, vocabulary and grammar, exercises and activities, attractiveness of the texts and physical make-up with elaborating yes/no questions for each category. Besides, teacher's manual section includes general features, background information, methodological guidance, supplementary exercises and materials with underlying yes/no questions. Context section, on the other hand is comprised of yes/no questions with more elaborative yes/no questions underneath signaling the appropriacy for the curriculum, students and teachers to be rated in a 5-point Likert scale from excellent to totally lacking as well as options of mandatory, optional and not applicable.

Although the evaluation type is closely related to the concerns of the evaluator (Richards, 2001), most of the tools designed for the purposes of coursebook or ELT material evaluation share some common features. After examining some evaluative criteria closely, Jalali (2011) finds out the common points to be:

- Practical consideration
- Aims and objective
- Vocabulary explanation and practice
- Grammar presentation and practice
- Approaches
- Periodic review and test sections
- Appropriate visual materials available
- Interesting topics
- Clear instructions
- Content presentation
- Plenty of authentic language
- Skills
- Encouraging for learners to develop own learning strategies and to become independent in their learning

As cited in Hedge (2000), evaluation is defined by Skilbeck (1984, p.238) as “assembling evidence on and making judgements about the curriculum including the process of planning, designing and implementing it”. However, systematic evaluation depends on the list of criteria in which the quality of questions matters more than the number (Hemsley, 1997). In this respect, the appropriateness to the particular teaching context is to be considered (Ellis, 1997). The tools designed for evaluation, such as checklists and questionnaires are recommended to be developed according to the priorities of the practitioners. Otherwise, what is suitable for a particular context might not be so for another (Demir & Ertaş, 2014). Deciding on areas of interest and identifying what is ideal, which will mainly be based on the

practitioners' opinions, would be the initial steps of designing evaluation instruments (Harmer, 2007a).

In terms of coursebook evaluation, the validity and reliability of the checklists should be tested, and the users should be informed about the effectiveness (Mukundan & Ahour, 2010). Therefore, before analysing and evaluating the coursebook to be used, the criteria of evaluation had better be tested. Regarding the criteria evaluation, Tomlinson and Masuhara (2004, p.7) propose the following questions to be considered:

- Is each question an evaluation question?
- Does each question only ask one question?
- Is each question answerable?
- Is each question free of dogma?
- Is each question reliable in the sense that other evaluators would interpret it in the same way?

In this respect, the researcher of the current study will identify the priorities to analyse the coursebooks; investigate the existing checklists designed for coursebook analysis and evaluation; develop a new checklist and consider the criteria evaluation questions suggested by Tomlinson and Masuhara before consulting an expert opinion.

## **2.4 Related Studies**

Available literature provides a great number of studies on ELT course book evaluation. However, not many have been found regarding 21<sup>st</sup> century skills in ELT course books. In a study conducted by Şimşek and Dündar (2017), EFL course book research trends in Turkey among graduate theses of the 2001-2013 period were investigated. Content analysis was conducted in 54 graduate thesis taken from the Council of Higher Education Thesis Center using qualitative and quantitative data collection methods. The findings in this study showed that the number of course book evaluation studies increased after the change to the act of teaching proposed by Ministry of National Education in 2005-2006 Academic year. Moreover, majority of the studies are either done using qualitative and quantitative methods together or only qualitative method. That is to say, only 7.4% of the studies were conducted using only quantitative method. In terms of data collection tools, surveys and scales were the most commonly preferred ones. Considering the topics, the most highly cited ones were on teacher-student views on course books. Among 54 studies, only one investigated life-long learning and one investigated thinking skills while two of them were based on learning strategies. With regards to the results presented by Şimşek and Dündar (2017), the graduate thesis of the 2001-

2003 period in Turkey rarely investigated 21<sup>st</sup> Century Skills in course books, which the current study aims to do.

Bouzid's study (2016) is the only one found available in the literature that investigated 21<sup>st</sup> Century Skills in ELT textbooks. Three high school textbooks used in the second year of Baccalaureate level in Morocco, namely Gateway to English 2, Insights into English 2 and Ticket to English 2, were evaluated in a triangulation design through content analysis including qualitative and quantitative techniques. 21<sup>st</sup> Century Skills investigated in this study were 'communication', 'cross-cultural understanding', 'collaboration', 'critical thinking', 'creative thinking', 'ICT literacy' and 'professional and social development'. The study revealed that:

- Communication, collaboration, critical thinking and cross-cultural understanding were the skills dominantly included in these textbooks.
- There was not enough emphasis on creative thinking, ICT literacy and professional and social development.
- The number of the activities was not sufficient and balanced.
- These skills were presented through traditional contents and activities and also through traditional tools and materials.
- There were no assessment criteria provided for English language teachers to test these skills.

Regarded as one of the 21<sup>st</sup> Century Skills, Information and Communication Technology (ICT) was analysed by Hişmanoğlu (2011) in ELT course books used by English Preparatory School of five universities in North Cyprus. The study aimed to find out which ICT tools were integrated or ignored in the textbooks. The ICT tools investigated in each course book were audio CDs, CD-ROMs, DVDs, chat, e-mail, social software (blog, wiki, podcast), the Internet (webpage), e-portfolio and internet-based project works. The findings showed that few ICT tools were integrated with the course books while most of them were ignored. To elaborate, all of the course books were supplied with audio CDs and web-page. However, none of them provided social software, e-mail, chat or internet-based project works. Only one of the course books had e-portfolio while two of them had the components of CD-ROMs and DVDs. Having seen that most of the ICT tools were ignored in the course books, the researcher concluded the study with the pedagogical benefits of integrating these tools into the course books.

Despite the fact that little research has been done to analyse 21<sup>st</sup> Century Skills in ELT course books, some studies were available on the evaluation of communication and critical thinking in the course books which are two of the 4Cs (communication, collaboration, critical thinking and creativity) aimed to be investigated in the current study. With respect to studies conducted on communication, Faucette (2001) aimed to identify and analyse the concepts and



examples of communication strategies in ELT materials. There were eleven communication strategies categorised by the researcher as recommended to teach, possibly recommended and not recommended to teach. The recommended communication strategies were identified as ‘approximation / generalisation’, ‘circumlocution / paraphrase’, ‘word coinage’ and ‘appeal for assistance’. The researcher included foreignizing and time-stalling devices in the category of possibly recommended. However, the strategies of ‘borrowing’, ‘topic avoidance’, ‘message replacement’, ‘abandonment’ and ‘non-verbals’ were kept under the category of not recommended to teach.

All the strategies were investigated in ELT textbooks and teachers’ resource books in Faucette’s study (2001). Over nine ELT textbooks and eight teachers’ resource books, communication strategies included the most were appeal for assistance and circumlocution / paraphrase. In addition, the findings showed that textbooks seemed to promote communication strategies less than the teachers’ resource books and the activities presented in the textbooks were not effective as they were desired to be. However, communication strategies introduced in the teachers’ resource books were not ideal either, which led the researcher to conclude with a request of more high-quality materials to be designed to teach communication strategies.

Another study evaluating communication in coursebooks was done by Taviş and Demirbaş (2010). The study aimed to compare the two 5<sup>th</sup> grade coursebooks ‘My English’ and ‘Time for English’ which were recommended by the Ministry of National Education with regards to the learners’ level of communicative competence in English. Data was collected through a questionnaire which was given to 140 students from different public schools in four different cities (Muğla, Afyon, Nevşehir and Niğde) and asked to choose ‘I don’t agree’, ‘undecided’ or ‘I agree’ for each statement. The participants were randomly selected considering the equal number of users, that is, 70 students who studied ‘My English’ and 70 other students who studied ‘Time for English’. The questionnaire included items attempting to analyse learners’ general attitude towards the coursebooks and how well communicative competence was developed through reading, writing, listening and speaking. The results indicated that ‘Time for English’ was better at developing learners’ communicative competence both in oral and written forms since it provided more effective language presentation, visual design, group and pair work activities as well as more entertaining activity types.

As an aspect of communication, intercultural communicative competence has been an issue to be investigated in coursebooks designed for language teaching. In this respect, Shirvan and Taherian (2015) developed a checklist to evaluate a locally produced series for secondary

schools in Iran – Prospect Level 1 and Level 2. The checklist included items collected under five different parts in order to determine how different dimension of intercultural communicative competence were developed in these coursebooks. The parts of the checklist were listed as:

- Awareness of one’s own cultural worldview,
- Attitude toward cultural differences,
- Skills for understanding and communicating with people across cultures,
- Knowledge of different cultural practices and worldviews,
- Proficiency knowledge of language and its use.

Having evaluated separately, the authors found out that neither Prospect Level 1 nor Level 2 foster learners’ ability to think critically in their own and other cultures. Moreover, the activities that raise awareness of differences in cultural values and beliefs were lack in both books. However, both coursebooks provided communicative activities that tend to develop language skills, not intercultural communication skills, though. Although the findings showed that the coursebooks offered some basic intercultural content, they did not tend to help learners to develop intercultural communicative competence since the content was very limited to language proficiency.

The study conducted by Vellenga (2004) aimed to evaluate the ‘pragmatics’ aspect of communication in textbooks designed to teach English as a Second Language (ESL) and English as a Foreign Language (EFL). In order to determine the amount and quality of pragmatic information included in four EFL and four ESL textbooks for adult learners, an analysis was done in terms of politeness, appropriacy, usage, register, cultural information, metalanguage and speech act information. As well as learner’s books, teacher’s manuals were analysed. In the light of the findings, the author concluded that:

- All books provided a small amount of pragmatic information.
- Compared to ESL textbooks, pragmatic information introduced in EFL textbooks was more.
- Although pragmatic information is more in EFL textbooks, the number of speech acts and the amount of cues in in ESL ones was higher, which showed that the quality of pragmatic information in ESL textbooks was better.
- None of the teacher manuals were sufficient to provide the teachers with pragmatic information.

As the available literature presented in the current study has revealed, communication is mostly evaluated in coursebooks in terms of communicative competence and some aspects of communicative competence. When it comes to the available studies investigating critical thinking, most of them analyses the Original or Revised Bloom’s Taxonomy in coursebooks.

For instance, Ulum (2016) did a descriptive content analysis to evaluate the extent of higher and lower-order thinking in reading comprehension questions of Q: Skills for Success Reading and Writing Level 4. Lower-order thinking skills - *knowledge, comprehension, application* - and higher-order thinking skills - *analysis, synthesis, evaluation* - and also the key words that indicate the application of these skills were examined in each reading comprehension question unit by unit. According to the study findings, the coursebook covered only 'knowledge' and 'comprehension' levels of the taxonomy. That is to say, no higher-order thinking skills were covered.

Similarly, Razmjoo and Kazempourfard (2012) evaluated Interchange Series 3<sup>rd</sup> Edition to determine which levels of Bloom's Revised Taxonomy are more dominant. The authors analysed three units of each one of the four levels since the flow of each unit in each level followed the same pattern. The cognitive dimension -*remember, understand, apply, analyze, evaluate, create* - and the knowledge dimension - *factual knowledge, conceptual knowledge, procedural knowledge, metacognitive knowledge* - of the taxonomy were investigated in each exercise of the selected units through a coding scheme developed by the authors with definitions and key verbs for each category. The analysis showed that lower-order thinking skills were more dominant in all levels of Interchange series 3<sup>rd</sup> edition. However, as the level went up, frequency of higher-order thinking skills raised, which led to the conclusion that the lower the language level was, the lower level of thinking skills was presented.

Another study that investigated the coursebooks used in 11<sup>th</sup> and 12<sup>th</sup> grades in Moroccan public schools in terms of critical thinking was done by Mrah (2017) through content analysis. The learning objectives of Bloom's Revised Taxonomy were addressed in each reading task of 'Ticket to English' Level 1 and 2. In both levels, lower-order thinking skills were more frequent. The cognitive category *understand* was the most frequent one while there was no task promoting the cognitive category *create*. The study, also, listed the types of reading activities included in both coursebooks for each category of the taxonomy. In conclusion, the author suggested some reading activity types that could be included in the coursebooks to foster higher-order thinking skills.

Wu and Pei (2018), on the other hand, analysed three coursebooks used for intensive reading purposes in freshman year of English Majors. The coursebooks to be analysed were English through Culture (2004), Contemporary College (2010) and Think English (2015). The authors developed their coding scheme based on Bloom's Original Taxonomy with definitions of each cognitive level, question words and patterns. The questions in each reading task were

identified as simple and composite questions and they were evaluated separately to see how the cognitive levels of Bloom's Taxonomy were covered in simple and composite questions. The study findings indicated that in all three books, the lowest cognitive level of the taxonomy 'knowledge' was included the most while 'application' level was the least. Another finding revealed from the study was that the more recently the book was published, the more activities that promote higher-order thinking skills were included.

Considering the other 2Cs of the 21<sup>st</sup> Century Skills which are creativity and collaboration, the current study is unable to present available studies since the author could not find any on evaluating ELT coursebooks in terms of creativity and collaboration. Moreover, available literature has provided no studies regarding the coursebooks to be analysed in the current study. As the related studies show, little research has been done to investigate the 4Cs of the 21<sup>st</sup> Century Skills in ELT coursebooks. Having stated in the previous sections, in the light of this research, communication, collaboration, creativity and critical thinking skills are analysed in ELT coursebooks. The following section presents the methodology which explains "how" this research problem is investigated.

## CHAPTER III

### METHODOLOGY

This chapter introduces the research methodology of the current study which aims to analyse the 4Cs of 21<sup>st</sup> Century Skills, namely *communication*, *collaboration*, *critical thinking* and *creativity* in ELT coursebooks. The following sections of this chapter present the research method, scope of the study, data gathering instruments and data gathering process and analysis.

#### 3.1. Research Method

The current study seeks answers to the research questions posed on pages 3 and 4, using a qualitative approach - content analysis design. As a qualitative research technique, content analysis is widely used to “interpret meaning from the content of the text data” (Hsieh & Shannon, 2005). Content analysis has often been used in social sciences to explore the texts in a systematic way with some alternative protocols such as *discourse analysis*, *rhetorical analysis*, *ethnographic analysis* and *conversation analysis* (Krippendorff, 2018, p. 22). In this particular study, discourse analysis protocol, which focuses on how certain phenomenon is included in a text above the sentence level, was mainly followed. Although the trustworthiness of content analysis has been seen as a disadvantage by some researchers, a checklist to improve its trustworthiness has been developed considering preparation, organization and reporting phases (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014). This checklist has been used to improve trustworthiness of the content analysis in the current study. Moreover, the content analysis has encouraged descriptive statistical techniques (frequencies and percentages) to be implemented in investigating the coursebooks’ inclusion of *communication*, *collaboration*, *creativity* and *critical thinking* skills.

#### 3.2. Scope of the Study

The scope of this study is limited to the ELT coursebooks, recently developed by four international publishing companies (Cambridge University Press, Oxford University Press, Pearson Education and Macmillan Education) for primary schools. The coursebook series were chosen from the most widely used ones in Turkey based on the information obtained from the representatives of these publishing companies. In addition to being widely used in Turkey, another point taken into consideration while choosing the coursebooks to analyse in this study

was that the representatives claim that these coursebooks integrate 21st Century Skills into their syllabus. At this point, a further narrowing of the scope was made by limiting the study to level 3 of each coursebook series. This level was chosen deliberately since level 1 and level 2 of most primary school coursebook series would focus on developing language skills more than the social skills considering the cognitive, academic and social readiness of the children in the age of 6 to 8. The earliest level to include communication, collaboration, creativity and critical thinking skills in a coursebook is level 3. In addition to level 3 student's book, teacher's book and workbook were analysed in terms of how they dealt with the 4Cs of 21st century skills.

The coursebooks analysed in this study include Power Up by Nixon and Tomlinson (2018) published by Cambridge University Press; Oxford Discover by Kampa and Vilina (2014) published by Oxford University Press; Big English Plus by Herrera and Cruz (2015) published by Pearson Education and Give Me Five by Shaw and Ramsden (2018) published by Macmillan Education.

### **3.3. Data Gathering Instruments**

In order to develop data gathering instruments of the current study, evaluation was considered as external and internal. As suggested by McDonough and Shaw (2003), external evaluation aims to look at the 'blurb' to get a broader sense of a course. Internal evaluation, on the other hand, is regarded as the second stage of evaluation for a more detailed analysis.

With these in mind, to analyse the coursebooks externally, a 15-item checklist was developed as the first stage of data gathering process. External evaluation checklist consisted of checking the claims made on the cover of the books, introduction pages and the table of contents. The items of the external evaluation checklist were mainly designed to analyze to what extent the coursebook series claim to include 21st Century Skills and the 4Cs (communication, collaboration, critical thinking and creativity). For external evaluation, a 5-point Likert-type scale with options ranging from "Precisely" (4) to "None" (0) was applied based on the claims made in teacher's book, workbook and student's book altogether because of the fact that the cover designs and table of contents are almost the same in all of them.

As for the internal evaluation, in order to look at the coursebooks more closely and evaluate how much each book of the series include 4Cs of 21st century skills, checklists were developed separately for the teacher's book, the workbook and the student's book with yes/no type statements. The internal evaluation checklists for each book have got five parts; the first

of which asks to provide general information regarding the book such as title, author(s), publisher and copyright date. The second part, on the other hand, includes 12 items, which are designed to analyse to what extent communication skills are integrated. Although the overall idea for the items are similar in the teacher's book, the workbook and the student's book checklists, what is different from each other is how communication skills are guided in the teacher's books, practiced in the workbook and presented in the student's book. The same logic has been followed in the third part with collaboration, the fourth part with creativity and the fifth part with critical thinking. The number of items in each part differ from each other; that is, 10 items for seeking collaboration skills, 7 items for creativity and 12 items for critical thinking.

During the process of designing internal evaluation checklists, items were created with reference to the frameworks developed to define 21st century skills and outcomes. The frameworks taken as reference are *The Partnership for 21st Century Learning (P21)*, *Assessment and Teaching of 21st Century Skills (ATC21S)* and *Cambridge Framework for Life Competencies in Education*. Having content-analysed the way *communication, collaboration, creativity* and *critical thinking* skills (the 4Cs) are defined in these three frameworks, common points were identified and rephrased as international evaluation checklist items to be searched for in the teacher's book, the workbook and the student's book separately.

To ensure the content validity of the data collection instruments, Yaghmaie (2003) points out the importance of professional subjective judgment which is passed by experts in the field of related study. Therefore, having developed the initial checklists for external and internal evaluation, four separate checklists were presented to the experts for their opinions. Two experts in the field of English language teaching and an expert in the field of assessment and evaluation suggested the points to be corrected, adapted and edited. Based on their suggestions, the checklists were revisited and presented for their final confirmation. As Zohrabi (2013) suggests, two or three peers who are familiar with and experienced in the field might be asked for their views on data collection tool for content validity. After receiving the final confirmation from the experts, the checklists were shared with two primary school teachers who have been teaching for more than 10 years and are actively involved in book selection and evaluation processes for their schools. Both teachers were asked to use the checklists to analyse the coursebooks they are currently using externally and internally. Internal evaluation was limited to 30% of the books; corresponding to three units of student's book, workbook and teacher's book. Based on their questions and suggestions, some of the items were rephrased for clarity, comprehensibility and conciseness.

### **3.4. Data Gathering and Analysis Process**

Finding the teacher's books, the workbooks and the student's books of the series chosen to be analysed was the first step of the data gathering process. Once all twelve books, three per series, were gathered, external evaluation checklist was applied first. It was done according to a 5-point Likert-type scale with options ranging from "Precisely" (4) to "None" (0). Based on the total score, means for each series was calculated to find out to what extent each coursebook series claim that 21st century skills and the 4Cs (communication, collaboration, critical thinking and creativity) are integrated in the syllabus of the course.

Having completed external evaluation for each series, internal evaluation checklists were used to further analyse whether communication, collaboration, creativity and critical thinking skills are incorporated in teacher's books, student's books and workbooks. Each unit of the coursebooks was examined through its activity instructions, visuals, teaching notes, activity objectives and intended outcomes to seek for any evidence of communication, collaboration, creativity and critical thinking skills. Frequencies and percentages were calculated for each skill within itself because of the fact that no comparison was aimed among these skills. Having measured the frequencies of each skill, percentages were calculated in order to identify the overall integration of the 4Cs. The next chapter, hereby, presents the findings of data analysis.



## CHAPTER IV

### FINDINGS

Obtained from external and internal analysis of the coursebooks, the findings are presented in this chapter including examples from the coursebooks analysed. The first part of the chapter introduces the findings of external evaluation while the following parts focus on internal evaluation of the 4Cs of 21<sup>st</sup> century skills in the coursebooks. The results of internal evaluation are divided into parts of the 4Cs; communication, collaboration, critical thinking and creativity.

#### 4.1. External Evaluation of the 4Cs of 21<sup>st</sup> Century Skills in Coursebooks

This part provides data findings gathered from external evaluation of *Power Up 3*, *Oxford Discover 3*, *Big English Plus 3* and *Give Me Five 3* through an external evaluation checklist which includes 15 items. These items are designed to search for the terms ‘21<sup>st</sup> century skills’, ‘communication’, ‘collaboration’, ‘critical thinking’ and ‘creativity’ on the cover of the course components, in the introduction part, which introduces the course methodology and philosophy briefly and in the table of contents, which is also called as ‘Scope and Sequence’ or ‘Syllabus’ in some coursebook.

Table 4.1 demonstrates the external evaluation of the 21<sup>st</sup> century skills and the 4Cs in frequencies, percentages, means (out of 4) and the overall evaluation (from *Precisely* to *None*). All four coursebook series claim that 21<sup>st</sup> century skills and the 4Cs are included.

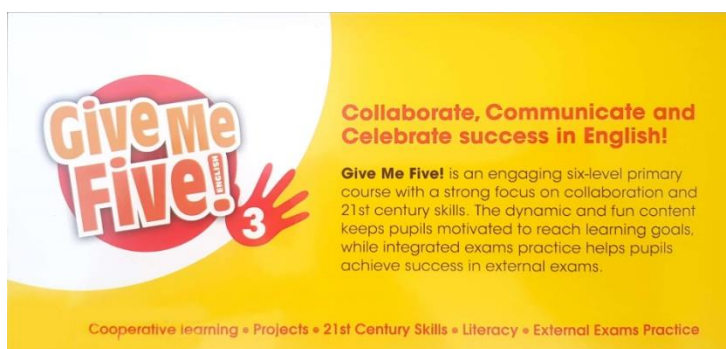
Table 4.1. *External Evaluation of Coursebooks in terms of 21<sup>st</sup> Century Skills*

Coursebook	Frequency	%	Mean (out of 4)	Overall Evaluation
Power Up	32	53,3	2,1	Partly
Oxford Discover	40	66,6	2,7	Almost Precisely
Big English Plus	27	45	1,8	Partly
Give Me Five	52	86,6	3,5	Precisely

The usage of the terms ‘21<sup>st</sup> century skills’, ‘communication’, ‘collaboration’, ‘critical thinking’ and ‘creativity’ on the cover of the coursebook, in the introduction part and in table of contents is the highest in *Give Me Five* series with 86,6 %, which could be interpreted that

these skills are precisely included in its content. However, *Oxford Discover* series' usage of these terms is the second highest after *Give Me Five* with 66,6 %; that is, the overall evaluation suggests that these skills are included almost precisely. *Big English Plus* series, on the other hand, has got the lowest percentage (45%), which means these terms are partly used. As for *Power Up* series, 21st century skills and the 4Cs are partly included in its content with 66,6%.

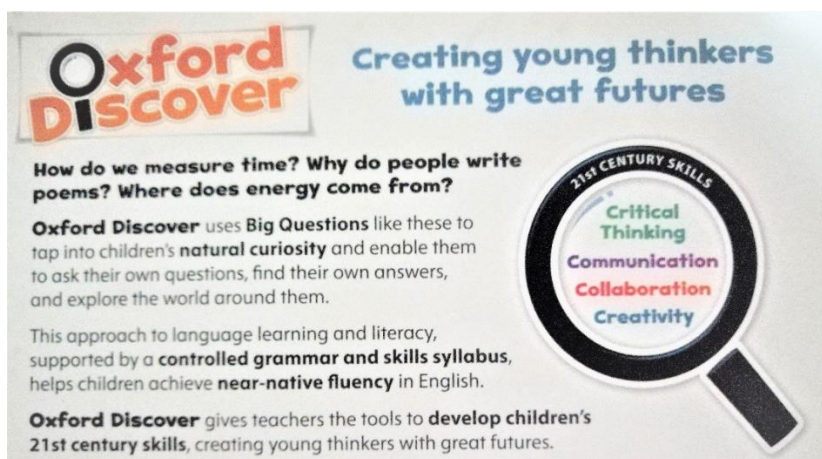
As shown in Picture 4.1, *Give Me Five* series explicitly addresses 21st century skills with a focus on collaboration and communication on its cover. However, creativity and critical thinking does not seem to be emphasised.



Picture 4.1. Publisher's Claims on 21st Century Skills and the 4C in *Give Me Five*

When the table of contents (called as *syllabus* in *Give Me Five*) is reviewed, it can be seen that there is a column dedicated to the 21<sup>st</sup> century skills in addition to language skills and cross-curricular links. This 21<sup>st</sup> century skills column identifies which 21<sup>st</sup> century skill is covered in each unit. Moreover, the introduction part in *Give Me Five* presents how 21<sup>st</sup> century skills are integrated in the course content explaining 21<sup>st</sup> century learning in detail.

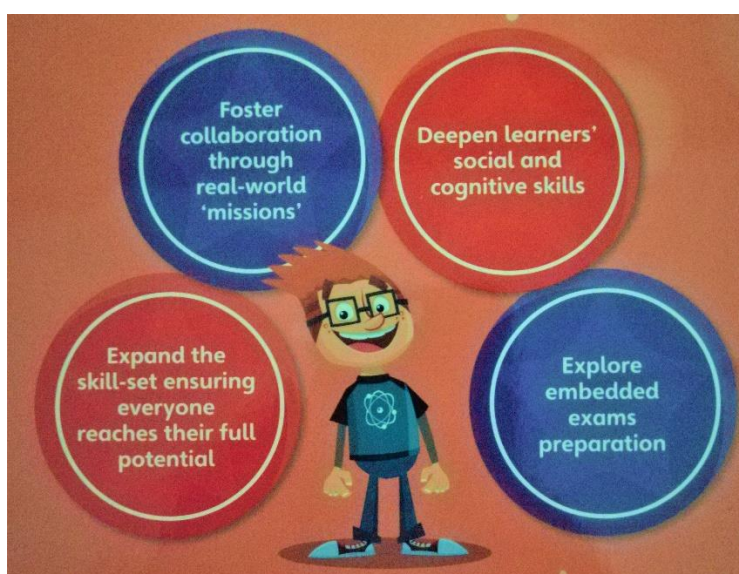
As seen in Picture 4.2, *Oxford Discover* series also refers to the terms 21<sup>st</sup> century skills, communication, collaboration, critical thinking and creativity on its cover precisely.



Picture 4.2. Publisher's Claims on 21st Century Skills and the 4Cs in *Oxford Discover*

It is suggested in the introduction part of *Oxford Discover* that 21st skills as the 4Cs are key principles of the course briefly introducing what these skills are and explaining in detail how they are embedded in the course methodology. The table of contents has no explicit mention of these skills, though.

Regarding *Power Up* series, collaboration is the term that is explicitly used on the book cover while social skills refer to communication and cognitive skills to critical thinking. As Picture 4.3 demonstrates, the term 21st century skills is not addressed though it is claimed in the course methodology that life skills, which mostly covers the 4Cs of 21st century skills, are integrated throughout the course.



Picture 4.3. Publisher's Claims in *Power Up*

The table of contents in *Power Up* series does not explicitly state these skills. However, collaboration is mostly addressed through missions and social emotional skills which are also considered for communication.

Having shown the least evidence that 21st century skills and the 4Cs are included in the course content through external evaluation, *Big English Plus* series mentions about 21st century skills on the book cover. However, as it is seen in Picture 4.4, there is no mention of communication, collaboration, critical thinking or creativity. The analysis of the introduction part, in other respects, has shown that 21st century skills, communication, collaboration and critical thinking are a part of course methodology while creativity is partly addressed. Considered as the *motto* of the course, "Think Big" aims to point out that the course methodology has been built around student's critical thinking. Even though the table of contents does not explicitly show these skills, another mapping is provided in the teacher's book in order

to show which activity cultivates the 4Cs of 21st century; that is, the skills are mapped to the page and activity numbers. For instance, collaboration skill is mapped to activity 4 on page 25 while critical thinking is mapped to activity 7 on page 87.



Picture 4.4. Publisher's Claims on 21st Century Skills in *Big English Plus*

From the results of the external evaluation, it can be inferred that each coursebook series analysed in the current study claims to include 21<sup>st</sup> century skills, communication, collaboration, critical thinking or creativity to some extent. The following sections present the findings of the internal evaluation, which aimed an in-depth analysis of each page and activity in the student's books, teacher's books and the workbooks of these series in order to find out to what extent the 4Cs of 21<sup>st</sup> century skills are integrated.

#### 4.2 Internal Evaluation of the 4Cs of 21<sup>st</sup> Century Skills in Coursebooks

As seen in the results of external evaluation, the 21<sup>st</sup> century skills were emphasised in each coursebook series. Having analysed them externally, an internal evaluation was done for each teacher's book, student's book and workbook of *Power Up 3*, *Oxford Discover 3*, *Give Me Five 3* and *Big English Plus 3*. This part of the study presents the findings of internal evaluation of these coursebooks in terms of overall inclusion of 21<sup>st</sup> century skills and the 4Cs (communication, collaboration, critical thinking and creativity) individually. To calculate the overall inclusion of the 4Cs of 21<sup>st</sup> century skills in teacher's books, workbooks and student's books, first, the extent to which communication, collaboration, critical thinking and creativity

skills were included was determined. Then the overall evaluation of each book was carried out, which was followed by the overall inclusion of the series. The table below indicates the results obtained for each coursebook and each series in terms of overall inclusion of the 4Cs.

Table 4.2. *Internal Evaluation Coursebooks in terms of overall evaluation of the 4Cs*

	<b>Power Up</b>		<b>Oxford Discover</b>		<b>Big English Plus</b>		<b>Give Me Five</b>	
	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>
<b>Student's Book</b>	79,9	295	89,7	331	76,4	282	75,8	280
<b>Teacher's Book</b>	85,3	315	89,7	331	80,2	296	85,6	316
<b>Workbook</b>	50,4	186	58,5	216	41,1	152	82,3	304
<b>Overall</b>	<b>69,4</b>	<b>796</b>	<b>79,3</b>	<b>878</b>	<b>65,9</b>	<b>730</b>	<b>81,3</b>	<b>900</b>

Considering the results presented in the table, it is seen that *Give Me Five* series incorporates communication, collaboration, critical thinking and creativity into its content more than the other series with 81, 3 %. When the results are analysed for each book of this series, *Give Me Five 3 Teacher's Book* (85, 6 %) includes the elements and sub-skills of the 4Cs the most. Different from the other series, *Give Me Five 3 Workbook* (82, 3%) is better at including the 4Cs in its activities than the *Student's Book* (75, 8 %). This difference mainly occurs because of the fact that most of the collaborative activities are addressed in the workbook rather than in the student's book.

*Oxford Discover* (79, 3 %) comes the second in including communication, collaboration, creativity and critical thinking series. With 89, 7% *Oxford Discover 3 Student's Book* and *Teacher's book* are, indeed, the most successful of all series in fostering these skills through language development activities. However, since the workbook (58, 5 %) activities are more mechanical and less communicative, collaborative or creative, it affects the overall evaluation of *Oxford Discover* series. What makes *Give Me Five* series more successful, in this respect, is that not only *Teacher's Book* and *Student's Book*, but also *Workbook* include activities and instructions related to the 4Cs.

As for *Power Up* series, the 4Cs are incorporated into its content with 69,4%, which shows it has more elements of the 4Cs in language development activities than *Big English Plus* series, but less than *Give Me Five* and *Oxford Discover*. Similar to *Oxford Discover* series, in *Power Up 3 Workbook* (50,4 %) there are less examples of the 4Cs compared to *Teacher's Book* (85,3 %) and *Student's Book* (79,9 %). Even though some activities in the student's book do not address the 4Cs explicitly, the teacher's book addresses some features of the 4Cs in its

teaching notes, because of which the teacher's book include more of the 4Cs than the student's book.

Regarding the results shown in table 4.2, *Big English Plus* series integrates the 4Cs the least (65, 9 %). Student's Book provides activities that cover some elements of communication, collaboration, creativity and critical thinking skills with 76, 4 %. As in *Power Up* series, *Big English Plus 3 Teacher's Book* (80, 2 %) contains more of the 4Cs compared to student's book despite the fact that Teacher's books are usually designed to present teaching notes and tips for the related student's book activity. *Big English Plus 3 Workbook* (41, 1%), on the other hand, are rather mechanical for it includes grammar and vocabulary activities in which communication, collaboration and creativity are not referred to well enough.

The internal evaluation of these coursebook series aimed to take an in-depth look at the tasks and teaching notes to see the evidence of 4Cs while the external evaluation provided the claims in the 'blurb', table of contents and introduction part. When the results of internal and external evaluation compared, it is seen that they are in line with each other. As shown in tables 4.1 and 4.2, the highest external and internal evaluation results belong to *Give Me Five* series, which is, respectively, followed by *Oxford Discover* series, *Power Up* series and lastly *Big English Plus* series.

Since 21st century skills have become a matter of discussion more in the recent years, whether the most recently published series include more of the 4Cs or not was considered in data analysis process as well. In this respect, the findings have revealed that there is no significance correlation between the copyright date and the inclusion of the 4Cs. To exemplify, *Power Up* series and *Give Me Five* series are the most recently published ones – in 2018. *Big English Plus* series was published in 2015, *Oxford Discover* in 2014. In spite of the copyright date, *Oxford Discover* series have shown more evidence of the 4Cs in its content than *Power Up* and *Big English Plus* series.

This part of the chapter has presented the overall inclusion of the 4Cs in each coursebook and the series. The following sections of this part introduce the internal evaluation for each of the 4Cs – communication, collaboration, critical thinking and creativity – individually.

#### **4.2.1 Communication in Coursebooks**

Communication skills was analysed through a 12-item evaluation checklist developed for each course component (student's book, teacher's book and workbook) of each series. Having reviewed the literature, basic communication skills to be embedded in language

teaching coursebooks were determined. These skills mainly refer to functional language, language appropriateness, culture, communication strategies, language in different social and geographical communication environments, paralinguistic features and forms of communication.

All parts of the student's books, teacher's books and workbooks were evaluated to see whether there is any evidence of these elements of communication within the units. According to the results presented in table 4.3, *Give Me Five 3* (67, 5 %) covers more elements of communication than the other series. All of the course components (student's book, teacher's book, workbook) include the same amount of communication skills (67, 5 %).

Table 4.3. *Evaluation of Communication Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
<b>Student's Book</b>	63,8	69	75,9	82	61,1	66	67,5	73
<b>Teacher's Book</b>	70,3	76	75	81	67,5	73	67,5	73
<b>Workbook</b>	34,2	37	38,8	42	34,2	37	67,5	73
<b>Overall</b>	<b>56,1</b>	<b>182</b>	<b>63,2</b>	<b>205</b>	<b>54,3</b>	<b>176</b>	<b>67,5</b>	<b>219</b>


As for *Oxford Discover* series, student's book (75,9 %) and teacher's book (75 %) have got the highest frequency and percentage of all in terms of communication skills inclusion. However, due to the fact that communication skills and elements are not covered in workbook (38,8 %) as much as in student's book and teacher's book, the overall evaluation brings *Oxford Discover* series in the second place after *Give Me Five* with 62,2 % of communication skills' inclusion.

*Power Up* series, with 56, 1 % comes after *Oxford Discover* and before *Big English Plus* series (54,3 %). The overall evaluation of communication skills' inclusion shows that *Power Up* series and *Big English Plus* series are close to each other in terms of their inclusion of communication skills. Both cover the same amount of communication skills in workbook with 34, 2 %. On the other hand, teacher's book (70, 3 %) and student's book (63,8 %) of *Power Up* series have got a little higher result compared to *Big English Plus 3* Teacher's book (67,5%) and Students book (61,1 %).

In most of the series, except for *Give Me Five*, workbooks include the least of communication skills while student's books and teacher's book have close results to each

other. The main reason why workbooks cover less communication skills is that most of the activities tend to practise language in mechanical forms and neglect communicative activities. Teacher's books are seen the most successful in including communication skills because of the fact that some student's book activities do not present related communication skill explicitly although teacher's book provides teaching notes covering some of these skills. However, *Give Me Five* series equally covers communication skills in all its components, showing the fact that not only the student's book and teacher's book are communicative, but workbooks as well.

When the items of communication evaluation checklist are looked at thoroughly for *Give Me Five* series, all three books introduce sound knowledge of basic vocabulary, functional language, oral and written communication forms, cultural information, visual aids and conversational strategies. *Give Me Five* series is also efficient in providing paralinguistic features of communication via dialogue act outs, project presentation and visuals. However, communication skills regarding language in different social and geographical environments and tips for supporting others to communicate are found to be neglected in student's book, workbook activities and teaching notes. Moreover, little emphasis is placed on appropriate use of language.

3 Listen and follow. Repeat.  CD2 22

**would like**

I / You		some	cheese. onions.
He / She	would like	a lot of / lots of	tuna.
You / We / They			mushrooms. spinach.

**Grammar clue**

When we ask a question, we change the word order.

Would you like a lot of onions? Yes, please. / No, thank you.  
What would you like on your pizza? I'd like some tuna, please.

**Remember!**  
I would = I'd

4 **Talk Partners** Make true sentences for you.

I'd like a lot of cheese on my pizza. I'd like some olives on my pizza.

Key learning outcomes: use *would like* to make requests  
Grammar: I'd like some spinach.

forty-one 41

Picture 4.5. The analysis of functional language in *Give Me Five*



Activity 3 in picture 4.5 aims to introduce grammatical structure of “would like”. However, it does not simply present a grammatical structure; functional language “make request” is addressed to student’s attention, which is also intended to be practised between the students in “talk partners” activity. As presented on this student’s book page, teacher’s book provides detailed teaching notes for introducing and practising “would like”, which is also used to refer to language appropriateness for requesting politely. Similar to this example taken from *Give Me Five*, each unit presents a grammatical structure with a relevant language function followed by a “talk partner” practice. Therefore, each unit in *Give Me Five* includes functional language.



Picture 4.6. Conversational strategies in *Give Me Five*

Conversational strategies presented for young learners usually introduce how to start or end a conversation, how to take turns and ask for clarification. As this example demonstrates, students are provided with sample sentences to start a conversation and take turns. Moreover, teaching notes guide teachers how to focus on taking turns in conversations. On this page, key learning outcomes are explicitly given as well as phonics information, which provides learners with sound knowledge of basic vocabulary. As in this example, each unit of *Give Me Five* includes activities that provide learners with conversational strategies modelling it with a pair of students. Moreover, each unit introduces a different set of phonics to help students build sound knowledge of English.

Paralinguistic features of communication are related to voice-quality features, facial expressions and using body language. Any act-out activities, demonstrated as in picture 4.7, are good examples to encourage practising paralinguistic features of communication. Act-outs help students use their body language and control their voice to sound natural. Each unit in *Give Me Five* introduces a dialogue that is followed by act-out. The teacher’s book also gives notes to guide teachers on helping students to act out the dialogue.

1 Listen and read. Listen and repeat. Act out.



Josh: Good evening. What would you like, Madam?

Grandma: I'd like a salad, please.

Josh: What would you like in your salad?

Grandma: I'd like some spinach and some tuna, please.

Josh: Would you like anything else in your salad?

Grandma: Yes, please. I'd like some olives.

A few minutes later ...

Josh: Sorry, Madam. There isn't any spinach and there isn't any tuna, but there are lots of olives. Here you are.



Picture 4.7. Paralinguistic Features in *Give Me Five*

The picture below, which is taken from a *Culture around the world* page, provides information about Indian food. As a part of communication skills, there is a page dedicated for cultural information in each unit of *Give Me Five*. Some units focus on cultural information related to the countries where English is spoken as the native language while some units give cultural information around the world. As it is the case with most pages of the book, visual aids are provided on this page for learners to interact with the text and comprehend it better with the help of visuals.


2 Read and listen. Answer Luke's questions.

CD2 32


food in India

# FOOD AROUND THE WORLD: India

Breakfast is an important meal in India. There are lots of different breakfasts, but many people eat curry with rice and vegetables in the morning. Do you know that people put spicy sauces on their breakfast food, too?



India is famous for its spicy food, but there's a lot of sweet food, too. People use milk, sugar, cheese and nuts to make traditional cakes. These small cakes are sticky and very sweet. People eat these cakes on birthdays or on festival days.



People in India often eat their meals with their fingers. They use bread to pick up the rice and vegetables, and some people also use bread to eat soup. Do you know that you can eat with your right hand in India?

You can buy many different snacks in the street in India. These snacks can be sweet, savoury or spicy.

Picture 4.8. Cultural Information in *Give Me Five*

Forms of written and spoken language are given in a varied range. For instance, the culture text demonstrated in picture 8 was taken from a website while there are texts given in forms of letters, e-mails, stories, poems etc. As for oral forms of communication, each unit has got face-to-face conversation pages as in picture 7. Apart from these face-to-face conversations, presentations, interviews are provided, too.

Similar to *Give Me Five* series, *Oxford Discover* is good at providing tasks that cover sound knowledge of basic vocabulary, functional language, paralinguistic features of communication, visual aids, cultural information, cultural information, forms of oral and written communication in each unit. Some units have got tasks that focus on appropriate use of language while only a few units provide tips for supporting others to communicate and use language in different social communication environments. However, none of the units addresses the variability of language in different geographical communication environments. Teaching notes introduced in teacher's book mostly cover these skills as they guide teachers to present the relevant student's book activity to the students. However, only in two units language appropriateness is not addressed explicitly in teaching notes although it exists in the student's book. Moreover, one unit gives extra teaching notes in terms of helping learner support others to communicate successfully despite the fact that it is not explicitly introduced in student's book. While teacher's book and student's book include plenty of communication skills, workbook includes a lot less of these; that is, sound knowledge, forms of written communication, visual aids and cultural information. Other communication skills are mostly ignored while there are very few tasks that address functional language, language appropriateness and conversational strategies.

In the project task demonstrated in picture 4.9, students are required to prepare for a panel discussion. With the task itself, many of the communication skills are addressed as well. To illustrate, panel discussion as a form of oral communication is provided, with which language appropriateness and language in different social environments is addressed as well. How to start the panel discussion, how to end it, how to let the other students ask questions are all exemplified, which give students the strategies they need to manage this task. Moreover, there is a small example aiming to support others to communicate as well. The speech bubble that includes the statement of "good questions" is a kind of encouragement between peers and this is explicitly given in the speech bubble for students to use in their panel discussion.

## Project: Having a Panel Discussion

Discuss saving energy in a panel discussion.

- Brainstorm ways to save energy.
- Write a few sentences about a way to save energy.
- One at a time, stand and read what you wrote.
- Talk to the entire class and speak loudly and clearly.

In a *panel discussion*, a group of people speaks to an audience about an issue.

- When you are done, ask the class if they have any questions. Take turns answering the questions.
- Now it's time for the next panel to talk!

Does anyone have a question?

Good question. We can turn off lights when we are not using them.

How can we save energy at school?

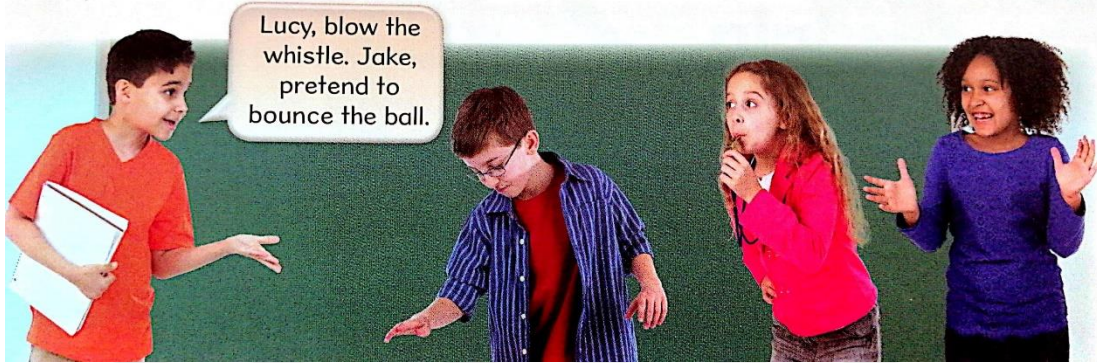
Picture 4.9. Communication skills analysed in a task of *Oxford Discover*

As for paralinguistic features of communication, which are mostly seen in ‘act-out’ or ‘role-play’ activities in the student’s books, *Oxford Discover* provides some good examples. For instance, the task demonstrated in picture 4.10 presents some of these features. As the task encourages learners to use their body language to act out the actions in the play and to use a loud and clear voice, it could be considered that paralinguistic features of communication are included in it.

Each unit in *Oxford Discover* presents a task that students are encouraged to use their body language and be careful with their voice quality. Even though some units do not provide explicit task instructions on how to use their body language and voice as in this picture, visual aids used to introduce the task encourage learners to do so, which are also explicitly guided in teaching notes.

**C Act in a play about fun.**

- In your group, read your plays aloud.
- Talk about each play and what you liked best.
- Choose one play.
- Choose a character and practice your lines.
- Add simple costumes or props.
- Act out the actions in the play.
- Present your play to the class.
- Remember to speak in a loud, clear voice. Have fun!



Picture 4.10. Paralinguistic features of language presented in *Oxford Discover*

As well as paralinguistic features of communication, *Oxford Discover* successfully presents language functions that are related to the target grammar structure introduced in that particular unit. Once the target language is introduced, a communicative task that requires students to work in pairs is provided with a related language function.

**Speaking** 1.14

**C Learn Giving Encouragement**

Sometimes people feel worried or afraid about doing something. We can say things to make them feel better.

**You can do it! I know you can!**  
**Don't give up. Keep trying!**  
**Don't worry. Just do your best!**

**Practice giving encouragement with a partner.**



Picture 4.10. Language functions presented in *Oxford Discover*

As shown in the picture, the language function is “giving encouragement” with which students are not only provided with chunks of language to manage the target function, but also with the strategies to take turns and the tips for encouraging each other to communicate successfully.

Regarding cultural information, *Oxford Discover* includes texts which are usually designed for Content and Language Integrated Learning (CLIL) purposes in each unit. These texts usually cover cultural information around the world focusing on different aspects of each cultural context. Reading and writing tasks are explicitly given in different forms of written communication in each unit throughout the course (i.e. magazine articles, stories, poems, website pages, letters etc.)

When it comes to the *Power Up* series, both teacher's book and student's book are good at providing tasks and teaching notes of sound knowledge, functional language, cultural information, conversational strategies, forms of written and oral communication. Different from *Oxford Discover* and *Give Me Five* series, there is no explicit mention of functional language in student's book, though. The task, itself, makes it obvious that a certain function of language is aimed to be practiced. In terms of paralinguistic features of communication, the teacher's book seems to be more inclusive than the student's book; that is, the teacher's book gives explicit instructions that teachers would ask learners to use their bodies in communication and be careful with their voice quality while the student's book mostly neglects that feature of communication. Moreover, the variability in different social and geographical environments is not addressed in the *Power Up* series as in the other coursebooks.

**mission** STAGE 2

**Visit the doctor.**

- Work with a partner. One person is a doctor and the other person is a patient.
- Patient: Tell the doctor what's wrong with you.
- Doctor: Give the patient some advice.

What's the matter?

I want to go to the football match, but I've got a temperature.

You need to stay at home and rest.

- Swap roles. Then add the advice to your health plan.

My mission diary  
Activity Book  
page 30

want/need + infinitive

Picture 4.11. Functional language in *Power Up*

This 'mission' task above taken from the *Power Up* series presents an example of how functional language is dealt with in the course. Each grammar section (two in a unit) is followed by an activity called 'mission' through which students are expected to use the target structure in a related language function. As seen in the 'grammar footer', the structure *want/need + infinitive* is introduced in the grammar section while the mission task requires learners to use it

to give some health advice. In addition to presenting the language function, the task provides some conversational strategies between a doctor and a patient by modelling the task in chunks and statements to start the conversation and to take turns.

**7 Read and write.**

This pose is called the warrior pose. Write instructions to explain how to do this pose. Use the words in the box. Then test your instructions on a partner.



stand turn raise bend stretch

**mission** STAGE 3

**Add some healing tips to your health plan.**

- With your partner, think about some ways to stay healthy.
  - Breathe slowly to keep calm.
  - Get lots of rest to have energy the next day.
- Add these ideas to your health plan.

**My mission diary**  
Activity Book  
page 30

Picture 4.12. Paralinguistic features of communication addressed in *Power Up*

As stated previously, there are some tasks in student’s book that provide learners with information to understand how to use their body in communication as well. Although the task above aims to present yoga poses and their meanings, students are equipped with instructions that help them comprehend some meanings of their body movement. However, *Power Up 3 Student’s Book* does not address paralinguistic features of communication as much as *Teacher’s Book* does. Rubric provided in teacher’s book give instructions for the teachers to let student’s use their body to explain the meaning of a word; use their voice more effectively with rising and falling intonation and stress patterns.

*Power Up* series has got a wide range of written and oral communication forms as well. Throughout the course, students are exposed to tasks that require face-to-face dialogues, interviews, presentations, poems, plays, tales, stories, letters and etc. In this respect, like the other coursebooks, *Power Up* could be considered as successful. Furthermore, each page has got one or more content-related pictures, maps, charts or graphs for students to obtain meaning from the visuals.

- 5** Look at the pictures. How can the sky help you find your way if you haven't got a compass?



- 6** Listen and read Jasmin's diary. What did they use to find their way?

### Saturday July 15th

Day five in Mexico! Today was very interesting. We went to visit a pyramid at the top of the Tepozteco Mountain in Morelos. It was a beautiful walk. We went past waterfalls and amazing rainforests! We walked very far because the pyramid is very high up the mountain. On the way, we saw lots of lizards. We rested at the top of the mountain and we had a picnic. The view was lovely; we could look down on the beautiful town of Tepoztlan. Danny took lots of pictures.

When we were preparing to go back down the mountain, disaster happened! Danny fell and our compass broke. Oh no! How could we find our way with no compass?

We couldn't look at the stars because it was day time. Danny wanted to make a compass but we didn't have the right materials. Then Mum found the solution. The sun was getting lower in the sky. Of course! The sun rises in the east and it sets in the west. Now we knew where west was and it was easy to find south.

We arrived back at the hotel hot and dirty, but safe. Mum is now the superhero of the family. What's going to happen to us tomorrow?



Picture 4.13. Culture introduced in *Power Up*

As demonstrated in the picture above, there is a page dedicated to 'culture' section in the *Power Up* series in every unit. These pages usually cover culture around the world with a reading text, followed by comprehension questions and eventually a task that allows students to make connections with their own culture.

In spite of the fact that many aspects of communication are covered in the teacher's book and the student's book of the *Power Up* series, the workbook lacks a great many of them. While activities in workbook include forms of written communication, visual aids, sound knowledge and cultural information, the other aspects of communication, such as language functions, paralinguistic features, oral communication forms and conversations, are not addressed, which is mostly because of the fact that the workbook seems to focus more on allowing students to practice their written skills, vocabulary and grammar knowledge rather than oral skills.

Considering the *Big English Plus* series, it could be stated that the student's book and the teacher's book include sound knowledge, functional language, forms of oral and written communication, visual aids for comprehension, cultural information and conversational strategies. Unlike the other series, *Big English Plus* does not include much of paralinguistic features in the student's book, however, the teacher's book guides teachers on how to use these features in the classroom. The workbook, on the other hand, only deals with sound knowledge,



cultural information, forms of written communication and visual aids. There are no tasks that foster other communication skills since they mostly focus on written language development with lots of vocabulary, reading and grammar practice. There are no speaking tasks provided, because of which inclusion of the communication skills in the workbook is low.



Picture 4.14. Tips for supporting others to communicate provided in *Big English Plus*

The speaking task presented in the picture above is designed as a game which requires learners to work in pairs, describe an animal and guess what the animal is. The model conversation includes chunks like “Well done! You get one point”, which provides a tip for a partner to encourage the other one to communicate and participate in the conversation. This instance has only been found in one of the units, though.

As for functional language, it is not explicitly stated in the student’s book or the teacher’s book. Language functions are usually provided after “Language in Action” parts, which introduce the target structures in the unit. For instance, the task shown in picture 15 practises “What’s the weather like today? What was the weather like yesterday?” However, before this task is introduced, the present and past forms of verb “be” are presented and then this grammar introduction is followed by a semi-controlled and then a free activity which requires learners to speak in pairs.

9 Look at the weather chart. Answer the questions.

M	T	W	Th	F
				

- 1 Today is Monday. What's the weather like today?
- 2 Today is Tuesday. What's the weather like today?
- 3 It's sunny. What day is it today?
- 4 It's windy. What day is it today?
- 5 Today is Thursday. What was the weather like yesterday?

10 Ask and answer.



I'm wearing a T-shirt, shorts and sandals. What's the weather like?

It's sunny and warm.



Unit 5 language practice (What's the weather like today? What was the weather like yesterday?)

Picture 4.15. Functional language in *Big English Plus*

As in most coursebooks, conversations are modelled in each speaking task. Therefore, students are provided with necessary language and strategy to start a conversation and take turns. Moreover, pictures, tables, maps and graphs are included on each page to help learners understand the texts better. Similar to other coursebook series, each unit has got pages dedicated to introducing “culture”. In the context of *Big English Plus*, cultural information is usually related to the theme of the unit providing content from around the world.

Having been presented with examples taken from the books, the findings have shown that each coursebook series includes communication skills to some extent. What makes a difference is the fact that the workbook does not only provide practices for written language, vocabulary and grammar, but also speaking. In addition, paralinguistic features of communication and appropriate use of language have been found to be the key communication skills that make the difference in series with higher results.

#### 4.2.2 Collaboration in Coursebooks

In order to analyse collaboration in coursebooks, a 10-item evaluation checklist, adapted for each course component – student's book, teacher's book and workbook -was used. Collaboration skills referred to in the evaluation checklist were identified as steps of managing

project tasks, desired features of collaboration (such as respect, honesty, caring etc.), open-mindedness, responsibility, willingness to collaborate, turn-taking in shared activities, sharing ideas, sharing of tasks and evaluating others' contribution.

Having analysed each page and activity in student's books, teacher's books and workbooks, frequency and percentage of collaboration skills in each series was calculated. In this regard, as table 4.4 demonstrates, the coursebook that covers collaboration skills the most is *Give Me Five 3* with 87, 4 % considering the overall evaluation of all components. *Oxford Discover 3* follows it in the second place with 64, 4%. However, it is clearly seen that the difference between the percentages of these two series is quite high. *Power Up 3*, on the other hand, comes after *Oxford Discover* with 63, 3 %, which shows that the overall evaluation of the two is very close to each other. As for *Big English Plus 3*, only 47 % of the collaboration skills are covered in overall.

Table 4.4 Evaluation of Collaboration Skills in Coursebooks

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
<b>Student's Book</b>	82,2	74	88,8	80	68,8	62	76,6	69
<b>Teacher's Book</b>	86,6	78	90	81	72,2	65	95,5	86
<b>Workbook</b>	21,1	19	14,4	13	0	0	90	81
<b>Overall</b>	<b>63,3</b>	<b>171</b>	<b>64,4</b>	<b>174</b>	<b>47</b>	<b>127</b>	<b>87,4</b>	<b>236</b>

Unlike the other series, *Give Me Five* has got a higher result in incorporating collaboration skills into the workbook (90 %) content, which is even higher than the result of the student's book (76,6%). In this respect, the reason why the workbook incorporates more of the communication skills is that project tasks are provided in workbook instead of the student's book. In *Give Me Five* series, the teacher's book component has got the highest result in terms of including collaboration skills (95,5%) since each activity in the student's book or workbook that requires collaboration has got teaching notes identified explicitly as "Collaborative Learning". These teaching notes give instructions to the teachers to address for that particular activity.

Having the second highest result, *Oxford Discover* does not include collaboration skills in its workbook (14, 4%) well enough. However, the teacher's book component (90%) seems to be successful in integrating collaboration skills into its rubric to guide the teachers on how

to set and manage the collaborative tasks. In terms of the student's book, it can be stated that nearly each unit includes many of the collaboration skills in the tasks with the result of 88, 8%.

The *Power Up* series, having a close result to *Oxford Discover*, has got tasks in each unit of the student's book (82, 2%) that requires collaboration skills to be used. With a little higher inclusion of these skills, the teacher's book (86, 6%) provides teachers with instructions to deal with the collaborative tasks and to address collaborative skills. However, the workbook (21, 1%) does not include many of the collaboration skills since most of the activities require individual work rather than group or pair work.

Being the least collaborative coursebook of these four series, *Big English Plus* includes some of the collaboration skills in the tasks presented in the student's book (68, 8%). The teacher's book component has got a slightly higher result in addressing collaborative tasks and skills needed for collaboration in its teaching notes (72, 2 %). However, no clear evidence of collaboration skills was found in workbook, which considerably decreases the overall result of *Big English Plus* in terms of collaboration skills' integration.

To illustrate how collaboration skills are dealt with in *Give Me Five*, picture 16 presents a task that is introduced in a unit dedicated to the exploration of the 21<sup>st</sup> century skills. The task itself helps learners practice working in a group, accepting ideas and suggestions. Moreover, as a desired feature of collaboration, being respectful and open-minded to other's ideas is encouraged explicitly. In some units, the collaborative task does not mention about these desired features explicitly, but the teacher's book notes guide teachers on how to deal with them, or the visual aids accompanying tasks foreground willingness to collaborate, sharing and caring.

Work in a group. Choose two snacks and two activities for your fete. Then make a decision together.

Use page 99 in your Activity Book to help.

### Making decisions in a group

It's important to listen to everyone's opinions and ideas when you work in a group.

### Summer fete

Activities	Snacks
bouncy castle	toffee apples
fireworks	cakes
throw a sponge game	candyfloss
parade	ice cream
face painting	sweets
band	burgers

Picture 4.16. A collaboration skill presented in *Give Me Five*

The task presented in picture 4.16 is not a project task that requires a higher level of collaboration; rather a practice of making decisions together. However, what is being demonstrated in the picture below is a project task that requires students to work in groups, discuss questions, create a presentation and present their project. Before the planning and creating stages, students are provided with pre- steps of the task to get informed about the tourist attractions. Considering the collaboration skills analysed, this task models it when to speak and listen, how to take turns in shared activities and how to share their ideas. There are no explicit instructions to guide students on how to evaluate each other’s contribution and manage the sharing of tasks, though.

The teacher’s book provides explicit instructions to help learners evaluate others’ contribution even though the student’s book does not so for every single task. Moreover, there are “Think about your project” parts in the workbook for each project task, in which students are expected to reflect on the task, their performance and team work. Another point to consider regarding the collaboration skills is that each project task is clearly divided into steps in a manageable way.

**My project 3 Lesson 2**

**Plan and create your project**

**1** Discuss the questions. Write the information on page 101 in your Activity Book.

1 What two attractions are you going to visit on Saturday?

2 What famous building are you going to visit on Saturday?

3 What two attractions are you going to visit on Sunday?

4 What park are you going to visit on Sunday?

Why don't we go on the London Eye on Saturday?

Let's visit the Tower of London.

Why don't we go to London Zoo?

Let's visit Regent's Park.

**Cooperative learning** Try to stay calm when you don't agree with your group.

**Digital tip!** Photos are very important in a digital presentation. They catch people's attention.

**2** Create a digital presentation of your trip.

**Present your project**

**3** Present your school trip to your classmates.

The Tower of London

We're going to visit the Tower of London on Sunday morning.

We're going to go there by boat.

**Think about your project** → Go to page 101 in your Activity Book.

**WELL DONE!**  
GIVE ME FIVE!

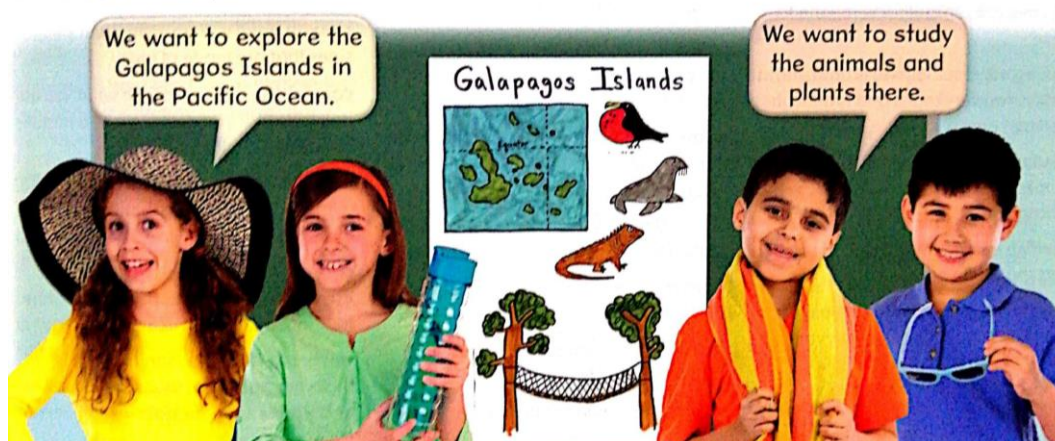
Picture 4.17. A project task obtained from *Give Me Five*

As for *Oxford Discover*, a project task taken from student's book is presented in picture 18 to show how collaboration skills are integrated in the task. In order to manage this project task, students are expected work in groups to agree on a place they want to explore, give reasons why they choose this place and explain what to do there. This stage of the task requires collaborative decision making, respect and open-mindedness. Once this stage is completed and students come to an agreement, they are expected to create a presentation with maps or pictures, which requires each member's contribution to and responsibility for the task.

## Project: Planning an Exploration

### C Create a presentation about a place you want to explore.

- In teams, decide:
  - What place do you want to explore?
  - Why do you want to explore there?
  - What do you need to take with you?
  - What do you want to do there?
- Have each team member answer at least one of the questions.
- Make maps or pictures to share in your presentation.
- Share your plan with the class.
- Take turns answering questions from the class.



Picture 4.18. A project task introduced in *Oxford Discover*

In order to manage equal contribution, the task instruction explicitly ask each student in the team to answer at least one question. The model speeches provided in speech bubbles allow students to see how to share their ideas, take turns in shared activities and to know when to speak and listen. Although features such as being willing to contribute, being responsible and respectful to others are not explicitly mentioned in the task, the picture provided with the task demonstrates positive feelings of the children, which may encourage students to show willingness and desired features of collaboration.

*Power Up* series have got a great many tasks that allow students to work in groups. Each unit introduces four ‘mission’ tasks after language content is presented. For instance, following each grammar part, there is a ‘mission’ task that encourage students to use the target structure in a group work activity. Three of these tasks are planned as the pre-stages of the final task which is called “Mission in Action”. At this stage, students are expected to use their previous works and knowledge to act out or present their group work. The picture below shows a ‘mission in action’ task obtained from *Power Up* series.

**present your jungle adventure park to the class.**

**★ Show your brochure to the class.**

**★ Explain your jungle activity, and why it's fun.**

**★ Talk about the nature area.**


**★ As a class, vote for the best jungle adventure park.**

This is our park. It's got a waterfall, a beach and a big mountain.

Our jungle activity is a fishing trip. It is an amazing experience!

Do you like tigers? Well there are lots to see in our park.

**My mission diary**  
Activity Book  
page 44



Picture 4.19. ‘Mission in Action’ task obtained from *Power Up*

Before students are instructed to present their ‘jungle adventure park’, they have been given other mission tasks to get their brochure ready. At this stage of the mission, they are expected to explain their jungle activity, describe the nature area and finally the listeners vote for the best jungle adventure park. Regarding the collaboration skills analysed in the current study, it can be stated that learners are guided when to speak and listen; task steps are identified; learners are expected to be open-minded to different ideas; they are provided models to show how to share their ideas and take turns and also, they are allowed to evaluate each other’s contribution.

41 Play the **Silly Sentences** game.



Picture 4.20. A collaborative game presented in *Big English Plus*

As shown in the picture above, the *Silly Sentences* game is designed to be played in groups in which students are encouraged to be willing to collaborate and open-minded to different ideas. Furthermore, they are given explicit speech models to show when to speak and listen as well as how to take turns.

When the project tasks in *Big English Plus* are considered, it is found out that they are not designed to be collaborative. Instead, they provide students with opportunities to create their individual tasks as production activities and present them to the class. Collaboration is usually fostered in games that are presented in review parts.

Being presented with the examples obtained from the coursebooks, collaboration skills have been found to be existing in all coursebook series analysed in the current study to some extent. However, a great many of the collaborative tasks lack guidance on how to evaluate others' contribution and manage sharing tasks. Moreover, except for the *Give Me Five* series, workbook components usually deal with tasks that are completed individually rather than group work, which significantly affects the overall results of the series in terms of including collaboration skills.

### 4.2.3 Critical Thinking in Coursebooks

Critical thinking skills in coursebook series were analysed through a 12-item evaluation checklist, which was developed considering the categories of Bloom's Taxonomy revised by Krathwohl (2002). Six of the checklist items analyse whether these categories - *remember*,



*understand, apply, analyse, evaluate* and *create* – are included in each unit of student’s book, workbook and teacher’s book. The other six items seek any evidence in each unit whether learners are required to synthesise ideas and information, identify problems, evaluate options, ask effective questions, give reasons as appropriate to the situations and reflect critically on their learning experiences.

Results presented in the table below show that *Oxford Discover* series is 100% successful in incorporating critical thinking skills in its content. All the components of the series (student’s book, workbook and teacher’s book) include the 12 items mentioned earlier in the tasks or activities in each unit.

Table 4.5 *Evaluation of Critical Thinking Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
<b>Student’s Book</b>	92,5	100	100	108	91,6	99	75	81
<b>Teacher’s Book</b>	91,6	99	100	108	91,6	99	83,3	90
<b>Workbook</b>	72,2	78	100	108	78,7	85	87,9	95
<b>Overall</b>	<b>85,4</b>	<b>277</b>	<b>100</b>	<b>324</b>	<b>87,3</b>	<b>283</b>	<b>82</b>	<b>266</b>

Following *Oxford Discover* series, the second most successful results belong to *Big English Plus* series (87, 3%). Teacher’s book and student’s book are equally address critical thinking skills with 91, 6% while workbook tasks (78, 7%) require critical thinking skills to be used less than student’s book and teacher’s book.

Regarding the results of *Power Up*, it could be stated that the overall evaluation of the series (85, 4%) shows many of the critical thinking skills are included in the course content. Student’s book component with 92, 5% is the most successful in this series to integrate critical thinking skills in its tasks, which is followed by teachers book with 91, 6%. As in *Big English Plus* series, workbook (72, 2%) includes less of these skills.

Although *Give Me Five* series has got the highest results in integrating communication and collaboration skills in its content, it falls behind the other series in terms of the integration of critical thinking skills with 82%. Different from the other series, workbook component (87, 9%) includes more of these skills in its tasks while student’s book includes 75% and teacher’s book 83,3%.

All the coursebook series analysed in the current study include the first four categories of Bloom's revised taxonomy, which are *remember*, *understand*, *apply* and *analyze*, in the tasks presented in a unit. The category of 'remember' is usually used in vocabulary sections in which students are asked to repeat, memorise or list them.

The 'understand' category is, again, mostly used in vocabulary practice with activities of selecting, matching, classifying or locating the words. Some listening tasks include this category as well since recognising is another skill used in this category. Tasks that deal with describing such as spoken or written picture description could also be regarded as examples of the category 'understand'.

In the 'apply' stage, students are required to use and implement what has been remembered and understood. Vocabulary practices such as 'fill in the blanks' and 'using the words in sentences' are some common examples of the 'apply' stage. Moreover, many of the grammar practices include this stage of critical thinking. Once the structure is presented to the students, each coursebook series provides activities in which students are expected to use the target structure appropriately. These activities might be forming the correct form of the verb, writing sentences with the target structure included or spoken production which requires learners to use the target structure.

The 'analyse' category requires higher-order thinking skills, which could be practised through activities learners compare, contrast, find differences, break the whole into pieces and draw connections. In the coursebooks analysed, activities that were designed to draw connections among ideas and break the information into parts are usually introduced in reading and listening sections. For instance, texts aiming to improve receptive skills with new information in it, such as information about other cultures, countries, an unknown game etc, are usually followed by tasks that students need to draw connections to their own cultures, countries or games they know about. Moreover, all coursebooks analysed in the current study include model texts in writing activities. These model texts are usually broken down into pieces to guide students on how to produce their own writing. Some of speaking tasks introduced in each coursebook ask learners to compare and contrast pictures, people, countries or objects and find the differences. These kinds of activities were found in each unit of the coursebooks; that is, the 'analyse' stage is included in them.

As for practices of the 'evaluate' category, majority of the units in the student's books include a task or a question that requires learners to justify a stand or a decision. To illustrate, the tasks intending something to be graded, valued or prioritised are examples of the

‘evaluate’ category. When students are asked to choose their ‘best’ or ‘most’ and justify the reason why, this could be considered as an example of this category. Almost all units in the coursebooks include tasks that students evaluate their performance or knowledge. These kind of self-evaluation practices are also the examples of this category. Even though not every workbook unit provides these kinds of tasks or questions, a great many units in the student’s book and the teacher’s books of the coursebook series analysed include them.

The ‘create’ category was found to be present in student’s book unit of the coursebook series. The underlying idea of this category is to produce new and original work. In this respect, each student’s book unit has got either a writing or a project task allowing students to design and produce their own work. For instance, picture 4.17, picture 4.18 and picture 4.19 presented in the previous section, where collaboration skills findings are demonstrate, can be considered as good examples of the ‘create’ category as well.

In addition to the categories of Bloom’s revised taxonomy, the other critical thinking skills were found to be existing in most of student’s books and teacher’s books units. One these skills is synthesising ideas and information, which has to be done to manage the ‘create’ category. Without synthesising ideas and information, it is almost impossible to create something new and original. Since each unit of the student’s books introduces a task to create something, synthesising is included in all the coursebooks as well. Teacher’s books notes also provide instructions to help students manage these tasks. As for the workbooks, three of the coursebook series cover synthesising skill in its activities while *Big English Plus* provide tasks to sythesise information and create something new and original in 5 units out of 9.

Another critical thinking skill can be regarded as reflecting critically on one’s learning experience. This skills was also found to be existing in all coursebook series in self-evaluation or self-reflection parts. These parts were usually designed to meet the unit’s learning outcomes or objectives. Given with ‘can do’ statements at the end of each unit, self-evaluation tasks intend the students to reflect on how much they think they achieve the unit’s outcomes. While these self-evaluation tasks are presented in the student’s book of the 3 coursebook series, the *Give Me Five* series introduces them in the workbook.

One of the critical thinking skills that does not exist in every unit of the coursebooks is identifying problems. This skill is mainly dealt with in stories or project tasks. Some stories have got problems to be solved in the end and the comprehension questions are usually designed to address this problem to be identified and solved. In some of the project tasks, it is intended to find answers to ‘big’ questions or identify and solve problems. However, only in

the *Oxford Discover* series, students are expected to identify problems in each unit because the underlying methodology of *Oxford Discover* series is to give students ‘big’ questions to be identified, explored and answered within the unit. For the other series, *Give Me Five* series covers this skill in 2 units; *Big English* in 3 units; and *Power Up* in 4 units of the student’s and teacher’s books. Workbooks, on the other hand, cover even less than the student’s books, except for *Oxford Discover* series.

As presented in the findings table, even though it is not 100% for each coursebook series, critical thinking skills are mostly included in the student’s books and teacher’s books analysed in the present study.

#### 4.2.4 Creativity in Coursebooks

The analysis of creativity skills in coursebooks was done through a 7-item evaluation checklist which was adapted considering what each course component aims to achieve. These 7 items developed to look for creativity skills in the coursebooks, which mainly address producing a new and original work by expressing one’s own personal identity and feelings; thinking critically; being aware of the real-world limits of creating a new work; using idea creation techniques and being open to new ideas.

The table below shows the findings of the analysis that was done to find out to which extent creativity skills are embedded in student’s books, workbooks and teacher’s books. Based on these findings, it can be seen that *Oxford Discover* series and *Give Me Five* series include creativity skills to the same extent with 92, 5%. As for *Power Up* series, the overall inclusion of creativity skills was found to be 87, 8%. Including the elements of creativity skills the least of all, *Big English Plus* series’ overall evaluation seems to be 76, 1%.

Table 4.6 *Evaluation of Creativity Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
<b>Student’s Book</b>	82,5	52	96,8	61	87,3	55	90,4	57
<b>Teacher’s Book</b>	98,4	62	96,8	61	93,6	59	100	63
<b>Workbook</b>	82,5	52	84,1	53	47,6	30	87,3	55
<b>Overall</b>	<b>87,8</b>	<b>166</b>	<b>92,5</b>	<b>175</b>	<b>76,1</b>	<b>144</b>	<b>92,5</b>	<b>175</b>

Although *Oxford Discover* and *Give Me Five* series' overall evaluation findings were found to be the same, there are differences in the findings of the course components. Creativity skills are dealt with in both the student's book and the teacher's book of *Oxford Discover* with 96,8% while *Give Me Five* teacher's book include all the creativity skills in each unit's teaching notes (100%). However, *Give Me Five* student's book (90, 4%) contain less of the creativity skills compared to the teacher's book. The findings of the workbooks in both series show that creativity skills inclusion is lower than the other components. For *Oxford Discover* series, the workbook includes 84, 1% of the creativity skills, whereas *Give Me Five* workbook includes 87,3%.

The *Power Up* series teacher's book seems to include creativity skills the most (98, 4%) while the workbook and the student's book have got the same results with 82,5%. The reason why the teacher's book deal with more of these skills is that idea creation techniques and guidance around the real-world limits to creative efforts are provided in each unit of the teacher's book but not the student's book and workbook.

When it comes to the *Big English Plus* series, the teacher's book (93, 6%) includes creativity skills the most as in the other series. Following the teacher's book, with 87, 3% comes the student's book. As for the workbook (47,6%), it can be seen that it is the component, which include the creativity skills the least out of all series analysed in this study because creative activities are provided only in 5 units out of 9 and no idea creation techniques are introduced.

As previously discussed in 'critical thinking skills evaluation' part of this study, the tasks that require creativity skills to be used are presented in writing and project sections. There is at least one task in every student's book unit that allow students to create new content from their own ideas or other resources and to express their own feelings and identity. However, idea creation techniques such as brainstorming, using word webs, charts or graphic organizers are not included in the tasks, but the teaching notes provide instructions for teachers to help learners brainstorm and organize their ideas.

As for the guidance around the real-world limits to creating new content, none of the tasks gives explicit instructions to the students in student's books or workbooks. However, real-world limits are guided with questions to be addressed to manage the task and also with the models presented in the task.

Regarded as one of the higher-order thinking skill and the top category of Bloom's revised taxonomy, 'create' requires other critical thinking skills to be implemented. Therefore,

any activity that allows students to create something new intends critical thinking skills to be used. Moreover, it is obvious that in order to create something new and original, students need to be open to new ideas. Therefore, any creative task requires learners to be open to new ideas, which exists in every student's book unit of the coursebooks analysed.



## CHAPTER V

### CONCLUSION, DISCUSSION AND SUGGESTIONS

This chapter presents the summary of the current study; interpretation of the findings obtained from the external and internal coursebook analyses; discussions, pedagogical implications and suggestions for further studies.

#### 5.1 Summary of the Study

The present study aimed to identify to what extent the 4Cs of 21<sup>st</sup> Century Skills – communication, collaboration, critical thinking and creativity – are included in ELT coursebooks. 4 ELT primary coursebook series published by *Cambridge University Press*, *Oxford University Press*, *Pearson Education* and *Macmillan Education* were analysed with their student's book, teacher's book and workbook components through internal and external evaluation checklists to find answers to the following research questions:

1. To what extent are the 21st Century skills included in ELT coursebooks?
  - 1.1 To what extent are communication skills included in ELT coursebooks?
  - 1.2 To what extent is are collaboration skills included in ELT coursebooks?
  - 1.3 To what extent are critical thinking skills included in ELT coursebooks?
  - 1.4 To what extent are creativity skills included in ELT coursebooks?

#### 5.2 Discussion and Conclusion

The current study intended to answer one main question and four sub-questions. In order to answer the main question, first the sub-questions will individually be addressed.

The first sub-question of the main research question aimed to investigate the inclusion of communication skills in ELT coursebooks. For this purpose, a 12-item evaluation checklist was used to analyse to what extent communication skills are integrated in the student's book and workbook activities as well as the teaching notes presented in the teacher's books. Based on the findings, it was shown that communication skills were dealt with in each coursebook series and their components to some extent. When the overall evaluation of each coursebook

series was calculated, it was found out that the *Give Me Five* series contains communication skills 81,3%; the *Oxford Discover* series 79,3%, the *Power Up* series 69,4% and the *Big English Plus* series 65,9%.

Except for the *Give Me Five* series, the other coursebooks were found to include communication skills less in the workbooks than the student's and the teacher's books because of the fact that workbook activities mainly dealt with mechanical practices of the target language structures. In the student's books, the majority of the tasks, which include communication skills were air-work speaking activities. In their study, Tavil and Demirbaş (2010) underline that group and pair work activities provide more communication skills and are regarded as more entertaining in terms of language practice.

Considered as one of the communication skills, cultural information presented in every unit of each coursebook series was analysed. However, all the series provided information regarding world culture rather than the culture of native English speakers. Unlike the findings of the study done by Shirvan and Taherian (2015) aiming to evaluate intercultural communicative competence in coursebooks, culture sections in coursebook analysed in the current study tended to develop students' world culture knowledge rather than language proficiency, which was found to be the other way around in the coursebooks they evaluated.

Appropriate use of language; that is, knowing what to say when and to whom and politeness was one of the most neglected communication skills in ELT coursebooks, which was also in line with the findings of Vellenga's (2004) study. Although language functions were addressed in every student's book unit, there were not enough examples showing how to use language appropriately in different environments and circumstances. This skill is quite important in terms of maintaining effective and successful communication.

As for the second sub-question, which deals with the integration of collaboration skills into the coursebooks, analysis was done through a 10-item evaluation checklist. The collaboration skills analysed in the coursebooks were mainly identified as knowing when to speak and listen in a group work, working on a project task in a group, desired features of collaboration (patience, respect, caring etc.), responsibility, willingness to collaborate, turn-taking in shared activities, managing the sharing of tasks in a group and evaluating others' contribution. With regards to these collaboration skills, the findings of the study have revealed that the *Give Me Five* series includes 87,4% of these skills while it is 64,4% with *Oxford Discover*, 63,3% with *Power Up* and 47% with the *Big English Plus* series.



As is the case with communication skills, there was much less emphasis on collaboration skills in the workbooks compared to the student's and the teacher's books, apart from the *Give Me Five* series. This was mainly because of the fact that group work and project tasks were presented in the student's books while the workbooks included more of individual works. However, as it is suggested by Parmenter (2015), collaboration skills are important in learning together. Therefore, activities designed to practise what is learned should not only include individual works, but pair and group works as well.

Based on the collaboration skills analysed in the current study, it can be said that the majority of them were found in group and pair works, but evaluation of others' contribution and sharing of tasks in a group work were the ones which are included the least in the coursebooks, but also were two of the collaboration skills identified in Cambridge Framework for Life Competencies in Education (2018).

In order to find an answer to the third sub-question of the main research question, a 12-item evaluation checklist was used. Regarding the critical thinking skills identified in the evaluation checklist items, all four coursebook series presented examples to some degree. The overall evaluation of critical thinking skills found in coursebook series was 87,3% in *Big English Plus*, 85,4% in *Power Up* and 82% in *Give Me Five*. Moreover, critical thinking was the only 21<sup>st</sup> century skill investigated and found to be 100% included in a coursebook, *which is Oxford Discover*.

Proposed in Bloom's revised taxonomy by Krathwohl (2002), six categories of critical thinking which are 'remember', 'understand', 'apply', 'analyze', 'evaluate' and 'create' were analysed in the coursebooks as well as skills to develop synthesising information and ideas, identifying problems, evaluating options, providing reasons to the decisions and reflecting on one's own learning. The findings have shown that all coursebook series included examples of these five critical thinking categories in every unit while the 'evaluate' category was missing in some units. In the available literature, the first three categories are regarded as 'lower-order thinking skills' while the last three are the examples of 'higher-order thinking skills'. In their study Razmjoo and Kazempourfard (2012) concluded that learners' language proficiency level affected the thinking skills; that is, the higher the language level was, the more instances of higher-order thinking skills were presented. However, the coursebook series analysed in the current study, despite being primary coursebooks and having lower language proficiency levels, included a great many examples of higher-order thinking skills as well as the lower ones.

Another critical thinking skill that existed in each unit of the coursebooks was reflecting on learning experiences. Regarded as one of the indicators of critical thinking in P21 Framework Definitions (2015), learners' reflection on their learning experiences and processes helps them improve their thinking and learning skills. Provided in self-evaluation and task-evaluation parts in the coursebooks, reflection on student's learning was managed in all coursebooks to a certain degree.

The answer regarding the fourth sub-question, which aimed to analyse the inclusion of creativity skills in the coursebooks, was found out through an evaluation checklist that contained 7-items. These items mainly intended to look for the examples of creative activities and idea creation techniques in the coursebooks. In addition to these creativity skills, some attitudes and values regarding creativity skills were addressed too, such as creating new content from one's own idea or other resources, expressing feelings and identity, providing real-world limits to creative tasks and being open to new ideas.

According to the findings of the current study, creativity skills are mostly included in the coursebooks. The two course book series *Give Me Five* and *Oxford Discover* were found to include the same number of examples of creativity skills in overall evaluation with 92,5% even though the course components showed different results. In the *Power Up* series, the overall evaluation of creativity skills was 87,8% while it was 76,1% in the *Big English Plus* series. Similar to the findings of other skills presented previously, creativity skills were dealt with less in the workbooks but most in the teacher's books since workbook activities were rather mechanical and teacher's book notes provided idea creation techniques and real-world limits to the creative tasks.

The analysis has shown that each coursebook series provided tasks that students were required to use their creativity skills to a certain extent. As indicated in Kaufman and Beghetto (2009)'s creativity model, these tasks referred to mainly *Mini-c* while some of them included instances of *Little-c*; no eminent creativity, though.

Regarded as the knowledge of creativity in KSAVE Framework (Binkley et al., 2010), using idea creation techniques in creative tasks was not addressed in each unit of the coursebook series. Some of the coursebooks included a few idea creation practices in the student's books while some included guidance in the teacher's book on how to help student's use idea creation techniques. However, being suggested as one of the very first knowledge category to create new content, enough emphasis was placed on idea creation techniques in the coursebooks.

The other creativity skill that was included less in the creative tasks was guidance around real-world limits to the task itself. This creativity skill was addressed to both in P21 Framework (2015) and KSAVE Framework (2010) as a part of the creative efforts and knowledge. Providing model tasks and guiding students along the limits of the task with questions were some implicit examples of this skill found in the coursebooks. However, guiding students with explicit instructions would also be needed as suggested in these two frameworks.

As for the main research question aiming to find out the extent to which the 21<sup>st</sup> century skills were included in ELT coursebooks, two different evaluation types were used; external coursebook evaluation and internal coursebook evaluation. The internal evaluation findings were gathered after each of the 4Cs was analysed. Once ‘communication’, ‘collaboration’, ‘critical thinking’ and ‘creativity’ skills were investigated and the examples of these skills were calculated, the overall evaluation of the 21<sup>st</sup> century skills was done. According to the overall evaluation of the findings, the *Give Me Five* series included 21<sup>st</sup> century skills up to 81,3%, which was followed by the *Oxford Discover* series with 79,3%. As for the *Power Up* series, the overall inclusion of 21<sup>st</sup> century skills was found to be 69,4% while it was 65,9% in the *Big English Plus* series.

When it comes to the findings of external evaluation, which was suggested to be the initial stage of coursebook evaluation by McDonough and Shaw (2003) to get a broader sense and what was claimed on the cover of the books and in the table of contents, the *Give Me Five* series claims to include the 21<sup>st</sup> century skills up to 86,6%. For the other coursebook series, external evaluation findings were 81,6% in *Oxford Discover*, 66,6% in *Power Up* and 41,6% in *Big English Plus*.

As seen in the findings of external and internal evaluation of the 21<sup>st</sup> century skills inclusion in the coursebooks, the percentages are different in terms of what was claimed by the authors and/or the publishers and what really exists in the coursebooks. The external evaluation results of some series were found to be higher than internal evaluation results. To illustrate, the external evaluation of *Give Me Five* was 86, 6% while the internal evaluation was 81, 3%. Similarly, the external evaluation findings were a little higher than internal evaluation in *Oxford Discover*. The former was 81, 6% while the latter was 79, 3. However, it was found to be the other way around with *Power Up* and the *Big English Plus* series; their external evaluation results were lower than the internal ones. As for the *Power Up* series, the inclusion of the 21<sup>st</sup> century skills was found to be 66, 6% in the external evaluation while it was 69, 4% in internal

evaluation. Moreover, the external evaluation of *Big English Plus* was 41, 6%, but the internal one was 65, 9%.

The results of the data obtained in the current study have shown that each ELT coursebook series includes the examples of the 4Cs of 21<sup>st</sup> century skills (communication, collaboration, critical thinking and creativity) in their tasks and activities. Some of the sub-skills of these 4Cs were found to be present in every unit while some of them were totally missing in the coursebook. Presenting how and to what extent the 4Cs were dealt with in ELT coursebooks, this study also addresses the significance of further research on the 21<sup>st</sup> century skills in ELT program and coursebooks in order to contribute to the studies done in the field.

### **5.3. Pedagogical Implications of the Study and Suggestions for Further Research**

Advances in technology have affected social life and the field of education massively. Thus, the skills needed in the 21<sup>st</sup> century have evolved; that is, the soft skills such as communication, collaboration, critical thinking and creativity have gained significant importance. English, being a global language and used as the medium of research in many fields, should be taught integrating these skills, and thereby, materials used in English language teaching should do so. Considering these reasons, the current study, which investigated the 4Cs of 21<sup>st</sup> century skills in ELT coursebooks, has several implications.

First of all, an ELT program should allow learners to communicate, collaborate, think critically and create more. It should also include enough guidance on how to foster these skills for learners and teachers. Unless learners are provided with enough opportunities in different teaching and learning contexts, the possibility of their adoption of these skills might get lower. Therefore, the program itself should aim to help learners develop the soft skills.

As Sheldon (1988, p.237) stated, coursebooks are “visible heart of any ELT program”, in order to make sure the skills are covered in the program, coursebooks should include examples and practices of these skills. A coursebook without enough practices of communication, collaboration, critical thinking and creativity skills may not contribute to the classroom implementations of these skills, in which case, it could be the teacher’s responsibility to provide opportunities for learners to improve.

The results of the study have also shown that although there are tasks aiming to encourage learners to communicate, work together, use their critical thinking skills and create

new content, not all sub-skills necessary to manage the tasks are provided. These sub-skill of the 21st century skills were identified and categorised in some studies intending to provide a framework (Cambridge Framework for Life Competencies, 2018; KSAVE Framework, 2010; P21 Framework, 2016). Coursebook designers and publishers should take into consideration the skills defined in these frameworks and provide more practices of the 21<sup>st</sup> century skills by guiding learners and teachers explicitly on how to embed these skills in their learning and teaching. Moreover, program developers should refer to these frameworks in developing their curriculum and program syllabi. All parties involved in program creation and delivery should bear in mind that the basic knowledge skills; reading, writing and arithmetic (3Rs) were fundamental in the 20th century, whereas the applied skills such as collaboration, communication, creativity and critical thinking (4Cs) are ‘very important’ to succeed in the 21st century (Casner-Lotto & Barrington, 2006).

Based on the aims and the limitations of the current study, the following points present some suggestions for further studies.

- Since the analysis was done only with one level of four coursebook series, similar analysis can be carried out with the other levels of these coursebooks.
- Similar analysis and evaluation can be done with lower-secondary, upper-secondary and university level coursebooks as well as other primary coursebooks.
- Similar analysis should be conducted with other components of the coursebook series analysed such as ‘teacher’s resource book’, ‘interactive software’, ‘online learning management system’.
- Similar studies can be carried out to analyse and evaluate locally published coursebook series.
- Similar analysis of coursebooks can be done to investigate how other 21<sup>st</sup> century skills as well as the 4Cs are included in ELT coursebooks; such as digital literacy, technology skills, life and career skills.
- Teachers’ and students’ views could also be gathered in order to find out the extent to which they think the 4Cs are included in their coursebooks.

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## APPENDIX 1. EXTERNAL EVALUATION CHECKLIST

<b>CRITERIA</b>	<b>Precisely</b>	<b>Almost Precisely</b>	<b>Partly</b>	<b>Almost None</b>	<b>None</b>
The term '21 <sup>st</sup> Century Skills' is addressed on the cover of the course components (Student's Book, Workbook, Teacher's Book).					
'Communication' is separately addressed on the cover of the course components.					
'Collaboration' is separately addressed on the cover of the course components.					
'Critical thinking' is separately addressed on the cover of the course components.					
'Creativity' is separately addressed on the cover of the course components.					
There is a particular focus on the term '21 <sup>st</sup> Century Skills' in the introduction.					
'Communication' is referred to in the introduction.					
'Collaboration' is referred to in the introduction.					
'Critical thinking' is referred to in the introduction.					
'Creativity' is referred to in the introduction.					
There is a particular focus on the term '21 <sup>st</sup> Century Skills' in the table of contents / syllabus.					
'Communication' is included in the table of contents / syllabus.					
'Collaboration' is included in the table of contents / syllabus.					
'Critical thinking' is included in the table of contents / syllabus.					
'Creativity' is included in the table of contents / syllabus.					
<b>Evaluation</b>	<b>Total:</b>		<b>Overall:</b>		



## APPENDIX 2. STUDENT'S BOOK EVALUATION CHECKLIST

### Part I: General Information

<b>Title</b>	
<b>Author(s)</b>	
<b>Publisher(s)</b>	
<b>Copyright date</b>	

### Part II: Internal Evaluation for Communication

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Sound knowledge of basic vocabulary is included.									
Functional language (e.g. giving advice, apologizing etc.) is presented.									
Paralinguistic features of communication (e.g. voice-quality features, facial expressions, postural or gesture systems etc.) are included.									
The variability of language in different geographical communication environments is addressed.									
The variability of language in different social communication environments is addressed.									
Learners are provided with forms of oral communication (such as face-to-face communication, interview, phone conversation and presentation) .									
Learners are provided with forms of written communication (such as letter, e-mail, text-message, story, memo and notice).									
Aids (e.g. notes, schemes, maps etc.) which help learners to deal with texts are included.									
Cultural information is provided.									
Language appropriateness (e.g. communicating with a friend, a family member or a teacher etc.) is introduced.									
Strategies to manage conversations such as appealing for assistance, asking for clarification, starting or ending a conversation etc. are provided.									
Tips for supporting others to communicate successfully are provided.									

### Part III: Internal Evaluation for Collaboration

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Learners are given explicit instructions to know when to speak and listen.									
Learners are provided with the steps to manage the project task.									
Learners are informed about the desired features of collaboration such as caring, patience, honesty, respect etc.									
Learners are encouraged to be open-minded to different ideas.									
Learners are encouraged to be responsible to others.									
Learners are encouraged to be willing to collaborate.									
Learners are guided on how to take turns in shared activities.									
Learners are guided on how to share their ideas.									
Learners are guided on how to manage the sharing of tasks in a project.									
Learners are allowed to evaluate others' contributions.									

### Part IV: Internal Evaluation for Creativity

	1	2	3	4	5	6	7	8	9
Creative activities are provided for learners to participate.									
Learners are allowed to create new content from their own ideas or other resources.									
Creative activities are provided for learners to discover expressing their own personal identity and feelings.									
Idea creation techniques are included.									
Learners are required to think critically about their own ideas to improve creative efforts.									
Learners are guided around real-world limits to creating new content in more acceptable forms.									
Learners are required to be open to new ideas.									

**Part V: Internal Evaluation for Critical Thinking**

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
The domain level ‘remember’ of Bloom’s Taxonomy to recall facts and basic concepts is addressed.									
The domain level ‘understand’ of Bloom’s Taxonomy to explain ideas or concepts is addressed.									
The domain level ‘apply’ of Bloom’s Taxonomy to use information in new situations is addressed.									
The domain level ‘analyze’ of Bloom’s Taxonomy to draw connections among ideas is addressed.									
The domain level ‘evaluate’ of Bloom’s Taxonomy to justify a stand or decision is addressed.									
The domain level ‘create’ of Bloom’s Taxonomy to produce new or original work is addressed.									
Learners are required to synthesize ideas and information.									
Learners are required to identify problems to be addressed.									
Learners are required to evaluate options.									
Learners are required to ask effective questions.									
Learners are required to give reasons as appropriate to the situation.									
Learners are required to reflect critically on their learning experiences.									

### APPENDIX 3. TEACHER'S BOOK EVALUATION CHECKLIST

#### Part I: General Information

<b>Title</b>	
<b>Author(s)</b>	
<b>Publisher(s)</b>	
<b>Copyright date</b>	

#### Part II: Internal Evaluation for Communication

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Teacher notes guide teachers on how to present sound knowledge of basic vocabulary.									
Teacher notes guide teachers on how to present functional language (e.g. giving advice, apologizing etc.).									
Teacher notes guide teachers on how to include paralinguistic features of communication (e.g. voice-quality features, facial expressions, postural or gesture systems etc.).									
Teacher notes guide teachers on how to present the variability of language in different geographical communication environments.									
Teacher notes guide teachers on how to present the variability of language in different social communication environments.									
Teacher notes guide teachers on how to present forms of oral communication (such as face-to-face communication, interview, phone conversation and presentation).									
Teacher notes guide teachers on how to present forms of written communication (such as letter, e-mail, text-message, story, memo and notice).									
Teacher notes guide teachers on how to use aids (e.g. notes, schemes, maps etc.) to deal with texts.									
Teacher notes guide teachers on how to deal with cultural information.									
Teacher notes guide teachers on how to address language appropriateness (e.g. communicating with a friend, a family member or a teacher etc.).									
Teacher notes guide teachers on how to deal with strategies to manage conversations such as appealing for assistance, asking for clarification, starting or ending a conversation etc.									
Teacher notes guide teachers on how to help learners support others to communicate successfully.									

### Part III: Internal Evaluation for Collaboration

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Teacher notes give explicit instructions for learners to know when to speak and listen.									
Teacher notes guide teachers on how to give the steps to manage the project task.									
Teacher notes guide teachers on how to address the desired features of collaboration such as caring, patience, honesty, respect etc.									
Teacher notes guide teachers on how to encourage learners to be open-minded to different ideas.									
Teacher notes guide teachers on how to encourage learners to be responsible to others.									
Teacher notes guide teachers on how to encourage learners to be willing to collaborate.									
Teacher notes guide teachers on how to help learners take turns in shared activities.									
Teacher notes guide teachers on how to help learners share their ideas.									
Teacher notes guide teachers on how to help learners manage the sharing of tasks in a project.									
Teacher notes guide teachers on how to encourage learners to evaluate others' contributions.									

### Part IV: Internal Evaluation for Creativity

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Teachers are guided to give instructions of creative activities for learners to participate.									
Teachers are guided to help learners create new content from their own ideas or other resources.									
Teachers are guided to help learners discover expressing their own personal identity and feelings through creative activities.									
Teachers are provided with idea creation techniques to present learners.									
Teachers are guided to help learners think critically about their own ideas to improve creative efforts.									
Teachers are guided to present real-world limits to adopting new ideas in more acceptable forms.									
Teachers are guided to encourage learners to be open to new ideas.									

## Part V: Internal Evaluation for Critical Thinking

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Teacher notes guide teachers on how to help learners recall facts and basic concepts ('Remember' level of Bloom's Taxonomy).									
Teacher notes guide teachers on how to help learners explain ideas or concepts ('Understand' level of Bloom's Taxonomy)									
Teacher notes guide teachers on how to help learners use information in new situations ('Apply' level of Bloom's Taxonomy).									
Teacher notes guide teachers on how to help learners draw connections among ideas ('Analyze' level of Bloom's Taxonomy).									
Teacher notes guide teachers on how to help learners justify a stand or decision ('Evaluate' level of Bloom's Taxonomy).									
Teacher notes guide teachers on how to help learners produce new or original work ('Create' level of Bloom's Taxonomy).									
Teacher notes guide teachers on how to help learners synthesize ideas and information.									
Teacher notes guide teachers on how to help learners identify problems to be addressed.									
Teacher notes guide teachers on how to help learners evaluate options.									
Teacher notes guide teachers on how to help learners ask effective questions.									
Teacher notes guide teachers on how to help learners give reasons as appropriate to the situation.									
Teacher notes guide teachers on how to help learners reflect critically on their learning experiences.									

## APPENDIX 3. TEACHER'S BOOK EVALUATION CHECKLIST

### Part I: General Information

<b>Title</b>	
<b>Author(s)</b>	
<b>Publisher(s)</b>	
<b>Copyright date</b>	

### Part II: Internal Evaluation for Communication

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Sound knowledge of basic vocabulary is practised in the tasks.									
Functional language (e.g. giving advice, apologizing etc.) is practised in the tasks.									
There are tasks which require to include some paralinguistic features of communication (e.g. voice-quality features, facial expressions, postural or gesture systems etc.).									
The variability of language in different geographical communication environments is practised in the tasks.									
The variability of language in different social communication environments is practised in the tasks.									
Forms of oral communication are explicit in practices (such as face-to-face communication, interview, phone conversation and presentation).									
Forms of written communication are explicit in practices (such as letter, e-mail, text-message, memo and notice).									
Aids (e.g. notes, schemes, maps etc.) to help learners deal with texts are included in practices.									
There are tasks which practise cultural information.									
Language appropriateness (e.g. communicating with a friend, a family member or a teacher etc.) is practised.									
There are tasks which require strategies to manage conversations such as appealing for assistance, asking for clarification, starting or ending a conversation etc.									
There are tasks which encourage supporting others to communicate successfully.									

### Part III: Internal Evaluation for Collaboration

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
There are tasks which require learners to know when to speak and listen.									
There are practices to manage the project task steps.									
There are tasks which encourage the desired features of collaboration such as caring, patience, honesty, respect etc.									
There are tasks which encourage learners to be open-minded to different ideas.									
There are tasks which encourage learners to be responsible to others.									
There are tasks which encourage learners to be willing to collaborate.									
How to take turns in shared activities is practised.									
How to share ideas is practised.									
There are tasks which require learners to manage the sharing of tasks in a project.									
There are tasks which require learners to evaluate others' contributions.									

### Part IV: Internal Evaluation for Creativity

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
Creative activities are provided for learners to participate.									
There are tasks which allow learners to create new content from their own ideas or other resources.									
Creative activities are provided for learners to discover expressing their own personal identity and feelings.									
There are tasks which require use of idea creation techniques.									
There are tasks which require learners to think critically about their own ideas to improve creative efforts.									
Learners are provided with tasks practising real world limits to adopting new ideas in more acceptable forms.									
There are tasks which require learners to be open to new ideas.									



**Part V: Internal Evaluation for Critical Thinking**

CRITERIA	UNITS								
	1	2	3	4	5	6	7	8	9
There are tasks which require the domain level ‘remember’ of Bloom’s Taxonomy to recall facts and basic concepts.									
There are tasks which require the domain level ‘understand’ of Bloom’s Taxonomy to explain ideas or concepts.									
There are tasks which require the domain level ‘apply’ of Bloom’s Taxonomy to use information in new situations.									
There are tasks which require the domain level ‘analyze’ of Bloom’s Taxonomy to draw connections among ideas.									
There are tasks which require the domain level ‘evaluate’ of Bloom’s Taxonomy to justify a stand or decision.									
There are tasks which require the domain level ‘create’ of Bloom’s Taxonomy to produce new or original work is addressed.									
There are tasks which require learners to synthesize ideas and information.									
There are tasks which require learners to identify problems.									
There are tasks which require learners to evaluate options.									
There are tasks which require learners to ask effective questions.									
There are tasks which require learners to give reasons as appropriate to the situation.									
There are tasks which require learners to reflect critically on their learning experiences.									

## BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin/Raporumun tamamı her yerden erişime açılabilir.

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...../...../.....

Aslıhan AKCAY

## ÖZGEÇMİŞ

### Kişisel Bilgiler

Adı Soyadı : Aslıhan AKÇAY  
Doğum Yeri ve Tarihi : Gümüşhane - 10.01.1990

### Eğitim Durumu

Lisans Öğrenimi : Akdeniz Üniversitesi- Eğitim Fakültesi- İngiliz Dili Eğitimi Anabilim Dalı  
Yüksek Lisans Öğrenimi : Akdeniz Üniversitesi- Eğitim Bilimleri Enstitüsü- Yabancı Diller Eğitimi Anabilim Dalı  
Bildiği Yabancı Diller : İngilizce (İleri düzey), Almanca (Başlangıç)  
Bilimsel Faaliyetleri : Akçay, A., & Bütüner, F. (2015). Reasons behind Young Learners' Learning of Foreign Languages. *Online Submission*, 3(2), 56-68.

### İş Deneyimi

Çalıştığı Kurumlar : Pearson Eğitim Çözümleri, Eğitim Danışmanı / Öğretmen (2019 - .....)  
: Cambridge University Press, Eğitim Danışmanı / Öğretmen (2016 - 2019)  
: Antalya İstek Okulları, İngilizce Öğretmeni (2012 - 2016)

### İletişim

E-Posta Adresi : asli\_hanakcay@hotmail.com

Tarih : 24.06.2019



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## Benzerlik Raporu

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**Aslıhan AKÇAY** adına yüklenen "**An analysis of ELT coursebooks in terms of 21st century skills: communication, collaboration, critical thinking, creativity**" isimli eserin benzerlik testi yapılmıştır. Test sonucunda benzerlik oranı **%14** bulunmuştur.



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