Examining 8th Grade English Course Outcomes and Reading Passages in the Framework of 21st Century

İmgehan ÖZKAN ELGÜN[1] iD, Neslihan ÖZKAN[2] iD

Abstract: The aim of this study is to evaluate the 8th grade English course learning outcomes and the content of reading passages within the scope of 21st century skills. Document analysis was determined as the research method. P21 21st century learning framework was used as the data collection tool and the data were analyzed by using descriptive analysis. The results of the research revealed that students' critical thinking, communication and collaboration skills were supported most through the learning outcomes. In terms of reading passages, communication, collaboration and entrepreneurship skills are mostly supported. In addition to all these, it was concluded that the distribution of the skills in both learning outcomes and reading passages differs according to language skills. On the other hand, in general it has been understood that most of the learning outcomes and reading passages are insufficient to support the development of 21st century skills. Accordingly, suggestions were presented to foster 21st century skills through learning outcomes and reading passages in the textbook.

Keywords: Learning outcomes, 21st century skills, reading passages

8. Sınıf İngilizce Dersi Öğrenme Çıktılarının ve Metinlerinin 21. Yüzyıl Becerileri Çerçevesinde İncelenmesi

Öz: Bu çalışmada ilköğretim 8. sınıf İngilizce dersi programındaki öğrenme çıktılarının ve okuma metinlerinin içeriğini 21. yüzyıl becerileri kapsamında değerlendirmek amaçlanmıştır. Dokuman analizi araştırmanın yöntemi olarak belirlenmiştir. P21 21. yüzyıl öğrenme çerçevesi veri toplama aracı olarak kullanılmıştır ve veriler betimsel analize tabi tutularak çözümlenmiştir. Araştırmanın sonuçları öğrenme çıktılarının öğrencilerin en fazla eleştirel düşünme, iletişim ve iş birliği becerilerini desteklediğini ortaya koymuştur. Okuma metinleri açısından en çok iletişim, iş birliği ve girişimcilik becerilerinin desteklendiği ortaya çıkmıştır. Tüm bunlara ek olarak gerek öğrenme çıktıları gerekse okuma metinlerinde becerilerin dağılımının dil becerilerine göre farklılık gösterdiği sonucuna ulaşılmıştır. Öte yandan, genel olarak, öğrenme çıktılarının ve okuma metinlerinin çoğunun 21. yüzyıl becerisinin gelişmesini desteklemekte yetersiz olduğu anlaşılmıştır. Bu doğrultuda öğretim programındaki kazanımlar ve ders kitabındaki metinler aracılığıyla 21. yüzyıl becerilerinin gelişmesini sağlayacak öneriler sunulmuştur.

Anahtar kelimeler: Öğrenme çıktıları, 21. yüzyıl becerileri, okuma metinleri

Introduction

Today, the rapid development of technology and its involvement in all areas of lives have made changes in societies necessary. To adopt changing conditions in the era, societies need individuals thinking creatively, analyzing needs in the society and reaching information easily. Therefore, it has become a must for the education system closely follow the changes in order not to stay behind technological progress and rapidly changing knowledge. In other words, in the 20th century having good understanding of arithmetic, being literate could have been enough to survive; however, in 21st century, a person needs more than those knowledge and skills. In today's world learners need 21st century skills to be successful both in social and education life. 21st century skills refer which competencies people need to have in the information age (Dede, 2009) and it is crucial for each individual to have those skills to survive (Silva, 2009). In the literature, 21st century skills defined in various ways. As a popular and accepted definition, we can say that they are the skills and knowledge which one needs to have to survive and be successful in professional life in the 21st century (P21, 2015). In this respect, fostering 21st century skills while people are being educated should be the main aim of educational institution. Therefore, it crucial to make necessary changes in the educational environments considering those skills to bring up individuals being productive, and surviving to compete in the era.

After examining various studies, besides its definition, it is seen that 21st century skills are also categorized by various institutions in different ways as well. Among them, 21st Century Learning Partnership (P21) classification is seen to be a detailed and descriptive one. Within this framework, various key subjects and 21st century skills are defined. To explain in more detail, those key subjects are defined as; English, reading or language arts, World languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics. On the other hand, when the skills are considered they are categorized as; creativity and innovation, critical thinking and problem solving, information, media and technology literacy, flexibility and adaptability, initiative and self-directed, productivity and accountability, leadership and responsibility (P21, 2015). As those skills have gained great importance, it is necessary to redesign the curriculum for each key subject by considering them. Accordingly, as English language is also one of the key subjects, promoting 21st skills through English course curriculum is crucial. When the primary English course curriculum prepared by the Education Board is analyzed it is seen that it emphasized most of the P21 21st century skills in the main competencies section of the program (MoNE, 2018). However, it is not enough to integrate them in this section, teachers and educators also understand how 21st century skills are integrated in the components of curriculum within each grade. That is to say, the outcomes, the content, the learning teaching process and assessment and evaluation parts should also be organized to foster those skills. Especially, 8th grade which is the last grade before high school, it is important to foster those skills, as students need to decide on their professional field at the beginning of high school years. Therefore, in order to give a right decision about their future, they need to have some skills such as critical thinking, decision making before they start high school.

Regarding the curriculum, outcomes can be seen as the most important one that should reflect 21st century skills to organize the other components of the curriculum. Except outcomes, as a part of curriculum, 21st century skills should be served to be promoted through coursebooks as well. According to Richards (2001) if curriculum is well-designed, it is dominantly decided by

textbooks. Moreover, textbooks contain various activities fostering four language skills through different ways. Reading passages are one of the tools to foster communication skills and to boost 21st century competencies with their content and activities (Bouzid, 2016).

Considering the importance of reading passages and the outcomes in English language classes, in order to foster 21st century skills, outcomes and the reading passages should also be designed to foster the competencies of 21st century. Accordingly, when studies related to 21th century skills were analyzed, the studies generally show teachers' opinions about 21st century skills and how to foster these skills (Bedir, 2019; Güner, 2015; Savuran, 2014; Shoffner, 2007; Yurdakul et al., 2014). Moreover, studies analyzing the outcomes in terms of 21st century skills are mostly related to other fields or other grades of education (Bal, 2018; Çelebi & Altuncu, 2019). Nevertheless, no study has been revealed to how 21st century skills integrated in the outcomes of English course in the 8th grade. Moreover, when the literature related to textbooks analyzed, although it is seen that great number of studies on ELT textbooks evaluation are available, not any have been found related to what extend the content and themes of reading passages foster those skills in the 8th grade English course. In this respect, examining the learning outcomes, and the content of reading passages in relation to 21st century skills in the 8th grade English course is the aim of the study. The following questions were sought to be answered.

How the outcomes are distributed in the 8th grade English course curriculum based on 21st century skills?

How are the 21st century skills integrated in the content of the coursebook distributed based on 21st century skills?

Method

Research Model

Descriptive model was used to present how 21st century skills are integrated into 8th grade English course. In the descriptive model the situation is tried to be defined by observing the people or objects within their current conditions without making any changes (Karasar, 2005). For this study, the outcomes and the content of reading passages are defined within the scope of 21st century skills without making any changes. Moreover, as a qualitative method, document analysis was used for the method of the study. According to Karasar (2005), document analysis, is a way of getting data by examining the existing records and documents. Document analysis refers to finding sources for a specific purpose and it includes note-taking and evaluation processes. Accordingly, document analysis was preferred, as the outcomes and the content of the reading passages were examined.

Sample

The outcomes of 8th grade English course and the content of reading passages were used within the scope of the study. As the source for the outcomes, 8th grade English course curriculum published in 2018 was utilized. The curriculum is available on the website https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=327. Moreover, the reading passages in the textbook-Mastermind- studied in public schools published in Turkey in 2019 was used. The book was available on the website https://www.mebders.com/dosya/6263-2019-2020-yili-8sinif-ingilizce-ders-kitabi

Data Collection Tools and Data Collection Process

Two data collection tools were used in the study. First, the outcomes of 8th grade English course was used. Accordingly, the distributions of outcomes in 8th grade English course curriculum were calculated according to each language skill and they are presented in Table 1 below.

Table 1

Number of Outcomes for Each Language Skill

Language Skill	Outcomes
1. Listening	15
2. Speaking	31
3. Reading	14
4. Writing	10
Total	70

As shown in Table 1, for listening skill, there are 15 outcomes; for speaking skill there are 31 outcomes; for reading skill there are 14 outcomes and for writing skill there are 10 outcomes. Totally there are 70 outcomes. The sample outcomes was presented for each language skill in Table 2 below.

Table 2

Sample Outcomes for Each Language Skill

Language Skill	Sample Outcomes
1. Listening	Students will be able to recognize main ideas and key information in short oral texts about science.
2. Speaking	Students will be able to involve in simple discussions about scientific achievements.
3. Reading	Students will be able to understand various short and simple texts about responsibilities.
4. Writing	Students will be able to write short and simple poems/stories about their feelings and responsibilities.

Within the scope of the study, secondly the contents of the reading passages were also used. Accordingly, the number of reading passages in each unit is presented in Table 3.

Table 3

Number of Reading Passages for Each Unit

Units/Themes	*f*
1. Friendships	2
2. Teen Life	2
3. In the Kitchen	2
4. On the Phone	2
5. The Internet	2
6. Adventures	2
7. Tourism	2
8. Chores	2

9. Science	2
10. Natural Forces	2

As shown in Table 3, there are totally 20 reading passages in the coursebook and two different reading passages in each unit.

Data Analysis

To analyze the data, descriptive analysis was used. According to Yıldırım and Şimşek (2008) in order to do descriptive analysis first the data are gathered, then, they are summarized in terms of themes which are decided beforehand. Finally, the data are explained, interpreted and conclusions are predicted. Accordingly, first, the outcomes for each language skill were put into an excel file. Then the explanations of the skills were used as criterion and the outcomes related to the relevant skills were marked.

Regarding reading passages, they were analyzed in terms of their contents in relation to the explanations of the skills within the P21 framework. That is, the key words within the explanations of the skills and the main ideas and key words within the reading passages were matched and listed accordingly. In order to determine the agreement for both outcomes and contents of reading passages, the data were analyzed by two experts.

The explanations of P21 for each skill are given below.

1. *Critical thinking and problem solving* mean using inductive and deductive skills according to appropriate situation, developing various ideas, making decisions, analyzing ideas and making interpretations, solving problems by using both traditional and modern methods.
2. *Creativity and innovation* mean using brainstorming and different techniques to produce ideas, to produce new ideas, being open to new ideas, analyzing and evaluating ideas.
3. *Communication and collaboration* mean using both written and oral communication skills to communicate, effective listening, using communication to motive; taking responsibility to work collaboratively, working in different teams, being flexile and enthusiastic to work in group.
4. *Information, media and technology literacy* mean reaching information, using information effectively, evaluating information competently, to direct information gathered from different sources, being conscious about legal and ethical issues. Media literacy means how media texts are produced, how an individual explains media messages from different aspects and how they integrate their own ideas. Technology literacy means using technology to reach, organize and evaluate information, using technology to produce information.
5. *Flexibility and adaptability* mean adopting various duties, roles and responsibilities, giving feedback, feeling positive when faced with failure, trying to understand different belief and opinions
6. *Initiative and self-directed* mean managing time and objectives, working independently, balancing long term goals and short term goals, directing own work load, directing yourself, seeing learning as life long process.

7. *Productivity and accountability* mean deciding objectives even facing with obstacles, being aware of work ethics, managing time and projects, being punctual, active and trustworthy, having in cooperation with different team members and taking responsibility of the results

8. *Leadership and responsibility* mean persuading someone for a goal, using interpersonal skills to persuade someone, being source of inspiration for different people and being honest when having the power.

9. *Social and cross cultural skills* differentiating time for listening and speaking, being respectful to other people from different cultures, working effectively and in coordination with people from other cultures (P21, 2015)

To decide the agreement between expert opinions, Miles and Huberman's formula (1994) was used. Two different researchers coded the data. As a result, for outcomes .80 and for reading passages .90 consensus was provided.

Findings

The relationship between the outcomes for each language skill and frequency of 21st century skills within each outcome were calculated and they are presented in Table 4.

Table 4

Frequency of 21st Century Skills within Outcomes for Each Language Skill

Language skill	Total outcomes	Frequency of skills
Reading	14	9
Writing	10	7
Listening	15	15
Speaking	31	42
Total	70	73

As shown in Table 4, within 70 outcomes, frequency of 21st century skills is 73. Specifically, 9 within 14 reading outcomes, 7 within 10 writing outcomes, 15 within 15 listening outcomes and 42 within 31 outcomes are related to 21st century skills. That is, the majority of the skills are reflected through speaking skill outcomes (*f*=42). Then listening skill outcomes promote the skills (*f*=15); writing (*f*=7) and reading (*f*=9) skills outcomes are the least that promote 21st century skills.

The number of the skills within outcomes is presented in Table 5.

Table 5

The Number of Skills within Outcomes

21st century skills	Listening	Speaking	Reading	Writing	Total
Creativity&Innovation		2		1	3
CriticalThinking& Problem-solving	8	8	8	2	26

Communication &Collaboration	4	29	2		35
Information Literacy					
Media Literacy					
ICT					
Flexibility&Adaptability	1	3			4
Initiative&Self-direction					
Social-Cross-cultural skills	1	2			3
Productivity&Accountability					
Leadership&Responsibility	1	1	1	1	4
Total	15	44	10	8	75

As shown in Table 5, communication & collaboration are the most frequent skills (*f*=35) within all outcomes. Moreover, critical thinking &problem solving are also one of the most frequent skills (*f*=26). Besides, creativity, and innovation (*f*=3) and social and cross-cultural skills (*f*=3) are the least frequent skills emphasized within all outcomes. 21st century skills are most frequent among speaking outcomes (*f*=44), then listening outcomes (*f*=15) and they are least frequently emphasized within reading (*f*=10) and writing (*f*=8) outcomes. In addition, some skills are not emphasized within the outcomes. Accordingly, a sample is given below.

Sample outcome 1. *Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction(s). (creativity)*

The frequency distribution of reading passages related to 21st century skills were presented in Table 6.

Table 6

The Distribution of 21st Century Skills in terms of Reading Passages

21st century skills	*f*
Creativity and Innovation	-
Critical Thinking and Problem-solving	1
Communication and Collaboration	5
Information Literacy	-
Media Literacy	-
ICT	1
Flexibility and Adaptability	-
Initiative and Self-direction	5
Social and Cross-cultural Skills	1
Productivity and Accountability	-
Leadership and Responsibility	2

According to Table 6, mostly communication and collaboration (*f*=5) skills are integrated in the content of reading passages. Besides, leadership and responsibility skills (*f*=2) critical thinking and problem-solving, ICT, social and cross-cultural skills (*f*=1) are integrated into the content of reading passages in a limited way. Except those skills, some of them are not promoted through the content of reading passages. Sample reading passages are presented below.

Sample 1. Japanese Small Hands at Cleaning

The content of the reading passages supports collaboration and social and cross-cultural skills. That is, it gives information about the work distributions of the students and information related to Japanese culture is included in it. As collaboration means working with different people in cooperation, this text gives information to students working with each other, sharing responsibilities and also as the text is read by Turkish students, it is also used to introduce different cultures and understanding cross cultural differences.

Sample 2. Internet Habits of Beyza's Family

The information in the text is related to technology use. That is, it gives useful information about how Internet can be used for good purposes. That is, as technology literacy means also reaching information, the content of that text has adequate information about what kind of information one can reaches from Internet.

Sample 3. Two well known Turkish Scientist

The content of the passages fosters initiative and self-directed skills. As both passages give information about the success of those people, it is seen that it is a lifelong learning process. That is, they are still working for the sake of other people. This really needs planning their goals and directing themselves towards those goals.

Conclusion and Discussion

Within the aim of the study, considering the outcomes, among 70 outcomes, 58 of them foster some of the 21st century skills. Especially, communication and collaboration and critical thinking skills are fostered through course outcomes. Likewise, in Aşcı et. al. (2017) study, it was revealed that the majority of the outcomes in primary school English curriculum reflect communication, critical thinking, and problem-solving skills. We can say that having such kind of skills are really important to handle with the difficulties of life. That is, according to Dereli (2008), having problem solving skills is crucial for students to overcome problems in their daily life. Besides English course, studies related to the outcomes of Turkish and life science courses and their relation with 21st century skills revealed that communication, critical thinking and decision making are the most frequent skills in the curriculum (Barası, 2020; Bektaş et al., 2019). Unlike those studies, Kırgız (2019) revealed that the most frequent skills are life and career skills in 5th grade Turkish course curriculum.

Considering each language skill, mostly speaking skill outcomes promote 21st century skills compared to other skills in English course. On the other hand, outcomes of reading are the least reflecting those skills. Especially, communication and collaboration skills are mostly promoted through speaking outcomes. Critical thinking; however, is mostly promoted through

reading outcomes. In Kırgız's (2019) study it was seen that mostly reading and speaking skills outcomes promote 21st century skills. However, fostering less number of skills is not adequate. If we as educators would like to bring up children to survive in this era, they should be equipped with various competencies essential in that century.

Besides, creativity, responsibility, social and flexibility and adaptability skills are fostered thorough outcomes in a limited way. In addition, information literacy, problem-solving, media literacy, ICT, cross-cultural skills, productivity and accountability, initiative and self-direction and leadership skills are not fostered through the outcomes. Similarly, according to a study information, media and technology literacy and social and cross-cultural skills are the least frequent ones which are promoted through learning outcomes (Aşçı et al., 2019). In a study conducted by Çelebi and Altuncu (2019) analyzing the 9th grade English course outcomes in terms of technology, media and information literacy, revealed that there are really less number of outcomes related to media, information and technology literacy. Similarly, in Bal's (2018) research it was concluded that information, media and technology skills are neglected in Turkish curriculum as well. However, in today's world, especially young people are closely interested in and use technological tools, so that not including technology related contents in learning materials is a real gap of the curriculum. Moreover, information is everywhere, and there is information boost so that student should know how to reach reliable information and how to gather different information by evaluating different sources should be the outcomes of curriculum for every subject.

Considering the reading passages, there are totally 20 of them in the book. Most of them improve 21st century skills in terms of their content. That is, they mostly integrate the communication and collaboration, critical thinking, initiative and self-direction, ICT, responsibility, social and cross-cultural skills into their themes. Nonetheless, critical thinking, ICT, responsibility, and social and cross-cultural skills are integrated in a limited way. It is also really odd that as learning a different language requires learning its culture as well, providing limited space for cross-cultural skill can be a limitation for students to improve the target language as they expect. Unlike those results, a study conducted by Rakhmawati and Priyana (2019) showed that the reading passages present different cultures and promote social and cross-cultural skills. Moreover, creativity, and innovation, problem-solving, productivity & accountability, information literacy, media literacy, flexibility & adaptability skills are not integrated in the content of any reading passages. This results about reading passages show that there is not a balance in terms of the skills distribution within the content of the reading passages as well. Similarly, in a study conducted by Kayhan, Altun and Gürol (2019), it was concluded that the outcomes and reading passages of 8th grade Turkish course include 21st century skills ;however, they are not distibuted in a balanced way.

All in all, in today's society, circumstances force students to become people who question information, produce new ideas from the information they reach. Therefore, in learning environments the important aim is not only to have information but also to use information. Moreover, the globalized world and competetive era reshape the educational environments as well. Accordingly, the productive learners are expected to have 21st century skills in this age. However when the results of similar research related to curriculum, it is seen that the distribution of those skills are not balanced and they are not adequate to foster those skills to the students.

Recommendation and Limitation

There are some limitations of the study that guide further research as well. Firstly, this study was only conducted in the 8th grade so that if the outcomes of all grades in English course currciulum are analyzed, a deeper evaluation can be made to see how 21st century skills are integrated into the English course. Moreover, as a part of curriculum only outcomes are analyzed within the scope of this research, if the other components of curriculum that is content, teaching learning process and evaluation are investigated according to 21st century skills, more detailed data can be gathered. Besides outcomes, for the content of the reading passages, we can say that the themes of all reading passages should be revised by considering 21st century skills as not all the skills are included in the content of the passages. As for another limitation, this study is limited to the content of the reading passages, for further studies not only the content of them but also the pre and post questions of reading passages in the book can be analyzed. Moreover, as a suggestion for researchers, similar studies can be conducted with other course books and comparisons can be made between different books. Furthermore, this study is limited to document analysis in terms of its method; however, in order to have deeper information, teachers' opinions can be gathered or observations can be done.

Ethics Committee Permission Information: This research was carried out with the permission of Ufuk University Scientific Research and Publication Ethics Committee with the decision dated 28/12/2020 numbered 2020/48

Conflict of Interest Information: The author declares that there is no conflict of interest with any institution or person within the scope of the study.

Statement of Contribution Rate: The authors of the study contributed equally to all processes of the study.

References

Aşçı, T., Bekci, B. & Köral, S. (2019, 27-29 Haziran). *İlkokul İngilizce dersi program kazanımlarının 21. yüzyıl becerileri açısından incelenmesi.* 5. Uluslararası Eğitim ve Sosyal Bilimler Kongresi [Özet bildiri]. İstanbul, Türkiye.

Bal, M. (2018). Türkçe dersinin 21. yüzyıl becerileri açısından incelenmesi. *Turkish Studies, 13*(4), 49-64. http://dx.doi.org/10.7827/TurkishStudies.12922

Barası, M. (2020). 2018 *Ortaokul Türkçe dersi öğretim programının 21. yüzyıl becerileri açısından incelenmesi.* [Yüksek lisans tezi]. Çanakkale Onsekiz Mart Üniversitesi.

Bedir, H. (2019). Pre-service ELT teachers' beliefs and perceptions on the 21st century learning and innovation skills (4Cs). *Journal of Language and Linguistic Studies, 15*(1), 231-246. https://doi.org/10.17263/jlls.547718

Bektaş, M., Sellum, F. S. & Polat, D. (2019). 2018 Hayat bilgisi dersi öğretim programı'nın 21. yüzyıl öğrenme ve yenilikçilik becerileri açısından incelenmesi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi, 9*(1), 129-147. https://doi.org/10,19126/suje.537104

Bouzid, H. A. (2016). Boosting 21st century skills through Moroccan ELT textbooks. *Journal of English Language Teaching and Linguistics, 1*(2), 97-108. https://doi.org/10.21462/jeltl.v1i2.24

Çelebi, M. & Altuncu, N. (2019, 26-27 Nisan). *21. yüzyıl becerilerinin İngilizce öğretim programındaki yeri.* 6. Uluslararası Multidisipliner Çalışmaları Kongresi [Özet bildiri]. Gaziantep, Türkiye.

Dede, C. (2009). Comparing frameworks for 21st century skills. In J. Bellance, & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 51-76). Solution Tree Press.

Dereli, E. (2008). *Çocuklar için sosyal beceri eğitim programının 6 yaş çocukların sosyal problem çözme becerilerine etkisi.* [Doctora tezi]. Selçuk Üniversitesi.

Güner, C. (2015). *The effects of critical - thinking based instruction on pre - service EFL teachers' critical thinking disposition level, English reading self - efficacy level, and English writing performance.* [Master thesis]. Marmara University.

Karasar, N. (2005). *Bilimsel araştırma yöntemi.* (15. Baskı). Nobel Yayıncilik.

Kayhan, E., Altun, S. ve Gürol, M. (2019). Sekizinci sınıf Türkçe öğretim programı (2018)'nın 21. yüzyıl becerileri açısından değerlendirilmesi. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi, 10*(2), 20-35.

Kırgız, G. (2019). *Türkçe dersiyle 21. yüzyıl becerilerinin ilişkilendirilmesi.* [Yüksek lisans tezi]. Gazi Üniversitesi.

MoNE (Ministry of National Education). (2018). *İlköğretim kurumları (ilkokullar ve ortaokullar) İngilizce dersi (2, 3,4, 5, 6, 7 ve 8. sınıflar) öğretim programı.* Ankara: Milli Eğitim Bakanlığı.

Partnership for 21st Century Learning (P21) (2015). *P21 framework definitions.* http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

Rakhmawati, D. M. & Priyana, J. (2019). A study on 21st century skills integration in the English textbook for senior high school. *Journal of English Educators Society*, *4*(11), 9-16. https://doi.org/ 10.21070/jees.v4i1.1873

Richards, J. C. (2001). *The role of textbooks in a language program.* Cambridge University Press.

Savuran, Y. (2014). *Life-long learning competencies of prospective English language teachers in comparison with their mentors.* [Master thesis]. Hacettepe University.

Silva, E. (2009). Measuring skills for 21st century learning. *The Phi Delta Kappan, 90*(9), 630–634. https://doi.org/10.1177/003172170909000905

Shoffner, M. (2007). Pre-Service English teachers and technology: A consideration of weblogs for the English classroom. *Contemporary Issues in Technology and Teacher Education, 7*(4), 245-255.

Yıldırım, A. & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri.*(6.baskı). Seçkin Yayıncılık.

Yurdakul, I., Ursavaş, Ö. & Becit İşçitürk, G. (2014). An integrated approach for pre-service teachers' acceptance and use of technology: UTAUT-PST Scale. *Eurasian Journal of Educational Research.* 21-36. https://doi.org/10.14689/ejer.2014.55.2.

Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education, 61*(5), 422– 431. https://doi.org/10.1177/0022487110375802

Geniş Özet

Giriş

Bilgi çağında bireyin sahip olması gereken yetkinlikleri ifade eden 21. yüzyıl becerileri, bireylerin mesleki yaşamda başarılı olması için, politik, sosyolojik, sosyal ve kültürel alanlardaki farklı değişimlere uyum sağlayabilmesi için büyük önem taşımaktadır (Dede, 2009). Özellikle teknolojik ilerlemelerin ve hızla değişen bilginin gerisinde kalmamak adına eğitimde alanında da bu değişimleri takip etmek bir zorunluluk haline gelmiştir. Bu bağlamda, içinde bulunduğumuz çağda eğitim kurumların 21. yüzyıl becerilerine sahip bireyler kazandırması temel amaçları olmalıdır.

Alan yazında 21. yüzyıl becerileriyle ilgili çok farklı tanımlamalar ve sınıflandırmalar olduğu göze çarpmaktadır. Yapılan bu sınıflandırmalara yönelik çalışmalar incelendiğinde 21. Yüzyıl Öğrenimi için P21 çerçevesine göre yapılan sınıflamanın en cok kabul gören sınıflandırmalardan biri olduğu anlaşılmaktadır (Zhao, 2009). Bu çerçeve içerisinde İngilizce dersi de anahtar konular arasında yer almaktadır. Bu bağlamda, eğitimde 21. yüzyılın becerilerini bütünleştirmek, tüm disiplinler için öğretim programlarında düzenlemeler yapmayı beraberinde gerektirmektedir. Ayrıca, İngilizce dersi P21 çerçevesinin temel konuları olduğundan, İngilizce programı aracılığıyla 21. becerilerinin geliştirilmesi büyük önem taşımaktadır. Talim Terbiye kurulu tarafından geliştirilen ilköğretim İngilizce öğretim programı göz önünde bulundurulduğunda, genel açıklamalar bölümünde 21. yüzyıl becerilerine vurgu yapıldığı görülmektedir (MEB, 2018). Fakat genel açıklamaların yanı sıra her bir seviye özelinde 21. yüzyıl becerilerinin öğretim programının ögeleri aracılığıyla nasıl kazandırılmaya çalışıldığının da incelenmesi gerekmektedir. Öğretim programının önemli ögesi olan öğrenme çıktılarının özellikle bireyler için 21. yüzyılda gerekli olan becerilere ulaşılacak şekilde kurgulanması gerekiyor ki diğer program ögeleri de bu doğrultuda geliştirilebilsin. Ayrıca İngilizce öğretim programında okuma becerisinin de en az diğer beceriler kadar önemli olduğu düşünüldüğünde okuma metinlerini 21. yüzyıl becerilerini kazandırmak için kullanılan bir eğitici mataryel olarak düşünebiliriz. Başka bir ifadeyle, okuma metinleri gerek içerikleriyle gerekse etkinlikleriyle iletişim becerilerini ve 21. yüzyıl becerilerini geliştiren bir ders materyalidir (Bouzid, 2016).

21. yüzyıl becerilerinin İngilizce öğretimindeki yerine ilişkin çalışmalar incelendiğinde daha çok 21. yüzyıl becerilerinin nasıl geliştirileceğine ilişkin öğretmen görüşlerine başvurulduğu dikkat çekmektedir (Bedir, 2019; Güner, 2015; Savuran, 2014; Shoffner, 2007; Yurdakul vd., 2014). Öte yandan, öğrenme çıktılarının ve okuma metinlerinin 21. yüzyıl becerilerini kazandırmadaki önemi göz önünde bulundurulduğunda çıktıları ve okuma metinlerinin içeriğini incelemek programın 21. yüzyıl becerilerini geliştirme anlamındaki güçlü ve geliştirilmesi gereken yönlerini ortaya koymayı kolaylaştırabilir. Buradan yola çıkarak, özellikle meslek seçiminin yapıldığı lise kademesine geçmeden 8. sınıf düzeyinde öğrencilerin bu becerilere sahip olması için

programların bu yönde geliştirilip geliştirilmediğini ortaya koymanın büyük önem taşıdığı söylenebilir. Bu bağlamda, çalışmanın amacı ilköğretim 8. sınıf İngilizce dersi öğrenme çıktılarını ve okuma metinlerinin içeriğini 21. yüzyıl becerileri kapsamında değerlendirmektir.

Yöntem

Bu çalışmada nitel araştırma yöntemlerinden biri olan dokuman inceleme kullanılmıştır. Dokuman inceleme yönteminde var olan kayıt ve belgeler yoluyla verilere ulaşılır. Bu inceleme sırasında öncelikle kaynaklara ulaşılır, okumalar yapılır ve bu doğrultuda notlar çıkartılarak bir değerlendirmeye ulaşılır (Karasar, 2005). Bu çalışmada da 8. sınıf İngilizce dersi öğrenme çıktıları ve okuma metinlerinin içeriği incelendiği için bu yöntem tercih edilmiştir. Veriler İlköğretim İngilizce 8. sınıf öğretim programı ve Mastermind isimli İngilizce ders kitabı yoluyla toplanmıştır. Verilerin analizinde betimsel analiz kullanılmıştır. Bu bağlamda, öğrenme çıktılarının ve okuma metinlerinin 21. yüzyıl becerilerini nasıl kazandırdığını ortaya koymak için 21. Yüzyıl Öğrenimi için P21 çerçevesi içerisindeki 11 beceriye ait tanımlar ile öğrenme çıktıları ve okuma metinlerinin içerikleri karşılaştırılmıştır. P21 çerçevesindeki "eleştirel düşünme ve problem çözme", yaratıcı düşünme ve yeniliği uygulama, iletişim ve iş birliği, bilgi okur-yazarlığı, medya okur-yazarlığı, bilgi ve iletişim teknolojileri, esneklik ve uyum, girişimcilik ve öz-yönelim, sosyal ve kültürel arası beceriler, üretkenlik ve mesuliyet, liderlik ve sorumluluk becerileri adı altında yer alan becerilere ait tanımlamalar ve öğrenme çıktıları bir excel dosyasına yerleştirilmiştir. Ardından öğrenme çıktılarıyla bu becerilerin tanımlarının örtüşme sıklığına ilişkin frekans tabloları çıkarılmıştır. Her bir beceri ile ilgili açıklamalara "P21 Framework Definitions" içerisinde yer verilmiştir. Okuma metinleri de içerik olarak bu becerilere yer verip vermemesine göre incelenmiş ve bu doğrultuda frekans tabloları çıkartılmıştır. Ardından 21. yüzyıl becerilerini yansıtan örnek öğrenme çıktıları ve okuma metinlerine yer verilmiştir.

Sonuç ve Tartışma

Elde edilen verilere göre, öğrenme çıktılarının 21. yüzyıl becerilerinden çok azının gelişmesine yardımcı olduğu sonucuna ulaşılmıştır. Beceriler özelinde en çok konuşma becerisinin öğrenme çıktıları yoluyla 21. yüzyıl becerilerinin yansıtıldığı; en az ise okuma becerisine yönelik yazılmış öğrenme çıktılarıyla bu becerilerin geliştirilmeye çalışıldığı anlaşılmıştır. Beceriler özelinde baktığımızda ise, programdaki öğrenme çıktıları yoluyla en fazla eleştirel düşünme ve problem çözme ve iletişim ve işbirliği becerilerine yer verildiği görülmektedir. Özellikle işbirliği içinde çalışma ve iletişim becerisi konuşma becerisi çıktıları arasında oldukça göze çarpmaktadır. Öte yandan, eleştirel düşünmenin en çok okuma becerisi çıktıları yoluyla kazandırılmaya çalışıldığı görülmüştür. Kırgız'ın (2019) çalışmasında ise, 21. yüzyıl becerilerinin en çok okuma becerisi ve konuşma becerisi çıktıları içerisinde yer verildiği görülmüştür. Yaratıcılık, sosyallik ve esneklik ve uyum becerilerine ise öğrenme çıktıları yoluyla çok kısıtlı yer verildiği görülmüştür. Öte yandan, bilgi okur-yazarlığı, medya okur-yazarlığı gibi bazı becerilere öğrenme çıktılarında hiç yer verilmediği ve bu becerilerin göz ardı edildiği görülmüştür. Aşçı ve arkadaşlarının çalışmasında da bilgi, medya ve teknoloji okuryazarlığı ile sosyal ve kültürel ilişkiler becerilerine öğrenme çıktılarında çok az vurgu yapıldığı anlaşılmıştır.

Okuma metinleri açısından bakıldığında, metinlerin içerikleriyle en çok iletişim ve işbirliği becerilerinin geliştirilmeye çalışıldığı görülmüştür. En az gelişmesine yardımcı olunan beceriler ise, eleştirel düşünme ve problem çözme, BİT, sosyal ve kültürel arası ilişkiler becerilerine vurgu yapılmıştır. Öte yandan, metinlerin içeriklerinde yaratıcılık ve yenilikçilik, bilgi okuryazarlığı, medya okuryazarlığı, esneklik ve uyum becerisi, üretkenlik ve mesuliyet becerilerine hiç yer verilmediği anlaşılmıştır. Bu sonuçların tersine bir çalışmada okuma metinlerinin farklı kültürleri tanıttığı ve sosyal ve kültürel arası ilişkileri geliştirdiği belirtilmiştir (Rakhmawati & Priyana, 2019). Tüm bu sonuçlar göz önüne alındığında, programdaki öğrenme çıktılarının 21. yüzyıl becerilerini daha çok yansıtacak şekilde gözden geçirilmesi gerektiği söylenebilir. Benzer şekilde, okuma metinlerinin içeriğinin de 21. yüzyıl becerilerinden çoğunu geliştirmeye hizmet edecek şekilde yeniden düzenlenmesi gerekmektedir. Ayrıca, daha derinlemesine bilgi toplayabilmek adına, öğretim programıyla ilgili uygulayıcıların yani öğretmenlerin konuyla ilgili görüşleri alınabilir. Buna ek olarak 8. sınıf özelinde yapılan bu çalışma diğer kademelerde de yapılarak karşılaştırmalı bir şekilde sonuçlara ulaşılabilir. Konuyla ilgili farklı kademelerin öğretim programını incelemek programın aşamalılık ve tutarlık ilkelerini de göz önünde bulundurarak 21. yüzyıl becerilerini yansıtacak daha bütüncül bir program hazırlanmasına yardımcı olabilir.